



# Santa Ana College

Educational Master Plan  
2007–2012





**Rancho Santiago Community College District  
Santa Ana College  
Educational Master Plan 2007**

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# SANTA ANA COLLEGE EDUCATIONAL MASTER PLAN PREFACE

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## **What is the *Educational Master Plan*?**

The *Educational Master Plan (EMP)* is an “umbrella document” utilized to integrate **practice** and **operations** at Santa Ana College. All practices and operations are clearly linked to the mission statement of the college, which is integrally connected to the *Vision Statement* of the Board of Trustees of the Rancho Santiago Community College District.

The EMP contains all college planning documents, including the *Strategic Plan*, the *Technology Plan*, budget development documents, the *RSCCD Budget Allocation Model* and the *LPA Facilities Master Plan*. The EMP also contains the Month-by-Month Planning Calendar, the cycle through which plans are operationalized.

In addition to planning documents, the EMP contains the Santa Ana College *Core Competencies* and the guiding SLOs for all programs at the college. Links to all *Department Planning Portfolios (DPP)* may be accessed, and program review templates for Academic Programs, Student Services Programs, Administrative Services and President’s Cabinet may also be found through a link to <http://www.INSIDEsac.net>.

## **How was the *Educational Master Plan* developed?**

The concept of the *Educational Master Plan* was developed by the Institutional Effectiveness and Assessment Committee (IE&A). The mission of the IE&A within the participatory governance structure of SAC is to review all college planning efforts and make recommendations to the College Council regarding systematic, integrated planning. As such, IE&A is the oversight group of the *Strategic Plan* and remains closely aligned with the Budget Committee (maintains integration with RSCCD *Budget Allocation Model* and SAC budget plans oversight), Technology Advisory Committee (SACTAC—*Technology Plan* oversight), Facilities Committee (*LPA Facilities Master Plan* oversight), the Academic Senate, College Council and President’s Cabinet. It is the group responsible for managing the EMP as well as receiving recommendations regarding all program review efforts. Recommendations from the Teaching Learning Committee (for Academic Portfolio Assessment/Program Review), Student Services and Administrative Services program review documents inform updates and changes to the college *Strategic Plan* as well.

Guiding Principles for the SAC *Educational Master Plan* and the Table of Contents were developed and approved by President’s Cabinet on October 7, 2007. The EMP was presented to the RSCCD Board of Trustees on July 21, 2008.

## EDUCATIONAL MASTER PLAN

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### **What is the oversight process of the *Educational Master Plan*?**

The Institutional Effectiveness and Assessment Committee serves as the planning oversight/coordinating body for the college. It is the recommending body regarding the creation and maintenance of the *Strategic Plan*. IE&A also receives all program review status reports and considers changes to the *Strategic Plan* based on these reports. Other plans contained within the *Educational Master Plan* have an oversight committee (budget-Budget Committee; *LPA Facilities Master Plan*—Facilities Committee; *Technology Plan*—SACTAC). IE&A receives updated versions of college plans for inclusion into the EMP as these plans go through review cycles. IE&A reports to College Council.

### **How often is the *Educational Master Plan* revised?**

Since the *Educational Master Plan* is an umbrella document, each section is reviewed by the appropriate body within an appropriate assessment cycle for the document/plan in that section. The cycle for assessment of all plans is a minimum of three years and a maximum of seven years. The cycle includes goals and strategies, outcomes and data-driven (i.e., qualitative as well as quantitative as appropriate) plans for systematic improvement or continuance. Formats may vary for each plan; however, plans must integrate with each other. As plans are revised by the respective oversight group, the IE&A committee is apprised. The *Strategic Plan*, under the direct aegis of the IE&A committee, is updated annually; a complete college-wide review is done every five-seven years. The *Technology Plan* is also updated annually. The IE&A committee incorporates all changes into the *Educational Master Plan* annually, thereby keeping it continually updated.

### **Where can the *Educational Master Plan* be found?**

A bound copy of the Santa Ana College *Educational Master Plan* may be found in the President's Office, each vice president's office, each division office, the office of the Institutional Effectiveness and Assessment Coordinator, the office of the Academic Senate and the office of the assistant vice chancellor of educational services at the District Office. It may also be found in electronic format at <http://www.INSIDEsac.net>. Annual updated versions may be found on CD and online.



# SANTA ANA COLLEGE EDUCATIONAL MASTER PLAN CONCEPTUAL DOCUMENT

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The following are some guiding principles to inform the creation of the *Educational Master Plan* of Santa Ana College:

1. The *Educational Master Plan* shall serve as an “umbrella document” utilized to integrate **practice** and **operations** at Santa Ana College. The College Council will serve as the final approving body after receiving recommendations from the Institutional Effectiveness and Assessment Committee, which will continually update the *Strategic Plan* and coordinate and update the other elements of the document for College Council review.
2. A brief introductory chapter will incorporate some background about the college, the mission statement, the purpose for the format of the document and the cyclical review process of the document.
3. Each document within the *Educational Master Plan* will have a preamble statement explaining its purpose and cyclical timelines. If the document is created out of a governance committee, the make-up of the committee and the meeting schedule shall also be included.
4. The *Educational Master Plan* shall contain the SAC *Strategic Plan* and cyclical calendar (IE&A Committee oversight group), and the College Core Competencies/General Education SLO’s (Curriculum and Instruction Council/Teaching Learning Committee oversight) as plans of **practice**.
5. The *Educational Master Plan* shall contain the Department Planning Portfolios (DPP), Student Services Portfolio, the conceptual Program Review Process, the *Facilities Plan* (Facilities Committee oversight), the *budget planning documents* (Budget Committee oversight) the RSCCD *Budget Allocation Model*, the *Technology Plan* (SACTAC oversight) and the RSCCD *Functions/Mapping of Responsibilities* document as plans of **operations**.
6. The cycle of assessment for all plans shall be a minimum of three years and a maximum of five years. The cycle shall include goals and strategies, outcomes and data-driven (i.e., qualitative as well as quantitative; direct as well as indirect, as appropriate) plans for improvement or continuance. Formats may vary for each plan; however, plans must integrate with each other.







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# BOARD OF TRUSTEES VISION STATEMENT 2007-2009



Rancho Santiago Community College District is a learning community. The college district and its colleges are committed to ensuring access and equity, and to planning comprehensive educational opportunities throughout our communities. We will be global leaders in many fields, delivering cost-effective, innovative programs and services that are responsive to the diverse needs and interests of all students. We will be exceptionally sensitive and responsive to the economic and educational needs of our students and communities. The environment will be collegial and supportive for students, staff, and the communities we serve.

We will promote and extensively participate in partnerships with other educational providers, business, industry, and community groups. We will enhance our communities' cultural, educational, and economic well-being.

We will be a leader in the state in student learning outcomes. Students who complete programs will be prepared for success in business, industry, careers, and all future educational endeavors. We will prepare students to embrace and engage the diversity of our global community and to assume leadership roles in their work and public lives.

**Vision Statement**

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**Vision Statement & Goals**  
**2007-09**  
Rancho Santiago Community College District  
Board of Trustees

**RANCHO SANTIAGO**  
COMMUNITY COLLEGE DISTRICT  
Santa Ana College • Santiago Canyon College

### Goals

- Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.
- Increase access and retention for completion programs, including transfer, vocational, and high school diploma programs, and prepare students for success in their academic, career, and personal life endeavors.
- Implement facilities master plans, and incorporate "green" efforts into facilities development and other efforts where possible and cost-effective.
- Promote flexible, cost-effective educational programs and services, including the use of cutting-edge technology and educational program delivery via technology.
- Pursue alternative funding sources to implement the district's vision and goals, and encourage the foundations to create plans for capital campaigns and alumni association development.
- Maintain a positive, productive working environment for employees, recognizing and embracing diversity, and enhancing staff development opportunities that address innovation and technology.
- Expand partnerships with business, labor, community groups, universities, schools, and other public agencies in order to ensure student access and success, ensure robust economic development programs, and be responsive to workforce development needs and high demand career fields.
- Assess the educational needs of the communities we serve, and enhance awareness of the colleges and community involvement through outreach and advocacy among community constituencies and leaders.

**2007-09**



## RSCCD BOARD OF TRUSTEES' 2007-09 GOALS

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1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.
2. Increase access and retention for completion programs, including transfer, vocational, and high school diploma programs, and prepare students for success in their academic, career, and personal life endeavors.
3. Implement facilities master plans, and incorporate “green” efforts into facilities development and other efforts where possible and cost-effective.
4. Promote flexible, cost-effective educational programs and services, including the use of cutting-edge technology and educational program delivery via technology.
5. Pursue alternative funding sources to implement the district’s vision and goals, and encourage the foundations to create plans for capital campaigns and alumni association development.
6. Maintain a positive, productive working environment for employees, recognizing and embracing diversity, and enhancing staff development opportunities that address innovation and technology.
7. Expand partnerships with business, labor, community groups, universities, schools, and other public agencies in order to ensure student access and success, ensure robust economic development programs, and be responsive to workforce development needs and high demand career fields.
8. Assess the educational needs of the communities we serve, and enhance awareness of the colleges and community involvement through outreach and advocacy among community constituencies and leaders.



## SANTA ANA COLLEGE MISSION STATEMENT

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The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, workforce and economic development needs of our diverse community. Santa Ana College prepares students for transfer, employment, careers and lifelong intellectual pursuit in a dynamic learning environment.

Approved BOT 11-19-07



# SANTA ANA COLLEGE VISION THEMES

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## **I. Student Achievement**

- A. Increase academic literacy and learning across disciplines
- B. Eliminate economic barriers to student achievement
- C. Increase program completion/transfer/employment rates for all students
- D. Promote and sustain excellence in teaching/learning
- E. Increase credit/non-credit articulation

## **II. Use of Technology**

- A. Graduate students with highly competitive skills for continuing education and professional life
- B. Provide a technology-rich environment for faculty, staff and students
- C. Provide innovative classroom technologies that will enable faculty to enhance and facilitate student learning

## **III. Innovation**

- A. Increase development of innovative teaching techniques
- B. Help students embrace scholarship, inquiry and a love of learning
- C. Enhance opportunities for student access to non-traditional delivery modes

## **IV. Community**

- A. Promote an “achievement attitude” among our prospective student population and supporting networks
- B. Expand awareness of the college as part of the community
- C. Increase interest in lifelong learning across the college and community
- D. Increase awareness and practice of healthful living across the college and community

## **V. Workforce Development**

- A. Expand and identify partners and collaborate with industry and communities
- B. Integrate basic skills and workplace competencies

- C. Support regional economic development by becoming the primary local source of skilled employees for high demand occupations

**VI. New American Community**

- A. Increase awareness and foster proactive civic responsibility
- B. Increase “Green” efforts throughout the college
- C. Educate the faculty, staff, students and community of the *New American Culture*
- D. Create an environment that encourages cross-disciplinary collaboration, activities and dialogues among faculty, staff and students

August 21, 2007







# SANTA ANA COLLEGE EDUCATIONAL MASTER PLAN BACKGROUND

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## History of Santa Ana College

Santa Ana College celebrated 90 years of service to students and the community in 2005 and launched a “Decade of Renewal.” As SAC progresses toward its 100-year anniversary, the college continues to be known for its tradition of educational excellence and community partnerships.

In 1915, Santa Ana College opened its doors as a “Department Junior College” to twenty-four students and eleven teaching faculty at Santa Ana High School. It was the second junior college founded in Orange County and the fourth oldest in all of California. The earthquake of 1933 forced the college to relocate to a site on North Main Street, where it served 803 students with thirty-four teaching faculty. In 1947, it moved to a permanent campus at 17th and Bristol. In 1971, Santa Ana College formally separated from the Santa Ana Unified School District to form the Rancho Santiago Community College District. Currently the fourth largest community college district in the state, RSCCD serves 35,789 students in credit programs and 18,960 in non-credit programs, representing the communities of Anaheim Hills, Garden Grove, Irvine, Orange, Santa Ana, Tustin and Villa Park. In 1997, the RSCCD became a two-college district composed of Santa Ana College and Santiago Canyon College. The main campus of Santa Ana College is located at the corner of 17th and Bristol Streets and occupies an area of sixty-five acres in the geographic center of Orange County. Santa Ana College serves 39,891 students in both the credit and non-credit programs at all campuses and sites.

Santa Ana College has always endorsed the state of California’s open door policy to higher education for high school graduates, those in possession of a California High School Proficiency Certificate, those eighteen years of age and older who can profit from instruction, and high school students who qualify for the career advancement placement program, by offering both credit and non-credit instruction (adult education classes). A full complement of general education, transfer-level, pre-collegiate level, and career and technical education classes provides an opportunity for quality education to the 276,782 residents who compose the diverse service area of Santa Ana, Garden Grove, and parts of Anaheim, Fountain Valley, Tustin and Irvine.

Santa Ana College is accredited by the Western Association of Schools and Colleges.

## EDUCATIONAL MASTER PLAN

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### **Faculty and Staff**

In fall 2007, Santa Ana College employed full-time staff members in the following categories: 28 administrators/10 supervisors, 254 credit and non-credit faculty (279 including child development faculty), and 276 classified staff employees. SAC also employed 1570 adjunct faculty and 286 part-time ongoing classified employees. Adjunct instructors are hired semester by semester, so numbers fluctuate.

The district and Santa Ana College hiring requirements ensure that faculty and staff have appropriate preparation and experience for their positions. Ongoing evaluations assure the institution that the staff are fully committed to performing well in their positions.

Santa Ana College has maintained high standards of instructions since its inception in 1915. As of spring 2008, there are 254 full-time instructors and 1225 adjunct instructors in both credit and School of Continuing Education (SCE) programs. The full-time faculty consist of 3% African-American, 8% Asian, 20% Latino, 64% Caucasian, and 5% Other/Unknown, with 41% male and 59% female. All instructors meet the minimum academic qualifications required by the State Chancellor's Office in their service area. In-services and professional development are provided for faculty members to help them keep current in not only their areas of expertise but also the latest technology and instructional pedagogies. All faculty members strive to use the latest technology and instructional methods to insure the success of SAC students.

### **Students**

Santa Ana College students are among the most diverse in Orange County and the most academically successful. SAC is nationally recognized as among the top ten community colleges nationally in terms of awarding Associate of Arts degrees to Latino students and among the top fifty in Associate Degrees awarded to Asian-American students. The college enrolls approximately 27, 097 full and part-time credit students by the end of each semester in credit courses, and 13,000 full and part-time non-credit students, including inmate education classes. Classes are offered in the day, evening and during weekend college in a wide variety of lengths from four weeks to a sixteen-week semester. Additionally, students were enrolled in fee-based community service classes. All courses offered on the SAC main campus, Centennial Education Center and adjunct community facilities are listed in the *Schedule of Classes* each semester. Community Services classes are published in a separate class schedule.

The credit student population is forty-five percent Latino, thirty-one percent Caucasian, eleven percent Asian, and two percent African American. Thirty-nine percent of credit students are seeking degrees and

certificates, with thirty-three percent attending for employment purposes, including vocational training. Approximately ten percent are enrolled for personal development reasons, and another thirteen percent are undecided about their goals. The non-credit student population is eighty-four percent Latino, seven percent Asian, five percent Caucasian and two percent African American.

Santa Ana College student population continues to grow. According to a Public Affairs release, January 2008, Santa Ana College is one of the fastest growing two-year institutions according to the *Community College Week. RSCCD Enrollment and Persistence Fact Sheet*, February 6, 2006, stated that enrollment has continued to grow at a slow, steady increase and between 2000 and 2010, with a projected increase of seventeen percent.

### **Community**

The Rancho Santiago Community College District presently serves a population of nearly 700,000 residents in the communities of Anaheim Hills, Garden Grove, Irvine, Orange, Santa Ana, Tustin and Villa Park. Encompassing twenty-four percent of Orange County's total area (193 square miles), the district maintains twelve facilities including its operation center. The City of Santa Ana, the county seat for Orange County, is the primary community serviced by Santa Ana College. This city alone has nearly 350,000 residents living in a 27.4 square miles posing a density of 4.6 per unit, the highest of any American city over 50,000 (in contrast, New York City has 2.8 density and Los Angeles, 2.6)<sup>1</sup> Santa Ana earned several significant distinctions after the 2000 census: it is the youngest city in the nation with a median age of twenty-six; it is the most Hispanic/Latino city with Hispanics, of any race, accounting for eighty percent of the population; and it is the most Spanish speaking city of over 100,000 residents in the nation with nearly seventy-four percent speaking Spanish. Adjacent to Santa Ana is the City of Garden Grove, and it is the second largest community serviced by Santa Ana College. With over 165,000 residents, it is a more diverse city than Santa Ana with forty-seven percent White, thirty-one percent Asian, 1.31 percent Black or African American, less than one percent Native American and Pacific Islander, and nearly twenty percent of other races. Unlike Santa Ana, Hispanic/Latinos, of any race, account for only thirty-two percent of the residents. However, Garden Grove is home to the largest concentration of Vietnamese residents of any U.S. city. Both of the K-12 school districts within these two cities also have the distinction of being

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1 Mena, Jennifer. "In Housing Density, It's Too Close for Comfort." *Los Angeles Times*, September 15, 2003.

## EDUCATIONAL MASTER PLAN

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among the 100 largest public school districts in the nation in 2004-05.<sup>2</sup> Both the Santa Ana and Garden Grove Unified school districts share a similar, yet perhaps more intense, population demographics as the city in which they're located. All of these unique characteristics present both challenges and opportunities to Santa Ana College, and has altered within the campus and in partnership with each community.

### General Programs

Santa Ana College offers two-year general education, transfer, career and technical education programs in the credit mode as well as non-credit programs consistent with the RSCCD vision and the mission of California Community Colleges. All courses, degrees and certificates of completion fulfill California *Title 5* Regulations, including those addressing collegiate-level quality and rigor. Completion of associate degree and general education requirements for the associate degree and articulation agreements with four-year institutions ensure that degree programs are of sufficient content and length and are conducted at levels of quality and rigor appropriate to degrees offered. Santa Ana College's general education philosophy and the seven college *Core Competencies*, which inform the comprehensive general education student learning outcomes, ensure that students acquire breadth of knowledge and intellectual inquiry.

Degree credit for general education is consistent with a level of quality and rigor appropriate to higher education, with general education courses spanning six general academic areas: Natural Sciences, Social and Behavioral Sciences, Humanities, Cultural Breadth, Communication and Analytical Thinking, and Lifelong Understanding and Self-Development. All of these academic areas, appropriate to higher education quality and rigor, have articulation agreements with the University of California and California State University systems as well as various other private institutions of higher education throughout the US.

### Educational Programs

The majority of Santa Ana College course offerings are in programs that lead to degrees, as described in the college catalog. There are over 200 concentrations, or majors, leading to the associate degree in arts or science. There are specific courses required for the major, with a minimum of 18 units for each degree. Students must complete these courses with a grade of C or better. The college catalog contains a listing of degrees offered, course credit requirements and unit length of study

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<sup>2</sup> Santa Ana Unified School District was listed as 64th and Garden Grove Unified School District was listed as 88th by the U.S. Department of Education report conducted by the National Center for Education Statistics, April 2008.

for each degree program. Descriptions and explanations of courses offered and degree requirements are also provided in the catalog. Course Outlines of Record are on file in the division offices and may be found on WebCMS.

### **Student Learning and Achievement**

Santa Ana College conducts regular assessments of programs in academic and student services areas to support ongoing and systematic efforts to student learning and achievement. Quadrennial course review is overseen by the Curriculum and Instruction Council. In addition, annual *Department Planning Portfolio* development with quadrennial program review of academic programs within the *Department Planning Portfolio*, and annual student services program review is embedded in the Santa Ana College *Educational Master Plan*.

All programs and services are working toward continuous improvement by linking identified student learning outcomes to the broader seven *Core Competencies* of the college. Through program review processes, SLOs are revised as needed in academic programs. Direct SLO assessment is conducted in a course-embedded program assessment approach in conjunction with analysis of indirect data supplied by the Institutional Research Department. Changes made in the SAC *Strategic Plan* are then based on the program review work of departments and broad-based interdisciplinary dialogue.

Specialized training on SLO writing and assessment is conducted through the Teaching Learning Committee (TLC), the Center for Learning and Instruction (CLI), and through the work of department chairs with the Institutional Effectiveness and Assessment Coordinator. SLOs and student achievement inform the work of the Basic Skills/Literacy Coordinator and the Faculty Development Coordinator as well. Administrators, faculty and staff are working cooperatively on an ongoing basis to facilitate and assess student achievement.

### **Academic Support Services**

Student Services provides services and programs consistent with student characteristics and institutional mission. Services and programs address the needs of a highly diversified student population characterized as ethnically diverse, educationally and economically disadvantaged, re-entry and students with learning disabilities. Monitoring student characteristics and needs has been an ongoing activity. The Student Services division now engages in annual program review and maintains department portfolios which include research-based data as well as student learning outcomes analysis.

## **EDUCATIONAL MASTER PLAN**

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Santa Ana College's published admissions policies are consistent with the mission, appropriate for programs, and follow practices that are consistent with policies in specifying the qualifications for students appropriate for programs. Applications for admissions forms are routinely available through the Office of Admissions and Records, published in the schedule of classes and are available on the SAC website.

Santa Ana College has a large library as well as the Media Services Department, Tutorial Learning Center, Success Center, Academic Computing Center, Testing Center and several labs and centers utilized for specific programs. Library services include a large collection of books, periodicals and online journals and databases. Library staff offer bibliographic instruction and provide reference desk services to students in credit and non-credit programs, faculty and community members. The School of Continuing Education (SCE) has Marketplace Education Center (MEC) Computer Lab, CEC Learning Skills Lab, Centennial Education Center (CEC) Main Computer Lab, CEC Small Lab and CEC Computer Skills Lab.

### **Facilities**

The main campus of Santa Ana College is housed on sixty-five acres of land. The new Orange County Sheriff's Regional Training Academy is located on fifteen acres of land, and the new Digital Media Center is located on 1.2 acres of land. The Fire Academy, Centennial Education Center, and the Fiesta Marketplace Educational Center are housed in leased facilities. The average age of facilities is approximately forty years old. The college has worked on maintaining its facilities through the use of Scheduled Maintenance funds provided by the state and funds from the Measure E Bond. The funds have been provided not only for the upkeep up the facilities but also for the renovation of existing building and new construction. One new building was finished in 2007 with two new buildings scheduled for 2008. There are also two new buildings in the preliminary stages of planning as well as several buildings in the planning stages for renovation. A Facilities Master Plan has been completed to guide the renovations and building of new buildings on the Santa Ana Campus.

### **Technology**

Technology is a key component to most endeavors at Santa Ana College (SAC) and is a core concept of the SAC mission. The responsibility for the college's overall technology efforts rests in the Information & Learning Resources division and in the district's Information Technology Services (ITS) department. The ILR division, along with other academic and service areas, assess and implement improvements continuously. Santa Ana College also has a Technology Advisory Committee (SACTAC), a



participatory governance committee reporting to the College Council, whose purpose it is to “serve as a hub for academic and administrative technology planning at the college.” SACTAC therefore also serves as the oversight committee of the *Technology Plan*.

The college’s institutional commitment to technology in instruction is evidenced by the number of programs that teach technology and the number of programs that teach with technology. In addition, all full-time faculty have computers in their offices which they use to support instructional and college work. Since 1999 SAC has continuously added “mediated classrooms,” which include a teacher station computer connected to the Internet and a video/data projector. Computers for classrooms are continuously upgraded, particularly in the programs that teach technology. Computers and other peripherals are available in the Academic Computer Center (ACC), the Nealley Library and in departmental labs. The two main sites of the School of Continuing Education (SCE), Centennial Education Center (CEC) and Marketplace Education Center (MEC), have mediated all classrooms. Many of those classrooms have computer breakout areas, in effect giving them lab functionality.

Research is supported through the library’s collection of electronic databases and books. Access to the Center for Learning & Instruction’s collection is available through InsideSAC. The acquisition of an online survey tool has created many opportunities for local research and assessment.

Curricular based non-PC based technology is embedded in many programs, most notably: Exercise Science, Manufacturing Technology, Nursing, Pharmacy Technology Assistant and Theater.

Distance Education is increasingly used as a mode of curriculum delivery. During fall 2007, over 125 online and hybrid courses were offered. There are also fourteen telecourses. Moreover, approximately 400 faculty members use *Blackboard*, a hosted system, to enhance traditional on-campus courses by posting assignments and other resources.

The college supports technology activities not directly related to instruction in multiple ways. Office productivity yields institutional efficiency. Every office has networked computers and printers. Stand-alone scanners and printers are also available. A summary of technology support for college-wide communications and operational systems is as follows: district Outlook email for faculty and staff, shared network directories for departments or other groups, remote access to secure web applications, district-wide Microsoft Office license for all office computers, wireless access throughout 60% of the SAC, CEC and MEC campuses, college public website ([www.sac.edu](http://www.sac.edu)), college internal web

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site (<http://www.insidesac.net>), Department Planning Portfolio database, curriculum management program (WebCMS), and an online survey tool <http://oas.insidesac.net>.

Media services are provided to all faculty and staff by the Media Systems and Media Production departments of Information & Learning Resources. Media Production's mission is to create and/or assist faculty and staff in the production of media content such as PowerPoint presentations, teleconferences and video presentations. Media Production also provides support for district and college administration such as in videotaping events, creating marketing productions as videos, PowerPoint or web pages. SAC has a small reprographics department, the Quick Center, which offers self-service and walk- up copying services.





# SANTA ANA COLLEGE EDUCATIONAL MASTER PLAN PLANNING DOCUMENTS



**Part I: Seminal Planning Documents**—These documents are contained within the *Educational Master Plan* and are fully described therein.

Plan Title	Coordinating Group(s)
<i>Educational Master Plan</i>	Institutional Effectiveness and Assessment Committee (IE&A)
Strategic Plan	Institutional Effectiveness and Assessment Committee
LPA Facilities Master Plan	Facilities Committee
Budget calendar and plans	Budget Committee
Technology Plan	SAC Technology Advisory Committee (SACTAC)
Core Competencies/ General Education SLOs	Curriculum and Instruction Council (C&I)/ Teaching Learning Committee (TLC)

**Part II: Other Planning Documents**—In addition to the seminal planning documents contained in the SAC *Educational Master Plan*, the following plans have been developed by faculty and staff at SAC as part of both ongoing strategic planning efforts and required compliance work in association with Title V and state/federal agencies.

Plan Title	Brief Description	Lead(s)
Matriculation Plan	This plan details the college's work across all components of its matriculation initiative.	VP of Student Services
Student Equity Plan	This plan identifies a series of measures for college access and success and identifies any differences among and between student groups. Analysis of the differences and action plans as appropriate are also included.	VP of Student Services
Categorical Program Plan	This plan includes college-wide responses to a variety of student success elements in the context of categorical program supports. It serves as a foundation for on-site program review in conjunction with the California Community College System Office.	VP's of Student Services at SAC and SCC
EOPS Program Plan	This plan is required by Title V and details staffing, activity, and spending plans for EOPS for the coming year.	Associate Dean of EOPS
DSPS Program Plan	This plan is required by Title V and details staffing, activity, and spending plans for DSPS for the coming year.	Associate Dean of DSPS

## EDUCATIONAL MASTER PLAN

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<b>Plan Title</b>	<b>Brief Description</b>	<b>Lead(s)</b>
Perkins IV Program Plan	This plan is required by Perkins IV and details activities to address the core indicators of technical skill achievement, skill certificate or degree completion, student persistence or transfer, student employment, nontraditional participation and nontraditional completions.	VP of Academic Affairs
OCR Compliance Plan	This plan responds to OCR-identified compliance issues and details specific actions that will be undertaken to achieve compliance.	SAC Cabinet
Basic Skills Strategic Plan	Beginning in 2007-2008 this college-wide strategic plan contains a self-assessment of basic skills needs at the college, an inventory of strategies currently underway, and previews future issues requiring attention and effort in support of the success of students enrolled in basic skills.	SAC BSI Leadership Team

**Seperator**





# PLANNING AGENDA OF THE SANTA ANA COLLEGE REPORT OF THE INSTITUTIONAL SELF STUDY FOR ACCREDITATION 2008

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## **Standard I:**

The *Portfolio Assessment/Program Review* will be ongoing and consistent with interdisciplinary dialogue leading to systematic and continuous improvement at the program level.

All departments will complete a cycle of PA/PR by spring 2011.

All departments will fully utilize the electronic Department Planning Portfolio process.

The Institutional Effectiveness and Assessment Committee will continue to provide the *Strategic Plan with Progress on Goals* document to the college president and appropriate governance committees every spring.

The Institutional Effectiveness and Assessment Committee will continue to aggregate all program review documentation and advise the appropriate governance committees every spring.

The IE&A committee will update the *Strategic Plan* annually. Upon completion of the first eight-year cycle of the Strategic Plan, IE&A will conduct a thorough evaluation which it will forward to College Council.

In 2008-2009, under the aegis of IE&A, SAC will engage in a college-wide dialogue to evaluate the effectiveness of the *Strategic Plan* and to determine how that plan and its processes have affected the various departments, disciplines, programs and student learning.

The TLC will continue to sponsor training for faculty in direct SLO assessment, rubric development, best practices and other topics salient to student learning.

The TLC will evaluate the effectiveness of the PA/PR model with regard to *Direct Assessment of SLOs*, and recommendations for model clarification will be made if needed.

## **Standard IIA:**

The vice president of academic affairs and the Facilities Committee will consider alternatives to house the Writing Center, Math Study Center, Tutoring Center and Student Success Center in close proximity.

All departments will complete PA/PR by 2011.

President's Cabinet, College Council and the Budget Committee will coordinate the process of prioritizing requests with fiscal implications from the DPP, student services portfolio and the administrative services portfolio.

## EDUCATIONAL MASTER PLAN

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All departments will complete the direct and indirect assessment portion of the COR using multiple measures by 2011 utilizing the PA/PR model.

### **Standard IIB:**

Lead faculty, staff and administration will continue to develop and refine student services SLOs, especially assessment strategies as the planning and program review cycle continues.

Lead faculty, staff and administration will conduct an assessment of the cluster of student success committees and task forces to glean recommendations from participants that will inform design and functioning for the subsequent program year.

### **Standard IIC:**

Library administration will work with the Facilities Committee to develop a plan to expand space for additional individual seating and group study rooms for students.

Library administration, in consultation with the Budget Committee, will establish a predictable materials base-budget that is not dependent upon lottery or block grant subsidies and is protected from inflation; is sufficient to serve general education classes and vocational programs; includes provisions for enrollment growth and support for new programs.

The Success Center will seek additional ongoing funds for the renewal of licenses and up-to-date software programs.

The library department will expand its current library instruction program to include customized, course-specific, assignment-based library instruction.

Library administration will work with the Facilities Committee to develop a plan for providing greater seating capacity in its mediated classroom to meet the needs of the LIS and LT programs and library workshops.

President's Cabinet will investigate appropriate reorganization within the current administrative structure or create an appropriate-level administrative position for the library who will report directly to the vice president of academic affairs.

The President's Cabinet will also investigate restoring the library faculty complement to its 2001 status.

The Success Center will work with IT to provide 24/7 remote access to students via the Success Center's web page.

The vice president of academic affairs and the associate dean of information and learning resources, in conjunction with faculty leaders in

learning resources departments, will develop a plan for all departments to collaborate easily when volume licensing is available.

**Standard IIIA:**

The TLC will continue its work on student learning outcomes assessment and will continue to sponsor faculty development activities related to SLOs.

FARSCCD/CEFA and the district will incorporate student learning outcomes and assessment in the evaluation process through the negotiation process.

Based on current and anticipated future needs of both the credit and non-credit divisions, appropriate administrators and faculty leaders will review the needs of the college's growing and changing student population annually to provide appropriate hiring recommendations to the district. The president of Santa Ana College and the president of the Academic Senate will assess the prioritization process to ensure that they appropriately address staffing needs.

The college will offer appropriate staff development activities for classified and academic staff that will ensure they are kept informed of policies and procedures, as well as workshops and seminars that improve the work environment, support the college mission and goals, improve the skills of employees, and continue to integrate student learning outcomes and assessment into programs.

The associate dean of information and learning resources and a representative of CSEA will review the process and availability of professional development activities for classified staff for effectiveness.

**Standard IIIB:**

College Council and district administration will explore the possibility of another bond to carry out the facility plans that were established by *Measure E* and the failed *Measure O*.

President's Cabinet, the Budget Committee and the RSCCD will explore other funding options for maintenance operations and custodial services.

The vice president of administrative services and the M&O supervisor will establish, implement and maintain a plan which itemizes the scheduled maintenance plan.

The Academic Senate will appoint a DSPS faculty member to the Facilities Committee and the Safety and Security Committee as a representative. This appointment will also be added to the *Facilities Master Plan* and the re-established Safety and Security Committee.

## EDUCATIONAL MASTER PLAN

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The college president and the vice president of administrative services will communicate more directly to faculty and staff regarding facility issues.

The IE&A Committee and the Facilities Committee will communicate the expectations and requirements of the co-chair positions for sub-committees that report to these governance committees.

SAC College Council and the RSCCD will explore opportunities for the funding of facilities, equipment and supplies.

The president of SAC will request that RSCCD administration identify a formula for “the total cost of ownership” concept, which is then made explicit.

College Council and RSCCD administration will explore the possibility of another bond to carry out the facility plans that were established by *Measure E*.

### **Standard IIIC:**

*Datatel* implementation management will include student electronic mail as part of the full implementation of the system.

The associate dean of ILR and the Institutional Research Department will further refine technology questions on student satisfaction surveys.

The ILR training program will focus on pedagogy.

The associate dean of ILR and district IT will explore collaborative ventures such as a joint Help Desk.

The district IT will provide readily accessible and accurate inventory records.

The associate dean of ILR, SACTAC, the vice president of academic affairs and district IT will develop a replacement plan for technology equipment.

President’s Cabinet will study feasibility of reassigning district IT personnel stationed at SAC to a SAC vice president.

SACTAC and the Facilities Committee will develop a plan for upgrading and expanding technology facilities.

Technology goals from the DPP will be forwarded to SACTAC division representatives, through the division deans, so that DPP plans will be infused into the college-wide *Technology Plan*.

### **Standard IIID:**

The president of the college will request dialogue to occur at Chancellor’s Cabinet regarding the issue of dwindling state resources in a context of increasing fixed costs, which negatively impacts the resources available for discretionary funds available to the colleges.

The president of the college will include more discussion and input from all concerned constituencies regarding the nature of fixed expenditures, the impact of fixed and discretionary expenditures and funding priorities on the district and local college levels through College Council and regularly-published reports.

The college and district will continue to seek ways to operate efficiently as well as pursue alternate sources of revenue through the DPP at the department level, the Budget Committee at the college level, and BAPR at the district level.

The SAC Budget Committee will conduct an annual review to ascertain that budget allocation is aligned with the *Strategic Plan* of the college.

The vice presidents will send DPP/student services portfolio budget priorities received from the division deans and student services managers to IE&A for information and alignment with the *Strategic Plan*, and the Budget Committee for prioritization. The Budget Committee will also be supplied the status of the *Strategic Plan* every spring by the chair of IE&A.

BAPR will conduct an annual self review of its effectiveness together with a review of the ongoing effectiveness of the Budget Allocation Model in an environment that is conducive to voicing concerns and suggesting change without apprehension. The model developed by the BAPR workgroup should be utilized in concert with existing processes.

**Standard IVA:**

The president of the college, the president of the Academic Senate and representatives of CSEA will continue to review the participatory governance framework and its operational flow annually.

The college president will conduct regularly-scheduled classified forums to facilitate communication among this constituency group.

The college president and all constituency group leaders will continue to review and refine the governance framework and its operational flow.

The college president will ascertain that the roles and responsibilities of relatively new administrators are clearly defined and understood.

**Standard IVB:**

The college president will continue to meet with the Academic Senate executive board and classified staff leaders regarding participatory governance structures.

The IE&A will continue to update the *Strategic Plan* and review its effectiveness in meeting the college's goals, objectives and mission statement.

## EDUCATIONAL MASTER PLAN

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The president of the college will make information regarding budget issues readily available on a regular basis, especially in these times of fiscal constraint.

To enhance communication, the president will ensure that budget requests brought to President's Cabinet by the vice presidents from the DPP are shared with the Budget Committee.

In meetings of all governance committees at the college and district levels, constituents should:

- identify issues related to the delineation of functions between the district and the colleges that remain unclear, unknown, problematic, or less than optimally functional
- create a plan for clarifying and optimizing the functions related to these issues
- create a timeline for completion of these plans
- operationalize the plans
- widely communicate the results to the aforementioned district committees and to the appropriate governance bodies at the colleges.

The college, through its governance committees and the Academic Senate will:

- identify and prioritize the most serious areas of concern related to the district's support to the college
- present them at the district level through the appropriate governance and operational venues, including the Chancellor's Cabinet, District Management Council, the District Construction Coordination Committee, the Human Resources Committee, the Budget Allocation and Planning Review Committee, the Technology Committee, meetings of the chancellor with the Academic Senate presidents from Santa Ana College and Santiago Canyon College, and meetings of the Board of Trustees

In response, the Chancellor's Cabinet should:

- create a plan for addressing the identified and prioritized areas of concern
- create a timeline for completion of these plans
- operationalize the plans
- widely communicate the results to the aforementioned district committees and to the appropriate governance bodies at the colleges.

## **PLANNING DOCUMENTS**

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The president of the college will elicit clear information about staffing rationale and disseminate this information to SAC constituency group leaders through College Council.

The Chancellor's Cabinet will continue to evaluate district/system role delineation and governance to assure effectiveness of the decision-making structures and processes.

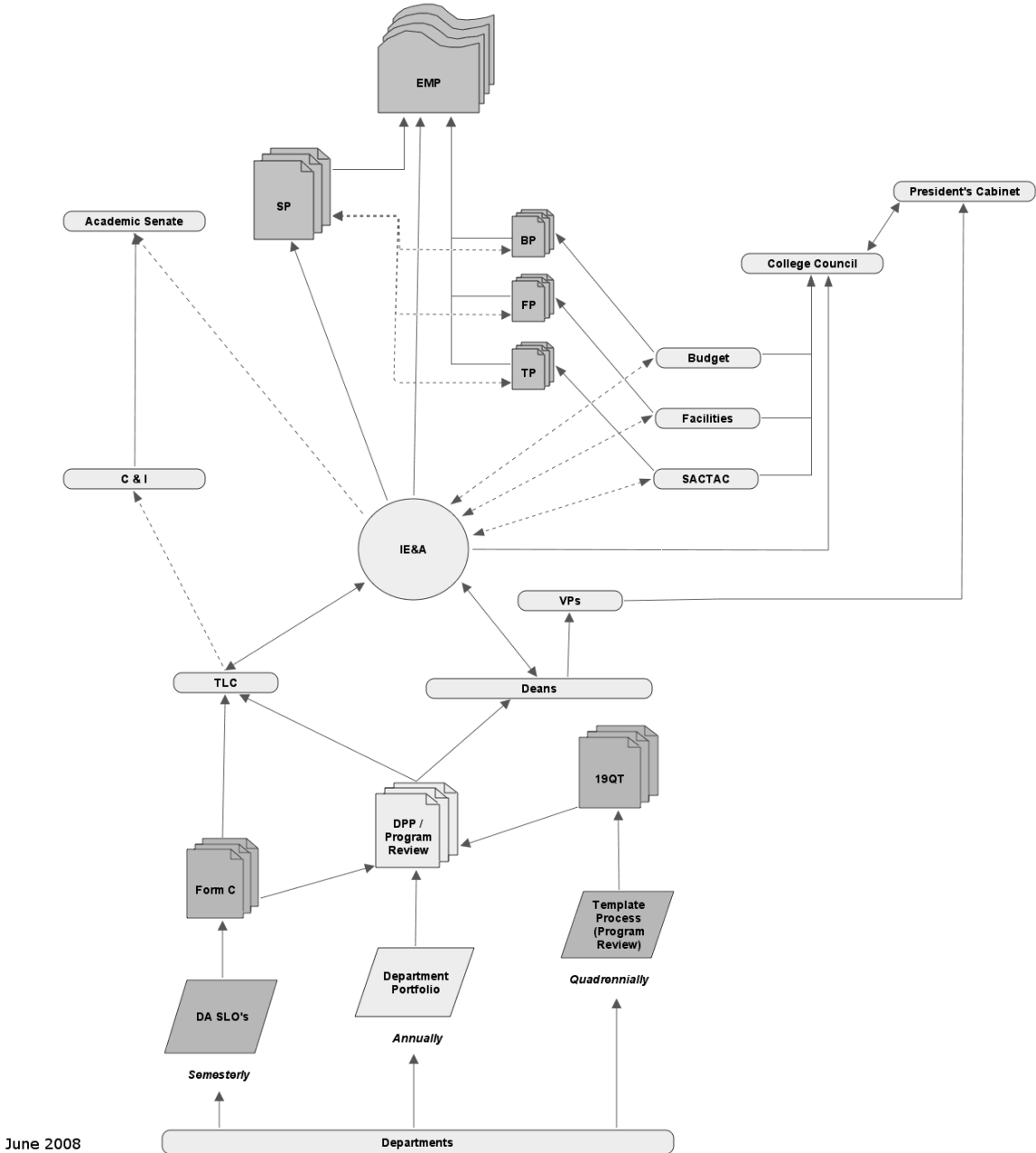








# PLANNING & ASSESSMENT PROCESSES



June 2008

SANTA ANA COLLEGE MONTH-BY-MONTH PLANNING CALENDAR

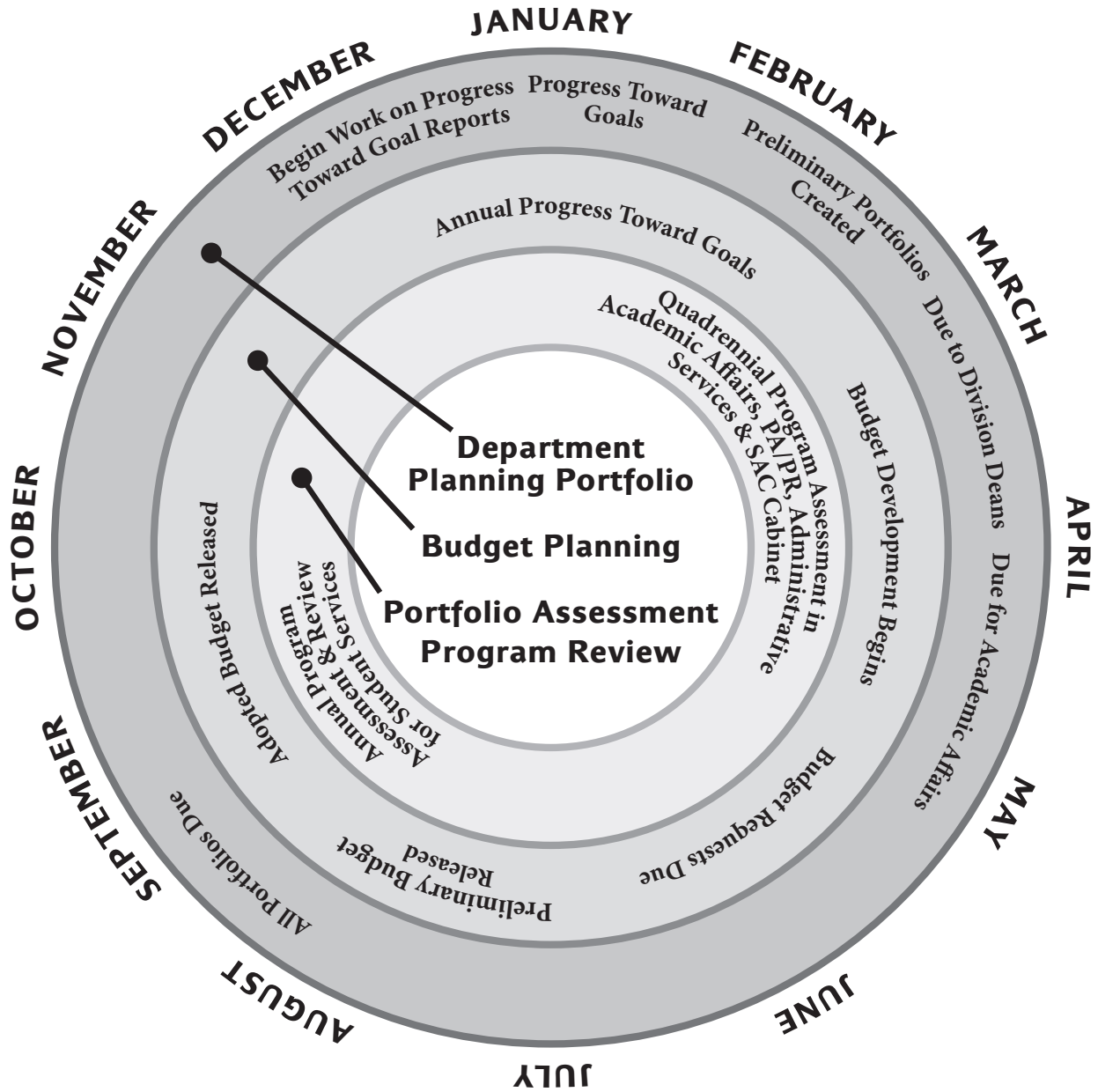
Planning Activity	July	August	September	October	November	December
<b>District*</b>		Submit final budget to Board of Trustees	Adopted Budget 9/15			
<b>College</b>	Implement/Allocate funds for <i>Strategic Plan</i> over year			Faculty Priorities Committee** by 10/10	Staff and administrative personnel requests	Faculty Position announcements
<b>Department</b>		Begin <i>Department Planning Portfolio</i> assessment by reviewing goals and initiate new goals for <i>Department Planning Portfolio</i> (e.g., faculty development activities, funding needs, research requests, curriculum work, SLO assessment techniques)	Replacement and new faculty requests	Curriculum work due to C&I Council (CSU and IGETC deadlines vary)	Check-off on status/progress of <i>Department Planning Portfolios</i>	<i>Department Planning Portfolios</i> due to deans (2007-08 only)
<b>Resource Allocation</b>	Allocate funds for <i>Department Planning Portfolio</i> goals over year					

**PLANNING AND ASSESSMENT PROCESSES**

<b>Planning Activity</b>	<b>Jan</b>	<b>Feb</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>District*</b>						Tentative Budget
<b>College</b>		IE&A check progress towards <i>Strategic Plan</i> implementation—revise as needed	<i>Program Review</i> Admin. Services, Student Services, President's Cabinet 3/30.  Budget Planning	Retiree list: College submits to district to request budget		
<b>Department</b>	<i>Department Common Day</i> to evaluate progress on work and assessment activities	Preliminary <i>Department Planning Portfolios</i> w/ goals & resource/budget requests for next year due for dean's review	Deans & department chairs meet to discuss projects which are not self-supporting for possible budget augmentation requests through college budget process  Complete Annual <i>Portfolio Assessment/Program Review</i> for scheduled departments; to IE&A by 3/15	Managers submit <i>Summary Report of Department Planning Portfolios</i> submitted to appropriate VP and IE&A by 4/15.  Division Curriculum Committees review <i>Portfolio Assessment/Program Review</i> of designated departments by 4/30.	End-of-year Report/ Division progress forwarded to the appropriate Vice President (May-August)  IE&A Committee receives <i>Portfolio Assessment/Program Review</i> lists from Division Curriculum Committees by 5/15.	
<b>Resource Allocation</b>			Dept. resource/ budget requests compiled & approved	Office of Academic Affairs evaluates division resource requests		

\* District resource timelines should be included and be in alignment  
 \*\*BAPR & Faculty Priorities should refer to the department portfolios

1/23/2008



**PLANNING AND ASSESSMENT PROCESSES**

**Planning, Budgeting and Assessment Cycle  
SAC 2008**

	<b>Jan</b>	<b>Feb</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>Department Planning Portfolio</b>	Progress toward Goals		Preliminary Portfolios Created	Portfolios due to Division Deans	Portfolios due for Academic Affairs	
<b>Budget Planning</b>			Budget Development Begins	→	Budget requests due	
<b>Portfolio Assessment Program Review</b>	Annual Progress toward goals		Quadrennial Program Assessment in Academic Affairs PA/PR, Administrative Services & SAC Cabinet			
	<b>July</b>	<b>August</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>
<b>Department Planning Portfolio</b>		All portfolios due				Begin work on Progress toward goals report
<b>Budget Planning</b>	Preliminary budget released		Adopted Budget released			
<b>Portfolio Assessment Program Review</b>		Annual Program Assessment & Review for Student Services				









## STRATEGIC PLAN 2007-2015

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### **Institutional Effectiveness & Assessment**

Institutional Effectiveness and Assessment is evidenced throughout planning and budgeting mechanisms at Santa Ana College. SAC ensures broad-based planning and resource allocation processes, based on the Vision Statement of the RSCCD and the mission statement of the college, through its participatory governance committees and councils. These entities provide the vehicles for a continuous and ongoing dialogue about institutional effectiveness and student learning with the goal of systematic, continuous improvement. As listed in the Santa Ana College Participatory Governance Structure, representatives from classified staff, faculty and administrators constitute the membership of the following key decision-making bodies: College Council (formerly SAC President's Council), and committees on Accreditation, Budget, Facilities, Student Success, and SAC Technology Advisory (SACTAC).

A recent addition to the shared governance structure is the Institutional Effectiveness and Assessment Committee (formerly a sub-committee of Accreditation), established as the gatekeeper of the *Educational Master Plan*, the broad-based document integrating practice and operations. IE&A is also the oversight committee of the mission statement of the college, the *Strategic Plan* and the Month-by-Month Planning Calendar, and all program review reporting. IE&A works in advisory capacity to College Council and maintains close alignment with the Academic Senate, the governance committees responsible for the other seminal college planning documents (Budget Committee, Facilities Committee, Technology Advisory Committee), and the Teaching Learning Committee (sub-committee of the Curriculum and Instruction Council). IE&A also maintains currency in accreditation exigencies and oversees the actualization of all internal Self Study plans and WASC recommendations. The IE&A committee is chaired by the Institutional Effectiveness and Assessment Coordinator. For further information, please contact Bonnie Jaros at x6512 or jaros\_bonita@sac.edu.

**Theme I: Student Achievement**  
**(A. Literacy across disciplines; B. Eliminate economic barriers for students;**  
**C. Transfer/Employment; D. Excellence in Teaching/Learning; E. Credit/Non-Credit Articulation)**

GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS Spring 2008
<p>A. Literacy across disciplines</p> <p>Increase student academic literacy and learning across disciplines</p>	<p>A.1 Define "academic literacy" and how it integrates with SLOs</p> <p>A.2 Develop, expand, and increase effectiveness of coordinated programs between instruction, student services, and community outreach.</p>	<p>A.1 Academic Literacy and Learning Committee minutes</p> <p>A.2 General survey of faculty, students and staff about their program involvement and their assessment of programs</p> <p>A.2 Follow-up surveys with focus on academic literacy and learning outcomes of programs.</p>	<p>A.1 VP of Academic Affairs (VPAA); Basic Skills/ Literacy Coordinator; Academic Literacy &amp; Learning Workgroup; Title V Coordinator</p> <p>A.2 VPAA; VP of Student Services (VPSS); Basic Skills/ Literacy Coordinator (A.1-2: Fall 2007)</p>	<p>A.1. Definitions have been created and vetted through the BSI Task Force and the Academic Literacy and Learning Committee for both Basic Skills and Academic Literacy.</p> <p>A.1. Seven broad areas for institutional Core Competencies have been established and linked to SLOs for literacy and learning work at the college through college-wide committees as well as individual departments.</p> <p>A.2. The following surveys have been undertaken in an effort to assess the extent to which academic &amp; co-curricular programming is linked and the effectiveness of such efforts where they exist.</p> <ul style="list-style-type: none"> <li>• The CCCSSE</li> <li>• Service Learning Program Evaluation</li> <li>• FEP program assessment</li> <li>• EOPS program assessment</li> <li>• SSTI, i2T2, Research Scholars, U-LINK assessments</li> <li>• Research Department surveys (of current &amp; former students)</li> <li>• There are a total of 11 faculty development workshops planned that will be held 2008-09.</li> <li>• The Basic Skills/Literacy Coordinator has attended the College Reading and Learning Association (CRLA) National Conference, the National Association of Developmental Education (NADE) National Conference, and the Structured Learning Assistance (SLA) symposium. All of these are related</li> </ul>

GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS Spring 2008
	<p>A.3 Pilot <i>Degrees of Reading Proficiency</i> testing in Anthropology, Women's Studies and Reading Departments.</p> <p>A.4 Provide comprehensive learning assistance center for all basic/ developmental skills across curriculum.</p> <p>A.5 Strengthen partnerships with K-12 to offer literacy-enhancement programs accessible at local schools and community centers.</p> <p>A.6 Through Title V grant, hire a literacy coordinator to coordinate the learning centers for students.</p>	<p>A.3 Published results of pilot study</p> <p>A.4 Explore the options of either co-locating or otherwise linking existing programs &amp; services at SAC.</p> <p>A.5 Number of workshops and number of attendees A.5 Feedback via surveys of "takeaways" from the meetings A.5 Research percentage of successful course completions</p> <p>A.6 Applied for grant summer 2007</p>	<p>A.3 Chairs Anthropology/Women's Studies; Reading; Basic Skills Coordinator (A.3: Fall 2007)</p> <p>A.4 VPAA; VPSS (A.4: 2007-2008 academic year)</p> <p>A.5 VPAA; VPSS; Various departments (A.5: Fall 2007 – Spring 2010)</p> <p>A.6 VPAA; VPSS; Basic Skills/Literacy Coordinator; Title V Coordinator (A.6: Hire literacy coordinator – to be determined)</p>	<p>to A and D. The information/content from all three conferences will be disseminated over the summer to faculty and a website will be created to continue the lines of communication from these sources.</p> <p>A.3. Part of the pilot has been completed in selected anthropology courses.</p> <p>A.4. Discussions have occurred about co-locating academic support programs on the second floor of the library on an incremental basis, building on the Math Study Center, the Success Center, and the Testing Center, which are already in place. This effort is coordinated with campus construction activities and dialogue is continuing.</p> <p>A.5. The primary work in this area has centered on collaborative efforts between SAC and SAUSD to support secondary student success in the CAHSEE. A three-part program coordinated across credit and non-credit at SAC has been piloted and is slated for expansion in 2008-09.</p> <p>A.5. The primary work in this area has centered on collaborative efforts between SAC and SAUSD to support secondary student success in the CAHSEE. A three-part program coordinated across credit and non-credit at SAC has been piloted and is slated for expansion in 2008-09</p>

## EDUCATIONAL MASTER PLAN

GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS Spring 2008
	<p>A.7 In monthly workshops, enhance faculty skills in a variety of strategies, which will improve students' skills (reading and learning).</p>	<p>A.7 Document meetings and surveys</p>	<p>A.7 Faculty Development Coordinator (FDC); Basic Skills/ Literacy Coordinator; Associate Dean Information &amp; Learning Resources (ILR) (A.7:2007-2008, on-going)</p>	<p>A.6. A Title V grant was not initially funded by the USDE; it is now funded with a starting date of October 2008. Planning work has been restarted, with an early focus on staffing including this position and an instructional designer.</p> <p>A.7. A robust set of professional development activities have been undertaken (or are planned) for the current year centered on literacy &amp; learning. Workshops and extended professional development seminars have been offered.</p>
<p><b>B. Eliminate economic barriers to student achievement</b></p>	<p>B.1 Create a brochure and employ other strategies to more widely communicate programs that would reduce students' economic hardships.</p> <p>B.2 Work with publishers to decrease cost of books and materials/ Explore alternative options to costly textbooks</p> <p>B.3 Offer or increase grants for textbooks or one time emergencies cost, book and fee waivers</p>	<p>B.1 Increased use and participation in programs by students</p> <p>B.2 Numbers of faculty and departments who participate</p> <p>B.3 Number of students receiving textbooks, fee waivers, and financial aid/ number of requests</p>	<p>B.1 Financial Aid Director; EOPS; VPSS; Student Service Coordinators (B.1: Spring 2008)</p> <p>B.2 District Textbook Task Force (B.2-7: Spring 2008 and ongoing)</p> <p>B.3 VPSS; EOPS; Director of Financial Aid</p>	<p>B.1. A college-wide strategic planning effort has begun at SAC with the purpose of increasing the visibility of FA available to students and cross-training staff throughout SAC to assist and refer students to hubs for financial support that include financial aid, scholarships, A&amp;R, counseling, EOPS, student life, and more. Implementation is planned for fall 2008.</p> <p>B.2. A RSCCD-wide Textbook Cost Reduction Task Force has been formed to explore options for reducing related costs to students. A report has been issued to the college community and the group's leaders are active statewide.</p> <p>B.3. The SAC <i>Work for Your Book Program</i> &amp; <i>Buy a Book Society</i> have been expanded to benefit more students. BSI Innovation grants have been created to further underwrite textbook costs for students through loan and rental programs.</p>

GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS Spring 2008
	<p>B.4 Increase programs and resources to assist our students with their economic hardships (<i>including proposals to assist AB 540 students</i>)</p> <p>B.5 IDENTIFY (Access) available aid dollars for students and advertise the information</p> <p>B.6 Build stronger loan libraries on campus for student resources</p> <p>B.7 Increase books on reserve loan programs and library services</p>	<p>B.4-7 Number of students who participate</p>	<p>B.4 VPSS</p> <p>B.5 Director Financial Aid; SAC Foundation Director</p> <p>B.6-7 Outreach Program</p>	<p>B.4.</p> <ul style="list-style-type: none"> <li>• The financial assistance awareness effort described above was developed with great sensitivity to AB540 and other high need groups.</li> <li>• Scholarship funds dedicated to AB540 students have been increased.</li> <li>• A new Opportunity Scholarship Program is being launched by the Academic Senate and SACF to sponsor the tuition of needy students for the coming year.</li> <li>• 1 minute FA Outreach presentations were offered to all SAC classes this spring.</li> <li>• KnowHow2Go workshops were offered for parents and students at all SAUSD feeder high schools.</li> </ul> <p>B.5. This strategy is being addressed through the FA Awareness Initiative &amp; activities described above.</p> <p>B.6. Textbook loan activities are now underway in academic departments and in the outreach office as part of Innovation Grant activities at SAC.</p> <p>B.7. If we compare stats from 2005 to 2008, it appears that there has been a n increase in reserve loan programs. In previous years, monthly reserve statistics for March, April, May and June have averaged 3,500 total circulations per month. If the 3,500 per month ballpark figure (this adds an additional 14,000 circs) is added to 27,608, we could estimate that for '07-'08 "approximately" 41,608 reserve items circulated. Even if the total monthly average figure is lowered to 3,000, there would still be an increase and could state that for '07-'08 "approximately" 39,608 reserve items were lent, 3,000 more than the previous year.</p>

## EDUCATIONAL MASTER PLAN

GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS Spring 2008
<b>C. Transfer/ Employment:</b> Increase transfer, progress/course completion, and employment rates for all students	C.1 Continue developing fast track to the universities: University Day; Partnership with 4-year schools.	C.1 Number of students who transfer to 4-year institutions	C.1 VPAA; VPSS; Academic Senate (AS)	C.1. University transfer has increased substantially for all groups of students at SAC, but most of all for Latino students. Strong partnerships have been maintained with UC, CSU, and private/independent institutions. Innovative programming has continued to expand from i2T2 and the UC Breakfast Club to the University
	C.2 Increase efforts in recruitment and retention of male Latino students.	C.2 Track number of students contacted, number enrolled and number who drop out	C.2 VPSS; Outreach Department; AS (C.1-2; Fall 2007 and ongoing)	C.2. In addition to the above programs, the institutionalization of One Stop Higher Education Centers has created a permanent full service college-going support center for our SAUSD high school students, 98% of whom are Latino, male & female.  C.3. Please see A.7. progress report above.
<b>D. Excellence in Teaching and Learning</b> Promote and Sustain Excellence in Teaching and Learning	C.3 Enhance faculty and staff skills to better meet students' academic learning needs.	C. 3 Number of faculty and staff that participate in professional development workshops/ self-reporting surveys of faculty and staff participants	C.3 FDC; Basic Skills/ Literacy Coordinator (C.3: Spring 2008 and ongoing)	
	D.1 Identify innovators in teaching and learning across disciplines with a focus on SLOs and develop a list/bank of activities that can be offered	D.1-4. Numbers of sessions, variety/ participants and surveys; Track use of shared practices; Satisfaction surveys	D.1 VPAA; VPSS; Basic Skills/ Literacy Coordinator; FDC	D.1. The TLC has been meeting regularly and developing strategies for creation of Rubrics, development of robust SLOs to meet the college core competencies, techniques for assessing SLOs. Through Portfolio Assessment/ Program Review, direct assessment of SLOs is conducted. This creates necessity to assess and review SLOs for quadrennial course revision.



GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS Spring 2008
	<p>D.2 Enhance engagement in faculty development, including SLOs</p> <p>D3 Provide best practices/ brown bag lunches with a focus on SLOs &amp; assessment</p> <p>D.4 Create meaningful and focused staff development for existing faculty (e.g., on-line, repeated, day/night)</p> <p>D.5 Create a Teaching/ Learning Blog</p> <p>D.6 Develop and enhance Innovation grants and mentor/ internships</p> <p>D.7 Formalize career ladder for students to teachers</p>	<p>D.5 Number, scope &amp; breadth of Blogs</p>	<p>D.2 VPAA; FDC (D.1-2: Fall 2007 and ongoing)</p> <p>D.3 Basic Skills/ Literacy Coordinator; Department Chairs; AS</p> <p>D.4 FDC; Teaching Learning Committee (TLC); AS</p> <p>D.5 FDC (D.3-5: Fall 2007-2008 and ongoing)</p> <p>D.6 VPAA; VPSS (D.6: Fall 2007 and ongoing)</p> <p>D.7 Coordinator Teacher Education Program (D.7: Fall 2008)</p>	<p>D.2 SLO "Clinics" have been offered in the CLL. The chair of TLC has met with departments, e.g., SCE, chemistry, nursing, exercise science, math to discuss course outline of record SLOS and program-level assessment A greater college-wide effort is still needed through staff development.</p> <p>D.3 Pending</p> <p>D.4 The On Course three- day workshop and the Brain-Based Learning two-session workshops were held spring 2008. There are a total of 11 faculty development workshops planned that will be held 2008-09.</p> <p>D.6 A significant number of grants have been submitted and secured this year (see Appendix A).</p> <p>D.7 Several partnerships with K-12 &amp; OC Dept of Education have been formed to provide educational assistance to instructional assistants who want to become teachers: Paraprofessional Teacher Training Program (PTTP) with SAUSD, OCDE, SAC &amp; CSUF; Special Education paraprofessional Certificate program, leading to a major in Human Services at CSUF; Special Ed credential program</p>

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<b>GOALS</b>	<b>STRATEGIES</b>	<b>MEASURES</b>	<b>LEAD(S)</b>	<b>PROGRESS ON GOALS Spring 2008</b>
<p>E. Credit/Non-Credit Articulation</p> <p>Enhance cooperative efforts between credit and non-credit to encourage success in workforce preparation, transfer, and basic skills</p>	<p>D.8 Assess faculty-defined needs</p> <p>D.9 Pilot <i>Teachers Training Teachers</i></p> <p>E.1 Schedule joint department meetings to assess curricular bridges</p> <p>E.2 Implement student interest/assessment needs surveys at major Continuing Education sites.</p>	<p>D.8 Survey</p> <p>D.9 West Ed. Reading Apprenticeship Training Participation</p>	<p>D.8 FDC (D.8: Fall 2007 and every fall annually)</p> <p>D.9 Basic Skills/ Literacy Coordinator (D.9: June 2008)</p> <p>E.1 AS; CEC faculty; English/Math/ Speech department chairs (E.1: Fall 2007 and beyond)</p> <p>E.2 CEC Faculty; Outreach Department (E.2: Spring 2008)</p>	<p>D.8 Pending</p> <p>D.9 --The West Ed Reading Apprenticeship training is scheduled for this June 2008 and next June 2009. Two faculty will attend each year for a total of four.</p> <p>--A Title V grant focused on academic literacy across the disciplines will commence October 2008. A major focus of the Title V grant is "teachers training teachers" as we have outlined a series of mentor trainings that will continue from year one to year four of the grant across the disciplines.</p> <p>E.1. Joint meetings have been established between credit and non credit in relation to the Basic Skills initiative and related academic development activities. These activities are on-going and include coordinated professional development work as well as continuing leadership by faculty from credit and non-credit on the SAC BSI Task Force.</p> <p>E.2. Continuing education transition work is coordinated across outreach departments in both divisions with on-going activities calendared throughout the academic year. Annual surveys of advancing students with related assessment data informs strategic planning.</p>

GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS Spring 2008
	E.3 Add General Education SLOs into non-credit courses.	E.3 Track SLOs and assessment of SLOs on courses	E.3 Continuing Education Division Curriculum Committee; SAC C&I Council; TLC (E.3: Fall 2007 – Spring 2011)	E.3. SCE has been working on adding SLOs to all course outlines of record. The chair of C&I has worked directly with the SCE curriculum committee and the “Leadership” team in two staff development activities for SLOs as well as assessment.

**Theme II: Use of Technology**  
**A. Students B. College Environment C. Classrooms**

GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS
A. Students SAC students will graduate with highly competitive technology skills that will serve them in their continuing education and professional life.	A.1 Determine skills sets required; revise to reflect current trends and needs	A.1 Create Skills continuum list	A.1 SACTAC co-chair; C & I (A.1: December 2007, revise annually)	Completed.  SACTAC Co-chair met with Dean of Student Affairs to determine how we could administer a survey to Early Decision students. Have contacted Research for assistance in developing a survey from the competency continuum.
	A.2 Determine technology skills sets of incoming students	A.2 Track implementation	A.2 SACTAC co-chair; C&I chair; VPAA (A.2: Pilot April/May 2008 via Early Decision)	
	A.3 Determine technology skills sets of students by department/discipline	A.3 Track implementation	A.3 Department Chairs; Faculty (A.3: November 2010)	
	A.4 Imbed technology skills into appropriate department curriculum	A.4 Number of departments that require technology skills in their student assignments using pre and post tests	A.4 Curriculum Council; Dept. Chairs; VPAA (A.4: December 2010)	

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<b>GOALS</b>	<b>STRATEGIES</b>	<b>MEASURES</b>	<b>LEAD(S)</b>	<b>PROGRESS ON GOALS</b>
	<p>A.5 Determine learning areas where students can learn appropriate technology skills required for class assignments.</p> <p>A.6 Enhance existing facilities to promote technology proficiency</p> <p>A.7 Assess student technology skills upon identified program completion</p>	<p>A.5 Inventory labs and centers such as Mesa, ACC, Nursing</p> <p>A.6 Compare inventory to 2007 capacity; survey faculty and students regarding adequacy of technology facilities</p> <p>A.7 Assessment of pre and post tests.</p>	<p>A.5 SACTAC; Co-chairs (A.5: December 2009)</p> <p>A.6 VPAA; Deans (A.6: December 2011)</p> <p>A.7 Department chairs and Faculty with other resources as needed, e.g., Testing Center, Research Department, ILR (A.7: May 2011)</p>	
<p><b>B: College Environment</b></p> <p>SAC will provide a technology rich environment that will promote efficiency and productivity for faculty, staff and students.</p>	<p>B.1 Provide student e-mail on registration</p> <p>B.2 Provide registration 365/24/7</p> <p>B.3 Install 100% wireless access to Internet on campus</p> <p>B.4 Plan portal access to college and Datatel information for students and staff</p> <p>B.5 Implement portal access</p>	<p>B.1 Check availability</p> <p>B.2 Check availability</p> <p>B.3 Check availability</p> <p>B.4 Creation of student portal and addition of content to the portal</p> <p>B.4 Creation of faculty/staff portal</p> <p>B.5 Check availability</p>	<p>B.1 ITS; A &amp; R (B.1: Spring semester 2009)</p> <p>B.2 A &amp; R; ITS (B.2: Summer 2008)</p> <p>B.3 VPAA; VPSS; ITS (B.3: January 2010)</p> <p>B.4 SACTAC; SCC Tech Committee; ITS (B.4: Summer 09 Pending Datatel implementation)</p> <p>B.5 ITS; VPAA; VPSS (B.5: Fall 09 and ongoing)</p>	<p>Datatel and 24/7 registration will not be implemented until mid 2009.</p>

GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS
	<p>B.6 Provide current hardware, software, and databases to offices, student labs, the library, and all classrooms</p> <p>B.7 Strengthen the technology training staff development program</p> <p>B.8 Continue to replace and upgrade office technology (hardware and software)</p> <p>B.9 Enhance and ensure timely, efficient and complete technology support in all offices</p> <p>B.10 Continue to develop strategies to provide timely information useful functionality and effective design for the SAC webpage, including division/department web pages</p>	<p>B.6 Assessment by faculty and staff on an annual basis</p> <p>B.7 Faculty and staff survey of needs</p> <p>B.8.a Review of hardware inventory B.8.b Review of software inventory B.8.c Review of annual budget B.8.d Assessment of needs met</p> <p>B.9 Annual satisfaction survey</p> <p>B.10 Assess via focus groups and surveys</p>	<p>B.6 AD, ILR (B.6: January 2009 and annually)</p> <p>B.7 SACTAC; AD ILR; Faculty Development Coordinator; Literacy Coordinator (B.7: May 2008; May 2009 and annually)</p> <p>B.8 AD ILR; Management; VPs (B.8a: April 2008) (B.8b: Summer 2008) (B.8c: Fall 2007) (B.8d: Fall 2008 and ongoing)</p> <p>B.9 ITS is responsible for maintenance; ILR (B.9: April 2008 and annually)</p> <p>B.10 Web Development Committee; AS; ILR (B.10: May 2008)</p>	<p>Toolbox series of workshops was designed and implemented to refresh foundation skills in classified staff. 192 staff members attended these workshops. The Academic Senate ran a survey re software needs/interests. Currently running a survey on use of technology in curriculum. Results will be reported in 2008 Accreditation IIIC Tech Resources self study.</p> <p>8a &amp; 8b IIIC Self study comments on the difficulty of obtaining information. IT is working on a solution.</p> <p>State budget has resulted in a significantly reduced budget allocation. We need about \$500K and have \$50K for the year from state instructional equipment funds.</p> <p>Currently running a survey. Results will be included in IIIC accreditation self-study</p> <p>Currently planning to work with the Research Dept. to do a usability study on the public web site. Will work with focus groups with students of various levels; will also query faculty and staff.</p>

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GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS
	<p>B.11 Provide communication software that allows for collaboration such as blogs and wikis</p> <p>B.12 Include technology in facilities planning by coordinating college and district efforts</p> <p>B.13 Support expanded usability development of Datatel/Colleague</p> <p>B.14 Provide access to information to students, staff and faculty with disabilities through the use of state of art specialty technology</p> <p>B.15 Develop alternative strategies for funding technology including endowments</p>	<p>B.11.a List of possible software programs</p> <p>B.11.b Assessment of needs</p> <p>B.11.c Purchase of software</p> <p>B.12 Review of new building plans and remodeling plans, including security</p> <p>B.13 Faculty and staff survey</p> <p>B.14 Report from DSPS department</p> <p>B.15 List of alternatives</p>	<p>B.11 SACTAC Task Force, VPAA</p> <p>B.12 VP AS; VPAA; Facility Comm.; Assistant VC of Facility Planning (B.12: Fall 07 and ongoing)</p> <p>B.13 ITS; President (B.13: May 2009 and annually)</p> <p>B.14 AD; DSPS (B.14: May 2008 and annually)</p> <p>B.15 VPAA; SACTAC; Director of SAC Foundation (B.15: December 07)</p>	<p>New classroom building should be the test of whether we've been successful. At this point, the installations on the F and S buildings have been less than optimal.</p> <p>Need to begin work on this.</p> <p>Foundation Director spoke at SACTAC in February 08. We need to focus on what projects we would like to pursue.</p>
<p><b>C. Classrooms</b></p> <p>SAC will provide innovative instructional technologies that will enable faculty to enhance and facilitate student learning</p>	<p>C.1 Mediate remaining classrooms, as needed</p> <p>C.2 Update, replace and standardize technology in existing classrooms every 5 years</p>	<p>C.1 100% of appropriate classrooms mediated by 2007-2008</p> <p>C.2 Assessment of inventory against current ITS standards</p>	<p>C.1 VPAA (C.1: June 2008)</p> <p>C.2 AD ILR; VPAA (C.2: March 2008 and every year thereafter)</p>	<p>Have not made any progress this year. SAC has 90+ mediated classrooms to date out of a total of 126+/-</p> <p>IIIC Self study comments on the difficulty of obtaining information. IT is working on a solution.</p>

GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS
	C.3 Enhance and ensure timely, efficient and complete technology support in all classrooms	C.3 Annual satisfaction survey	C.3 SAC ITS responsible for maintenance; ILR (C.3: April 2008 and annually)	Currently running a survey. Results will be reported in IIIC self study for accreditation.\
	C.4 Fully develop an instructional design team and training program to support faculty which includes a. facilities b. personnel c. a responsive organization	C.4 Assessment of program through faculty survey of needs	C.4 VPAA; ILR (C.4: Spring 2008; Survey in Spring 2009 and annually)	
	C.5 Continue to maintain and increase quality of distance education (defined by a set of rubrics) and the quantity of online, and hybrid courses	C.5 List of online courses; Assessment of students by a student satisfaction survey and faculty survey	C.5 Distance Education Coordinator; Division Deans; department Chairs; Institutional Design Team (pending Title V Grant) (C.5: Spring 2009 end of each semester)	An instructional designer will be hired from Title V grant funds next October. Current staff member is possibly having his position reclassified to ID also.

**Theme III: Innovation**

**(A. Classroom efforts; B. Embrace scholarship, inquiry and a love of learning; C. Access/Outreach)**

GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS
A. Classroom efforts: Increase development of innovative teaching techniques	A.1 Develop training for faculty in instructional design and technology to enhance student success in SLOs  A.2 Gather input from students on innovative strategies	A.1 Monitor staff development opportunities in instructional design and technology  A.2 Create student surveys	A.1 Faculty Development Coordinator  A.2 FDC; VPAA; AD ILR	A.1. A robust set of professional development activities have been undertaken (or are planned) for the current year centered on literacy & learning. Workshops and extended professional development seminars have been offered.(same as Theme I, A.7.)  A.2. Pending

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GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS
	A.3 Enhance scope and services of the Center for Learning and Instruction (CLI)	A.3-4 New positions created for the CLI <ul style="list-style-type: none"> <li>• Instructional Designer</li> <li>• Graphic Artist</li> <li>• Media Producer</li> </ul> Student Helper	A.3-4 VPAA; AD ILR	A.3./A.4
	A.4 Foster a broad range of classroom support		(A.1-4: Fall 2007 and ongoing)	New Title V grant will provide Instructional Designer
B. Embrace scholarship, inquiry and a love of learning Help students embrace scholarship, inquiry and a love of learning	B.1 Develop training for faculty and Outreach staff in motivating students' positive attitudes toward scholarship and metacognitive skills needed.	B.1 Monitor training sessions and attendance	B.1 FDC; Outreach Department; department chairs	
	B.2 Create list/rubrics for students to develop "lifelong learner characteristics."	B.2 Student surveys with baseline data	B.2 FDC; TLC; Department Chairs	
	B.3 Review and consider curriculum augmentation in appropriate counseling courses.	B.3.a Dissemination of rubrics and implementation B.3.b Report of counseling curriculum review status	B.3. Counseling Division faculty; C&I Council (B.1-4: Spring 2008 and ongoing)	B.3. Pending
C. Access/ Outreach	C.1 Offer traditional and non-traditional classes 24/7	C.1 Increase course offering	C.1 Faculty; Deans; VPAA (C.1: Incremental increase by 2010)	C.1. Presently there are courses being offered in a distance education mode that allows students to access courses and materials in non-traditional times. Additional distance education courses will be added to the curriculum.
Enhance opportunities for student access to non-traditional delivery modes				



GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS
	C.2. Reach traditional and non traditional students	C.2. Course Enrollment	C.2. Faculty; Deans; VPAA (C.2: <i>Incremental increase by 2010</i> )	C.2. Faculty members are using various instructional methodologies and technology to reach all students. Staff development is offered for faculty.
	C.3. Offer access to innovative student support services	C.3. Review support services offered in non traditional ways	C.3. Admission; EOPS; Outreach Department; Counseling; Financial Aid; VPSS; Academic Programs (C.3: <i>Incremental increase by 2010</i> )	C.3. Support services are now offered on-line to students with access from all campuses and educational sites. Highlights include counseling, orientation, tutoring, and financial aid assistance. Other models such as the HEC's & Financial Aid Initiative also support this strategy. These services will approach a 24/7 model in coordination with our <i>Datatel</i> conversion in 2009.

**Theme IV: Community**

**(A. Attitude/Motivation; B. Community/Family involvement; C. Lifelong learning D. Healthful Living)**

GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS
A. Attitude, access and motivation	A.1. Continue Homeroom for College program for 7th and 8th graders in SAUSD middle schools	A.1. Pre-post tests for students and teachers	A.1. Dean Student Affairs (A.1: September 2007 – June 2008)	A.1. The program has been continued and presently serves approximately 1000 students annually in our community.
Promote an “achievement attitude” among our prospective student population and supporting networks	A.2. Coordinate all existing mentoring programs for pre-college students, including academic programs, to expand the reach and impact of 1:1 and small group support activities	A.2. Create annotated roster of programs and a leadership team to plan activities, coordinate target populations and track students and mentors	A.2. Assoc. Dean of Student Development (A.2: October 2007- June 2008)	A.2. Mentoring programs have been expanded in the areas of transfer, tutoring for pre-college students, service learning, and student life.

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GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS
	<p>A.3 Expand the direct involvement of faculty through a visiting scholars program model in pre-college activities through one-time activities in discipline-alike classes, HS based courses, and on-campus course previews.</p> <p>A.4 Continue professional development conferences for intersegmental counseling and Outreach</p> <p>A.5 Expand intersegmental faculty involvement in discipline-specific articulation and infuse efforts centered on math and language arts curriculum to expand readiness for college level work upon high school graduation</p> <p>A.6 Expand college-incentive activities from SAUSD Higher Education Centers including:</p> <ul style="list-style-type: none"> <li>o KnowHow2Go (25% seniors)</li> <li>o CC/CSU/UC college applications (100%)</li> <li>o Concurrent enrollment (10%)</li> <li>o Financial Aid/Scholarship application support (100%)</li> <li>o Case-based support for juniors and seniors (100%)</li> </ul> <p>Expand the number of participants</p>	<p>A.3 Roster of participating SAC faculty, HS faculty hosts, and students including feedback from SAC &amp; HS faculty</p> <p>A.4 Document number of participants, the agenda, and evaluation data</p> <p>A.5.a Document activities and number of beneficiaries A.5.b Obtain recommendations from HS &amp; SAC faculty for program refinement and improvement</p> <p>A.6 Develop a master calendar for school and college use</p>	<p>A.3 VPSS; VPAA; AS; Outreach Office; Division Offices; Department Chairs (A.3: September 2007 – June 2008)</p> <p>A.4-5 Dean Student Affairs; Dean Counseling (A.4-5: October 2007 &amp; Spring 2008)</p> <p>A.6 Outreach; EOPS/DSPS; Financial Aid Office; Divisions as appropriate (A.6: September 2007 – June 2008)</p>	<p>A.3. This strategy has yet to be implemented.</p> <p>A.4. Intersegmental Counseling Professional Development conferences have been institutionalized in our region and occur in the fall and spring of each academic year. Expanded activities in association with this plan include counselor to counselor networking events and dialogues. To date, such dialogues have occurred between SAC credit and noncredit counselors as well as between SAC credit counselors and counselors from feeder high schools.</p> <p>A.6. SAC Outreach Staff have been co-located at HEC's throughout SAUSD to supplement activities currently underway with the support of the field staff from the Santa Ana Partnership. These activities include:</p> <ul style="list-style-type: none"> <li>• Detailed review of <u>all</u> transcripts for juniors and seniors to support college-going</li> <li>• A year-round calendar of college advancement activities including both school-based and college/university based activities for all students.</li> <li>• Expansion of concurrent enrollment activities for pre-college students in the Santa Ana service area.</li> </ul>

GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS
<p><b>B. Community /Family involvement</b></p> <p>Extend awareness of the college as part of the community</p>	<p>B.1 Increase partnership and interaction between the community and college on a department/ faculty level (including local high schools)</p> <p>B.2 Make the college more visible in the community at community events</p> <p>B.3 Expand invitations (VIP passes) to the community to attend campus events (cultural events, social events, &amp; sporting events)</p> <p>B.4 Actively promote the Santa Ana Youth Expo (located at SAC) as a neighborhood open house with more active participation from college programs and services</p>	<p>B.1 Track number of activities, interactions, &amp; events each year</p> <p>B.2 Track number of events and interactions the college participates in over the course of a program year</p> <p>B.3 Track number of VIP passes used verses number of passes given out annually</p> <p>B.4 Distribute invitations to residents in the neighborhoods bordering SAC</p>	<p>B.1 Cabinet with management and faculty colleagues</p> <p>B.2 Cabinet with the management team, faculty colleagues, and the Public Affairs Office</p> <p>B.3-4 Cabinet and the Public Affairs Office</p>	<ul style="list-style-type: none"> <li>• Expanded financial aid awareness activities for all pre-college students and their families.</li> <li>• Continuation of universal college application process for all SAUSD students.</li> </ul> <p>B.1./B.2./B.3.</p> <ul style="list-style-type: none"> <li>• The college president meets regularly with neighborhood groups and launched a set of good neighbor activities inviting community members to on-going college activities in athletics, arts and culture.</li> <li>• SAC compiled a comprehensive list of all significant community involvement work undertaken by managers on a volunteer basis.</li> <li>• The SAC Foundation has expanded community outreach activities through fundraising, <i>friendraising</i>, and alumni activities throughout the year.</li> </ul> <p>B.4. The Youth Expo had record attendance at SAC in October 2007 with more than 3,000 SA families on campus for the Education and Community Fair.</p>

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GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS
	B.5 Expand Padres Promotores community-based activities	B.5.a Expand the visibility of the Platicas, home visits, & Camino de Amistad community educational outreach activities & other family-centered work led by the Padres here at SAC  B.5.b Increase the involvement of the Padres Promotores in other college activities throughout the academic year	B.5 The Office of School and Community Partnerships (B.1-5: September 2007 – and ongoing)	B.5. <ul style="list-style-type: none"> <li>The SAC-based headquarters of the Padres <i>Promotores de Educación</i> has been renovated to accommodate program growth.</li> <li>The number of training hours and padres has increased, as has the number of involved community parents and on-campus programs.</li> <li>Replication training has taken place state-wide and nationally to support other communities efforts to engage and empower parents in support of education.</li> </ul>
C. Lifelong Learning  Increase interest in lifelong learning across the college and community	C.1 Identify community areas of interest	C.1 Surveys/ Attendance at sessions scheduled	C.1-2 SAC/ District Marketing; VP Continuing Education; Community Services; VPAA (C.1: Fall 2008/Spring 2009)	C.2. <ul style="list-style-type: none"> <li>The number of Community Services classes and participants has increased over the past year.</li> <li>Community Services Program has partnered with both the Orange County Superior Court and Diversified Monitoring Services to offer court ordered classes to DUI offenders as a niche program. In addition, new program offerings have been tailored to reach our large Latino and Vietnamese populations (example: <i>Becoming a "Quinceañera Event Planner"</i>) as well as to address the current economic market (example: <i>Avoiding Foreclosure</i>)</li> </ul>
	C.2 Continue to develop marketing plans for offerings both on and off campus	C.2 Document offerings.	(C.2: Fall 2008 and ongoing)	
	C.3 Work with local library to develop community services courses	C.3 Number of courses developed	C.3 Library department faculty; curriculum committee; SAC C&I Council (C.3: Fall 2008)	

GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS
<p><b>D. Healthful Living</b> Increase awareness and practice of healthful living across the college and community</p>	<p>D.1 Offer a series of seminars to address traditional as well as non-traditional approaches to Healthful Living for students, staff and community members.</p> <p>D.2 Create a poster campaign</p> <p>D.3 Create a 30-day log for change on a volunteer basis, among faculty and staff</p> <p>D.4 Incorporate into curricular activities where appropriate, e.g., Speech, English, History, Exercise Science, etc.</p>	<p>D.1 Needs assessment surveys/ Surveys after sessions / Attendance at sessions scheduled</p> <p>D.2 Evidence of “advertising” on all SAC sites</p> <p>D.3 Self reporting of improvement according to a check list; publish results (anonymous)</p> <p>D.4 Report of participation</p>	<p>D.1 Health and Wellness Center; Exercise Science Faculty; Nursing faculty; Psychological Services (D.1: Fall 2008)</p> <p>D.2-3 Dean Exercise Science (D.2-3: Fit into “Fitness Month” 2009)</p> <p>D.4 C&amp;I/TLC (D.4: Spring 2009 and ongoing)</p>	<ul style="list-style-type: none"> <li>SAC and SCC are creating a 2-college strategic planning team to improve coordination and to expand market share overall along with profitability.</li> <li>Community members throughout Santa Ana are invited to year-round cultural, performing arts, and music activities on campus as well as in our downtown Santa Ana Art Gallery.</li> </ul> <p>D.1.</p> <ul style="list-style-type: none"> <li>Healthful living seminars have been available cost-free to employees as part of our professional development program.</li> <li>The renovated SAC Fitness Center opened this fall to a record number of student and staff participants.</li> <li>The Health Center has explored the possibility of offering nontraditional wellness seminars.</li> <li>Health &amp; Wellness activities are promoted campus-wide through student activities</li> </ul> <p>D.4. Interdisciplinary discussions need to be held at the TLC and then at the C&amp;I.</p>

**Theme V: Workforce Development  
(A. Partnerships; B. Skills across the curriculum; C. Skilled employees for high demand occupations)**

GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS
<p><b>A. Partnerships</b> Expand and identify partners and collaborate with industry and communities to identify workforce needs</p>	<p>A.1 Advisory Committee coordination meetings with business partners and secondary schools (e.g., Vital Link, ROP)  A.2 Enhance internships and work-based learning through utilization of Career Center and Service Learning Center</p>	<p>A.1 Reports from coordination meetings  A.2 Track contracts and increases</p>	<p>A.1 Dean Human Services and Technology; Coordinator Tech Prep  A.2 Dean Special Services; Dean Human Services and Technology; Coordinator Tech Prep (A.1-2; Fall 2007 and ongoing)</p>	<p>A.1. Regional advisory/articulation meetings for public safety &amp; protective services, digital media arts and transportation were developed and implemented in collaboration with Vital Link. SAC faculty also attended the ROP Regional Employer Board Advisory Committee held in March, 2008.  A.2. Work-based learning and internships opportunities were provided by the Career and Service Learning Centers.</p>
<p><b>B. Skills across the curriculum</b> Integrate basic skills and workplace competencies to address workforce education needs</p>	<p>B.1. Invite partners to campus to speak about skills needed currently in the workforce and provide “real world” experience for students  B.2. Encourage Occupational Education faculty to enhance General Education SLOs in course curriculum to appropriately meet workplace competency needs  B.3 Identify additional competencies that need to be included in the curriculum. Include these in the department portfolios.</p>	<p>B.1 Feedback/questionnaires and surveys from students and service area employers; Student self-assessment for workforce development needs  B.2-3 Course outlines; progress report to the Curriculum and Instruction Council (C&amp;I) ; progress in department portfolios</p>	<p>B.1 Dean of Human Services and Technology (B.1-3: Fall 2007 and ongoing)  B.2-3 Department chairs; division curriculum committees; C&amp;I Council</p>	<p>B.1. High School Inc transportation advisory committee held a meeting at SAC and toured the program. Regional advisory committees were held with the digital media, transportation, fire tech, and criminal justice departments. The animation department is involved in the ACME Animation Project providing opportunities for students to be mentored by professional animators.</p>

GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS
<p><b>C. Skilled employees for high demand occupations</b></p> <p>Support regional economic development by becoming the primary local source of skilled employees for high demand occupations.</p>	<p>C.1 Expand capacity of faculty and space for current high demand occupational programs</p> <ol style="list-style-type: none"> <li>Health Sciences</li> <li>Culinary Arts</li> <li>Welding</li> <li>More (in conjunction with High Tech High and other ventures)</li> </ol> <p>C.2 Increase visibility of programs by developing specialized tours and offering related actual and virtual mini-presentations at feeder schools &amp; workplaces</p> <ol style="list-style-type: none"> <li>HS students</li> <li>Workers in industry</li> <li>Employers</li> </ol>	<p>C.1 Develop a strategic plan for capacity expansion in conjunction with faculty leaders, business/industry partners, and SAC facilities committee</p> <p>C.2.a Number of customized tours and appropriate support materials developed</p> <p>C.2.b Number of occupational areas offering customized tours</p> <p>C.2.c Number of potential student participants</p>	<p>C.1 Administrative and faculty leaders with subject matter experts in targeted areas (C.1: 2007-2008 academic year phase one, with phase two in 2008-2009 [early implementation])</p> <p>C.2 Dean of Workforce Development; Occupational Deans; Department Chairs, and Outreach Department in conjunction with educational and industry partners; Administrative and faculty leaders in targeted areas</p> <p>(C.2: Pilot implementation &amp; expansion in 2007-2008 of high demand in-reach and outreach tours and program previews in 10 areas)</p>	<p>C.1 Planning and negotiations are presently ongoing with Garden Grove Hospital on use of space in one of their medical buildings to expand SAC's allied health program.</p> <p>C.1 Plans are being presently being reviewed to determine if plans need to be submitted to the Department of the State Architect for expanding the work space for the welding program.</p> <p>C.1 The new Sheriff's Academy has been completed to provide a state of the art training center.</p> <p>C.2.a Tours are offered in all the vocational areas. Tours are normally customized to meet the needs of those requesting the tours.</p> <p>C.2.a Presentations are offered and available in all the vocational areas to students, industry groups, employers or anyone else requesting presentations.</p> <p>C.2.b The High School Inc Transportation Advisory Committee toured the automotive facilities in fall 2007. On Junior Day, high school students toured the manufacturing and automotive/welding/diesel programs. The Digital Media Center hosted a regional advisory workshop for businesses, college, high school and ROP representatives.</p>

GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS
	C.3 Launch new occupational programs in emerging high demand occupations a. Biotech b. NanoTech c. Gaming-3D d. Robotics	C.3.a Develop a strategic plan for new program development in conjunction with faculty leaders, subject matter experts, business/industry partners, and SAC Facilities Committee C.3.b Review Regional occupational forecasts; plan curriculum appropriately	C.3 Facilities Committee; AS; Curriculum and Instruction council  (C.3: 2007-2008 academic year phase one, with phase two in 2008-2009 [early implementation])	C.3 The biology department is just concluding a grant that is based on BioTech. They have developed curriculum and are beginning to work on a certificate program and transfer curriculum. C.3 A sabbatical has been approved for the 2008-2009 school year for a faculty member to work on Gaming C.3 The engineering department has begun initial investigations into expanding into robotics in conjunctions with Digital Media Arts and Computer Science planning to implement a program in 2008-2009.

**Theme VI: New American Community  
 (A. Civic responsibility; B “Green” efforts; C. Integrated education; D. Cross-Disciplinary Collaboration)**

GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS
A. Civic Responsibility Increase awareness and foster proactive civic responsibility	A.1 Enhance existing efforts, including Voter Registration, Service Learning, Citizenship Day, Constitution Day; reinforce as appropriate in courses across disciplines  A.2 Encourage interdisciplinary best practices sessions to identify examples of SLO- civic responsibility as embedded in courses	A.1 Monitor participation and demonstrate increase  A.2 Number of interdisciplinary/best practices sessions	A.1-2 VPAA; VPSS, Department Chairs, Division Curriculum committees, TLC, FDC  (A.1-2: Fall 2007 and ongoing)	A.1. • A new model for the Multi-Ethnic Leadership Institute (MELI) was instituted in collaboration with United Way and the Student Development Office at SAC. 30 students and community members from throughout Orange County are participating in this SAC-sponsored leadership program. • The Santa Ana Civic Leadership Initiative allows students and community members to develop a Santa-Ana-wide leadership network as they implement a project that will improve the lives of residents and youth. • On-campus voter registration drives and awareness activities, including in-class speakers, have been institutionalized in conjunction with District Office partners.



GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS
				<ul style="list-style-type: none"> <li>• Service learning participation has continued to grow across courses and student organizations and now includes one of the few Peace Corps Volunteer Centers at community colleges in California.</li> <li>• U-Link student are now required to participate in service learning.</li> <li>• Approximately 10-15 students complete Service learning as an option to "Hours to be Arranged" for Psych 100 per semester. Each student does a minimum of 10-15 hours.</li> <li>• Essay Contest for Constitution Day was held.</li> <li>• Exrta credit was offered for participation in CHOC walk, March of Dimes/babies, and /or relay for Life: 30 students participated.</li> </ul> <p>A.2. Discussions need to occur at the TLC and referred to the departments to consider in two strands: 1. As a result of direct SLO assessment within the Department Planning Portfolio, take inventory of what is already being done;</p> <p>2. make recommendations for department discussion regarding curricular inclusion or SLO revision at the course level.</p>

# EDUCATIONAL MASTER PLAN

GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS
<p><b>B. Increase Green Efforts</b></p>	<p>B.1 Increase campus initiative for broad recycling</p>	<p>B.1 Accessibility to recycling containers; number of containers for all recyclable items, including batteries and electronic items</p>	<p>B.1-6 President; VPAA; VPSS; Facilities Committee; AS; ICC; FDC  (B.1 -6 Fall 2007 and ongoing)</p>	<p>B.1. A sub-committee of IE&amp;A, The <i>Environmental Workgroup</i>, has been formed with administrative and faculty leadership to lessen the carbon footprint of the campus. Activities include:</p> <ul style="list-style-type: none"> <li>• An awareness campaign college wide to reduce energy usage</li> <li>• The acquisition of environmentally friendly &amp; reusable bags at campus retail centers</li> <li>• Planning for the expansion of consumer recycling around campus</li> <li>• The use of more environmentally friendly food service products in 2008-09</li> </ul> <p>At the first meeting goals will be established.</p> <p>B.2.</p> <ul style="list-style-type: none"> <li>• A natural landscape children's garden is being planned for the college's Child Development Center that is sprinkler free</li> <li>• Office, building and classroom recycling is being improved as part of the janitorial infrastructure.</li> <li>• More energy efficient heating and cooling systems are being installed as part of the college's facilities renovation efforts (S &amp; D buildings with H under development).</li> </ul> <p>B.3. SAC has partnered with the City of Santa Ana and the County of Orange to bring light rail to our region and college. Students and staff gave public testimony in support of the effort and accommodations were made to the college's Master Plan. Federal funding was not secured, but we hope to cultivate future opportunities.</p>
	<p>B.2 Challenge SAC community to develop and adopt new ways of energy conservation and energy-efficient buildings</p>	<p>B.2-6 Report from College Council  B.2 All new construction must meet LEED (Leadership and Environmental Energy Design) standards</p>		
	<p>B.3 Advocate for Mass Transit in conjunction with community leaders</p>			

GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS
	<p>B.4 Enhance staff, student &amp; community awareness</p> <p>B.5. Investigate feasibility of participating in Foundation for Community College Initiative to Improve the Greening of Community Colleges statewide.</p> <p>B.6 Faculty, administration, staff and students work through committees and recommend policies for Board of Trustees and resolutions for statewide Academic Senate</p> <p>B.7 <i>Raise awareness with forums and other visible campus- wide activities</i></p> <p>B.8 Recommend Green Initiative to Academic Senate and Student Senate Goals for 2008-2009</p>	<p>B.7 Number of forums; staff and student survey</p> <p>B.8 Reports from Academic &amp; Student Senates</p>	<p>B.7 Facilities Committee; Research Department; ASG (B.7: Spring 2008)</p> <p>B.8 AS (B.8: Fall 2008)</p>	<p>B.4. Our rideshare project surveys all staff and encourages energy efficient ways of commuting to and from school. Bus passes for eligible students also promote energy efficiency through the EOPS program.</p> <p>B.5. &amp; B.6. These items will be considered by the college's Environmental Workgroup in consultation with the facilities planning department and the Facilities Committee. Reports and recommendations will be shared with the College Council, the Academic &amp; Student Senates as well as the Board of Trustees.</p> <p>B.7. A college-wide information and action campaign will be rolled out next fall as part of the "go-live" strategy of the Environmental committee. On-going communication and a Greening of SAC logo will create awareness and action.</p> <p>B.8. This item is in progress presently. It is one of the stated goals of the Academic Senate for 2007-08. A faculty co-chair has been appointed to the Environmental Workgroup, and there will be a regular report made to the Senate.</p>

# EDUCATIONAL MASTER PLAN

GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS
<p><b>C. Integrated Education</b></p> <p>Educate the faculty, staff, students and community regarding the <i>New American Culture</i>, the cultural polyglot that has transformed us and our community, promoting greater awareness and global enrichment.</p>	<p>C.1 Outside classroom—</p> <ul style="list-style-type: none"> <li>• Create series of discussions to define and dialog</li> <li>• Invite ICC (Clubs) to participate</li> <li>• Staff Development training as a community (not constituency groups)</li> </ul> <p>(Develop a true integrated community of learners throughout the institution)</p> <p>C.2 Inside curriculum—</p> <ul style="list-style-type: none"> <li>• Infuse cross disciplinary understanding into courses and course-level SLOs</li> <li>• Continue discussion at the Curriculum and Instruction Council, the TLC, etc.</li> </ul>	<p>C.1.a Monitor staff development activities; Document number of sessions and number of attendees from constituency groups</p> <p>C.1.b Document items discussed—send to appropriate governance committees for discussion and formal action</p> <p>C.2.a Track progress in department portfolios</p> <p>C.2.b Review TLC goals; analyze progress through minutes and surveys</p>	<p>C. 1-2. FDC, Basic Skills/Literacy Coordinator, faculty discipline experts re: culture, Chair TLC, Senate President, ICC, classified leaders; IE&amp;A</p> <p>(C.1-2: Spring 2008 and ongoing)</p>	<p>C.1. This needs to be done through staff development first, and is yet to be accomplished. A common understanding of what this means must be established. The chair of TLC and IE&amp;A and the Basic Skills/Literacy Coordinator will form a Club through ICC, <i>New American Community</i>, in 2008-09.</p> <p>C.2. As the TLC is working on rubrics and assessment of SLOs within the PA/PR schedule, it will become more explicit how to infuse the assessment of SLOs into the department portfolios. As this is done, cross disciplinary dialogue will lead to infusion of cross-disciplinary goals into the SLOs.</p> <p>The Freshman Experience cohort addresses some cross-disciplinary issues implicitly by linking classes. More explicit work needs to be done through other venues.</p>
<p><b>D. Cross-Disciplinary Collaboration</b></p> <p>Create an environment among faculty, staff and students that encourages cross disciplinary collaboration, activities and dialogues.</p>	<p>D.1 Allocate money for multidisciplinary speakers, meetings, activities for students / faculty</p> <p>D.2 Review and train department chairs to integrate and coordinate information / procedures in department portfolios</p>	<p>D.1-5 Document increase in funding, activities and resources</p>	<p>D.1 President; VPAA; VPSS; VP Administrative Services (D.1: Fall 2008)</p> <p>D. 2 FDC (D.2: Spring 2008)</p>	<p>D.1. The college's innovation grant program has created dialogue across discipline boundaries as faculty and staff have collaborated on ways to increase student success at SAC.</p> <p>D.2./D.3./D.4. A series of Portfolio workshops have been developed and implemented for faculty and staff to support the development of effective planning portfolios. This element has been included as a feature of the training, which targets department chairs.</p>

GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS
	<p>D.3 Train department chairs with regard to best practice integration</p> <p>D.4 Encourage interdisciplinary best practices sessions to identify examples of SLOs embedded in courses</p> <p>D.5 Develop infrastructure throughout existing governance committees to coordinate and enhance each other's work as well as the implementation of the Strategic Plan</p> <p>D.6 Make Student Handbook widely available</p> <p>D.7 Review naming of programs and services for clarity</p> <p>D.8 Add information center to SAC campus to house brochures and direct students to appropriate departments</p>	<p>D 6-8 Every student can demonstrate knowledge of where to acquire services</p>	<p>D.4 FDC, TLC (D.3-4: Fall 2007 and ongoing)</p> <p>D.5 College Council, IE&amp;A Committee, C&amp;I, TLC, Student Success Committee, Facilities Committee (D.5: Fall 2007 and ongoing)</p> <p>D.6-8 Associate Dean Student Life, VPSS, Dean of Student Affairs (D.6-8: Every student can demonstrate knowledge of where to acquire services.)</p>	<p>D.5. A joint SAC Academic Senate/SAC Cabinet retreat was held for the purpose of intensively reviewing the structure of our participatory governance structure and our internal communications (formal and informal). Numerous improvements were made as a result and this activity will be continued annually.</p> <p>D.6./D.7./D.8 The handbook is widely available on-line and in printed form. The Assessment Committee has been renamed for clarity and new informational outreach efforts are being piloted under the Financial Awareness Initiative previewed above.</p>

EDUCATIONAL MASTER PLAN

Appendix A: Theme I.D.6 --SAC Grants

Datatel Project #	Proj. #	Site	Fund Type	Competitive/Entitlement/Financial Aid	Board Appvd	Beg. Date	Ending Date	Admin/Director	Project Name	Funded
1023	5222	SAC	Federal	Competitive	12/10/07	08/01/07	12/31/08	L. Tanakeyowma/Loy Nashua	AmeriCorps - TRMDP (SAC) - Year 3	36,207
1110	5198	SAC	Federal	Competitive	10/15/07	08/15/07	06/30/08	K. Mennealy/R. Jenkins	California Adult Literacy Professional Development Project (CALPRO) - American Institutes for Research	65,000
2031		SAC	State	Competitive	08/27/07	07/26/07	07/31/08	K. Mennealy/S. Sotelo	California High School Exit Exam (CASHEE) Preparation Project - Class of 207	350,000
2040	5350	SAC	State	Competitive	09/24/07	07/01/07	06/30/08	C. Comeau/C. Comeau	California Mathematics Diagnostic Testing Project (MDTP)	25,557
3255		SAC	Local	Competitive	10/15/07	08/27/07	06/11/08	C. Comeau/C. McClure	Carnegie Mellon - "The Open Learning Initiative"	13,566
1510		SAC	Federal	Competitive	12/10/07	09/15/07	09/14/08	S. Lundquist/L. Tanakeyowma	GEAR UP II - Year 6 (UCI)	131,250
1507	5883	SAC	Federal	Competitive	10/29/07	09/01/07	08/31/08	S. Lundquist/L. Tanakeyowma	GEAR UP III - Year 3	800,000
1553		SAC	Federal	Competitive	10/15/07	10/01/07	09/30/08	E.Ripley/G. Morgan-Beazell	Head Start Hispanic - Latino Service Partnership (Year 4 of 5)	150,000
1201	5508	SAC	Federal	Competitive	08/27/07	07/01/07	06/30/08	H. Roberts/M. Grant	Int'l Business - Expanding the Franchise (Year 2 of 2)	87,000
1580	5061	SAC	Federal	Competitive	06/25/07	07/01/07	06/30/08	D. Guzman/S. Morris	Job Dev., Training & Placement Program for the Disabled - Workability III	336,915
2470	5182	SAC	State	Competitive	09/10/07	07/01/07	06/30/08	M. Bryant/Yolanda Mugica	MESA (Math Engineering Science Achievement) Program	81,500
2450	5570	SAC	State	Competitive	08/28/06	07/01/06	06/30/07	S. Lundquist/J.B. Williams	Santa Ana Middle College High School (SA-MCHS)	136,769
3701	5697	SAC	Local	Competitive	03/12/07	01/01/07	12/31/07	M. Bryant/T. Huck	Student Support Partnership Integrating Resources & Education (SSPIRE) - Year 2	75,039
1651	5365	SAC	Federal	Competitive	09/24/07	09/01/07	08/31/08	D. Guzman/R. Madrigal	Title IV - Student Support Services (III) - Year Two	278,295
1693	5797	SAC	Federal	Competitive	09/24/07	09/01/07	08/31/08	D. Guzman/M. Ramirez	Title IV - Talent Search III - Year Four	320,832
1705	5505	SAC	Federal	Competitive	09/14/07	09/01/07	08/31/08	D. Guzman/R. Madrigal	Title IV - Upward Bound III - Year One	334,624
1674	5816	SAC	Federal	Competitive	09/24/07	10/01/07	09/30/08	M. Bryant/S. Bautista	Title V - HSI Cooperative Arrangement Program - Year Five	634,893
1720	5876	SAC	Federal	Competitive	06/25/07	07/01/07	06/30/10	M. Bryant/M. Vargas	USDA Partnership for Transfer Success	75,000
1828		SAC	Federal	Competitive	01/22/08	07/01/07	06/30/08	E. Ripley/J. Kalko	VTEA - Tech Prep Regional Consortium (sub-award from Coast CCD)	30,000
1900	5240	SAC	State	Competitive	10/10/05	07/01/07	06/30/08	B. Miller/G. Giroux	WIA Center for Nursing Grant - Year 3	430,628
									<b>Subtotal (SAC - Competitive Grants)</b>	<b>4,393,075</b>
2570	5150	SAC	State	Entitlement	10/15/07	07/01/07	06/30/08	M. Bryant/P. Canzona	California Articulation Number (CAN) System Allocation - SAC	5,000
2090	5139	SAC	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/A. Kamimura	CARE Program (SAC)	100,918
2230	5068	SAC	State	Entitlement	01/22/08	07/01/07	06/30/08	D. Guzman/J. Mathis	Disabled Students Programs and Services (DSP&S) (SAC)	1,990,476
2284	5203	SAC	State	Entitlement	05/14/07	07/01/07	06/30/08	B. Miller/G. Giroux	Enrollment Growth - Year 2 - Nursing	57,142
2250	5130	SAC	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/A. Kamimura	Extended Opportunities Programs & Services (EOP&S) (SAC)	1,766,895
2417	5175	SAC	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/M. Bryant	Matriculation - Credit - Student Follow-Up (SAC)	395,184
2411	5171	SAC	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/A. Eiseroad	Matriculation - Credit - Admissions (SAC)	267,780

Datatel Project #	Proj. #	Site	Fund Type	Competitive/Entitlement/Financial Aid	Board Appvd	Beg. Date	Ending Date	Admin/Director	Project Name	Funded
2412	5174	SAC	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/M. Bryant	Matriculation - Credit - Advisement/Counseling (SAC)	453,172
2413	5177	SAC	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/S. Lundquist	Matriculation - Credit - Coordination & Training (SAC)	360,825
2414	5176	SAC-DO	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/N. Pham	Matriculation - Credit - Institutional Research (District - SAC)	73,197
2415	5172	SAC	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/L. Tanakeyowma	Matriculation - Credit - Orientation (SAC)	450,278
2416	5173	SAC	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/D. Guzman	Matriculation - Credit - Skills Assessment (SAC)	58,030
2418		SAC	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/S. Lundquist	Matriculation - Credit - Student Success (SAC)	-
2490	5169	SAC	State	Entitlement				S. Sotelo/S. Sotelo	Matriculation - Non-Credit - CED	1,714,545
2592	5103	SAC	State	Entitlement	09/24/07	07/01/07	06/30/08	R. Bridges/M. Sugranes	TTIP - Library Automotive (SAC)	36,363
2002		SAC	State	Entitlement				J. Grindel/N. Kanouse	Unused Basic Skills funds 06/07 - OT funding - SAC	1,149,234
2003		SAC	State	Entitlement				J. Grindel/N. Kanouse	Basic Skills Initiative - OT funding - SAC	1,045,439
1829	5937	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/H. Roberts(J. Trone)	VTEA - SAC - Accounting	4,449
1824	5904	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/E. Ripley	VTEA - SAC - Advertising & Curriculum Development	91,891
1802	5919	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/Glen Hammonds	VTEA - SAC - Automotive Technology	69,265
1803	5906	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/H. Roberts	VTEA - SAC - Business Application & Technology (BAT)	111,360
1826	5913	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/D. Guzman	VTEA - SAC - Career Center	96,151
1805	5928	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/T. Hill	VTEA - SAC - Digital Media Arts	14,946
1930		SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/H. Roberts(S. Sherod)	VTEA - SAC - Drafting Technology - AutoCAD	21,500
1807	5922	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/E. Ripley	VTEA - SAC - Fire Technology	105,000
1810	5908	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/B. Miller	VTEA - SAC - Nursing (RN)	33,110
1812	5916	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/E. Ripley	VTEA - SAC - Pharmacy Technology	36,752
1825	5934	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/D. Guzman	VTEA - SAC - Vocational Project for Deaf & Hard of Hearing	40,419
1827	5277	SAC/SCC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/J. Kalko	Vocational & Technical Education Act (VTEA) Program - Tech Prep Consortium	153,296
		SAC	Federal	Entitlement	02/04/08	07/01/07	06/30/08	K. Meneally/S. Sotelo	WIAII - Adult Education & Literacy (SAC)	2,493,589
									<b>Subtotal (SAC - Entitlement Grants)</b>	<b>13,196,206</b>
2550	5036	SAC	State	Financial Aid	12/10/07	07/01/07	06/30/08	D. Guzman/M. Liang	Board Financial Assistance Program - Administrative Allowable - SAC	689,275
1404	5052	SAC	Federal	Financial Aid		07/01/07	06/30/08	D. Guzman/M. Liang	Federal Assistance - Federal Pell Grant (SAC)	4,590,275
1402	5015	SAC	Federal	Financial Aid		07/01/07	06/30/08	D. Guzman/M. Liang	Federal Assistance - Federal Supplemental Education Opportunity Grant (SEOG)	243,600
1401	5016	SAC	Federal	Financial Aid		07/01/07	06/30/08	D. Guzman/M. Liang	Federal Assistance - Federal Work Study (FWS) (SAC)	428,275
									<b>Subtotal (SAC - Financial Aids)</b>	<b>5,951,425</b>
									<b>TOTAL (SAC)</b>	<b>23,540,706</b>





**Seperator**



# SANTA ANA COLLEGE INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT COMMITTEE

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## End-of-Year Report May 29, 2008

**To:** College Council, Academic Senate, FARSCCD, Budget Committee, Facilities Committee, SACTAC

**From:** Bonnie Jaros, Chair Institutional Effectiveness and Assessment Committee

Dear Colleagues,

The IE&A Committee has been formed as the planning oversight committee of Santa Ana College with the concept that all planning efforts of the college will be integrated and that planning and budget will be aligned. As such, it is the gatekeeper of the mission statement, the *Strategic Plan*, Program Review (Academic Portfolio Assessment/ Program Review, Student Services Program Review, Administrative Services Program Review, President's Cabinet Portfolio), and the Department Planning Portfolio.

This year IE&A has led the charge to revise the mission statement of the college, it has created the *Strategic Plan* from the *Vision Themes* developed in the college-wide planning Retreat of April 13, 2007, it has demonstrated and updated the *Strategic Plan* (see attached), it has formalized a complete Program Review for every aspect of the college, it has aggregated all planning documents, including the budget plans, *Facilities Plan*, the *Technology Plan*, the *Department Planning Portfolios*, into an *Educational Master Plan*, and it has reviewed the program review documents sent from the Teaching Learning Committee, Student Services and President's Cabinet.

As the planning oversight committee, IE&A is dedicated to informing all participatory governance groups of recommendations borne of the *Department Planning Portfolios* and the Student Services, Administrative Services and President's Cabinet Portfolios.

The following are the recommendations of the IE&A Committee as a result of the Academic PA/PR reports, Student Services Program Review, Administrative Services Program Review and President's Cabinet Portfolio. Please keep in mind that the program reviews were extensive, and details may be found at InsideSAC.net by looking at the department inventory followed by program review. Only those items that require

## EDUCATIONAL MASTER PLAN

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referral are listed. For example, the student services portfolio and the administrative services portfolio are very detailed and complete; however, many items will be handled internally. IE&A respectfully requests that this information be used in the context of the planning and prioritization processes of your respective groups in addition to the other information utilized. It is understood that budget prioritization, for example, is very complex. This information may help clarify or amplify information received from the President's Cabinet, the Department Planning Portfolios and BAPR.

### *President's Cabinet Portfolio Assessment:*

**College Council** 1. Improve college-wide communication across constituency groups; 2. Review and restructure as appropriate participatory governance model

**Budget/Facilities** 1. Meet or exceed FTES production across credit and non-credit instruction; 2. Unify sources of funding to create facilities plan/working document; 3. Improve partnership funding

**IE&A** 1. Improve functional alignment between planning and budgeting

**Division/Departments** 1. Support and expand collaborative work with partner agencies throughout greater SA area to develop joint training projects

**SAC Foundation** 1. Expand fundraising capacity

**Student Services** 1. Build current community and school relations to create expanded "good neighbor" benefits for residents adjacent to college

### *Academic Portfolio Assessment/Program Review:*

Thematic issues and strategies emerged which are in alignment with the *Vision Themes* of the *Strategic Plan*. They include:

**Facilities** 1. Creating a "CTE Success Center," located within the area students are used to working in, as an adjunct center to the Student Success Center (Theme I); 2. Expanding the Writing Center to include disciplines other than English Composition (Theme IA); 3. Including some SCE students in the Writing Center as an articulation effort (Theme IE); 4. Facilities "combining" for some labs (non-science), e.g., including SLPA and another discipline in a lab (Theme VID)

## INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT COMMITTEE

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**Budget/ SACTAC** 1. Purchase of appropriate software for Success Center for enhancement of Academic Literacy; use of free-market online programs for students to use at home. (Theme IA; IIA,C); 2. Full-time faculty hiring (Faculty Priorities Committee) 3. Increasing Technology efforts, including mediating classrooms and faculty training (Theme IIB, IIC);

**Academic Senate; TLC (Staff Development/Curriculum 1.**

Enhancing the CLI by combining SCE and credit faculty development activities (Theme ID; VID);

2. Staff development activities for Classroom Assessment Techniques (CATs), Concept Mapping, Item analyses in testing; Numeracy activities across the curriculum; Enhancing activities leading up to and supporting assignments; Enhancing research skills, Rubrics, How to train students to do peer review (Theme ID); 3. Writing across the curriculum (Theme IA, VIC); 4. Numeracy across the curriculum (Theme IA); 5. More dialogue with counselors about programs (Theme VID)

**Student Services Portfolio:**

**Student Services Departments** 1. Community Outreach; 2. Develop new business model to accommodate efficiency and automation of *Datatel*; 3. Combine efforts of Financial Aid Office and Outreach; 4. International Program Marketing Plan enhancement; 5. Increase network for continued support of scholarship program; 6. Hiring plan for Upward Bound program

**Budget/SACTAC** 1. Technological enhancements for Financial Aid program; 2. New full-time Health Educator (Faculty Priorities Committee)

**Facilities** 1. Increase space for tutoring program (see Academic PA/ PR recommendations)

**IE&A** 1. Follow up “Healthful Living: Increase awareness and practice healthful living across the college campus” goal of *Strategic Plan*

**Administrative Services Portfolio:**

**Facilities** 1. Better communication with constituencies especially online;

2. Confirm prioritization and order of projects; 3. Have in place plan for dislocation and moving personnel; 4. Develop process for monitoring Special projects

## EDUCATIONAL MASTER PLAN

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**Budget** 1. Work more closely with administrators regarding budget needs and management; 2. Identify ramifications regarding *Datatel* implementation;

3. Identify how administrative services can better serve managers in all areas of administrative services; 4. Streamline Foundation reporting

Thank you for your consideration.

Respectfully submitted,

Bonita Nahoum Jaros, PhD

Chair, Institutional Effectiveness and Assessment Committee

bnj/5-29-08

**SANTA ANA COLLEGE**  
**Teaching Learning Committee**  
**Minutes of May 5, 2008**



**To:** Members of the Teaching Learning Committee

**From:** Bonnie Jaros, Chair

**Members Present** Members Present: Myrond Brown, Cher Carrera, Karen Dennis, Yolanda Garcia, Dennis Gilmour, Gina Giroux, Bonnie Jaros, Monica Porter, Irene Soriano, Maria Sugrañes, Sharon Whelan

**Guests:** Debra King, Julie Slark, Melissa Tran

- I. **Approval of Minutes of April 21, 2008**—Approval of the minutes of April 21, 2008 was deferred.
- II. **Review of PA/PR Reports of 2007-2008**—The following Portfolio Assessment/Program Review reports were reviewed and discussed:
  1. Automotive Technology; 2. Chemistry; 3. English/ ESL/ EMLS; 4. SCE ESL; 5. SLPA.

The TLC is in the process of reviewing all PA/PR reports and discussing the 19QT and the SLO assessment reports from an interdisciplinary perspective. Recommendations will be made to IE&A after all reports have been discussed. IE&A will then discuss inclusion of some elements into the *Strategic Plan* (requires College Council approval); IE&A will route some suggestions to appropriate governance committees.

Thematic issues and strategies emerged which are in alignment with the *Vision Themes* of the *Strategic Plan*. They include: 1. Creating a “CTE Success Center,” located within the area students are used to working in, as an adjunct center to the Student Success Center (Theme I); 2. Enhancing the CLI by combining SCE and credit faculty development activities (Theme ID; VID); 3. Expanding the Writing Center to include disciplines other than English Composition (Theme IA); 4. Including some SCE students in the Writing Center as an articulation effort (Theme IE); 5. Facilities “combining” for some labs (non-science), e.g., including SLPA and another discipline in a lab (Theme VID); 6. Purchase of appropriate software for Success Center for enhancement of Academic Literacy; use of free-market online programs for students to use at home. (Theme IA; IIA,C)

The TLC will also sponsor a “Best Practices Sharing Fair” for January flex, which will be planned in connection with the Faculty development Coordinator fall 2008. (Theme IIIA)

**The next meeting of the TLC will be May 19, 2008 at 2:00 pm in A-105. The remaining PA/PR reports will be reviewed.**

bnj/5-5-08

**SANTA ANA COLLEGE**  
**Teaching Learning Committee**  
**Minutes of May 19, 2008**



**To:** Members of the Teaching Learning Committee

**From:** Bonnie Jaros, Chair

**Members Present:** Cher Carrera, Carol Comeau, Karen Dennis, Yolanda Garcia, Dennis Gilmour, Gina Giroux, Bonnie Jaros, Monica Porter, Irene Soriano, Maria Sugrañes, Sharon Whelan

**Guests:** Beverly Birnbaum, Nga Pham

- I. **Approval of Minutes of April 21, 2008**—The minutes of April 21, 2008 were approved as written.
- II. **Approval of Minutes of May 5, 2008**—The minutes of May 19, 2008 were approved as written.
- III. **Review of PA/PR Reports of 2007-2008**—The following Portfolio Assessment/ Program Review reports were reviewed and discussed:  
1. Fire Technology; 2. Human Development; 3. Intercollegiate Athletics; 4. Management/Marketing; 5. Math; 6. Nursing; 7. Paralegal; 8. Philosophy; 9. Sign Language; 10. Speech

Thematic issues and strategies continued to emerge which are in alignment with the *Vision Themes* of the *Strategic Plan*. They include:

1. **Staff development activities** for Classroom Assessment Techniques (CATs), Concept Mapping, Item Analyses in testing; Numeracy activities across the curriculum; Enhancing activities leading up to and supporting assignments; Enhancing research skills, Rubrics, How to train students to do peer review (Theme ID);
2. **Writing across the curriculum** (Theme IA, VIC);
3. **Numeracy across the curriculum** (Theme IA);
4. **Increasing Technology** efforts, including mediating classrooms and faculty training (Theme IIB, IIC);
5. More **dialogue with counselors** about programs (Theme VID);
6. **Full-time faculty hiring** (Faculty Priorities Committee)

Then TLC will begin addressing some of the Staff Development needs by sponsoring a “Best Practices Fair” for January 2009 flex.

- IV. Thank you to all the TLC members and guests who have joined us!  
We have had an extremely productive year!

**The next meeting of the TLC will be September 15, 2008 at 2:00pm in A-205. Thereafter, meetings will be 10/13, 10/27, 11/10, 11/24, 12/8.**

bnj/5-20-08



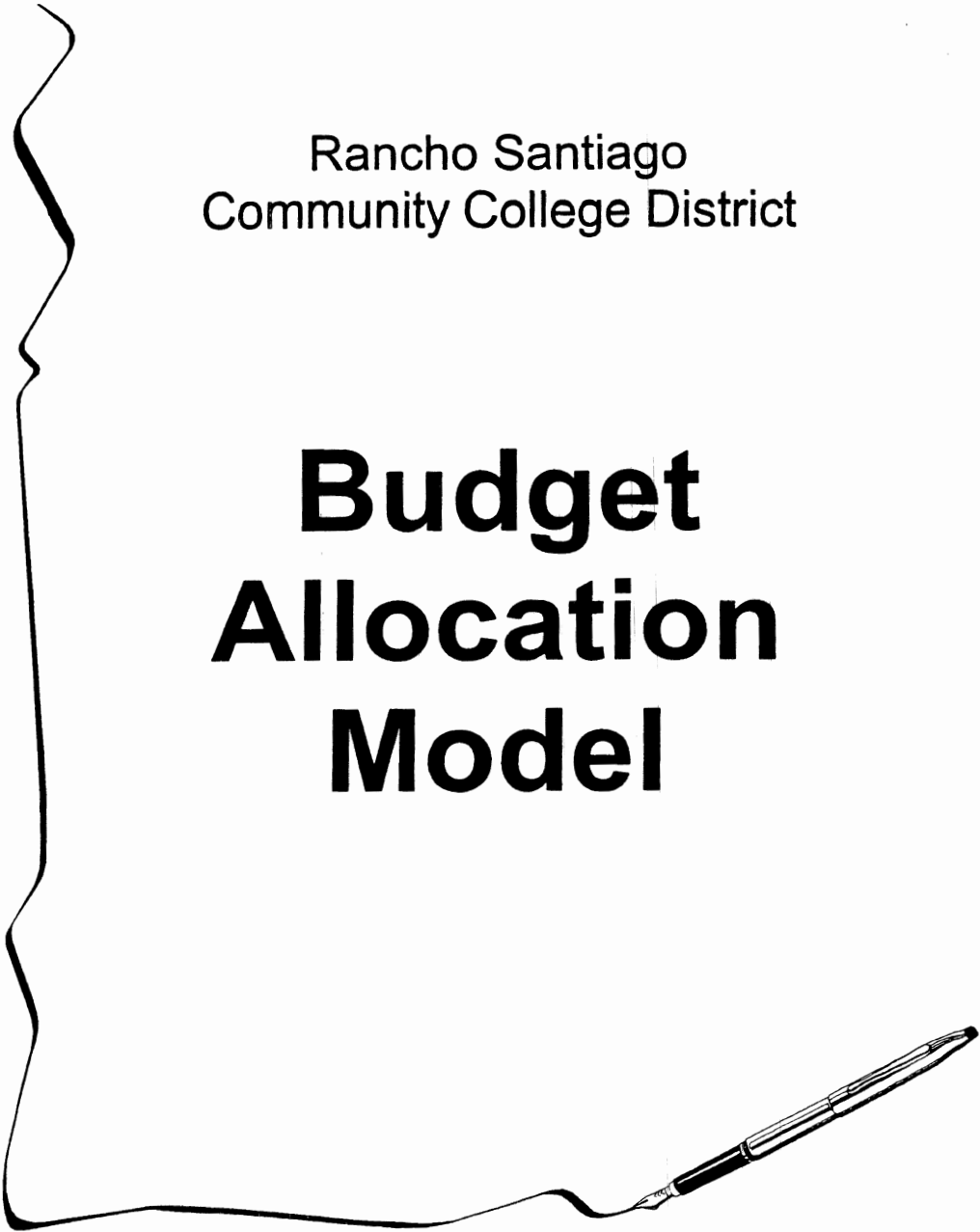






Rancho Santiago  
Community College District

# Budget Allocation Model



**Part 1:**

**Budget  
Allocation  
Model**

Rancho Santiago Community College District

## **Budget Allocation Model**

Developed 1998-99

### ***Purpose***

A formal resource allocation model defines the steps in the district-wide budget development process. The model provides the guidelines, information, and formulas necessary to develop a district budget for two comprehensive community colleges and district operations.

### ***Description***

The budget is the financial plan for the district. It implements the district's vision and mission statements, district and college master plans, and other planning activities.

The Board of Trustees of RSCCD has clear statutory authority and responsibility for the budget and makes all final decisions. However, the budget development recommendation process resides with district and college staff.

### ***Goal***

The major goal of the budget development process is to establish revenue and expenditure benchmarks so that cost centers may use resources in a manner that is consistent with the following principles:

- 1 maximize services to students,
- 2 provide flexibility yet hold cost centers accountable,
- 3 provide resources for growth and innovation,
- 4 stimulate productivity
- 5 provide quality and cost-effective central services,
- 6 encourage collegiality, teamwork, and cooperation among all cost centers,
- 7 provide the chancellor and the board of trustees with the best possible budgetary recommendations.

**Rancho Santiago Community College District  
Budget Allocation Model**

**Revenue**

All revenue is district revenue because the district is the legal entity authorized by the State of California to receive and expend income and to incur expenses. However, the majority of revenue is provided by the taxpayers of California for the sole purpose of providing educational services to the communities served by the district. Services such as classes, programs, and student services are, with few exceptions, the responsibility of the colleges in the district. It is the intent of the budget development process to allocate the majority of funds to/for the colleges in order to provide those educational services and meet the vision of the board of trustees and the mission of the district.

**Budget Analysis**

To implement the budget allocation model, a thorough analysis of all revenue and fixed expenditures must take place.

All revenue, actual and/or projected district income, must be calculated, including:

- 1 apportionment
- 2 tuition and fees
- 3 categorical programs
- 4 lottery revenue
- 5 grants
- 6 rental income
- 7 interest income
- 8 special state and/or federal income (i.e., Partnership for Excellence, Basic Skills)
- 9 contract education
- 10 miscellaneous minor income

Actual and/or projected fixed expenditures and obligations need to be determined, including:

- 1 full-time employees' salaries and benefits
- 2 on-going classified employees' salaries and benefits
- 3 utilities
- 4 insurance
- 5 district reserve
- 6 other - for example: self insurance, capital outlay, rents and leases

Rancho Santiago Community College District  
**Budget Allocation Model**

**General Model Guidelines**

1. The Budget Allocation Model will be reviewed on an annual basis by the Budget Allocation and Planning Review Committee, and the chancellor may authorize adjustments as necessary.
2. Adjustments to cost center budgets can be made throughout the year resulting from changes in revenue.
3. The cost centers will have maximum flexibility for budgeting and expenditures within their revenue limits, as long as they operate within the board-approved missions of the district and of the colleges.
4. The district reserve level is established by the board of trustees.
5. Mandatory obligations (see "Allocation Process" section, no. 2) will be excluded from the cost center revenue distribution.
6. For the initial year of implementation, district operations will receive a percentage-based allocation. In each ensuing year, the allocation to district operations will be the prior year's dollar allocation, plus the applicable COLA.
7. An FTES target, assuming a level of productivity, will be determined for each college each year.
8. FTES-based revenue split between colleges may be adjusted to include factors such as small college equalization and relative cost of programs.
9. Revenue will be assigned to each college based on FTES generated by each college. Within the budget year, adjustments to revenue will be formula driven.
10. Full-time and on-going classified employees will be assigned to each cost center.
11. Salary and benefits increases will be absorbed by the cost centers, resulting in budget adjustments determined at the college level.
12. Carryover and/or other one-time money will not be used for hiring on-going part-time or full-time employees.
13. The ending balances of the cost centers will affect the following year's allocation. In the event there is a cost savings in any cost center-controlled budget, that savings will accumulate to the cost center in a specially designated account. Savings and cost overruns will be aggregated to this special account. Net cost overruns will be deducted from the cost center's allocation in the following year.

Rancho Santiago Community College District  
**Budget Allocation Model**

**Allocation Process**

1. Revenue is projected for the following year (includes apportionment, tuition and fees, categorical programs, lottery revenue, grants, rental income, interest income, special state and/or federal income, contract education).
2. Allocation from gross revenue is made to offset mandatory obligations:
  - a. district reserve
  - b. permanent salaries and benefits
  - c. utilities, insurance, rents, leases, district-wide capital outlay, and interfund transfers
  - d. district operations' allocation
3. Net revenue is allocated on an FTES basis to the two colleges.
4. There will be special consideration for growth and for the small college factor.
5. Other unrestricted income is allocated according to the model guideline.



**Part II:**

**Budget  
Model  
Assumptions**

Developed 1999-2000  
To be implemented 2000-2001

### Budget Model Assumptions

Developed in 1999-2000  
To be implemented 2000-2001

1. The model is a dynamic document.
2. These assumptions are built from the *Model Guidelines*, board approved January 25, 1999.
3. The model is modified to exclude non-FTES apprenticeship and redevelopment revenues and expenses.
4. The model addresses general fund unrestricted revenue only. (Restricted revenue will be reviewed on a program-by-program basis.)
5. FTES,\* LHE,\* and WSCH\* formulas/ideals:

**Full-time equivalent calculations:**

1 LHE = 1 FTES ideally

(Assumes that the LHE equals 30 student contact hours per week for a standard term)

30 WSCH = 1 FTES (15 hrs/wk x 2 semesters x 17.5 weeks = 525 hrs)

1 FTEF\* = 15 LHE (per semester)

1 FTEF = 20 hours x 17.5 weeks x 2 semesters (for non-credit)

33 seats/1 classroom/full-time = 1 FTES per unit

3 hours = 3 FTES

\*FTES - Full-time equivalent student  
\*WSCH - Weekly student contact hours  
\*FTEF - Full-time equivalent faculty  
\*LHE - Lecture hour equivalent

6. All unrestricted revenues will be allocated.
7. Rents/leases will be treated as fixed costs.

Rancho Santiago Community College District  
 Budget Allocation Model  
 Budget Model Assumptions for 2000-2001

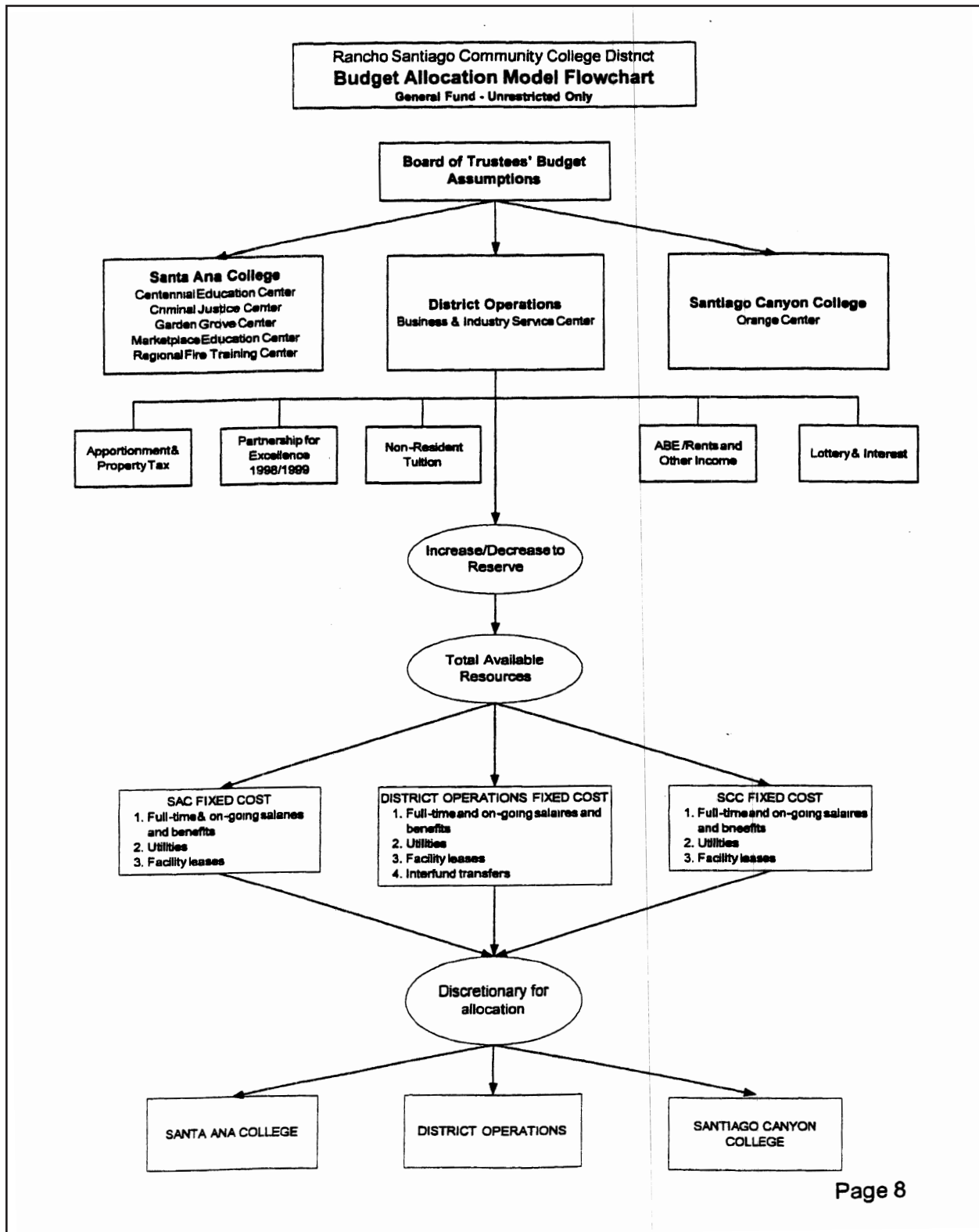
8. Focus of the model will be major sources of revenue and expenditures. The workgroup will offer recommendations for future refinements.
9. The model will display credit and non-credit separately.
10. The budget model will establish and support a district operations allocation.
11. Fixed costs are expenditures that must be met independent of revenue production in any fiscal year.
12. Fixed costs for purposes of the model:
  - a. full-time employee salaries and benefits
  - b. on-going classified employee salaries and benefits
  - c. utilities
  - d. insurance
  - e. district reserve
  - f. rents and leases
  - g. interfund transfers (self insurance, scheduled maintenance, etc.)
  - h. district match for equipment grants

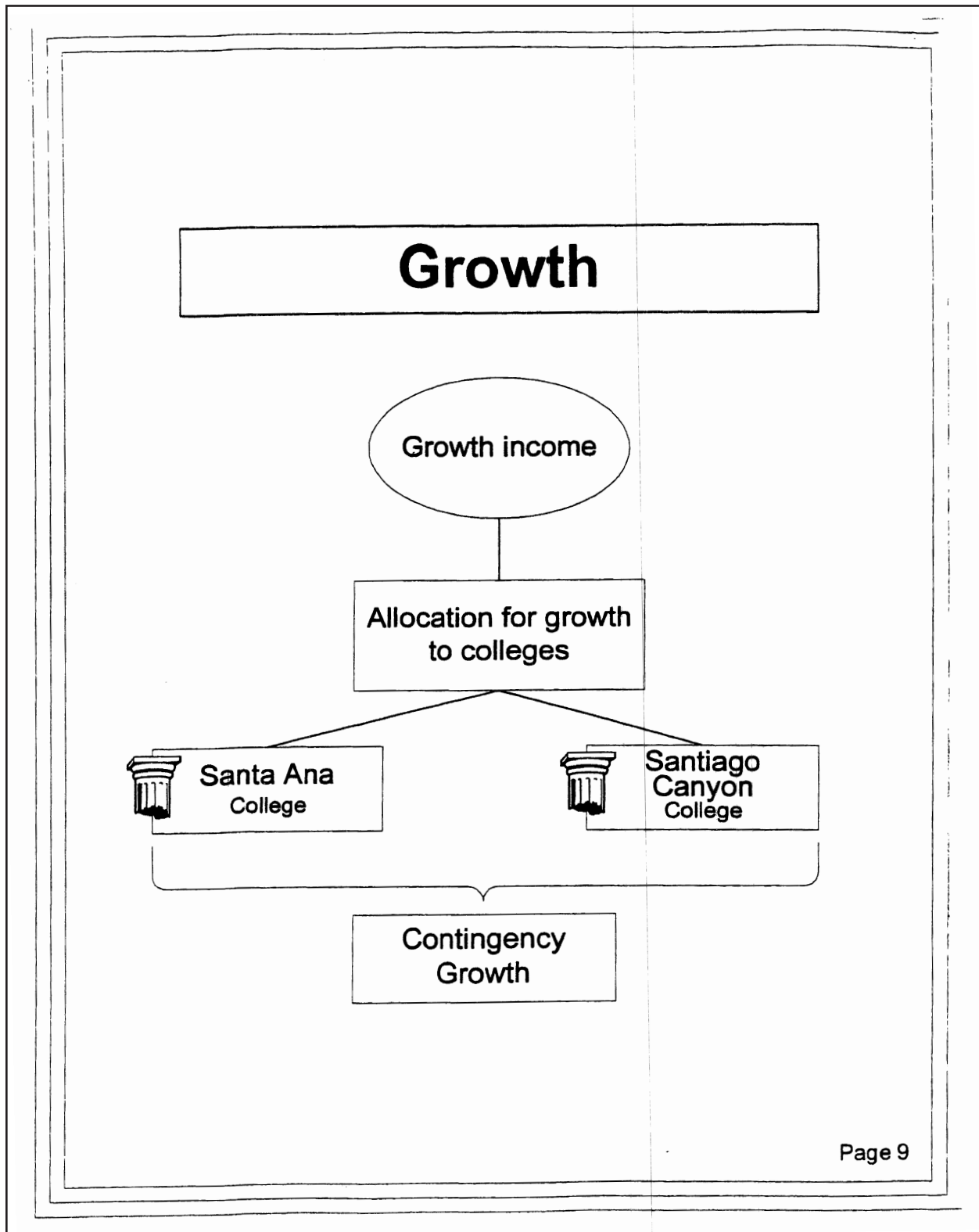
Object Codes:

1100	Instructional, regular salaries
1200	Non-instructional, regular salaries
2100	Non-instructional, regular salaries
2200	Instructional aides, regular full-time
2300	Non-instructional, non-regular salaries, on-going
2400	Instructional Aide, non-regular salaries, on-going
3100-3900	Employee benefits
5400	Insurance
5500	Utilities
5605	Lease agreements - facilities
6400	Match for equipment grants only
7390	Interfund transfers out
7900	Reserve for contingencies (ending fund balance)

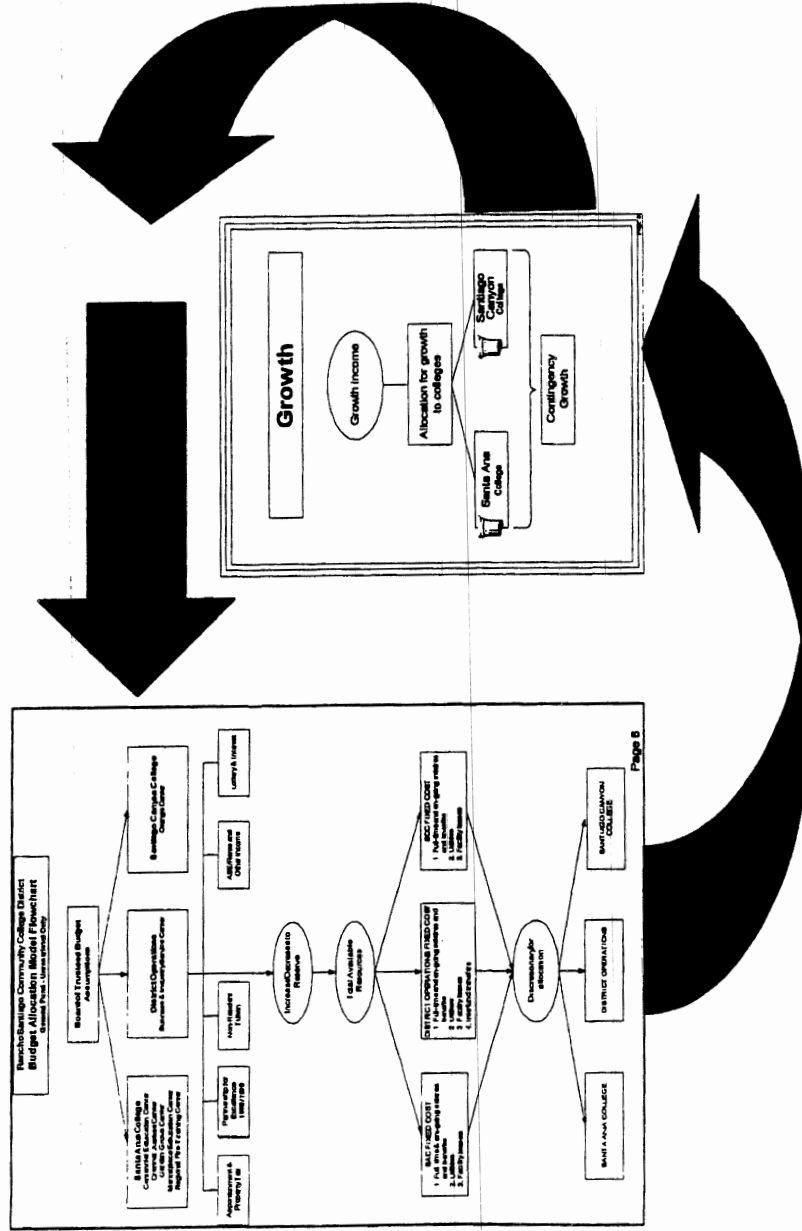
**Rancho Santiago Community College District  
Budget Allocation Model  
Budget Model Assumptions for 2000-2001**

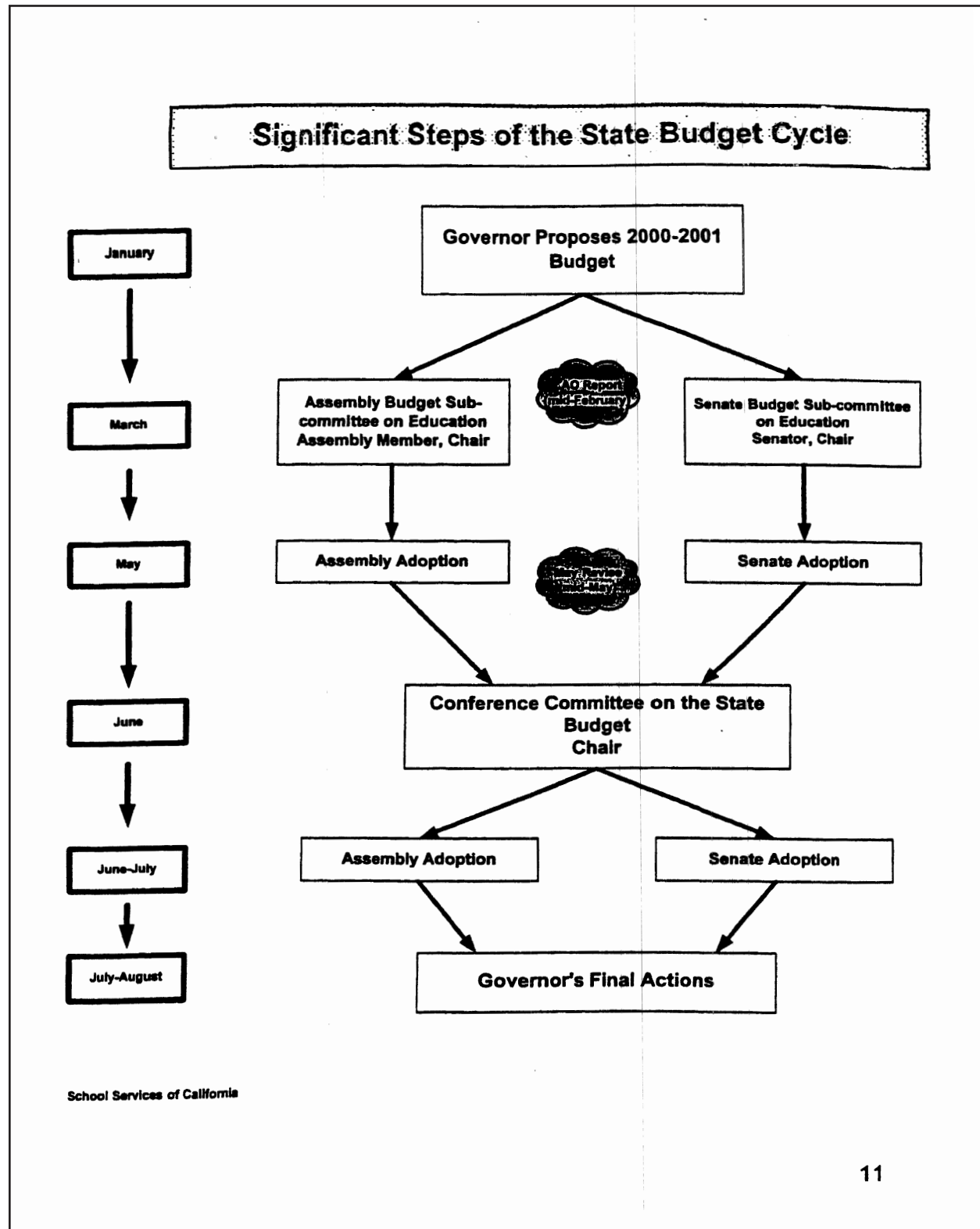
13. If the fixed cost ratios for full-time and on-going part-time staffing are different from the ratios used to allocate discretionary resources, then a transition plan to move toward parity will be considered.
14. Growth allocation will include consideration for:
  - a. increased sections - credit, non-credit mix
  - b. instructional agreements, e.g., academies
  - c. instructional supplies, additional costs, etc.
15. FTES goals will be established.





# Budget Allocation Model Cycle

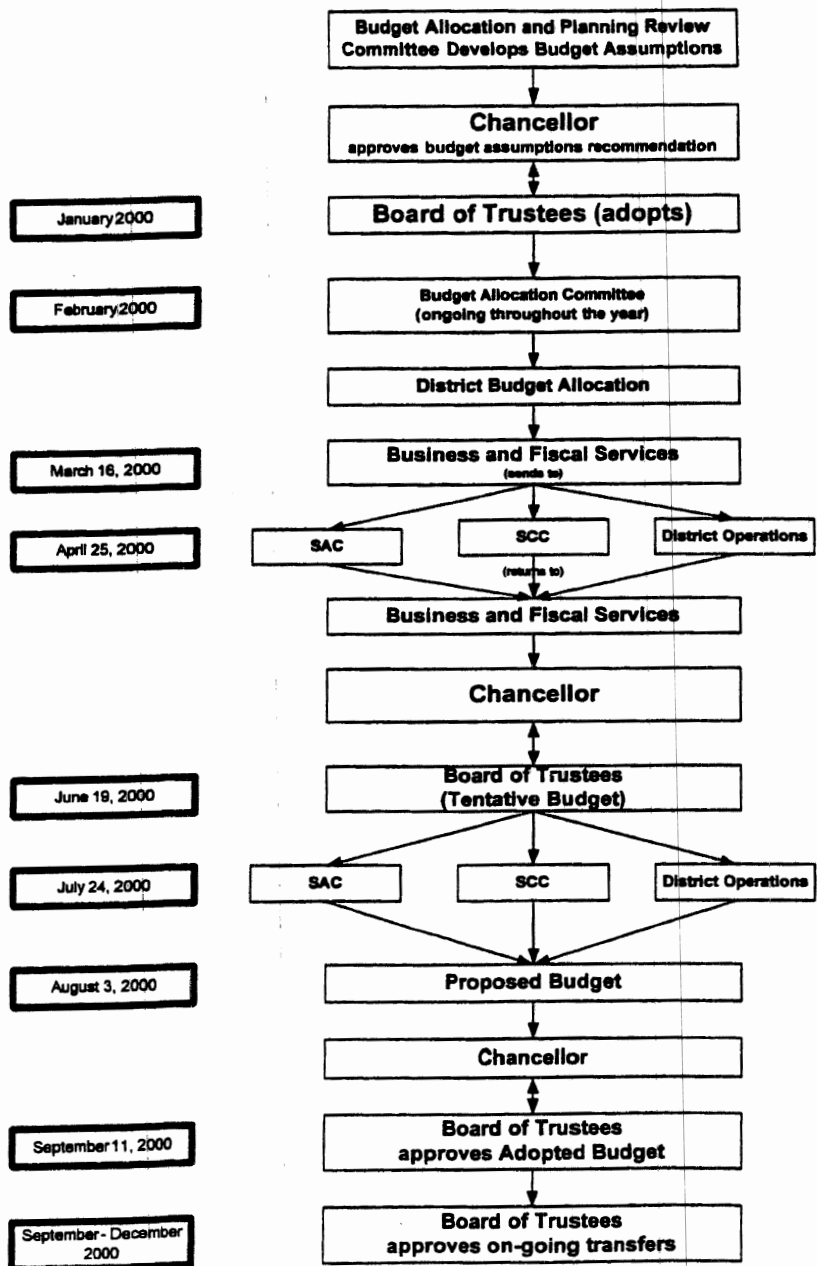






# District Budget Calendar

2000-2001



Rancho Santiago Community College District  
Budget Allocation Model  
Budget Model Assumptions for 2000-2001

### Issues for Future Study and Refinement

1. Full-time faculty (1110) and part-time faculty (1320) ratio distribution  
Because the ratio of part-time and full-time faculty is different at SAC and SCC, there is concern that the college that relies more on part-time faculty will have fewer discretionary funds left to pay for other operational costs. Therefore, analysis, thoughtful discussion, and planning must occur in this area. In the past two years, efforts have been made toward parity in this area in regard to providing SCC with 50% of new district faculty, but continued analysis is needed in the future.
2. College operational support  
Similar to the disparity noted in 1 above, is the disparity in college operational support. Therefore, analysis is also required in the following areas:
  - a. staffing - classified support (2000 object codes)
  - b. non-salary operational support, e.g., supplies, contracts, etc. (4000, 5000 object codes)
3. Unrestricted/restricted funds  
Although the model addresses only unrestricted revenue, there is an impact on colleges' resources because of the supplementary support provided by restricted revenue. Due to the accreditation of SCC, it is anticipated that in 2000-2001, certain grants will be allocated to each college based on the populations served, as well as continued grants awarded to the district as a whole. The distribution of district-wide grants to the sites will be analyzed in the future.
4. Credit/non-credit ratios  
The state funds non-credit FTES at a lower rate than credit FTES. Historically, it has been advantageous for the district to have a large non-credit program because of lower costs in the production of non-credit FTES. That has been changing in recent years, and further analysis on the ratios will be performed.
5. Leased facilities  
The district has the highest level of leased facilities in the state. Because of the magnitude of this dependence and its impact on growth, efficiencies of leased space need to be analyzed and tied to plans for FTES growth.

Rancho Santiago Community College District  
Budget Allocation Model  
Budget Model Assumptions for 2000-2001

6. Cost for growth beyond faculty salaries  
There is a cost for growth beyond faculty salaries in the form of instructional support, student services, and institutional support. The Budget Allocation Model Workgroup and the Budget Allocation and Planning Resource Committee have agreed on a cost rate per credit FTES and non-credit FTES based on 1998/99 actual expenditures. Further assessment of these rates will occur in the future.
7. Cost centers  
Further review needs to occur regarding the allocation of expenditures to various cost centers. Expenditures such as publications, postage, and utilities have been allocated in different ways. A decision needs to be made as to whether these expenditures will be allocated as in the past.
8. Miscellaneous income  
Areas of miscellaneous income such as transcript fees, library fines, and student identification will need further discussion as to allocation.
9. Planning link  
Work will continue to strengthen the link between budget, master planning, and other planning.

Rancho Santiago Community College District  
Budget Allocation Model  
Budget Model Assumptions for 2000-2001

### Glossary

Academic employee - a district employee who is required to meet statewide minimum qualifications as a condition of employment.

Apportionment - allocation of state or federal aid, district taxes, or other monies to community college districts or other governmental units.

Budgeting - the process of allocating available resources among potential activities to achieve the objectives of an organization. The budget allocation model focuses on allocation among the major units of the district, specifically, Santa Ana College, Santiago Canyon College, and District Operations.

Classified employee - a district employee who is not an academic employee.

Credit - courses for which students receive college credit.

Discretionary costs - costs that may be effected by the production of FTES in a given fiscal year;  
- costs that an operational unit within the district has control or discretion over.

District Operations - The central operations of the district including staff and services performed at the district office and at the colleges. District Operations includes areas supervised by the chancellor's office, human resources, and business and fiscal services and which support the entire district.

Fixed costs - expenditures that must be met independent of revenue production in any fiscal year.

Fund balance - the difference between fund assets and fund liabilities of governmental and similar trust funds; also referred to as *reserves*. The state chancellor's office recommends that districts maintain a minimum fund balance of 5% of total fund expenditures.

Full-time equivalent (FTE) employees - ratio of the hours worked based upon the standard work hours of one full-time employee.

Rancho Santiago Community College District  
Budget Allocation Model  
Budget Model Assumptions for 2000-2001

Example: classified employees may have a standard workload of 40 hours per week. If several classified employees worked 380 hours in one week, the FTE conversion would be  $380/40$ , or 9.5 FTE.

Full-time equivalent faculty (FTEF) - equal to 30 lecture hour equivalents (LHE) per year, or 15 LHE x 2 semesters.

Full-time equivalent students (FTES) - one FTES represents 525 class (contact) hours of student instruction/activity in credit and non-credit courses. Full-time equivalent student is one of the workload measures used in the computation of state aid for California community colleges. For details on FTES, see the state chancellor's office *Student Attendance Accounting Manual* and Form CCFS-320.

Indirect expenses or costs - those elements of cost necessary in the production of a good or service which are not directly traceable to the product or service. Usually these costs relate to objects of expenditures that do not become an integral part of the finished product or service, such as rent, heat, light, supplies, management, and supervision.

Lecture hour equivalent (LHE) - one lecture hour equivalent represents one hour of class time per week which equals 35 hours per year ( $1 \text{ LHE} \times 17.5 \text{ weeks} \times 2 \text{ semesters per year} = 35 \text{ hours per year}$ ).

Marginal costs - costs incurred as a result of adding one unit of enrollment or production.

Non-credit - courses for which students do not receive college credit such as English as a Second Language, Adult Basic Education, and Citizenship, which are currently funded at about half the rate of credit courses.

Proration - allocation of expenditures or income from a single source to two or more accounts to show the correct distribution of charges or income.

Reserve - an amount set aside to provide for estimated future expenditures or losses, for working capital, or for other specified purposes.

Rancho Santiago Community College District  
Budget Allocation Model  
Budget Model Assumptions for 2000-2001

Restricted accounts - cash or other accounts which are limited as to use or disposition by their source. Their identity is, therefore, maintained, and their expenditure or use is also recorded separately.

(For purposes of the model, Apprenticeship, 1999-2000 and subsequent years' Partnership for Excellence, and Redevelopment will be referred to as restricted. This is an internal designation, not external, as is the case with state and federal categorical accounts which make up the majority of the restricted general fund.)

Unit cost - the total expenditure for a product, program, or service divided by the total quantity obtained or some other quantitative measure; e.g., total expenditure divided by number of students equals cost per student.

Unrestricted accounts - the general operating accounts of the district which are not limited as to use or disposition by their source.

(For purposes of the model, unrestricted accounts consist of the unrestricted general fund excluding Apprenticeship, 1999-2000 and subsequent years' Partnership for Excellence, and Redevelopment.)

**Common Acronyms**

BAM	Budget and Accounting Manual
FTEF	Full-time equivalent faculty
FTES	Full-time equivalent students
ITS	Information Technology Services
LHE	Lecture hour equivalents
WSCH	Weekly student contact hours

*Source:* Many of the definitions and acronyms above are from the Budget and Accounting Manual (BAM) from the California Community College Chancellor's Office, 2000 Edition.

**Seperator**





# RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT 2008-09 BUDGET ASSUMPTIONS

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These assumptions are for use in development of the 2008-09 district and college budgets. As more detailed information is received in the coming months from the offices of the Governor and the state chancellor, the assumptions will be adjusted accordingly.

## **General Assumptions**

1. The budget will be balanced by using the 2007-08 ending balance in excess of the contingency reserve.
2. The budget will have a contingency reserve of no less than 5%.
3. Budgeting for 2008-09 will utilize the Budget Allocation Model.
4. The district and colleges will use plans, planning documents, and planning processes as a basis for development of expenditure budgets.
5. The district will minimize impact to Students & Employees.

## **Revenue Assumptions**

6. The Cost of Living Adjustment (COLA) will be based on the Governor's proposed 2008-09 budget – 0%
7. The proposed state budget includes a 1.05% increase for statewide enrollment growth in the form of general apportionment. The RSCCD enrollment growth cap is 1.0%, as determined by the System Office. The target growth rate recommendation will be determined through consultation with campus and district committees.
8. The lottery revenue will be calculated at the rate projected by School Services of California. The current estimate is \$121 per FTES for unrestricted revenue and \$22 per FTES for restricted revenue in accordance with Proposition 20.

## **Expenditure Assumptions**

9. The district intends to meet all contractual obligations.

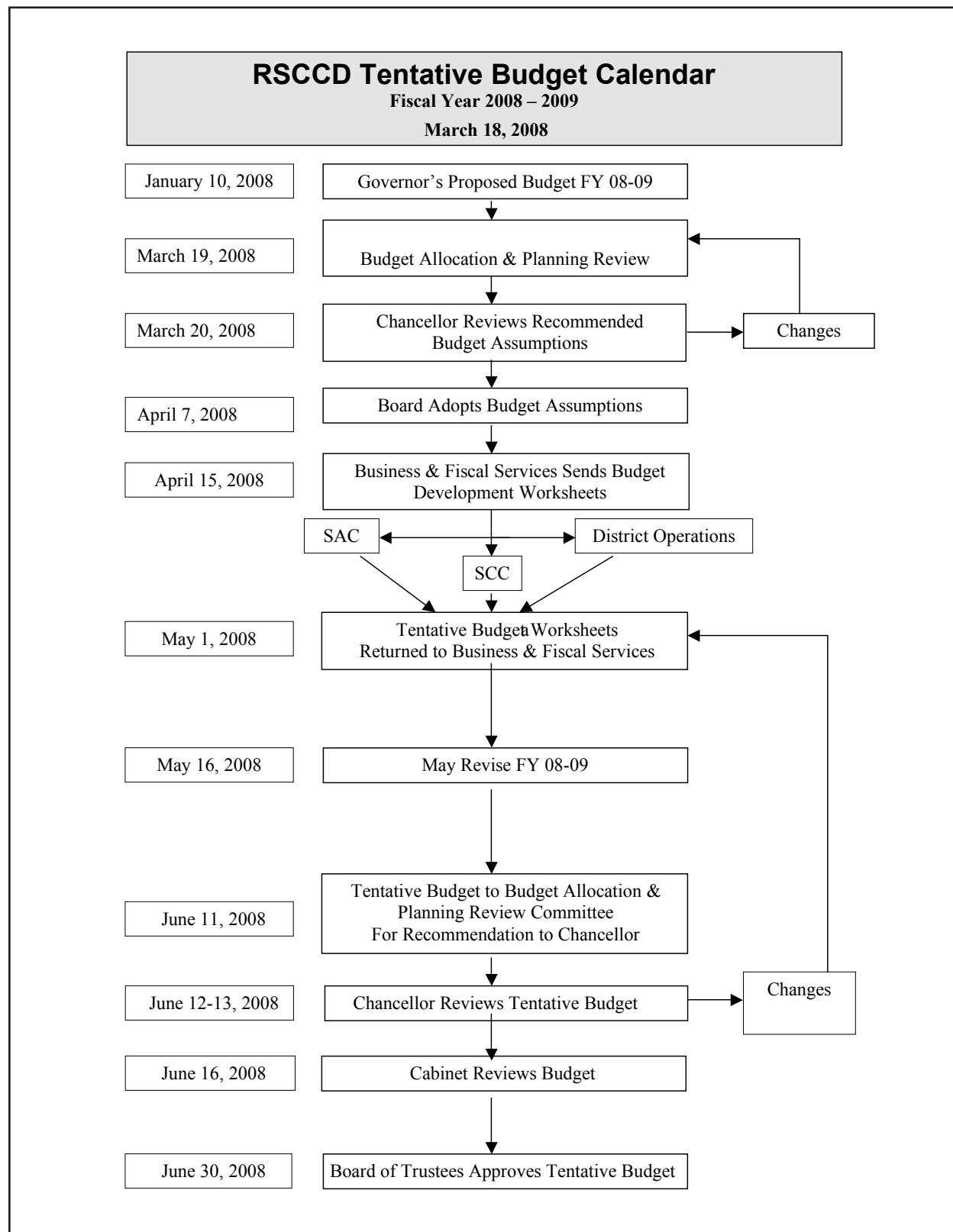
### **Reviews**

BAPRC recommends budget assumptions to the Chancellor (April 2, 2008)

Chancellor's Cabinet to review recommended budget assumptions (March, 2008)

Chancellor's Council to review recommended budget assumptions (March, 2008)

Board of Trustees approve the assumptions (April, 2008)



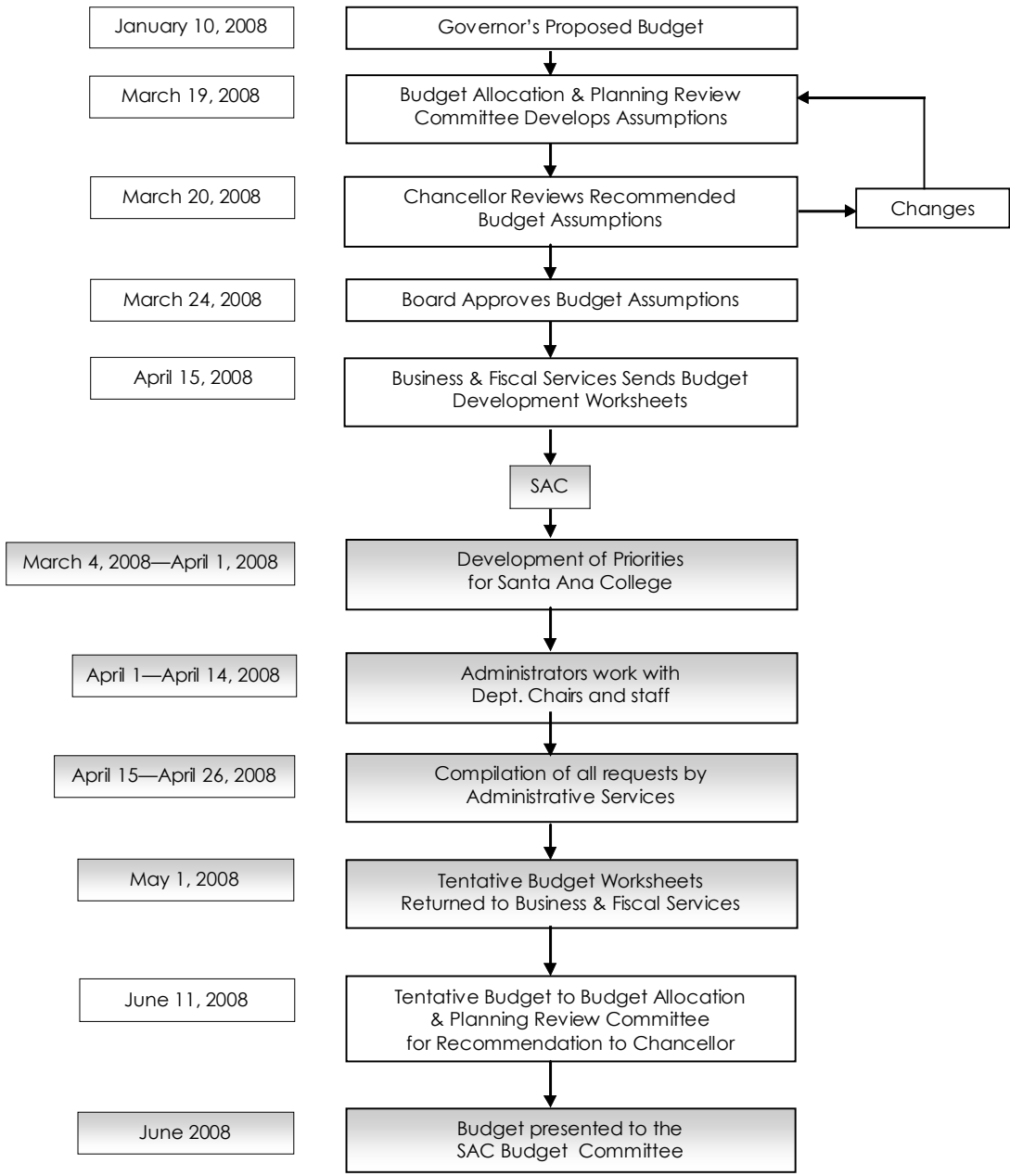
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## SAC Budget Calendar

Tentative pending final district's calendar for 08/09  
March 12, 2008



**EDUCATIONAL MASTER PLAN**

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**SCHEDULED MAINTENANCE STATUS REPORT  
2003/04 to 2004/05**

8/5/08

S.P.	PROJECT TITLE	ORIGINAL PROJECT	REV. 4/27/05	REV. 8/6/2006 TENTATIVE	STATE SHARE
<b>2003-04</b>					
5403	SCC "D" BLDG. ROOF	38,500			19,250
5404	SAC "C" BLDG. ROOF	35,200			17,600
5510	SAC "S" BLDG. ROOF	40,500			20,250
5511	SCC A/B EXHAUST FANS	28,400			14,200
5512	SAC COMMUNICATIONS CLOSETS UPGRADES	194,000			97,000
5513	SAC HVAC CONTROLS "S" BLDG.	81,500			40,750
5515	SAC "D" BLDG. CHILLERS	237,168			118,584
	Total 2003-04 Sched. Maint.	655,268			327,634

State share (original award) 327,634

<b>2004-05</b>					
5520	SAC "U" BLDG. ROOF	16,000	16,000		8,000
5521	SAC "D" BLDG. CHILLER	271,000	271,000		135,500
5522	SAC "D" CONDENSER	306,000	299,234	159,234	79,617
5523	SCC-B CONDENSER	60,000	60,000		30,000
5317	SAC-D AIR HANDLER	303,000	303,000		151,500
5519	DO-TRANSFORM/SWITCHGEAR	374,176	374,176		187,088
5696	CESAR CHAVEZ A/C			140,000	70,000
	Total 2004/05 Sched. Maint.	1,330,176	1,323,410		661,705

State share (original award) 661,705







# **RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT Santa Ana College Facilities Master Plan**

**March 2004**

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The logo for LPA, Inc. features the letters "LPA" in a bold, serif font. The letter "A" is stylized with a dot above it, resembling a traditional capital letter "A" with a period. The logo is rendered in a dark red or maroon color.





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Santa Ana, California  
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## Letter from the Chancellor

As Chancellor of the Rancho Santiago Community College District, I am pleased and proud to witness this new development phase for Santa Ana College. Special recognition should be given to the district's Board of Trustees for its dedication and commitment to the future of our colleges.

The leadership demonstrated by all district employees and students, using the planning process, has led to the development of this outstanding master plan. This plan reflects expansion and improvement of a campus which has been landlocked for many years. Santa Ana College has a rich history of meeting the demands of its community, and with this plan, will continue to do so for many years.

With the ability to purchase land as a result of residents' support of the district's Measure E, Santa Ana College will gain acres desperately needed for the continued growth of its student population.

The community and students served by the district deserve the improvements this master plan projects. New and renovated facilities, additional parking, and other attractive campus improvements as outlined have been a long time coming.

Eddie Hernandez, Jr., Ed.D.  
Chancellor

*Board of Trustees*

Alfredo M. Amezcua, J.D. • Brian E. Conley, M.A. • John R. Hanna, J.D. • Lawrence R. "Larry" Labrado • Michael N. Ortell • Lisa Woolery • Phillip E. Yarbrough  
Edward Hernandez, Jr., Ed.D., Chancellor

Building the future through quality education

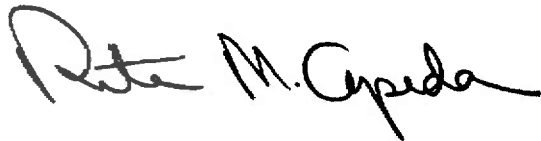
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## **Letter from the President**

**Santa Ana College is synonymous with the evolution of Orange County. I am fond of saying that since our founding in 1915, there isn't a single corner of this county we haven't impacted. It is, therefore, all the more fitting that we are able to demonstrate through the Facilities Master Plan the way in which SAC literally reinvents itself and recreates a place for teaching and learning that will continue to serve our county and our state well into the 21<sup>st</sup> century.**

**The plan represents the hopes and dreams of students, faculty and staff who live and learn in a "beloved institution." The design is guided by a spirit that creates spaces to learn that are worthy of our learners. It is a representation grounded in tradition but forever forward looking. Informed by the vision of our Educational Master Plan, this plan represents the best the college has to offer through a participatory governance process that enabled all the members of the college community to voice their needs, offer solutions and present approaches within the context of a student-centered philosophy.**

**Finally, the Santa Ana College Facilities Master Plan represents miracles in an urban setting and the creative approaches that are possible in landlocked urban colleges that nevertheless, preserve the beauty of open spaces. It is at once practical and efficient while being a sanctuary for the community we have served for nearly a century and which we hope to serve well into the millennium.**



**Facilities Master Plan Participants**

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Kathy Mennealy	Vice President, Continuing Education
Sara Lundquist	Vice President, Student Services
Silvia Barajas	Director, Administrative Services
Sharon Whelan	Dean, Humanities and Social Sciences
Rick Manzano	President, Academic Senate
Rhonda Langston	Director Auxiliary Services
John Nastasi	Skilled Maintenance Work, Classified Employee Representative SCC Public Affairs
Sean Small	Stage Construction Expert, Classified Employee Representative
David Perez	Plant Manager
Mike Mugica	Lead, Skilled Maintenance Work
Aracely Mora	Dean Exercise Science
Maria Surgranes	Associated Dean, Center for Instruction and Media Services
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## 1. INTRODUCTION

### Purpose

The recently passed bond measure has created an unprecedented opportunity for Santa Ana College to impact the local community. The local voters have entrusted the District to responsibly plan and develop the campus and provide for the education of the future generations in the community. At the same time, the campus has a rich heritage of architecture and development that has withstood the test of time. With great pride the College Construction Coordination Committee has strived to preserve the qualities of the campus and provide a rich new vision for the future with this facilities master plan.

The Facilities Master Plan document is a living document intended to assist in the long term planning and vision of the District and Santa Ana College for the future development of the campus. It documents the current understanding and expectations for the development of the bond expenditures as well as long term needs for the campus. The document addresses two basic elements of the built environment, the "practical" and "poetic". The practical is a tool to assist in the strategic planning and design of future improvements, buildings, utility services, and circulation. The poetic discusses the qualities of the spaces created by the existing buildings and proposed development. Combined the two present the collaborative vision of the College Construction Coordination Committee and the district at this point in time.

The facilities master plan, as a living document, is a momentary document based on existing conditions; proposed bond funded projects, and desired development funded by unknown sources. The parameters for the decisions that were made are based on input from the College Construction Coordination Committee, the district, local planning authorities and the existing educational master plan. Over the years as the facilities master plan is implemented, the programming and detailed planning for each project will enhance and modify this document. Changes in program offerings, the campus leadership and demographics of the local area are all influences that could modify the current plan. This document as a living document should be consistently consulted and updated as development occurs.

### Project Goals and Objectives

The initial step with the College Construction Coordination Committee was to develop the vision statements for the facilities master plan. The vision was defined in the following three categories followed by specific statements to assist in clarifying the broader category.

- Provide student spaces for study and gathering
  - The central mall, the urban living room for the students
  - Provide seating spaces to facilitate gathering and sharing
  - Enhance the landscaping; build on the arboretum collection and information
  - Develop acoustic control at the amphitheater
  - Centralize student services to the center of the campus
- Circulation as a means of organization for space and function
  - Capture the qualities of the central mall pedestrian flow
  - Three types of circulation, pedestrian, vehicular and service
  - Provide for "drop off zones"
  - Adjacency of parking to use for students, faculty and adjunct staff
  - Internal versus external building circulation bringing life to a building
- Campus identity through architectural form.
  - Develop the front door entry element / feature
  - Provide for "memorial" opportunities
  - Maintain the urban open space, clustering buildings
  - Improve building signage and directional clues / organization
  - Provide for centralized faculty services and adjunct support
  - Enhance campus security with the built environment and lighting

II. EXECUTIVE SUMMARY

The Facilities Master Plan

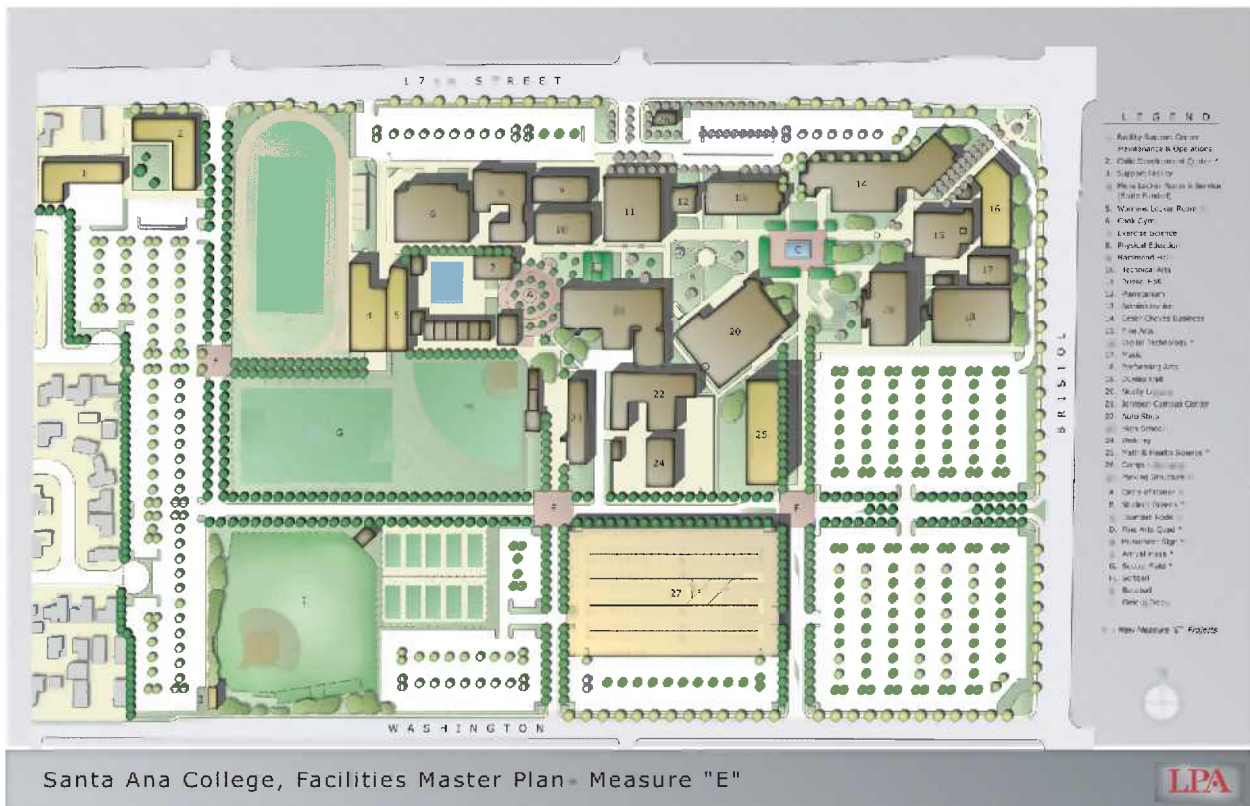
The development of the facilities master plan (FMP) provides for several new structures, increased parking capacity with additional parking lots, and parking structure. The FMP It enhances pedestrian and vehicular access around and through the campus, and includes planning and development of the recently acquired properties to the west of College Avenue. (see figure 1)

Proposed structures include; a Child Development Center, Maintenance and Operations Center, Math / Science Building, Digital Technologies, Locker Room Facilities and Theater Arts building. These building were placed to reinforce and create student spaces for study and gathering while reinforcing access points to the existing campus quad. The proposed plan maintains open areas for future development, as funding is available.

The newly acquired land will be utilized as interim parking to facilitate the construction of a new three-level 1,500 car parking structure providing a total of 4,200 spaces with in the campus. The existing parking along 17th street is modified to provide greater access, increased visitor spaces and a drop off zone that is free from the main circulation isles. A modified internal "Main Street" serves student parking on the south side of the campus with connections to both Bristol and 17th streets.

The plan provides arrival plazas to clearly define the pedestrian connection from the parking areas to the campus pedestrian circulation system. This will enhance the architectural identity, provide for better way-finding and increase pedestrian / vehicular safety and separation. The arrival plazas are nodes in the circulation system allowing for special features such as "Memorial" opportunities. These areas are planned to have enhanced paving and planting to delineate the spaces.

In combination, these elements provide a comprehensive space to not only increase the student learning and activities, but to enrich the environment of the college and local community.



(Figure 1) Overall Master Plan



### **III. PROCESS**

#### **Committees**

The facilities master plan was developed as a collaborative effort with the College Construction Coordination Committee and the district over a period of several bi-weekly meetings. The discussions were facilitated by LPA to develop concepts and test ideas discussed with the vision statements that were established in the first meetings. Through the process, as concepts and ideas were developed, the plan was presented to the SAC Academic Senate and also to the campus community via an open invitation forum. Both presentations were well attended followed with a question and answer session. Progress of the process including meeting minutes and drawings were posted on the college's web site to allow access to those interested parties within the college and local community.

Additional input was received and incorporated into the facilities master plan documents and design from the City of Santa Ana Planning Department: OCTA (related to the Centerline project); and LSA, a traffic-engineering consultant.

The College Construction Coordination Committee consisted of:

- John Nixon, Vice president, Academic Affairs
- Kathy Mennealy, Vice president, Continuing Education
- Sara Lundquist, Vice president, Student Services
- Silvia Barajas, Director, Administrative Services
- Sharon Whelan, Dean, Humanities and Social Sciences
- Rick Manzano, President, Academic Senate
- Rhonda Langston, Director Auxiliary Services
- John Nastasi, Skilled Maintenance Work, Classified Employee Representative
- Sean Small, Stage Construction Expert, Classified Employee Representative
- David Perez, Plant Manager
- Mike Mugica, Lead, Skilled Maintenance Worker
- Aracely Mora, Dean Exercise Science
- Maria Surgranés, Associated Dean, Center for Instruction and Media Services
- Peter Bostic, Director, Santa Ana College Foundation
- Randy Simons, Director, ITS
- Curt Childress, Director ITS

The District was represented by the following:

Robert Partridge, Assistant Vice Chancellor,  
Facilities Planning & District Support Services  
Robert Brown, RSCCD Support Services.

#### **Concepts**

The initial meetings with the College Construction Coordination Committee developed the vision statements for the facilities master plan. These statements were developed in a facilitated discussion in which concepts and ideas were expressed by those attending. The ideas and concepts fell into three basic categories. Specific statements that were taken from the discussion then further defined these categories. The collaborative process was then presented, discussed and accepted as the vision statement for the college to be utilized in the development of the plan.

#### **Facilities Master Plan Vision Statements**

- Provide student spaces for study and gathering
- Circulation as a means of organization of space and function
- Campus identity through architectural form.

Following the acceptance of these vision statements, bi-weekly meetings were held to confirm the scope of work to be included in the facilities master plan, develop an understanding of the qualities of the campus and items that could be improved through development. LPA utilized discussions with the College Construction Coordination Committee, the physical education department, and the local bond to define the anticipated development to be addressed in the facilities master plan. The development was presented as a list of components and accepted by the College Construction Coordination Committee and the district.

### Components

The components of the facilities master plan are both quantitative and qualitative. The quantitative components deal with the specific bond requirements, budgets, and area available to provide parking and buildings. The facilities master plan was developed to specifically address the immediate need to plan and develop the bond-funded projects over the next 15 years and provide for growth on the campus. These projects include:

#### Acquisition of Land

The acquisition process is nearly complete for the properties to the west side of College Avenue. These properties will need to be vacated and cleared for construction of temporary and permanent parking lots. These lots will serve as swing parking spaces during the implementation and construction of the parking structure. In phased construction the existing day care facility in the church will be utilized as a temporary facility while the new Child Development Center is being designed and constructed. The long-term use of this area is planned as additional athletic fields upon the construction of additional parking structures along Washington Avenue (see figure 2).

College Avenue is currently a public street with all the existing utilities found in a typical public street. The main sewer line for the college campus connects to the sewer main in College Avenue, which eventually ties into the main in Washington Avenue. It does not appear that the proposed parking lot improvements will interfere with the existing sewer facilities; however, proposed trees should not be placed over the existing main. There is also an existing sewer main that runs northerly, from Martha Lane, up the alley that is west of College Avenue. This sewer main services the existing residences that front onto Meriday Lane. It is located down the center of the alley, approximately ten feet from the property line. This facility will need to remain in place and an easement will need to be recorded to benefit the adjacent property owners. In addition, the property located on the southwesterly corner of 15th Street and the alley appears to have an existing detached garage that faces onto the existing alley. The site plan will need to address providing access to the existing garage.



(Figure 2) Land Acquisition west of College Ave.

New Women's Locker Room

The new locker room facilities (see figure 3) are currently designed and ready to start construction as part of bond funded renovation projects in conjunction with state funding. The location of this facility is centered in the physical education area of the campus to provide more centralized access from all the proposed sports facilities.



(Figure 3) Women's locker room building #4

Renovate Campus Infrastructure

The campus utility infrastructure will be modernized and upgraded to support the proposed new buildings and future development of the campus. The utilities serving the proposed new buildings will be centralized and coordinated with the "Main Street" internal vehicular circulation system. Placement of the services in this circulation system will allow the extension of the campus quad area and future buildings to be serviced without disruption or relocation of services as the facilities master plan is implemented.

Renovation of 14 On-Campus Buildings

The renovation of 14 on-campus buildings provides for consolidation of functions, upgraded building services and smart instructional spaces (see figure 4). The central core of the campus will become the student services center and provide for centralized student / faculty support services, mail distribution and printing center. The development of this will provide opportunities for interior and exterior student spaces for study and gathering. Combined with the "Student Green" this will become the urban living room as expressed in the vision statements.

Additional renovations will be incorporated into the way-finding system and architectural elements to reinforce the image of the college by the use of signage, lighting and paving patterns and materials.



(Figure 4) Renovate Campus Infrastructure

Renovate Centennial Education Center

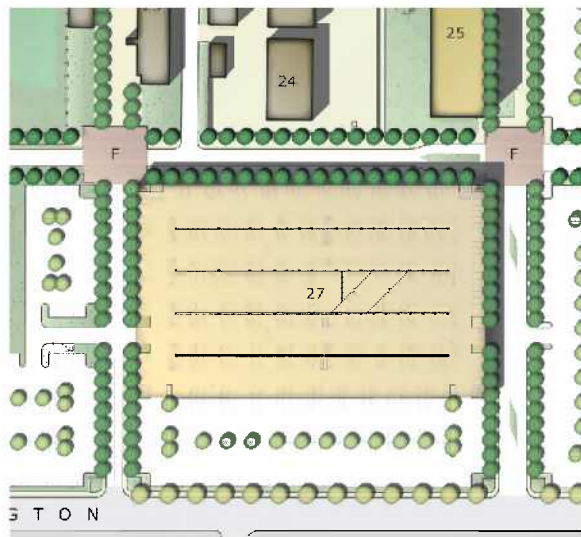
The renovation of the Centennial Education Center is an integral part of the campus although it is not physically on the campus. Its connection to the campus needs to be expressed with common architectural features, materials and landscaping so that the community at large recognizes the facility as part of the main campus.

New Parking Structure

The development of a parking structure (see figure 5) will serve two functions in the facilities master plan. It increases the parking capacity of the campus and allows for development of existing parking into athletic fields and future buildings. The student parking is placed on the south side of the campus along Washington Avenue. The parking structure will be 3 levels with approximately 1,500 spaces. Placement of the structure starts to define the arrival plazas and edge of the proposed "Main Street". The structure is tiered or set back from Washington Avenue to minimize the impact on the local residential property adjacent to the campus. This edge will be developed with landscaping to further enrich the street and reinforce the campus identity to the community. The parking structure will also house a satellite security office to increase the security of the south side of the campus, parking area and structure.

The structure planning should incorporate the future relocation of the Automotive and Mechanical shop spaces into the first floor of the building. Relocation of these functions to the parking structure will provide additional building pads to be developed into additional classroom buildings adjoining the "Urban Living Room". This long term planning will provide further separation of vehicular and pedestrian traffic.

Existing electrical, and storm drain facilities located within the proposed building footprint will need to be modified and/or relocated.



(Figure 5) Parking Structure building #27

As funding and needs develop, the remaining southern parking lots are planned to be parking structures. With the development of the Centerline transit project there are opportunities for a shared use parking facility along Bristol Street. This could be a source of funding for a shared use structure. The facilities master plan allows for development of this parking facility while maintaining the urban open space of the college quad areas and future building pads.

New Math/Science & Health Sciences Building

Prior to the start of construction of the Math / Science and Health Sciences Building, the existing Maintenance, Operations and Warehouse facilities will need to be relocated. The building site will provide an architectural edge to reinforce the pedestrian spine and arrival plaza. Planned as a three or four story building this site will afford the campus additional architectural presence on Bristol Street and balance the size and height of the existing Dunlap Hall building. Further development of the building programs may require the first floor to have direct vehicular support services and a larger ground floor plate. This proposed location (see figure 6) will have direct access to the "Main Street" vehicular circulation core away from any pedestrian conflicts. Existing electrical, water, and storm drain facilities located within the proposed building footprint, will need to be modified and/or relocated. Existing sewer facilities that serve the Nealley Library will need to be relocated and could be extended to serve the proposed building; however, the existing capacity is not known.

As this building is developed and occupied, the vacated space on the campus will allow for the renovation and development of the Central Services core in the facilities master plan.



(Figure 6) Math / Science Building #25

### Expansion of Athletic Fields

The development of the athletic fields is planned to provide a two-phase long-term concept. The first phase provides the campus with distinct and separate fields for baseball, softball, football and soccer (see figure 7). This phase will allow the college to compete in regulation play by meeting the requirements for equal access. The existing football stadium and baseball fields will receive minor upgrades. A new soccer field with portable bleachers for 300 spectators will be developed adjacent to the football, softball and locker room facilities. If funding is available, the new fields will be surfaced with artificial turf to reduce maintenance costs and enhance the playing conditions for the college. In conjunction with this development an additional support facility will be provided adjacent to the baseball complex complete with announcer booth, concession stand, and public restrooms.

The athletic fields are grouped to the west end of the campus and co-located with the new interim parking to accommodate parking for weekend and evening sporting events. This alleviates excessive street parking during weekends on the local residential community. Fields that require night lighting have been kept internal to the campus to reduce the effects to the residential neighbors.

The second expansion phase slated for unidentified funding sources will expand the athletic fields and football stadium to the west by construction of an additional parking structure with access from 17<sup>th</sup> Street or by expansion of the parking structure along Washington Avenue. The additional facilities will provide for practice basketball courts, a practice soccer field and dedicated facilities for track events to reduce the annual damage to the football stadium playing surfaces.

Development of these facilities allows for world-class athletic programs to be offered and provides the community with access to the venues for events and tournaments.

Parking Lot 11 is being removed as part of the expansion of the soccer field. The expansion will require modification and/or relocation of existing electrical and landscape irrigation facilities. Some fill material will be required in order to grade the ball field after the pavement is removed. Enough fill material may be available from the footing spoils of the proposed buildings.



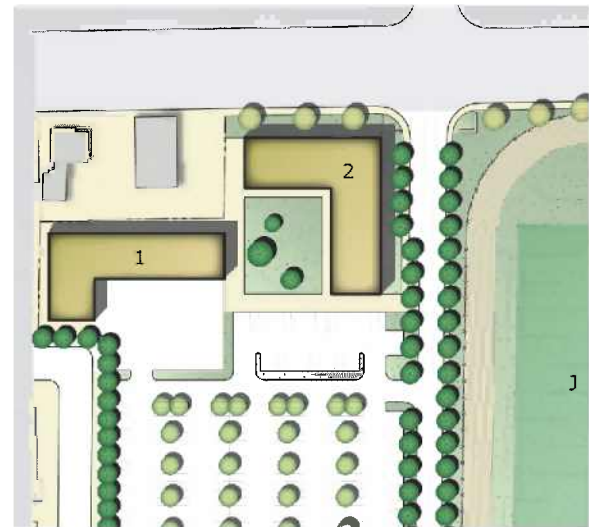
(Figure 7) Athletic Fields

- G. Soccer
- H. Softball
- I. Baseball
- J. Football
- 3. Announcer Booth Concession Stand
- 4. Women's Locker room
- 7. Life Fitness Center.

New Child Development Center

Childcare programs at the college are currently contained in three facilities. The facilities master plan incorporates all three locations into one comprehensive Child Development Center that will serve the college and local day care needs of the community (see figure 8). This facility will be temporarily housed in the existing church property recently purchased as part of the bond funded land acquisition. The use of the existing church day care building will dramatically reduce the temporary location costs and allow development of the western interim parking to expedite the construction of the parking structure.

The location of the new Child Development Center is located along 17<sup>th</sup> Street and College Avenue to provide the community easy access either by public transit or private vehicle without impacting the student access to the campus. The building and play yards will be developed to enhance the architectural identity of the campus while providing an urban living room for the community's children.



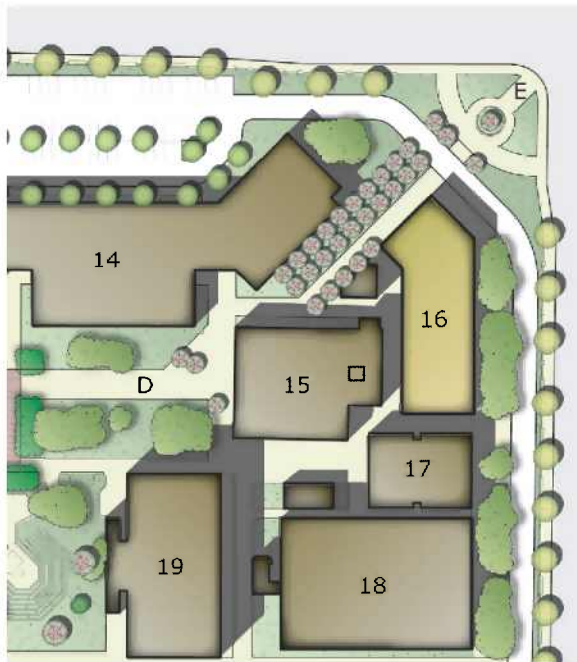
(Figure 8) Child Development Center Building #2

New Digital Technology Building

This facility will bring the campus into the 21<sup>st</sup> Century and expand the ability for instruction in digital arts. This building as part of the fine arts program is located at the corner to reinforce the campus face along Bristol Street and complement the cluster of arts buildings (see figure 9). The final complement to the arts complex will be a new performing arts center / theater. The digital technology building will be able to support this facility from within the cluster and allow the performing arts center to be constructed along Bristol adjacent to the proposed Centerline rail

station. These two buildings will frame the campus along Bristol and provide a new vision of the future for the campus.

Existing electrical, water, and storm drain facilities located within the proposed building footprint, will need to be modified and/or relocated. Existing sewer facilities that serve the Cesar Chavez Building could be extended to serve the proposed building; however, the existing capacity is not known. Sewer service to this building may require a new connection to the existing sewer main in Bristol Street.



(Figure 9) Digital Technology Building #16

#### Modernize Library

The modernization of the library building is planned for two phases. The first phase is set to refurbish the interiors of the building combined with an upgrade in lighting and ceiling surfaces. The finishes used will be utilized as part of the campus standards to be applied to the buildings as they are modified through the implementation of the facilities master plan. Phase two of the library modernization will provide increased power and data services as well as some reorganization of the spaces once the digital technologies building is completed. The centralized location of the library building will be enhanced with the addition of the Math / Sciences Building and Central Support Services on each side of the building.

#### Facilities Support Center Maintenance and Operations Building

The maintenance and operations building is being relocated the northwest corner of the campus along 17<sup>th</sup> Street (see figure 10). This location will allow direct truck traffic deliveries and reduce the current conflicts between truck and pedestrian traffic patterns. This location will also provide a more direct connection between the facility and the athletic fields. The district is centralizing some of the warehousing functions off site and a smaller warehouse facility will be planned with the maintenance and operations buildings.

Relocation of this facility opens up the center of the campus for additional instructional buildings and is planned as the site for the Math / Sciences Building.

There are several additional off-campus bond-funded projects not addressed in this facilities master plan. Those projects will be built and constructed concurrent with the bond funding, but do have a direct impact on the campus or its facilities master plan at this time.

The qualitative components to the facilities master plan are descriptive and illustrate the types of space created by the plan. These components are critical to providing a cohesive environment full of student spaces that enrich their lives as they learn. The facilities master plan uses the following elements to develop the qualitative components of the facilities master plan.



(Figure 10) Maintenance and Operations Building #1

"Main Street" vehicular circulation system

The main street concept allows traffic circulation to be organized and controlled in one internal street on the campus. This device will be landscaped with plant materials that define its edges and center. Development of the street allows a common core in which to place underground utilities and services to serve the new buildings and improve the existing systems for the campus.

The use of arrival plazas at the points where pedestrians cross the "Main Street" with enhanced paving and raised crosswalks will automatically slow traffic and improve student safety. In addition, the main street will utilize other design elements such as narrowing lanes to naturally control traffic speeds while providing a clear and centralized vehicular circulation system. This street will also allow traffic from the parking structures to disperse on the campus with access to 17<sup>th</sup> Street, Bristol and Washington reducing the congestion on the local residences and community.

Circulation within the campus and from the community was studied and reviewed by LSA, the traffic engineer. The facilities master plan was developed in conjunction with the Santa Ana Public Works Department and OCTA. The detailed impacts of the circulation system are discussed in the attached traffic analysis in the appendix.

Arrival Plazas

The arrival plazas are intended to address multiple issues and concerns (see figure 11). These plazas are a physical statement with the use of paving and planting of the entry to the campus while on foot. These elements planted with feature trees will signify the start of the pedestrian experience of the campus either as the student is arriving by car or once they have parked, and are on their way to class.

The arrival plazas are connected to the campus urban living room via proposed alleys of trees and landscaping that provide boundaries and emphasis on focal points in the campus. These pedestrian circulation elements will allow the students to prepare themselves for the educational experience as they move in and about the campus. At night these areas will have enhanced lighting to increase safety and security.

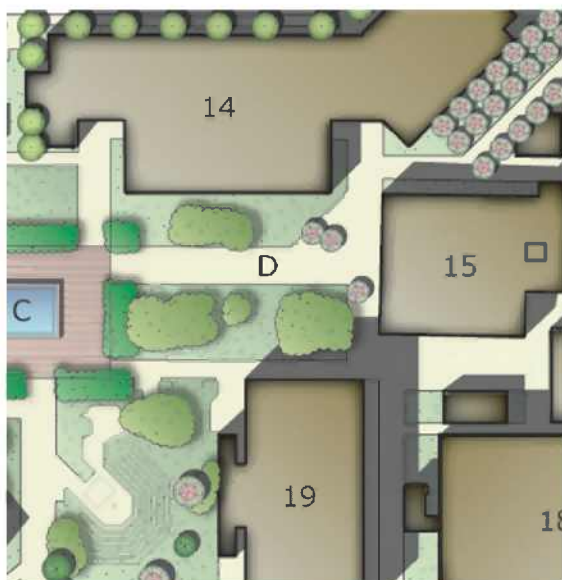


(Figure 11) Arrival plazas #F



Fine Arts Quad

This area outside the fine arts and performance buildings will be organized and planted in such a way as to develop its own character. By creating this room within the urban living room the campus exterior spaces start to develop as part of the way-finding system in the pedestrian element of the facilities master plan. This quad will have exterior seating, enhanced paving patterns, and be the entry statement to the heart of the campus as the students that arrive via public transit enter the campus from 17<sup>th</sup> and Bristol bus stops. This location also anchors the east west axis of the campus quad (see figure 12). These special areas are places for shade trees and specimen plants to be added to the arboretum.



(Figure 12) Fine Arts Plaza #D

Student "Greens"

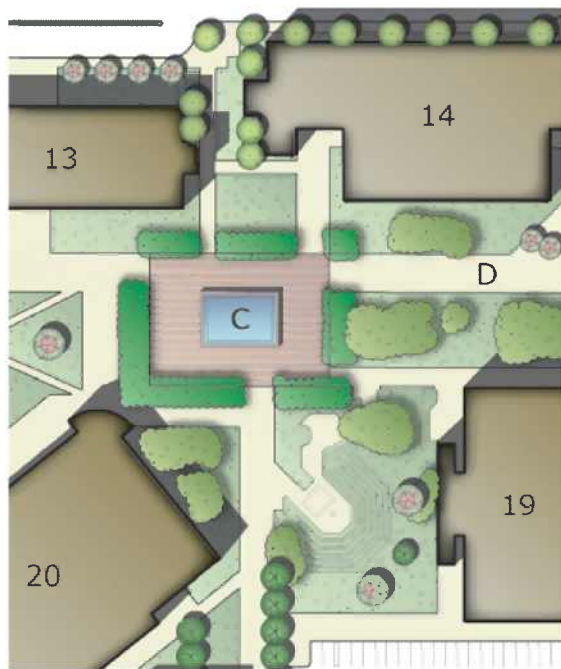
The student greens are intended to be a large-scale gathering place. This area of the urban living room will have large open areas of grass and paving to allow the gathering of student activities throughout the year from a student organization market place to events tailored to specific holidays or special speakers. Placed in the center of the campus adjacent to the centralized student services and faculty support center, this space facilitates movement of large numbers of students while providing a flexible open space for events as they spill out from the buildings (see figure 13). The Circle of Honor to the west and the fountain node to the east formalize the student greens.



(Figure 13) Student Greens #B

Fountain Node

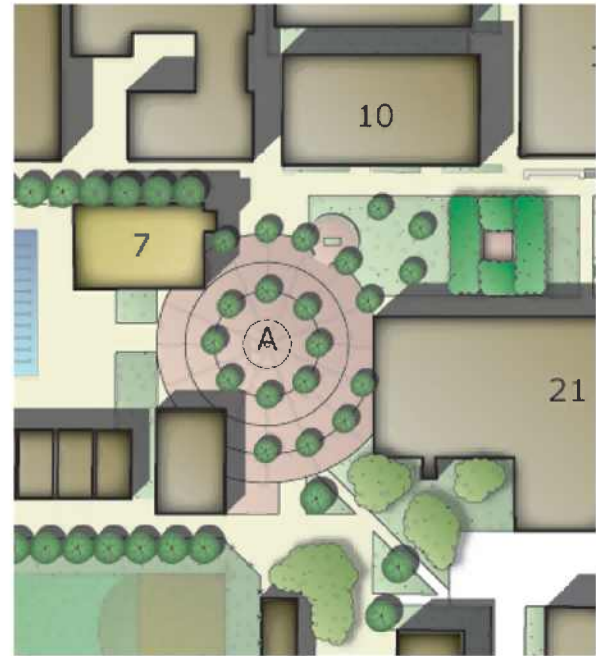
The fountain node utilizes the location of the existing fountain as a terminus for the new arrival plaza and associated pedestrian alley (see figure 14). This feature provides a visual destination from the arrival plaza and signifies the arrival to the main urban living room of the campus. It serves as the eastern terminus of the student greens and start of the fine arts quad. The fountain feature will be revised to have some vertical feature and provide seating around the fountain. Framed by trees and plantings for shade, the sound of the fountain allows for privacy in more intimate conversations and the opportunity for contemplation.



(Figure 14) Fountain Node #C

Circle of Honor

The Circle of Honor provides the terminus of the western end of the student greens. This area with enhanced planting and paving also provides the visual focus of the western pedestrian alley and arrival plaza (see figure 15). The circle located at the heart of the physical education department allows for the naming and honoring of athletic achievements by students. This space would allow for pep rallies and other gatherings in support of the athletic department and designated by shade trees and seating. The Circle of Honor will be provided with a pre-wired public address system to facilitate the use for medium sized public gatherings.



(Figure 15) Circle of Honor #A

Combined, the quantitative and qualitative elements present to the students and local community an environment that is cohesive and demonstrates the level of excellence provided at Santa Ana College. The urban living room provides three distinct spaces for gathering - the existing amphitheater, a performance / public speaking venue; the flexible student greens to allow for campus groups and vendor markets; and the Circle of Honor to provide for smaller group functions and public assemblies. Each of these spaces provides the opportunity to enhance way-finding by becoming a defined destination in the campus public spaces. Each one is connected with similar items such as lighting fixtures, signage and seating elements, but distinctly different through the use of plant materials, shapes and sizes. As these areas are developed, the richness of the arboretum can be enhanced further increasing the value to the students and local community.

Centerline Rail Station

OCTA presented three options for locations of the Centerline rail station that is planned to serve the campus as a destination point. The service is considered as a spur service with direct service to the main Santa Ana train station terminal. One option places the station directly on the campus property parallel to Washington Avenue in the southeast corner of the property (see figure 16). This option provides direct pedestrian access to the campus via the pedestrian spine that is developed by the new Math / Science Building and proposed parking structure. Parking for approximately 100 stalls would be provided adjacent to the station that would require controlled access. OCTA expressed concerns about this location and its impacts on the intersection, construction costs for Bristol street alignments, and issues raised by local residents.



(Figure 16) Centerline Station Option #1  
 28 Station Building  
 F Arrival Plaza

The second option locates the station on the west side of Bristol Ave. just south of Washington Avenue (see figure 17). Pedestrian access for this proposed location would be provided via a diagonal pedestrian path from the arrival plaza to the corner. This spine would be enhanced with paving patterns and landscaping as an extension of the pedestrian circulation system of the campus with a focal point placed at the arrival plaza. To minimize the pedestrian / vehicle conflicts in this parking area and maximize the available spaces; the pedestrian spine would be raised to identify the crossing as vehicles circulate in the parking area.



(Figure 17) Centerline Station Option #1  
 28 Station Building  
 F Arrival Plaza

As the Centerline system is developed and funded, the plans can be incorporated into the facilities master plan. The current schedule shows the Centerline project would be constructed within the next 8 years. The spur connection to Santa Ana College is under review and could be constructed at a later date than the main line service to John Wayne Airport. The facilities master plan as proposed in this document accounts for either option and does not propose any construction that would impact or restrict the implementation of the Centerline project at this time.

#### IV. CAPACITIES

##### Existing Conditions

The campus currently contains 23 structures with 451,717 assignable square feet on approximately 56 acres. The current student population is 20,936 based on registered student enrollments for fall 2003.

##### Forecasts

The most current educational master plan indicates an anticipated growth in the student population of the campus to a projected enrollment of 23,000 in the year 2010. This demand will require additional buildings as provided for in the facilities master plan. It is anticipated that the assignable square footage required to support the student population would be approximately 499,884 square feet. This shows that based on the state formulas for space utilization, the campus will have a projected shortage of approximately 48,167 square feet.

##### Proposed capacities

Review of the proposed capacities can be easily summed up in the following table. It shows the current available capacities and the proposed capacities with a per student ratio. This allows a relative comparison to the existing utilization of the campus for reference. It does not take into account specific divisions and per square-foot usage as noted in the educational master plan. For a more specific breakdown of the types of spaces and TOPS codes the EMP should be referenced.

Capacity		Enrollment	Student Ratio
451,717	a.s.f. existing	20,936 students	21.5 s.f. per student
499,884	a.s.f. proposed	23,000 students	21.7 s.f. per student
3,018	existing parking spaces	20,936 students	7 students per space
4,200	proposed parking spaces	23,000 students	5 students per space

## V. IMPLEMENTATION

### Bond Funding

As noted above, the bulk of the projects addressed in this facilities master plan are bond-funded projects. As they are developed it is the intent of the district to apply for and utilize state funding where applicable to stretch the funding sources. Items such as scheduled maintenance, modernization monies and technology upgrades all need to be assessed as the master plan is implemented.

The bond funding is scheduled to be released in increments and will support the long-term implementation of the master plan. Scheduling of the projects and improvements needs to be tied to the release of funding to allow for proper planning and development of infrastructure to avoid wasteful rework. As the work is complete the master plan should be revisited and assessed against the stated goals and vision statements. At the start of each phase, the selected design team should review and understand the intent of the living document prior to proceeding.

Each project should be evaluated to see if additional funding sources are available at the time to allow for expanded scope and use of bond monies.

### Phasing

Phasing is affected by both the need to develop in a certain sequence to create space and by the bond monies and opportunities that may not be yet presented. These elements must be reviewed in total to be sure opportunities to capture goals are not lost as funding becomes available.

Phase I: With the purchase of the properties to the west of College Avenue complete, the first phase is to evict the tenants and start the demolition of the existing buildings in preparation of building the new temporary parking lots. Concurrent with this, the children's centers would be consolidated into the existing church daycare center while construction of the new Child Development Center is completed. This will fill an immediate community need for daycare facilities. The women's locker facility currently in construction would be completed (see figure 18).



(Figure 18) Phase I

Phase II: Development of the new parking structure can begin as soon as the temporary parking areas are completed (see figure 19). Construction of the parking structures will disrupt the campus and displace parking increasing the distances for students to walk. This work should be done prior to the creation of the "Main Street" interior circulation as well as the arrival plazas. The development of the parking structure should be planned during the summer session to minimize the disruption and potential winter foundation delays. The abandoned daycare center next to the high school could be temporarily utilized as construction offices and demolished upon completion of the parking structure.



(Figure 19) Phase II  
Construction of parking structure, green  
Demolition of existing Day Care Center, red

Phase III: Construction of the campus internal vehicular circulation system and surface parking lots. This phase would create the "Main Street" circulation spine and realign the surface parking lots to the final configuration. In addition, this phase would allow the construction of the expanded physical sciences playing fields with the creation of the soccer field and dedicated softball fields. This phase would involve grading and underground utilities and cause disruption to the campus. Due to this impact, the project should be scheduled such that the bulk of grading and paving is done during the summer months and may be required to be done in phased segments. Students would be able to park in the parking structure via the two access points from Washington while the parking along Bristol is completed. With the closure of College Avenue some minor rework of the temporary parking may be required with the installation of dead end turn-arounds in the adjoining neighboring streets.



(Figure 20) Phase III  
Construction of "Main Street" and surface parking, green

Phase IV: Construct the new Childcare Center and Maintenance and Operations facility (see figure 20). The construction of these facilities would provide minimal disruption to the campus. Construction access could be restricted to 17<sup>th</sup> Street. Once these facilities are constructed the temporary childcare center in the church site could be demolished as well as the existing Maintenance and Operations buildings. Demolition and grading a pad for the future Math / Science Building could be done during the summer months to minimize noise and dust disruption to the campus.

During this phase planning and design of the Math / Science Building should be in progress to allow the start of the Math / Science Building upon completion of this work.



(Figure 20) Phase IV  
Construction of Daycare Center and Maintenance & Operations  
building, green  
Demolition, red.



Phase V: This phase would involve construction of the new Math / Science Building and interfaces with the pedestrian spine (see figure 21). Once the building was completed the renovation of several existing campus buildings could be completed as the math and science department vacates the spaces. The reprogramming of buildings would allow the construction of the centralized student and faculty services to the core of the campus. As the buildings are renovated the associated landscape areas adjacent to the building could be developed into the student greens, fine arts plaza and Circle of Honor. The construction of the urban living room spaces should be constructed following the building renovations to allow all required underground services to be upgraded without impacting recent landscaping and paving improvements.



*(Figure 21) Phase V  
Construction of Math / Science Building, green*

Phase VI: The final phase in this project would continue with the renovation of the existing campus buildings with upgrades to lighting, technology and HVAC systems. This work would include the grading and realignment of the faculty and visitor parking lots along 17<sup>th</sup> Street and the construction of the New Digital Technologies building, providing the final touches to the community side of the campus from 17<sup>th</sup> and Bristol streets (see figure 22). Displaced faculty parking could be accommodated in the lot directly adjacent to Dunlap Hall and the new Math / Sciences Building.

The phasing as suggested in this facilities master plan suggests a path of planning to minimize the amount of work that is temporary and or reconstruction in a few years due to additional improvements. As a living document the phasing must be constantly evaluated and challenged by the individual projects, the campus needs, and available funding sources. Infrastructure improvements and the addition of state monies as they are awarded will consistently modify the timing and importance of each project. As such, the phasing starts to recognize critical path projects that limit the ability to complete later phases of work.



*(Figure 22) Phase VI  
Construction of New Digital Technologies Building, green  
Construction of faculty / Visitor parking, green*

### Schedule

The project schedule is being driven by the issuance of Measure E bond monies. The use of the monies is tied to specific bond language to allow for planning, design and construction of the facilities master plan.

The first bond issuance will fund the facilities master plan development from 2003 to 2006. The scope contains several off site projects and includes the acquisition of land, construction of the women's locker room, expansion and renovation of the athletic fields and the design and engineering phases for the new parking structure, the Math / Science Building, campus infrastructure renovation, renovation of the existing campus buildings.

The second bond issuance will fund the facilities master plan development from 2006 to 2011. The scope contains the construction of the parking structure and Math / Sciences Building.

The third bond issuance will fund the facilities master plan development from 2011 to 2014. The scope contains the construction of the Child Development Center and Digital Technologies Building. Renovation of the existing campus buildings and infrastructure services to those buildings would also be included in this issuance. Several off campus project are included in this issuance.

The fourth and final bond issuance will fund the facilities master plan development from 2014 to 2017. The scope contains the completion of the campus renovation projects and the renovation of the library building. Several off campus projects are included in this issuance.

In addition to bond funding, there are opportunities to obtain state funding for building systems maintenance and repair such as HVAC systems and roofing. This funding avenue must follow the state formulated IPP and FPP process. As the facilities master plan is executed, the district will evaluate the renovation projects to assess the ir probability to obtain these additional funds. This will increase the available money for construction at the same time place time restrictions on the scheduling of work.

The district's goal is to consistently evaluate alternate sources of funding to provide the most value to the campus. This goal will impact the schedule of projects over the duration of the implementation of the facilities master plan. It affords the campus to take advantage of market conditions and opportunities that arise out of sequence.

## **VI. NEXT STEPS**

### **Guidelines**

This document is intended as a living document and guide in making development decisions. In the same manner, to assure that the development is consistent and provides a uniform architectural appearance the college needs to develop standards for materials, landscaping and finishes. These should be developed with the intent of standardized maintenance, uniform application and to develop an architecture that is consistent although varied. This will reinforce the facilities master plan and keep the development consistent although developed by several entities over the years.

### **Engineering**

The facilities master plan represents basic ideas and concepts. As each component is further developed and designed it needs to be evaluated with the proper engineering. The plan provides elements to organize the services and collect pedestrians, vehicles and underground services. Engineering for traffic flows and appropriate speeds, as an example, need to be further defined and developed as the projects are created. This work is currently in progress on a campus-wide basis to address and correct surface drainage issues and inadequate underground utilities. As these systems are developed and understood they need to be overlaid with the facilities master plan schedule and implemented concurrent with it. In some cases as noted above, out of sequence work may be advantageous and result in significant savings. As those opportunities arise, they need to be evaluated and incorporated into the living document and tested against the vision statements.

### **Programming**

It is important to note that the facilities master plan does not address detailed specific requirements for any of the specific buildings or components of the plan. As each project is started a detailed programming effort needs to be conducted with the design team and the building or project user groups. That effort will be utilized to validate the amount of area, types of access required, building orientation, and budget. This process should coordinate with the facilities master plan and utilize the developed standards. This will simplify the process and assure the campus is developed in a cohesive manner even as the leadership or the vision statements change over the years.

**VII.APPENDICES**



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March 10, 2004

Mr. James Raver  
LPA, Inc.  
5161 California Avenue, Suite 100  
Irvine, CA 92612

Subject: Santa Ana College: Circulation Opportunities and Constraints Analysis

Dear Mr. Raver:

LSA Associates, Inc. (LSA) is pleased to submit this circulation opportunities and constraints analysis for Santa Ana College. This analysis represents our initial review of the draft Master Plan layout. Santa Ana College is located north of Washington Avenue, south of 17th Street, east of College Avenue, and west of Bristol Street in the City of Santa Ana (City). LSA has identified the circulation setting and opportunities and constraints based on the following: (1) field surveys and observations, (2) review of the existing circulation both on campus and on the adjacent public streets, and (3) review of the proposed Master Plan. The Master Plan addresses additional parking proposed on site, as well as the design of the access points into these areas. LSA has previously provided input to the architect on the design of circulation and parking access for the Master Plan. As such, this analysis provides further support for this design.

This analysis also addresses the discussion with the City Engineer (Mr. George Alvarez) and Transportation Manager (Mr. Manuel Gomez) regarding the location of access points along Washington Avenue and the closure of College Avenue as a public street. LSA and LPA met with City staff on February 12, 2004, to present the proposed Master Plan design. City staff requested that additional traffic analyses be prepared to support these issues.

This analysis describes the following: (1) the existing conditions/setting, (2) opportunities and constraints based on the existing condition, (3) the proposed Master plan, and (4) opportunities and constraints based on the Master Plan condition.

#### EXISTING CONDITIONS/SETTING

1. Santa Ana College currently enrolls approximately 20,000 students with approximately 3,018 parking spaces on the campus (of which approximately 2,396 spaces, or 79 percent, are located in the parking areas on the south end of the campus, adjacent to Washington Avenue).
2. The project site is surrounded by two major arterial highways (Bristol Street and 17th Street), Washington Avenue (which provides direct access to both residents and the college campus), and College Avenue (which also provides access to residential areas and the college campus).

3/12/2004:P:\LPX430\07 Ken Wilhelm Revised traffic study.doc»

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3. Washington Avenue is a two-lane roadway with a continuous left-turn lane. On-street parking is permitted on the south side of the street only. The posted speed limit is 25 miles per hour (mph). There are 12 single-family residential driveways that have direct access onto Washington Avenue between Bristol Street and Pacific Avenue and 15 driveways that have direct access onto Washington Avenue between Pacific Avenue and College Avenue.
4. College Avenue is a two-lane road. The posted speed limit is 25 mph. There is access onto College Avenue from three residential driveways between Washington Avenue and Martha Lane. There are no residential driveways between Martha Lane, 15th Street, and 17th Street. On-street parking is permitted on both sides of the street.
5. English Street and Raitt Street are two-lane north/south residential roadways with on-street parking on both sides of the street. The posted speed limit is 25 mph on each road. The intersection of English Street and 17th Street is signalized. As described below, traffic may be diverted on these streets once College Avenue is closed to public access.
6. The campus currently has the following four major access locations: (1) a signalized full-access driveway on 17th Street that primarily provides access for faculty, visitors, and student drop-offs, (2) a right-turn in/out driveway on Bristol Street, (3) a four-way stop-controlled intersection on Washington Avenue (at Pacific Avenue), and (4) a one-way stop-controlled access drive on College Avenue. There is also a one-way out driveway located on 17th Street. The entrance from Washington Avenue is four lanes, while all other access driveways are two lanes.
7. The internal circulation on the campus includes an east-west two-lane road that provides access to the parking areas from Bristol Street, College Avenue, and Washington Avenue, and a two-lane ring road that provides on-site vehicle circulation between the 17th Street entrance and the parking areas on the south end of the site. This ring road provides connectivity for students entering/exiting the campus on 17th Street and the parking areas to the south (because the parking adjacent to 17th Street is primarily for faculty and visitors).
8. Existing traffic counts were conducted by Southland Car Counters on Thursday February 5, 2004, at the major access driveways on the campus site as well as the adjacent signalized intersections. Figure 1 (provided as an attachment) illustrates the peak-hour traffic volumes at the adjacent intersections surrounding the site, as well as daily and peak-hour directional traffic volumes accessing the school site.
9. Daily traffic volumes within the entire surrounding residential community are illustrated in the attached exhibit. These counts (provided by the City) were conducted on January 7, 2003, by the Artesia Pilar Neighborhood Association. It should be noted that the daily traffic volume collected by the neighborhood association is significantly less than the recent count data conducted by LSA. For example, the daily volume along College Avenue as illustrated in the neighborhood association figure is approximately 2,600 vehicles less than the counts conducted by LSA. In addition, the daily volume collected by the neighborhood association on Washington Avenue between College Avenue and Pacific Avenue and between Pacific Avenue and Bristol Street is approximately 4,500 vehicles and 1,600 vehicles less than the recent counts, respectively. This difference may be caused by the following two reasons: (1) the neighborhood counts were conducted in January 2003, while the recent counts were conducted in February 2004 (one year later), and (2) the neighborhood counts were conducted on January 7, when traffic may still have been affected by the holidays and the college campus was in a winter session that is not its typical attendance.

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10. Based on the daily traffic volume on campus, approximately 39 percent of the students enter the campus via College Avenue, approximately 31 percent enter via Bristol Street, and approximately 30 percent enter via Washington Avenue. It should be noted that this does not take into account the vehicles entering/exiting the site via 17th Street.
11. Transit stops from the Orange County Transportation Authority (OCTA) bus service are provided on 17th Street, Bristol Street, Washington Avenue, and College Avenue adjacent to the college campus. The proposed CenterLine light rail project proposes a station on Bristol Street adjacent to the campus, as further described below.
12. Pedestrian access (clearly marked crossings and sidewalks) is currently provided to/from the surrounding street system from the campus.

**EXISTING OPPORTUNITIES/CONSTRAINTS**

**Opportunities**

1. Based on the existing count data, LSA calculated the level of service (LOS) (utilizing the Intersection Capacity Utilization [ICU] method) at the three signalized intersections surrounding the college campus. The results are presented below. (ICU worksheets are attached.)

Intersection	AM Peak Hour		PM Peak Hour	
	ICU	LOS	ICU	LOS
1. Bristol Street/17th Street	0.76	C	0.82	D
2. Bristol Street/Washington Ave.	0.67	B	0.73	C
3. College Avenue/17th Street	0.56	A	0.68	B

As this table indicates, the three intersections surrounding the college campus are operating at satisfactory LOS (LOS D or better) in the existing condition. This presents an opportunity to the campus, as the intersection of Bristol Street/Washington Avenue has the capacity for additional peak-hour trips without exceeding the City’s level of service threshold.

2. The daily traffic volumes on College Avenue and Washington Avenue are relatively high for a residential roadway. These roads do not function as typical residential roads because they connect to major arterial highways that provide access for the residents and the college campus. However, the peak-hour directional volumes along these segments are well within the capacity of these roadways. This would indicate that much of the school traffic load occurs off peak hours. It is recommended that the school district maintain the course scheduling to avoid circulation impacts during the typical commute periods (i.e., 7:00 to 9:00 a.m. and 4:00 to 6:00 p.m.)
3. It is essential that the pedestrian crossings on site to the adjacent street system continue to be maintained as part of the Master Plan because Santa Ana College has a large student population who uses the OCTA bus service and in the future will use the proposed CenterLine. Pavement markings, flashing signs, and signage are examples to enhance the pedestrian crossings.



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### Constraints

1. The residents that have direct access on Washington Avenue will be impacted the most by the changes proposed on the campus. As described in the Master Plan condition, based on providing two access points along Washington Avenue, the volume along some of these residential units may be reduced. However, the closure of College Avenue may also redirect and increase traffic along this roadway.
2. Several pedestrian/vehicle conflict points exist between the campus buildings and parking areas on the south end of the project site (Parking Areas 6–9). There are no clearly marked pedestrian crossings between the campus and the parking areas. Students cross the internal two-lane road that bisects the parking areas at several points, thus creating potential safety problems. As described below, the proposed Master Plan will alleviate this problem.
3. With direct access from the campus currently at Pacific Avenue, there is potential for “cut-through” traffic and on-street parking by students along this residential road. This constraint has been addressed in the proposed Master Plan, as described below.
4. It is recommended that the right-turn in/out driveway on Bristol Street not be altered in the Master Plan condition. As discussed with City staff, there is no opportunity to signalize this access into the campus because this location is too close to the Bristol Street/Washington Avenue signal, and the residents on the east side of Bristol Street would likely not support it.

### MASTER PLAN DESCRIPTION

1. The Santa Ana College campus is expected to increase the student enrollment to approximately 23,000 students in the next few years. A total of approximately 4,200 parking spaces is proposed on site.
2. Implementation of the Master Plan will increase the parking on site by approximately 1,074 parking spaces compared to the existing condition. This includes approximately 600 spaces added on the south end of the campus and 700 spaces added on the west end of the campus.
3. The addition of 600 parking spaces on the south end of the campus has the potential to generate approximately 2,800 daily trips (based on a trip rate of 4.7 trips per parking space determined using the existing data collected on campus). The addition of 700 spaces on the west end of the campus has the potential to generate approximately 3,200 daily trips. The point at which these trips enter/exit the campus may be different from existing conditions, because access to College Avenue will be closed from Washington Avenue.
4. As illustrated in the proposed Master Plan (Figure 2, provided as an attachment), a new parking structure is provided on the south end of the campus (Parking Area 8). In addition, the existing parking areas adjacent to the structure will be redesigned to provide improved circulation, parking layout, and pedestrian channelization.
5. Access into the new parking structure is proposed off of two new entry points from Washington Avenue. Vehicles destined to the campus from Washington Avenue via Bristol Street will likely use the primary entrance, located approximately 550 feet west of Bristol. Vehicles destined to the campus via Washington Avenue from areas west of College Avenue will likely use the driveway located approximately 150 feet west of Pacific Avenue.
6. Access into the parking structure and the adjacent parking areas on campus via Washington Avenue are located midpoint between Washington Avenue and the internal two-lane roadway

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- (approximately 220 feet north of Washington Avenue and approximately 220 feet south of the internal two-lane road). Left-turn lanes are proposed at the parking entrances for adequate storage of vehicles entering the parking area while not impeding through traffic.
7. The parking areas adjacent to the parking structure (Parking Areas 6 and 7) were also redesigned as part of the Master Plan. The result provides a centralized entry/exit into each parking area, rather than multiple access points as exist today.
  8. The campus access onto 17th Street will not change as a result of the Master Plan. However, the parking areas for faculty and visitors will be slightly modified. In particular is the addition of a student drop-off area that will significantly enhance the circulation system compared to the current operation.
  9. The access from College Avenue will be modified as a result of abandoning this roadway as a public street. All vehicles entering College Avenue via 17th Street in the Master Plan condition will be campus related, as there will be no access to the residential community. This will ultimately reduce the volume of traffic on College Avenue compared to the existing condition.
  10. The four-way stop at Washington Avenue/Pacific Avenue will be eliminated as part of the Master Plan. As a result, there will be three "T" intersections on Washington Avenue (two into the college campus and one at Pacific Avenue) within approximately 540 feet. Traffic control at these locations is discussed below.

## MASTER PLAN OPPORTUNITIES/CONSTRAINTS

### Opportunities

1. The two new campus driveways on Washington Avenue will divide the traffic destined to the campus from Washington Avenue (compared to the single access point currently provided). This will reduce the traffic in between the driveways and benefit the residents on the south side of the street, as all campus-bound vehicles are not concentrated into one access point.
2. The existing driveway into the college campus at Pacific Avenue is eliminated as part of the Master Plan. This should benefit the neighborhood, because the opportunity to "cut through" the community south of the project site as well as students parking on-street would be discouraged.
3. It is recommended that the intersection of Washington Avenue/Pacific Avenue remain stop controlled. This intersection is currently controlled with stop signs, and although the Master Plan will eliminate the fourth leg of the intersection, it is still recommended that it be maintained.
4. The Manual on Uniform Traffic Control Devices (MUTCD, November 2003) states that stop signs should not be used for speed control. Stop signs should be considered when there is a safety concern for pedestrians and bicyclists, and sight distance and accidents are an issue. The need to control left-turn conflicts is also a criterion to be considered. As such, the minor street approaches (i.e., exit lanes) at the two campus driveways on Washington Avenue should be stop controlled, but not Washington Avenue. Left turn conflicts to/from the college campus via Washington Avenue can be accommodated in the continuous left-turn lane provided along Washington Avenue.
5. The access into the parking areas on the two lane internal roadway is provided approximately 300 feet west of the Bristol Street right-turn in/out driveway. The benefit of this design is to channelize not only vehicles in/out of these areas, but pedestrians as well. The existing condition

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allows multiple crossings of pedestrians across the internal two-lane road. The Master Plan condition, however, will concentrate these movements at specific locations, thus reducing potential conflicts along this road. It is recommended that the westbound left-turn pockets and intersection into Parking Area 7 be extended to accommodate the demand and potential left-turn stacking. This will reduce the median illustrated on the plan. In addition, the entrances at all of the parking areas could be enhanced by providing one lane outbound. This will prohibit stacking onto the internal and/or public streets.

6. It is recommended that the left-turn lane into the parking structure via the primary entrance off Washington Avenue be engineered to accommodate the anticipated demand and reduce the potential to stack out onto the public street.
7. It is recommended that the intersection of the internal driveways via Washington Avenue and the internal two-lane road be stop controlled. Pedestrian crossings should be clearly marked at these locations. In addition, stop signs should be included at the intersection of College Avenue and the internal driveway. This intersection will provide an entrance into a parking area for the sports facilities. Pedestrians destined to the ball fields will likely use this intersection, and thus the stop sign will allow for safe pedestrian crossings at this location.
8. LSA reviewed the Supplemental Draft Environmental Impact Statement (EIS) and Revised Draft Environmental Impact Report (EIR) for The CenterLine (dated October 2003). The purpose of this review was to identify significant changes or potential impacts to the circulation system surrounding the college campus as a result of the light rail project. The EIS/EIR did not disclose the future LOS at the Bristol Street/17th Street or Bristol Street/Washington Avenue intersections.

The attached site plan illustrates the proposed alignment of the CenterLine project, including a station proposed on Bristol Street adjacent to the college. This definitely provides an opportunity for students and faculty to use this alternative means of transportation. As this plan illustrates, Bristol Street will be widened (on the east side) to accommodate the CenterLine and three through lanes of travel each way. An acceleration/deceleration lane is proposed at the campus entrance off Bristol Street. The proposed station will include a new traffic signal for southbound traffic on Bristol Street to allow pedestrians to safely cross from the station to the sidewalk adjacent to the campus.

### Constraints

1. The access driveway on Bristol Street into the college campus should be maintained as a right-turn in/out driveway in the Master Plan condition. Bristol Street will be widened to three lanes in each direction as part of the City's improvement project; however, there are no feasible means to allow full movements and signalize this intersection. This intersection may require acceleration and deceleration lanes with implementation of the CenterLine project and Bristol Street improvements.
2. It is recommended that the entrance into Parking Area 7 via Washington Avenue be designed to allow vehicles to enter the parking area without immediately having to turn down the parking aisle. This will provide better circulation within the parking area.
3. The Master Plan illustrates the abandonment of College Avenue between Washington Avenue and the internal driveway serving the campus. The result of this would require the cul-de-sac of

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Martha Lane and 15th Street just west of this roadway. City staff suggested that the neighborhood would welcome this improvement. The concern, however, is the redistribution of traffic due to the closure of College Avenue as an access to 17th Street from the surrounding community. The City Engineer (Mr. George Alvarez) stated that a traffic study would be required to adequately address this redistribution issue. Specifically, the effects on the parallel residential streets (Raitt Street and English Street) would have to be analyzed to determine if significant impacts would be created with the closure of College Avenue.

4. Based on the traffic counts conducted, it appears that approximately 44 percent of the 9,765 daily vehicles on College Avenue between the campus driveway and 17th Street access the college campus, while 56 percent are local residents that use this roadway to access 17th Street. It is the 56 percent (or 5,468 daily vehicles) that would potentially be redistributed on Washington Avenue, Raitt Street, and English Street as a result of closing College Avenue.
5. The proposed parking spaces on the west end of the project site will be used for student parking during construction of the parking structure. This assumes, however, that Santa Ana College has secured an agreement with the City on the abandonment of College Avenue and the cul-de-sac of the residential streets to the west (i.e., Martha Lane and 15th Street).
6. The intersection of College Avenue/17th Street may experience congestion during special events (such as football, soccer, baseball, etc.), as there is only one receiving lane into the campus at this location. Detailed intersection design should evaluate the need for a secondary lane into the child care center to alleviate the congestion.

I trust that you will find this information useful as you proceed with the Master Plan for Santa Ana College. I look forward to meeting with you to discuss the results and recommendations of our analysis. If you have any questions please call me at (949) 553-0666.

Sincerely,

LSA ASSOCIATES, INC.



Ken Wilhelm  
Associate

Attachments: Existing Count Data  
Figure 1: Existing Traffic Volumes  
Artesia Pilar Neighborhood Association Traffic Volumes  
Figure 2: Master Plan  
Level of Service Worksheets  
The CenterLine Future Site Plan

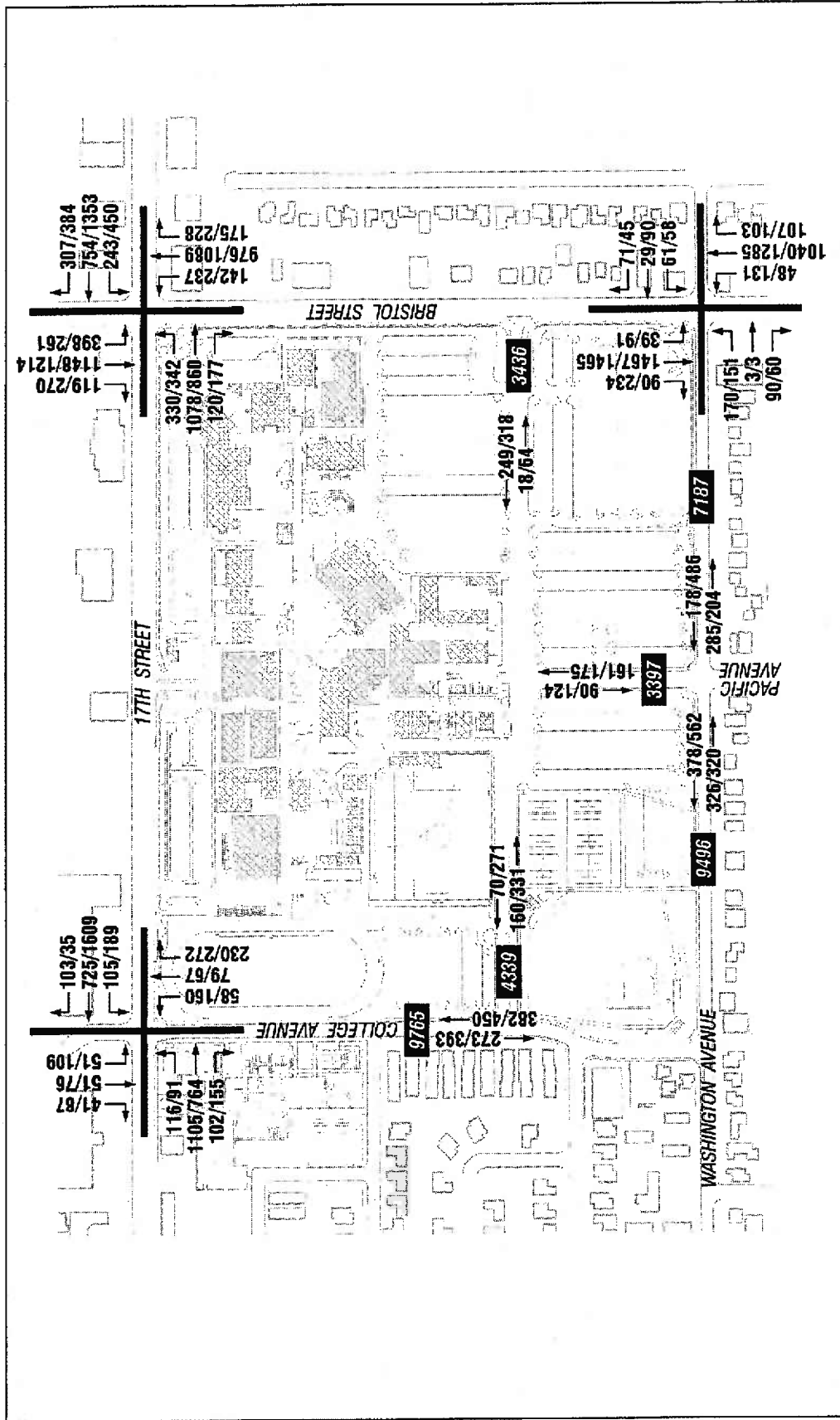


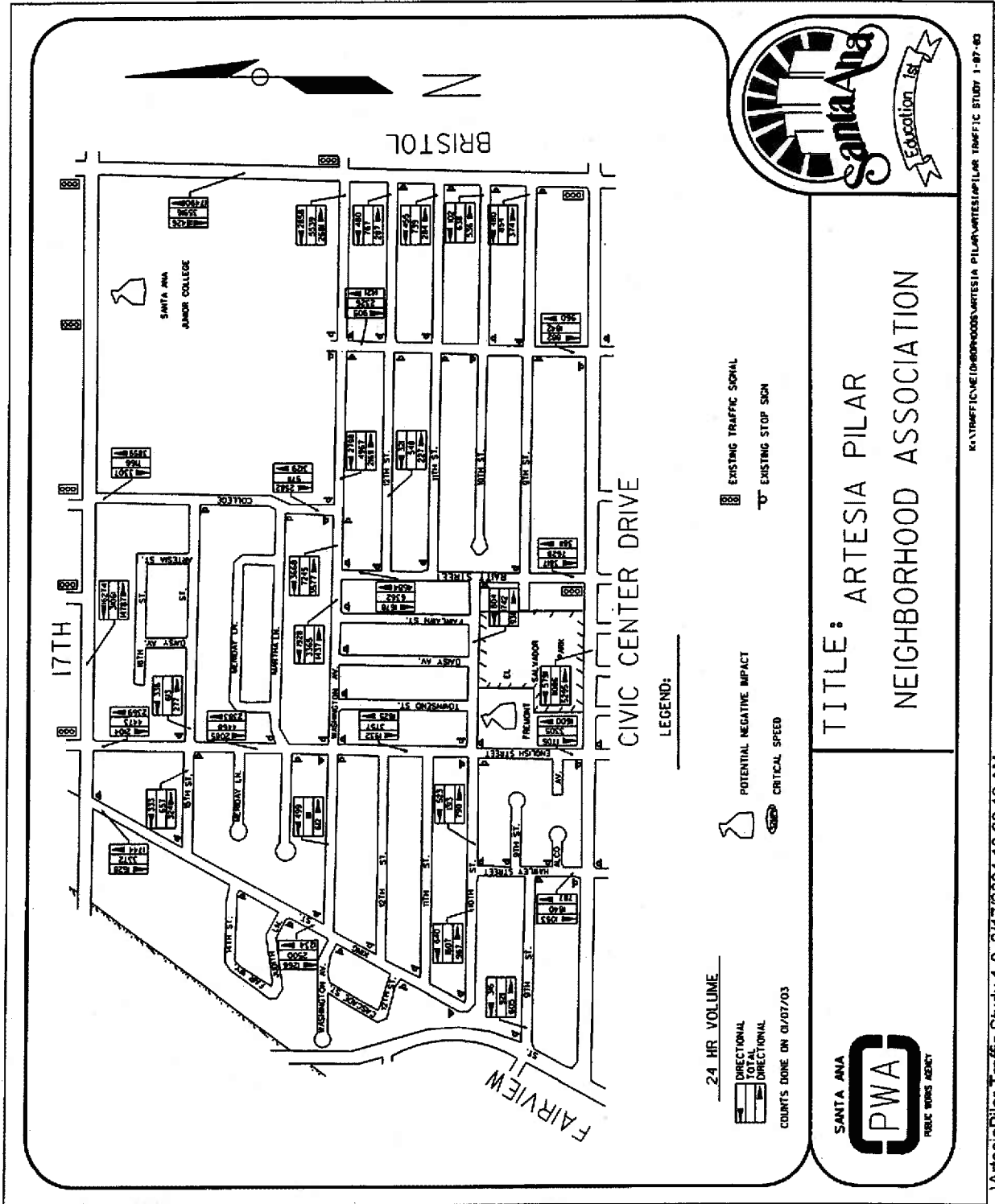
FIGURE I

LEGEND  
 XX/YY - AM/PM Peak Hour Volumes  
 YYY - Daily Traffic Volumes (ADT)

LSA  
  
 NO SCALE  
 SOURCE: LPA

Santa Ana College Master Plan Circulation  
 Existing Traffic Volumes

I:\LPX430\Volumes.cdr (2/19/04)



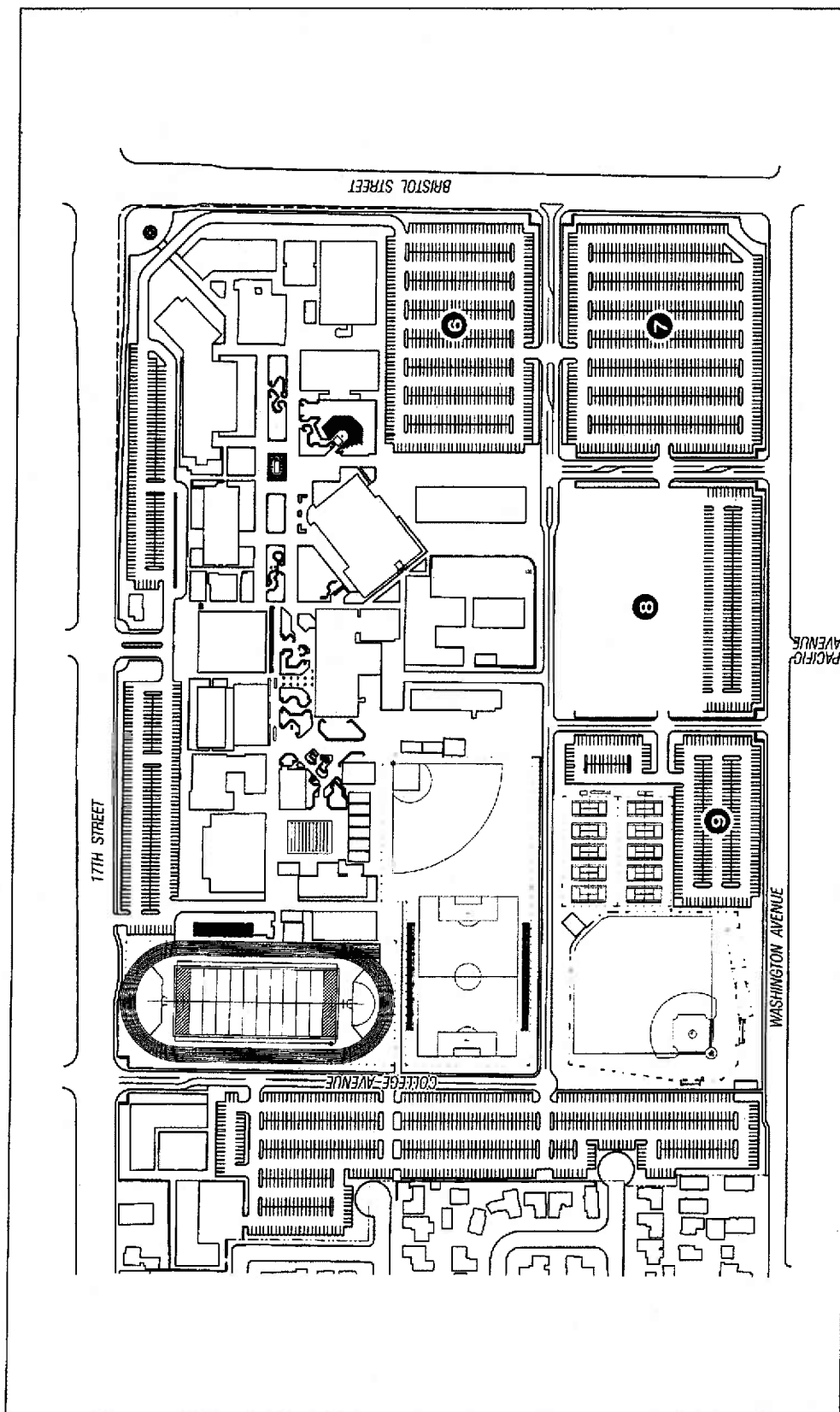


FIGURE 2

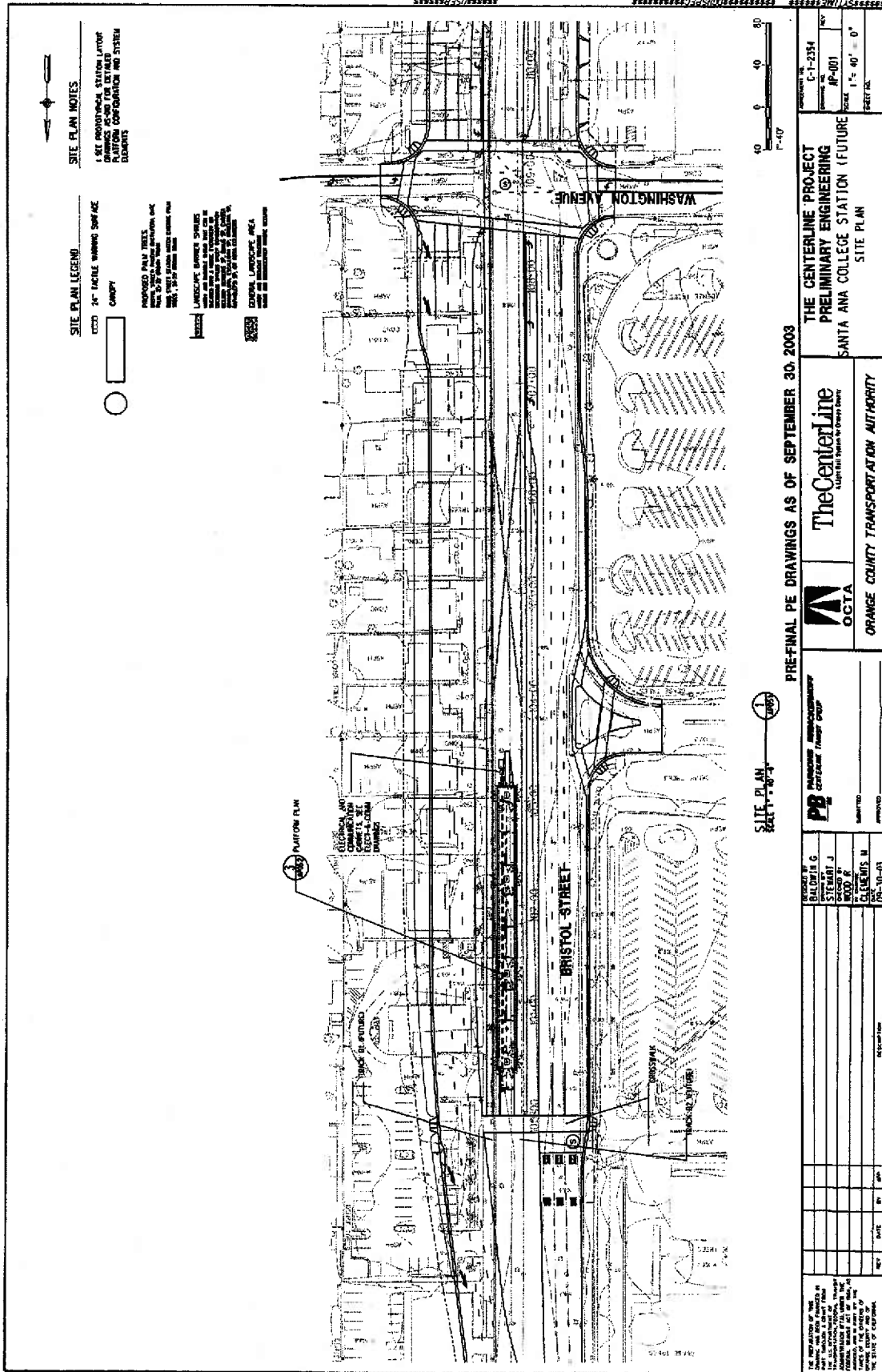
LEGEND

8 - Parking Area

Santa Ana College Master Plan Circulation  
Master Plan

NO SCALE  
SOURCE: LPA

T:\LPX430\Master Plan.cdr (2/25/04)



SITE PLAN  
 9/30/03

PREFINAL PE DRAWINGS AS OF SEPTEMBER 30, 2003

**PR** PROJECT ARCHITECTURE  
 CONSULTING ENGINEERS  
 1000 N. GARDEN ST.  
 ANAHEIM, CA 92810  
 (714) 771-1111  
 WWW.PR-ARCHITECTURE.COM

**OCTA**  
 ORANGE COUNTY TRANSPORTATION AUTHORITY

**TheCenterLine**  
 Urban Rail System for Orange County

THE CENTERLINE PROJECT  
 PRELIMINARY ENGINEERING  
 SANTA ANA COLLEGE STATION (FUTURE)  
 SITE PLAN

PROJECT NO. C-2354  
 DRAWING NO. AP-001  
 SCALE 1" = 40'  
 SHEET NO.

NO.	DATE	BY	CHK	DESCRIPTION

APPROVED BY: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 PROJECT NO. C-2354  
 DRAWING NO. AP-001  
 SCALE 1" = 40'  
 SHEET NO.



INTERSECTION CAPACITY UTILIZATION

INTERSECTION NO.:1  
 NORTH/SOUTH: Bristol Street  
 EAST/WEST: 17th Street

Move- ment	EXISTING CONDITIONS					
	Lane	Capacity	Volume		V/C Ratio	
			AM	PM	AM	PM
NBL	2	3,400	142	237	0.04	0.07
NBT	2	3,400	976	1,089	0.29 *	0.32 *
NBR	1 U	1,700	175	228	0.00	0.00
SBL	2	3,400	398	261	0.12 *	0.08 *
SBT	3	5,100	1,148	1,214	0.25	0.29
SBR	0	0	119	270	0.00	0.00
EBL	2	3,400	330	342	0.10	0.10 *
EBT	3	5,100	1,078	860	0.23 *	0.20
EBR	0	0	120	177	0.00	0.00
WBL	2	3,400	243	450	0.07 *	0.13
WBT	3	5,100	754	1,353	0.15	0.27 *
WBR	1 U	1,700	307	384	0.00	0.00
N/S Critical Movements					0.41	0.40
E/W Critical Movements					0.30	0.37
Right Turn Critical Movement					0.00	0.00
Clearance Interval					0.05	0.05
ICU					0.76	0.82
Level of Service (LOS)					C	D

Notes: ICU - Intersection Capacity Utilization  
 V/C - Volume to Capacity Ratio  
 Right Turn Conditions:  
 P - Protected right turn movement  
 U - Unprotected right turn movement  
 N - No right turn on red  
 F - Free right turn lane

**INTERSECTION CAPACITY UTILIZATION**

**INTERSECTION NO.:** 2  
**NORTH/SOUTH:** Bristol Street  
**EAST/WEST:** Washington Avenue

Move- ment	EXISTING CONDITIONS					
	Lane	Capacity	Volume		V/C Ratio	
			AM	PM	AM	PM
NBL	1	1,700	48	131	0.03 *	0.08 *
NBT	2	3,400	1,040	1,285	0.34	0.41
NBR	0	0	107	103	0.00	0.00
SBL	1	1,700	39	91	0.02	0.05
SBT	2	3,400	1,467	1,465	0.43 *	0.43 *
SBR	1 U	1,700	90	234	0.00	0.00
EBL	1	1,700	170	151	0.10 *	0.09 *
EBT	0	0	0	0	0.00	0.00
EBR	1 U	1,700	90	60	0.00	0.00
WBL	1	1,700	61	58	0.04	0.03
WBT	1	1,700	29	90	0.06 *	0.08 *
WBR	0	0	71	45	0.00	0.00
N/S Critical Movements					0.46	0.51
E/W Critical Movements					0.16	0.17
Right Turn Critical Movement					0.00	0.00
Clearance Interval					0.05	0.05
ICU					0.67	0.73
Level of Service (LOS)					B	C

- Notes: ICU - Intersection Capacity Utilization  
 V/C - Volume to Capacity Ratio  
 Right Turn Conditions:  
     P - Protected right turn movement  
     U - Unprotected right turn movement  
     N - No right turn on red  
     F - Free right turn lane

INTERSECTION CAPACITY UTILIZATION

INTERSECTION NO.:3  
 NORTH/SOUTH: College Avenue  
 EAST/WEST: 17th Street

Move- ment	EXISTING CONDITIONS					
	Lane	Capacity	Volume		V/C Ratio	
			AM	PM	AM	PM
NBL	1	1,700	58	160	0.03	0.09
NBT	1	1,700	79	67	0.18 *	0.20 *
NBR	0	0	230	272	0.00	0.00
SBL	1	1,700	51	109	0.03 *	0.06 *
SBT	1	1,700	51	76	0.03	0.04
SBR	1 U	1,700	41	87	0.00	0.00
EBL	1	1,700	116	91	0.07	0.05 *
EBT	3	5,100	1,105	764	0.24 *	0.18
EBR	0	0	102	155	0.00	0.00
WBL	1	1,700	105	189	0.06 *	0.11
WBT	3	5,100	725	1,609	0.16	0.32 *
WBR	0	0	103	35	0.00	0.00
N/S Critical Movements					0.21	0.26
E/W Critical Movements					0.30	0.37
Right Turn Critical Movement					0.00	0.00
Clearance Interval					0.05	0.05
ICU					0.56	0.68
Level of Service (LOS)					A	B

- Notes: ICU - Intersection Capacity Utilization  
 V/C - Volume to Capacity Ratio  
 Right Turn Conditions:  
 P - Protected right turn movement  
 U - Unprotected right turn movement  
 N - No right turn on red  
 F - Free right turn lane

**Average Daily Traffic Volumes**

Prepared by: Southland Car Counters

Volumes for: Thursday, February 05, 2004

City: Santa Ana

Project #: 04-1106-001

Location: College Ave. btwn. 15th St. & Campus Dwy.

AM Period	NB	SB	EB	WB	PM Period	NB	SB	EB	WB		
12:00-12:15	5	4			12:00-12:15	101	62				
12:15-12:30	2	4			12:15-12:30	105	59				
12:30-12:45	7	3			12:30-12:45	87	52				
12:45-1:00	1	15	2	13	12:45-1:00	83	376	52	225		
									601		
1:00-1:15	3	1			1:00-1:15	75	48				
1:15-1:30	4	0			1:15-1:30	78	55				
1:30-1:45	3	2			1:30-1:45	63	58				
1:45-2:00	3	13	3	6	1:45-2:00	68	284	62	223		
									507		
2:00-2:15	1	1			2:00-2:15	58	71				
2:15-2:30	3	1			2:15-2:30	96	45				
2:30-2:45	3	2			2:30-2:45	86	46				
2:45-3:00	1	8	1	5	2:45-3:00	98	338	83	245		
									583		
3:00-3:15	1	0			3:00-3:15	87	67				
3:15-3:30	3	1			3:15-3:30	109	59				
3:30-3:45	0	0			3:30-3:45	102	53				
3:45-4:00	1	5	1	2	3:45-4:00	101	399	46	225		
									624		
4:00-4:15	0	1			4:00-4:15	140	74				
4:15-4:30	6	1			4:15-4:30	114	91				
4:30-4:45	4	2			4:30-4:45	101	86				
4:45-5:00	7	17	1	5	4:45-5:00	112	467	91	342		
									809		
5:00-5:15	7	2			5:00-5:15	114	82				
5:15-5:30	11	12			5:15-5:30	87	107				
5:30-5:45	22	7			5:30-5:45	139	90				
5:45-6:00	33	73	7	28	5:45-6:00	110	450	114	393		
									843		
6:00-6:15	21	15			6:00-6:15	137	113				
6:15-6:30	22	7			6:15-6:30	133	101				
6:30-6:45	30	14			6:30-6:45	132	134				
6:45-7:00	47	120	14	50	6:45-7:00	97	499	147	495		
									994		
7:00-7:15	51	22			7:00-7:15	131	115				
7:15-7:30	75	55			7:15-7:30	80	65				
7:30-7:45	102	64			7:30-7:45	86	43				
7:45-8:00	109	337	74	215	7:45-8:00	84	381	60	283		
									664		
8:00-8:15	94	75			8:00-8:15	78	46				
8:15-8:30	77	60			8:15-8:30	59	40				
8:30-8:45	63	52			8:30-8:45	65	40				
8:45-9:00	62	296	80	267	8:45-9:00	89	291	34	160		
									451		
9:00-9:15	51	75			9:00-9:15	113	36				
9:15-9:30	30	48			9:15-9:30	106	38				
9:30-9:45	48	36			9:30-9:45	99	33				
9:45-10:00	45	174	36	195	9:45-10:00	185	503	16	123		
									626		
10:00-10:15	56	42			10:00-10:15	131	22				
10:15-10:30	49	51			10:15-10:30	48	9				
10:30-10:45	49	40			10:30-10:45	17	11				
10:45-11:00	48	202	44	177	10:45-11:00	10	206	10	52		
									258		
11:00-11:15	76	45			11:00-11:15	4	8				
11:15-11:30	83	52			11:15-11:30	7	6				
11:30-11:45	75	53			11:30-11:45	8	4				
11:45-12:00	86	320	67	217	11:45-12:00	3	22	5	23		
									45		
<b>Total Vol.</b>	1580	1180	0	0	2760		4216	2789	0	0	7005
<b>Daily Totals</b>							5796	3969	0	0	9765

**Average Daily Traffic Volumes**

Prepared by: Southland Car Counters

Volumes for: Thursday, February 05, 2004

City: Santa Ana

Project #: 04-1106-002

Location: Washington Ave. btwn. Pacific Ave.(dwy.) & College Ave.

AM Period	NB	SB	EB	WB	PM Period	NB	SB	EB	WB			
12:00-12:15			2	14	12:00-12:15			24	76			
12:15-12:30			4	9	12:15-12:30			26	103			
12:30-12:45			3	13	12:30-12:45			49	77			
12:45-1:00			1	10	5	41	51	21	120	75	331	451
1:00-1:15			0	3	1:00-1:15			32	92			
1:15-1:30			2	7	1:15-1:30			34	83			
1:30-1:45			1	7	1:30-1:45			50	98			
1:45-2:00			1	4	3	20	24	38	154	94	367	521
2:00-2:15			0	2	2:00-2:15			34	78			
2:15-2:30			1	2	2:15-2:30			33	80			
2:30-2:45			2	6	2:30-2:45			30	90			
2:45-3:00			1	4	5	15	19	63	160	105	353	513
3:00-3:15			2	6	3:00-3:15			61	102			
3:15-3:30			1	3	3:15-3:30			48	137			
3:30-3:45			2	5	3:30-3:45			58	125			
3:45-4:00			2	7	4	18	25	44	211	127	491	702
4:00-4:15			2	3	4:00-4:15			53	131			
4:15-4:30			0	1	4:15-4:30			79	108			
4:30-4:45			4	6	4:30-4:45			71	112			
4:45-5:00			18	24	13	23	47	78	281	155	506	787
5:00-5:15			10	18	5:00-5:15			77	134			
5:15-5:30			24	19	5:15-5:30			86	131			
5:30-5:45			11	19	5:30-5:45			78	141			
5:45-6:00			49	94	20	76	170	79	320	156	562	882
6:00-6:15			42	27	6:00-6:15			96	156			
6:15-6:30			40	22	6:15-6:30			84	164			
6:30-6:45			41	21	6:30-6:45			93	159			
6:45-7:00			64	187	35	105	292	100	373	169	648	1021
7:00-7:15			44	44	7:00-7:15			77	157			
7:15-7:30			85	65	7:15-7:30			42	103			
7:30-7:45			83	90	7:30-7:45			45	82			
7:45-8:00			93	305	95	294	599	60	224	64	406	630
8:00-8:15			70	108	8:00-8:15			38	80			
8:15-8:30			80	85	8:15-8:30			29	63			
8:30-8:45			45	53	8:30-8:45			25	52			
8:45-9:00			37	232	62	308	540	31	123	48	243	366
9:00-9:15			55	54	9:00-9:15			30	71			
9:15-9:30			43	62	9:15-9:30			42	69			
9:30-9:45			20	57	9:30-9:45			34	67			
9:45-10:00			22	140	50	223	363	27	133	92	299	432
10:00-10:15			24	61	10:00-10:15			27	83			
10:15-10:30			26	51	10:15-10:30			19	55			
10:30-10:45			35	72	10:30-10:45			17	34			
10:45-11:00			25	110	72	256	366	10	73	25	197	270
11:00-11:15			28	69	11:00-11:15			11	27			
11:15-11:30			27	55	11:15-11:30			10	14			
11:30-11:45			23	54	11:30-11:45			0	3			
11:45-12:00			29	107	67	245	352	1	22	7	51	73
<b>Total Vol.</b>	0	0	1224	1624	2848	0	0	2194	4454	6648		
<b>Daily Totals</b>						0	0	3418	6078	9496		

**Average Daily Traffic Volumes**

Prepared by: Southland Car Counters

Volumes for: Thursday, February 05, 2004

City: Santa Ana

Project #: 04-1106-003

Location: Washington Ave. btwn. Pacific Ave.(dwy.) & Bristol St.

AM Period	NB	SB	EB	WB	PM Period	NB	SB	EB	WB			
12:00-12:15			1	6	12:00-12:15			54	43			
12:15-12:30			6	4	12:15-12:30			53	52			
12:30-12:45			2	9	12:30-12:45			49	46			
12:45-1:00			1	10	4	23	33	36	192	37	178	370
1:00-1:15			0	2	1:00-1:15			40	49			
1:15-1:30			3	9	1:15-1:30			47	33			
1:30-1:45			1	4	1:30-1:45			44	43			
1:45-2:00			1	5	2	17	22	31	162	38	163	325
2:00-2:15			1	2	2:00-2:15			49	44			
2:15-2:30			3	1	2:15-2:30			46	48			
2:30-2:45			2	4	2:30-2:45			52	48			
2:45-3:00			1	7	2	9	16	74	221	64	204	425
3:00-3:15			2	5	3:00-3:15			58	74			
3:15-3:30			2	3	3:15-3:30			38	76			
3:30-3:45			3	0	3:30-3:45			50	85			
3:45-4:00			1	8	3	11	19	46	192	74	309	501
4:00-4:15			2	0	4:00-4:15			63	86			
4:15-4:30			1	1	4:15-4:30			64	90			
4:30-4:45			7	4	4:30-4:45			46	94			
4:45-5:00			12	22	3	8	30	59	232	84	354	586
5:00-5:15			17	2	5:00-5:15			52	108			
5:15-5:30			17	8	5:15-5:30			50	119			
5:30-5:45			29	10	5:30-5:45			45	136			
5:45-6:00			40	103	14	34	137	57	204	123	486	690
6:00-6:15			36	17	6:00-6:15			71	124			
6:15-6:30			27	12	6:15-6:30			68	100			
6:30-6:45			34	10	6:30-6:45			59	102			
6:45-7:00			44	141	17	56	197	72	270	109	435	705
7:00-7:15			36	34	7:00-7:15			84	82			
7:15-7:30			77	34	7:15-7:30			54	52			
7:30-7:45			64	34	7:30-7:45			43	52			
7:45-8:00			79	256	62	164	420	45	226	39	225	451
8:00-8:15			65	48	8:00-8:15			50	47			
8:15-8:30			42	42	8:15-8:30			38	35			
8:30-8:45			38	41	8:30-8:45			50	22			
8:45-9:00			35	180	57	188	368	44	182	37	141	323
9:00-9:15			41	49	9:00-9:15			89	30			
9:15-9:30			28	33	9:15-9:30			57	27			
9:30-9:45			26	27	9:30-9:45			63	42			
9:45-10:00			32	127	25	134	261	112	321	32	131	452
10:00-10:15			33	28	10:00-10:15			65	27			
10:15-10:30			33	32	10:15-10:30			40	27			
10:30-10:45			37	31	10:30-10:45			16	18			
10:45-11:00			34	137	36	127	264	9	130	16	88	218
11:00-11:15			35	38	11:00-11:15			11	11			
11:15-11:30			53	24	11:15-11:30			8	12			
11:30-11:45			41	33	11:30-11:45			6	5			
11:45-12:00			39	168	41	136	304	6	31	11	39	70
<b>Total Vol.</b>	0	0	1164	907	2071	0	0	2363	2753	5116		
<b>Daily Totals</b>						0	0	3527	3660	7187		

**Average Daily Traffic Volumes**

Prepared by: Southland Car Counters

Volumes for: Thursday, February 05, 2004

City: Santa Ana

Project #: 04-1106-004

Location: Campus Dwy. E/o College Ave

AM Period	NB	SB	EB	WB	PM Period	NB	SB	EB	WB
12:00-12:15			0	0	12:00-12:15			23	46
12:15-12:30			0	0	12:15-12:30			22	29
12:30-12:45			0	0	12:30-12:45			15	28
12:45-1:00			0	0	12:45-1:00		69	9	31
1:00-1:15			0	0	1:00-1:15			17	36
1:15-1:30			0	0	1:15-1:30			22	38
1:30-1:45			0	0	1:30-1:45			7	45
1:45-2:00			0	0	1:45-2:00		51	5	17
2:00-2:15			0	0	2:00-2:15			10	51
2:15-2:30			0	0	2:15-2:30			7	29
2:30-2:45			0	0	2:30-2:45			8	44
2:45-3:00			0	0	2:45-3:00		31	6	31
3:00-3:15			0	0	3:00-3:15			9	39
3:15-3:30			1	1	3:15-3:30			11	18
3:30-3:45			1	1	3:30-3:45			25	16
3:45-4:00			2	4	3:45-4:00		69	24	41
4:00-4:15			1	2	4:00-4:15			56	73
4:15-4:30			2	0	4:15-4:30			74	61
4:30-4:45			6	0	4:30-4:45			58	54
4:45-5:00			6	15	4:45-5:00		266	78	54
5:00-5:15			7	1	5:00-5:15			128	79
5:15-5:30			10	8	5:15-5:30			67	84
5:30-5:45			9	12	5:30-5:45			21	39
5:45-6:00			23	49	5:45-6:00		227	11	34
6:00-6:15			63	15	6:00-6:15			4	39
6:15-6:30			56	14	6:15-6:30			6	46
6:30-6:45			25	25	6:30-6:45			4	31
6:45-7:00			44	188	6:45-7:00		20	6	50
7:00-7:15			71	16	7:00-7:15			3	70
7:15-7:30			51	8	7:15-7:30			9	135
7:30-7:45			21	18	7:30-7:45			5	100
7:45-8:00			17	160	7:45-8:00		23	6	124
8:00-8:15			23	15	8:00-8:15			7	206
8:15-8:30			23	16	8:15-8:30			2	133
8:30-8:45			18	14	8:30-8:45			2	32
8:45-9:00			26	90	8:45-9:00		12	1	3
9:00-9:15			30	23	9:00-9:15			2	3
9:15-9:30			36	46	9:15-9:30			0	0
9:30-9:45			21	47	9:30-9:45			0	0
9:45-10:00			27	114	9:45-10:00		2	0	3
10:00-10:15			30	64	10:00-10:15			0	0
10:15-10:30			33	71	10:15-10:30			0	0
10:30-10:45			15	62	10:30-10:45			0	0
10:45-11:00			10	88	10:45-11:00		0	0	0
11:00-11:15			19	34	11:00-11:15			0	0
11:15-11:30			23	43	11:15-11:30			0	0
11:30-11:45			18	36	11:30-11:45			0	0
11:45-12:00			9	69	11:45-12:00		0	0	0
<b>Total Vol.</b>	0	0	777	803		0	0	770	1989
<b>Daily Totals</b>						0	0	1547	2792

**Average Daily Traffic Volumes**

Prepared by: Southland Car Counters

Volumes for: Thursday, February 05, 2004

City: Santa Ana

Project #: 04-1106-005

Location: Campus Dwy. N/O Washington Ave/Pacific Ave

AM Period	NB	SB	EB	WB	PM Period	NB	SB	EB	WB	
12:00-12:15	0	0			12:00-12:15	24	48			
12:15-12:30	0	0			12:15-12:30	16	45			
12:30-12:45	0	0			12:30-12:45	18	23			
12:45-1:00	0	0	0		12:45-1:00	9	67	20	136	
									203	
1:00-1:15	0	0			1:00-1:15	13	26			
1:15-1:30	0	0			1:15-1:30	7	18			
1:30-1:45	0	0			1:30-1:45	14	20			
1:45-2:00	0	0	0		1:45-2:00	11	45	20	84	
									129	
2:00-2:15	0	0			2:00-2:15	12	15			
2:15-2:30	0	0			2:15-2:30	14	15			
2:30-2:45	0	0			2:30-2:45	13	32			
2:45-3:00	0	0	0		2:45-3:00	15	54	28	90	
									144	
3:00-3:15	0	0			3:00-3:15	14	20			
3:15-3:30	0	0			3:15-3:30	13	18			
3:30-3:45	0	0			3:30-3:45	13	11			
3:45-4:00	0	0	0		3:45-4:00	10	50	17	66	
									116	
4:00-4:15	0	0			4:00-4:15	5	15			
4:15-4:30	0	0			4:15-4:30	9	22			
4:30-4:45	0	0			4:30-4:45	13	12			
4:45-5:00	0	0	0		4:45-5:00	3	30	14	63	
									93	
5:00-5:15	1	2			5:00-5:15	12	8			
5:15-5:30	1	0			5:15-5:30	47	45			
5:30-5:45	1	3			5:30-5:45	47	33			
5:45-6:00	2	5	1	6	5:45-6:00	69	175	38	124	
									299	
6:00-6:15	3	1			6:00-6:15	76	55			
6:15-6:30	2	2			6:15-6:30	65	46			
6:30-6:45	1	2			6:30-6:45	82	55			
6:45-7:00	1	7	1	6	6:45-7:00	124	347	79	235	
									582	
7:00-7:15	9	3			7:00-7:15	70	90			
7:15-7:30	10	5			7:15-7:30	22	46			
7:30-7:45	28	14			7:30-7:45	10	20			
7:45-8:00	50	97	37	59	7:45-8:00	4	106	18	174	
									280	
8:00-8:15	56	30			8:00-8:15	8	46			
8:15-8:30	27	9			8:15-8:30	3	24			
8:30-8:45	28	12			8:30-8:45	4	42			
8:45-9:00	63	174	24	75	8:45-9:00	9	24	50	162	
									186	
9:00-9:15	62	27			9:00-9:15	10	83			
9:15-9:30	18	11			9:15-9:30	5	56			
9:30-9:45	19	18			9:30-9:45	8	63			
9:45-10:00	16	115	11	67	9:45-10:00	8	31	129	331	
									362	
10:00-10:15	13	12			10:00-10:15	7	83			
10:15-10:30	13	8			10:15-10:30	0	25			
10:30-10:45	16	11			10:30-10:45	1	11			
10:45-11:00	20	62	18	49	10:45-11:00	0	8	2	121	
									129	
11:00-11:15	15	18			11:00-11:15	2	1			
11:15-11:30	15	30			11:15-11:30	0	0			
11:30-11:45	12	20			11:30-11:45	0	0			
11:45-12:00	16	58	23	91	11:45-12:00	0	2	0	1	
									3	
<b>Total Vol.</b>	518	353	0	0	871	939	1587	0	0	2526
<b>Daily Totals</b>						1457	1940	0	0	3397



**Average Daily Traffic Volumes**

Prepared by: Southland Car Counters

Volumes for: Thursday, February 05, 2004

City: Santa Ana

Project #: 04-1106-006

Location: Campus Dwy. W/o Bristol St

AM Period	NB	SB	EB	WB	PM Period	NB	SB	EB	WB			
12:00-12:15			0	0	12:00-12:15			36	37			
12:15-12:30			0	0	12:15-12:30			48	27			
12:30-12:45			0	0	12:30-12:45			21	31			
12:45-1:00			0	0	12:45-1:00			13	118	19	114	232
1:00-1:15			0	0	1:00-1:15			18	24			
1:15-1:30			0	0	1:15-1:30			17	21			
1:30-1:45			0	0	1:30-1:45			13	17			
1:45-2:00			0	0	1:45-2:00			9	57	21	83	140
2:00-2:15			0	0	2:00-2:15			7	20			
2:15-2:30			0	0	2:15-2:30			16	24			
2:30-2:45			0	0	2:30-2:45			8	15			
2:45-3:00			0	0	2:45-3:00			8	39	18	77	116
3:00-3:15			0	0	3:00-3:15			11	20			
3:15-3:30			0	0	3:15-3:30			25	10			
3:30-3:45			0	0	3:30-3:45			10	19			
3:45-4:00			0	0	3:45-4:00			11	57	13	62	119
4:00-4:15			0	0	4:00-4:15			11	9			
4:15-4:30			0	0	4:15-4:30			9	18			
4:30-4:45			0	0	4:30-4:45			10	10			
4:45-5:00			0	0	4:45-5:00			4	34	17	54	88
5:00-5:15			0	0	5:00-5:15			14	78			
5:15-5:30			2	1	5:15-5:30			15	58			
5:30-5:45			2	2	5:30-5:45			12	79			
5:45-6:00			0	4	0	3	7	23	64	103	318	382
6:00-6:15			0	1	6:00-6:15			32	129			
6:15-6:30			0	2	6:15-6:30			15	135			
6:30-6:45			0	3	6:30-6:45			18	146			
6:45-7:00			2	2	9	15	17	25	90	187	597	687
7:00-7:15			1	11	7:00-7:15			30	116			
7:15-7:30			2	19	7:15-7:30			19	40			
7:30-7:45			1	26	7:30-7:45			15	15			
7:45-8:00			11	15	47	103	118	18	82	12	183	265
8:00-8:15			7	52	8:00-8:15			38	14			
8:15-8:30			2	39	8:15-8:30			12	4			
8:30-8:45			3	63	8:30-8:45			22	7			
8:45-9:00			6	18	95	249	267	26	98	3	28	126
9:00-9:15			8	78	9:00-9:15			39	11			
9:15-9:30			9	37	9:15-9:30			35	13			
9:30-9:45			9	32	9:30-9:45			62	8			
9:45-10:00			5	31	25	172	203	73	209	12	44	253
10:00-10:15			7	25	10:00-10:15			59	6			
10:15-10:30			11	22	10:15-10:30			14	3			
10:30-10:45			11	22	10:30-10:45			5	0			
10:45-11:00			8	37	23	92	129	6	84	0	9	93
11:00-11:15			17	44	11:00-11:15			1	0			
11:15-11:30			37	16	11:15-11:30			0	0			
11:30-11:45			21	16	11:30-11:45			0	0			
11:45-12:00			25	100	17	93	193	0	1	0	0	1
<b>Total Vol.</b>	0	0	207	727	934	0	0	933	1569	2502		
<b>Daily Totals</b>						0	0	1140	2296	3436		

### Intersection Turning Movement

Prepared by: Southland Car Counters

N-S STREET: Bristol

DATE: 2/5/2004

LOCATION: City of Santa Ana

E-W STREET: 17th St.

DAY: THURSDAY

PROJECT# 04-1105-001

LANES:	NORTHBOUND			SOUTHBOUND			EASTBOUND			WESTBOUND			TOTAL
	NL	NT	NR	SL	ST	SR	EL	ET	ER	WL	WT	WR	
6:00 AM													
6:15 AM													
6:30 AM													
6:45 AM													
7:00 AM	10	191	22	94	291	35	28	200	24	54	122	73	1144
7:15 AM	46	279	19	120	344	27	86	264	28	41	145	87	1486
7:30 AM	33	237	36	102	319	20	102	300	33	72	195	114	1563
7:45 AM	36	274	62	108	286	31	93	262	31	63	203	56	1505
8:00 AM	27	186	58	68	199	41	49	252	28	67	211	50	1236
8:15 AM	25	194	24	76	253	40	58	209	22	39	143	42	1125
8:30 AM	21	128	55	70	229	50	48	246	36	47	147	43	1120
8:45 AM	33	192	63	73	225	41	34	166	27	60	132	33	1079
9:00 AM													
9:15 AM													
9:30 AM													
9:45 AM													
10:00 AM													
10:15 AM													
10:30 AM													
10:45 AM													
11:00 AM													
11:15 AM													
11:30 AM													
11:45 AM													
<b>TOTAL VOLUMES =</b>	<b>231</b>	<b>1681</b>	<b>339</b>	<b>711</b>	<b>2146</b>	<b>285</b>	<b>498</b>	<b>1899</b>	<b>229</b>	<b>443</b>	<b>1298</b>	<b>498</b>	<b>10258</b>

AM Peak Hr Begins at: 7:15 AM

PEAK VOLUMES =	142	976	175	398	1148	119	330	1078	120	243	754	307	5790
PEAK HR. FACTOR:		0.869		0.848			0.878			0.856			0.926

CONTROL: Signalized

### Intersection Turning Movement

Prepared by: Southland Car Counters

N-S STREET: Bristol                      DATE: 2/5/2004                      LOCATION: City of Santa Ana  
 E-W STREET: 17th St.                      DAY: THURSDAY                      PROJECT# 04-1105-001

LANES:	NORTHBOUND			SOUTHBOUND			EASTBOUND			WESTBOUND			TOTAL
	NL	NT	NR	SL	ST	SR	EL	ET	ER	WL	WT	WR	
1:00 PM													
1:15 PM													
1:30 PM													
1:45 PM													
2:00 PM													
2:15 PM													
2:30 PM													
2:45 PM													
3:00 PM													
3:15 PM													
3:30 PM													
3:45 PM													
4:00 PM	44	229	79	59	277	66	69	201	40	90	331	87	1572
4:15 PM	45	264	81	57	308	62	79	170	38	90	274	91	1559
4:30 PM	58	242	60	67	287	50	81	245	40	91	322	97	1640
4:45 PM	57	283	54	82	338	59	61	175	30	97	285	93	1614
5:00 PM	53	260	67	68	265	58	79	211	48	120	357	107	1693
5:15 PM	69	284	67	62	332	67	85	203	50	104	324	94	1741
5:30 PM	58	245	52	65	287	63	78	249	36	116	372	96	1717
5:45 PM	57	300	42	66	330	82	100	197	43	110	300	87	1714
6:00 PM													
6:15 PM													
6:30 PM													
6:45 PM													

TOTAL VOLUMES =	NL	NT	NR	SL	ST	SR	EL	ET	ER	WL	WT	WR	TOTAL
	441	2107	502	526	2424	507	632	1651	325	818	2565	752	13250

PM Peak Hr Begins at: 500 PM

PEAK VOLUMES =	237	1089	228	261	1214	270	342	860	177	450	1353	384	6865
PEAK HR. FACTOR:		0.925			0.913			0.950			0.936		0.986

CONTROL: Signalized

### Intersection Turning Movement

Prepared by: Southland Car Counters

N-S STREET: Bristol DATE: 2/5/2004 LOCATION: City of Santa Ana  
 E-W STREET: Washington Blvd DAY: THURSDAY PROJECT# 04-1105-002

	NORTHBOUND			SOUTHBOUND			EASTBOUND			WESTBOUND			TOTAL
	NL	NT	NR	SL	ST	SR	EL	ET	ER	WL	WT	WR	
LANES:													
6:00 AM													
6:15 AM													
6:30 AM													
6:45 AM													
7:00 AM	5	219	19	6	345	23	35	1	21	9	7	16	706
7:15 AM	6	302	26	7	353	21	53	1	18	15	4	15	821
7:30 AM	20	267	25	8	402	27	39	1	31	16	12	16	864
7:45 AM	17	252	37	18	367	19	43	0	20	21	6	24	824
8:00 AM	19	211	13	4	265	19	32	1	13	15	11	17	620
8:15 AM	14	245	15	10	263	14	25	0	15	9	6	13	629
8:30 AM	17	192	9	5	246	23	33	0	11	9	12	14	571
8:45 AM	29	233	11	9	289	9	30	1	13	7	15	8	654
9:00 AM													
9:15 AM													
9:30 AM													
9:45 AM													
10:00 AM													
10:15 AM													
10:30 AM													
10:45 AM													
11:00 AM													
11:15 AM													
11:30 AM													
11:45 AM													

TOTAL VOLUMES =	NL	NT	NR	SL	ST	SR	EL	ET	ER	WL	WT	WR	TOTAL
	127	1921	155	67	2530	155	290	5	142	101	73	123	5689

AM Peak Hr Begins at: 700 AM

PEAK VOLUMES =	48	1040	107	39	1467	90	170	3	90	61	29	71	3215
PEAK HR. FACTOR:		0.894			0.913			0.913			0.789		0.930

CONTROL: Signalized;

## Intersection Turning Movement

Prepared by: Southland Car Counters

N-S STREET: Bristol                              DATE: 2/5/2004                              LOCATION: City of Santa Ana  
 E-W STREET: Washington Blvd              DAY: THURSDAY                              PROJECT# 04-1105-002

LANES:	NORTHBOUND			SOUTHBOUND			EASTBOUND			WESTBOUND			TOTAL
	NL	NT	NR	SL	ST	SR	EL	ET	ER	WL	WT	WR	
1:00 PM													
1:15 PM													
1:30 PM													
1:45 PM													
2:00 PM													
2:15 PM													
2:30 PM													
2:45 PM													
3:00 PM													
3:15 PM													
3:30 PM													
3:45 PM													
4:00 PM	13	330	17	17	332	53	46	1	7	19	14	11	860
4:15 PM	17	294	18	10	371	47	35	1	20	8	38	21	880
4:30 PM	25	279	17	16	312	47	49	0	15	11	19	8	798
4:45 PM	29	324	27	17	383	48	43	3	8	17	41	14	954
5:00 PM	29	274	25	16	362	54	39	1	17	22	24	7	870
5:15 PM	34	338	27	28	364	66	30	0	9	12	22	15	945
5:30 PM	29	317	32	23	328	59	41	0	16	12	34	17	908
5:45 PM	39	356	19	24	411	55	41	2	18	12	10	6	993
6:00 PM													
6:15 PM													
6:30 PM													
6:45 PM													

TOTAL VOLUMES =	NL 215	NT 2512	NR 182	SL 151	ST 2863	SR 429	EL 324	ET 8	ER 110	WL 113	WT 202	WR 99	TOTAL 7208
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PM Peak Hr Begins at: 500 PM

PEAK VOLUMES =	131	1285	103	91	1465	234	151	3	60	58	90	45	3716
PEAK HR. FACTOR:		0.917		0.913			0.877			0.766			0.936

CONTROL: Signalized;

### Intersection Turning Movement

Prepared by: Southland Car Counters

N-S STREET: College Ave.

DATE: 2/5/2004

LOCATION: City of Santa Ana

E-W STREET: 17th St.

DAY: THURSDAY

PROJECT# 04-1105-003

LANES:	NORTHBOUND			SOUTHBOUND			EASTBOUND			WESTBOUND			TOTAL
	NL	NT	NR	SL	ST	SR	EL	ET	ER	WL	WT	WR	
	1	1	0	1	1	1	1	3	0	1	3	0	
6:00 AM													
6:15 AM													
6:30 AM													
6:45 AM													
7:00 AM	7	18	32	4	3	6	12	229	21	16	136	14	498
7:15 AM	22	26	50	13	18	9	25	249	12	34	142	7	607
7:30 AM	11	24	70	10	17	18	48	310	26	28	197	21	780
7:45 AM	13	13	58	13	9	5	23	275	34	23	205	33	704
8:00 AM	12	16	52	15	7	9	20	271	30	20	181	42	675
8:15 AM	18	11	47	21	6	11	23	229	24	13	156	29	588
8:30 AM	7	6	40	20	4	15	22	262	44	14	167	27	628
8:45 AM	6	5	46	21	2	15	30	209	54	21	145	13	567
9:00 AM													
9:15 AM													
9:30 AM													
9:45 AM													
10:00 AM													
10:15 AM													
10:30 AM													
10:45 AM													
11:00 AM													
11:15 AM													
11:30 AM													
11:45 AM													
<b>TOTAL VOLUMES =</b>	<b>96</b>	<b>119</b>	<b>395</b>	<b>117</b>	<b>66</b>	<b>88</b>	<b>203</b>	<b>2034</b>	<b>245</b>	<b>169</b>	<b>1329</b>	<b>186</b>	<b>5047</b>

AM Peak Hr Begins at: 7:15 AM

PEAK VOLUMES =	58	79	230	51	51	41	116	1105	102	105	725	103	2766
PEAK HR. FACTOR:		0.874		0.794			0.861			0.894			0.887

CONTROL: Signalized;

## Intersection Turning Movement

Prepared by: Southland Car Counters

N-S STREET: College Ave.

DATE: 2/5/2004

LOCATION: City of Santa Ana

E-W STREET: 17th St.

DAY: THURSDAY

PROJECT# 04-1105-003

LANES:	NORTHBOUND			SOUTHBOUND			EASTBOUND			WESTBOUND			TOTAL
	NL	NT	NR	SL	ST	SR	EL	ET	ER	WL	WT	WR	
	1	1	0	1	1	1	1	3	0	1	3	0	
1:00 PM													
1:15 PM													
1:30 PM													
1:45 PM													
2:00 PM													
2:15 PM													
2:30 PM													
2:45 PM													
3:00 PM													
3:15 PM													
3:30 PM													
3:45 PM													
4:00 PM	35	16	49	18	15	13	28	280	37	50	381	11	933
4:15 PM	21	13	70	23	17	22	16	227	25	40	334	6	814
4:30 PM	44	19	51	40	12	21	23	236	35	36	321	15	853
4:45 PM	25	14	75	34	1	23	19	266	45	44	334	10	890
5:00 PM	45	23	62	40	30	32	25	30	36	35	435	11	804
5:15 PM	42	15	78	19	22	21	13	224	40	52	415	9	950
5:30 PM	46	15	65	32	15	24	28	280	36	45	367	10	963
5:45 PM	27	14	67	18	9	10	25	230	43	57	392	5	897
6:00 PM													
6:15 PM													
6:30 PM													
6:45 PM													

TOTAL VOLUMES =	NL	NT	NR	SL	ST	SR	EL	ET	ER	WL	WT	WR	TOTAL
	285	129	517	224	121	166	177	1773	297	359	2979	77	7104

PM Peak Hr Begins at: 500 PM

PEAK VOLUMES =	160	67	272	109	76	87	91	764	155	189	1609	35	3614
PEAK HR. FACTOR:		0.924			0.667			0.734			0.953		0.938

CONTROL: Signalized;









# SANTA ANA COLLEGE TECHNOLOGY PLAN 2007–2012

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Prepared by  
**Brian Schroeder & Maria Sagrañes**

## INTRODUCTION

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Technology planning at Santa Ana College was institutionalized in 1998 with the creation of SACTAC, Santa Ana College Technology Advisory Committee. SACTAC was created in the Fall of 1998 and is comprised of faculty members representing all the academic divisions of the college, staff members and administrators. The SACTAC mission is to craft the planning agenda for the college and through its various subcommittees, implement appropriate college wide initiatives such as training and development of the college's web site. There have been three editions of the plan. These can be found on SAC's internal web site: <http://insidesac.net/committee/sactac/default.asp>. The methodology used to create past plans was to review accomplishments, draw from district and college goals, prioritize at SACTAC and select the various priorities for implementation. Some of the accomplishments from 1998 to the present are

- Standardization of computers
- 90+ rooms outfitted with computers and projectors otherwise described as “mediated classrooms”
- Computers for all faculty
- Ongoing technology workshop program
- Development of the SAC public website, [www.sac.edu](http://www.sac.edu) and a continuous process for revisions
- Creation on an internal website, [www.insidesac.net](http://www.insidesac.net)
- Ongoing support for Distance Education
- Availability of electronic mail for part time faculty
- Implementation of wireless technology for students in most of the campus
- Revision of college mission statement now includes technology

## **EDUCATIONAL MASTER PLAN**

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The current plan has been created from several sources: the previous plan, ideas from a SACTAC retreat held in January 07, and themes brought forth at SAC's Strategic Planning session held in April 2007.

### **Connections to SAC Planning Initiatives**

The themes, ideas and strategies outlined in this plan have been drawn from priorities noted in

- SACTAC planning retreat in January 2007 resulting in Core Dreams document
- SAC Strategic Plan
- SAC Educational Master Plan
- Departmental Portfolio Plans
- The District Plan is currently being developed by the district wide Technology Advisory Group

### **Vision**

Santa Ana College is dedicated to creating a learning environment that provides access to state of the art technology resources for all students, faculty and staff. As such it supports District wide initiatives that provide a robust and secure infrastructure, standard hardware and software, responsive support and maintenance, comprehensive training, planning and budgeting.

Students graduating from Santa Ana College will have mastered basic computer skills and possess the technology skills and awareness necessary to give them the competitive advantage that will promote success in their chosen careers and professions. Students will have access to a variety of services delivered online. Faculty will be able to use technology to enhance curriculum for the benefit of their students, to improve their operational efficiency, and for their professional enhancement. Staff will have access to technology resources that will enable them to be productive and efficient contributors to their organizations. Management will have ready access to relevant data that will allow for more effective management of their units and functions.

### **Goals**

There are three overall goals in our 2007 – 2012 plan. They focus on students, the college environment and the classroom. The goals are derived from the strategic plan. Strategies, requests for expenditures and timelines are included in the annual Operational Plan. An Action Plan is derived from the Operational Plan allowing for a narrow focus on the objectives and planning agenda for each year.

**Goal A: Students**

*SAC students will graduate with highly competitive technology skills that will serve them in their continuing education and professional life.*

Competency in computer skills has become an essential basic skill in our society. Students in elementary schools learn how to keyboard, use instructional programs, and search the Internet. Many of our students come from diverse backgrounds that might not have afforded experiences to learn and develop computer skills. It is our plan to test incoming students and to make sure they meet a definite set of requirements agreed upon by faculty and departments upon program completion at SAC. The skills sets might vary depending on academic discipline. A psychology major might need higher level Excel skills in order to manipulate research data; a fashion design major might need high level skills in design software. Whatever the discipline or program, we envision students leaving SAC being ready for upper level coursework at the institution into which they transfer. Students immediately entering the workforce should exhibit expertise that exceeds entry level skills for their chosen profession.

The strategies described here represent a transformation in curriculum. They will be implemented gradually to give departments sufficient development time thus ensuring ultimate full implementation. Some programs will achieve a level of readiness earlier than others. The work will evolve through time so that by 2012 a majority of disciplines will have incorporated computer skills outcomes into their curriculum.

- A.1 Determine skills sets required; revise to reflect current trends and needs
- A.2 Determine technology skills sets of incoming students
- A.3 Determine technology skills sets of students by department/discipline
- A.4 Imbed technology skills into appropriate department curriculum
- A.5 Determine learning areas where students can learn appropriate technology skills required for class assignments
- A.6 Enhance existing facilities to promote technology proficiency
- A.7 Assess student technology skills upon identified program completion

**Goal B: College Environment**

*SAC will provide a technology rich environment that will promote efficiency and productivity for faculty, staff and students*

In 1998 a few faculty members had computers that were not networked. We had approximately 20+ classrooms with a computer and data/video projector. Nearly 10 years later our environment is completely different.

## EDUCATIONAL MASTER PLAN

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Most observers will see technology in classrooms and offices; however much remains to be done:

- B.1 Provide student e-mail on registration
- B.2 Provide registration 365/24/7
- B.3 Install 100% wireless access to Internet on campus
- B.4 Plan portal access to college and Datatel information for students and staff
- B.5 Implement portal access
- B.6 Provide current hardware, software, and databases to offices, student labs, the library, and all classrooms
- B.7 Strengthen the technology training staff development program
- B.8 Continue to replace and upgrade office technology (hardware and software)
- B.9 Enhance and ensure timely, efficient and complete technology support in all offices
- B.10 Continue to develop strategies to provide timely information useful functionality and effective design for the SAC webpage, including division/department web pages
- B.11 Provide communication software that allows for collaboration such as blogs and wikis
- B.12 Include technology in facilities planning by coordinating college and district efforts
- B.13 Support expanded usability development of Datatel/Colleague
- B.14 Provide access to information to students, staff and faculty with disabilities through the use of state of art specialty technology
- B.15 Develop alternative strategies for funding technology including endowments

### **Goal C: Classrooms**

*SAC will provide innovative instructional technologies that will enable faculty to enhance and facilitate student learning*

Learning is our primary objective. Our primary learning environment is the physical and virtual classroom. This means making the latest and best performing technology available to faculty, and providing the training in the use of the technology tools and their pedagogical applications. In the past decade faculty have significantly enhanced their technology skills sets; however, those skills are tool specific competencies only. Now that

we have a large body of skilled faculty, we need to concentrate on training how to apply those skills to enhance pedagogical issues. We have all been victims of “Death by PowerPoint.” (We teach a workshop on it). Faculty need to focus on the effective use of technology and not take for granted that technology tools work.

We also need to continue to press for satisfactory technical support and for continuous replacement of classroom equipment.

- C.1 Mediate remaining classrooms, as needed
- C.2 Update, replace and standardize technology in existing classrooms every 5 years
- C.3 Enhance and ensure timely, efficient and complete technology support in all classrooms
- C.4 Fully develop an instructional design team and training program to support faculty which includes
  - a. facilities
  - b. personnel
  - c. a responsive organization
- C.5 Continue to maintain and increase quality of distance education (defined by a set of rubrics) and the quantity of online, and hybrid courses

## **TIMELINES, BUDGET & ACCOUNTABILITY**

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The Vice President of Academic Affairs and the SACTAC co-chairs reviewed the goals and strategies and derived likely timelines to accomplish the objectives. The agreed upon timelines will provide the structure for the annual action plan. Overall timelines are listed below but will necessarily be adjusted in the coming semesters.

## EDUCATIONAL MASTER PLAN

### Goal A: Students

*SAC students will graduate with highly competitive technology skills that will serve them in their continuing education and professional life.*

ACTION	RESOURCES	TIMELINES	LEADS
A. 1 Create a continuum of digital/technology skills	Staff time	A.1 December 2007, revise annually	A.1 SACTAC co- chairs, C & I
A. 2 Develop an assessment tool and implement at (a) admissions time or (b) faculty by faculty	Staff time	A.2 Pilot April/ May 2008 via Early Decision	A.2 SACTAC co- chair, C&I chair, VP AA
A. 3 Create specialized, advanced continuum reflecting discipline specific needs; implement department by department	Staff time	A.3 November 2010	A.3 Department Chairs, Faculty
A. 4 (a) Survey faculty for interest (b) Develop list of courses (c) Work on a minimum of two courses per semester.	Staff time	A.4 December 2010	A.4 Curriculum Council, Dept. Chairs, VP AA
A. 5 (a) Inventory computer labs for availability of advanced hardware & software  (b) Provide hardware &/ software (two stations) for each lab, as needed  (c) Modify ACC lab to accommodate media production area  (d) Provide checkout equipment of computers, and digital recorders for students	Staff time  \$\$\$  \$\$\$  \$\$\$	A.5 December 2009	A.5 SACTAC, Co-chairs
A. 6 Enhance existing facilities to promote technology proficiencies	Staff time	A.6 December 2011 and continually	A.6 VP AA, Deans



## TECHNOLOGY PLAN 2007–2012

ACTION	RESOURCES	TIMELINES	LEADS
A. 7 Administer post-test and issue a certificate if growth is evidenced.	Staff time	A.7 May 2011	A.7 Department chairs and Faculty with other resources as needed, e.g., Testing Center, Research Department, ILR

### GOAL B: College Environment

SAC will provide a technology rich environment that will promote efficiency and productivity for faculty, staff and students.

ACTION	RESOURCES	TIMELINES	LEADS
B1. Request status of SACTAC recommendation to implement e-mail	Staff time	B.1 Spring semester 09	B.1 ITS and A & R
B2. Implement Colleague Student System access	Staff time	B.2 Summer 2009	B.2 A & R and ITS
B3. Purchase and install wireless equipment	\$ 28,000.00	B.3 January 2010	B.3 VP AA, VP SS, ITS
B4. a) Determine information streams needed by students b) Determine information streams needed by faculty and staff c) Determine timelines for implementation and responsible entities college and district.	Staff time \$\$\$ \$\$\$	B.4 Summer 2009 Pending Datatel implementation	B.4 SACTAC, SCC Tech Committee, ITS
B5. Implement student portal	Staff time	B.5 Fall 09 and ongoing	B.5 ITS, VP AA, VP SS
B6. a) Survey faculty and staff re state of their office technology; classroom technology, and lab technology b) Obtain site licenses for needed software c) Replace equipment	Staff time \$\$\$ \$\$\$	B.6 January 2008 and annually	B.6 Associate Dean, ILR

## EDUCATIONAL MASTER PLAN

ACTION	RESOURCES	TIMELINES	LEADS
B7. a) Develop a continuum of skills b) Develop an assessment instrument c) Survey faculty and staff d) Offer workshops continuously, including online	Staff time  Staff time  Staff time  Staff time	B.7 May 2008; May 2009 and annually	B.7 SACTAC , AD of ILR, Faculty Development Coordinator, Literacy Coordinator
B8. a) Review inventory report of hardware and software b) Develop replacement lists for classrooms, labs, and offices c) Budget for replacements of x% of inventory annually.	Staff time  Staff time  Staff time	Continuous	B.8 AD ILR, Management, VPs
B9. Enhance and ensure timely, efficient and complete technology support in all offices	Staff time Staff time  Staff time Staff time  \$\$\$	B.9 April 2009 and annually	B.9 ITS is responsible for maintenance; ILR
B10. Continue to develop strategies to provide timely information useful functionality and effective design for the SAC webpage, including division/department web pages	a) Develop survey b) Perform usability test including focus groups c) Assess web software d) Revise design after portal implementation e) Purchase DAM	B.10 May 2008	B.10 Web Development Committee, AS ILR

**TECHNOLOGY PLAN 2007–2012**

<b>ACTION</b>	<b>RESOURCES</b>	<b>TIMELINES</b>	<b>LEADS</b>
<p>B11.</p> <p>a) Research availability and use of programs at other colleges</p> <p>b) Develop sound applications for the programs</p> <p>c) Assess the use of the programs Review plans for all new buildings and remodels</p>	Staff time	B.11 Fall 2008 and annually	B.11 SACTAC task force, VP AA
<p>B12.</p> <p>(a) Note issue at FC</p> <p>(b) Make presentation to FC</p> <p>(c) Request that SACTAC review new facilities' plans</p>	Staff time	B.12 September 2007 and ongoing	B.12 VP AS, VP AA, Facility Comm., Assistant VC of Facility Planning
<p>B13.</p> <p>Participate in appropriate committees</p>	Staff time	B. 13May 2009 and annually	B.13 ITS, President
<p>B14.</p> <p>a) Disseminate information via demonstrations to SACTAC, Academic Senate, Curriculum &amp; Instruction, Chairs meetings</p> <p>b) Provide resources to students, faculty and staff as needed.</p>	<p>a) Staff time</p> <p>b) Cost of readability software</p>	B. 14 May 2008 and annually	B.14 AD DSPTS
<p>B15</p> <p>a) Research possible sources</p> <p>b) Develop plan to solicit funding</p> <p>c) Obtain 1 endowment per year.</p>	<p>a) SACTAC</p> <p>b) SACTAC work group</p>	B.15 December 2007	B.15 VP AA, SACTAC, Director of SAC Foundation

## EDUCATIONAL MASTER PLAN

### GOAL C: Classrooms

*SAC will provide innovative instructional technologies that will enable faculty to enhance and facilitate student learning*

ACTION	RESOURCES	TIMELINES	LEADS
C.1 a) Prioritize 26 remaining rooms b) Mediate 14 rooms c) Mediate 14 rooms	a) Staff time b) \$145K c) \$145K	C.1 June 2008	C.1 VP AA
C2. a) Create matrix listing all classroom b) Develop replacement calendar c) Plan for security for all mediated classrooms d) Fund replacements annually	a) Staff time	C.2 March 2008 and every year thereafter	C.2 AA Dean ILR, VPAA
C3. a) Improve SAC ITS Help Desk b) Explore collaboration with SAC Media Help Desk c) Develop a preventive maintenance schedule for all instructor PCs and projectors	a) Staff time & cooperation	C.3 April 2008 and annually	C.3 SAC ITS responsible for maintenance; ILR
C4. a. Plan for relocation of various technology units b. Hire instructional designer and student assistants to existing staff c. Reconfigure existing staff (media producers, graphic artists, learning resource specialists, instructional assistants, coordinators and other staff.)	a) Staff time b) \$90K from literacy grant	C.4 Spring 2008; Survey in Spring2009 and annually	VP Academic Affairs; Literacy grant coordinator; ILR Associate Dean
C.5 Continue to maintain and increase quality of distance education (defined by a set of rubrics) and the quantity of online, and hybrid courses	a) Develop rubrics b) Conduct inventory of courses at set times during the academic year	Staff time	C.5 Spring 09; end of each semester

## CHALLENGES

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Despite the best planning the vagaries of state funding will always remain a challenge. Not only is there uncertainty in the quantity of funding, but most importantly the lack of predictability in funding creates disconnects between planning and budgeting. Management needs to commit to funding approved technology projects and have technology as a college priority.

Another area of difficulty is our inability to have accurate inventories for hardware and software.

## APPENDICES

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1. SAC Technology Action Plan 2007-2008
2. Budget Requests 2007-2008
3. Classroom PCs that need to be replaced
4. Mediated classrooms and priority of rooms to be mediated.
5. Inventory of non-instructional PCs
6. Inventory of instructional PCs
7. Office PCs (faculty and staff) that need replacement
8. Disciplines that teach and use technology
9. Planning Retreat Technology Map—Core Dreams
10. Software Inventory (not available)
11. Server Inventory
12. Network connectivity—ports per building (not available)
13. Wireless implementation
14. Distance Education Course Inventory (not available)
15. All equipment in classrooms, March 08

## SANTA ANA COLLEGE TECHNOLOGY ACTION PLAN 2007–2008

STRATEGIES	ACTION ITEMS	COST	TIMELINES	LEAD(S)	STATUS
<b>GOAL:</b> SAC students will graduate with highly competitive technology skills that will serve them in their continuing education and professional life.					
A.1 Determine skills sets required; revise to reflect current trends and needs	Create a continuum of digital/technology skills	Staff time	A.1 December 2007, revise annually	A.1 SACTAC co-chairs, C & I	Draft of continuum of skills completed; survey created
A.2 Determine technology skills sets of incoming students	Develop an assessment tool and implement at (a) admissions time or (b) faculty by faculty	Staff time	A.2 Pilot April/May 2008 via Early Decision	A.2 SACTAC co-chair, C&I chair, VP AA	Surveyed incoming students May 2008; results being compiled.
<b>GOAL:</b> SAC will provide a technology rich environment that will promote efficiency and productivity for faculty, staff and students.					
B.2 Provide registration 365/24/7	Implement Colleague Student System	Staff time	B.2 Summer 2008	B.2 A & R and ITS	Delayed until Summer 2009
B.6 Provide current hardware, software, and databases to offices, student labs, the library, and all classrooms	a) Survey faculty and staff re state of their office technology; classroom technology, and lab technology b) Obtain site licenses for needed software c) Replace equipment	Staff time  \$\$\$ \$\$\$	B.6 January 2008 and annually	B.6 Associate Dean, ILR	Academic Senate created a survey re software; get their result
B.7 Strengthen the technology training staff development program	a) Develop a continuum of skills b) Develop an assessment instrument c) Survey faculty and staff d) Offer workshops continuously, including online	Staff time Staff time Staff time Staff time	B.7 May 2008; May 2009 and annually	B.7 SACTAC , AD of ILR, Faculty Development Coordinator, Literacy Coordinator	No progress
B.8 Continue to replace and upgrade office technology (hardware and software)	a) Review inventory report of hardware and software b) Develop replacement lists for classrooms, labs, and offices c) Budget for replacements of x% of inventory annually.	Staff time Staff time Staff time	B.8 Continuous	B.8 AD ILR, Management, VPs	AD ILR has requests from college community; TAG is working on a replacement plan.
B.9 Enhance and ensure timely, efficient and complete technology support in all offices	a) Improve SAC ITS Help Desk b) Request additional positions for SAC.	Staff time Staff time Staff time Staff time \$\$\$	B.9 April 2009 and annually	B.9 ITS is responsible for maintenance; ILR	Noted in the 2008 accreditation self study.

**TECHNOLOGY PLAN 2007–2012: APPENDIX 1**

<b>STRATEGIES</b>	<b>ACTION ITEMS</b>	<b>COST</b>	<b>TIMELINES</b>	<b>LEAD(S)</b>	<b>STATUS</b>
B.10 Continue to develop strategies to provide timely information useful functionality and effective design for the SAC webpage, including division/ department web pages	a) Develop survey b) Perform usability test including focus groups c) Assess web software d) Revise design after portal implementation e) Purchase DAM	Staff time	B.10 May 2008 and continuously	B.10 Web Development Committee, AS ILR	Developed new process for front page "spotlights." Improved registration pages
B.11 Provide communication software that allows for collaboration such as blogs and wikis, DAM	a) Research availability and use of programs at other colleges b) Develop sound applications for the programs c) Assess the use of the programs Review plans for all new buildings and remodels	a) Staff time	B.11 Fall 2008 and annually	B.11 SACTAC task force, VP AA	
B.12 Include technology in facilities planning by coordinating college and district efforts	a) Note issue at FC b) Make presentation to FC c) Request that SACTAC review new facilities plans	Staff time	B.12 September 2007 and ongoing	B.12 VP AS, VP AA, Facility Comm., Assistant VC of Facility Planning	Issue raised at the Facilities Com. Will do presentation F08
B.13 Support expanded usability development of Datatel/Colleague	Participate in appropriate committees	Staff time	B. 13 May 2009 and annually	B.13 ITS, President	
B.14 Provide access to information to students, staff and faculty with disabilities through the use of state of art specialty technology	a) Disseminate information via demonstrations to SACTAC, Academic Senate, Curriculum & Instruction, Chairs meetings b) Provide resources to students, faculty and staff as needed.	a) Staff time b)	B. 14 May 2008 and annually	B.14 AD DSPS	DSPS readability software was demonstrated at Basic Skills committee.
B.15 Develop alternative strategies for funding technology including endowments	a) Research possible sources b) Develop plan to solicit funding c) Obtain 1 endowment per year.	a) SACTAC b) SACTAC work group	B.15 December 2007	B.15 VP AA, SACTAC, Director of SAC Foundation	Working with Foundation to develop a funding request.
<b>GOAL:</b> SAC will provide a technology rich environment that will promote efficiency and productivity for faculty, staff and students.					
C.1 Mediate remaining classrooms, as needed	a) Prioritize 26 remaining rooms b) Mediate 14 rooms c) Mediate 14 rooms	a) Staff time b) \$145K c) \$145K	C.1 June 2008	C.1 VP AA	Planning Basic Skills classrooms; funding uncertain.

## EDUCATIONAL MASTER PLAN

STRATEGIES	ACTION ITEMS	COST	TIMELINES	LEAD(S)	STATUS
C.2 Update, replace and standardize technology in existing classrooms every 5 years	<ul style="list-style-type: none"> <li>a) Create matrix listing all classroom</li> <li>b) Develop replacement calendar</li> <li>c) Plan for security for all mediated classrooms</li> <li>d) Fund replacements annually</li> </ul>	a) Staff time	C.2 March 2008 and every year thereafter	C.2 A Dean ILR, VPAA	TAG is developing a central list.
C.3 Enhance and ensure timely, efficient and complete technology support in all classrooms	<ul style="list-style-type: none"> <li>a) Improve SAC ITS Help Desk</li> <li>b) Explore collaboration with SAC Media Help Desk</li> <li>c) Develop a preventive maintenance schedule for all instructor PCs and projectors</li> </ul>	Staff time & cooperation.	C.3 April 2008 and annually	C.3 SAC ITS responsible for maintenance; ILR	Noted in accreditation self study.
C.4 Fully develop an instructional design team and training program to support faculty which includes <ul style="list-style-type: none"> <li>a. Facilities</li> <li>b. Personnel</li> <li>c. A responsive organization</li> </ul>	<ul style="list-style-type: none"> <li>a. Plan for relocation of various technology units</li> <li>b. Hire instructional designer and student assistants to existing staff</li> <li>c. Reconfigure existing staff (media producers, graphic artists, learning resource specialists, instructional assistants, coordinators)</li> </ul>	<ul style="list-style-type: none"> <li>a) staff time</li> <li>b) \$90K from grant</li> </ul>	C.4 Spring 2008; Survey in Spring 20 09 and annually	VP Academic Affairs; Literacy grant coordinator, ILR Associate Dean	Instructional Designer is set to be hired using Title V grant funding, in late Fall 08.



**Seperator**



**COLLEGE WIDE BUDGET REQUESTS 2007–2008**

#	ITEM	DEPT	UNITS	UNIT COST	COST	2007--2012 GOAL	STATUS
1.1	PCs for new faculty		7	1,300	9,100	Goal # B 6 and 8	Done
1.2	Replace older PCs for faculty towers	all	27	1,125	30,375		Pending
	faculty laptops	all	8	1,476	11,808		
	staff	F*Parts; ExS	15	1,125	16,875		Pending
	164 units below ITS standard		164	1,125	184,500	(not classroom)	Pending
					243,558		
1.3	DELL leases buyout	Several	375	1	375		Pending
1.4	Classroom PCs		206	1,300	274,300	# B	Pending
	Teaching Stations	P 114	1	1,125			
1.4	New Mediated Classrooms					<b>Goal C 1</b>	Pending
a	All remaining		40	10,000	400,000		
b	1st priority		9	10,000	90000		
c	2nd priority		6	10,000	60000		
d	3rd priority		6	10,000	60000		
e	1st and 2nd priority		15	10,000	150000		
f	D building		17	10,000	170000	most are basic skills classrooms	
g	Basic Skills Classrooms		18	10,000	18,000	See next page for detail list of rooms	
1.5	Complete wireless installation throughout the college				28,460	B, D, G, H, J, R, T, W, X buildings	Pending
						<b>Goal B 3</b>	
	<b>Totals with all classrooms</b>				\$600K + \$400K		
	Totals with 1st priority				\$600K + \$90K		
	Totals with 1st & 2nd priority				\$600K + \$150K		



DUE	LEASES	# OF UNITS	PURPOSE	06/07 PO	ACCOUNT	\$\$	NOTES
							SACTAC Infra # 1
Dec. 07	Continuing Lease-3rd yr of 4	217	Classrooms	0603103	0101006000-5606	71,581	PO #
Dec. 07	Continuing Lease-3rd yr of 4	157	Faculty/Staff	0609410	0101006000-5606	49,692	40%
					0101091001-5606		60%
						<b>121,273</b>	
	Contracts						
1/1/2008	WebCMS Maintenance License		curriculum			6,000	Title V; SACTAC Admn. Support #4
7/1/2007	OmniUpdate License		<a href="http://www.insidesac.net">www.insidesac.net</a>	702538	0101599210-5621	<b>8,250</b>	Title V; SACTAC Admn. Support #4
7/1/2007	College Source Catalog		college catalog	702821	0101599217-6314	<b>840</b>	SACTAC Admn Support # 1
			database				
7/1/2007	4Faculty.org License		faculty develop.	702943	0101510611-5964	2,000	SACTAC Training # 1
						<b>17,090</b>	

**CLI BUDGET REQUESTS 2007–2008**

#	ITEM	DEPT	UNITS	UNITCOST	T COST	2006--2007 GOAL
						(Dept goals in italics)
<b>1</b>	Upgrade PCs in CLI -CPU only	ILR	11	1400	15,400	SACTAC Infrastructure
						Replace 5 year old computers for A 101 and A 112
					<b>15,400</b>	

**MEDIA SYSTEMS BUDGET REQUESTS 2007-2008**

#	ITEM	UNITS	UNITCOST	T COST	2007--2008 GOAL/NOTES
					<i>(Dept Goals in italics)</i>
1	RoomView server	1	1	3,000	Robust PC using Version 6 express
	RoomView enterprise software	1	1		free from Crestron
2	Upgrade of rack systems				<i>Goal: Replace &amp; upgrade equipment in classrooms</i>
	projectors needed	12	2000	24000	mostly large classrooms
		5	2000	10000	older projectors
3	Crestron and sound amplifier upgrade	12	4500	54000	with 30% off list price
4	Computers for large classrooms	3	1300	3900	
	flat panels for previous PC upgrades	12	300	3600	
5	DVD/VHS Combo	15	100	1,500	
6	Checkout Equipment				<i>Goal: Upgrade check out equipment</i>
6.1	Camcorders	2	800	1,600	
6.2	Video projectors	5	1,500	7,500	
6.3	Laptops	5	2,450	12,250	
6.4	Audiorecorders	3	350	1,050	
				22,400	
7	Office Equipment				
7.1	Crestron training kit	1	5,000	5,000	
7.2	Color printer		800	800	
7.3	Van	1	25,000	25,000	
7.4	Surveillance camera and display	1		2,000	

**Seperator**





**CLASSROOM PCs THAT NEED REPLACEMENT**

ROOM #	DISCIPLINE	# OF UNITS	CURRENT PC TYPE (RAM, CPU, Hard drive)	CPU	RAM	DEPARTMENT GOAL
ZZ 101		25	GX 240	CPU	RAM	Higher retention in XYZ course
B 33	Human Dev	1	GX 240		256 MB	
J109-3	Diesel	16	GX 150	PIII 1 GHZ	256 MB	Tech Plan Goal 2, Task B 6
J103	auto	6	GX 240	P4 1.8 GHZ	512 MB	
K-102	Diesel	1	GX 240	P4 1.8 GHZ	256 MB	
T107	Manufacturing	8	GX 150	PIII 1.00 GHZ	256 MB	
T 109	OTA	1	GX 240		128 MB	
T213	Fashion	10	GX 110	PIII 800 MHZ	256 MB	
T203-1	Manufacturing	31	GX 240	P4 1.8 GHZ	512 MB	
R 328-1	Physics lab	8	GX 270	2.6; 40GB	254 MB	In Carol's portfolio plans
R 328-1	Science Study	4	GX 240	P4; 500MHz; 10GB	255 MB	
		12		P4; 1.8GHz; 40 GB		
A 106	BD/ACC	16	GX 240	P4; 2.2 GHZ	512 MB	
		13	GX 260	P4; 2.0 GHZ	382 MB	
		21	GX 280	P4; 2.2 GHZ	1014.1 MB	
		71				
A 206	BD	19	GX 240	P4; 1.5 GHZ	512 MB	
A 208	BD	19	GX 240	P4; 1.8 GHZ	256 MB	
L 112 and Ref	Library	26	GX 150	P4; 1.7 GHZ	512 MB	
D 401	Anthro	12	GX 100	PIII, 128MB, 20 GB		over 7 years old
G 107	ExSci	1	flat panel			
A 219	FineArts	1	sound system			
D 306	ESL Hum/SS	29	12 GX 200; 12 are GX240 5 are GX 150			Got info 3/25/08



**Seperator**



## MEDIATED CLASSROOMS AND PRIORITY OF ROOMS TO BE MEDIATED

#	PRIORITY	ROOM	AGE	BASIC	USE	TYPE	SEATS	DIVISION	STATUS/NOTES
1		A-101	01-02		Staff Dev.	Computer Lab		ILR	Mediated
2		A-104			LAB		40	Business	Mediated
3		A-106			LAB	CAI		CAI Lab	Mediated
4		A-108	04-05		LAB	Computer Lab	40	Business	Mediated
5		A-112	02-03		Training Room	Training Lab		ILR	Mediated
6		A-128	02-03		Classroom	Fire Technology	86	Human ser/Tech	Mediated
7		A-130	00-01		Classroom		86	Business	Mediated
8		A-203	04-05		Classroom		42	Business	Mediated
9		A-205	04-05		Classroom		42	Business	Mediated
10		A-206	04-05		LAB	Computer Lab	36	Business	Mediated
11		A-207	ShPGc45x		Classroom		42	Business	Mediated
12		A-208	02-03		LAB	Computer Lab	36	Business	Mediated
13		A-209	02-03		Classroom		42	Business	Mediated
14		A-210	04-05		Classroom	Business	180+	Business	Mediated
15		A-211	02-03		LAB		42	Business	Mediated
16		A-213	03-04		LAB	Computer Classroom	36	Business	Mediated
17		A-214	02-03		LAB	Drafting Lab	40	Business	Mediated
18		A-215	01-02		LAB	Computer Classroom	36	Business	Mediated
19		A-216	03-04		LAB	CAD Lab	38	Business	Mediated
20		A-217	no date		LAB	Animation Lab		Fine/Perf Arts	Mediated
21	Hill x	A-219	04-05		LAB	Digital Photo Lab		Fine/Perf Arts	Needs sound
22		A-222	01-02		LAB	Computer Classroom	36	Business	Mediated
23		A-223	no date		LAB	Animation Lab	35	Fine Per. Ar	Mediated
24		A-224	04-05		LAB	Computer Classroom	36	Business	Mediated
25		A-225	no date		LAB	CAD Lab	42	Business	Mediated
26		A-226	02-03		LAB	Keyboarding Lab	32	Business	Mediated
27		A-228	02-03		LAB	Computer Classroom	40	Business	Mediated
28	SW 5	B-4		XXXX	Classroom		50	Hum/Social Science	Needed
29	SW 12	B-5		XXXX	Classroom		50	Hum/Social Science	Needed

## EDUCATIONAL MASTER PLAN

#	PRIORITY	ROOM	AGE	BASIC	USE	TYPE	SEATS	DIVISION	STATUS/NOTES
30	SW 13	B-6		XXXX	Classroom		50	Hum/Social Science	Needed
31	SW 14	B-7		XXXX	Classroom		50	Hum/Social Science	Needed
32	SW 15	B-8		XXXX	Classroom		40	Hum/Social Science	Needed
33	MB 3	B-9		XXXX	Classroom		40	Counseling	Needed
34	CC 3-M	B-11		YYYY	Classroom	Math	50	Science/Math	Needed
35		B-13	01-02	YYYY	Classroom		50	Counseling	Mediated
36		B-14		YYYY	Classroom		50	Science/Math	?
37		B-15	02-03		Computer LAB	LAB	20	Middle College High School	Mediated
38		B-16	00-01		Computer LAB	LAB	20	Business Division	Mediated/Nomad
39		B-17	01-02		Classroom - Math	Middle College H S	40	Business Eve / MCHS Days	Mediated
40		B-18	no date		Classroom - Math	Middle College H S	40	Cnslg / Sci/Math / MCHS	Mediated
41		B-19	no date		Classroom - Soc. Sci.	Middle College H S	40	Human/Soc Science / MCHS	Mediated
42		B-20	no date		Classroom - Soc. Sci.	Middle College H S	40	Human/Soc Scien / MCHS	Mediated
43		B-21	no date		Classroom - Soc. Sci.	Middle College H S	45	Hum Services / Tech/ MCHS	Mediated
44		B-22	no date		Classroom - Science	Middle College H S	40	Human/Soc Science / MCHS	Mediated
45		B-24			Classroom / English	Middle College H S	40	Human/Soc Science / MCHS	?
46		B-25	no date		Classroom / English	Middle College H S	40	Human/Soc Science / MCHS	Mediated
47		B-26	no date		Classroom / English	Middle College H S	40	MCHS / Hum/Social	Mediated
48		B-27	no date		Classroom / Science	Middle College H S	40	Hum Services / Tech/ MCHS	Mediated
49		B-28			Classroom	Middle College H S	45	Hum Services / Tech	Not needed
50	MB 2	B-29			Classroom	Middle College H S	45	Counseling	Needed
51	TH 4	B-30			Classroom	Middle College H S	45	Fine & Perf. Arts	Needed
52		B-31		XXXX	Classroom	Middle College H S	45	Hum / Social Science	?
53		B-32	07-08		Classroom	Human Services	60	Human Services / Tech.	Mediated
54		B-33	no date		Classroom	Human Services			Mediated
55		C-101			LAB	Art Gallery	12	Fine Arts	Needed
56		C-104	1998		Classroom	Fine Arts	125	Fine Arts	Mediated
57		C-105			LAB	Ceramics	32	Fine Arts	Not needed
58		C-106			LAB	Ceramics	15	Fine Arts	Not needed
59		C-201	05-06		LAB	El Don Newsroom		Fine Arts	Not needed
60		C-202	00-01		Classroom		30	Fine Arts	Mediated

TECHNOLOGY PLAN 2007–2012: APPENDIX 4

#	PRIORITY	ROOM	AGE	BASIC	USE	TYPE	SEATS	DIVISION	STATUS/NOTES
61		C-207	05-06		Classroom		40	Fine Arts	Mediated
62	TH 5	C-208			LAB	Design Studio	32	Fine Arts	Needed
63		C-210			LAB	Painting/Drawing	32	Fine Arts	Not needed
64		C-213	05-06		Classroom	Communications	49	Fine Arts	Mediated
65		C-214	05-06		Classroom	Communications	49	Fine Arts	Mediated
66		D-101	00-01		Classroom		160	D-Hum/SS/&N-M Bus	Mediated
67		D-102			Classroom	Business	50	Business	Mediated
68		D-103	00-01		Classroom	Business	50	Business	Mediated/Nomad
69		D-104			LAB	Speech Clinic		Fine Arts	?
70		D-105	00-01		Classroom		85	D-Hum/SS/&N-M Bus	Mediated
71		D-106	02-03		Classroom		150	D-Hum/SS/&N-MF Bus	Mediated
72	SW 8	D-107		XXXX	Classroom	Humanities	33	Humanities	Needed
73		D-108	07-08	XXXX	Classroom	Humanities	38	Humanities	Mediated
74	SW 9	D-109		XXXX	Classroom	Humanities	35	Humanities	Needed
75	SW 16	D-110			LAB	Humanities		Humanities	?
76	SW 1	D-201		XXXX	Classroom	Humanities	42	Humanities/Social Scie	Needed
77		D-202	07-08		Classroom	Geography	50	Social Science	Mediated
78		D-204	07-08		Classroom		32	Humanities/Social Scie	Mediated
79	SW 2	D-205		XXXX	Classroom		32	Humanities/Social Scie	Needed
80	SW 9	D-206		XXXX	Classroom		32	Hu./Scii/Nites-Coun.	Needed
81		D-207	00-01	XXXX	Classroom		32	Human/Social Science	Needed
82		D-208	00-01		Classroom		50	Hum/SS/Nites Business	Mediated/Nomad
83		D-209	07-08		Classroom		50	Hum/SS/Nites Business	Mediated
84		D-210	02-03		Classroom		32	Human/Social Science	Mediated
85	SW 10	D-211		XXXX	Classroom		32	Human/Social Science	Needed
86	SW 3	D-212		XXXX	Classroom		50	Human/Social Science	Needed
87	SW 6	D-213		XXXX	Classroom		40	Hum/Social Science	Needed
88		D-214	07-08		Classroom		35	Hum/Social Science	Mediated
89		D-301			LAB	Language Lab		Humanities	Not needed
90	SW 4	D-302		XXXX	Classroom		50	Humanities	Needed
91		D-303	02-03		Classroom		50	Humanities	Mediated

**EDUCATIONAL MASTER PLAN**

#	PRIORITY	ROOM	AGE	BASIC	USE	TYPE	SEATS	DIVISION	STATUS/NOTES
92		D-304	02-03		Classroom		50	Human/Social Science	Mediated
93		D-305	04-05		Classroom		50	Humanities	Mediated
94		D-306			LAB	ESL Lab	50	Humanities	Not needed
95	SW 17	D-307-1		XXXX	LAB	Reading Lab		Humanities	Needed
96		D-309	07-08		Classroom		50	Humanities	Mediated
97		D-401	00-01		LAB	Anthropology Lab	48	Social Science	Mediated
98	SW 11	D-418			Conference Room	Meetings	20	Humanities	?
99		D-434	ShPGc45x		LAB	Psychology Lab	36	Social Science	Mediated
100	AV 1	F-107			Classroom		35	P.E./Athletics	Measure E
101	AV 2	F-117			Classroom		35		Measure E
102	AV 3	F-126			Conference Room				Measure E
103		G-102			Training Room			Exercise Science	?
104		G-105			Gymnasium	Men's Gym	3000	P.E./Athletics	?
105		G-106		YYYY	LAB	ExSci & Science		P.E./Athletics	?
106		G-107	00-01		Classroom		45	P.E./Athletics	Mediated
107	TH 3	G-108			Dance Room	Dance	40	Fine Arts	Needed
108		G-113			Football Field			P.E./Athletics	Not needed
109		G-114			Archery Field			P.E./Athletics	Not needed
110		G-115			Baseball Field			P.E./Athletics	Not needed
111		G-116			Tennis Courts			P.E./Athletics	Not needed
112		G-118			Golf/Soccer Field			P.E./Athletics	Not needed
113		G-121			Swimming Pool			P.E./Athletics	Not needed
114	CC 2-M	H-104		YYYY	Classroom		50	Science/Math	Needed
115		H-105	06-07	YYYY	Classroom		50	Science/Math	Mediated
116		H107	05-06		Classroom		50	Science/Math	Mediated
117		H-108			LAB		35	Science/Math	Mediated
118		H-109			Classroom		60	Business	?
119		H-201	03-04		Fire Tech		40	Hum/Ser/Tech	Mediated
120		H-205	03-04		Fire Tech		40	Hum/Ser/Tech	Mediated
121		H-207	03-04		Fire Tech		40	Hum/Ser/Tech	Mediated
122		H-210	05-06		LAB	Pharmacy	30	Hum/Ser/Tech	Mediated



TECHNOLOGY PLAN 2007–2012: APPENDIX 4

#	PRIORITY	ROOM	AGE	BASIC	USE	TYPE	SEATS	DIVISION	STATUS/NOTES
123		J-101	07-08		Classroom	Diesel	30	Hum/Ser/Tech	Mediated
124		J-102	07-08		LAB	Auto Electronic Lab		Hum/Ser/Tech	Mediated
125		J-103			LAB	Auto Transmission Lab		Hum/Ser/Tech	Not needed
126		J-106			LAB	Wheel Alignment Lab		Hum/Ser/Tech	Not needed
127		J-109	07-08		LAB	Diesel Rebuilding Lab		Hum/Ser/Tech	Mediated
128		J-110			LAB	Diesel Lab		Hum/Ser/Tech	Not needed
129		J-114			LAB	Auto Lab		Hum/Ser/Tech	Not needed
130		K-0			LAB	Welding/Diesel Chassi		Hum/Ser/Tech	Not needed
131		K-1			Classroom	Diesel	30	Hum/Ser/Tech	Not needed
132		L-111			Conference Room	Meetings	10	Meetings	Not needed
133		L-112	03-04		Classroom	Library Classroom		Library	Mediated
134		L-201			LAB	Testing Center		Student Services	?
135		L-202	02-03		Classroom		35	Gain	Mediated
136	CC 1-M	L-203		YYYY	LAB	Math Lab		Science/Math	Needed
137		L-206			LAB	Learning Center	90	Science/Technology	?
138		L-207	04-05	YYYY	LAB	CAI Lab		CAI Lab	Needs updates
139		L-221			Special Services Lab	Special Services	30		?
140		L 225	02-03						Mediated
141		M-0			Planetarium		110	Community Services	Not needed
142		M-105			Speech Center	Special Services		Special Services	?
143		N-105	00-01		LAB	Piano Practice Lab	25	Fine Arts	Mediated
144		N-106			LAB	Piano Lab	26	Fine Arts	?
145		N-114	00-01		LAB	Band Room	50	Fine Arts	Mediated
146		N-117	00-01		LAB	Choral Room	50	Fine Arts	Mediated
147		N-119			LAB	Music Lab		Fine Arts	?
148		P-100			LAB	Auditorium	417	Fine Arts	?
149		P-104			LAB	Stagecraft		Fine Arts	?
150	TH 1	P-105			Theater	Little Theater	40	Fine Arts	Needed
151		P-106			LAB	Costum Room		Fine Arts	Not needed
152		P-108			LAB	Makeup Room		Fine Arts	Not needed
153		P-114	1997		Classroom				Needed/partial

## EDUCATIONAL MASTER PLAN

#	PRIORITY	ROOM	AGE	BASIC	USE	TYPE	SEATS	DIVISION	STATUS/NOTES
154		R-111			LAB	Geology	48	Science/Math	NEEDED
155		R-113			Classroom		50	Science/Math	NEEDED
156		R-114			Classroom		65	Sci/Tech Days-Applied Nite	NEEDED
157	MB 1	R-115			Classroom		56	Counseling	Mediated
158		R-117			Classroom		46	Spec/Ser. Days: App Nite	?
159		R-124	00-01		Classroom		154	Science/Math	Mediated
160		R-126	03-04		Classroom		70	Science/Math	Mediated
161		R-128	00-01		Classroom		157	Science/Math	Mediated
162	CC 1-BIO	R-201		YYYY	LAB	Zoology Lab	32	Science/Math	NEEDED
163	CC 3-BIO	R-202		YYYY	LAB	Biology Lab	32	Science/Math	Needed
164		R-202-1	00-01		LAB	Biology Lab		Science/Math	Mediated/Nomad
165		R-203			LAB			Science/Math	Mediated
166		R 203-A			LAB			Science/Math	Not needed
167	CC 5-BIO	R-207			LAB	Science Lab Center		Science/Math	NEEDED
168	CC 4-BIO	R-219		YYYY	LAB	Biology Lab	32	Science/Math	NEEDED
169	CC 2-BIO	R-226		YYYY	LAB	Biology Lab	32	Science/Math	Needed
170		R-228	07-08		LAB	Biology Lab	32	Science/Math	Mediated
171	CC 2-CHE	R-301		YYYY	LAB	Chemistry Lab	32	Science/Math	NEEDED
172	CC 1-CHE	R-302		YYYY	LAB	Chemistry	32	Science/Math	NEEDED
173	TH 2	R-303			Classroom	Photography	40	Fine Arts	Needed
174		R-303-1	00-01		LAB	Nursing Lab	20		Mediated/Nomad
175		R-307	06-07		Classroom	EMT		Science	Mediated
176		R-307-1			LAB	Photo Lab		Applied Arts	Not needed
177		R-309			LAB	Chemistry Lab	32	Science/Math	NEEDED
178		R-318	07-08		Classroom		60	Science/Math	Mediated
179	CC 1-PHY	R-328		YYYY	LAB	Physics Lab	32	Science/Math	NEEDED
180		S-133				Office		Counseling	Not needed
181		S-210			Classroom		40		???
182		S-213	02-03		Conference room		40		Upgrade projector
183		S-215			Classroom		40		???
184		T-101	04-05		LAB	Machine Shop Lab	24	Human Services	Mediated

#	PRIORITY	ROOM	AGE	BASIC	USE	TYPE	SEATS	DIVISION	STATUS/NOTES
185		T-101-1			LAB	Machine Tech Comp.Lab		Human Services	Not needed
186		T-107-1			LAB	Machine Shop		Human Services	Not needed
187		T-107			Classroom	Machine Shop	20	Human Services	Not needed
188		T-201	07-08		LAB	Clothing Lab	30	Human Services	Mediated
189		T-203	1997		Classroom	Computer Class	30	Human Services	Mediated
190	ER 1	T-203-1	07-08		Classroom	?	?	Human Services	Needed
191		T-210	07-08					Human Services	Mediated
192		T-212	07-08		LAB	Food Lab		Human Services	Mediated
193		T-213			LAB			Human Services	Not needed
194		U-106			Classroom		25	Days M-F 8-12, Counseling	?
195		U-107			Classroom		36	Days 12-1, Students Govt	?
196		U-201A			Johnson Center	Facilities		Facilities	?
197		U-202			Johnson Center	Facilities		Facilities	?
198		U-204 ABCD			Johnson Center	Facilities		Facilities	?
199		W-101	04-05		Classroom		Lecture Hall		Mediated
200		W-106			Circuit training				?
201		W-107			Small Gym				?
202		Z 103	07-08		Classroom	Automotive			Mediated



**Seperator**



## Inventory of non-instructional PCs

ROOM #	DEPT. NAME	QTY	MODELS	DATE	UNIT COST	08/09	09/10	10/11	11/12	12/13	TOTAL
C102	ART	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
C107	ART	1	PowerMac G3		\$1,000	250	250	250	250	250	1,250
C107	ART	1	OptiPlex GX200		\$1,000	250	250	250	250	250	1,250
C205	ART	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
C207	ART	1	PowerMac G3		\$1,000	250	250	250	250	250	1,250
C207-3	ART	1	Dimension XPST6000		\$1,000	250	250	250	250	250	1,250
C207-3	ART	1	OptiPlex GX1		\$1,000	250	250	250	250	250	1,250
D110-2	Humanities	1	OptiPlex GX200		\$1,000	250	250	250	250	250	1,250
D203	Humanities	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
D301-1	Humanities	1	OptiPlex GX240		\$1,000	250	250	250	250	250	1,250
D307	Humanities	1	OptiPlex GX240		\$1,000	250	250	250	250	250	1,250
D311	Humanities	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
D312	Humanities	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
D312	Humanities	1	OptiPlex GX240		\$1,000	250	250	250	250	250	1,250
D403	Humanities	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
D403	Humanities	1	OptiPlex GX240		\$1,000	250	250	250	250	250	1,250
D404	ART	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
D404	ART	1	OptiPlex G1P		\$1,000	250	250	250	250	250	1,250
D405	Humanities	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
D406	Humanities	1	iMac		\$1,000	250	250	250	250	250	1,250
D407	Humanities	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
D408	Humanities	1	iMac		\$1,000	250	250	250	250	250	1,250
D409	Humanities	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
D410	Humanities	2	OptiPlex GX620		\$1,000	500	500	500	500	500	2,500
D411	Humanities	1	OptiPlex GX240		\$1,000	250	250	250	250	250	1,250
D411	Humanities	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
D412	Humanities	1	OptiPlex GX150		\$1,000	250	250	250	250	250	1,250
D413	Humanities	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
D414	Humanities	1	OptiPlex GX240		\$1,000	250	250	250	250	250	1,250
D414	Humanities	1	OptiPlex GX280		\$1,000	250	250	250	250	250	1,250
D415	Humanities	2	OptiPlex GX620		\$1,000	500	500	500	500	500	2,500
D416	Humanities	2	OptiPlex GX620		\$1,000	500	500	500	500	500	2,500
D416-1	Humanities	1	OptiPlex GX240		\$1,000	250	250	250	250	250	1,250
D419	ART	2	OptiPlex GX620		\$1,000	500	500	500	500	500	2,500
D420	Humanities	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
D422	Humanities	2	OptiPlex GX620		\$1,000	500	500	500	500	500	2,500
D423	Humanities	1	PowerMac G3		\$1,000	250	250	250	250	250	1,250
D424	Humanities	1	PowerMac G3		\$1,000	250	250	250	250	250	1,250
D424	Humanities	1	OptiPlex GX240		\$1,000	250	250	250	250	250	1,250
D425	Humanities	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
D425	Humanities	1	OptiPlex GX745		\$1,000	250	250	250	250	250	1,250
D426	Humanities	1	OptiPlex GX745		\$1,000	250	250	250	250	250	1,250
D427	Humanities	2	OptiPlex GX240		\$1,000	500	500	500	500	500	2,500
D428	Humanities	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
D429	Humanities	1	OptiPlex GX240		\$1,000	250	250	250	250	250	1,250
D430	Humanities	2	OptiPlex GX620		\$1,000	500	500	500	500	500	2,500
D431	Humanities	2	OptiPlex GX620		\$1,000	500	500	500	500	500	2,500
D432	Humanities	2	OptiPlex GX620		\$1,000	500	500	500	500	500	2,500
D433	Humanities	1	OptiPlex GX280		\$1,000	250	250	250	250	250	1,250
L116-3	Media	2	Dimension 360		\$1,000	500	500	500	500	500	2,500
L116-3	Media	1	XPS		\$1,500	375	375	375	375	375	1,875
L117	Media	3	OptiPlex GX1		\$1,000	750	750	750	750	750	3,750
L117	Media	3	Precision 340		\$1,000	750	750	750	750	750	3,750
L117	Media	3	OptiPlex GX620		\$1,000	750	750	750	750	750	3,750
S101	Admissions	8	OptiPlex GX745		\$1,000	2,000	2,000	2,000	2,000	2,000	10,000
S101	Admissions	9	OptiPlex GX620		\$1,000	2,250	2,250	2,250	2,250	2,250	11,250
S101-1	Admissions	1	OptiPlex GX745		\$1,000	250	250	250	250	250	1,250
S101-2	Admissions	1	OptiPlex GX745		\$1,000	250	250	250	250	250	1,250

## EDUCATIONAL MASTER PLAN

ROOM #	DEPT. NAME	QTY	MODELS	DATE	UNIT COST	08/09	09/10	10/11	11/12	12/13	TOTAL
S101-3	Admissions	2	OptiPlex GX620		\$1,000	500	500	500	500	500	2,500
S104	Cashiers	2	OptiPlex GX755		\$1,000	500	500	500	500	500	2,500
S104	Cashiers	1	OptiPlex GX745		\$1,000	250	250	250	250	250	1,250
S104	Cashiers	1	OptiPlex GX270		\$1,000	250	250	250	250	250	1,250
S105	Veteran	2	OptiPlex GX620		\$1,000	500	500	500	500	500	2,500
S105-1	Graduation	2	OptiPlex GX755		\$1,000	500	500	500	500	500	2,500
S105-1	Veteran	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
S106	Counseling	2	OptiPlex GX620		\$1,000	500	500	500	500	500	2,500
S106-2	Counseling	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
S107	Counseling	1	OptiPlex GX240		\$1,000	250	250	250	250	250	1,250
S107-2	Counseling	2	OptiPlex GX240		\$1,000	500	500	500	500	500	2,500
S107-2	Counseling	1	OptiPlex GX745		\$1,000	250	250	250	250	250	1,250
S108-1	Counseling	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
S108-3	Counseling	1	OptiPlex GX745		\$1,000	250	250	250	250	250	1,250
S108-9	Counseling	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
S109	Counseling	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
S110	Transferring	1	OptiPlex GX270		\$1,000	250	250	250	250	250	1,250
S110	Transferring	2	OptiPlex GX260		\$1,000	500	500	500	500	500	2,500
S110	Transferring	3	OptiPlex GX620		\$1,000	750	750	750	750	750	3,750
S110	Transferring	3	OptiPlex GX280		\$1,000	750	750	750	750	750	3,750
S110	Transferring	3	OptiPlex GX745		\$1,000	750	750	750	750	750	3,750
S110	Transferring	1	OptiPlex GX240		\$1,000	250	250	250	250	250	1,250
S110	Transferring	3	OptiPlex GX755		\$1,000	750	750	750	750	750	3,750
S112-N	Counseling	4	OptiPlex GX280		\$1,000	1,000	1,000	1,000	1,000	1,000	5,000
S116	Counseling	1	OptiPlex GX260		\$1,000	250	250	250	250	250	1,250
S117	Counseling	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
S119	Counseling	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
S120	Counseling	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
S121	Counseling	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
S122	Counseling	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
S123	Counseling	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
S124	Counseling	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
S125	Counseling	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
S126	Counseling	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
S127	Counseling	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
S128	Counseling	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
S129	Counseling	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
S130	Counseling	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
S131	Counseling	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
S131	Counseling	1	OptiPlex GX755		\$1,000	250	250	250	250	250	1,250
S133	Counseling	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
S134	Counseling	1	OptiPlex GX755		\$1,000	250	250	250	250	250	1,250
S135	Counseling	1	OptiPlex GX755		\$1,000	250	250	250	250	250	1,250
S201	Community Services	1	OptiPlex GX280		\$1,000	250	250	250	250	250	1,250
S201	Community Services	1	OptiPlex GX240		\$1,000	250	250	250	250	250	1,250
S201	Scholarship	1	OptiPlex GX150		\$1,000	250	250	250	250	250	1,250
S201	Scholarship	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
S201-1	Community Services	1	OptiPlex GX270		\$1,000	250	250	250	250	250	1,250
S201-2	Foundation	1	OptiPlex GX745		\$1,000	250	250	250	250	250	1,250
S201-3	Scholarship	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
S203	Administrative Services	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
S203	Administrative Services	5	OptiPlex GX280		\$1,000	1,250	1,250	1,250	1,250	1,250	6,250
S203	Administrative Services	1	OptiPlex GX755		\$1,000	250	250	250	250	250	1,250
S203-1	Administrative Services	1	Latitude D620		\$1,000	250	250	250	250	250	1,250



**TECHNOLOGY PLAN 2007–2012: APPENDIX 5**

ROOM #	DEPT. NAME	QTY	MODELS	DATE	UNIT COST	08/09	09/10	10/11	11/12	12/13	TOTAL
S203-2	Administrative Services	1	OptiPlex GX745		\$1,000	250	250	250	250	250	1,250
S203-3	Administrative Services	1	OptiPlex GX755		\$1,000	250	250	250	250	250	1,250
S207	VP of Student Services	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
S208	Public Information Office	1	OptiPlex GX755		\$1,000	250	250	250	250	250	1,250
S209	Scheduling	1	OptiPlex GX200		\$1,000	250	250	250	250	250	1,250
S209	Scheduling	1	OptiPlex GX280		\$1,000	250	250	250	250	250	1,250
S209	Scheduling	1	OptiPlex GX745		\$1,000	250	250	250	250	250	1,250
S209	Scheduling	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
S211	Academic Sentate	1	Dimension 8100		\$1,000	250	250	250	250	250	1,250
S211	Student Services	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
S213	Outreach	3	OptiPlex GX620		\$1,000	750	750	750	750	750	3,750
S213	Outreach	5	OptiPlex GX280		\$1,000	1,250	1,250	1,250	1,250	1,250	6,250
S213-1	Outreach	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
S213-2	Outreach	2	OptiPlex GX620		\$1,000	500	500	500	500	500	2,500
S213-2	Outreach	1	OptiPlex GX755		\$1,000	250	250	250	250	250	1,250
S213-2	Outreach	1	Latitude D620		\$1,000	250	250	250	250	250	1,250
S213-2	Outreach	1	OptiPlex GX755		\$1,000	250	250	250	250	250	1,250
S213-2A	Outreach	2	OptiPlex GX200		\$1,000	500	500	500	500	500	2,500
S214	Student Affairs	3	OptiPlex GX620		\$1,000	750	750	750	750	750	3,750
S214-1	Dean of Student Affairs	1	Laptop D620		\$1,000	250	250	250	250	250	1,250
S214-2	VP of Student Affairs	1	OptiPlex GX270		\$1,000	250	250	250	250	250	1,250
L225-1	Career Center	1	OptiPlex GX745		\$1,000	250	250	250	250	250	1,250
L225	Career Center	2	OptiPlex GX745		\$1,000	500	500	500	500	500	2,500
L225	Career Center	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
L225	Career Center	1	OptiPlex GX270		\$1,000	250	250	250	250	250	1,250
L222	Special Services	3	OptiPlex GX745		\$1,000	750	750	750	750	750	3,750
L222	Special Services	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
H211	Pharmacy	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
H211	Pharmacy	1	OptiPlex GX270		\$1,000	250	250	250	250	250	1,250
H203	Fire	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
H206	Fire	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
T103	Manufacturing	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
T106	Manufacturing	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
T202	Fashion, Design, Merchandising	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
T202	Fashion, Design, Merchandising	1	OptiPlex GX240		\$1,000	250	250	250	250	250	1,250
T206	OTA	1	OptiPlex GX240		\$1,000	250	250	250	250	250	1,250
T206	OTA	1	OptiPlex GX755		\$1,000	250	250	250	250	250	1,250
T209	OTA	1	OptiPlex GX755		\$1,000	250	250	250	250	250	1,250
T209	OTA	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
J109-1	Diesel	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
J103-3	Automotive Technology	1	OptiPlex GX150		\$1,000	250	250	250	250	250	1,250
J204	Automotive Technology	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
J203	Automotive Technology	2	OptiPlex GX620		\$1,000	500	500	500	500	500	2,500
J201	Automotive Technology	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
B33	Human Development	1	OptiPlex GX240		\$1,000	250	250	250	250	250	1,250
B33	Human Development	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250

## EDUCATIONAL MASTER PLAN

ROOM #	DEPT. NAME	QTY	MODELS	DATE	UNIT COST	08/09	09/10	10/11	11/12	12/13	TOTAL
L221	Testing Center	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
L221	Testing Center	7	OptiPlex GX620		\$1,000	1,750	1,750	1,750	1,750	1,750	8,750
L221	Testing Center	1	OptiPlex GX745		\$1,000	250	250	250	250	250	1,250
A113	Fire	1	OptiPlex GX755		\$1,000	250	250	250	250	250	1,250
A113-8	Fire	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
A113-7	Fire	1	OptiPlex GX240		\$1,000	250	250	250	250	250	1,250
A113-7	Fire	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
A113	Fire	1	OptiPlex GX520		\$1,000	250	250	250	250	250	1,250
A113	Fire	1	OptiPlex GX745		\$1,000	250	250	250	250	250	1,250
A113-2	Fire	1	OptiPlex GX520		\$1,000	250	250	250	250	250	1,250
A113-4	Fire	1	OptiPlex GX260		\$1,000	250	250	250	250	250	1,250
A113-5	Fire	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
A113-5	Fire	1	OptiPlex GX240		\$1,000	250	250	250	250	250	1,250
A113-1	Fire	1	OptiPlex GX270		\$1,000	250	250	250	250	250	1,250
A113-1	Fire	2	OptiPlex GX620		\$1,000	500	500	500	500	500	2,500
R105	Distance Education	2	OptiPlex GX620		\$1,000	500	500	500	500	500	2,500
R105-1	Distance Education	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
R107	Human Services	1	OptiPlex GX400		\$1,000	250	250	250	250	250	1,250
R107	Human Services	2	OptiPlex GX620		\$1,000	500	500	500	500	500	2,500
R107	Human Services	2	OptiPlex GX240		\$1,000	500	500	500	500	500	2,500
R116	AMISTAD	1	OptiPlex GX240		\$1,000	250	250	250	250	250	1,250
R116	AMISTAD	1	Latitude D800		\$1,000	250	250	250	250	250	1,250
R118	Criminal Justice	1	OptiPlex GX270		\$1,000	250	250	250	250	250	1,250
R118-B	Criminal Justice	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
R120	Human Development	1	OptiPlex GX1p		\$1,000	250	250	250	250	250	1,250
W102	Exercise Science	2	OptiPlex GX620		\$1,000	500	500	500	500	500	2,500
W102-1	Exercise Science	1	OptiPlex GX745		\$1,000	250	250	250	250	250	1,250
W102-1	Exercise Science	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
W102-5	Exercise Science	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
W104	Exercise Science	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
W105	Exercise Science	1	OptiPlex GX745		\$1,000	250	250	250	250	250	1,250
E102	Exercise Science	1	OptiPlex GX280		\$1,000	250	250	250	250	250	1,250
E103	Exercise Science	1	OptiPlex GX1		\$1,000	250	250	250	250	250	1,250
E104	Exercise Science	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
E105	Exercise Science	1	Laptop		\$1,000	250	250	250	250	250	1,250
E109	Exercise Science	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
E108	Exercise Science	1	OptiPlex GX280		\$1,000	250	250	250	250	250	1,250
G102	Exercise Science	3	OptiPlex GX620		\$1,000	750	750	750	750	750	3,750
G102	Exercise Science	1	OptiPlex GX280		\$1,000	250	250	250	250	250	1,250
G103	Exercise Science	1	OptiPlex GX200		\$1,000	250	250	250	250	250	1,250
G105	Exercise Science	1	OptiPlex GX280		\$1,000	250	250	250	250	250	1,250
G105	Exercise Science	1	Latitude D800		\$1,000	250	250	250	250	250	1,250
F100	Exercise Science	1	Laptop		\$1,000	250	250	250	250	250	1,250
F101	Exercise Science	1	OptiPlex GX150		\$1,000	250	250	250	250	250	1,250
F101	Exercise Science	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
F104	Exercise Science	1	OptiPlex GX745		\$1,000	250	250	250	250	250	1,250
F104	Exercise Science	1	OptiPlex GX240		\$1,000	250	250	250	250	250	1,250
F104	Exercise Science	1	OptiPlex GX1		\$1,000	250	250	250	250	250	1,250
F105	Exercise Science	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
F105	Exercise Science	1	Laptop		\$1,000	250	250	250	250	250	1,250
F116	Exercise Science	1	OptiPlex GX1		\$1,000	250	250	250	250	250	1,250
F116	Exercise Science	2	OptiPlex GX620		\$1,000	500	500	500	500	500	2,500
F116	Exercise Science	1	Laptop		\$1,000	250	250	250	250	250	1,250
F114	Exercise Science	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
F114	Exercise Science	1	OptiPlex GX745		\$1,000	250	250	250	250	250	1,250
F125	Exercise Science	1	OptiPlex GX280		\$1,000	250	250	250	250	250	1,250
F125	Exercise Science	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
F124	Exercise Science	2	OptiPlex GX620		\$1,000	500	500	500	500	500	2,500

**TECHNOLOGY PLAN 2007–2012: APPENDIX 5**

ROOM #	DEPT. NAME	QTY	MODELS	DATE	UNIT COST	08/09	09/10	10/11	11/12	12/13	TOTAL
F123	Exercise Science	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
F122	Exercise Science	1	OptiPlex GX200		\$1,000	250	250	250	250	250	1,250
F121	Exercise Science	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
U107	Deaf and Hard of Hearing	2	OptiPlex GX260		\$1,000	500	500	500	500	500	2,500
U107	Deaf and Hard of Hearing	1	OptiPlex GX745		\$1,000	250	250	250	250	250	1,250
U107	Deaf and Hard of Hearing	1	Latitude D820		\$1,000	250	250	250	250	250	1,250
U101-2	Deaf and Hard of Hearing	1	OptiPlex GX755		\$1,000	250	250	250	250	250	1,250
U101-13	Deaf and Hard of Hearing	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
U121	Deaf and Hard of Hearing	1	OptiPlex GX745		\$1,000	250	250	250	250	250	1,250
U121	Deaf and Hard of Hearing	5	OptiPlex GX620		\$1,000	1,250	1,250	1,250	1,250	1,250	6,250
U121-D	Deaf and Hard of Hearing	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
U121-E	Deaf and Hard of Hearing	1	Latitude D400		\$1,000	250	250	250	250	250	1,250
U121-E	Deaf and Hard of Hearing	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
U205	Deaf and Hard of Hearing	1	OptiPlex GX270		\$1,000	250	250	250	250	250	1,250
U218	Student Business Division	4	OptiPlex GX620		\$1,000	1,000	1,000	1,000	1,000	1,000	5,000
U218	Student Business Division	2	OptiPlex GX240		\$1,000	500	500	500	500	500	2,500
U218	Student Business Division	1	OptiPlex GX755		\$1,000	250	250	250	250	250	1,250
U218-1	Student Business Division	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
U217-1	Student Business Division	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
U222	Student Placement	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
U222	Student Placement	2	OptiPlex GX755		\$1,000	500	500	500	500	500	2,500
U221	Financial Aid	6	OptiPlex GX755		\$1,000	1,500	1,500	1,500	1,500	1,500	7,500
U221-5	Financial Aid	1	OptiPlex GX755		\$1,000	250	250	250	250	250	1,250
U221-6	Financial Aid	1	OptiPlex GX755		\$1,000	250	250	250	250	250	1,250
U221-7	Financial Aid	2	OptiPlex GX755		\$1,000	500	500	500	500	500	2,500
U221-8	Financial Aid	1	OptiPlex GX755		\$1,000	250	250	250	250	250	1,250
U221-9	Financial Aid	2	OptiPlex GX755		\$1,000	500	500	500	500	500	2,500
U221-10	Financial Aid	2	OptiPlex GX755		\$1,000	500	500	500	500	500	2,500
U221-11	Financial Aid	1	OptiPlex GX755		\$1,000	250	250	250	250	250	1,250
U221-12	Financial Aid	1	OptiPlex GX755		\$1,000	250	250	250	250	250	1,250
U221-13	Financial Aid	2	OptiPlex GX755		\$1,000	500	500	500	500	500	2,500
U221-14	Financial Aid	1	OptiPlex GX745		\$1,000	250	250	250	250	250	1,250
U221-15	Financial Aid	2	OptiPlex GX755		\$1,000	500	500	500	500	500	2,500
U221-16	Financial Aid	1	OptiPlex GX280		\$1,000	250	250	250	250	250	1,250
U221-16	Financial Aid	1	OptiPlex GX240		\$1,000	250	250	250	250	250	1,250
U219	Financial Aid	2	OptiPlex GX755		\$1,000	500	500	500	500	500	2,500
U219-3	Financial Aid	5	OptiPlex GX755		\$1,000	1,250	1,250	1,250	1,250	1,250	6,250
U219-3	Financial Aid	1	Latitude D600		\$1,000	250	250	250	250	250	1,250
U101	EOPS	3	Latitude D800		\$1,000	750	750	750	750	750	3,750
U101	EOPS	1	OptiPlex GX400		\$1,000	250	250	250	250	250	1,250
U101	EOPS	1	OptiPlex GX200		\$1,000	250	250	250	250	250	1,250
U101	EOPS	2	OptiPlex GX620		\$1,000	500	500	500	500	500	2,500
U101-11	EOPS	1	Latitude C610		\$1,000	250	250	250	250	250	1,250
U101-2	EOPS	1	Latitude C840		\$1,000	250	250	250	250	250	1,250
U101-10	EOPS	1	Latitude D800		\$1,000	250	250	250	250	250	1,250

## EDUCATIONAL MASTER PLAN

ROOM #	DEPT. NAME	QTY	MODELS	DATE	UNIT COST	08/09	09/10	10/11	11/12	12/13	TOTAL
U101-9	EOPS	1	Latitude C610		\$1,000	250	250	250	250	250	1,250
U101-10-1	EOPS	1	Latitude D800		\$1,000	250	250	250	250	250	1,250
U103	Tutorial Learning Center	1	OptiPlex GX755		\$1,000	250	250	250	250	250	1,250
U103	Tutorial Learning Center	2	OptiPlex GX745		\$1,000	500	500	500	500	500	2,500
U103-2	DSPS	3	OptiPlex GX745		\$1,000	750	750	750	750	750	3,750
U103-2	DSPS	1	OptiPlex GX270		\$1,000	250	250	250	250	250	1,250
U103-2	DSPS	1	OptiPlex GX755		\$1,000	250	250	250	250	250	1,250
U103-1	DSPS	1	OptiPlex GX280		\$1,000	250	250	250	250	250	1,250
U103-6	DSPS	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
U103-6	DSPS	2	OptiPlex GX755		\$1,000	500	500	500	500	500	2,500
U103-7	DSPS	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
U107	DSPS	2	OptiPlex GX620		\$1,000	500	500	500	500	500	2,500
U141	DSPS	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
U102	CalWORKS	1	OptiPlex GX1p		\$1,000	250	250	250	250	250	1,250
U102-2	CalWORKS	1	Latitude C610		\$1,000	250	250	250	250	250	1,250
U102-3	CalWORKS	1	OptiPlex GX270		\$1,000	250	250	250	250	250	1,250
U103-6	CalWORKS	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
U100-A	Service Learning Center	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
U100-A	Service Learning Center	3	OptiPlex GX240		\$1,000	750	750	750	750	750	3,750
U100-A	Service Learning Center	2	Latitude D400		\$1,000	500	500	500	500	500	2,500
U100-A	Service Learning Center	1	OptiPlex GX745		\$1,000	250	250	250	250	250	1,250
U120	Health Center	1	OptiPlex GX200		\$1,000	250	250	250	250	250	1,250
U120	Health Center	3	OptiPlex GX620		\$1,000	750	750	750	750	750	3,750
U120	Health Center	1	OptiPlex GX270		\$1,000	250	250	250	250	250	1,250
U120	Health Center	1	Latitude D630		\$1,000	250	250	250	250	250	1,250
U120	Health Center	1	OptiPlex GX400		\$1,000	250	250	250	250	250	1,250
U120-9	Health Center	1	OptiPlex GX260		\$1,000	250	250	250	250	250	1,250
U120-10	Health Center	1	OptiPlex GX270		\$1,000	250	250	250	250	250	1,250
U126	Bookstore	1	Latitude D630		\$1,000	250	250	250	250	250	1,250
U126	Bookstore	6	OptiPlex GX260		\$1,000	1,500	1,500	1,500	1,500	1,500	7,500
U126	Bookstore	2	OptiPlex GX620		\$1,000	500	500	500	500	500	2,500
U126	Bookstore	1	OptiPlex GX745		\$1,000	250	250	250	250	250	1,250
U126	Bookstore	1	Latitude C640		\$1,000	250	250	250	250	250	1,250
U126	Bookstore	1	OptiPlex GX150		\$1,000	250	250	250	250	250	1,250
A117-4	ITS - SAC Helpdesk	1	OptiPlex GX745		\$1,000	250	250	250	250	250	1,250
A117-4	ITS - SAC Helpdesk	1	Latitude C640		\$1,000	250	250	250	250	250	1,250
U101	EOPS	2	Latitude D800		\$1,000	500	500	500	500	500	2,500
U101-5	EOPS	1	Latitude C610		\$1,000	250	250	250	250	250	1,250
U101-6	EOPS	1	Latitude D510		\$1,000	250	250	250	250	250	1,250
U101-7	EOPS	1	Latitude D800		\$1,000	250	250	250	250	250	1,250
U121	Student Affairs	1	OptiPlex GX280		\$1,000	250	250	250	250	250	1,250
U121	Student Affairs	1	OptiPlex GX755		\$1,000	250	250	250	250	250	1,250
S205	President's Office	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
S209	President's Office	1	Dimension 8400		\$1,000	250	250	250	250	250	1,250
L222-3	Upward Bound	1	OptiPlex GX745		\$1,000	250	250	250	250	250	1,250
L222-3	Upward Bound	2	OptiPlex GX620		\$1,000	500	500	500	500	500	2,500
L222-4	Upward Bound	1	OptiPlex GX745		\$1,000	250	250	250	250	250	1,250
L222-5	Upward Bound	1	OptiPlex GX745		\$1,000	250	250	250	250	250	1,250
L222-5	Upward Bound	1	OptiPlex GX280		\$1,000	250	250	250	250	250	1,250
L220-4	Workability	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
L220-4	Workability	1	OptiPlex GX280		\$1,000	250	250	250	250	250	1,250
L220-N	Workability	2	OptiPlex GX270		\$1,000	500	500	500	500	500	2,500

**TECHNOLOGY PLAN 2007–2012: APPENDIX 5**

<b>ROOM #</b>	<b>DEPT. NAME</b>	<b>QTY</b>	<b>MODELS</b>	<b>DATE</b>	<b>UNIT COST</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>	<b>12/13</b>	<b>TOTAL</b>
L220-N	Workability	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
L220-S	Talent Search	3	OptiPlex GX620		\$1,000	750	750	750	750	750	3,750
L220-1	Talent Search	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
L220-2	Talent Search	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
L220-3	Speech Pathology	1	OptiPlex GX620		\$1,000	250	250	250	250	250	1,250
	Administrative Total	449			\$318,500	\$112,375	\$112,375	\$112,375	\$112,375	\$112,375	\$561,875



**Seperator**





## Inventory of instructional PCs

SAC CLASSROOMS & LABS											
ROOM #	DEPT. NAME	QTY	MODELS	DATE	UNIT COST	08/09	09/10	10/11	11/12	12/13	TOTAL
A103	Business Application Technology	1	OptiPlex GX150	7/3/2001	\$1,000	250	250	250	250	250	\$1,250
A104	Business Application Technology	41	OptiPlex GX280	11/16/2004	\$1,000	10,250	10,250	10,250	10,250	10,250	\$51,250
A106	Business	27	OptiPlex GX280	10/21/2004	\$1,000	6,750	6,750	6,750	6,750	6,750	\$33,750
A106	Business	14	OptiPlex GX260	2/7/2003	\$1,000	3,500	3,500	3,500	3,500	3,500	\$17,500
A106	Business	19	OptiPlex GX240	10/19/2002	\$1,000	4,750	4,750	4,750	4,750	4,750	\$23,750
A106	Business	16	PowerMac G5	6/1/2003	\$1,500	6,000	6,000	6,000	6,000	6,000	\$30,000
A107	Business	1	OptiPlex GX240	10/19/2002	\$1,000	250	250	250	250	250	\$1,250
A107	Business	1	OptiPlex GX280	11/13/2004	\$1,000	250	250	250	250	250	\$1,250
A107	Business	1	OptiPlex 745	6/13/2007	\$1,000	250	250	250	250	250	\$1,250
A107	Business	1	Latitude D505	8/23/2004	\$1,000	250	250	250	250	250	\$1,250
A108	Business Application Technology	41	OptiPlex GX280	11/15/2004	\$1,000	10,250	10,250	10,250	10,250	10,250	\$51,250
A117	Business Application Technology	1	OptiPlex GX260	8/6/2003	\$1,000	250	250	250	250	250	\$1,250
A128	Fire Tech	1	OptiPlex GX620	12/15/2005	\$1,000	250	250	250	250	250	\$1,250
A130	Business Application Technology	1	OptiPlex GX280	11/13/2004	\$1,000	250	250	250	250	250	\$1,250
A203	Business Application Technology	1	OptiPlex GX280	11/16/2004	\$1,000	250	250	250	250	250	\$1,250
A205	Business Application Technology	1	OptiPlex GX280	11/13/2004	\$1,000	250	250	250	250	250	\$1,250
A205	Business Application Technology	1	Latitude D820	12/12/2006	\$1,000	250	250	250	250	250	\$1,250
A206	Computer Science	19	OptiPlex GX240	12/12/2006	\$1,000	4,750	4,750	4,750	4,750	4,750	\$23,750
A207	Business Application Technology	1	OptiPlex GX280	11/13/2004	\$1,000	250	250	250	250	250	\$1,250
A208	Business	19	OptiPlex GX240	6/26/2002	\$1,000	4,750	4,750	4,750	4,750	4,750	\$23,750
A209	Business Application Technology	22	Latitude D505	8/23/2004	\$1,000	5,500	5,500	5,500	5,500	5,500	\$27,500
A209	Business Application Technology	1	OptiPlex GX280	11/13/2004	\$1,000	250	250	250	250	250	\$1,250
A210	Business Application Technology	1	OptiPlex GX280	11/13/2004	\$1,000	250	250	250	250	250	\$1,250
A211	Business Application Technology	1	OptiPlex GX280	11/13/2004	\$1,000	250	250	250	250	250	\$1,250
A211	Business Application Technology	25	Latitude C840	11/8/2002	\$1,000	6,250	6,250	6,250	6,250	6,250	\$31,250
A213	Computer Science	19	OptiPlex 745	12/28/2006	\$1,000	4,750	4,750	4,750	4,750	4,750	\$23,750
A214	Engineering	1	OptiPlex GX620	10/26/2005	\$1,000	250	250	250	250	250	\$1,250
A215	Computer Science	19	OptiPlex 745	6/13/2007	\$1,000	4,750	4,750	4,750	4,750	4,750	\$23,750
A216	Engineering	1	OptiPlex GX620	10/26/2005	\$1,000	250	250	250	250	250	\$1,250
A219	ART	3	PowerMac G4	6/1/2001	\$1,000	750	750	750	750	750	\$3,750
A219	ART	24	PowerMac G5	6/1/2003	\$1,500	9,000	9,000	9,000	9,000	9,000	\$45,000
A222	Business Application Technology	21	OptiPlex GX620	8/4/2005	\$1,000	5,250	5,250	5,250	5,250	5,250	\$26,250

## EDUCATIONAL MASTER PLAN

SAC CLASSROOMS & LABS											
ROOM #	DEPT. NAME	QTY	MODELS	DATE	UNIT COST	08/09	09/10	10/11	11/12	12/13	TOTAL
A223	ART	3	Precision WorkStation 670	3/19/2005	\$1,500	1,125	1,125	1,125	1,125	1,125	\$5,625
A223	ART	1	Precision WorkStation 530 MT	2/13/2003	\$1,500	375	375	375	375	375	\$1,875
A223	ART	17	Precision WorkStation 450	9/21/2003	\$1,500	6,375	6,375	6,375	6,375	6,375	\$31,875
A224	Business Application Technology	21	OptiPlex 745	12/28/2006	\$1,000	5,250	5,250	5,250	5,250	5,250	\$26,250
A225	Engineering	47	OptiPlex GX620	10/25/2005	\$1,000	11,750	11,750	11,750	11,750	11,750	\$58,750
A225	Engineering	1	OptiPlex GX240	10/19/2002	\$1,000	250	250	250	250	250	\$1,250
A225	Engineering	1	OptiPlex GX150	8/17/2001	\$1,000	250	250	250	250	250	\$1,250
A226	Business Application Technology	33	OptiPlex GX620	10/25/2005	\$1,000	8,250	8,250	8,250	8,250	8,250	\$41,250
A228	Business Application Technology	27	OptiPlex 745	7/24/2007	\$1,000	6,750	6,750	6,750	6,750	6,750	\$33,750
B015	Business Application Technology	18	OptiPlex GX150	8/16/2001	\$1,000	4,500	4,500	4,500	4,500	4,500	\$22,500
B015	Business Application Technology	1	OptiPlex GX260	8/6/2003	\$1,000	250	250	250	250	250	\$1,250
B016	MCHS	22	OptiPlex GX620	6/5/2006	\$1,000	5,500	5,500	5,500	5,500	5,500	\$27,500
B018	MCHS	5	OptiPlex GX620	6/5/2006	\$1,000	1,250	1,250	1,250	1,250	1,250	\$6,250
B021	MCHS	1	OptiPlex GX150	8/16/2001	\$1,000	250	250	250	250	250	\$1,250
B022	MCHS	1	OptiPlex GX270	6/24/2004	\$1,000	250	250	250	250	250	\$1,250
B024	MCHS	1	OptiPlex GX270	6/24/2004	\$1,000	250	250	250	250	250	\$1,250
B024	MCHS	2	OptiPlex GX150	8/16/2001	\$1,000	500	500	500	500	500	\$2,500
B025	MCHS	1	OptiPlex GX150	8/16/2001	\$1,000	250	250	250	250	250	\$1,250
B025	MCHS	1	OptiPlex GX240	8/16/2001	\$1,000	250	250	250	250	250	\$1,250
B025	MCHS	1	OptiPlex GX620	6/5/2006	\$1,000	250	250	250	250	250	\$1,250
B026	MCHS	1	OptiPlex GX150	8/16/2001	\$1,000	250	250	250	250	250	\$1,250
B028	MCHS	2	OptiPlex GX150	8/16/2001	\$1,000	500	500	500	500	500	\$2,500
B028	MCHS	1	OptiPlex GX270	6/24/2004	\$1,000	250	250	250	250	250	\$1,250
C104	ART	1	OptiPlex GX620	6/14/2006	\$1,000	250	250	250	250	250	\$1,250
C201	El Don	11	OptiPlex GX620	9/1/2005	\$1,000	2,750	2,750	2,750	2,750	2,750	\$13,750
C202	ART	1	OptiPlex GX620	6/14/2006	\$1,000	250	250	250	250	250	\$1,250
C207	ART	1	OptiPlex GX620	6/14/2006	\$1,000	250	250	250	250	250	\$1,250
C213	ART	1	OptiPlex GX620	10/25/2005	\$1,000	250	250	250	250	250	\$1,250
C214	ART	1	OptiPlex GX620	10/25/2005	\$1,000	250	250	250	250	250	\$1,250
D101	Humanities and Social Sciences	1	OptiPlex 745	1/23/2007	\$1,000	250	250	250	250	250	\$1,250
D102	Humanities and Social Sciences	1	OptiPlex GX280	4/26/2005	\$1,000	250	250	250	250	250	\$1,250
D103	Humanities and Social Sciences	1	OptiPlex 745	1/23/2007	\$1,000	250	250	250	250	250	\$1,250
D105	Humanities and Social Sciences	1	OptiPlex 745	1/23/2007	\$1,000	250	250	250	250	250	\$1,250
D106	Humanities and Social Sciences	1	OptiPlex 745	1/23/2007	\$1,000	250	250	250	250	250	\$1,250
D108	Humanities and Social Sciences	1	OptiPlex 745	1/24/2007	\$1,000	250	250	250	250	250	\$1,250
D110	Humanities and Social Sciences	19	OptiPlex GX620	10/25/2005	\$1,000	4,750	4,750	4,750	4,750	4,750	\$23,750

**TECHNOLOGY PLAN 2007–2012: APPENDIX 6**

SAC CLASSROOMS & LABS											
ROOM #	DEPT. NAME	QTY	MODELS	DATE	UNIT COST	08/09	09/10	10/11	11/12	12/13	TOTAL
D202	Humanities and Social Sciences	1	OptiPlex 745	3/22/2007	\$1,000	250	250	250	250	250	\$1,250
D204	Humanities and Social Sciences	1	OptiPlex 745	3/22/2007	\$1,000	250	250	250	250	250	\$1,250
D208	Humanities and Social Sciences	1	OptiPlex 745	1/24/2007	\$1,000	250	250	250	250	250	\$1,250
D209	Humanities and Social Sciences	1	OptiPlex 745	1/23/2007	\$1,000	250	250	250	250	250	\$1,250
D214	Humanities and Social Sciences	1	OptiPlex 745	3/22/2007	\$1,000	250	250	250	250	250	\$1,250
D301	Humanities and Social Sciences	53	OptiPlex 745	6/10/2007	\$1,000	13,250	13,250	13,250	13,250	13,250	\$66,250
D301	Humanities and Social Sciences	1	OptiPlex GX240	9/15/2002	\$1,000	250	250	250	250	250	\$1,250
D303	Humanities and Social Sciences	1	OptiPlex GX240	5/9/2002	\$1,000	250	250	250	250	250	\$1,250
D304	Humanities and Social Sciences	1	OptiPlex 745	1/23/2007	\$1,000	250	250	250	250	250	\$1,250
D305	Humanities and Social Sciences	1	OptiPlex GX280	4/26/2005	\$1,000	250	250	250	250	250	\$1,250
D306	Humanities and Social Sciences	12	OptiPlex GX240	4/17/2002	\$1,000	3,000	3,000	3,000	3,000	3,000	\$15,000
D306	Humanities and Social Sciences	5	OptiPlex GX150	8/16/2001	\$1,000	1,250	1,250	1,250	1,250	1,250	\$6,250
D306	Humanities and Social Sciences	13	OptiPlex GX200	5/17/2001	\$1,000	3,250	3,250	3,250	3,250	3,250	\$16,250
D307	Humanities and Social Sciences	2	OptiPlex GX280	3/18/2005	\$1,000	500	500	500	500	500	\$2,500
D307	Humanities and Social Sciences	21	OptiPlex GX240	4/17/2002	\$1,000	5,250	5,250	5,250	5,250	5,250	\$26,250
D307	Humanities and Social Sciences	10	OptiPlex GX270	5/29/2004	\$1,000	2,500	2,500	2,500	2,500	2,500	\$12,500
D309	Humanities and Social Sciences	1	OptiPlex 745	1/24/2007	\$1,000	250	250	250	250	250	\$1,250
d401	Humanities and Social Sciences	9	OptiPlex GX200	8/30/2000	\$1,000	2,250	2,250	2,250	2,250	2,250	\$11,250
D434	Humanities and Social Sciences	8	OptiPlex GX620	10/25/2005	\$1,000	2,000	2,000	2,000	2,000	2,000	\$10,000
H105	Math & Science	1	OptiPlex 745	3/22/2007	\$1,000	250	250	250	250	250	\$1,250
H108	Math & Science	15	OptiPlex GX620	10/25/2005	\$1,000	3,750	3,750	3,750	3,750	3,750	\$18,750
H201	Fire Tech	1	OptiPlex GX620	12/15/2005	\$1,000	250	250	250	250	250	\$1,250
H205	Fire	1	OptiPlex GX620	12/15/2005	\$1,000	250	250	250	250	250	\$1,250
H207	Fire	1	OptiPlex GX620	10/25/2005	\$1,000	250	250	250	250	250	\$1,250
H210	Human Services	7	OptiPlex 745	12/28/2006	\$1,000	1,750	1,750	1,750	1,750	1,750	\$8,750
H210	Human Services	1	OptiPlex GX270	5/13/2004	\$1,000	250	250	250	250	250	\$1,250
H210	Human Services	1	OptiPlex GX620	9/6/2006	\$1,000	250	250	250	250	250	\$1,250

## EDUCATIONAL MASTER PLAN

SAC CLASSROOMS & LABS											
ROOM #	DEPT. NAME	QTY	MODELS	DATE	UNIT COST	08/09	09/10	10/11	11/12	12/13	TOTAL
J101	Diesel	1	OptiPlex 745	2/20/2007	\$1,000	250	250	250	250	250	\$1,250
J103	Automotive Technology	4	OptiPlex GX240	9/15/2002	\$1,000	1,000	1,000	1,000	1,000	1,000	\$5,000
J109	Diesel	16	OptiPlex GX150	8/16/2001	\$1,000	4,000	4,000	4,000	4,000	4,000	\$20,000
J109	Diesel	1	OptiPlex 745	2/20/2007	\$1,000	250	250	250	250	250	\$1,250
L101	Library	7	OptiPlex GX150	5/17/2001	\$1,000	1,750	1,750	1,750	1,750	1,750	\$8,750
L101	Library	11	OptiPlex GX260	4/21/2003	\$1,000	2,750	2,750	2,750	2,750	2,750	\$13,750
L101	Library	12	OptiPlex GX270	9/18/2003	\$1,000	3,000	3,000	3,000	3,000	3,000	\$15,000
L101	Library	2	OptiPlex 745	5/31/2007	\$1,000	500	500	500	500	500	\$2,500
L101	Library	35	OptiPlex GX620	2/9/2006	\$1,000	8,750	8,750	8,750	8,750	8,750	\$43,750
L101	Library	7	OptiPlex GX280	12/11/2004	\$1,000	1,750	1,750	1,750	1,750	1,750	\$8,750
L106	Library	21	Latitude D505	11/23/2004	\$1,000	5,250	5,250	5,250	5,250	5,250	\$26,250
L106	Library	2	Latitude D520	8/28/2006	\$1,000	500	500	500	500	500	\$2,500
L112	Library	2	OptiPlex GX150	5/2/2001	\$1,000	500	500	500	500	500	\$2,500
L112	Library	19	OptiPlex GX240	10/19/2002	\$1,000	4,750	4,750	4,750	4,750	4,750	\$23,750
L117	Media Services	6	Latitude D620	3/30/2007	\$1,000	1,500	1,500	1,500	1,500	1,500	\$7,500
L118	Media Services	1	OptiPlex GX620	10/25/2005	\$1,000	250	250	250	250	250	\$1,250
L204	Math Center	22	OptiPlex GX620	10/25/2005	\$1,000	5,500	5,500	5,500	5,500	5,500	\$27,500
L206	Success Center	52	OptiPlex GX620	10/25/2005	\$1,000	13,000	13,000	13,000	13,000	13,000	\$65,000
L207	Mathematics	2	OptiPlex GX620	10/25/2005	\$1,000	500	500	500	500	500	\$2,500
L207	Mathematics	19	OptiPlex GX150	6/19/2001	\$1,000	4,750	4,750	4,750	4,750	4,750	\$23,750
L207	Mathematics	1	OptiPlex GX270	11/12/2003	\$1,000	250	250	250	250	250	\$1,250
L221	Testing Center	1	OptiPlex GX1 350L+	6/19/2001	\$1,000	250	250	250	250	250	\$1,250
L222	Upward Bound	1	OptiPlex GX1 350MTbr+	6/19/2001	\$1,000	250	250	250	250	250	\$1,250
L222	Upward Bound	3	Latitude D610	6/4/2006	\$1,000	750	750	750	750	750	\$3,750
L222	Upward Bound	13	Latitude D620	4/30/2007	\$1,000	3,250	3,250	3,250	3,250	3,250	\$16,250
L223	Testing Center	23	OptiPlex 745	6/9/2007	\$1,000	5,750	5,750	5,750	5,750	5,750	\$28,750
L225	Career Center	25	OptiPlex 745	3/29/2007	\$1,000	6,250	6,250	6,250	6,250	6,250	\$31,250
M105	Speech Center	6	OptiPlex 745	2/2/2007	\$1,000	1,500	1,500	1,500	1,500	1,500	\$7,500
N119	Music	1	OptiPlex GX260	2/9/2003	\$1,000	250	250	250	250	250	\$1,250
R101	Physical Disabilities Lab	4	OptiPlex 745	2/2/2007	\$1,000	1,000	1,000	1,000	1,000	1,000	\$5,000
R124	Math & Science	1	OptiPlex 745	1/23/2007	\$1,000	250	250	250	250	250	\$1,250
R126	Math & Science	1	OptiPlex 745	1/23/2007	\$1,000	250	250	250	250	250	\$1,250
R207	Math & Science	6	OptiPlex GX240	8/29/2002	\$1,000	1,500	1,500	1,500	1,500	1,500	\$7,500
R220	Math & Science	1	OptiPlex GX240	8/29/2002	\$1,000	250	250	250	250	250	\$1,250
R220	Math & Science	1	OptiPlex GX620	5/13/2006	\$1,000	250	250	250	250	250	\$1,250
R303	Math & Science	1	Deskpro	3/12/2001	\$1,000	250	250	250	250	250	\$1,250
R303	Math & Science	28	OptiPlex GX620	6/30/2006	\$1,000	7,000	7,000	7,000	7,000	7,000	\$35,000
R328	Math & Science	8	OptiPlex GX270	5/7/2004	\$1,000	2,000	2,000	2,000	2,000	2,000	\$10,000
R328	Math & Science	3	OptiPlex GX240	9/15/2002	\$1,000	750	750	750	750	750	\$3,750
S100	Admissions & Records	5	OptiPlex GX620	4/5/2006	\$1,000	1,250	1,250	1,250	1,250	1,250	\$6,250
S107	MESA	2	OptiPlex GX240	12/18/2004	\$1,000	500	500	500	500	500	\$2,500
S132	Transfer Center	5	OptiPlex GX240	12/16/2001	\$1,000	1,250	1,250	1,250	1,250	1,250	\$6,250
T101	Manufacturing Technology	1	OptiPlex GX270	10/28/2004	\$1,000	250	250	250	250	250	\$1,250
T107	Manufacturing Technology	8	OptiPlex GX270	10/28/2004	\$1,000	2,000	2,000	2,000	2,000	2,000	\$10,000
T107	Manufacturing Technology	1	OptiPlex GX200	3/19/2001	\$1,000	250	250	250	250	250	\$1,250
T201	Fashion Design Merchandising	1	OptiPlex GX150	8/17/2001	\$1,000	250	250	250	250	250	\$1,250
T203	Manufacturing Technology	29	OptiPlex GX240	7/29/2002	\$1,000	7,250	7,250	7,250	7,250	7,250	\$36,250
T203	Manufacturing Technology	33	OptiPlex GX270	10/28/2004	\$1,000	8,250	8,250	8,250	8,250	8,250	\$41,250
T210	Occupational Therapy Assistant	1	OptiPlex 745	2/20/2007	\$1,000	250	250	250	250	250	\$1,250

**TECHNOLOGY PLAN 2007–2012: APPENDIX 6**

<b>SAC CLASSROOMS &amp; LABS</b>											
<b>ROOM #</b>	<b>DEPT. NAME</b>	<b>QTY</b>	<b>MODELS</b>	<b>DATE</b>	<b>UNIT COST</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>	<b>12/13</b>	<b>TOTAL</b>
T212	Nutrition & Food	1	OptiPlex 745	2/20/2007	\$1,000	250	250	250	250	250	\$1,250
T213	Fashion Design Merchandising	5	OptiPlex GX110	5/30/2001	\$1,000	1,250	1,250	1,250	1,250	1,250	\$6,250
U100	Associated Student Government	3	OptiPlex 745	3/1/2007	\$1,000	750	750	750	750	750	\$3,750
U103	Tutorial Learning Center	10	OptiPlex 745	2/2/2007	\$1,000	2,500	2,500	2,500	2,500	2,500	\$12,500
U103	Tutorial Learning Center	2	Latitude D620	5/25/2007	\$1,000	500	500	500	500	500	\$2,500
U103	Tutorial Learning Center	1	OptiPlex 745	3/1/2007	\$1,000	250	250	250	250	250	\$1,250
U103	Tutorial Learning Center	4	OptiPlex GX620	6/8/2006	\$1,000	1,000	1,000	1,000	1,000	1,000	\$5,000
U103	Tutorial Learning Center	3	OptiPlex GX150	8/16/2001	\$1,000	750	750	750	750	750	\$3,750
U107	Deaf and Hard of Hearing Program and Services	2	Latitude D620	5/25/2007	\$1,000	500	500	500	500	500	\$2,500
U107	Deaf and Hard of Hearing Program and Services	1	OptiPlex GX620	10/16/2006	\$1,000	250	250	250	250	250	\$1,250
U221	Financial Aid	4	OptiPlex GX620	3/25/2006	\$1,000	1,000	1,000	1,000	1,000	1,000	\$5,000
W101	Fire	1	OptiPlex 745	1/24/2007	\$1,000	250	250	250	250	250	\$1,250
W101	Fire	1	OptiPlex GX620	12/15/2005	\$1,000	250	250	250	250	250	\$1,250
Z103	Automotive Technology	1	OptiPlex 745	2/20/2007	\$1,000	250	250	250	250	250	\$1,250
	<b>Total</b>	<b>1262</b>				<b>\$323,125</b>	<b>\$323,125</b>	<b>\$323,125</b>	<b>\$323,125</b>	<b>\$323,125</b>	<b>\$1,615,625</b>
<b>DMC Classrooms &amp; Labs</b>											
<b>ROOM #</b>	<b>DEPT. NAME</b>	<b>QTY</b>	<b>MODELS</b>	<b>DATE</b>	<b>UNIT COST</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>	<b>12/13</b>	<b>TOTAL</b>
V102	General	1	OptiPlex GX620	6/19/2006	\$1,000	250	250	250	250	250	\$1,250
V103	General	1	OptiPlex GX620	6/19/2006	\$1,000	250	250	250	250	250	\$1,250
V104	ART	24	PowerPC G5	6/19/2006	\$3,000	18,000	18,000	18,000	18,000	18,000	\$90,000
V104	ART	10	PowerBook	6/19/2006	\$1,000	2,500	2,500	2,500	2,500	2,500	\$12,500
V124	TV	6	OptiPlex GX620	6/19/2006	\$1,000	1,500	1,500	1,500	1,500	1,500	\$7,500
V133	TV	3	OptiPlex GX620	6/19/2006	\$1,000	750	750	750	750	750	\$3,750
V202	General	1	OptiPlex GX620	6/19/2006	\$1,000	250	250	250	250	250	\$1,250
V203	PSI	26	Latitude D810	6/19/2006	\$1,000	6,500	6,500	6,500	6,500	6,500	\$32,500
V203	PSI	1	OptiPlex GX620	6/19/2006	\$1,000	250	250	250	250	250	\$1,250
V204	ART	20	PowerPC G5	6/19/2006	\$3,000	15,000	15,000	15,000	15,000	15,000	\$75,000
	<b>Total</b>	<b>93</b>				<b>45,250</b>	<b>45,250</b>	<b>45,250</b>	<b>45,250</b>	<b>45,250</b>	<b>\$226,250</b>
<b>CJA Classrooms &amp; Labs</b>											
<b>ROOM #</b>	<b>DEPT. NAME</b>	<b>QTY</b>	<b>MODELS</b>	<b>DATE</b>	<b>UNIT COST</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>	<b>12/13</b>	<b>TOTAL</b>
108	Sherif Academy	1	OptiPlex 745	1/24/2007	\$1,000	250	250	250	250	250	1,250
109	Sherif Academy	1	OptiPlex 745	1/24/2007	\$1,000	250	250	250	250	250	1,250
112	Sherif Academy	1	OptiPlex 745	1/24/2007	\$1,000	250	250	250	250	250	1,250
118	Sherif Academy	1	OptiPlex 745	1/24/2007	\$1,000	250	250	250	250	250	1,250
	<b>Total</b>	<b>4</b>				<b>\$1,000</b>	<b>\$1,000</b>	<b>\$1,000</b>	<b>\$1,000</b>	<b>\$1,000</b>	<b>\$5,000</b>
<b>Grand Total</b>											
		<b>1,359</b>				<b>\$369,375</b>	<b>\$369,375</b>	<b>\$369,375</b>	<b>\$369,375</b>	<b>\$369,375</b>	<b>\$1,846,875</b>



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## PCS FOR FACULTY REPLACEMENTS 06–07, 07–08

#	NAME	DEPARTMENT	ROOM NUMBER	COMPUTER MODEL
	Teachers of technology; age of PC			
1	Pugh, Jim	HumSerTech	R 120;	GX 1P, 498Mhz, 320mg RAM, PIII
2	Tivenan, Valinda	Fine & Pef	P 106-5	tower
3	Holder, Vera	Fine & Pef	D 408	tower
4	Kehlenbach, Brian	Fine & Pef	N 115	tower/Wants a Mac
5	Orr, Estelle	Fine & Pef	C 217	tower
6	Vu, Yenkhan	Math	H 107-B	G 240
7	Jeff McMillan	Science/Math	R 304	HP tablet, dying
8	Don Sneddon	Exercise Science	G 115-13	GX 620
9	Kim Nutter	Exercise Science	F 124	?
10	Dave Breig	Exercise Science	F 125	laptop
11	Geoff Jones	Exercise Science	F 116	GX 200
12	Huck, Todd	English	D 424	very old MAC
13	Ehresman, Beverly	English	D 424	?
14	Mike Everett	Math	L 207-3	GX 240
15	Librarian 1	Library		
16	Librarian 2	Library		
17	Librarian 3	Library		
18	Librarian 4	Library		
19	Librarian 5	Library		
20	Kathy Simmons	Success Center		
21	Pat Crabb	Fine & Pef		
22	Larry Brown	Fine & Pef		
23	Neal Rogers	Science/Math		
24	Ginger Osborne	Humanities/SocSci		IT said the PC is dying.

**ADMINISTRATORS PC REQUESTS  
06-07, 07-08**

	NAME	DIVISION	ROOM NUMBER	COMPUTER MODEL	NOTES
1	Turner, Sylvia	Fine & Performing Arts	A 109		
2	Tony Withey	Fine & Performing Arts	A 109		
3	Jane Eimers	Fine & Performing Arts	A 109		
4	Martin Olivera	Human Ser Tech	R 107		
5	Virginia Witmer	Human Ser Tech	R 107		
6	Sue Gibson	Human Ser Tech	R 107		
7	Art Yoshihara	Human Ser Tech	J 103		
8	Julisa Tovar OTA	Human Ser Tech	?		
9	Dianne Slattery	Humanities & Soc/Sci	D 401?		
10	Becky Miller	Math/Sci	R 213		GX 240
11	Maria Sugranes	ILR	A 101		GX 620
	Counseling staff	Counseling			
	Counseling staff	Counseling			

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**DISCIPLINES THAT TEACH AND USE TECHNOLOGY**

DISCIPLINE	TEACH TECHNOLOGY	USE TECHNOLOGY	COURSES AVAILABLE ONLINE
<b>BUSINESS DIVISION</b>			
Business Administration	Quick Books	Extensive use of MS Excel	Yes
Business Applications	Entire curriculum is computer based		Yes
Computer Science	Entire curriculum is computer based		Yes
Engineering	Entire curriculum is computer based		Yes
Management/Marketing		Power Point	Yes
Paralegal	Lexis databases, law office billing, timekeeping programs	Power Point, online research using Lexis/Nexis	Yes
<b>COUNSELING DIVISION</b>			
Counseling		Several courses that include elements of career search assignments require students to access online resources/references	Yes
<b>EXERCISE SCIENCE</b>			
Activity and Aerobic Fitness	3 treadmills 11 bicycles 3 elliptical trainers 2 steppers		Yes
Adapted Education			
Analysis, Circuit, and Strength Center Lab	"Bod Pod" used in Fitness Analysis. It is used to estimate amount of body fat. Also used to estimate resting metabolic heart rate and total energy expenditure		
<b>FINE &amp; PERFORMING ARTS</b>			
Art	Digital Arts curriculum is entirely computer based		Yes
Dance		PowerPoint, multi-media productions with digital effects, use customized audio tracks for choreography	Blackboard used for course enhancement
Journalism	Adobe Suites CS3	Research and legal databases	EI Don newspaper will go online2008
Music	Digital Music program is entirely computer based	Audio editing; digital music post-production	Yes
Speech		Power Point, Blackboard	Yes
TV/Video	Entire curriculum is computer based		
Theatre	Lighting program is computer based		Yes

**EDUCATIONAL MASTER PLAN**

<b>DISCIPLINE</b>	<b>TEACH TECHNOLOGY</b>	<b>USE TECHNOLOGY</b>	<b>COURSES AVAILABLE ONLINE</b>
<b>HUMANITIES AND SOCIAL SCIENCES</b>			
Anthropology/Sociology/ Women's Studies		Electronic Resources available in lab	Yes
Economics/Geography			Yes
English/ESL		Electronic resources available in lab	Yes
Ethnic Studies			Blackboard used for course enhancement
History		Power Point, Blackboard	Yes
Modern Languages		Electronic resources available in lab	Yes
Philosophy		Power Point, Blackboard	Yes
Political Science		Power Point, Blackboard	Yes
Psychology		Electronic resources available in lab; extensive use of Excel	Blackboard used for course enhancement
Reading		Electronic resources available in lab	Blackboard used for course enhancement
<b>HUMAN SERVICES &amp; TECHNOLOGY</b>			
Auto/Diesel/Welding		Use computers to retrieve vehicle specs and repair procedures	Blackboard used for course enhancement
Criminal Justice		Power Point, Blackboard	Yes
Criminal Justice Academies		Courses are taught using all types of technology; tests are taken over the internet with POST; train officers on computer related crimes	Yes
Distance Education	Train college on Blackboard LMS		Handouts for training
Family & Consumer Studies		Power Point	
Fire Technology		Fire simulations and mapping	Yes
Human Development			Blackboard used for course enhancement
Manufacturing Technology	Computer operated equipment that manufactures metal parts	Power Point	
Occupational Therapy Assistant		Power Point, Blackboard	Yes
Pharmacy Technology	Computer-operated and other equipment such as: Baxter Repeater Pump, Fluid Dose, Acacia Pump, Strip Packaging, Digital Scales, MediDose, Unguator, Automix TPN. Data entry to: Qs1, AscendIP	Blackboard; use software such as Drug Identifiers, HealthSOFT Drugs	Yes

DISCIPLINE	TEACH TECHNOLOGY	LIBRARY	USE TECHNOLOGY	COURSES AVAILABLE ONLINE
Library Information Science	OCLC		Power Point, database searching	Yes
Library Technology	OCLC		Power Point, database searching	Blackboard used for course enhancement
<b>SCIENCE, MATH, &amp; HEALTH SCIENCES</b>				
Astronomy			Power Point	Tessman Planetarium
Biology			Power Point, Blackboard	Yes
Chemistry			Power Point, Blackboard	Blackboard used for course enhancement ckboard is used to support regular classes
EMT			Power Point, Computerized Emergency Simulator	
Geology/Earth Science			Power Point	Blackboard used for course enhancement
Mathematics			PowerPoint, My Math Lab, Blackboard	Yes
Medical Assisting			Power Point	
Nursing			Multi-million \$\$ state-of-the-art lab facilities with simulation; use Blackboard on all courses to enhance on-campus technology	Yes
Physics			Power Point, Blackboard	Blackboard used for course enhancement

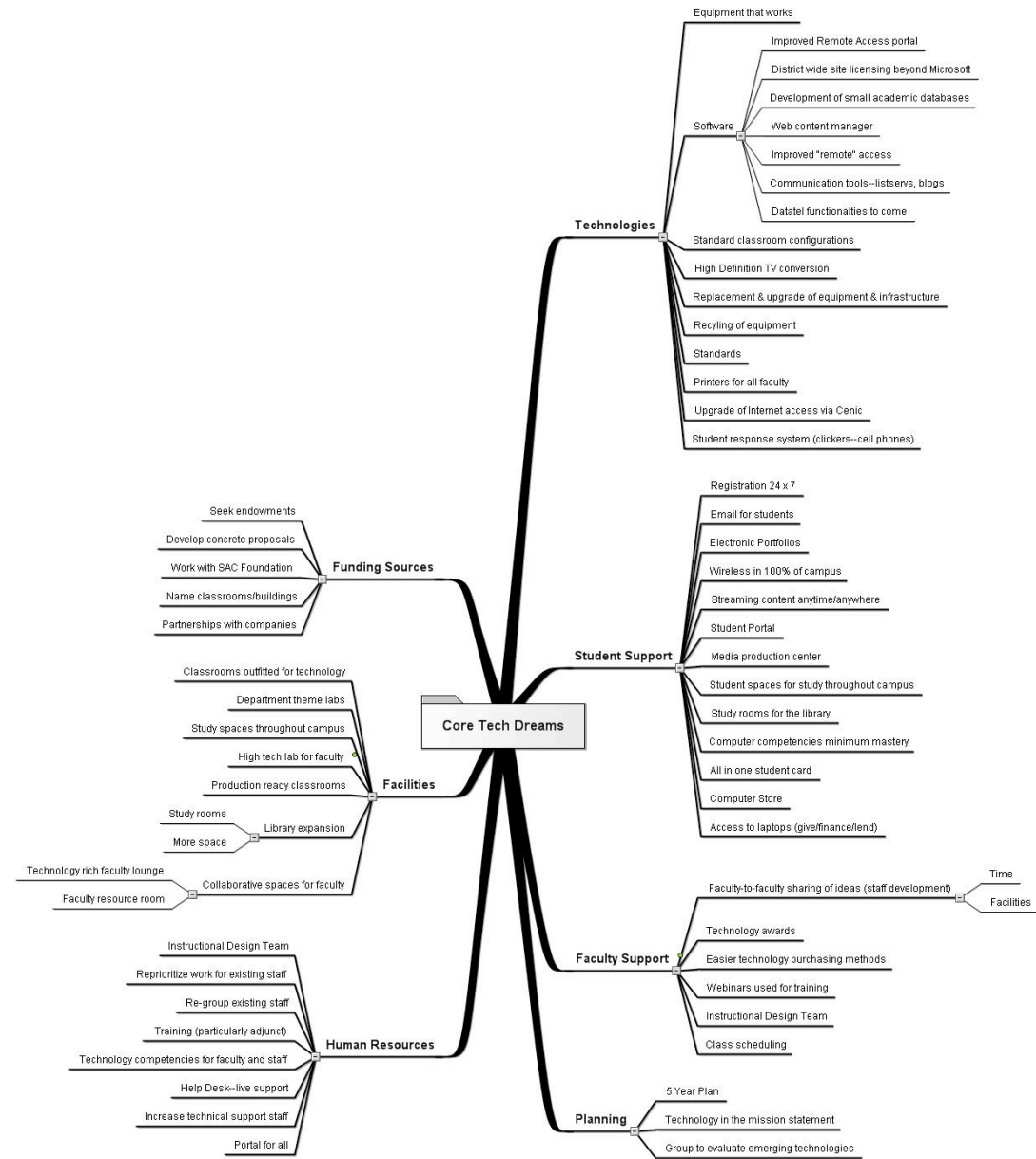




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# Core Tech Dreams



Sugranes 1/31/07

## I. Technologies

A. Equipment that works  10+ 2007-2010 #3.3

Maria R. Sugranes 1/31/07 6:33 PM

Comment: See tech support

### B. Software

1. Improved Remote Access portal

2. District wide site licensing beyond Microsoft  7 # 2.7

3. Development of small academic databases

4. Web content manager

5. Improved "remote" access

6. Communication tools--listservs, blogs

7. Datatel functionalities to come

C. Standard classroom configurations  5 # 2.2

D. High Definition TV conversion

E. Replacement & upgrade of equipment & infrastructure  10 # 2.7, 3.2

F. Recycling of equipment

G. Standards

H. Printers for all faculty  10 # 2.7

I. Upgrade of Internet access via Cenic  10 DISTRICT GOAL

J. Student response system (clickers--cell phones)

Sugranes 1/31/07

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## II. Student Support

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A. Registration 24 x 7  **10++** # 2.2

B. Email for students  **9** # 2.1

C. Electronic Portfolios  **2** # 2.9

D. Wireless in 100% of campus  **10** # 2.3

E. Streaming content anytime/anywhere  **9** # 2.5

F. Student Portal  **7** # 2.4

G. Media production center  **3** # 1.5

H. Student spaces for study throughout campus

I. Study rooms for the library

J. Computer competencies minimum mastery

K. All in one student card

L. Computer Store

M. Access to laptops (give/finance/lend)

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### III. Faculty Support

---

A. Technology awards 👍 10 #3.6

B. Easier technology purchasing methods 👍 5 **DISTRICT GOAL**

C. Webinars used for training

D. Instructional Design Team 👍 10 # 3.4

Maria R. Sugranes 1/31/07 6:33 PM

Comment: See Human Resources

E. Class scheduling

F. Faculty to faculty sharing of ideas (staff development, time, facilities)

Sugranes 1/31/07

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#### IV. Planning

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A. 5 Year Plan 👍 10 **COMPLETED**

B. Technology in the mission statement

C. Group to evaluate emerging technologies 👍5 **DISTRICT GOAL**

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#### V. Human Resources

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A. Instructional Design Team 👍 (duplicate) # 3.4

B. Reprioritize work for existing staff 👍 8 # 3.4

C. Training (particularly adjunct)

D. Technology competencies for faculty and staff

E. Help Desk--live support 👍10 # 3.3

F. Increase technical support staff

G. Portal for all 👍8 # 2.4

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#### VI. Facilities

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A. Classrooms outfitted for technology 👍10 # 3.1

B. Department **theme labs (funding?)** # 1.5

C. Study spaces throughout campus

D. High tech lab for faculty

E. Production ready classrooms 👍7 # 3.1, 3.2, 3.3

F. Library expansion

1. Study rooms

2. More space

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**G. Collaborative spaces for faculty**

1. *Technology rich faculty lounge*
2. *Faculty resource room*

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**VII. Funding Sources**

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**A. Seek endowments** 👍 **9 # 2.13**

**B. Develop concrete proposals**

**C. Work with SAC Foundation**

**D. Name classrooms/buildings**

**E. Partnerships with companies**

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**Software Inventory  
(not available)**



**Seperator**



Server Inventory

SERVER NAME	FUNCTION	QTY	MODEL	INSTALL DATE	UNIT COST	08/09	09/10	10/11	11/12	12/13	TOTAL
UNIX2	Instructional CS Unix Server	1	Optiplex GX1	11/10/98	\$1,500	500	500	500	500	500	\$2,500
CS-WEB-02	Instructional CS Student Web Server	1	USMACH	03/14/02	\$1,500	500	500	500	500	500	\$2,500
CS-VBWEB	Instructional CS Visual Basic Web Server	1	PowerEdge 500SC	03/14/02	\$1,500	500	500	500	500	500	\$2,500
CS-DBASE2	Instructional CS SQL Server	1	PowerEdge 500SC	03/14/02	\$1,500	500	500	500	500	500	\$2,500
ISAORACLE	Instructional CS Oracle Server	1	PowerEdge 2650	04/16/03	\$1,500	500	500	500	500	500	\$2,500
LIBNET1	Instructional Library Web/Proxy Server	1	ProLiant DL380 G3	09/21/04	\$2,750	917	917	917	917	917	\$4,583
LIBNET2	Instructional Library File Server	1	PowerEdge 1550/1000	12/12/01	\$1,500	500	500	500	500	500	\$2,500
LIBNET3	Instructional Library Print release Server	1	ProLiant DL380 G3	09/21/04	\$2,750	917	917	917	917	917	\$4,583
LIBNET5	Instructional Library backup proxy Server	1	PowerEdge 4300	12/29/02	\$1,500	500	500	500	500	500	\$2,500
VOYAGER	Instructional Library cataloging Server	1	SunFire V240	06/01/06	Move to sac other technology	0	0	0	0	0	\$0
FPA2K3	Instructional FPA Application Server	1	PowerEdge 600SC	10/23/03	\$1,500	500	500	500	500	500	\$2,500
BUSINESS_OPS	Instructional BAT Application Server	1	PowerEdge 500SC	03/14/02	\$1,500	500	500	500	500	500	\$2,500
BUS_OPS3	Instructional BAT File Server	1	PowerEdge 4400	05/25/01	\$1,500	500	500	500	500	500	\$2,500
BUS_OPS2	Instructional BAT Application Server	1	PowerEdge 1550/1000	12/24/01	\$1,500	500	500	500	500	500	\$2,500
SAC_BUS1	Instructional BAT File Server	1	ProLiant DL380 G3	09/21/04	\$2,750	917	917	917	917	917	\$4,583
ACCW2KFS01	Instructional ACC File/Application Server	1	PowerEdge 2650	01/11/03	\$1,500	500	500	500	500	500	\$2,500
ACCX	Instructional ACC Mac Imaging Server	1	Mac Xserve	06/01/04	\$2,000	667	667	667	667	667	\$3,333
MACHINETECH	Instructional MT application Server	1	ProLiant DL380 G5	06/04/07	\$2,750	917	917	917	917	917	\$4,583
PHARMACY	Instructional Pharmacy application Server	1	ProLiant DL380 G5	03/30/07	\$2,750	917	917	917	917	917	\$4,583
SAC2	Instructional Counseling Application Server	1	ProLiant DL380 G3	09/21/04	\$2,750	917	917	917	917	917	\$4,583
SAC_PTR1	Instructional Print Manage Server for labs	1	ProLiant DL380 G3	09/21/04	\$2,750	917	917	917	917	917	\$4,583
SAC_PTR2	Instructional Print Server (backup for SAC_PTR4)	1	ProLiant DL380 G3	09/21/04	\$2,750	917	917	917	917	917	\$4,583
SAC_PTR3	Instructional Print Server (backup for SAC_PTR1)	1	ProLiant DL380 G3	09/21/04	\$2,750	917	917	917	917	917	\$4,583
SAC_PTR4	Instructional Print Server for classrooms	1	ProLiant DL380 G3	09/21/04	\$2,750	917	917	917	917	917	\$4,583
SAC_PLC		1	ProLiant DL380 G5	03/30/07	\$2,750	917	917	917	917	917	\$4,583
SAC_HST1	Instructional HST File Server	1	ProLiant DL380 G3	09/21/04	\$2,750	917	917	917	917	917	\$4,583

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SAC_HST2	Instructional HST File Server (backup for SAC_HST1)	1	ProLiant DL380 G3	09/21/04	\$2,750	917	917	917	917	917	917	\$4,583
SAC_BUS2	Instructional BAT File Server	1	ProLiant DL380 G3	09/21/04	\$2,750	917	917	917	917	917	917	\$4,583
SAC_TC1	Instructional Testing Center Application Server	1	ProLiant DL380 G3	09/21/04	\$2,750	917	917	917	917	917	917	\$4,583
SAC_MSC1	Instructional Math&Science File/Application Server	1	ProLiant DL380 G3	09/21/04	\$2,750	917	917	917	917	917	917	\$4,583
SAC_MSC2	Instructional MSC File/Application Server (backup SAC_MSC1)	1	ProLiant DL380 G3	09/21/04	\$2,750	917	917	917	917	917	917	\$4,583
SAC_HMN1	Instructional Humanities Plato/File Server	1	ProLiant DL380 G3	09/21/04	\$2,750	917	917	917	917	917	917	\$4,583
SAC_HMN2	Instructional Humanities Plato/File Server (backup for SAC_HMN1)	1	ProLiant DL380 G3	09/21/04	\$2,750	917	917	917	917	917	917	\$4,583
OASSQL	CLI OAS SQL Server	1	PowerEdge 2650	06/08/02	\$2,750	917	917	917	917	917	917	\$4,583
OASWEB	CLI Survey Web Server	1	PowerEdge 1650	06/06/02	\$2,750	917	917	917	917	917	917	\$4,583
INSIDESAC.NET	CLI Intranet Web Server	1	PowerEdge 2650	06/08/02	\$2,750	917	917	917	917	917	917	\$4,583
SAC_STREAMING	CLI Streaming Media Server	1	ProLiant DL380 G5	01/17/07	\$2,750	917	917	917	917	917	917	\$4,583
COUNSELING_1	Counseling SARSGRID/Scheduling Server	1	ProLiant DL380 G3	09/21/04	\$2,750	917	917	917	917	917	917	\$4,583
SAC1	ATS File/Intranet Web Server	1	ProLiant DL380 G3	09/21/04	\$2,750	917	917	917	917	917	917	\$4,583
SAC3	ATS Norton AntiVirus Server	1	ProLiant DL380 G3	09/21/04	\$2,750	917	917	917	917	917	917	\$4,583
BB-TRAINING	ATS Blackboard Training/Testing Server	1	ProLiant ML530	06/01/03	\$2,750	917	917	917	917	917	917	\$4,583
ATSNAS	ATS Images Server	1	PowerVault 755N	03/06/02	\$2,750	917	917	917	917	917	917	\$4,583
SAC_PROXY	ATS Proxy Test Server	1	PowerEdge 2600	12/27/05	\$2,750	917	917	917	917	917	917	\$4,583
SAC-SQL	ATS Inventory SQL Server	1	ProLiant DL380 G3	09/21/04	\$2,750	917	917	917	917	917	917	\$4,583
SAC-MSC3	retired	1	PowerEdge 2650	06/08/02	\$2,750	917	917	917	917	917	917	\$4,583
MSCW2FS01	retired	1	PowerEdge 2650	06/08/02	\$2,750	917	917	917	917	917	917	\$4,583
DMC_PSI1	Instructional PSI File/Print Server	1	ProLiant DL380 G5	06/23/07	\$2,750	917	917	917	917	917	917	\$4,583
DMC_PSI1	Instructional PSI File/Print Server	1	ProLiant DL380 G5		\$2,750	917	917	917	917	917	917	\$4,583
FPAX	DMC FPA File Server	3	Mac Xserve	06/01/05	\$3,000	3,000	3,000	3,000	3,000	3,000	3,000	\$15,000
	Total				\$37,833	\$37,833	\$37,833	\$37,833	\$37,833	\$37,833	\$37,833	\$189,167



**Seperator**



**Network Capacity  
ports per building  
(not available)**



**Seperator**



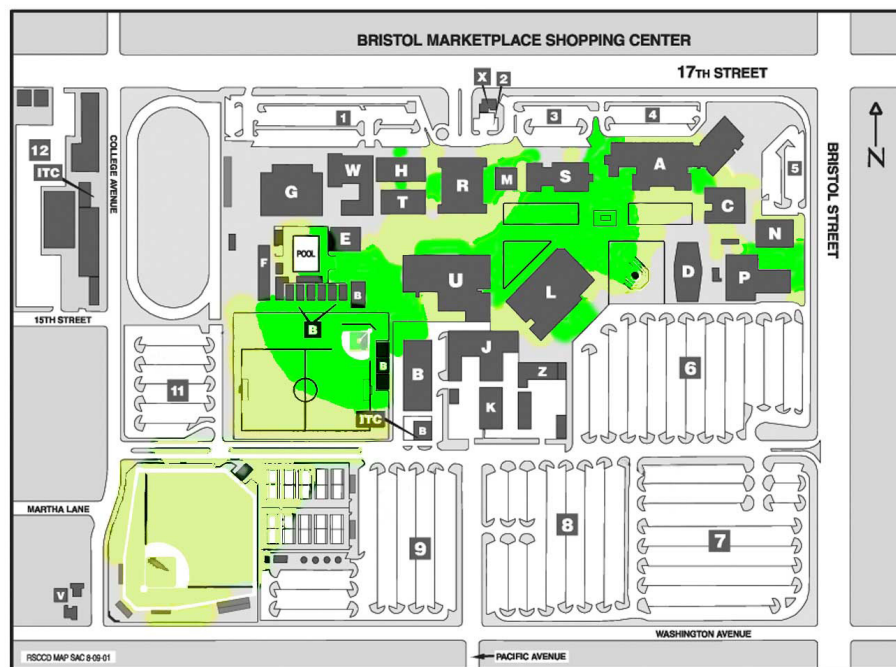
## WIRELESS IMPLEMENTATION

Santa Ana College now offers wireless access to the Internet to currently enrolled students. If you have a wireless connection on your laptop you will be able to access the Internet in selected areas of the SAC campus.

There is no cost for this service. Please review the information on these pages for login information, areas where wireless access is available, and for laptop requirements.

Please note that your instructors may have regulations about use of laptops in class. Wireless access is a privilege SAC is offering students. Appropriate use of computers on campus is defined by Board of Trustees Policy BP7000 and Administrative Regulation AR7000. See the Policy link on the left for the policies and regulations governing student use of computer resources

## CAMPUS MAP.



**Dark Areas have the best access**

## GETTING STARTED

1. Requirements for wireless access to the Internet on the SAC campus:
  - Valid, current enrollment in the SAC credit program
  - Laptop with Windows XP or later or a Macintosh 10.x operating systems
  - Wireless card that is 802.11b compliant
2. Configure your wireless card per these general guidelines:
  - Make sure you are within the wireless covered area. See Campus Map link on the left.

## EDUCATIONAL MASTER PLAN

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- Configure your wireless network card via MS Windows by following the instructions linked here.
3. Access the Internet using your student login/password.

## HARDWARE AND SOFTWARE REQUIREMENTS

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Please note the recommended hardware and software required to successfully access the Internet using your wireless laptop.

### Laptop and Wireless Card

Laptops with 802.11b or higher wireless card

Other portable devices such as PDAs

### Software

Microsoft Windows XP or later or MAC OS 10.x

Microsoft Explorer 6.0 or higher

## FREQUENTLY ASKED QUESTIONS

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### What kind of laptop do I need to have access?

You can use any laptop running Windows XP or later or MAC OS 10.x.

### What kind of wireless card do I have to have in my laptop?

Any 802.11b compliant equipment should work. At SAC we support Cisco Aironet 350 PC Card.

Other cards that have been tested at SAC are:

Apple Airport

Proxim Orinoco Gold PC Card

NETGEAR MA401NA 802.11b PC Card

Linksys Wireless PC Card WPC 11

3COM OfficeConnect - Network adapter 3CRSHPW 696

Dell TrueMobile Wireless

### I have a MAC, will it work?

Yes, as long as you are using MAC OS 10.x operating system.

### Do I have to use MS Internet Explorer to have access?

No.

### I can't get a good signal from \_\_\_\_\_. What should I do?

Please check the wireless access campus map on the links at the left. We do not have wireless access throughout campus at this point.

### I am in the covered area and still can't access the network?

Go to the Academic Computing Center or the Library Periodicals desk for support.

### Will my PDA have access?

Yes, if your PDA has wireless access.



**Can I print from my laptop?**

No. This service is not available. Go to the Academic Computing Center in A 106 or the Library for printing services.

**There is a video clip on my professor's web site. Can I view it?**

Wireless networks are slower than hard wired systems. Try to limit your work to text files. Graphics and media clips are best viewed from a regular desktop computer. Go to the Academic Computing Center in A 106 or the Library for this type of access.

**Can I access the wireless network anytime?**

No. The network is available only when the campus is open: Monday through Saturday 7:00am to 11:00pm. (Except for holidays.)

**Where do I go for Technical Assistance?**

Academic Computing Center, A 106

Library, Periodicals desk

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## **POLICIES AND REGULATIONS**

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**Be a courteous and responsible computer user!**

By using this wireless access, you agree to follow the policies and regulations established by the Rancho Santiago Community College District.

These guidelines are available as Word documents at the following links:

Information Use Policy AR7000 ([http://www.sac.edu/wireless/Documents/AR7000\\_download.doc](http://www.sac.edu/wireless/Documents/AR7000_download.doc))

Information Use Policy BP7000 ([http://www.sac.edu/wireless/Documents/BP7000\\_download.doc](http://www.sac.edu/wireless/Documents/BP7000_download.doc))

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## **SERVICE & SUPPORT**

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**Access to the Internet**

Use the wireless service for quick access to the Internet. If you expect to be logged in for a lengthy period of time, it would be more effective if you use one of the college computers in the labs or library. Do not use this service for downloading graphics, audio or video.

**Email**

You will be able to check your web based email using wireless access.

**Printing**

Printing is not supported. You can either save your work or email it to yourself. Then go to one of SAC's computer labs or the library to do your printing.

## **EDUCATIONAL MASTER PLAN**

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### **Access Area**

See campus map for areas where there is wireless access to the Internet.

Access is limited to the hours that the campus is open: M—SA 7:00am to 11:pm.

### **Technical Support**

Support for problems accessing the wireless network can be obtained at the Academic Computing Center in the Cesar Chavez Building, A 106, or at the Periodicals desk of the Library. Please understand that we cannot provide support for your hardware and operating system software.

**Seperator**



**Distance Education  
Course Inventory  
(not available)**



**Seperator**





ALL EQUIPMENT IN CLASSROOMS, MARCH 08

ROOM NUMBER	DESCRIPTION	PRIMARY USAGE	CAPACITY	ALLOCATION	SCREEN Monitor or Electric	TRANSPARENCY OR LAMP TYPE	CONTROLLER NAME-TYPE	DVD/VCR	COMPUTER	VIDEO PROJECTOR NAME	AUDIO AMPLIFIER SYSTEM	# OF LINES INPUT	SPEAKERS	CD-PLAYBACK IN COMPUTER OR DECK	CASSETTE DECK PLAYBACK-AM-FM-TUNER	NUMBER AND SIZE OF WHITE OR GREEN BOARD	NORMA CART	DVD PLAYBACK IN COMPUTER OR DECK	ROOM DIMENSIONS	ROOM NUMBER
1	A-101	Staff Dev.			6' M	N/A	Proj. Remote		BELL COMP	MITSU X300-3									A-101	
2	A-104	LAB	40	Business	6' M	ELMO	Proj. Remote		BELL COMP	N/A									A-104	
3	A-105	Conference Room	12		6' M	ELMO	N/A												A-105	
4	A-106	CAJ	12	CALLab	12' M	N/A	Proj. Remote		BELL COMP	PANASONIC									A-106	
5	A-108	LAB	40	Business	8' Elect	ELMO	Proj. Remote		BELL COMP	MESLUG4800									A-108	
6	A-112	Training Room	16	CLJ	SmartBoard		Proj. Remote		BELL COMP	MESLUG4800									A-112	
7	A-128	Classroom	79	Human ser./tech	8' Elect	EVB	Proj. Remote		BELL COMP	MITSU XL25									A-128	
8	A-130	Classroom	81	Business	8' Elect	ELMO	Proj. Remote		BELL COMP	MITSU X300-2									A-130	
9	A-203	Classroom	39	Business	8' Elect	ELMO	Proj. Remote		BELL COMP	SHARPPG-45X		YES							A-203	
10	A-205	Classroom	41	Business	8' Elect	ELMO	Proj. Remote		BELL COMP	SHARPPG-45X									A-205	
11	A-206	LAB	36	Business	8' Elect	ELMO	Proj. Remote		BELL COMP	SHARPPG-45X									A-206	
12	A-207	Classroom	42	Business	8' Elect	ELMO	Proj. Remote		BELL COMP	SHARPPG-45X									A-207	
13	A-208	LAB	36	Business	8' Elect	ELMO	Proj. Remote		BELL COMP	SHARPPG-45X									A-208	
14	A-209	Classroom	41	Business	8' Elect	ELMO	Proj. Remote		BELL COMP	SHARPPG-45X									A-209	
15	A-210	Classroom	146	Business	8' Elect	ELMO	Proj. Remote		BELL COMP	MITSU X300-2		YES							A-210	
16	A-211	LAB	42	Business	8' Elect	ELMO	Proj. Remote		BELL COMP	SHARP-3									A-211	
17	A-213	LAB	38	Business	8' Elect	ELMO	Proj. Remote		BELL COMP	SHARPPG-45X									A-213	
18	A-214	LAB	40	Business	8' Elect	ELMO	Proj. Remote		BELL COMP	SHARPPG-45X									A-214	
19	A-215	LAB	36	Business	8' Elect	ELMO	Proj. Remote		BELL COMP	MITSU X300-2									A-215	
20	A-216	LAB	26	Business	N/A	ELMO	Proj. Remote		BELL COMP	SHARPPG-45X									A-216	
21	A-217	LAB	25	Fire/Perf Arts	N/A	ELMO	N/A		BELL COMP										A-217	
22	A-219	LAB	28	Fire/Perf Arts	6' M	ELMO	Proj. Remote		BELL COMP	MESLUG4800									A-219	
23	A-222	LAB	38	Business	8' Elect	ELMO	Proj. Remote		BELL COMP	MITSU X300-2									A-222	
24	A-223	Classroom	22	Bus/Fine Ar.	6' M	ELMO	N/A		BELL COMP	N/A									A-223	
25	A-224	LAB	39	Business	8' Elect	ELMO	Proj. Remote		BELL COMP	MESLUG4800									A-224	
26	A-225	LAB	47	Business	N/A	ELMO	N/A		BELL COMP	N/A									A-225	
27	A-226	LAB	33	Business	8' Elect	ELMO	Proj. Remote		BELL COMP	SHARPPG-45X									A-226	
28	A-228	LAB	25	Business	8' Elect	ELMO	Proj. Remote		BELL COMP	SHARPPG-45X									A-228	
29	B-4	Classroom	52		6' M	ENK	N/A												B-4	
30	B-5	Classroom	46		6' M	ENK	N/A												B-5	
31	B-6	Classroom	42		6' M	EVB	N/A												B-6	
32	B-7	Classroom	54		6' M	DYS	N/A												B-7	
33	B-8	Classroom	50		N/A	DYS	N/A												B-8	
34	B-9	Classroom	42		6' M	EVB	N/A												B-9	
35	B-11	Classroom	30	Human/Soc Science	6' M	EVB	N/A												B-11	
36	B-13	Classroom	40	Counseling	6' M	DYS	N/A												B-13	
37	B-14	Classroom	64	Science/Math	6' M	DYS	N/A												B-14	
38	B-15	Computer LAB	34	Middle College High School	6' M	DYS	Proj. Remote		BELL COMP	SHARP									B-15	
39	B-16	Computer LAB	24	Business Division	6' M	EVB	Proj. Remote		BELL COMP	SHARP									B-16	
40	B-17	Classroom - Math	38	Business Evr / MCHS Days	6' M	3M	Proj. Remote		BELL COMP	WENSONIC									B-17	
41	B-18	Classroom - Math	32	Comp/ Sci/Math / MCHS	6' M	3M	Proj. Remote		BELL COMP										B-18	
42	B-19	Classroom - Soc. Sci.	40	Human/Soc Science / MCHS	6' M	DYS	Proj. Remote		BELL COMP										B-19	
43	B-20	Classroom - Soc. Sci.	21	Human/Soc Science / MCHS	6' M	3M	Proj. Remote		BELL COMP										B-20	
44	B-21	Classroom - Soc. Sci.	40	Human/Soc Science / MCHS	6' M	3M	Proj. Remote		BELL COMP										B-21	
45	B-22	Classroom - Science	32	Human/Soc Science / MCHS	6' M	EVB	Proj. Remote		BELL COMP	EPSON									B-22	
46	B-24	Classroom / English	28	Human/Soc Science / MCHS	6' M	EVB	Proj. Remote		BELL COMP										B-24	
47	B-25	Classroom / English	36	Human/Soc Science / MCHS	6' M	EVB	Proj. Remote		BELL COMP										B-25	
48	B-26	Classroom / English	24	MCHS/ Hum/Soc	6' M	DYS	Proj. Remote		BELL COMP										B-26	
49	B-27	Classroom / Science	38	Human Services / Tech / MCHS	6' M	DYNAME	Proj. Remote		BELL COMP										B-27	
50	B-28	Classroom	32	Human Services / Tech	6' M	DYS	Proj. Remote		BELL COMP										B-28	
51	B-29	Classroom	30	Counseling	6' M	DYS	Proj. Remote		BELL COMP										B-29	
52	B-30	Classroom	40	Fire Perf Arts	6' M	DYS	Proj. Remote		BELL COMP										B-30	
53	B-31	Classroom	56	Hum / Social Science	6' M	ELMO	Proj. Remote		BELL COMP										B-31	
54	B-32	Classroom	30	Human Services / Tech.	8' M CSR	DYS	Proj. Remote		BELL COMP										B-32	
55	B-33	Classroom	48	Human Services	6' M	DYS	Proj. Remote		BELL COMP										B-33	
56	C-101	LAB	12	Art Gallery	N/A	N/A	Proj. Remote		BELL COMP										C-101	

# EDUCATIONAL MASTER PLAN

ROOM NUMBER	DESCRIPTION	PRIMARY USAGE	CAPACITY	ALLOCATION	SCREEN TYPE Manual or Electric	TRANSPARENCY OHP LAMP TYPE	CONTROLLER NAME- TYPE	DVD/VCR	COMPUTER	VIDEO PROJECTOR NAME	AUDIO AMPLIFIER SYSTEM	# OF MICS INPUT	SPEAKERS	CD-PLAYBACK IN COMPUTER OR DECK	CASSETTE DECK PLAYBACK-TUNER	NUMBER AND SIZE OF WHITE OR GREEN BOARD	NOMAD CART	DVD PLAYBACK IN COMPUTER OR DECK	ROOM DIMENSIONS	ROOM NUMBER
57	C-104 Classroom	Fire Arts	125	Fire Arts	20' Elect	EVB	Proj. Remote	Sony DVD/VCR/CC	BELL COMP	SANYO	TECHREC	2 MICS		SHARP	NAMIA	(2) W 8X4-8X4		SONY COMBO/CC		C-104
58	C-105 LAB	Dynamics	32	Fire Arts	6' M	N/A										N/A				C-105
59	C-106 LAB	Chemics	30	Fire Arts	N/A	N/A	Proj. Remote		BELL COMP	SHARPYG-MBT0X						N/A				C-106
60	C-201 LAB	EI Don Newsroom	11	Fire Arts	8' Elect	N/A	Proj. Remote		BELL COMP	SHARPYG-MBT0X						N/A				C-201
61	C-202 Classroom	EI Don Newsroom	31	Fire Arts	8' Elect	N/A	Proj. Remote	SO DVR/COMBO/CC	BELL COMP	MITSU X300-2	TASCAM MKX-AMP	4 MICS				(2) W 17X4-8X4				C-202
62	C-207 Classroom	Design Studio	35	Fire Arts	10' Elect	EKI	Proj. Remote	Sony DVD/VCR/CC	BELL COMP	SHARPYG-MBT0X	TASCAM MKX-AMP	4 MICS				(2) W 10X4-8X4	NOMAD	DVD IN COMPUTER		C-207
63	C-208 LAB	Design Studio	48	Fire Arts	6' M	3M										(1) G 8X4				C-208
64	C-210 LAB	Painting/Drawing	30	Fire Arts	6' M	3M										(1) G 8X4				C-210
65	C-213 Classroom	Communications	32	Fire Arts	12' Elect	EKI	Proj. Remote	Sony DVD/VCR/CC	BELL COMP	SHARPYG-MBT0X	TASCAM MKX-AMP	4 MICS				(2) W 8X4-18X4				C-213
66	C-214 Classroom	Communications	49	Fire Arts	8' Elect	EKI	Proj. Remote	Sony DVD/VCR/CC	BELL COMP	SHARPYG-MBT0X	TASCAM MKX-AMP	4 MICS				(2) W 8X4-18X4				C-214
67	D-101 Lecture Hall	D-Hum/SS&M-M Bus	126	D-Hum/SS&M-M Bus	14' Elect	DYS	Proj. Remote	Sony DVD/VCR/CC	BELL COMP	MITSU X300-2	TDA AMP	1 MIC				(2) W 18X4-8X4		SONY COMBO		D-101
68	D-102 Classroom	Business	50	Business	6' M	DYS	Proj. Remote	Sony DVD/VCR/CC	BELL COMP	MSLUV800	TASCAM MKX-AMP					(2) G 18X4-8X4				D-102
69	D-103 Classroom	Business	48	Business	6' M	DYS	Proj. Remote	TOSH COMBO/CC	ON NOMAD	WENSINIC						(2) G 18X4-8X4	NOMAD	DVD IN C/NOMAD		D-103
70	D-104 LAB	Speech Clinic		Fire Arts	N/A	N/A										N/A				D-104
71	D-105 Lecture Hall	D-Hum/SS&M-M Bus	67	D-Hum/SS&M-M Bus	10' Elect	DYS	Proj. Remote	Sony DVD/VCR/CC	BELL COMP	MITSU X300-2	TDA AMP	YES				(1) W 14X4		SONY COMBO		D-105
72	D-106 Lecture Hall	D-Hum/SS&M-MF Bus	126	D-Hum/SS&M-MF Bus	14' Elect	EVB	Proj. Remote	Sony DVD/VCR/CC	BELL COMP	MITSU X300	TDA AMP	1 MIC				(1) W 14X4		SONY COMBO		D-106
73	D-107 Classroom	Humanities	35	Humanities	6' M	DYS										(2) G 14X4-8X4				D-107
74	D-108 Classroom	Humanities	36	Humanities	14' Elect	EVB	Creation-Keyboard	Sony DVD/VCR/CC	Dell SF OPT-745	Tosh. TDP-TW350	TASCAM MKX-AMP	4 MICS	2-BL Ceiling			(2) G 20X4-16X4			30' W x 21' D	D-108
75	D-109 Classroom	Humanities	39	Humanities	6' M	EVB										(2) W 16X4-8X4				D-109
76	D-110 Writing Center	Humanities	35	Humanities	6' M	EVB										(1) W 16X4				D-110
77	D-201 Classroom	Humanities/Social Scie	41	Humanities/Social Scie	6' M	EVB	Creation-Keyboard	Sony DVD/VCR/CC	Dell SF OPT-745	Tosh. TDP-TW350	TASCAM MKX-AMP	4 MICS	2-BL Ceiling			(1) G 18X4			42' W x 30' D	D-201
78	D-202 Classroom	Geography	48	Social Science	6' M	DYS	Creation-Keyboard	Sony DVD/VCR/CC	Dell SF OPT-745	Tosh. TDP-TW350	TASCAM MKX-AMP	4 MICS	2-BL Ceiling			(1) G 18X4				D-202
79	D-204 Classroom	Humanities/Social Scie	32	Humanities/Social Scie	6' M	DYS	Creation-Keyboard	Sony DVD/VCR/CC	Dell SF OPT-745	Tosh. TDP-TW350	TASCAM MKX-AMP	4 MICS	2-BL Ceiling			(2) G 14X4-10X4			14' W x 21' D	D-204
80	D-205 Classroom	Humanities/Social Scie	31	Humanities/Social Scie	6' M	FXL										(2) G 20X4-22X4				D-205
81	D-206 Classroom	Hu./Soc/NIese-Coun.	30	Hu./Soc/NIese-Coun.	6' M	DYS										(2) G 12X4-22X4				D-206
82	D-207 Classroom	Human/Social Science	30	Human/Social Science	6' M	DYS										(2) G 14X4-22X4				D-207
83	D-208 Classroom	Hum/SS/Miles Business	51	Hum/SS/Miles Business	6' M	DYS	Proj. Remote	TOSH BACC	ON NOMAD	WENSINIC						(2) G 14X4-22X4				D-208
84	D-209 Classroom	Hum/SS/Miles Business	50	Hum/SS/Miles Business	6' M	DYS	Creation-Keyboard	Sony DVD/VCR/CC	Dell SF OPT-745	Tosh. TDP-TW350	TASCAM MKX-AMP	4 MICS				(1) W 16X4		NOMAD		D-209
85	D-210 Classroom	Human/Social Science	31	Human/Social Science	8' Elect	DYS	Proj. Remote	PAN/DVD/VCR/CC	BELL COMP	MITSU X300						(2) G 14X4-8X4		PANASONIC COMBO		D-210
86	D-211 Classroom	Human/Social Science	30	Human/Social Science	6' M	DYS										(2) G 16X4-12X4				D-211
87	D-212 Classroom	Human/Social Science	50	Human/Social Science	6' M	DYS										(2) G 22X4-10X4				D-212
88	D-213 Classroom	Business	57	Business	6' M	DYS	Creation-Keyboard	Sony DVD/VCR/CC	Dell SF OPT-745	Tosh. TDP-TW350	TASCAM MKX-AMP	4 MICS	2-BL Ceiling			(2) W 16X4-G 8X4				D-213
89	D-214 Classroom	Applied Arts	34	Applied Arts	6' M	EVB	Creation-Keyboard	Sony DVD/VCR/CC	Dell SF OPT-745	Tosh. TDP-TW350	TASCAM MKX-AMP	4 MICS	2-BL Ceiling			(2) G 10X4-12X4			32' W x 24' D	D-214
90	D-301 LAB	Language Lab	49	Humanities	6' M	EVB										N/A				D-301
91	D-302 Classroom	Humanities	51	Humanities	6' M	DYS										(2) W 16X4-16X4				D-302
92	D-303 Classroom	Humanities	40	Humanities	8' Elect	DYS	Proj. Remote	PAN/DVD/VCR/CC	BELL COMP	MITSU X300-2						(2) W 16X4-16X4		PANASONIC COMBO		D-303
93	D-304 Classroom	Human/Social Science	40	Human/Social Science	8' Elect	EVB	Proj. Remote	Sony DVD/VCR/CC	BELL COMP	MITSU X300-2						(2) W 20X4-12X4		PIONEER & IN COMP		D-304
94	D-305 Classroom	Humanities	41	Humanities	6' M	DYS	Proj. Remote	Sony DVD/VCR/CC	BELL COMP	MSLUV800						(2) W 12X4-514X4				D-305
95	D-306 LAB	ESL Lab	30	Humanities	6' M	DYS										N/A				D-306
96	D-307 LAB	Reading Lab	33	Humanities	6' M	DYS										N/A				D-307
97	D-309 Classroom	Humanities	38	Humanities	6' M	DYS	Creation-Keyboard	Sony DVD/VCR/CC	Dell SF OPT-745	Tosh. TDP-TW350	TASCAM MKX-AMP	4 MICS	2-BL Ceiling			(2) G 12X4-12X4			28' x 23'	D-309
98	D-401 LAB	Anthropology Lab	48	Social Science	8' Elect	DYS	Proj. Remote	Sony DVD/VCR/CC	BELL COMP	MITSU X300-2						(1) W 14X4		PIONEER & IN COMP		D-401
99	D-418 Conference Room	Meetings	20	Humanities	N/A	EVB	Proj. Remote	PANASONIC								(2) G 18X4-18X4				D-418
100	D-534 LAB	Psychology Lab	36	Social Science	8' Elect	DYS	Proj. Remote	Sony DVD/VCR/CC	BELL COMP	SHARPYG-MBT0X						(1) W 16X4				D-534
101	F-102 ES	Exercise Science		Exercise Science	N/A	N/A	Creation-Keyboard	Sony DVD/VCR/CC		2-Sim L3D-50" HDTV		1 MIC	2 SPRG TV	CD/Casette						F-102
102	F-102 Classroom	Exercise Science	40	Exercise Science	N/A	N/A	Creation-Keyboard	Sony DVD/VCR/CC		2-Sim L3D-50" HDTV		1 MIC	2 SPRG TV							F-102
103	F-103 Classroom	Exercise Science	40	Exercise Science	N/A	N/A	Creation-Keyboard	Sony DVD/VCR/CC		2-Sim L3D-50" HDTV		1 MIC	2 SPRG TV							F-103
104	F-117 Classroom	Exercise Science	35	Exercise Science	6' M	DYS	Creation-Keyboard	Sony DVD/VCR/CC		3-Sim L3D-50" HDTV		1 MIC	2 SPRG TV			(2) W 8X4-8X4				F-117
105	F-126 Conference Room	Conference Room		N/A	N/A	N/A	Creation-Keyboard													F-126
106	G-102 Training Room	Exercise Science	30	Exercise Science	N/A	N/A										N/A				G-102
107	G-103 Training Room	Exercise Science	30	Exercise Science	N/A	N/A										N/A				G-103
108	G-105 Gymnasium	Men's Gym	2164	PE/Athletics	N/A	N/A					ISC	6 MICS				N/A				G-105
109	G-106 LAB	Fitness Lab	35	PE/Athletics	N/A	N/A					LARGE SYSTEM	8 MICS				N/A				G-106
110	G-107 Classroom	Dance	42	Fire Arts	6' M	EXK	Proj. Remote	Sony DVD/VCR/CC		MITSU X300-2	TASCAM MKX-AMP	4 MICS				(1) G 8X4				G-107
111	G-108 Classroom	Dance	40	Fire Arts	N/A	N/A	Proj. Remote	PANASONIC			DENON AMP					N/A				G-108
112	G-113 Football Field	Field Track	3000	PE/Athletics	N/A	N/A										N/A				G-113

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ROOM NUMBER	DESCRIPTION	PRIMARY USAGE	CAPACITY	ALLOCATION	SCREEN TYPE Manual or Electric	TRANSPARENCY OR LAMP TYPE	CONTROLLER NAME- TYPE	DVD/VCR	COMPUTER	VIDEO PROJECTOR NAME	AUDIO AMPLIFIER SYSTEM	# OF MICS INPUT	SPEAKERS	CD PLAYBACK IN COMPUTER OR DECK	CASSETTE PLAYBACK- AM-FM-TUNER	NUMER AND SIZE OF WHEEL OR GREEN BOARD	NOMAD CART	DVD PLAY BACK IN COMPUTER OR DECK	ROOM DIMENSIONS	ROOM NUMBER
113	G-114 Archery Field			PE/Athletics	N/A	N/A									N/A				G-114	
114	G-115 Baseball Field			PE/Athletics	N/A	N/A									N/A				G-115	
115	G-116 Tennis Courts			PE/Athletics	N/A	N/A									N/A				G-116	
116	G-118 Golf/Soccer Field			PE/Athletics	N/A	N/A									N/A				G-118	
117	G-221 Swimming Pool			PE/Athletics	N/A	N/A									N/A				G-221	
118	H-104 Classroom			Science/Technology	6' M	DYS													H-104	
119	H-105 Classroom			Science/Technology	6' M	FAL	Ovation-Keyboard	Sony DVD/VCR/CC	Dell SF-DPT17-745	Toshiba TDP-TW650	TASCAM MKX-AMP	4MICS	2-8BL Ceiling			NOMAD		30' W x 34' D	H-105	
120	H107 Classroom			Science/Technology	6' M	N/A	Proj. Remote													H107
121	H-108 LAB			Science/Technology	N/A	ENX	Proj. Remote													H-108
122	H-109 Classroom			Business	6' M	EVB														H-109
123	H-201 Classroom			Science/Technology	6' M	EVB	Proj. Remote	Sony DVD/VCR/CC	BELL COMP	SHARP XG-C50X	TASCAM MKX-AMP	4MICS	2-8BL Ceiling						H-201	
124	H-205 Classroom			Science/Technology	6' M	EVB	Proj. Remote	Sony DVD/VCR/CC	BELL COMP	SHARP XG-C50X	TASCAM MKX-AMP	4MICS	2-8BL Ceiling						H-205	
125	H-207 Classroom			Science/Technology	6' M	DYS	Proj. Remote	Sony DVD/VCR/CC	BELL COMP	SHARP XG-C50X	TASCAM MKX-AMP	4MICS	2-8BL Ceiling						H-207	
126	H-210 LAB			Science/Technology	6' M	DYS	Proj. Remote	Sony DVD/VCR/CC	Dell SF-DPT17-745	Toshiba TDP-TW650	TASCAM MKX-AMP	4MICS	2-8BL Wall						H-210	
127	J-101 Classroom			Science/Technology	6' M	DYS	Ovation-Keyboard	Sony DVD/VCR/CC	Dell SF-DPT17-745	Toshiba TDP-TW650	TASCAM MKX-AMP	4MICS	2-8BL Ceiling					21' x 24'	J-101	
128	J-102 LAB			Auto Electronic Lab	6' M	DYS	Ovation-Keyboard	Sony DVD/VCR/CC	Dell SF-DPT17-745	Toshiba TDP-TW650	TASCAM MKX-AMP	4MICS	2-8BL Ceiling					21' x 24'	J-102	
129	J-103 LAB			Auto Transmission Lab	6' M	DYS														J-103
130	J-106 LAB			Wheel Alignment Lab	N/A	N/A														J-106
131	J-109-3 LAB			Science/Technology	N/A	N/A	Ovation-Keyboard	Sony DVD/VCR/CC	Dell SF-DPT17-745	Toshiba TDP-TW650	TASCAM MKX-AMP	4MICS	2-8BL Ceiling					20' W x 20' D	J-109-3	
132	J-110 LAB			Science/Technology	N/A	N/A														J-110
133	J-114 LAB			Science/Technology	N/A	N/A														J-114
134	K-100 LAB			Science/Technology	N/A	N/A														K-100
135	K-101 Classroom			Science/Technology	N/A	N/A														K-101
136	L-111 Conference Room			Meetings	N/A	N/A														L-111
137	L-12-1 Classroom			Literary Classroom	N/A	N/A	Proj. Remote	Sony DVD/VCR/CC	BELL COMP	MESL XJ30U	TASCAM MKX-AMP	4MICS							L-12-1	
138	L-201 LAB			Teaching Center	6' M	N/A														L-201
139	L-202 Classroom			Gain	6' M	DYS	Proj. Remote		BELL COMP	MESL XJ30U										L-202
140	L-203 LAB			Math Lab	6' M	DYS														L-203
141	L-204 LAB			Math Lab	6' M	DYS														L-204
142	L-206 LAB			Science/Technology	6' M	N/A														L-206
143	L-207 LAB			Learning Center	6' M	N/A	Proj. Remote													L-207
144	L-221 Special Services Lab			CAL Lab	6' M	N/A	Proj. Remote													L-221
145	L-225 Lab			Special Services	6' M	N/A														L-225
146	M-100 Parlor			Community Services	N/A	N/A														M-100
147	M-105 Speech Center			Special Services	N/A	N/A														M-105
148	N-105 LAB			Speech Center	6' M	DYS	Proj. Remote	Sony DVD/VCR/CC		MTSU X300-2									N-105	
149	N-106 LAB			Speech Center	6' M	N/A														N-106
150	N-114 LAB			Speech Center	6' M	DYS	Proj. Remote	Sony DVD/VCR/CC		MTSU X300-2										N-114
151	N-117 LAB			Speech Center	6' M	DYS	Proj. Remote	Sony DVD/VCR/CC	BELL COMP	MTSU X300-2										N-117
152	N-119 LAB			Speech Center	6' M	N/A	Proj. Remote													N-119
153	P-100 LAB			Speech Center	N/A	N/A														P-100
154	P-104 LAB			Speech Center	N/A	N/A														P-104
155	P-105 Theater			Speech Center	6' M	N/A														P-105
156	P-106 LAB			Speech Center	6' M	N/A														P-106
157	P-108 LAB			Speech Center	6' M	N/A														P-108
158	P-114 Classroom			Speech Center	6' M	DYS	Proj. Remote													P-114
159	R-111 LAB			Speech Center	6' M	FAL														R-111
160	R-113 Classroom			Speech Center	6' M	EVB														R-113
161	R-114 Classroom			Speech Center	6' M	EVB														R-114
162	R-115 Classroom			Speech Center	6' M	DYS														R-115
163	R-117 Classroom			Speech Center	6' M	DYS														R-117
164	R-124 Classroom			Speech Center	6' M	EVB	Proj. Remote	Sony DVD/VCR/CC	BELL COMP	MTSU X300-2	TDA AMP	1 MIC							R-124	
165	R-126 Classroom			Speech Center	6' M	DYS	Proj. Remote	Sony DVD/VCR/CC	BELL COMP	MTSU X300-2	TDA AMP	1 MIC							R-126	
166	R-128 Classroom			Speech Center	6' M	DYS	Proj. Remote	Sony DVD/VCR/CC	BELL COMP	MTSU X300-2	TDA AMP	1 MIC							R-128	
167	R-201 LAB			Speech Center	6' M	DYS														R-201
168	R-202 LAB			Speech Center	6' M	DYS														R-202
169	R-202-1 LAB			Speech Center	N/A	N/A	Proj. Remote	IN/NOMAD	200											R-202-1







# EDUCATIONAL MASTER PLAN

## COLLEGE-WIDE CORE COMPETENCIES



### COLLEGE-WIDE CORE COMPETENCIES (The Basis of General Education Student Learning Outcomes)

<p><b>1. Communication Skills</b></p>	<p><b>a. Listening and Speaking</b> Students will listen actively and respectfully to analyze the substance of others' comments. Students will speak in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion.</p> <p><b>b. Reading and Writing</b> Students will read effectively and analytically and will comprehend at a college level. Students will write in an organized and grammatically correct fashion to explain their feelings and support a conclusion.</p>
<p><b>2. Thinking and Reasoning</b> Students will identify and analyze real or potential "problems" and develop, evaluate, and test possible solutions using creative thinking, analysis and synthesis, quantitative reasoning, and/or transfer of knowledge and skills to a new context as appropriate.</p>	<p><b>a. Creative Thinking</b> Students will develop the skills to formulate original ideas and concepts in addition to integrating those of others in the creative process.</p> <p><b>b. Critical Thinking</b> Students will think logically in solving problems; explaining their conclusions; and evaluating, supporting, or critiquing the thinking of others.</p> <p><b>c. Ethical Reasoning</b> Students will demonstrate an understanding of ethical issues that will enhance their capacity for making sound judgments and decisions.</p> <p><b>d. Quantitative Reasoning</b> Students will use college-level mathematical concepts and methods to understand, analyze and explain issues in quantitative terms.</p>
<p><b>3. Information Competency</b> Students will do research at a level that is necessary to achieve personal, professional and educational success. They will use print material and technology to identify research needs, seek, access, evaluate and apply information effectively and responsibly.</p>	

## EDUCATIONAL MASTER PLAN

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<p><b>4. Diversity</b> Students will develop individual responsibility, personal integrity, and respect for diverse peoples and cultures of the world.</p>	<p><b>a. Cultural</b> Students will respect and work with diverse people including those with different cultural and linguistic backgrounds and different abilities.</p> <p><b>b. Social</b> Students will interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values.</p> <p><b>c. Environmental</b> Students will demonstrate an understanding of ethical issues that will enhance their capacity for making decisions and sound judgments about the environment.</p>
<p><b>5. Civic Responsibility</b> Students will take personal responsibility for becoming informed, ethical and active citizens of their community, their nation and their world.</p>	
<p><b>6. Life Skills</b></p>	<p><b>a. Creative Expression</b> Students will produce artistic and creative expression.</p> <p><b>b. Aesthetic Appreciation</b> Students will respond to artistic and creative expressions.</p> <p><b>c. Personal Growth</b> Students will demonstrate habits of intellectual exploration, personal responsibility, and practical and physical well-being.</p> <p><b>d. Interpersonal Skills</b> Students will participate effectively in teams, committees, task forces, and in other group efforts to make decisions and seek consensus.</p>
<p><b>7. Careers</b> Students will develop the knowledge and skills necessary to select and develop careers.</p>	



**Seperator**



GENERAL EDUCATION PROGRAM REVIEW: SLO PLAN A INVENTORY

General Education Program Review: SLO Plan A Inventory

Course			SLO Levels										Plan A Categories									
Course Title	Discipline	Course #	Course ID	1	2	3	4	5	6	7	A	B.1	B.2	C	C.F	C.L	D.1	D.2	E.1	E.2	F.1	F.2
Anthropology 100	ANTH	100	ANTH 100	5	5	4	4	4	4	3			X					X				
Anthropology 100H	ANTH	100H	ANTH 100H	5	5	4	4	4	4	3			X					X				
Anthropology 101	ANTH	101	ANTH 101	1	1	1	1	1	1	1	X											
Anthropology 101L	ANTH	101L	ANTH 101L	5	5	5	4	3	4	3	X											
Anthropology 104	ANTH	104	ANTH 104	4	4	4	2	2	1	2				X			X					
Anthropology 104H	ANTH	104H	ANTH 104H	5	4	4	2	2	1	2				X			X					
Anthropology 125	ANTH	125	ANTH 125	4	4	3	5	3	3	2							X					
Art 100	ART	100	ART 100	5	5	4	5	3	5	3				X								
Art 100H	ART	100H	ART 100H	5	5	4	5	3	5	3				X								
Art 101	ART	101	ART 101	5	5	4	5	3	5	3				X								
Art 102	ART	102	ART 102	5	5	3	4	4	5	3				X								
Art 103	ART	103	ART 103	5	5	4	5	3	5	3							X					
Art 104	ART	104	ART 104	4	5	5	5	5	5	3							X					
Art 105	ART	105	ART 105	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A				X								
Art 106	ART	106	ART 106	1	1	1	1	1	1	1							X					
Art 110	ART	110	ART 110	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A				X								
Asian American Studies 101	ASIA	101	ASIA 101	5	5	4	3	3	4	2							X					
Astronomy 109	ASTR	109	ASTR 109	1	1	1	1	1	1	1	X											
Astronomy 110	ASTR	110	ASTR 110	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	X											
Astronomy 110H	ASTR	110H	ASTR 110H	5	5	5	3	3	4	3	X											
Astronomy 140	ASTR	140	ASTR 140	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	X											
Astronomy 150	ASTR	150	ASTR 150	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	X											
Biology 109	BIOL	109	BIOL 109	5	5	4	3	3	3	3	X											
Biology 109H	BIOL	109H	BIOL 109H	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	X											
Biology 109L	BIOL	109L	BIOL 109L	4	5	5	3	3	4	2	X											
Biology 149	BIOL	149	BIOL 149	1	1	1	1	1	1	1	X											
Biology 159	BIOL	159	BIOL 159	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	X											
Biology 177	BIOL	177	BIOL 177	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	X											

**EDUCATIONAL MASTER PLAN**

Course			SLO Levels							Plan A Categories												
Course Title	Discipline	Course #	Course ID	1	2	3	4	5	6	7	A	B.1	B.2	C	C.F	C.L	D.1	D.2	E.1	E.2	F.1	F.2
Biology 200	BIOL	200	BIOL 200	4	4	5	4	4	4	1	X											
Biology 239	BIOL	239	BIOL 239	1	1	1	1	1	1	1	X											
Biology 259	BIOL	259	BIOL 259	4	4	5	4	4	4	1	X											
Black Studies 101	BAST	101	BAST 101	5	5	4	5	3	4	1						X						
Business 106	BUS	106	BUS 106	5	5	5	1	1	4	4							X					
Business 106H	BUS	106H	BUS 106H	5	5	3	5	3	4	4							X					
Business 130	BUS	130	BUS 130	5	5	3	4	4	5	3											X	
Chemistry 109	CHEM	109	CHEM 109	1	1	1	1	1	1	1	X											
Chemistry 119	CHEM	119	CHEM 119	4	5	1	1	3	3	1	X											
Chemistry 209	CHEM	209	CHEM 209	5	5	5	3	1	3	4	X											
Chemistry 219	CHEM	219	CHEM 219	5	5	5	1	1	1	1	X											
Chemistry 219H	CHEM	219H	CHEM 219H	5	5	5	2	2	1	1	X											
Chicano Studies 101	CHST	101	CHST 101	1	1	1	1	1	1	1						X						
Computer Science 100	CMPR	100	CMPR 100	4	5	4	2	2	3	3										X		
Computer Science 105	CMPR	105	CMPR 105	4	5	1	3	3	3	4										X		
Computer Science 111	CMPR	111	CMPR 111	4	5	4	2	3	3	4										X		
Counseling 116	CNSL	116	CNSL 116	4	4	3	4	4	5	5											X	
Counseling 120	CNSL	120	CNSL 120	5	5	3	1	1	5	1											X	
Counseling 124	CNSL	124	CNSL 124	4	4	3	5	5	5	4											X	
Counseling 125	CNSL	125	CNSL 125	5	4	3	4	3	5	1											X	
Counseling 128	CNSL	128	CNSL 128	5	5	5	3	3	3	5											X	
Counseling 144	CNSL	144	CNSL 144	5	5	4	3	3	5	4										X		
Criminal Justice 101	CJ	101	CJ 101	5	5	4	5	5	4	3			X									
Criminal Justice 209	CJ	209	CJ 209	5	5	4	5	4	4	3										X		
Dance 100	DNCE	100	DNCE 100	1	1	1	1	1	1	1			X									
Dance 100H	DNCE	100H	DNCE 100H	5	5	4	4	4	5	1				X								
Dance 102	DNCE	102	DNCE 102	5	4	3	2	2	5	1												X
Dance 105	DNCE	105	DNCE 105	5	5	4	4	4	5	1				X								
Dance 105	DNCE	105	DNCE 105	5	5	4	4	4	5	1												
Dance 201A	DNCE	201A	DNCE 201A	5	5	3	5	2	5	1												X

**GENERAL EDUCATION PROGRAM REVIEW: SLO PLAN A INVENTORY**

Course			SLO Levels							Plan A Categories													
Course Title	Discipline	Course #	Course ID	1	2	3	4	5	6	7	A	B.1	B.2	C	C.F	C.L	D.1	D.2	E.1	E.2	F.1	F.2	
Dance 201B	DNCE	201B	DNCE 201B	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A													X
Dance 206A	DNCE	206A	DNCE 206A	1	1	1	1	1	1	1													X
Dance 206B	DNCE	206B	DNCE 206B	5	4	3	3	2	4	1													X
Dance 219A	DNCE	219A	DNCE 219A	5	4	3	3	2	4	1													X
Dance 219B	DNCE	219B	DNCE 219B	5	4	3	3	2	4	1													X
E.S. Activities 107	ESAC	107	ESAC 107	3	3	2	5	2	4	1													X
E.S. Activities 130	ESAC	130	ESAC 130	3	3	1	4	4	4	1													X
E.S. Activities 132	ESAC	132	ESAC 132	3	3	1	1	1	5	1													X
E.S. Activities 140	ESAC	140	ESAC 140	4	4	4	3	4	4	2													X
E.S. Activities 150	ESAC	150	ESAC 150	4	3	3	3	3	5	1													X
E.S. Activities 155	ESAC	155	ESAC 155	4	4	4	43	4	4	2													X
E.S. Activities 160	ESAC	160	ESAC 160	2	3	1	1	1	5	1													X
E.S. Activities 169	ESAC	169	ESAC 169	1	1	1	3	1	5	2													X
E.S. Activities 180	ESAC	180	ESAC 180	4	3	3	4	1	5	1													X
E.S. Activities 185	ESAC	185	ESAC 185	4	3	3	4	4	5	1													X
E.S. Activities 200	ESAC	200	ESAC 200	2	2	1	2	2	4	1													X
E.S. Activities 210	ESAC	210	ESAC 210	3	3	3	3	2	4	3													X
E.S. Activities 220	ESAC	220	ESAC 220	3	4	2	5	4	4	3													X
E.S. Activities 226	ESAC	226	ESAC 226	3	3	2	3	1	5	3													X
E.S. Activities 230	ESAC	230	ESAC 230	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A													X
E.S. Activities 235	ESAC	235	ESAC 235	3	2	2	1	1	5	3													X
E.S. Activities 240	ESAC	240	ESAC 240	5	5	5	1	1	5	5													X
E.S. Activities 245	ESAC	245	ESAC 245	5	5	5	1	1	5	5													X
E.S. Activities 260	ESAC	260	ESAC 260	4	4	4	4	4	4	3													X
E.S. Activities 265	ESAC	265	ESAC 265	3	4	3	4	4	5	3													X
E.S. Activities 270	ESAC	270	ESAC 270	4	4	2	4	4	5	3													X
E.S. Activities 280	ESAC	280	ESAC 280	3	3	2	4	2	2	2													X
E.S. Activities 290	ESAC	290	ESAC 290	3	5	1	5	1	5	1													X
E.S. Activities 292	ESAC	292	ESAC 292	3	3	1	5	1	5	1													X
E.S. Adapted Activities 201	ESAD	201	ESAD 201	2	2	1	3	1	3	1													X

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Course				SLO Levels							Plan A Categories												
Course Title	Discipline	Course #	Course ID	1	2	3	4	5	6	7	A	B.1	B.2	C	C.F	C.I	D.1	D.2	E.1	E.2	F.1	F.2	
E.S. Adapted Activities 202	ESAD	202	ESAD 202	2	2	1	3	1	3	1													X
E.S. Adapted Activities 205	ESAD	205	ESAD 205	2	2	1	3	1	3	1													X
E.S. Adapted Activities 206	ESAD	206	ESAD 206	3	3	1	3	1	3	1													X
E.S. Adapted Activities 208	ESAD	208	ESAD 208	2	2	1	3	1	3	1													X
E.S. Adapted Activities 211	ESAD	211	ESAD 211	3	2	1	3	1	3	1													X
E.S. Adapted Activities 220	ESAD	220	ESAD 220	3	3	1	3	1	2	1													X
E.S. Aerobic Fitness 140	ESAF	140	ESAF 140	3	3	1	3	3	1	1													X
E.S. Aerobic Fitness 143	ESAF	143	ESAF 143	3	3	1	3	3	4	3													X
E.S. Aerobic Fitness 144	ESAF	144	ESAF 144	4	4	5	4	4	4	1													X
E.S. Aerobic Fitness 150	ESAF	150	ESAF 150	2	2	1	3	1	4	1													X
E.S. Aerobic Fitness 152	ESAF	152	ESAF 152	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A													X
E.S. Aerobic Fitness 155	ESAF	155	ESAF 155	3	3	1	3	2	3	1													X
E.S. Aerobic Fitness 156	ESAF	156	ESAF 156	2	2	1	3	1	4	2													X
E.S. Aerobic Fitness 158	ESAF	158	ESAF 158	2	2	1	3	1	4	2													X
E.S. Aerobic Fitness 160	ESAF	160	ESAF 160	2	2	1	3	1	4	1													X
E.S. Aquatics 201	ESAQ	201	ESAQ 201	2	2	2	1	1	5	2													X
E.S. Aquatics 204	ESAQ	204	ESAQ 204	3	4	3	3	4	5	3													X
E.S. Aquatics 205	ESAQ	205	ESAQ 205	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A													X
E.S. Aquatics 209	ESAQ	209	ESAQ 209	2	3	3	1	1	2	1													X
E.S. Fitness 100	ESFI	100	ESFI 100	3	3	3	3	2	4	3													X
E.S. Fitness 101	ESFI	101	ESFI 101	3	3	3	3	2	4	3													X
E.S. Fitness 102	ESFI	102	ESFI 102	3	3	3	3	2	4	3													X
E.S. Fitness 108	ESFI	108	ESFI 108	3	3	1	2	1	5	1													X
E.S. Fitness 109	ESFI	109	ESFI 109	3	3	1	2	1	5	1													X
E.S. Fitness 110	ESFI	110	ESFI 110	3	3	1	2	1	5	1													X
E.S. Fitness 115	ESFI	115	ESFI 115	3	3	1	1	1	5	1													X
E.S. Fitness 116	ESFI	116	ESFI 116	3	3	1	2	1	5	1													X
E.S. Fitness 119	ESFI	119	ESFI 119	2	2	2	3	3	5	3													X
E.S. Fitness 120	ESFI	120	ESFI 120	2	2	2	3	3	5	3													X
E.S. Fitness 145	ESFI	145	ESFI 145	3	3	1	3	1	5	1													X

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E.S. Fitness 147	ESFI	147	ESFI 147	2	2	1	3	1	4	1													X
E.S. Fitness 170	ESFI	170	ESFI 170	4	3	2	4	1	4	1													X
E.S. Health Education 101	ESHE	101	ESHE 101	4	4	2	3	3	5	3											X		
E.S. Health Education 102	ESHE	102	ESHE 102	3	4	2	3	3	4	1							X						
E.S. Health Education 102	ESHE	102	ESHE 102	3	4	2	3	3	4	1											X		
E.S. Health Education 104	ESHE	104	ESHE 104	5	4	5	3	3	3	3											X		
E.S. Health Education 120	ESHE	120	ESHE 120	4	4	2	3	3	5	3											X		
E.S. Intercollegiate Athletics 124	ESIA	124	ESIA 124	3	3	2	4	4	5	2													X
E.S. Intercollegiate Athletics 125	ESIA	125	ESIA 125	3	3	2	1	1	5	3													X
E.S. Intercollegiate Athletics 126	ESIA	126	ESIA 126	1	1	1	1	1	1	1													X
E.S. Intercollegiate Athletics 127	ESIA	127	ESIA 127	2	2	2	3	2	5	3													X
E.S. Intercollegiate Athletics 128	ESIA	128	ESIA 128	3	3	2	4	4	5	2													X
E.S. Intercollegiate Athletics 201	ESIA	201	ESIA 201	4	4	3	5	5	4	4													X
E.S. Intercollegiate Athletics 202	ESIA	202	ESIA 202	4	3	3	5	4	5	3													X
E.S. Intercollegiate Athletics 203	ESIA	203	ESIA 203	3	4	1	4	4	5	3													X
E.S. Intercollegiate Athletics 204	ESIA	204	ESIA 204	3	4	1	4	3	5	2													X
E.S. Intercollegiate Athletics 205	ESIA	205	ESIA 205	5	5	1	3	4	3	3													X
E.S. Intercollegiate Athletics 206	ESIA	206	ESIA 206	5	4	1	3	3	5	2													X
E.S. Intercollegiate Athletics 207	ESIA	207	ESIA 207	4	3	1	5	3	4	2													X
E.S. Intercollegiate Athletics 208	ESIA	208	ESIA 208	3	4	3	4	3	4	1													X
E.S. Intercollegiate Athletics 209	ESIA	209	ESIA 209	5	4	1	3	3	3	2													X

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E.S. Intercollegiate Athletics 210	ESIA	210	ESIA 210	4	4	1	5	4	5	5												X	
E.S. Intercollegiate Athletics 211	ESIA	211	ESIA 211	3	4	1	5	4	5	3													X
E.S. Intercollegiate Athletics 212	ESIA	212	ESIA 212	3	4	1	4	4	5	3													X
E.S. Intercollegiate Athletics 213	ESIA	213	ESIA 213	4	3	1	5	3	4	2													X
E.S. Intercollegiate Athletics 214	ESIA	214	ESIA 214	5	5	1	3	4	3	3													X
E.S. Intercollegiate Athletics 215	ESIA	215	ESIA 215	3	3	1	5	3	4	2													X
E.S. Intercollegiate Athletics 216	ESIA	216	ESIA 216	3	4	1	4	4	5	3													X
E.S. Intercollegiate Athletics 217	ESIA	217	ESIA 217	5	4	1	3	3	5	2													X
E.S. Intercollegiate Athletics 218	ESIA	218	ESIA 218	3	4	2	4	4	5	2													X
E.S. Intercollegiate Athletics 219	ESIA	219	ESIA 219	3	4	1	4	4	5	3													X
E.S. Intercollegiate Athletics 220	ESIA	220	ESIA 220	3	4	2	4	4	5	3													X
E.S. Intercollegiate Athletics 221	ESIA	221	ESIA 221	5	4	1	3	3	3	1													X
E.S. Intercollegiate Athletics 222	ESIA	222	ESIA 222	3	4	2	5	3	4	1													X
E.S. Professional 125	ESPR	125	ESPR 125	3	5	5	2	2	2	2												X	
E.S. Professional 140	ESPR	140	ESPR 140	4	4	4	4	3	4	4												X	
Earth Science 110	ERTH	110	ERTH 110	5	5	3	5	5	5	4	X												
Earth Science 110H	ERTH	110H	ERTH 110H	5	5	4	5	5	5	4	X												
Earth Science 115	ERTH	115	ERTH 115	5	5	3	5	5	5	4	X												
Earth Science 150	ERTH	150	ERTH 150	5	5	4	4	4	5	4	X												
Earth Science 150H	ERTH	150H	ERTH 150H	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	X												
Economics 120	ECON	120	ECON 120	5	5	5	3	3	4	2													X
Economics 121	ECON	121	ECON 121	5	5	5	3	3	4	2													X



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EMLS 112	EMLS	112	EMLS 112	5	5	3	3	3	4	1									X			
English 061	ENGL	061	ENGL 061	5	5	3	3	3	3	1									X			
English 101	ENGL	101	ENGL 101	5	5	3	3	3	3	1									X			
English 101H	ENGL	101H	ENGL 101H	5	5	3	3	3	3	1									X			
English 102	ENGL	102	ENGL 102	5	5	3	4	4	3	1						X						
English 102H	ENGL	102H	ENGL 102H	5	5	3	4	4	4	3	1					X						
English 103	ENGL	103	ENGL 103	5	5	5	4	4	2	1										X		
English 103H	ENGL	103H	ENGL 103H	5	5	5	4	4	2	1										X		
English 104	ENGL	104	ENGL 104	5	4	4	2	2	1	2				X			X					
English 104H	ENGL	104H	ENGL 104H	5	4	4	2	2	1	2				X			X					
English 231	ENGL	231	ENGL 231	5	5	3	4	4	3	1						X						
English 232	ENGL	232	ENGL 232	5	5	3	4	4	3	1						X						
English 233A	ENGL	233A	ENGL 233A	5	5	3	3	3	3	2						X						
English 233B	ENGL	233B	ENGL 233B	5	5	3	3	3	3	2						X						
English 233C	ENGL	233C	ENGL 233C	5	5	3	3	3	3	2						X						
English 233D	ENGL	233D	ENGL 233D	5	5	3	3	3	3	2						X						
English 241	ENGL	241	ENGL 241	5	5	3	3	3	3	1						X						
English 242	ENGL	242	ENGL 242	5	5	3	3	3	3	1						X						
English 245	ENGL	245	ENGL 245	5	5	3	5	3	3	2							X					
English 246	ENGL	246	ENGL 246	5	5	3	5	3	3	2							X					
English 270	ENGL	270	ENGL 270	5	5	3	3	3	3	2						X						
English 271	ENGL	271	ENGL 271	5	5	3	5	4	3	1						X		X				
English 272	ENGL	272	ENGL 272	5	5	3	4	4	3	1						X		X				
English 278	ENGL	278	ENGL 278	5	5	3	5	3	3	2								X				
Environmental Studies 109	ENVR	109	ENVR 109	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	X											
Environmental Studies 140	ENVR	140	ENVR 140	5	5	3	5	3	5	3	X											
Environmental Studies 200	ENVR	200	ENVR 200	4	4	5	3	4	4	1	X											
Environmental Studies 259	ENVR	259	ENVR 259	4	4	5	3	4	4	1	X											
Ethnic Studies 101	ETHN	101	ETHN 101	1	1	1	1	1	1	1											X	
Ethnic Studies 101H	ETHN	101H	ETHN 101H	1	1	1	1	1	1	1											X	

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Ethnic Studies 102	ETHN	102	ETHN 102	5	5	4	4	4	4	3						X							
Family & Consumer Studies 120	FCS	120	FCS 120	5	4	4	4	4	4	4											X		
Fashion Design Merchandising 103	FDM	103	FDM 103	5	4	5	4	4	4	4												X	
French 101	FREN	101	FREN 101	5	4	3	4	3	3	3				X									
French 102	FREN	102	FREN 102	5	4	4	4	4	3	3				X									
French 201	FREN	201	FREN 201	5	4	1	4	4	3	4				X									
French 201H	FREN	201H	FREN 201H	5	4	1	4	4	3	4				X									
French 202	FREN	202	FREN 202	5	4	1	4	4	3	4				X									
French 202H	FREN	202H	FREN 202H	5	4	1	4	4	3	4				X									
Geography 100	GEOG	100	GEOG 100	5	5	4	4	4	4	3			X										
Geography 100H	GEOG	100H	GEOG 100H	5	5	4	4	4	4	3			X										
Geography 101	GEOG	101	GEOG 101	5	5	4	4	4	4	3	X												
Geography 101L	GEOG	101L	GEOG 101L	5	5	4	4	4	4	3	X												
Geography 102	GEOG	102	GEOG 102	4	4	3	5	3	3	2			X										
Geography 102H	GEOG	102H	GEOG 102H	4	4	3	5	3	3	2			X										
Geology 101	GEO	101	GEO 101	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	X												
Geology 101L	GEO	101L	GEO 101L	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	X												
Geology 140	GEO	140	GEO 140	5	5	3	5	3	5	3	X												
Geology 150	GEO	150	GEO 150	5	5	3	4	4	5	4	X												
Geology 150H	GEO	150H	GEO 150H	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	X												
Geology 201	GEO	201	GEO 201	5	5	3	4	4	4	4	X												
German 101	GER	101	GER 101	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A					X								
German 102	GER	102	GER 102	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A					X								
History 101	HIST	101	HIST 101	5	5	5	3	3	4	3			X										
History 101H	HIST	101H	HIST 101H	5	5	5	3	3	4	3			X										
History 102	HIST	102	HIST 102	5	5	5	3	3	4	3			X										
History 102H	HIST	102H	HIST 102H	5	5	5	3	3	4	3			X										
History 118	HIST	118	HIST 118	5	5	4	5	3	4	3			X										
History 120	HIST	120	HIST 120	5	5	5	5	3	4	3			X										

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History 120H	HIST	120H	HIST 120H	5	5	5	4	3	2	1	X											
History 121	HIST	121	HIST 121	5	5	5	5	3	4	3	X											
History 121H	HIST	121H	HIST 121H	5	5	5	4	3	2	1	X											
History 122	HIST	122	HIST 122	5	5	5	4	3	3	3	X											
History 123	HIST	123	HIST 123	5	5	5	4	3	3	2							X					
History 124	HIST	124	HIST 124	5	5	5	4	4	3	3							X					
History 124H	HIST	124H	HIST 124H	5	5	5	4	4	3	3							X					
History 125	HIST	125	HIST 125	5	5	5	4	4	3	3							X					
History 127	HIST	127	HIST 127	5	5	3	5	5	4	3							X					
History 146	HIST	146	HIST 146	5	5	5	4	3	3	3							X					
History 150	HIST	150	HIST 150	5	5	5	4	4	3	3							X					
History 151	HIST	151	HIST 151	5	5	5	4	4	3	3							X					
History 153	HIST	153	HIST 153	5	5	4	3	3	4	3							X					
History 160	HIST	160	HIST 160	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A							X					
History 161	HIST	161	HIST 161	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A							X					
History 181	HIST	181	HIST 181	5	5	5	4	4	3	3							X					
Human Development 102	HU-D	102	HU-D 102	5	5	5	5	5	5	5												X
Human Development 107	HU-D	107	HU-D 107	5	4	4	3	3	4	4			X									X
Human Development 110	HU-D	110	HU-D 110	5	5	3	3	3	4	5			X									
Human Development 221	HU-D	221	HU-D 221	5	5	5	5	5	5	5							X					
Interdisciplinary Studies 111	IDS	111	IDS 111	1	1	1	1	1	1	1										X		
Interdisciplinary Studies 117H	IDS	117H	IDS 117H	5	5	5	4	4	3	2								X				
Interdisciplinary Studies 121	IDS	121	IDS 121	5	5	4	1	1	4	1									X			
Interdisciplinary Studies 155	IDS	155	IDS 155	4	5	4	2	2	1	4												X
Italian 101	ITAL	101	ITAL 101	1	1	1	1	1	1	1								X				
Italian 102	ITAL	102	ITAL 102	1	1	1	1	1	1	1								X				
Italian 201	ITAL	201	ITAL 201	1	1	1	1	1	1	1								X				
Italian 202	ITAL	202	ITAL 202	1	1	1	1	1	1	1								X				
Japanese 101	JAPN	101	JAPN 101	5	4	3	4	4	3	2								X				

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Japanese 102	JAPN	102	JAPN 102	5	4	3	4	4	3	1					X								
Library & Information Studies 100	LIBR	100	LIBR 100	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A											X		
Mathematics 030	MATH	030	MATH 030	1	5	1	1	1	5	1											X		
Mathematics 080	MATH	080	MATH 080	4	5	1	1	1	1	1										X			
Mathematics 105	MATH	105	MATH 105	5	5	5	3	3	5	3										X			
Mathematics 140	MATH	140	MATH 140	4	4	3	1	1	4	3										X			
Mathematics 145	MATH	145	MATH 145	4	4	1	1	1	4	1										X			
Mathematics 150	MATH	150	MATH 150	1	1	1	1	1	1	1										X			
Mathematics 160	MATH	160	MATH 160	1	1	1	1	1	1	1										X			
Mathematics 170	MATH	170	MATH 170	4	1	1	1	1	1	1										X			
Mathematics 180	MATH	180	MATH 180	4	5	1	4	4	4	4										X			
Mathematics 180H	MATH	180H	MATH 180H	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A										X			
Mathematics 185	MATH	185	MATH 185	4	5	2	2	3	3	4										X			
Mathematics 219	MATH	219	MATH 219	1	1	1	1	1	1	1										X			
Mathematics 219H	MATH	219H	MATH 219H	4	5	5	1	1	4	3										X			
Mathematics 270	MATH	270	MATH 270	1	1	1	1	1	1	1										X			
Mathematics 275	MATH	275	MATH 275	1	1	1	1	1	1	1										X			
Mathematics 280	MATH	280	MATH 280	4	5	2	2	3	3	4										X			
Mathematics 290	MATH	290	MATH 290	4	4	2	4	4	4	2										X			
Mathematics 295	MATH	295	MATH 295	4	5	2	2	3	3	4										X			
Music 101	MUS	101	MUS 101	5	5	4	2	1	4	1				X									
Music 101H	MUS	101H	MUS 101H	5	5	4	2	1	4	1				X									
Music 102	MUS	102	MUS 102	5	5	4	5	1	3	1				X				X					
Music 102H	MUS	102H	MUS 102H	5	5	5	5	1	3	1				X				X					
Music 103	MUS	103	MUS 103	5	5	4	2	1	4	1								X					
Music 110	MUS	110	MUS 110	3	5	1	3	1	5	1				X									
Music 211	MUS	211	MUS 211	5	5	4	2	1	4	1				X									
Nutrition & Food 115	NUTR	115	NUTR 115	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A											X		
Nutrition & Food 115H	NUTR	115H	NUTR 115H	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A												X	

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Nutrition & Food 118	NUTR	118	NUTR 118	5	4	4	5	3	4	3							X						
Philosophy 106	PHIL	106	PHIL 106	5	5	3	4	4	3	2			X										
Philosophy 106H	PHIL	106H	PHIL 106H	5	5	3	4	4	3	2				X									
Philosophy 108	PHIL	108	PHIL 108	5	5	3	5	5	4	2				X									
Philosophy 110	PHIL	110	PHIL 110	5	5	5	4	4	4	2										X			
Philosophy 110H	PHIL	110H	PHIL 110H	5	5	5	4	4	4	2										X			
Philosophy 111	PHIL	111	PHIL 111	1	1	1	1	1	1	1										X	X		
Philosophy 112	PHIL	112	PHIL 112	5	5	4	3	3	3	1				X			X						
Philosophy 118	PHIL	118	PHIL 118	5	5	3	4	4	3	1				X									
Philosophy 144	PHIL	144	PHIL 144	5	5	4	3	3	5	4											X		
Physical Science 117	P-SC	117	P-SC 117	3	3	2	1	1	3	3	X												
Physical Science 118	P-SC	118	P-SC 118	3	3	2	1	1	3	3	X												
Physics 109	PHYS	109	PHYS 109	4	4	2	1	1	3	3	X												
Physics 210	PHYS	210	PHYS 210	4	4	2	1	1	3	3	X												
Physics 217	PHYS	217	PHYS 217	4	4	2	1	1	3	3	X												
Physics 279	PHYS	279	PHYS 279	4	4	2	1	1	3	3	X												
Political Science 101	POLT	101	POLT 101	4	4	4	4	5	3	1		X	X										
Political Science 101H	POLT	101H	POLT 101H	4	4	4	4	5	3	1		X	X										
Psychology 100	PSYC	100	PSYC 100	5	5	4	4	4	4	3			X										
Psychology 100H	PSYC	100H	PSYC 100H	5	5	5	4	4	4	3			X										
Psychology 140	PSYC	140	PSYC 140	5	5	2	5	4	5	2												X	
Psychology 170	PSYC	170	PSYC 170	5	5	5	5	5	4	3							X						
Psychology 230	PSYC	230	PSYC 230	5	5	1	4	1	5	3											X		
Science 200	SCI	200	SCI 200	4	4	5	4	4	4	1	X												
Sign Language 110	SIGN	110	SIGN 110	5	5	3	1	1	4	3				X									
Sign Language 111B	SIGN	111B	SIGN 111B	5	5	3	1	1	4	3				X									
Sign Language 112	SIGN	112	SIGN 112	5	5	3	1	1	4	3				X									
Sign Language 116	SIGN	116	SIGN 116	5	5	4	1	1	4	5				X									
Social Science 219	SOCS	219	SOCS 219	1	1	1	1	1	1	1											X		
Social Science 219H	SOCS	219H	SOCS 219H	4	5	5	4	4	4	3											x		

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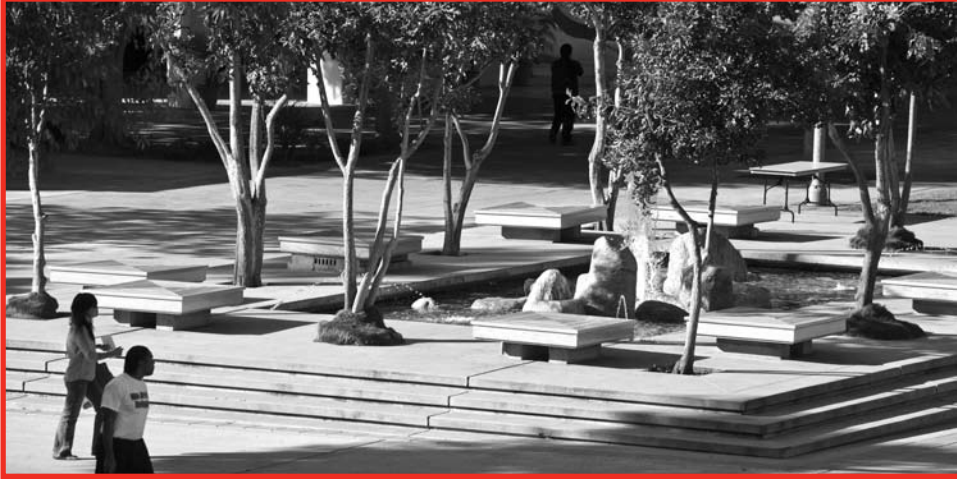
Course			SLO Levels							Plan A Categories													
Course Title	Discipline	Course #	Course ID	1	2	3	4	5	6	7	A	B.1	B.2	C	C.F	C.I	D.1	D.2	E.1	E.2	F.1	F.2	
Sociology 100	SOC	100	SOC 100	4	4	5	5	4	3	2			X										
Sociology 100H	SOC	100H	SOC 100H	4	4	5	5	4	3	2			X										
Sociology 112	SOC	112	SOC 112	4	4	5	5	4	3	2												X	
Spanish 101	SPAN	101	SPAN 101	5	4	3	3	3	3	3					X								
Spanish 101H	SPAN	101H	SPAN 101H	5	4	3	3	3	3	3					X								
Spanish 102	SPAN	102	SPAN 102	5	4	4	4	4	3	3					X								
Spanish 102H	SPAN	102H	SPAN 102H	5	4	4	4	4	3	3					X								
Spanish 201	SPAN	201	SPAN 201	5	4	3	3	3	3	3					X								
Spanish 201H	SPAN	201H	SPAN 201H	5	4	3	3	3	3	3					X								
Spanish 202	SPAN	202	SPAN 202	5	4	3	3	3	3	4					X								
Spanish 202H	SPAN	202H	SPAN 202H	5	4	3	3	3	3	3					X								
Speech Communication 102	SPCH	102	SPCH 102	5	5	3	4	4	4	4											X		
Speech Communication 103	SPCH	103	SPCH 103	5	5	4	5	5	4	3							X						
Speech Communication 103H	SPCH	103H	SPCH 103H	5	5	4	5	5	4	3							X						
Speech Communication 140	SPCH	140	SPCH 140	5	5	4	4	4	4	3												X	
Speech Communication 145	SPCH	145	SPCH 145	5	5	3	4	4	4	4												X	
Speech Communication 206	SPCH	206	SPCH 206	1	1	1	1	1	1	1											X		
Speech Communication 206H	SPCH	206H	SPCH 206H	5	1	4	5	4	5	4											X		
Television/Video Comm 101	TELV	101	TELV 101	5	4	4	5	3	4	3												X	
Television/Video Comm 103	TELV	103	TELV 103	5	4	3	5	2	4	3												X	
Television/Video Comm 104	TELV	104	TELV 104	5	4	3	5	2	4	3												X	
Television/Video Comm 105	TELV	105	TELV 105	5	5	4	5	4	4	3												X	
Television/Video Comm 105H	TELV	105H	TELV 105H	5	5	4	5	4	4	3												X	
Theater Arts 100	THEA	100	THEA 100	5	4	4	3	3	4	1												X	
Theater Arts 103	THEA	103	THEA 103	5	4	3	5	2	4	3												X	
Theater Arts 104	THEA	104	THEA 104	5	4	3	5	2	4	3												X	
Theater Arts 233A	THEA	233A	THEA 233A	1	1	1	1	1	1	1												X	

**GENERAL EDUCATION PROGRAM REVIEW: SLO PLAN A INVENTORY**

Course			SLO Levels							Plan A Categories													
Course Title	Discipline	Course #	Course ID	1	2	3	4	5	6	7	A	B.1	B.2	C	C.F	C.I	D.1	D.2	E.1	E.2	F.1	F.2	
Theater Arts 233B	THEA	233B	THEA 233B	1	1	1	1	1	1	1				X									
Theater Arts 233C	THEA	233C	THEA 233C	1	1	1	1	1	1	1				X									
Theater Arts 233D	THEA	233D	THEA 233D	1	1	1	1	1	1	1				X									
Travel & Tourism 137	TRVL	137	TRVL 137	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A								X					
Travel & Tourism 138	TRVL	138	TRVL 138	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A								X					
Travel & Tourism 141	TRVL	141	TRVL 141	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A								X					
Vietnamese 101	VIET	101	VIET 101	5	4	3	3	3	3	3					X								
Vietnamese 102	VIET	102	VIET 102	5	4	3	3	3	3	3					X								
Women's Studies 101	WMNS	101	WMNS 101	1	1	1	1	1	1	1							X						
Women's Studies 102	WMNS	102	WMNS 102	4	4	5	5	5	5	4							X						
Women's Studies 201	WMNS	201	WMNS 201	5	5	5	5	5	5	5							X						









# PROGRAM REVIEW PART I: ACADEMIC PORTFOLIO ASSESSMENT/PROGRAM REVIEW

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## Philosophy Statement

*Program Review* is an institution-wide, integrated process that works toward the common goal of institutional effectiveness as an organic whole. The *Portfolio Assessment/ Program Review* evaluation process should be conducted by professional educators working in the program who participate in continual dialogue. Clearly-defined goals, assessment of those goals, and plans for improvement should be ongoing and cyclical.

Although *Program Review per se* will take place on a quadrennial basis, a detailed portfolio with goals and assessment of those goals must be conducted annually. SLO assessment must also be ongoing and follow the institutional cycle. All budget requests must be a result of planning efforts and must have rationale. Where appropriate, valid and reliable multiple measures (qualitative as well as quantitative data) should be collected and utilized in the preparation of objective and viable planning / goals and in requests for resources.

Concern and attention to continuous improvement, keeping in mind the mission of the institution and the *Strategic Plan*, will result in identifying program strengths as well as areas that need improvement or that might need to be changed due to changing need of the community and student body. This could result in program revisions, staff retraining, technology changes, etc.

The *Portfolio Assessment/Program Review* process will be validated by the Division Curriculum Committees, which will report to the IE&A Committee. After departments complete the "19QT" report summarizing PR conclusions, the departments inform the Division Curriculum Committee/Dean that PR has been completed and placed in the Department Planning Portfolio. The dean will forward report to the IE&A Committee and the Vice President of Academic Affairs. The Teaching Learning Committee will receive a summary of concerns from the Division Curriculum Committees regarding direct assessment of SLOs and engage in dialogue. The TLC will then send an aggregate report to the IE&A Committee.

### **Template for Department Planning Portfolio Assessment/Program Review**

These guiding questions are intended as a point of departure for a department's self-reflection and collaborative self-assessment with the goal of program improvement and student success. Each department undergoing the PA/PR process is expected to select or develop a response for each of the four categories utilizing questions that apply within that category: I. Goals and Objectives; II. Student and Program Success; III. Curriculum, Pedagogy and Innovation; IV. Assessment of Conclusions and Recommendations

#### **I. Goals and Objectives (Refer to data from Department Planning Portfolio)**

1. What are the department's annual goals? How do they align with the college mission statement and the Santa Ana College *Strategic Plan*?
2. What progress has been made toward the department's goals in the last four years? What causes can be identified? e.g., population/demographics; industry; technology; lack of resources
3. Do goals need to be restructured, eliminated or pursued with different activities?
4. What are the proposed goals for next year?

#### **II. Student and Program Success**

5. What are the strengths of the program? What improvements does it need?
6. What are faculty's perceptions of the success of the program?
7. What are opinions of students regarding the program's quality? Upon what variables is this based?
8. What, if appropriate, are employer attitudes towards the program?
9. What successes may be identified?

#### **III. Curriculum, Pedagogy and Innovation**

10. Describe the curriculum offerings, their relationship to the discipline, and substantive curriculum changes, e.g., new courses, deletions. How has the program kept up with changing needs of the students and community?
11. Describe the program's relationship to student services and its offerings to the students served.

12. Describe the use of technology, e.g., computer labs, increased use of *Blackboard*, hybrid or online courses, etc. How does the use of these tools enhance learning?
13. What changes have been made in pedagogy?
14. What grants has the program been involved with? How has this changed the program?

**IV. Assessment of Conclusions and Recommendations**

15. What research has the department conducted?
16. What resources has the department explored to ascertain the status of the discipline/program in other arenas? E.g., conferences, advisory committees, review of peer programs, collegial dialogues with discipline experts in feeder or transfer institutions.
17. Please summarize findings of direct SLO assessment. How has this informed future plans for the program? (See Direct SLO Assessment forms)
18. What changes are recommended for the program?
19. What issues have emerged that require interdisciplinary dialogue and possible inclusion in overall college planning?

**Possible Data for Indirect Assessment Included in the Department Portfolio**

1. CR 1110 Report:
  - A. Course Enrollments per semester (from the end of the second week in a 16-week semester)
  - B. Grade distribution (retention, success rate by course)
  - C. Student Characteristics
2. Persistence rates as appropriate for sequential courses within programs (see p 14)
3. FTE program generates
4. FTES per FTEF (See enrollment data)
5. CORE measures for Career Tech Ed (CTE)
6. Number of degrees by major & certificates granted (see p 4)
7. Ratio of full-time to adjunct faculty

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### Direct Assessment of SLOs

#### Guiding Principles:

- The **General Education Program** is considered as one complete program. Any *transfer courses*, and the *basic skills courses* that build the skills leading to transfer, are part of that program. Therefore, a “program” like English, is not considered a separate program; rather, the courses in the English Department: pre-collegiate level, transfer level and courses “for the major” are all part of the **General Education Program**.
- The Student Learning Outcomes for the **General Education Program** are expressions of the seven college core competencies: *Communication Skills, Thinking and Reasoning, Information Competency, Diversity, Civic Responsibility, Life Skills, and Careers*. The seven core competencies are also the basis for the SLOs for the AA and AS degrees.
- The course-embedded approach is being utilized for program analysis.
- It is understood that not all programs address all core competencies to the same degree. This is indicated on the *Course Outline of Record*.
- The **Portfolio Assessment/Program Review (PA/PR)** is used as the vehicle for this assessment process. Approximately twenty-five percent transfer, basic skills and Career and Technical Education programs conduct **Portfolio Assessment/Program Review** each year. Departments link their plans for improvement and budget, and faculty requests to assessment results. Analysis is ongoing even if a department is not in a PA/PR reporting year. An ongoing PA/PR section is kept in the Department Planning Portfolio.
- Transfer and Basic Skills course SLOs are assessed using the same assessment method as the core competencies.
- Career and Technical Education Programs define SLOs for each certificate and degree offered, and faculty design a process to assess it. The transfer and basic skills model may be used, but outside agencies and regional committees may also require additional processes.

#### The Assessment Method:

This is a course-embedded approach to assess the core competencies of the college and the SLOs for individual transfer and basic skills courses. All direct SLO data is included in the Department Planning Portfolio with all indirect data, such as persistence rates, grades, etc.

## PROGRAM REVIEWS

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- Departments will choose which core competencies/SLOs they will work on each semester so that every faculty member is assessing the same outcome at the same time.
- Individual instructors in departments select one major assignment they are already planning on assigning OR a set of test questions they feel measures student achievement of the outcome in one class OR a performance or demonstration, as deemed appropriate by the discipline.
- Individual instructors create a rubric to assess student performance of the assignment OR the department develops a standardized rubric for a common assignment. (See <http://irubric.com> for rubric creation. Assess the efficacy of your rubric on “Rubric on Rubrics at the same site.) Please remember the assessment is of the SLOs of a specified core competency. The rubric should reflect that element.
- Instructors give the assignment (or test questions) at the normal time in the semester and analyze student performance, looking specifically for what student needs and issues are revealed.
- Individual instructors plan on how to improve teaching and learning as a result of the analysis. This analysis is recorded on an optional form (See APPENDIX B: Sample Form), which is for the instructor’s record keeping only, and is not shared with others.
- During the first department meeting of the next semester, instructors share assignments (or test questions etc.), the rubric and the results and analysis for how they plan to improve teaching and learning.
- After individual instructors have shared results, the department discusses them as a whole, identifying the key issues and needs revealed by the assessments, and the department makes a plan and a timeline for how the faculty will address them to improve teaching and learning.
- Program/Department chairs or designee record the issues and suggestions that arise during the discussion on an Assessment Analysis Form (See APPENDIX C), which is attached to the department’s PA/PR in the *Department Planning Portfolio*. A copy is sent to the Division Curriculum Committee for discussion, and then certification is sent to the IE&A Committee, if the department is scheduled for PA/PR reporting.

## EDUCATIONAL MASTER PLAN

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- The Division Curriculum Committee sends an aggregate report to the Teaching Learning Committee so broad-based interdisciplinary dialogue and problem-solving may occur. The Teaching Learning Committee creates an aggregate report at the end of the academic year and forwards to the Academic Senate, College Council, FARSCCD and the Institutional Effectiveness and Assessment Committee. (See APPENDIX D and APPENDIX E)

### **Implementation:**

The PA/PR method has to be implemented gradually. Historically, existing mechanisms and processes are being combined, so it is not completely new or sudden; however, the explicit process from section to course to program to seamless, systematic analysis with an eye to continuous improvement college-wide is new.

- The four-year rotational schedule commences spring 2008. It is understood that until a full cycle has been conducted, the PA/PR may not have a completed analysis of all the core competencies; however, a complete report will be required utilizing the four-year rotational cycle. In spring 08 all departments commence a course-embedded core competency review of one or more core competencies and continue until the year designated for the respective departments.
- Spring 2008-2012, twenty-five percent of departments are scheduled each academic year for PA/PR (See APPENDIX F). All departments continue collecting data about course SLOs in the context of core competencies until all are completed. This process is cyclical.
- Discussion occurs about competencies analyzed the prior semester to determine department goals and objectives, including need for curriculum revision, faculty development, requests with fiscal/human resources implications. Changes should be made as needed annually on the COR even if the department is not in a quadrennial revision year for C&I.
- In a PA/PR year, all course-level SLOs are reviewed and rewritten as needed.
- Quadrennial review of the Course Outline of Record will continue as per the C&I quadrennial cycle. At this time courses will be revised utilizing the data gleaned from direct SLO review. (Remember the Core Competency/SLO pages should be updated annually to streamline the department's work when the COR is submitted to C&I in the quadrennial revision cycle.)

Once a department has completed its "first cycle," it follows the set quadrennial PA/PR schedule to ensure that all SLOs and the core



competencies are assessed during the four -year *Portfolio Assessment/Program Review* cycle on an ongoing basis.

- **Year One:** Begin implementation of results from prior year's PA/PR. Assess the course SLOs in the context of one to two core competencies (one to two per year). Link to budget requests.
- **Year Two:** Analyze assessment results. Implement changes. Assess course SLOs in the context of the one to two more core competencies (one or more per semester).
- **Year Three:** Analyze assessment results. Implement changes. Assess the remaining core competencies in the same manner.
- **Year Four:** Analyze results of changes; revise as needed. Rewrite SLOs as needed (first semester) and include in quadrennial review. Write *Portfolio Assessment/Program Review* (due first week of April to division curriculum committees; due to TLC April 30). Use template for Department Planning Portfolio Assessment/Program Review (questions 1-19) to inform quadrennial program review.

### **Completing the Assessment Cycle:**

The assessment cycle requires individual departments to complete the assessment cycle by analyzing direct assessment of SLOs results and then implementing changes to improve student learning and teaching annually. Every four years, this process will be amplified by completing the template for Department Planning Portfolio/ Program Assessment questions in the areas of : I. Goals and Objectives; II. Student and Program Success; III. Curriculum, Pedagogy and Innovation; and IV. Assessment of Conclusions and Recommendations.

The Teaching Learning Committee (TLC), a sub-committee of the C&I, is composed of faculty representatives from all divisions, the Faculty Development Coordinator and the Basic Skills Coordinator. Academic deans are always welcome, and most attend regularly. This group discusses teaching and learning, assessment methods, rubric creation, faculty development issues, basic skills and many other academic issues pertaining to SLOs. The TLC will now be the body that receives Direct Assessment of SLOs reports from the Division Curriculum Committees, which will aggregate the issues sent to them by the departments. The TLC will then create an end-of-the-year report, which it will send to the Academic Senate, College Council, FARSCCD and the Institutional Effectiveness and Assessment Committee, which is made up of faculty, administrators and classified staff. The IE&A Committee receives the quadrennial Portfolio Assessment/ Program Review reports, Program Review Reports from Student Services and Administrative Services as

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well as President's Cabinet. It will aggregate all Program Review reports, and through College Council, will send annual updates to the RSCCD Board of Trustees. IE&A is also the gatekeeper of the College Strategic Plan. The *Strategic Plan* is reviewed by the IE&A Committee every year. Complete revision is done every five years.

### **Record Keeping and Data Collection:**

Assessment results from individual faculty are not recorded publicly. Department chairs are charged to write a general description of the overall department results and incorporate them into the *Department Planning Portfolio*. SLOs are on the Course Outline of Record, which is on WebCMS.

**COLLEGE-WIDE CORE COMPETENCIES  
(The basis of General Education Student Learning Outcomes)**

<p><b>1. Communication Skills</b></p>	<p><b>a. Listening and Speaking</b> Students will listen actively and respectfully to analyze the substance of others' comments. Students will speak in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion.</p> <p><b>b. Reading and Writing</b> Students will read effectively and analytically and will comprehend at a college level. Students will write in an organized and grammatically correct fashion to explain their feelings and support a conclusion.</p>
<p><b>2. Thinking and Reasoning</b> Students will identify and analyze real or potential "problems" and develop, evaluate, and test possible solutions using creative thinking, analysis and synthesis, quantitative reasoning, and/or transfer of knowledge and skills to a new context as appropriate.</p>	<p><b>a. Creative Thinking</b> Students will develop the skills to formulate original ideas and concepts in addition to integrating those of others in the creative process.</p> <p><b>b. Critical Thinking</b> Students will think logically in solving problems; explaining their conclusions; and evaluating, supporting, or critiquing the thinking of others.</p> <p><b>c. Ethical Reasoning</b> Students will demonstrate an understanding of ethical issues that will enhance their capacity for making sound judgments and decisions.</p> <p><b>d. Quantitative Reasoning</b> Students will use college-level mathematical concepts and methods to understand, analyze and explain issues in quantitative terms.</p>
<p><b>3. Information Competency</b> Students will do research at a level that is necessary to achieve personal, professional and educational success. They will use print material and technology to identify research needs, seek, access, evaluate and apply information effectively and responsibly.</p>	

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<p><b>4. Diversity</b> Students will develop individual responsibility, personal integrity, and respect for diverse peoples and cultures of the world.</p>	<p><b>a. Cultural</b> Students will respect and work with diverse people including those with different cultural and linguistic backgrounds and different abilities.</p> <p><b>b. Social</b> Students will interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values.</p> <p><b>c. Environmental</b> Students will demonstrate an understanding of ethical issues that will enhance their capacity for making decisions and sound judgments about the environment.</p>
<p><b>5. Civic Responsibility</b> Students will take personal responsibility for becoming informed, ethical and active citizens of their community, their nation and their world.</p>	
<p><b>6. Life Skills</b></p>	<p><b>a. Creative Expression</b> Students will produce artistic and creative expression.</p> <p><b>b. Aesthetic Appreciation</b> Students will respond to artistic and creative expressions.</p> <p><b>c. Personal Growth</b> Students will demonstrate habits of intellectual exploration, personal responsibility, and practical and physical well-being.</p> <p><b>d. Interpersonal Skills</b> Students will participate effectively in teams, committees, task forces, and in other group efforts to make decisions and seek consensus.</p>
<p><b>7. Careers</b> Students will develop the knowledge and skills necessary to select and develop careers.</p>	



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<p>How did the students perform on the core competency indicated?</p> <p>Were there any areas where student performance was outstanding?</p> <p>What areas can be improved?</p> <p>Next steps in the classroom to improve student learning</p>	
<p>How will you address the needs and issues that were revealed by your assignment? How might student performance be improved?</p> <p>Check all that apply</p>	<ul style="list-style-type: none"> <li><input type="radio"/> State goals or objectives of assignment/activity more explicitly</li> <li><input type="radio"/> Revise content of assignment/activities</li> <li><input type="radio"/> Revise activities leading up to and/or supporting assignments/activities</li> <li><input type="radio"/> Increase in-class discussions and activities</li> <li><input type="radio"/> Increase student collaboration and/or peer review</li> <li><input type="radio"/> Provide more frequent or fuller feedback on student progress</li> <li><input type="radio"/> Use more CATs (Classroom Assessment Techniques-Cross/Angelo)</li> <li><input type="radio"/> Increase guidance for students as they work on assignments</li> <li><input type="radio"/> Use methods and questions that encourage competency</li> <li><input type="radio"/> State criteria for grading more explicitly</li> <li><input type="radio"/> Increase interaction with students outside of class</li> <li><input type="radio"/> Ask a colleague to critique assignments/activities</li> <li><input type="radio"/> Collect more data</li> <li><input type="radio"/> <b>Nothing: assessment indicates no improvement necessary</b></li> <li><input type="radio"/> Other (please describe)</li> </ul>
<p>Next Step in the Department to Improve Student learning</p>	

**PROGRAM REVIEWS: APPENDIX B**

<p><b>What steps can the department take to address the needs and issues revealed by your assignment? Check all that apply</b></p>	<ul style="list-style-type: none"><li><input type="radio"/> Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods</li><li><input type="radio"/> Consult teaching and learning experts about teaching methods</li><li><input type="radio"/> Encourage faculty to share activities that foster competency</li><li><input type="radio"/> Write collaborative grants to fund departmental projects to improve teaching</li><li><input type="radio"/> Procure articles/books on teaching about competency</li><li><input type="radio"/> Visit classrooms to provide feedback (mentoring)</li><li><input type="radio"/> Create bibliography of resource material</li><li><input type="radio"/> Have binder available for rubrics and results (Put in Department Planning Portfolio)</li><li><input type="radio"/> Analyze course curriculum to determine that competency skills are taught so that the department can build a progression of skills as students advance through courses</li><li><input type="radio"/> Nothing: Assessments indicate no improvements necessary</li><li><input type="radio"/> Other (please describe)</li></ul>
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**APPENDIX C:**

**Transfer and Basic Skills  
Career Technical Education  
Department Assessment Analysis Form**

This is the required form that Program/Department Chairs must use to record the department assessment results and plans to improve teaching and learning. It is included in the *Department Planning Portfolio* and attached to the *Portfolio Assessment/Program Review* when the department is in a PA/PR quadrennial cycle year.

Department	
Meeting Date	
Number of faculty/staff in attendance (indicate full-time and adjunct)	
Course SLOs measured	
What core competency do the SLOs relate to?	
Assessment Tools (Give examples of major assignments used to measure SLO/core competency)	
Assessment Results (Summarize overall results of the department)  What student needs and issues were revealed?  Were there any areas where student performance was outstanding?  Any areas where it can be improved?	



**PROGRAM REVIEWS: APPENDIX C**

<p><b>Next Steps in Classroom to Improve Student Learning</b></p> <p>(check all the items faculty/ staff felt would help them address the needs and issues revealed by the assessment)</p> <p><b>How might student performance be improved</b></p>	<ul style="list-style-type: none"> <li><input type="radio"/> State goals or objectives of assignment/activity more explicitly</li> <li><input type="radio"/> Revise content of assignment/activities</li> <li><input type="radio"/> Revise activities leading up to and/or supporting assignments/activities</li> <li><input type="radio"/> Increase in-class discussions and activities</li> <li><input type="radio"/> Increase student collaboration and/or peer review</li> <li><input type="radio"/> Provide more frequent or fuller feedback on student progress</li> <li><input type="radio"/> Use more CATs (Classroom Assessment Techniques—Cross/Angelo)</li> <li><input type="radio"/> Increase guidance for students as they work on assignments</li> <li><input type="radio"/> Use methods and questions that encourage competency</li> <li><input type="radio"/> State criteria for grading more explicitly</li> <li><input type="radio"/> Increase interaction with students outside of class</li> <li><input type="radio"/> Ask a colleague to critique assignments/ activities</li> <li><input type="radio"/> Collect more data</li> <li><input type="radio"/> Nothing: assessment indicates no improvement necessary</li> <li><input type="radio"/> Other (please describe)</li> </ul>
<p><b>Next Steps in the Department to Improve Student learning</b></p> <p>(check all that the department felt would help them improve student learning)</p>	<ul style="list-style-type: none"> <li><input type="radio"/> Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods</li> <li><input type="radio"/> Consult teaching and learning experts about teaching methods</li> <li><input type="radio"/> Encourage faculty to share activities that foster competency</li> <li><input type="radio"/> Write collaborative grants to fund departmental projects to improve teaching</li> <li><input type="radio"/> Procure articles/books on teaching about competency</li> <li><input type="radio"/> Visit classrooms to provide feedback (mentoring)</li> <li><input type="radio"/> Create bibliography of resource material</li> <li><input type="radio"/> Have binder available for rubrics and results (Put in Department Planning Portfolio)</li> <li><input type="radio"/> Analyze course curriculum to determine that competency skills are taught so that the department can build a progression of skills as students advance through courses</li> <li><input type="radio"/> Nothing: Assessments indicate no improvements necessary</li> <li><input type="radio"/> Other (please describe)</li> </ul>

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<p><b>Priorities to Improve Student Learning</b></p> <p>(List the top three-six things faculty/staff felt would <u>most</u> improve student learning)</p>	
<p><b>Implementation</b></p> <p>(List the department plans to implement these three-six priorities)</p>	
<p><b>Timeline for Implementation</b></p> <p>(Make a timeline for implementation of the top priorities)</p>	

Route to Division Curriculum Committee:

Department Chair or designee \_\_\_\_\_

Date: \_\_\_\_\_

**APPENDIX D**

**Transfer and Basic Skills  
Teaching Learning Committee Analysis Form**

This is the required form that the Teaching Learning Committee must use to record the results of interdisciplinary dialogue regarding Core Competencies/General Education Outcomes based on the Institutional Core Competencies. It shows the results of the Portfolio Assessment/ Program Review documents sent to the TLC by the departments quadrennially. The TLC will then create an end-of-the-year report, which it will send to the Academic Senate, College Council, FARSCCD, and the Institutional Effectiveness and Assessment Committee.

<b>Meeting Date</b>		
<b>Members Present</b>		
<b>List of Departments that send PA/ PR Reports and core competency addressed</b>	<b>Department</b>	<b>Core Competency</b>

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<p><b>Assessment Results</b> (Summarize overall trends in results)</p> <p><b>What student needs and issues were revealed?</b></p> <p><b>Next Steps Recommended to Improve Student Learning</b> (check all that apply)</p>	<ul style="list-style-type: none"><li><input type="radio"/> Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods</li><li><input type="radio"/> Consult teaching and learning experts about teaching methods</li><li><input type="radio"/> Encourage faculty to share activities that foster competency</li><li><input type="radio"/> Write collaborative grants to fund departmental projects to improve teaching</li><li><input type="radio"/> Procure articles/books on teaching about competency</li><li><input type="radio"/> Visit classrooms to provide feedback (mentoring)</li><li><input type="radio"/> Create bibliography of resource material</li><li><input type="radio"/> Have binder available for rubrics and results (Put in Department Planning Portfolio)</li><li><input type="radio"/> Analyze course curriculum to determine that competency skills are taught so that the department can build a progression of skills as students advance through courses</li><li><input type="radio"/> Nothing: Assessments indicate no improvements necessary</li><li><input type="radio"/> Other (please describe)</li></ul>
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**APPENDIX E**

**Assessment of Core Competencies  
Course Audit Worksheet**

Core Competency: \_\_\_\_\_

**List of Courses that Address Core Competency**

List SLOs for Core Competency			
Learning Activities			
Methods of Assessment (matched to learning activities)			
Results of Assessment (See Assessment Analysis Form)			

## EDUCATIONAL MASTER PLAN

### APPENDIX F

#### Portfolio Assessment/Program Review Four-Year Cycle by Division

The IE&A Committee will assess the effectiveness of the PA/PR and make adjustments as needed. Every year the IE&A Committee will assess the progress of the *Strategic Plan*; every five years the *Strategic Plan* will undergo college-wide review and be rewritten accordingly by the IE&A Committee.

DIVISION	DEPARTMENT	07/08	08/09	09/10	10/11
<b>Business</b>	Business Administration				x
	Business Applications				x
	Computer Science		x		
	Engineering			x	
	Management/Marketing	x			
	Paralegal	x			
<b>Counseling</b>	Counseling		x		
	Center for Teacher Education	x			
<b>Continuing Education</b>	Adult Basic Education			x	
	Citizenship		x		
	Disabled Student Programs & Services			x	
	English as a Second Language	x			
	Health & Safety				x
	High School Subjects		x		
	Inmate Education				x
	Older Adults			x	
Vocational Training				x	
<b>Exercise Science</b>	Activity and Aerobic Fitness		x		
	Adapted Education			x	
	Analysis, Circuit, and Strength Center Lab				x
	Sports Medicine		x		
	Theory/Lecture			x	
	Health Education				x
	Intercollegiate Sports	x			
<b>Fine &amp; Performing Arts</b>	Art		x		
	Dance			x	
	Journalism				x
	Music		x		
	SLPA	x			
	Speech	x			
	TV/Video			x	
Theatre				x	

**PROGRAM REVIEWS: APPENDIX F**

<b>DIVISION</b>	<b>DEPARTMENT</b>	<b>07/08</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>
<b>Humanities and Social Sciences</b>	Anthropology/Sociology/Women's Studies		x		
	Economics/Geography				x
	English/ESL	x			
	Ethnic Studies		x		
	History			x	
	Modern Languages				x
	Philosophy	x			
	Political Science		x		
	Psychology			x	
Reading				x	
<b>Human Services &amp; Technology</b>	Auto/Diesel/Welding	x			
	Criminal Justice/Academies				x
	Distance Education			x	
	Family & Consumer Studies		x		
	Fire Technology	x			
	Human Development	x			
	Manufacturing Technology		x		
	Nutrition				x
	Occupational Therapy Assistant				x
Pharmacy Technology			x		
<b>Library</b>	Library and Information Studies		x		
	Library Technology			x	
<b>Science, Math, &amp; Health Sciences</b>	Astronomy			x	
	Biology				x
	Chemistry	x			
	EMT			x	
	Geology/Earth Science		x		
	Mathematics	x			
	Medical Assisting				x
	Nursing	x			
	Physics			x	
<b>Student Services</b>	Special Services				x
	DSPS		x		
	EOPS			x	
	Sign Language	x			

bnj/ 3-04-08

Approved Academic Senate 2/26/08

Approved IE&A 2/27/08

**APPENDIX G****Portfolio Assessment/Program Review  
Abbreviations**

19QT	the 19 questions template on the program review document
AS	Academic Senate
C&I	Curriculum and Instruction Council
CATs	Classroom assessment Techniques(Cross /Angelo method)
CC	Institutional) Core Competencies
CLI	Center for Learning and Instruction
COR	Course Outline of Record
CT	Critical Thinking
CTE	Career Technical Education
EMP	Educational Master Plan
FARSCCD	Faculty Association of the Rancho Santiago Community College District
GE	General Education
IE&A	Institutional Effectiveness and Assessment Committee
PA/PR	Portfolio Assessment/Program Review
SCE	School of Continuing Education
SLOs	Student Learning Outcomes
Title 5	Education Code
Title V	Federal Grant
TLC	Teaching Learning Committee



**Seperator**



# PROGRAM REVIEW PART II: STUDENT SERVICES PORTFOLIO ASSESSMENT/PROGRAM REVIEW

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## Philosophy Statement

### **PART A: College Credit Programs**

The Program Effectiveness Review process serves as a means through which program leaders can pause from the robust work in progress to assess its effectiveness in both a historical and comparative context. It provides the opportunity to consider the results of work that has been completed and the impact of new service models being piloted while providing information back through multiple sources that contribute to an assessment of the department through multiple lenses (faculty, staff, student, regional peer, collaborative partners, and others as appropriate).

The process for the Student Services Division is connected to the larger institutional Program Review cycle and process, which is applied college-wide across Student Services, Academic Affairs, and Administrative Services as well as within both credit and adult education divisions. A distinctive factor in the Student Services Division is that Program Effectiveness Review is completed annually and incorporated into the Program Planning Portfolio as one of its core components. We selected that strategy because the nature of our collective work in support of student success makes continuous review informative to on-going program development work. It also helps to highlight areas that are ripe for expansion and helps the division set priorities for the allocation of our precious resources while illuminating areas that are ripe for additional related resource development efforts.

The Portfolio Assessment/Program Review process is led by the area vice-president and the division's leadership team and implemented by all participating units. Preliminary portfolios are submitted in the winter of each year to inform the college's budget process and completed portfolios are submitted between May-September when student participation and success data is available. The cycle then repeats itself with a data-enriched review of the previous year's goals, SLO's and program effectiveness outcomes. The process is implemented in conjunction with the Institutional Effectiveness and Assessment committee, on which the vice president serves.

### **PART B: The School of Continuing Education**

Santa Ana College School of Continuing Education strives to be a responsive community leader and partner dedicated to empowering students to become productive citizens, workers, family members

## EDUCATIONAL MASTER PLAN

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and lifelong learners. SAC SCE Student Services is committed to a, “Student Centered Philosophy,” that supports and enhances the educational experience and academic achievement of our students. Program Effectiveness Review provides us an opportunity to: 1) examine the current programming, services, directions, and organizational efficiency and resource capabilities of a unit; 2) validate strengths; 3) identify opportunities for improvement; and 4) achieve high-level performance results; while also serving as an important mechanism for communication within a unit and between a unit and central administration.

Our Program Effectiveness Review is consistent with Santa Ana College Student Services Division. We ensure that our process is connected to the larger institutional Program Review cycle, which is applied college-wide across Student Services, Academic Affairs, and Administrative Services as well as within both credit and adult education divisions. We ensure that Program Effectiveness Review are completed annually and incorporated into the Program Planning Portfolio as one of its core components.

The Portfolio Assessment/Program Review process is led by the area vice-president and the SAC SCE leadership team and implemented by all participating units. Preliminary portfolios are submitted in the winter of each year to inform the college’s budget process and completed portfolios are submitted between May-September when student participation and success data is available. The cycle is repeated each year.

# Santa Ana College Student Services

## Planning Portfolio

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Department

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Division



## **Student Services Division**

**Vice President of Student Services**  
**Sara Lundquist**

### **Admissions and Records**

- Arlene Elseroad, Associate Dean
- Christopher Truong, Registrar

### **Counseling (Cross-listed under Academic Affairs)**

- Micki Bryant, Dean

### **EOPS**

- Aurora Kamimura, Associate Dean

### **Financial Aid**

- Mark Liang, Associate Dean

### **Special Services**

- David Guzman, Dean

### **Disabled Student Programs & Services**

- Jane Mathis, Associate Dean

### **Student Affairs**

- Lilia Tanakeyowma, Dean

### **Student Development Office**

- Loy Nashua, Associate Dean

**Functions**

Functions and services provided by the department:

Population to be served (description and size):

**Progress Towards Program Goals  
Established in 2006-2007**  
(insert and update as appropriate)

<b>Goal</b>	<b>Measures of Progress</b>	<b>Progress Rating 1-10</b> (10=completed)



## Student Services Program Effectiveness Review

**Program:**

\_\_\_\_\_

**Submitted**

**By:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Brief Program Summary/Purpose:**

**Area I: Environmental Scan:** Provide highlights of the most significant trend data, student input, strategic planning efforts, and other activities or environmental impacts that were a significant part of the current year.

**Area II: Comparative Context:** Consider your work in context and comment on significant issues relative to the impact of the program over time and/or the relative status of peer programs regionally.

**Area III: Analysis:** What are the implications of the above information for the program work in progress and future efforts?

**Area IV: Plan:** Please highlight related action and planning items. So what?

**2007-08 Budget**  
(Summary of Current Dedicated Budget and Source)

## Student Services Program Effectiveness Review

**Program:**

\_\_\_\_\_

**Submitted**

**By:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Brief Program Summary/Purpose:**

**Area I: Environmental Scan:** Provide highlights of the most significant trend data, student input, strategic planning efforts, and other activities or environmental impacts that were a significant part of the current year.

**Area II: Comparative Context:** Consider your work in context and comment on significant issues relative to the impact of the program over time and/or the relative status of peer programs regionally.

**Area III: Analysis:** What are the implications of the above information for the program work in progress and future efforts?

**Area IV: Plan:** Please highlight related action and planning items. So what?



# SANTA ANA COLLEGE STUDENT SERVICES PORTFOLIO/ SLO PLANNING TIMEFRAME



TIMEFRAME	MAJOR ACTIVITIES
Fall	<ul style="list-style-type: none"> <li>• Consolidation and review of previous year data and preliminary updating, especially in relation to SLO's and related assessments.</li> </ul>
Winter	<ul style="list-style-type: none"> <li>• Finalization of portfolio with continued assessment activities as appropriate to specific target SLO's</li> <li>• Complete the program needs and budget section which will be your first submission of resource requests for the coming year (to be refined as the budget process advances).</li> <li>• Initial submission of the preliminary department portfolio to VP's office.</li> <li>• Dissemination and use at the program level.</li> </ul>
Spring/Summer	<ul style="list-style-type: none"> <li>• Continued data gathering, refinements, and completion of any assessments in progress (especially those that may require review of academic performance measures not available earlier in the year).</li> <li>• Update for final submission to VP's office. This will be the document that is considered your final portfolio for the 2006-2007 academic year and will be on record for accreditation purposes.</li> </ul>

It is extremely important that we successfully re-invent and/or update our portfolios to create a closer functional relationship between planning, program development, budget, and program evaluation. To achieve this please consider what you have in place and need to complete 2006-2007 portfolios in terms of:

1. The quality and recency of your department's last portfolio.
2. Preliminary or sample SLO's for adoption and revision.
3. A scheduled retreat or block of time to draft with program leaders and refine with the department team overall.
4. Additional expertise to help frame SLO's and appropriate assessment tools.
5. Other related needs.





# EDUCATIONAL MASTER PLAN PROGRAM REVIEW PART III: ADMINISTRATIVE SERVICES DIVISION

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## *Mission Statement of Santa Ana College Administrative Services*

*Division: The Mission of Santa Ana College Administrative Services is to provide a variety of resources and professional services in support of student success and the operations of the college in a cooperative, convenient, and expeditious manner.*

## **Guiding Principles/Tools for Administrative Services Program Review:**

1. A self-evaluation by the various departments/functions in Administrative Services regarding progress toward any goals set for the departments/functions at the beginning of the year.
2. An analysis of Customer Satisfaction surveys administered by Administrative Services regarding the services offered by Administrative Services. Such surveys should be sent out at least to faculty, administrators and classified employees.
3. Interviews with all managers in Administrative Services and staff members in the office of the vice president of administrative services regarding the strengths and weaknesses of the departments and functions performed by staff and projected goals for the coming year.
4. Development of a portfolio plan for the coming year that would include goals for the coming year and projected personnel and budgetary needs for the coming year.
5. For future program reviews there needs to be involvement of the students regarding their satisfaction with the services offered by Administrative Services.



## EDUCATIONAL MASTER PLAN

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The Program Review of the Administrative Services Division had several elements:

1. The SAC Administrative Services Department Survey. This survey was administered on-line by the office of the Vice President of Administrative Services in the latter part of May 2007. All members of the faculty, administrators and classified employees were invited to participate in this survey. The purpose of the survey was to gather some initial input from faculty members, administrators and classified employees regarding their satisfaction with the services offered by the Administrative Services Department. One-hundred and seventy-eight surveys were completed and returned.
2. Interviews were conducted with the managers in Administrative Services as well as the staff members in the Office of the Vice President for Administrative Services in the latter half of June 2007. The managers interviewed were: Noemi Kanouse, Vice President of Administrative Services, Bruce Bromberger, Plant Manager, Custodial Supervisor Ronald Jones, and Lt. James Wooley from Security and Safety. The staff members interviewed were: Geni Lusk, Pete Paolino, Maria Garcia, Deanne Quiggle and Esmeralda Abejar.
3. The responses in the “Spring 2007 Staff Accreditation Survey Results” and the Spring 2006 “Student Satisfaction Survey” and the December 2005 “Former Student Survey” and its follow-up the February 2006 “Non Re-Enrollment Telephone Interviews Study” were also reviewed.
4. The SAC Safety and Security Survey. The survey was administered on-line by the office of the Vice President of Administrative Services at the beginning of August, 2007. All members of the faculty, administrators and classified employees were invited to participate. The office received 145 completed surveys. The purpose of the survey was to gather input regarding satisfaction with the services offered by the SAC Safety and Security Department for use in the upcoming self-study to be prepared for the next accreditation visit of the College in 2008.

All of the above material was then used as the basis for the attached Portfolio Plan for Administrative Services. The Plan is divided into four “Departments”: Administrative Services; Maintenance and Operations; Custodial Services; Security and Safety.

On the following pages are summaries of the above elements of the Program Review as well as a list of Staffing Recommendations and a copy of an initial draft of a Portfolio Plan for Administrative Services.

## SUMMARY

# RESULTS OF SAC ADMINISTRATIVE SERVICES DEPARTMENT SURVEYS

### General Observations

The initial survey was administered on-line by the office of the Vice President of Administrative Services in the latter part of May, 2007. All members of the faculty, administrators and classified employees were invited to participate. One-hundred and seventy-eight completed surveys were received. The purpose of the survey was to gather some initial input from faculty members, administrators and classified employees regarding their satisfaction with the services offered by the Administrative Services Department for use in the upcoming self-study to be prepared for the next accreditation visit of the College in 2008.

Overall the results of the survey were positive. Not all the questions applied equally to all those participating in the survey. As a result, on a couple of the questions, a significant number of the respondents indicated that the questions did not apply to them.

What follows is a summary of the responses to the nine questions in the survey as well as a summary of the “comments” made by the respondents to the survey sorted according to the specific areas of the survey.

### Summary of Responses

The highest praise goes to the overall condition of the campus grounds. Comments range from “Our campus has never looked better,” “The campus looks beautiful,” “Grounds have improved significantly,” to “Thank you for all the improvements and the beautiful additions of flowers and trees.” In fact 81% of the respondents rank the condition of the grounds as excellent to good. The next highest rankings go to the “Rideshare information received from Air Quality Management” (68% of respondents ranking this process as excellent to good) and the “Key Request Process” (67% of respondents ranking this process as excellent to good).

While over 50% of the respondents did not find “Assistance in budget development,” and “Assistance in meeting budget management needs” as applicable to them, of those who do find these services to be useful 50% rank these services as excellent to good while the other 50% rank these processes as neutral to poor. It would appear that those who benefit from these services (presumably administrators) are looking for something more but no indications are given as to what they desire.

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Twenty four percent of the respondents did not find the “Room reservation process on campus” to be applicable to them. Of the other 76% of the respondents (presumably faculty members and administrators) 54% of them rated this process as excellent to good. However, 28% rate this process as fair to poor. Part of the problem here is that not all departments use the same process for reserving rooms so that a room that is shown as available is not or is being used without being put into the system. It has been suggested that the process would probably benefit from being made available on-line. Another problem is that even though a room has been reserved when the requesting party arrives at the room it is not open. It also seems that getting classrooms reserved can be a nightmare and there is always the concern of a room being double booked.

Almost 50% of the respondents ranked the work order process as excellent to good but 27% ranked the process as fair to poor. A comment was made that the situation with work orders has greatly improved over the past year. Seemingly this is due to the process being on-line. Another comment was that service calls are improving but it’s difficult to get the right people. It was also commented that the quality of work done by M&O when requested is always excellent and the men are great to work with. However, some work orders are unilaterally canceled with little or no explanation. Also, feedback on when or how soon a work order will be processed and done would be appreciated. People seem to experience inconsistency in the response to work orders.

While 55% of the respondents rank the cleanliness of the classrooms and offices as excellent to good and 64% rank the overall conditions of the campus facilities as excellent to good, the comments associated with these two areas reflect some significant dissatisfaction. First of all, people do appreciate the difficult job that the people in Maintenance and Operations have in trying to maintain a campus the size of SAC with the limited resources available to them and they recognize how hard they work and that they are understaffed. There are also people who believe that the college is making significant strides regarding the overall condition of the campus facilities. At the same time there are some negative remarks made about the Plant Manager in terms of his approachability and way of dealing with issues as well as with the length of time it takes to get some jobs done.

Underlying the issue of the condition of the campus facilities is the issue of the cleanliness of offices, classrooms and especially the restrooms. People perceive that the carpets are rarely if ever vacuumed and that the cleaning of offices and classrooms is superficial with furniture rarely if ever getting dusted or floors waxed. It was also mentioned in several places that the plastic linings in the trash cans are not changed daily.

However, the major point of dissatisfaction had to do with restrooms. They are perceived as filthy and rarely really cleaned. Also, there are some bathrooms that are heavily used especially in the Johnson Center and Russell Hall and the Library and need to be monitored more than once a day and then really cleaned and trash cans emptied and needed supplies replenished.

The above results are basically confirmed by the responses in the “Spring 2007 Staff Accreditation Survey Results,” the Spring 2006 “Student Satisfaction Survey,” and the December 2005 “Former Student Survey” and its follow-up the February 2006 “Non Re-Enrollment Telephone Interviews Study.” Concern regarding the lack of cleanliness in the restrooms runs through all of these surveys/studies as well as a concern regarding the lack of cleanliness on the campus in general.

However, the more positive perception of the campus in the spring 2007 staff accreditation survey as well as in the survey being studied here, the “SAC Administrative Services Department Survey,” would seem to reflect the fact that people are seeing improvement in the overall state of the campus facility over the past school year (2006-2007).

Also included in this summary are the results of the “SAC Safety and Security Survey” administered in August, 2007. Overall the responses to the survey questions were quite positive. Eighty-nine percent of the respondents believe that the officers provide a valuable service to students and staff. The great majority of the respondents (80%) believe that the officers are visible around the campus and 82% say that the officers are helpful and make people feel secure on campus. Moreover, 82% of the respondents perceive the officers as responsive to the needs of the students and staff at the college and 79% see them as effective in responding to emergencies on campus. However, only 60% of the respondents believe that the Department is effective in preventing crimes on the campus. Finally, 78% of respondents report that they have had some dealings with the Safety and Security Department and were satisfied while two-thirds of those who responded knew someone who had had dealings with the Department and were satisfied.

When asked what recommendations they had that would improve the quality of services provided by the Safety and Security Department the largest number of recommendations had to do with the officers being more visible on campus, especially in the parking lots. The second largest number of recommendations regarded having more officers on campus. The third largest number of recommendations had to do with enhancing the customer service level over the phone. At times people do not feel that they are being dealt with politely. Finally, several people asked that the officers be more prompt in responding to requests to unlock offices and classrooms.

### Conclusions

1. More attention needs to be given to the monitoring and regular cleaning of the restrooms, especially those that are heavily used such as those in the Johnson Center, Russell Hall and the Library.
2. While people perceive an improvement in the overall condition of the campus facility, serious maintenance issues remain and need to be addressed, especially the condition of classrooms and offices.
3. There is a need to work more closely with the administrators on campus regarding their needs and wants regarding budget preparation and budget management.
4. The room reservation process on campus needs to be more consistently used and enforced. Putting this process on line may help the situation.
5. There is a need to continue to work on improving the work order process. There especially needs to be more communication back to the requestor providing information on how soon the request will be acted on and, if the request is denied, a reason needs to be provided so as to avoid any perception of arbitrariness on the part of M&O.
6. Regarding the grounds: keep up the good work.
7. With regard to security and safety the most important issue for most people and their sense of security is the continuing visibility of the officers on the campus, especially in the parking lots.

## PROGRAM REVIEW: ISSUES IDENTIFIED

1. **General (Administrative Services)**
  - a. Develop Mission Statement(s) for Administrative Services and sub-groups
  - b. Better communication with constituencies, especially on-line
  - c. Set priorities
  - d. Review all processes—How to do better
  - e. Review all job descriptions and consider possible reorganization/reclassification of roles
  - f. Continue to collect customer satisfaction data on a regular basis and expand scope (include Security and look closer at large areas such as M&O and Custodial). In the future would be helpful to have separate surveys for administrators, faculty, and staff.
  - g. Concern re facilities on return to “S” building

**2. Maintenance and Operations**

- a. Clarify role of M&O at various satellites and look at M&O staffing at the satellites
- b. Need standardization, structure and forward looking planning regarding equipment, contracting out and what going on at the satellites
- c. Develop and publish criteria for determining what work to contract out
- d. Communicate more regarding policies and procedures—put online
- e. Improve the preventive maintenance program and process
- f. Biggest challenge: Delivering service in narrower down-time due to all events on campus
- g. Review all job descriptions and possibly do a reclass or reorg in view of how jobs have changed
- h. Set priorities regarding issues on the main campus and at the satellites
- i. Improve work-order process
- j. Improve process for scheduled maintenance (bogs down at District level)

**3. Custodial**

- a. For Custodial services it would be helpful on future customer satisfaction surveys to have respondents identify themselves or at least to indicate where their office and or work area is located so it is possible to locate where problem areas are located. Publish on line work being done regarding the development of plans and procedures and standards.
- b. Concern about location of new M&O building. Need centralized location for storing custodial equipment and supplies.

**4. Security**

- a. Free up the Lieutenant for full-time supervisory work (see reorganization plan Al Chin has drawn up)
- b. Communication of policies and procedures—publish on-line, get up a Security web site
- c. Regularly collect data regarding customer satisfaction
- d. Review and revise policy book

## **EDUCATIONAL MASTER PLAN**

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- e. Needs: paint the Security building; repair/replace torn carpet; new copier and fax machine; outside landscaping
  - f. Develop plan for staff development for officers
  - g. More control over the entrance to the parking lots from 17th Street. Too many people stop where they are not suppose to in order to drop off or pick up students
  - h. Need for some sort of system by which officers can be quickly alerted if there is an emergency in a classroom
  - i. Continue to offer workshops such as the Light Search and Rescue workshop and the How to Deal with Disruptive Students workshop
  - j. Campus issues:
    - i. Need new signs for restrooms in the gym
    - ii. Phillips Hall: need a ramp for the handicapped to get on and off the stage
    - iii. Why are some elevators restricted in their use by requiring a card to operate them? This is an access issue
    - iv. Need more of the Striker Evacuation chairs for getting stranded disable students down the stairs. SAC only received 2 of these chairs recently.
- 5. New Construction and Remodeling Projects**
- a. Confirm prioritization and order of projects
  - b. Have in place plans for moving personnel and dealing with dislocations
- 6. Keys & Reservation of vehicles**
- a. Log all keys
  - b. Review all procedures for keys and reserving vehicles and publish on line
  - c. Rethink whole process for keys and reserving vehicles
- 7. Facilities Reservation Process**
- a. Publish policies and procedures on-line
  - b. Standardization: everyone must follow the process
  - c. Process for ensuring reserved facilities unlocked/accessible
  - d. Prepare for implementation of ASTRA

**8. DATATEL Implementation**

- a. Identify ramifications regarding changed
- b. processes and procedures
- c. Prepare for changed procedures

**9. Budget Development and Budget Management**

- a. Identify how Administrative Services can better serve managers in these areas

**10. Streamline Foundation Reporting**

**11. Develop Process for Monitoring Special Projects**

## **STAFFING RECOMMENDATIONS**

**Maintenance**

Skilled Maintenance Worker – 1 FTE

Maintenance Utility Worker – 3 FTE

**Transportation**

Transportation Mechanic – 1 FTE

**Grounds**

Athletic Field Maintenance Worker – 1 FTE

Gardener/Utility Worker – 1 FTE

**Custodial**

Two full-time custodians for new F Building

Two custodians to cover positions that already exist

One custodian to focus on year round rotational floor care program

One custodian for new two story classroom building

**Facilities Coordinator**

One additional coordinator







# EDUCATIONAL MASTER PLAN PROGRAM REVIEW: PART IV PRESIDENT'S CABINET

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## Portfolios for Planning

The purpose of this planning portfolio is to provide an instrument for executive level planning, assessment, and resource prioritization that is effective and serves as the decision-making hub for college policy and practice that is informed by input from students, faculty and staff at Santa Ana College.

### SAC Cabinet Officers

- Erlinda Martinez,  
President
- Norm Fujimoto,  
Vice President of Academic Affairs
- John Grindel,  
Interim Vice President of Administrative Services
- Kathy Menneally,  
Vice President of the School of Continuing Education
- Sara Lundquist,  
Vice President of Student Services

### Functions

#### **Functions and services provided by the SAC Cabinet:**

The SAC Cabinet serves as the executive decision making hub for Santa Ana College and as such has overall responsibility for all areas of the college under the leadership of President Erlinda Martinez and the vice presidents. The Cabinet's work is inherently collaborative, with each vice president having a primary domain, but expected to be knowledgeable and functional across all areas of the college for the purpose of strategic planning work, program development, budget management, facilities planning, committee and council leadership as well as the academic and co-curriculum.

The Cabinet meets one half day each week using a structured agenda that is customized to ensure ample opportunity to consult on specialized matters as well as late breaking action items. Content experts are frequently invited to join the Cabinet for consultation on critical work in progress district-wide that impacts SAC. The weekly Cabinet meetings are also used as a planning hub in relation to the structure and functioning of the college's participatory governance system as well as for major college-wide activities such as the development and preparation of the SAC Self-Study for Accreditation, the Educational Master Plan, the SAC Strategic Plan, and more. Formal and informal planning for emergency preparedness, community relations, the SAC Management Council, and the SAC College Council is also anchored in the SAC Cabinet. The Cabinet also conducts joint final interviews for college executive positions in advance of the college president formulating a recommendation for appointment.

In addition to weekly scheduled meetings, Cabinet members meet informally on a daily basis for consultation and coordination of college operational and business matters. Cabinet members serve as each other's decision-making and problem-solving partners on an on-going basis, a functional quality which enables each to co-lead the institution outside their primary area of operational leadership.

An important new vehicle—the SAC-SCC Joint Cabinet, was created by President Martinez and President Vasquez in 2005 to ensure that a close and confidential dialogue is on-going among and between the college's executive groups to collectively solve problems, undertake budget and policy planning, as well as preview operational items that require our mutual attention. This vehicle has improved the quality of decision-making within the RSCCD and enabled the colleges to coordinate more effectively on academic and professional matters, budget, policy and relations with the Chancellor and Board of Trustees.

### **Institutional Core Competencies/ Student Learning Outcomes**

The SAC Cabinet supports the development of the college's overall Core Competencies, which are specifically evaluated as part of the planning portfolios of all SAC departments and are linked to the college's mission statement.

The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, workforce and economic development needs of our diverse community. Santa Ana College prepares students for transfer, employment, careers and lifelong intellectual pursuit in a dynamic learning environment.

**Core Competencies And Student Learning Outcomes**

<p><b>1. Communication Skills</b></p>	<p><b>a. Listening and Speaking</b> Students will listen actively and respectfully to analyze the substance of others' comments. Students will speak in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion.</p> <p><b>b. Reading and Writing</b> Students will read effectively and analytically and will comprehend at a college level. Students will write in an organized and grammatically correct fashion to explain their feelings and support a conclusion.</p>
<p><b>2. Thinking and Reasoning</b> Students will identify and analyze real or potential "problems" and develop, evaluate, and test possible solutions using creative thinking, analysis and synthesis, quantitative reasoning, and/or transfer of knowledge and skills to a new context as appropriate.</p>	<p><b>a. Creative Thinking</b> Students will develop the skills to formulate original ideas and concepts in addition to integrating those of others in the creative process.</p> <p><b>b. Critical Thinking</b> Students will think logically in solving problems; explaining their conclusions; and evaluating, supporting, or critiquing the thinking of others.</p> <p><b>c. Ethical Reasoning</b> Students will demonstrate an understanding of ethical issues that will enhance their capacity for making sound judgments and decisions.</p> <p><b>d. Quantitative Reasoning</b> Students will use college-level mathematical concepts and methods to understand, analyze and explain issues in quantitative terms.</p>
<p><b>3. Information Competency</b> Students will do research at a level that is necessary to achieve personal, professional and educational success. They will use print material and technology to identify research needs, seek, access, evaluate and apply information effectively and responsibly.</p>	

## EDUCATIONAL MASTER PLAN

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<p><b>4. Diversity</b> Students will develop individual responsibility, personal integrity, and respect for diverse peoples and cultures of the world.</p>	<p><b>a. Cultural</b> Students will respect and work with diverse people including those with different cultural and linguistic backgrounds and different abilities.</p> <p><b>b. Social</b> Students will interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values.</p> <p><b>c. Environmental</b> Students will demonstrate an understanding of ethical issues that will enhance their capacity for making decisions and sound judgments about the environment.</p>
<p><b>5. Civic Responsibility</b> Students will take personal responsibility for becoming informed, ethical and active citizens of their community, their nation and their world.</p>	
<p><b>6. Life Skills</b></p>	<p><b>a. Creative Expression</b> Students will produce artistic and creative expression.</p> <p><b>b. Aesthetic Appreciation</b> Students will respond to artistic and creative expressions.</p> <p><b>c. Personal Growth</b> Students will demonstrate habits of intellectual exploration, personal responsibility, and practical and physical well-being.</p> <p><b>d. Interpersonal Skills</b> Students will participate effectively in teams, committees, task forces, and in other group efforts to make decisions and seek consensus.</p>
<p><b>7. Careers</b> Students will develop the knowledge and skills necessary to select and develop careers.</p>	

## Summary of Recommendations and Goals for SAC Cabinet

This section is included in the portfolio to encourage continuous reflection on the practices of the college Cabinet and to improve its ability to meet established goals and serve the college community.

GOAL	STRATEGIES	MEASURES
1. To improve college-wide communication across all constituency groups.	<ul style="list-style-type: none"> <li>• Initiate hybrid College Council meetings that will allow members to participate from any location.</li> <li>• Create an annual strategic planning retreat for the SAC Cabinet and the Executive Committee of the SAC Academic Senate.</li> <li>• Create informal dialogues with the college president and invite all classified staff to attend.</li> <li>• Improve communication tools associated with all shared governance committees.</li> </ul>	<ul style="list-style-type: none"> <li>• College Council meetings are now alternated between in-person and on-line meetings year round.</li> <li>• The first annual Cabinet-Senate retreat was held in January 2008 and deemed a success by all participants.</li> <li>• Two classified staff dialogues have been convened by President Martinez with approximately 30 classified participants.</li> <li>• One-page committee summaries are now prepared (in addition to more detailed minutes) for all participatory governance committees and shared at College Council meetings. These word documents enable all stakeholder groups to easily update their constituency on college business, operations and policy efforts to increase understanding about work in progress and expand input.</li> </ul>
2. To review and restructure as appropriate the college's participatory governance model.	<ul style="list-style-type: none"> <li>• This was the central item of business at the joint Cabinet-Senate retreat in January.</li> </ul>	<ul style="list-style-type: none"> <li>• A revised SAC Participatory Governance Structure document was jointly constructed &amp; approved by College Council in March 2008.</li> <li>• A Safety Committee was established.</li> <li>• A process for committees to assess their effectiveness was established.</li> </ul>
3. To meet or exceed FTES production targets across credit and non-credit instruction.	<ul style="list-style-type: none"> <li>• An efficiency analysis was undertaken across credit instruction to improve schedule engineering &amp; FTES production.</li> <li>• CE expanded offerings and class hours for in demand courses.</li> <li>• Future hybrid course offerings are slated for expansion.</li> </ul>	<ul style="list-style-type: none"> <li>• The total FTES produced for SAC so far in the 2007-2008 academic year (before mini-semester) is more than 800 FTES over our funding cap. We have decided to maintain this margin as a service to students. We will receive incremental additional funding from categorical funding streams.</li> </ul>
4. To improve the functional alignment between the planning and budgeting processes, including the development of supplemental resources for priority areas of the college.	<ul style="list-style-type: none"> <li>• An integrated budget and planning timeline has been created for all college departments that aligns with the development of both planning portfolios as well as the RSCCD budget calendar.</li> </ul>	<ul style="list-style-type: none"> <li>• All college-wide budget needs will be compiled in major units, prioritized, and submitted to Cabinet through area VP's. Cabinet will then have a similar strategy and review session creating priorities for current and desired funding sources.</li> <li>• Final recommendations will be shared with the SAC Budget Committee for their input.</li> <li>• A summary of categorical &amp; supplemental funds received by SAC documents the success of these robust efforts (attachment).</li> </ul>

GOAL	STRATEGIES	MEASURES
5. To make substantial progress on improving the academic facilities of the college.	<ul style="list-style-type: none"> <li>• Unify all sources of funding to create a facilities improvement plan/working document.</li> <li>• Develop additional sources of revenue</li> <li>• Improve consultation and dialogue through the Facilities Committee.</li> </ul>	<ul style="list-style-type: none"> <li>• The Athletic complex, softball field, D building, &amp; C building have all been completed. The classroom building project has begun, and the science building petition for state funds is submitted. Gym and dance studio floors will be replaced this summer. All fire alarms have been serviced and a new integrated system will be installed over the coming academic year.</li> <li>• M&amp;O and Bond funded project lists have been created for discussion and progress updates, with district and college representatives reporting together at regular Facilities Committee meetings.</li> </ul> <p>Dialogue is underway campus-wide about a possible new bond dedicated exclusively to SAC.</p>
6. To support and expand collaborative work underway with partner agencies throughout the greater Santa Ana area to improve academic achievement, college access, and workforce/transfer success.	<ul style="list-style-type: none"> <li>• Dedicate leadership staff to collaborative efforts with feeder school districts, regional universities and community agencies.</li> <li>• Develop joint training projects in conjunction with employers and other organizations.</li> <li>• Pursue partnership funding through local, state, federal, and private sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders throughout the college directly support the regional educational collaborative, the Santa Ana Partnership.</li> <li>• Business &amp; industry partnerships have been expanded in high technology and health careers locally.</li> <li>• An English Language learning collaborative (English Works) was launched with the School of Continuing Education &amp; the SA Chamber of Commerce.</li> <li>• Significant additional resources were pursued and won for this work. Please see summary under item #4 above.</li> </ul>
7. To expand the fundraising capacity of the SAC Foundation through strategic planning, Board development, & donor cultivation.	<ul style="list-style-type: none"> <li>• Create a President's Circle donor group</li> <li>• Restructure the SACF Board's strategic planning retreats to be more action-centered</li> <li>• Develop a donor case management system and pilot it in the 07-08 academic year</li> </ul>	<ul style="list-style-type: none"> <li>• The group was created with 14 inaugural members. A breakfast briefing by the SAC President and ceremony for donors was held winter 2008.</li> <li>• The SACF Board's strategic planning retreat was held in January 2008. Six specific action plans were created as a result.</li> <li>• Donor case management is under development.</li> </ul>
8. To build upon current community & school relations to create an expanded set of "good neighbor" benefits for residents of neighborhoods adjacent to the college & related publications.	<ul style="list-style-type: none"> <li>• The "Good Neighbor" VIP access program was created and launched including athletic, cultural, and arts events at SAC.</li> <li>• Career Focus has been printed 2X year and placed in feeder schools as well as mailed to our service area.</li> <li>• Partnerships with CBO's have been expanded.</li> </ul>	<ul style="list-style-type: none"> <li>• 2007 marked the second year of distribution making a total of 5,600 provided to residents to date (Roughly 2,800 per year)</li> <li>• The Spring 2008 issue marked the second issue published for a total of 125,000 distributed to date (50,000 in the first year and 75,000 the second year)</li> <li>• New &amp; expanded partnerships have been established with The Latino Youth Leadership Institute, the Mexican-American National Women's Association and United Way of Orange County.</li> </ul>



Datatel Project #	Proj. #	Site	Fund Type	Competitive/Entitlement/Financial Aid	Board Appvd	Beg. Date	Ending Date	Admin/Director	Project Name	Funded
1023	5222	SAC	Federal	Competitive	12/10/07	08/01/07	12/31/08	L. Tanakeyowma/Loy Nashua	AmeriCorps - TRMDP (SAC) - Year 3	36,207
1110	5198	SAC	Federal	Competitive	10/15/07	08/15/07	06/30/08	K. Mennealy/R. Jenkins	California Adult Literacy Professional Development Project (CALPRO) - American Institutes for Research	65,000
2031		SAC	State	Competitive	08/27/07	07/26/07	07/31/08	K. Mennealy/S. Sotelo	California High School Exit Exam (CASHEE) Preparation Project - Class of 207	350,000
2040	5350	SAC	State	Competitive	09/24/07	07/01/07	06/30/08	C. Comeau/C. Comeau	California Mathematics Diagnostic Testing Project (MDTP)	25,557
3255		SAC	Local	Competitive	10/15/07	08/27/07	06/11/08	C. Comeau/C. McClure	Carnegie Mellon - "The Open Learning Initiative"	13,566
1510		SAC	Federal	Competitive	12/10/07	09/15/07	09/14/08	S. Lundquist/L. Tanakeyowma	GEAR UP II - Year 6 (UCI)	131,250
1507	5883	SAC	Federal	Competitive	10/29/07	09/01/07	08/31/08	S. Lundquist/L. Tanakeyowma	GEAR UP III - Year 3	800,000
1553		SAC	Federal	Competitive	10/15/07	10/01/07	09/30/08	E.Ripley/G. Morgan-Beazell	Head Start Hispanic - Latino Service Partnership (Year 4 of 5)	150,000
1201	5508	SAC	Federal	Competitive	08/27/07	07/01/07	06/30/08	H. Roberts/M. Grant	Int'l Business - Expanding the Franchise (Year 2 of 2)	87,000
1580	5061	SAC	Federal	Competitive	06/25/07	07/01/07	06/30/08	D. Guzman/S. Morris	Job Dev., Training & Placement Program for the Disabled - Workability III	336,915
2470	5182	SAC	State	Competitive	09/10/07	07/01/07	06/30/08	M. Bryant/Yolanda Mugica	MESA (Math Engineering Science Achievement) Program	81,500
2450	5570	SAC	State	Competitive	08/28/06	07/01/06	06/30/07	S. Lundquist/J.B. Williams	Santa Ana Middle College High School (SA-MCHS)	136,769
3701	5697	SAC	Local	Competitive	03/12/07	01/01/07	12/31/07	M. Bryant/T. Huck	Student Support Partnership Integrating Resources & Education (SSPIRE) - Year 2	75,039
1651	5365	SAC	Federal	Competitive	09/24/07	09/01/07	08/31/08	D. Guzman/R. Madrigal	Title IV - Student Support Services (III) - Year Two	278,295
1693	5797	SAC	Federal	Competitive	09/24/07	09/01/07	08/31/08	D. Guzman/M. Ramirez	Title IV - Talent Search III - Year Four	320,832
1705	5505	SAC	Federal	Competitive	09/14/07	09/01/07	08/31/08	D. Guzman/R. Madrigal	Title IV - Upward Bound III - Year One	334,624
1674	5816	SAC	Federal	Competitive	09/24/07	10/01/07	09/30/08	M. Bryant/S. Bautista	Title V - HSI Cooperative Arrangement Program - Year Five	634,893
1720	5876	SAC	Federal	Competitive	06/25/07	07/01/07	06/30/10	M. Bryant/M. Vargas	USDA Partnership for Transfer Success	75,000
1828		SAC	Federal	Competitive	01/22/08	07/01/07	06/30/08	E. Ripley/J. Kalko	VTEA - Tech Prep Regional Consortium (sub-award from Coast CCD)	30,000
1900	5240	SAC	State	Competitive	10/10/05	07/01/07	06/30/08	B. Miller/G. Giroux	WIA Center for Nursing Grant - Year 3	430,628
									<b>Subtotal (SAC - Competitive Grants)</b>	<b>4,393,075</b>
2570	5150	SAC	State	Entitlement	10/15/07	07/01/07	06/30/08	M. Byant/P. Canzona	California Articulation Number (CAN) System Allocation - SAC	5,000
2090	5139	SAC	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/A. Kamimura	CARE Program (SAC)	100,918
2230	5068	SAC	State	Entitlement	01/22/08	07/01/07	06/30/08	D. Guzman/J. Mathis	Disabled Students Programs and Services (DSP&S) (SAC)	1,990,476
2284	5203	SAC	State	Entitlement	05/14/07	07/01/07	06/30/08	B. Miller/G. Giroux	Enrollment Growth - Year 2 - Nursing	57,142
2250	5130	SAC	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/A. Kamimura	Extended Opportunities Programs & Services (EOP&S) (SAC)	1,766,895
2417	5175	SAC	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/M. Bryant	Matriculaion - Credit - Student Follow-Up (SAC)	395,184
2411	5171	SAC	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/A. Elseroad	Matriculation - Credit - Admissions (SAC)	267,780
2412	5174	SAC	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/M. Bryant	Matriculation - Credit - Advisement/Counseling (SAC)	453,172
2413	5177	SAC	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/S. Lundquist	Matriculation - Credit - Coordination & Training (SAC)	360,825
2414	5176	SAC-DO	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/N. Pham	Matriculation - Credit - Institutional Research (District - SAC)	73,197

Datatel Project #	Proj. #	Site	Fund Type	Competitive/ Entitlement/ Financial Aid	Board Appvd	Beg. Date	Ending Date	Admin/Director	Project Name	Funded
2415	5172	SAC	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/L. Tanakeyowma	Matriculation - Credit - Orientation (SAC)	450,278
2416	5173	SAC	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/D. Guzman	Matriculation - Credit - Skills Assessment (SAC)	58,030
2418		SAC	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/S. Lundquist	Matriculation - Credit - Student Success (SAC)	-
2490	5169	SAC	State	Entitlement				S. Sotelo/S. Sotelo	Matriculation - Non-Credit - CED	1,714,545
2592	5103	SAC	State	Entitlement	09/24/07	07/01/07	06/30/08	R. Bridges/M. Sugranes	TTIP - Libraby Automotive (SAC)	36,363
2002		SAC	State	Entitlement				J. Grindel/N. Kanouse	Unused Basic Skills funds 06/07 - OT funding - SAC	1,149,234
2003		SAC	State	Entitlement				J. Grindel/N. Kanouse	Basic Skills Initiative - OT funding - SAC	1,045,439
1829	5937	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/H. Roberts(J.Trone)	VTEA - SAC - Accounting	4,449
1824	5904	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/E. Ripley	VTEA - SAC - Advertising & Curriculum Development	91,891
1802	5919	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/Glen Hammonds	VTEA - SAC - Automotive Technology	69,265
1803	5906	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/H. Roberts	VTEA - SAC - Business Application & Technology (BAT)	111,360
1826	5913	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/D. Guzman	VTEA - SAC - Career Center	96,151
1805	5928	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/T. Hill	VTEA - SAC - Digital Media Arts	14,946
1930		SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/H. Roberts(S.Sherod)	VTEA - SAC - Drafting Technology - AutoCAD	21,500
1807	5922	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/E. Ripley	VTEA - SAC - Fire Technology	105,000
1810	5908	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/B. Miller	VTEA - SAC - Nursing (RN)	33,110
1812	5916	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/E. Ripley	VTEA - SAC - Pharmacy Technology	36,752
1825	5934	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/D. Guzman	VTEA - SAC - Vocational Project for Deaf & Hard of Hearing	40,419
1827	5277	SAC/SCC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/J. Kalko	Vocational & Technical Education Act (VTEA) Program - Tech Prep Consortium	153,296
		SAC	Federal	Entitlement	02/04/08	07/01/07	06/30/08	K. Meneally/S. Sotelo	WIA II - Adult Education & Literacy (SAC)	2,493,589
									<b>Subtotal (SAC - Entitlement Grants)</b>	<b>13,196,206</b>
2550	5036	SAC	State	Financial Aid	12/10/07	07/01/07	06/30/08	D. Guzman/M. Liang	Board Financial Assistance Program - Administrative Allowable - SAC	689,275
1404	5052	SAC	Federal	Financial Aid		07/01/07	06/30/08	D. Guzman/M. Liang	Federal Assistance - Federal Pell Grant (SAC)	4,590,275
1402	5015	SAC	Federal	Financial Aid		07/01/07	06/30/08	D. Guzman/M. Liang	Federal Assistance - Federal Supplemental Education Opportunity Grant (SEOG)	243,600
1401	5016	SAC	Federal	Financial Aid		07/01/07	06/30/08	D. Guzman/M. Liang	Federal Assistance - Federal Work Study (FWS) (SAC)	428,275
									<b>Subtotal (SAC - Financial Aids)</b>	<b>5,951,425</b>
									<b>TOTAL (SAC)</b>	<b>23,540,706</b>





**SANTA ANA COLLEGE  
EDUCATIONAL MASTER PLAN  
DEPARTMENTAL PORTFOLIO SYSTEM**



Santa Ana College • Founded in 1915

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SEARCH	
Academic Year:	ALL
Department:	ALL
Division:	ALL
Your search returns 154 matching(s)	
RESULT	

ACADEMIC YEAR	DEPARTMENT	DIVISION	-
2004-2005	Speech, Language, Pathology Assistant	Special Services	VIEW DETAIL
2005-2006	Speech, Language, Pathology Assistant	Special Services	VIEW DETAIL
2006-2007	Manufacturing Technology	Human Services & Technology	VIEW DETAIL
2006-2007	Media Production	Information Learning Resources	VIEW DETAIL
2006-2007	Professional Development	Information Learning Resources	VIEW DETAIL
2006-2007	Center for Learning & Instruction	Information Learning Resources	VIEW DETAIL
2006-2007	Quick Center	Information Learning Resources	VIEW DETAIL
2006-2007	Media Systems	Information Learning Resources	VIEW DETAIL
2006-2007	Modern Languages	Humanities and Social Sciences	VIEW DETAIL
2006-2007	Health Sciences & Nursing Division/Dept	Science, Mathematics & Health Sciences	VIEW DETAIL
2006-2007	Activity Courses	Exercise Science & Athletics	VIEW DETAIL
2006-2007	Economics	Humanities and Social Sciences	VIEW DETAIL
2006-2007	Biology	Science, Mathematics & Health Sciences	VIEW DETAIL
2006-2007	Mathematics	Science, Mathematics & Health Sciences	VIEW DETAIL
2006-2007	Chemistry	Science, Mathematics & Health Sciences	VIEW DETAIL
2006-2007	Physical Science/Geology	Science, Mathematics & Health Sciences	VIEW DETAIL
2006-2007	Medical Assistant	Science, Mathematics & Health Sciences	VIEW DETAIL
2006-2007	Modern Languages	Humanities and Social Sciences	VIEW DETAIL

## EDUCATIONAL MASTER PLAN

ACADEMIC YEAR	DEPARTMENT	DIVISION	-
2006-2007	Philosophy	Humanities and Social Sciences	VIEW DETAIL
2007-2008	Music	Fine & Performing Arts	VIEW DETAIL
2007-2008	Library Services	Library	VIEW DETAIL
2007-2008	Political Science	Humanities and Social Sciences	VIEW DETAIL
2007-2008	Political Science	Humanities and Social Sciences	VIEW DETAIL
2007-2008	Political Science	Humanities and Social Sciences	VIEW DETAIL
2007-2008	Political Science	Humanities and Social Sciences	VIEW DETAIL
2007-2008	Political Science	Humanities and Social Sciences	VIEW DETAIL
2007-2008	Pharmacy Technology	Human Services & Technology	VIEW DETAIL
2007-2008	TV & Video	Fine & Performing Arts	VIEW DETAIL
2007-2008	Speech Communication	Fine & Performing Arts	VIEW DETAIL
2007-2008	SCE English as a Second Language	SCE Area 1 (Nilo)	VIEW DETAIL
2007-2008	Music	Fine & Performing Arts	VIEW DETAIL
2007-2008	Journalism	Fine & Performing Arts	VIEW DETAIL
2007-2008	English	Humanities and Social Sciences	VIEW DETAIL
2007-2008	Quick Center	Information Learning Resources	VIEW DETAIL
2007-2008	Center for Learning & Instruction	Information Learning Resources	VIEW DETAIL
2007-2008	Media Systems	Information Learning Resources	VIEW DETAIL
2007-2008	Nursing	Science, Mathematics & Health Sciences	VIEW DETAIL
2007-2008	Fire Technology Division/Dept	Fire Technology Division	VIEW DETAIL
2007-2008	Professional Development	Information Learning Resources	VIEW DETAIL
2007-2008	Distance Education	Human Services & Technology	VIEW DETAIL
2007-2008	Fiscal Services	Administrative Services	VIEW DETAIL
2007-2008	Intercollegiate Sports	Exercise Science & Athletics	VIEW DETAIL
2007-2008	Intercollegiate Sports	Exercise Science & Athletics	VIEW DETAIL
2007-2008	Circuit Training Lab	Exercise Science & Athletics	VIEW DETAIL
2007-2008	Health Education	Exercise Science & Athletics	VIEW DETAIL
2007-2008	Theory Lecture Component	Exercise Science & Athletics	VIEW DETAIL

## DEPARTMENTAL PORTFOLIO SYSTEM

ACADEMIC YEAR	DEPARTMENT	DIVISION	-
2007-2008	Community Service	Exercise Science & Athletics	<a href="#">VIEW DETAIL</a>
2007-2008	Sports Medicine	Exercise Science & Athletics	<a href="#">VIEW DETAIL</a>
2007-2008	Activity Courses	Exercise Science & Athletics	<a href="#">VIEW DETAIL</a>
2007-2008	Adapted Education	Exercise Science & Athletics	<a href="#">VIEW DETAIL</a>
2007-2008	Aerobic Fitness	Exercise Science & Athletics	<a href="#">VIEW DETAIL</a>
2007-2008	Analysis Center Lab	Exercise Science & Athletics	<a href="#">VIEW DETAIL</a>
2007-2008	Strength Center Lab	Exercise Science & Athletics	<a href="#">VIEW DETAIL</a>
2007-2008	Administrative Services Division/Dept	Administrative Services	<a href="#">VIEW DETAIL</a>
2007-2008	Maintenance & Operations	Administrative Services	<a href="#">VIEW DETAIL</a>
2007-2008	Facilities	Administrative Services	<a href="#">VIEW DETAIL</a>
2007-2008	Facilities	Administrative Services	<a href="#">VIEW DETAIL</a>
2007-2008	Security & Safety	Administrative Services	<a href="#">VIEW DETAIL</a>
2007-2008	Dance	Fine & Performing Arts	<a href="#">VIEW DETAIL</a>
2007-2008	Physical Science/Geology	Science, Mathematics & Health Sciences	<a href="#">VIEW DETAIL</a>
2007-2008	Mathematics	Science, Mathematics & Health Sciences	<a href="#">VIEW DETAIL</a>
2007-2008	Chemistry	Science, Mathematics & Health Sciences	<a href="#">VIEW DETAIL</a>
2007-2008	Biology	Science, Mathematics & Health Sciences	<a href="#">VIEW DETAIL</a>
2007-2008	Medical Assistant	Science, Mathematics & Health Sciences	<a href="#">VIEW DETAIL</a>
2007-2008	Physics	Science, Mathematics & Health Sciences	<a href="#">VIEW DETAIL</a>
2007-2008	Success Center	Science, Mathematics & Health Sciences	<a href="#">VIEW DETAIL</a>
2007-2008	Physical Science/Geology	Science, Mathematics & Health Sciences	<a href="#">VIEW DETAIL</a>
2007-2008	Biology	Science, Mathematics & Health Sciences	<a href="#">VIEW DETAIL</a>
2007-2008	Philosophy	Humanities and Social Sciences	<a href="#">VIEW DETAIL</a>
2007-2008	Anthropology	Humanities and Social Sciences	<a href="#">VIEW DETAIL</a>
2007-2008	Sociology	Humanities and Social Sciences	<a href="#">VIEW DETAIL</a>
2007-2008	Economics	Humanities and Social Sciences	<a href="#">VIEW DETAIL</a>
2007-2008	Modern Languages	Humanities and Social Sciences	<a href="#">VIEW DETAIL</a>
2007-2008	Criminal Justice Academies	Human Services & Technology	<a href="#">VIEW DETAIL</a>

## EDUCATIONAL MASTER PLAN

ACADEMIC YEAR	DEPARTMENT	DIVISION	-
2007-2008	Criminal Justice Academies	Human Services & Technology	VIEW DETAIL
2007-2008	Manufacturing Technology	Human Services & Technology	VIEW DETAIL
2007-2008	Manufacturing Technology	Human Services & Technology	VIEW DETAIL
2007-2008	English as a Second Language	Humanities and Social Sciences	VIEW DETAIL
2007-2008	History	Humanities and Social Sciences	VIEW DETAIL
2007-2008	Reading	Humanities and Social Sciences	VIEW DETAIL
2007-2008	Media Production	Information Learning Resources	VIEW DETAIL
2007-2008	Ethnic Studies	Humanities and Social Sciences	VIEW DETAIL
2007-2008	Human Development	Human Services & Technology	VIEW DETAIL
2007-2008	Criminal Justice	Human Services & Technology	VIEW DETAIL
2007-2008	Speech, Language, Pathology Assistant	Special Services	VIEW DETAIL
2007-2008	Automotive Technology	Human Services & Technology	VIEW DETAIL
2007-2008	Automotive Technology	Human Services & Technology	VIEW DETAIL
2008-2009	Journalism	Fine & Performing Arts	VIEW DETAIL
2008-2009	Humanities & Social Sciences Division/Dept	Humanities and Social Sciences	VIEW DETAIL
2008-2009	Media Production	Information Learning Resources	VIEW DETAIL
2008-2009	Media Systems	Information Learning Resources	VIEW DETAIL
2008-2009	Center for Learning & Instruction	Information Learning Resources	VIEW DETAIL
2008-2009	Professional Development	Information Learning Resources	VIEW DETAIL
2008-2009	Physics	Science, Mathematics & Health Sciences	VIEW DETAIL
2008-2009	Academic Affairs Division/Dept	Academic Affairs	VIEW DETAIL
2008-2009	Academic Affairs Division/Dept	Academic Affairs	VIEW DETAIL
2008-2009	Mathematics	Science, Mathematics & Health Sciences	VIEW DETAIL
2008-2009	Fire Technology Division/Dept	Fire Technology Division	VIEW DETAIL
2008-2009	Speech, Language, Pathology Assistant	Special Services	VIEW DETAIL
2008-2009	Chemistry	Science, Mathematics & Health Sciences	VIEW DETAIL
2008-2009	SCE Health & Safety	SCE Area 1 (Nilo)	VIEW DETAIL
2008-2009	SCE Citizenship	SCE Area 1 (Nilo)	VIEW DETAIL



## DEPARTMENTAL PORTFOLIO SYSTEM

ACADEMIC YEAR	DEPARTMENT	DIVISION	-
2008-2009	SCE Citizenship	SCE Area 1 (Nilo)	<a href="#">VIEW DETAIL</a>
2008-2009	SCE Older Adult	SCE Area 1 (Nilo)	<a href="#">VIEW DETAIL</a>
2008-2009	Community Service	Exercise Science & Athletics	<a href="#">VIEW DETAIL</a>
2008-2009	Intercollegiate Sports	Exercise Science & Athletics	<a href="#">VIEW DETAIL</a>
2008-2009	Management & Marketing, IntlBus, PSI	Business	<a href="#">VIEW DETAIL</a>
2008-2009	Management & Marketing, IntlBus, PSI	Business	<a href="#">VIEW DETAIL</a>
2008-2009	Business Applications & Technology	Business	<a href="#">VIEW DETAIL</a>
2008-2009	Business Applications & Technology	Business	<a href="#">VIEW DETAIL</a>
2008-2009	TV & Video	Fine & Performing Arts	<a href="#">VIEW DETAIL</a>
2008-2009	Fine & Performing Arts Division/ Dept	Fine & Performing Arts	<a href="#">VIEW DETAIL</a>
2008-2009	SCE Portfolio	SCE Area 1 (Nilo)	<a href="#">VIEW DETAIL</a>
2008-2009	Strength Center Lab	Exercise Science & Athletics	<a href="#">VIEW DETAIL</a>
2008-2009	Pharmacy Technology	Human Services & Technology	<a href="#">VIEW DETAIL</a>
2008-2009	Circuit Training Lab	Exercise Science & Athletics	<a href="#">VIEW DETAIL</a>
2008-2009	Health Education	Exercise Science & Athletics	<a href="#">VIEW DETAIL</a>
2008-2009	SCE High School Subjects	SCE Area 1 (Nilo)	<a href="#">VIEW DETAIL</a>
2008-2009	SCE Adult Basic Ed GED	SCE Area 1 (Nilo)	<a href="#">VIEW DETAIL</a>
2008-2009	SCE Parent Education	SCE Area 1 (Nilo)	<a href="#">VIEW DETAIL</a>
2008-2009	SCE English as a Second Language	SCE Area 1 (Nilo)	<a href="#">VIEW DETAIL</a>
2008-2009	Engineering	Business	<a href="#">VIEW DETAIL</a>
2008-2009	Aerobic Fitness	Exercise Science & Athletics	<a href="#">VIEW DETAIL</a>
2008-2009	Aerobic Fitness	Exercise Science & Athletics	<a href="#">VIEW DETAIL</a>
2008-2009	Adapted Education	Exercise Science & Athletics	<a href="#">VIEW DETAIL</a>
2008-2009	Success Center	Science, Mathematics & Health Sciences	<a href="#">VIEW DETAIL</a>
2008-2009	Occupational Therapy Assistant	Human Services & Technology	<a href="#">VIEW DETAIL</a>
2008-2009	Automotive Technology	Human Services & Technology	<a href="#">VIEW DETAIL</a>
2008-2009	Athletics	Exercise Science & Athletics	<a href="#">VIEW DETAIL</a>
2008-2009	Family & Consumer Studies	Human Services & Technology	<a href="#">VIEW DETAIL</a>

## EDUCATIONAL MASTER PLAN

ACADEMIC YEAR	DEPARTMENT	DIVISION	-
2008-2009	Activity Courses	Exercise Science & Athletics	VIEW DETAIL
2008-2009	Analysis Center Lab	Exercise Science & Athletics	VIEW DETAIL
2008-2009	Reading	Humanities and Social Sciences	VIEW DETAIL
2008-2009	Sports Medicine	Exercise Science & Athletics	VIEW DETAIL
2008-2009	Manufacturing Technology	Human Services & Technology	VIEW DETAIL
2008-2009	Criminal Justice Academies	Human Services & Technology	VIEW DETAIL
2008-2009	Speech Communication	Fine & Performing Arts	VIEW DETAIL
2008-2009	English	Humanities and Social Sciences	VIEW DETAIL
2008-2009	English as a Second Language	Humanities and Social Sciences	VIEW DETAIL
2008-2009	History	Humanities and Social Sciences	VIEW DETAIL
2008-2009	Modern Languages	Humanities and Social Sciences	VIEW DETAIL
2008-2009	Modern Languages	Humanities and Social Sciences	VIEW DETAIL
2008-2009	Medical Assistant	Science, Mathematics & Health Sciences	VIEW DETAIL
2008-2009	Distance Education	Human Services & Technology	VIEW DETAIL
2008-2009	Nursing	Science, Mathematics & Health Sciences	VIEW DETAIL
2008-2009	Administrative Services Division/Dept	Administrative Services	VIEW DETAIL
2008-2009	Information Learning Resources	Information Learning Resources	VIEW DETAIL
2008-2009	SCE Vocational	SCE Area 1 (Nilo)	VIEW DETAIL
2008-2009	Music	Fine & Performing Arts	VIEW DETAIL
2008-2009	Theatre	Fine & Performing Arts	VIEW DETAIL
2009-2010	Automotive Technology	Human Services & Technology	VIEW DETAIL
2010-2011	Automotive Technology	Human Services & Technology	VIEW DETAIL
2011-2012	Automotive Technology	Human Services & Technology	VIEW DETAIL
2012-2013	Automotive Technology	Human Services & Technology	VIEW DETAIL

**Seperator**



Official Course

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**Critical Thinking and Writing ( Official )**

**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT  
COURSE OUTLINE APPROVAL SHEET  
 SANTA ANA COLLEGE**

**Division:** Humanities and Social Sciences  
**Department:** English  
**Discipline:** ENGL - English **Course Number:** 103  
**Subject ID:** 1800/103/00 **Topic Course:**   
**Course Title:** Critical Thinking and Writing

If the discipline, number or title is being revised, above should reflect the NEW information.

**Formerly:**

**Revision with Catalog Changes?** Yes  No  **Revision with Class Schedule Changes?** Yes  No

**Note:** If this course is CR/NCR, please indicate here: Yes  No

**Open Entry/Open Exit:** Yes  No

For New Course Proposal, complete and attach a New Course Proposal Form and Honors Addendum, if applicable.

**CATALOG ENTRY**

	<b>Current:</b>	<b>Former:</b>
<b>Units:</b>	4	
<b>Class Hours:</b>		
Lecture:	64	
Lab:		
Arranged:		
<b>Total Hours:</b>	64	

**Prerequisite(s):**  
 (Course and/or other preparation/experience that is REQUIRED to be completed previous to enrollment in this course.)

English 101 or 101H with a grade of C or better

**Advisory Reading Level:** 4

**Catalog Description:**

This course focuses on developing critical thinking, reading, and writing skills by studying established argumentative methods and models and applying them to contemporary issues. Emphasis will be on logical reasoning and analytical and argumentative skills necessary for critical writing.

**CLASS SCHEDULE ENTRY:** (Maximum of 288 characters; underline changes if a revision.)

[http://webcms.rscdd.org/admin/formdisplay.asp?outline\\_id=5434&sFormID=OFFICIALCOU...](http://webcms.rscdd.org/admin/formdisplay.asp?outline_id=5434&sFormID=OFFICIALCOU...) 6/20/2008

Official Course

Class Schedule Description

Argumentative and analytical writing with an emphasis on critical thinking and writing.

**INFORMATION IN THIS SECTION MUST BE COMPLETED BEFORE SUBMISSION TO A CURRICULUM COMMITTEE**

Major Code: 0308 For this major, is this course: Required Elective

Does this course have arranged hours? Yes  No  By Course

Co/Prerequisite\*? N/A  Approval Code: 1

Co/Prerequisite Course Requirement: English 101 or 101H with a grade of C or better

Is this course cross-listed (same as) with another course?

Yes Subject ID:  
No

Number of times repeatable: 0 (Maximum 3 times without prior approval of VPAA)

Have all other departments that list this course for a degree/certificate requirement, elective or recommendation been advised of the changes? Yes  N/A

List departments notified: All Humanities Departments

Budget Unit	Classification Code	Transfer Code	Method of Instruction
0410	A	3	10

SAM Priority Code: E - Non-Occupational

TOPS Code: \*English - 150100  
Curriculum Office Use Only.

If necessary, complete and attach a \*Co/Prerequisite Approval Form and/or a \*\*TMI Form.

**COURSE CONTENT:**

(Include major topics of the course, time required, and what the student is expected to learn.)

I. Reading Arguments and Arguing Issues (16 hours)

The student will define terms; identify premises, syllogisms, deduction, and induction; evaluate evidence, examples, and arguments for soundness; assess authoritative testimony; draw inferences from statistics; and recognize rhetorical devices, such as sarcasm, irony, and satire.

II. Writing Arguments and an Analysis of an Argument (16 hours)

The student will develop a thesis; construct sound arguments; avoid fallacies; supply sufficient support for claims; write argumentative and persuasive essays on critical positions and problems; and write an analysis and summary.

III. Using Sources and Research Writing (8 hours)

The student will choose an argumentative topic, research and synthesize material, avoid plagiarism, and document sources.

IV. Applying Current Issues (12 hours)

The student will identify and explore contemporary issues such as women's rights, gun control, English as the official language, etc.; evaluate and share opposing viewpoints; and identify and assess logical fallacies and rhetorical strategies in media.

V. Exploring Enduring Questions (12 hours)

The student will analyze timeless and universal questions such as inalienable right, social order, free speech, etc.; consider various cross-cultural and historical perspectives of enduring questions with emphasis on cultural diversity; and develop an understanding for and a sensitivity toward different cultural and philosophical viewpoints.

**Course Materials:**

Required texts and/or materials. (Include price and date of publication.)

**Textbook(s):**

Select one of the following:

Current Issues and Enduring Questions: Methods and Models of Argument, by Barnett, Sylvan and Hugo Bedau. 7th

[http://webcms.rscdd.org/admin/formdisplay.asp?outline\\_id=5434&sFormID=OFFICIALCOU...](http://webcms.rscdd.org/admin/formdisplay.asp?outline_id=5434&sFormID=OFFICIALCOU...) 6/20/2008

Official Course

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edition. St. Martin's Press. (\$54.90)

Critical Thinking, by Moore. 7th edition. McGraw Hill. (\$49.00)

Everything's An Argument with Readings, 3rd ed. 2003. Bedford. (\$48.99)

**Other required materials:**

None

**Recommended reading and/or materials:**

None

[http://webcms.rscdd.org/admin/formdisplay.asp?outline\\_id=5434&sFormID=OFFICIALCOU...](http://webcms.rscdd.org/admin/formdisplay.asp?outline_id=5434&sFormID=OFFICIALCOU...) 6/20/2008

**PLAN OF INSTRUCTION**

**WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS?**

**WHAT ACTIVITIES ARE EMPLOYED?**

(Use a scale of 1-5 to show emphasis of the learning outcomes within the context of this course.)

**STUDENT LEARNING OUTCOMES:**

**Communications Skills – Overall Rating:** 5 - Essential-always try to achieve

**A. Reading and Writing**

1. Read critically in order to identify premises, syllogisms, deduction and induction; to evaluate evidence, examples, and arguments for soundness; to assess authoritative testimony; to draw inferences from statistics; and to recognize rhetorical devices.

2. Develop a thesis; write argumentative and persuasive essays; write an analysis and summary; research argumentative topics; synthesize material; avoid plagiarism; and document sources.

**B. Listening and Speaking**

1. Utilize interactive listening strategies for note-taking and appropriate questioning.

2. Determine purpose and goals for listening.

3. Use speaking as a tool for idea generation and utilize prior knowledge through small and large group discussion.

4. Verbally summarize and paraphrase effectively.

**Thinking and Reasoning – Overall Rating:** 5 - Essential-always try to achieve

**A. Creative Thinking**

1. Incorporate rhetorical strategies such as irony and satire.

2. Generate ideas using prewriting strategies.

**B. Critical Thinking**

1. Write argumentative essays that are supported by evidence and are logically organized, using deductive and inductive reasoning.

2. Synthesize information to produce a research paper incorporating research, using documentation and MLA format.

**Information Competency – Overall Rating:** 5 - Essential-always try to achieve

1. Evaluate primary and secondary sources including Internet sources.

2. Use library's on-line catalogue and resources.

3. Distinguish between professional journals and magazines and other periodicals.

4. Demonstrate awareness of breadth of sources.

5. Use sources ethically.

**Diversity – Overall Rating:** 4 - Very important-often try to achieve

1. Cultural—read, understand, and demonstrate an appreciation of literary and expository works from diverse historical and cultural backgrounds.

2. Social—read, understand, and demonstrate an appreciation of literary and expository works from diverse socio-economic backgrounds.

**Civic Responsibility – Overall Rating:** 4 - Very important-often try to achieve

**1. Ethical**

a. Discuss moral dilemmas that are present in the readings.

b. Examine both historical and contemporary social issues that are present in the readings.

**Life Skills – Overall Rating:** 2 - Unimportant-rarely try to achieve

Students will develop knowledge and skills in areas such as creative expression, aesthetic appreciation, personal growth, and interpersonal skills.

**Careers – Overall Rating:** 1 - Not applicable-never try to achieve

**WHAT METHODS WILL BE EMPLOYED TO HELP THE STUDENTS LEARN?**

Check all instructional methods used to present course content:

Lecture

Class Discussions

Writing Projects and Reports

Handouts

Electronic Delivery

Case Studies

Reading Assignments

Group Exercises

Visual Aids

Instructor Demonstrations

[http://webcms.rscdd.org/admin/formdisplay.asp?outline\\_id=5434&sFormID=OFFICIALCOU...](http://webcms.rscdd.org/admin/formdisplay.asp?outline_id=5434&sFormID=OFFICIALCOU...) 6/20/2008



**Other:**

## Communication Skills:

## A. Reading and Writing

1. Read a number of arguments, asking them to identify and analyze the structure of an argument.
2. Read at least one book-length work of fiction, asking them to identify the theme and relate it to the ethical/social/historical issues discussed in class.
3. Respond to readings in journals or other written assignments.
4. Write summaries, analyses of arguments, and evaluations of arguments so that they can not only identify and extract the argument through summary, analyze the soundness of an argument, and evaluate the effectiveness of an argument, they can use these skills in writing their own arguments.
5. Write several argumentative essays that display causal analysis, evaluation, refutation, definition, and interpretation.
6. Write an argumentative research paper, applying outside sources to support their own ideas in their writing.
7. Through peer editing and revision, work on writing skills learned in English 101, paying particular attention to thesis, audience, organization, evidence, and tone.

## B. Listening and Speaking

1. Participate in large or small groups, discussing the readings.
2. Prepare and present oral presentations.
3. Listen and take notes on a lecture about induction and deduction, logical fallacies, the Toulmin method, etc.

## Thinking and Reasoning:

## A. Creative Thinking

1. Generate pre-writing strategies, either individually or in small groups.
2. Develop and write their own arguments.
3. Identify rhetorical strategies in class discussions such as satire and irony and employ them in their own writing.
4. Identify the importance of word choice in a persuasive argument in small or large group discussion and use connotative language effectively in specific written assignments.

## B. Critical Thinking

1. Read a number of arguments, asking them to identify and analyze the structure of an argument.
2. Read at least one book-length work of fiction, asking them to identify the theme and relate it to the ethical/social/historical issues discussed in class.
3. Write summaries, analyses of arguments, and evaluations of arguments, so that they can not only identify and extract the argument through summary, analyze the soundness of an argument, and evaluate the effectiveness of an argument, they can use these skills in writing their own arguments.
4. Write several argumentative essays that display causal analysis, evaluation, refutation, definition, and interpretation.
5. Write an argumentative research paper, applying outside sources to support their own ideas in their writing. Using a checklist, students will assess the validity of the evidence and data present in the outside sources.

## Information Competency:

1. Evaluate primary and secondary sources including Internet sources using a checklist for evaluating sources.
2. Use library's on-line catalogue and resources.
3. Demonstrate on their research paper's Work Cited page an awareness of breadth of sources.
4. Use a checklist for avoiding plagiarism.

## Diversity:

## A. Cultural

1. Read, discuss in large or small groups, and respond to readings in written assignments literary and expository works from diverse historical and cultural backgrounds.
2. Demonstrate an appreciation of these works either through class discussion or in a written evaluation.

## B. Social

1. Read, discuss in large or small groups, and respond to readings in written assignments literary and expository works from diverse socio-economic backgrounds.
2. Demonstrate an appreciation of these works either through class discussions or in a written evaluation.

## Civic Responsibility:

1. Discuss, either in small or large groups, the moral dilemmas and historical and contemporary social issues that are present in the readings.
2. Examine in written assignments the moral dilemmas and historical and contemporary social issues that are discussed in the class.

**WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?**

(List activities and hours for each. Must include reading and writing activities.)

**Reading**

Essays and treatises relevant to the course's objectives. Analyze various media (TV, radio, films, speeches, public presentations, and art) for fallacious reasoning and rhetorical strategies. Students will be encouraged to look beyond a text to observe examples of rhetoric and persuasion in various forms and media. (48 hours)

[http://webcms.rscdd.org/admin/formdisplay.asp?outline\\_id=5434&sFormID=OFFICIALCOU...](http://webcms.rscdd.org/admin/formdisplay.asp?outline_id=5434&sFormID=OFFICIALCOU...) 6/20/2008

Writing

Prepare argumentative and persuasive essays addressing critical positions. Should include a research project involving analysis and evaluation of a controversial issue and displaying analytical and logical deduction. Assignments will range from short, concise responses to more extensive and sustained arguments, culminating in a research project. (80 hours)

**STANDARDS OF ACHIEVEMENT:**

(List graded activities.)

1. Paragraphs and journals
2. Multiple drafts of summaries and argumentative and persuasive essays completed outside of class
3. Documented paper (a traditional reference/term paper) using current MLA parenthetical citation/works cited format
4. Summary and argumentative essays written in class
5. Written final essay examination
6. Group exercises
7. Oral reports
8. Class participation

Final drafts of essays and research paper will total at least 8000 words.

All papers written outside of class must be typewritten.

(For a sample student format guide, refer to MLA handbook)

**HOW WILL THE STUDENT LEARNING BE ASSESSED?**

(Multiple measures must be used.)

Assessment tools may include:

1. Writing assignments assessed by instructor.
2. Reading comprehension assessments.
3. Peer evaluation through the writing process.
4. Self-assessment through the writing process.
5. Responses to reading through journals assessed by instructor for content.
6. Research paper evaluated by instructor.
7. Oral presentations assessed by self, peers and instructor.

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

SANTA ANA COLLEGE COURSE OUTLINE APPROVAL SHEET SANTIAGO CANYON COLLEGE  
 ORIGINATING COLLEGE SANTA ANA COLLEGE

NAME, NUMBER, TITLE English 103, Critical Thinking and Writing  
 (If name, number or title is being revised, above should reflect the NEW information;  
 (AND, the complete former course name MUST be included in the CATALOG ENTRY below. )

COURSE PROPOSAL: NEW \_\_\_\_\_; REVISION WITH \_\_\_\_\_ W/O  CATALOG CHANGES  
 DELETION \_\_\_\_\_; REVISION WITH \_\_\_\_\_ W/O  CLASS SCHEDULE CHANGES

DIVISION DEAN SIGNATURE Sharon Whelan Sharon Whelan DATE 10/26/00

CATALOG ENTRY (60 word limit; underline changes if a revision)  
English 103  
Critical Thinking and Writing  
 Units: 4.  
 Class hours: 64 lecture.  
 Prerequisite: English 101 or English 101H with a grade of C or better.  
 Advisory reading level 4.  
 This course focuses on developing critical thinking, reading, and writing skills by studying established argumentative methods and models and applying them to contemporary issues. Emphasis will be on logical reasoning and analytical and argumentative skills necessary for critical writing.

CLASS SCHEDULE ENTRY (368 character limit; underline changes if a revision)  
ENGLISH 103, CRITICAL THINKING AND WRITING. 4 Units. Argumentative and analytical writing with an emphasis on critical thinking and writing. Prerequisite: English 101 or English 101H with a grade of C or better. Advisory reading level 4.

IF ARRANGED HOURS ARE LISTED IN CATALOG ENTRY ABOVE, CHECK ONE: Course \_\_\_\_\_ Week \_\_\_\_\_

IS THIS COURSE CROSS-LISTED WITH ANOTHER COURSE? (SAME AS) YES \_\_\_\_\_ SUBJECT I.D. \_\_\_\_\_  
 NO  HAVE ALL DEPARTMENTS WHO OFFER THIS COURSE FOR A DEGREE OPTION, ELECTIVE, OR CERTIFICATE, BEEN ADVISED OF THE CHANGES?

MAJOR CODE 308: Required \_\_\_\_\_ Elective  METHOD OF INSTRUCTION 10

NUMBER OF TIMES COURSE IS REPEATABLE 0 (Maximum 3 without prior approval of Vice-Pres of Academic Affrs)

CLASSIFICATION CODE A TRANSFER CODE 3 BUDGETARY UNIT CODE 0410

INSTRUCTOR LHE: Lecture 4.5 Laboratory 0 SAM PRIORITY CODE E

CO/PREREQUISITE APPROVAL CODE 1 CO/PREREQUISITE COURSES REQUIRED English 101 or 101H with a grade of C or better.

CO/PREREQUISITE MESSAGE (Limit to 10 characters) \_\_\_\_\_ (i.e.: See Catalog)

SUBJECT I.D. 1800/103/00 PROPOSED BY K. Patterson DATE 10/2/00

DEPARTMENT CHAIR (SAC) Shelly Jeffery DATE 10/25/00

DEPT. CHAIR (SAC) Willenwitz (Agree/Disagree - Phone Diane) DATE 10/18/00

(SAC) SCC CURRICULUM COMMITTEE DATE 10/18/00 COLLEGE CURRICULUM COUNCIL DATE 11/00

(SAC) SCC CURRICULUM CHAIR/CO/CHAIR La Pratt DATE 10/25/00

DISTRICT CURRICULUM COUNCIL DATE 11/00

(SIGNATURE INDICATES COMMITTEE REVIEW & APPROVAL OF ADVISORY READING LEVEL PER BOARD POLICY)

# EDUCATIONAL MASTER PLAN

RANCHO SANTIAGO COLLEGE  
Page 1

## COURSE OUTLINE

(714) 564-6500

NAME, NUMBER, TITLE English 103, Critical Thinking and Writing

CURRICULUM COUNCIL APPROVAL DATE 11/0

### =====

#### CATALOG ENTRY

English 103

Critical Thinking and Writing

Units: 4.

Class hours: 64 lecture.

Prerequisite: English 101, or English 101H with a grade of C or better.

Advisory reading level 4.

This course focuses on developing critical thinking, reading, and writing skills by studying established argumentative methods and models and applying them to contemporary issues. Emphasis will be on logical reasoning and analytical and argumentative skills necessary for critical writing.

### =====

#### COURSE PURPOSE

English 103 is an intermediate composition course with an emphasis on logical reasoning, and analytical and argumentative writing skills. This course is designed to meet the RSC and CSU critical thinking requirement as well as the IGETC critical writing/composition requirement. It will require students to think, read, and write critically by reasoning inductively and deductively, identifying logical fallacies and analyzing and evaluating assumptions and arguments. English 103 will require students to look more closely and critically at their own writing and the writing of others. The required texts for this course will present challenging cross-cultural and cross-curricular readings of complex historical and contemporary issues.

=====

How does this course respond to issues of multiculturalism? (e.g., readings, techniques for differing learning styles, specific topics, specific assignments).

This course responds to multiculturalism through readings, writing assignments and collaborative learning which address the concept of diversity in our society. These activities will challenge students to broaden their views and to apply their new knowledge to personal development, historical and contemporary issues and social problems.

### =====

#### COURSE MATERIALS

Required texts and/or materials. (Include price and date of publication.)

Barnet, Sylvan and Bedau, Hugo, CURRENT ISSUES AND ENDURING QUESTIONS: METHODS AND MODELS OF ARGUMENT, 4<sup>th</sup> ed., Boston: St. Martin Press, 1997. (\$32.45)

OR

Rottenberg, Annette, ELEMENTS OF ARGUMENT, 4<sup>th</sup> ed., Boston: St. Martin Press, 1997. (\$29.75)

OR

Mayfield, Marlys, Thinking for Yourself, 4<sup>th</sup> ed., Wadsworth, 1997. (32.80)

AND

At least one book length work of literature.

Other.

=====

FINANCIAL IMPLICATIONS, IF ANY:

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Page 2A

PLAN OF INSTRUCTION

SANTIAGO CANYON COLLEGE

NAME, NUMBER, TITLE English 103, Critical Thinking and Writing  
(If name, number or title is being revised, above should reflect the NEW information.)

=====

MAJOR SEGMENTS OF COURSE CONTENT, Time Required, and What the Student is Expected to Learn.  
HOW DOES THIS PLAN OF INSTRUCTION REQUIRE CRITICAL THINKING SKILLS, AND THE ABILITY TO APPLY  
"COLLEGE LEVEL" CONCEPTS, VOCABULARY AND LEARNING SKILLS?

All activities require critical thinking skills and the ability to apply college level concepts, vocabulary and learning skills.

UNIT I Reading Arguments and Arguing Issues (4 Weeks)

- A. Defining terms
- B. Identifying premises and syllogisms
- C. Identifying deduction and induction
- D. Evaluating evidence, examples, and arguments for soundness
- E. Assessing authoritative testimony
- F. Drawing inferences from statistics
- G. Recognizing rhetorical devices, such as sarcasm, irony, and satire

UNIT II Writing Arguments and an Analysis of an Argument (4 Weeks)

- A. Developing a thesis
- B. Constructing sound arguments
- C. Avoiding fallacies
- D. Supplying sufficient support for claims
- E. Writing argumentative and persuasive essays on critical positions and problems
- F. Writing an analysis and summary of someone else's argument

UNIT III Using Sources and Research Writing (2 Weeks)

- A. Choosing an argumentative topic
- B. Researching and synthesizing material
- C. Avoiding plagiarism
- D. Documenting sources

UNIT IV Applying Current Issues (3 Weeks)

- A. Identifying and exploring contemporary issues, such as women's rights, gun control, English as the official language, euthanasia, and legalization of drugs
- B. Evaluating and sharing opposing viewpoints
- C. Identifying and assessing logical fallacies and rhetorical strategies in media

UNIT V Exploring Enduring Questions (3 Weeks)

- A. Analyzing timeless and universal questions, such as inalienable rights, social order, free speech, the value of art, the nature of man
- B. Considering various cross-cultural and historical perspectives of enduring questions with emphasis on cultural diversity
- C. Developing an understanding for, and a sensitivity toward, differing cultural and philosophical viewpoints

SANTA ANA COLLEGE  
Page 2B

PLAN OF INSTRUCTION

SANTIAGO CANYON COLLEGE

NAME, NUMBER, TITLE English 103, Critical Thinking and Writing  
(If name, number or title is being revised, above should reflect the NEW information.)

=====

COURSE OBJECTIVES

Students will:

1. Develop the critical reading and writing skills necessary to succeed in academics and in a culturally diverse society.
2. Identify and analyze the structure of arguments in cross-curricular college-level material.
3. Evaluate the soundness of an argument based on traditional logic, including deduction and induction, formal and informal fallacies of language and thought, and judgmental vs. factual statements.
4. Assess the validity of evidence and data.
5. Demonstrate and refine writing skills learned in English 101 and exhibit a continued progression of those skills that will be evaluated for correctness, conciseness, and sophistication of form and style.
6. Write cogent argumentative essays with attention to thesis, audience, organization, evidence, tone, and fairness.
7. Identify and use denotative and connotative language effectively.
8. Produce several essays displaying numerous writing strategies, including summary, analysis, synthesis, and write convincing argumentative essays that display causal analysis, evaluation, refutation, definition, and interpretation.
9. Research, evaluate, and apply outside sources to support their own ideas in their writing.
10. Develop an understanding of, and appreciation for, rhetoric (classical to contemporary), and learn to recognize abuses of rhetoric in order to become more critical/analytical readers and writers.
11. Read at least one book length work of literature to be used as a model of good writing and to generate discussion related to writing assignments.

SANTA ANA COLLEGE  
Page 3

PLAN OF INSTRUCTION

SANTIAGO CANYON COLLEGE

NAME, NUMBER, TITLE English 103, Critical Thinking and Writing  
(If name, number or title is being revised, above should reflect the NEW information.)

=====

WHAT METHODS WILL BE EMPLOYED TO HELP THE STUDENT LEARN?

1. Lecture
2. Class discussion
3. Small group activities
4. Student-instructor conferences
5. Oral presentations
6. Media presentations (films, tapes, records)
7. Pre-writing activities
8. Journal writing
9. Writing exercises
10. Writing stages feedback and evaluation
11. Quizzes and exams

=====

WHAT ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?

List activities and hours for each. (Must include reading and writing activities.)

Reading

Essays and treatises relevant to the course's objectives. Analyze various media (TV, radio, films, speeches, public presentations, and art) for fallacious reasoning and rhetorical strategies. Students will be encouraged to look beyond a text to observe examples of rhetoric and persuasion in various forms and media. (48 hours)

Writing

Prepare argumentative and persuasive essays addressing critical positions. Should include a research project involving analysis and evaluation of a controversial issue and displaying analytical and logical deduction. Assignments will range from short, concise responses to more extensive and sustained arguments, culminating in a research project. (80 hours)

NAME, NUMBER, TITLE English 103, Critical Thinking and Writing  
(If name, number or title is being revised, above should reflect the NEW information.)

=====

STANDARDS OF ACHIEVEMENT

List graded activities.

1. Paragraphs and journals
2. Argumentative and persuasive essays
3. Documented paper (a traditional reference/term paper) using current MLA parenthetical citation/works cited format
4. Writing assignments must total a minimum of 8,000 to 10,000 words.
5. Instructors may require that papers written outside of class be typewritten. For a sample student format guide, refer to attachment.
6. Students must take a written final examination.
7. Participation in discussions.
8. Oral presentations.
9. All of the above incorporate critical thinking skills, as they are the basis of the course.

How will student performance be graded? (Point scale or other measurement.)

Student performance will be evaluated based on the quality of both the writing and the thought.

The standards are those of the Joint Statement on Freshman English 101 in College and High School Preparation (see attached) which is slightly revised from a statement by the departments of English of Ball State Teachers College, Indiana State University, Purdue University, and Indiana University.

Methods of Evaluation:

Graded activities:

- Six (6) argumentative/analytical papers addressing critical issues (6,000 - 8,000 words)
- One (1) research paper displaying analysis, evaluation and logical deduction (approximately 2000 words)

Optional:

- writing exercises
- quizzes on assigned readings
- group presentations of opposing views
- critical analysis/evaluation of issues as presented in various media



Cal Artic-U-Web

<http://www.usa.berkeley.edu/ouars/articulation/r&cques.htm>

### Reading and Composition Questionnaire

**Instructions for English faculty:** Please print and complete this form and mail to: Karen Taylor, Articulation Coordinator, OUARS, 110 Sproul Hall, UC Berkeley, Berkeley, CA 94720-5800. Additionally, please attach a course syllabus and/or course outline for each course.

Institution: Santa Ana College  
 Department: English  
 Course Name: Critical Thinking and Writing  
 Course #: English 103  
 # of Units: 4

This form is used to evaluate courses equivalent to UC Berkeley's English 1A and 1B. Please complete this questionnaire for each course. Your responses below form the **sole** basis for evaluation of this course by the College of Letters and Science. Please provide information which best describes the material covered in the above listed course.

1. Do individual sections of the course vary in terms of the reading and writing done? To what extent?

Yes. Instructors have freedom to choose specific readings and writings; minimums are set by course outline.

2. Does the course provide formal instruction in the art and technique of expository and critical writing?

Yes.

3. How many papers are required? 7 (1 must use documented research)

4. What is the average length of each paper? 5 pages

5. What is the total number of typewritten pages required? (please check one).

<input type="checkbox"/> under 10 pages (less than 2,500 words)	<input type="checkbox"/> 25 pages (6,250 words)
<input type="checkbox"/> 10 pages (2,500 words)	<input type="checkbox"/> 30 pages (7,500 words)
<input type="checkbox"/> 15 pages (3,750 words)	<input checked="" type="checkbox"/> 35 pages (8,750 words) (8,000-10,000)
<input type="checkbox"/> 20 pages (5,000 words)	<input type="checkbox"/> 40 pages (10,000+ words)

6. How many works of **literature** are read in their entirety? varies; at least 10

7. Of these works, how many are book length? at least 1

Completed by: Kathy Patterson  
 Title: Asst. Prof. of English  
 Date: 11/18/00

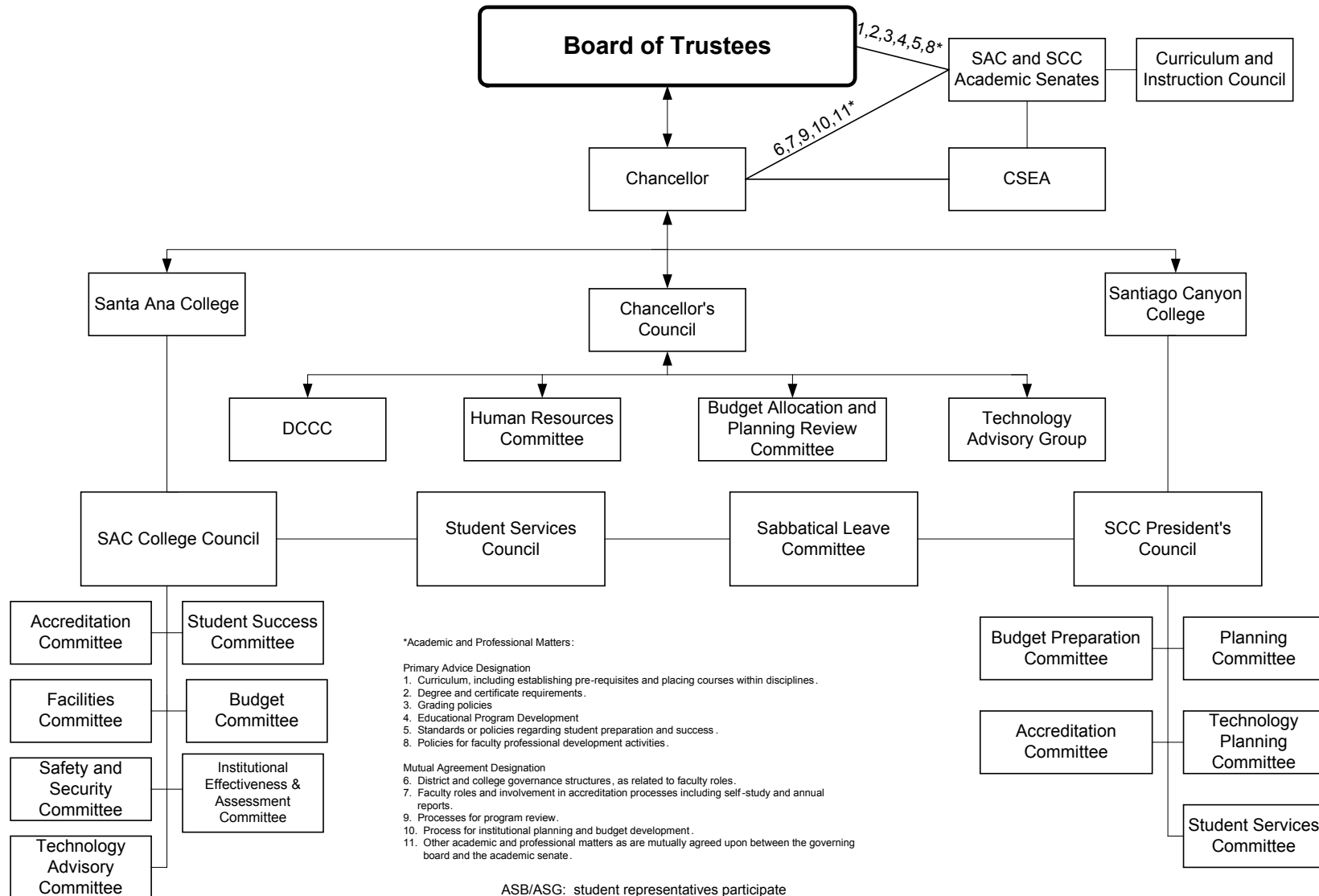
Signature: \_\_\_\_\_







# DISTRICT AND COLLEGE PARTICIPATORY GOVERNANCE



ASB/ASG: student representatives participate on councils and committees throughout the structure

Revised Draft by SAC April 7, 2008



# EDUCATIONAL MASTER PLAN PARTICIPATORY GOVERNANCE COMMITTEES CHAIRS 2007-2008

---



## **Accreditation Committee**

Bonita Nahoum Jaros, PhD, Professor of English; Institutional Effectiveness and Assessment Coordinator; Chair Accreditation Self Study

Norman Fujimoto, Vice President Academic Affairs; Accreditation Liaison Officer

## **Budget Committee**

George Troxcil, Coordinator of Criminal Justice Academies

John Grindel, Interim Vice President Administrative Services

## **Facilities Committee**

John Zarske, Professor of Mathematics; Vice President of the Academic Senate

John Grindel, Interim Vice President Administrative Services

## **Institutional Effectiveness and Assessment Committee (IE&A)**

Bonita Nahoum Jaros, PhD, Professor of English; IE&A Coordinator

## **Safety and Security Committee**

Stephanie Fondren, Professor of Speech

Lt. James Wooley, Lieutenant of District Safety

## **Student Success Committee**

Sandra Wood, Professor of Anthropology; Basic Skills/Literacy Coordinator

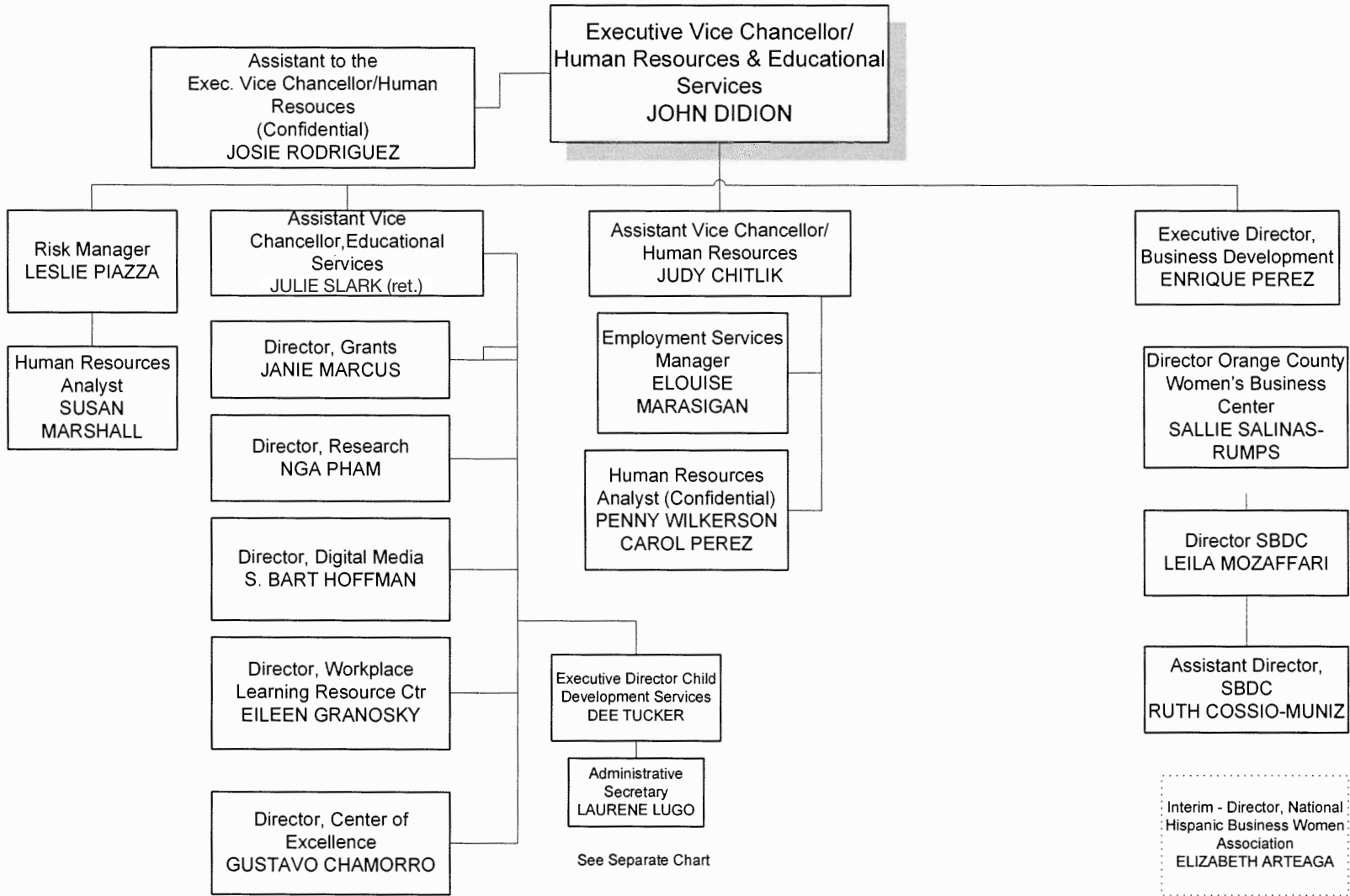
Sara Lundquist, PhD, Vice President Student Services

## **Technology Advisory Committee (SACTAC)**

Brian Schroeder, Professor of Nursing

Maria Sugrañes, Associate Dean Information and Learning Resources

### Rancho Santiago Community College District Human Resources & Educational Services

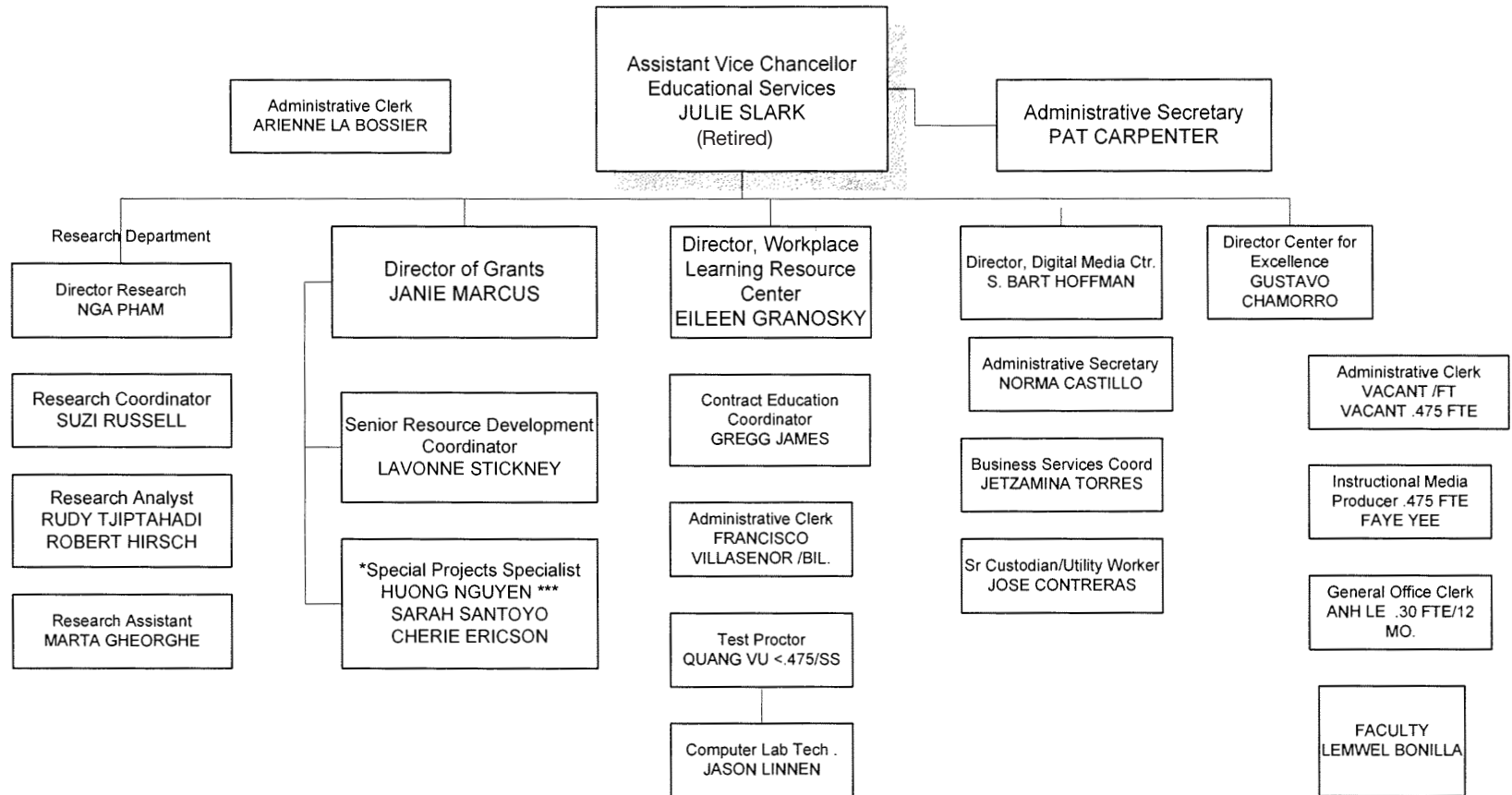


District HREducServ 5/23/2008

See Separate Chart



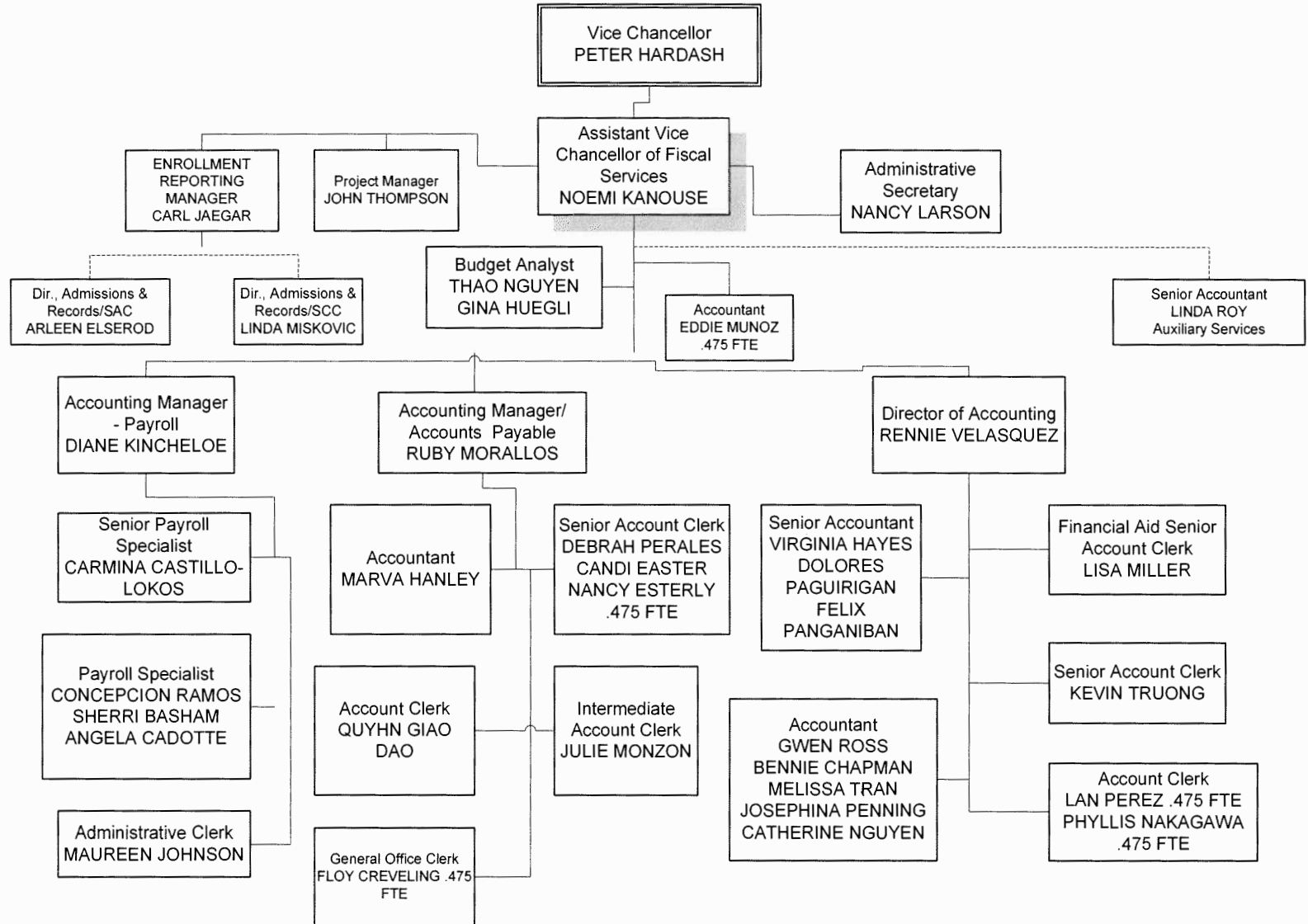
Rancho Santiago Community College District  
**ADMINISTRATION**  
**EDUCATIONAL SERVICES**



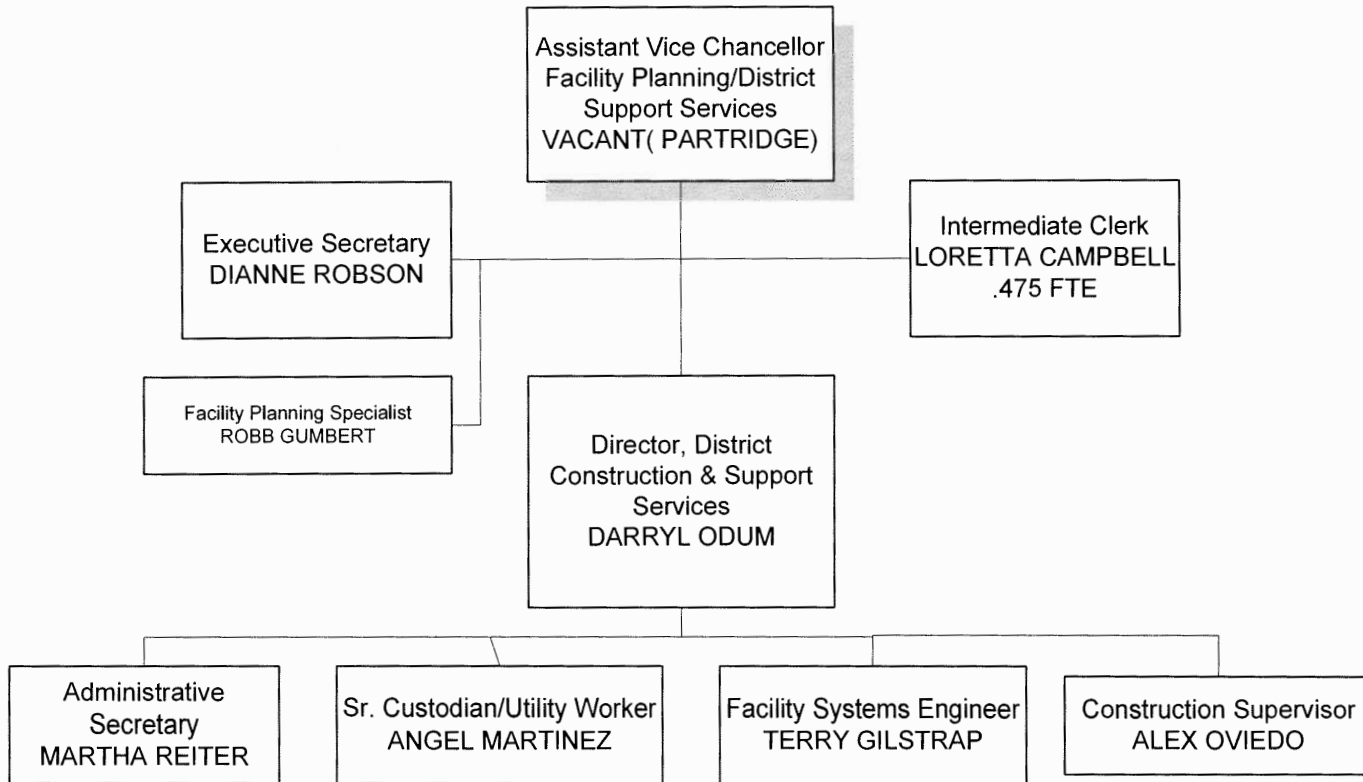
\* Matriculation Funding  
 \*\* 50% Voc. Ed. Funding  
 \*\*\* Title III Funding  
 \*\*\*\* Indirect Grant Funding

District EducServ 5/23/2008

**Rancho Santiago Community College District  
 BUSINESS OPERATIONS AND FISCAL SERVICES  
 FISCAL SERVICES**



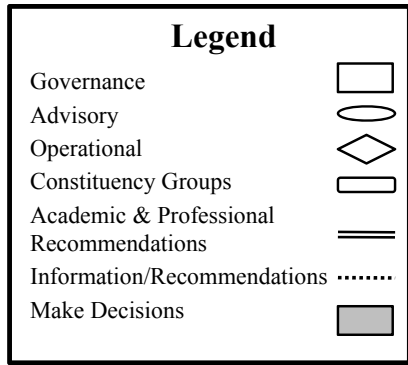
**Rancho Santiago Community College District  
BUSINESS OPERATIONS AND FISCAL SERVICES  
FACILITY PLANNING AND DISTRICT SUPPORT  
SERVICES**



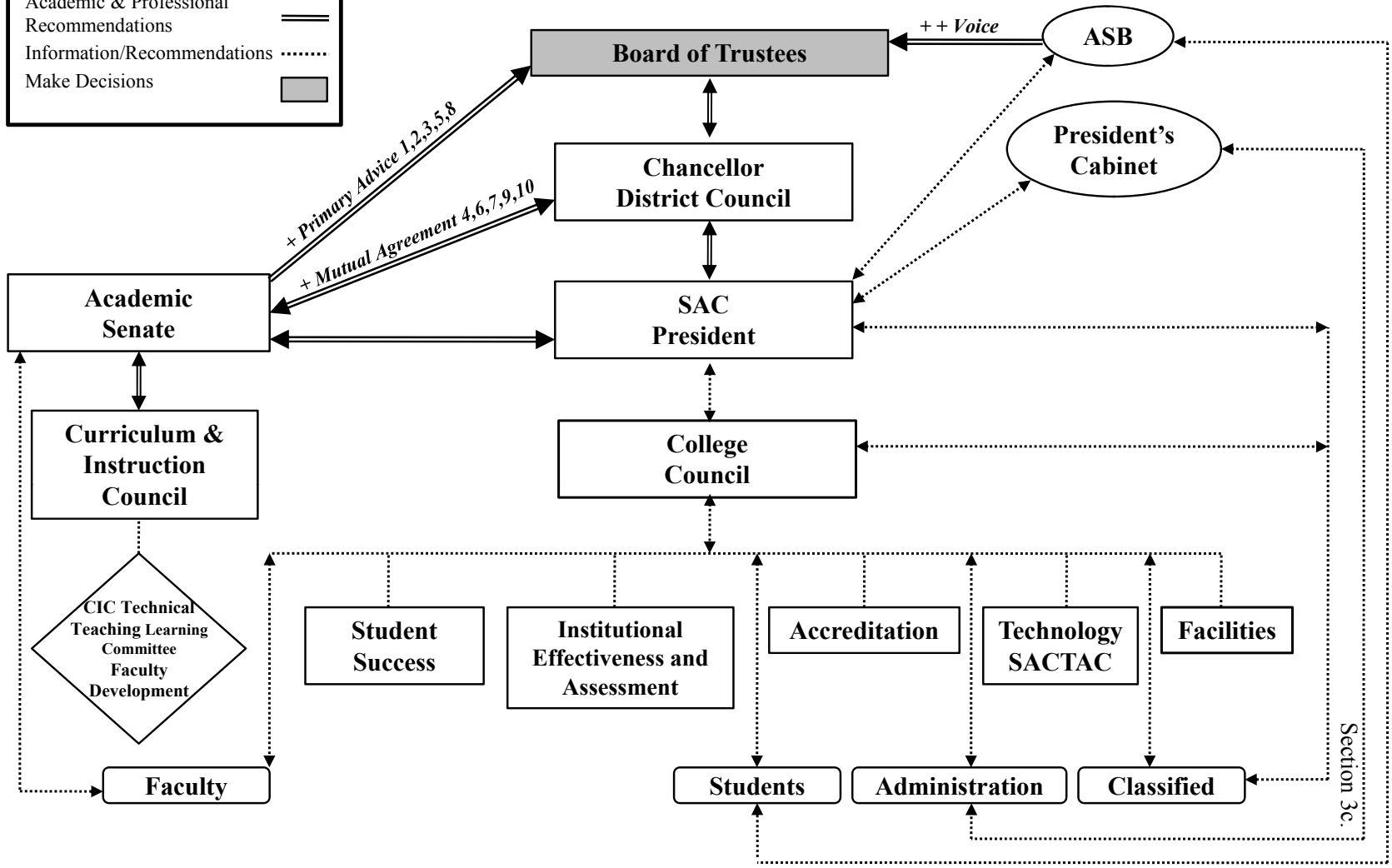
District Facilities Campus Srv 5/1/2008



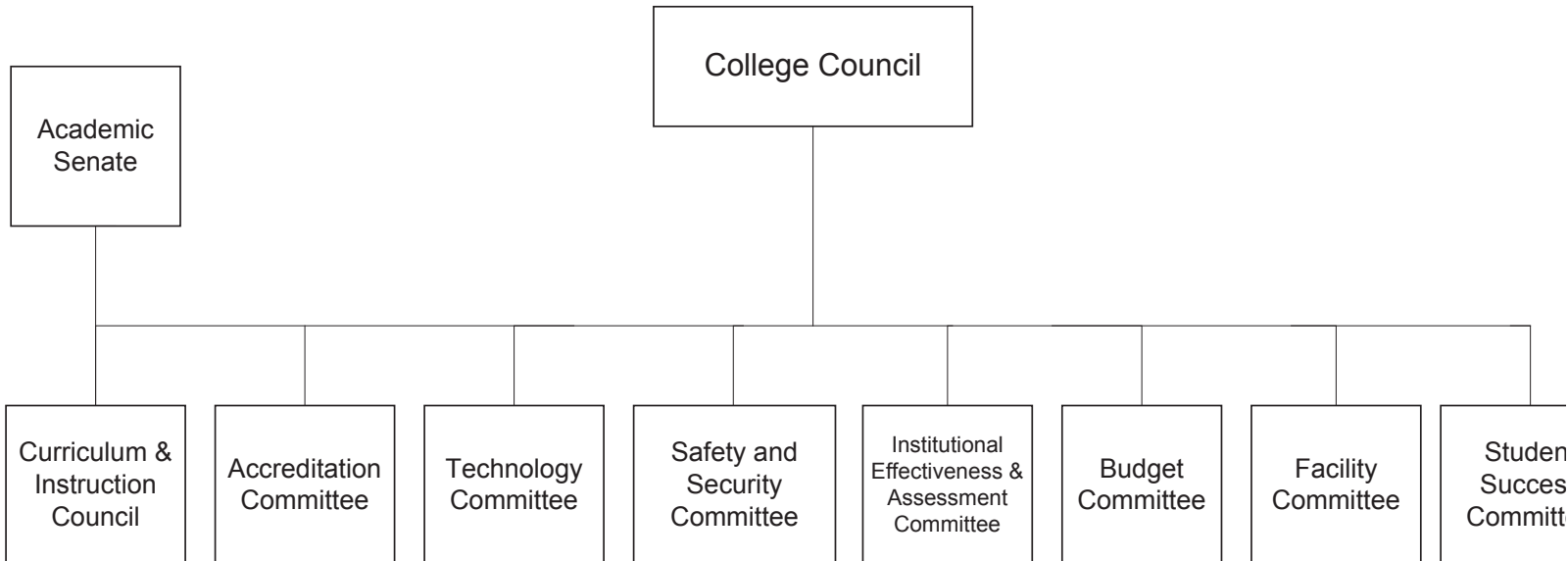




**Santa Ana College  
Collegial Governance Framework 2007-2008**



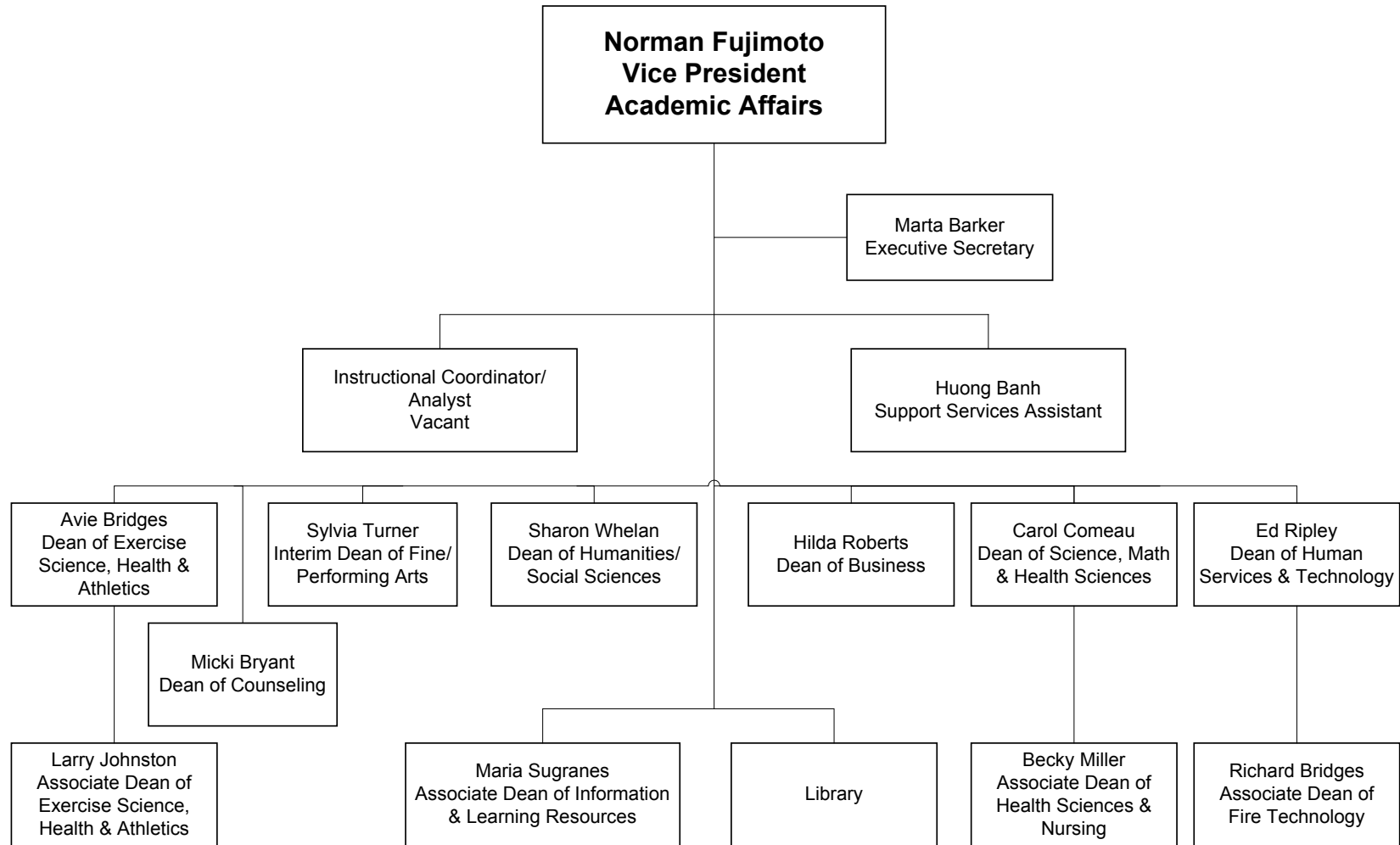
**College Council  
(Participatory Governance Structure)**



Draft revised by Academic Senate Executive Committee and SAC President's Cabinet 02/05/

# SANTA ANA COLLEGE

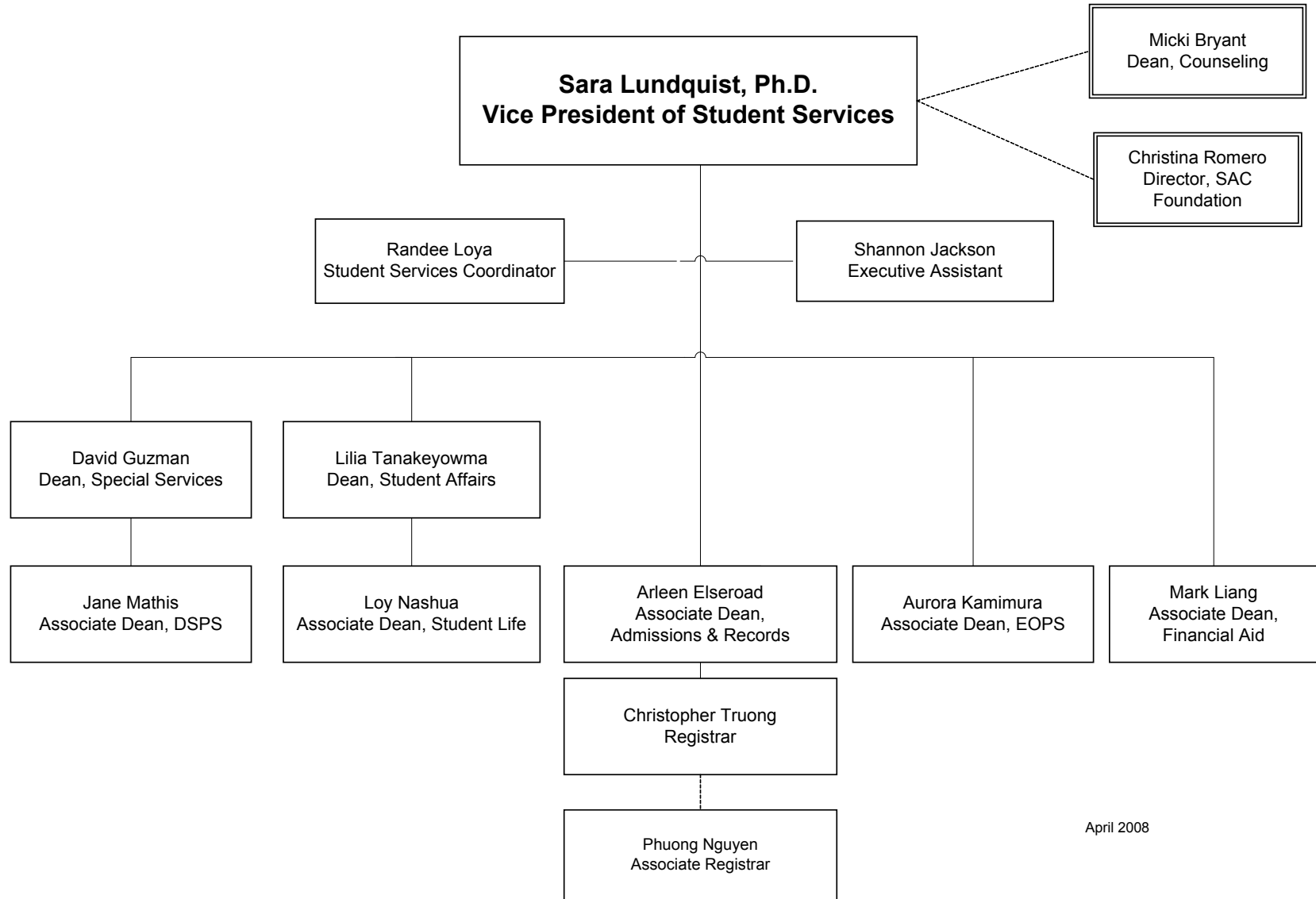
## Academic Affairs





# SANTA ANA COLLEGE

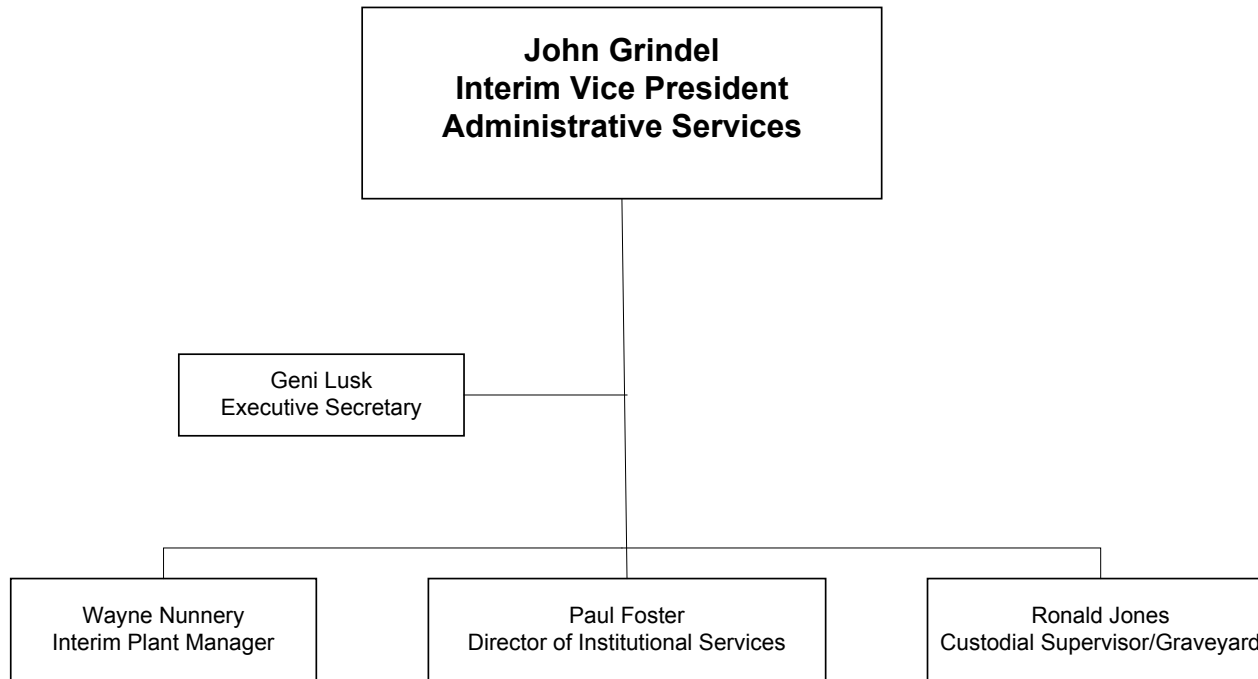
## Student Services



April 2008

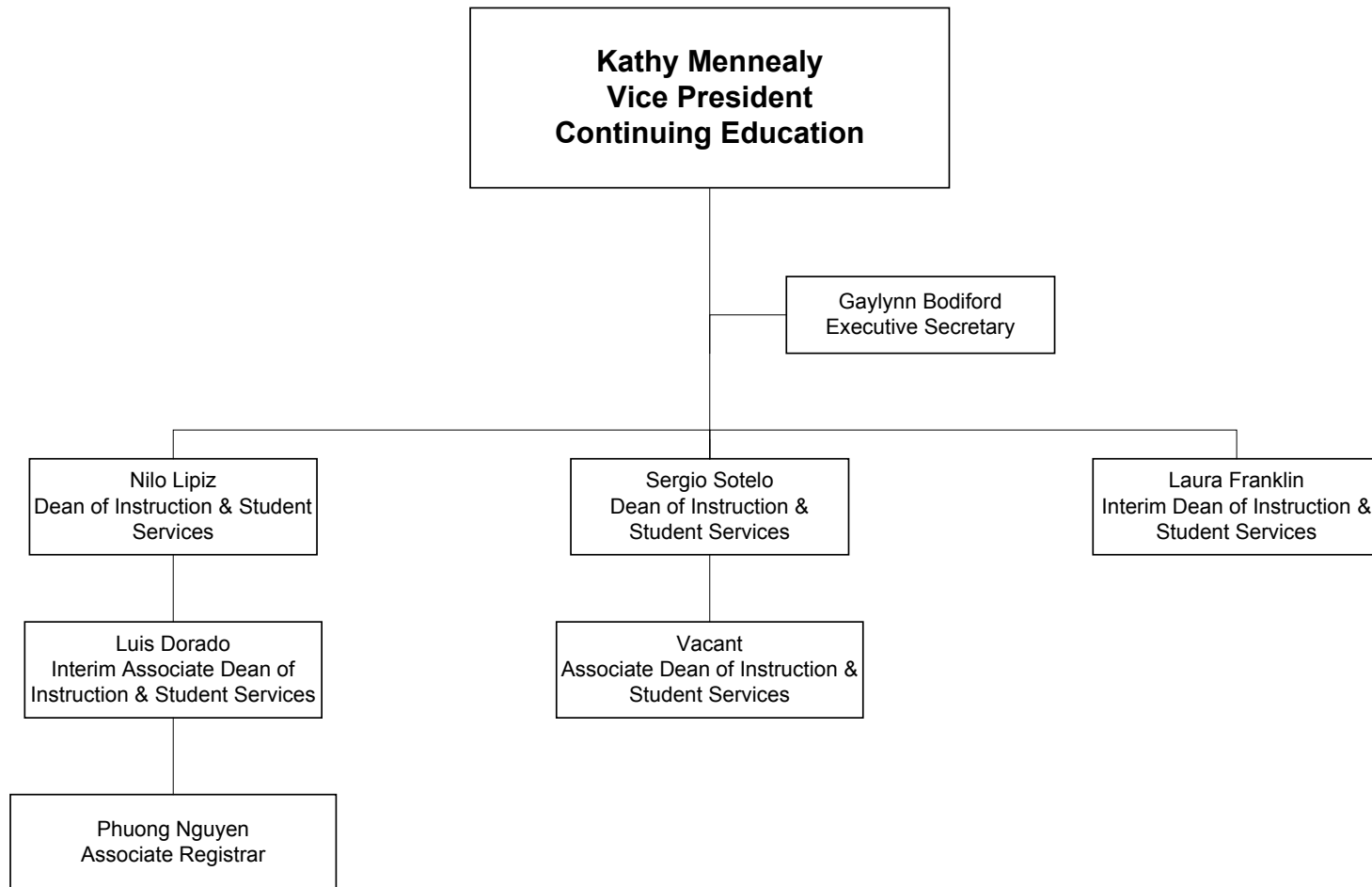
# SANTA ANA COLLEGE

## Administrative Services



# SANTA ANA COLLEGE

## School of Continuing Education





# SANTA ANA COLLEGE



A Decade of Renewal

## PARTICIPATORY GOVERNANCE STRUCTURE

*Approved by College Council April 30, 2008*

**SANTA ANA COLLEGE  
Participatory Governance Structure**

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**Mission Statement**

The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, workforce and economic development needs of our diverse community. Santa Ana College prepares students for transfer, employment, careers and lifelong intellectual pursuit in a dynamic learning environment.

*Approved by College Council April 30, 2008*

## **COLLEGIAL GOVERNANCE**

### **Goal**

To fully implement the AB 1725 participatory governance regulations in a spirit of collegiality, Santa Ana College has developed a structure of councils, committees, ad hoc groups, and task forces. The constituent groups will be the Faculty (Academic Senate), Administration, Classified (CSEA), and Students (ASG).

### **Design of the Structure**

The structure is designed to ensure the constituent groups the right to participate effectively in the Rancho Santiago Community College District and Santa Ana College governance, the opportunity to express their opinions at the college level, and assurance that these opinions are given every reasonable consideration.

### **Duties of the Constituent Groups**

The councils and committees will gather information, deliberate, report, and formulate recommendations regarding policies and procedures, which will be forwarded to the Academic Senate, the President of Santa Ana College, and the Board of Trustees.

None of the decisions of the groups shall be construed to impinge upon the statutory rights granted by Title V sections governing the participation rights of any group, including collective bargaining, faculty, staff, students, community members, or trustees.

### **Purpose of the Manual**

The purpose of this manual is to explain and maintain the principles, organizational structure, reporting relationships, operating procedures, mission, duties, and membership composition of the Santa Ana College constituency groups. This living document undergoes periodic review and revision.

### PRINCIPLES

1. All members of the college constituency groups are allowed equal and ample opportunity to participate fully in governance activities.
2. All members of the college constituency groups are encouraged to participate in the governance activities.
3. The number and size of councils and committees is to be kept as small as possible.
4. It is essential that the schedule of meeting times for all councils and committees accommodate the schedules of faculty, staff and student members.
5. Each council and committee will review its goal(s) annually in spring in relation to the college mission. Each committee will issue a progress report to its respective council, and each council will then make an annual progress report.
6. Each appointing body will choose its representative(s) and a named alternate to the councils, committees, and task forces. The names alternate shall receive all agendas and minutes and shall be kept informed about council actions and discussion.
7. All meetings of all governance councils, committees, ad hoc groups, and task forces are to be open and allow for “public” comments.
8. The formation and/or modification of any permanent committees within the governance structure are the responsibility of the College President and the Academic Senate with approval. Individual councils may form ad hoc groups and task forces for specific purposes and timeframe as needed.
9. All councils/committees will be provided with adequate clerical support by the responsible manager or administrator.
10. All councils and committees will operate on a consensus basis. Quorum is made up of a simple majority.
11. At the beginning of each academic year, newly elected council chairs will attend a committee orientation and coordinate a calendar of meeting dates.
12. All councils and committees will publish agendas prior to each meeting and distribute minutes in a timely manner. To insure that information on councils be made public within two weeks, when necessary, minutes marked “DRAFT” will be distributed until the officially approved minutes can be made available. Copies of current agendas and minutes will be kept on file on the college web site.
13. The President’s office will assure that all councils and committees forward agendas and minutes to the President and the webmaster for publication and archival collection on the website.



### **STAFFING OF COUNCILS AND COMMITTEES**

By the end of the spring semester of each academic year, constituent groups will have solicited interest, made appointments, and notified representatives and alternates of their council and committee memberships for the following academic year.

The appointing groups, Academic Senate, CSEA, ASG, and administration will provide written notification to the current councils and committees of all appointments where appropriate.

All chairs with the exception of the President (ex-officio) are voting members of that council or committee.

It is the responsibility of the current chairs of councils and committees to convene the first meeting as early as possible in the next academic year and hold annual elections.

It is the responsibility of the chairs to notify the appointing group(s) of a need for a replacement in the case of excessive nonattendance or resignation of any designated council/committee member.

## **ORGANIZATION**

### **Relationships**

The Participatory Governance Structure represents the official Collegial Governance structure of Santa Ana College and reflects the relationships between the various entities.

Recommendations or advice from any other district or program advisory committee must be forwarded through the appropriate entity.

### **Council Functions**

The primary functions of a council are to assemble comprehensive recommendations for that council's area of responsibility, charge its committees, and assist those committees in their work.

Each council shall monitor committees assigned to it and propose the creation of new committees as needed, as well as the creation and duration of ad hoc groups or task forces, which shall deal with specialized issues on an as-needed basis.

## **TITLE V**

The Academic Senate and the Board of Trustees have agreed that the Board will rely on the Academic Senate for primary advice in five areas:

### **Primary advice**

- Curriculum, including establishing prerequisites and placing courses within disciplines (1)
- Degree and certificate requirements (2)
- Grading policies (3)
- Standards regarding student preparation and success (5)
- Policies for faculty professional development activities (8)

The Board will reach mutual agreement in six additional areas:

### **Mutual agreement**

- Educational program development (4)
- District and college governance structures as related to faculty roles (6)
- Faculty roles and involvement in accreditation processes, including self-study and annual report (7)
- Processes for program review (9)
- Processes for institutional planning and budget development (10)
- Other academic and professional matters as mutually agreed upon (11)

### College Council

The College Council is the participatory governance communication tool for all constituent groups. The council provides advice to the president on college issues, reviews board docket items, reviews and considers recommendations from other committees as needed, reviews and considers requests from council members for special consideration, and reviews board of trustees' policies and administrative regulations as needed.

Membership:      President, Chair  
                         Vice President, Academic Affairs  
                         Vice President, Administrative Services  
                         Vice President, Continuing Education  
                         Vice President, Student Services  
                         2 Classified Representatives (appointed by CSEA)  
                         Academic Senate President  
                         Plus one additional faculty member (appointed by Academic Senate)  
                         ASG President  
                         Plus one additional student (appointed by ASG)

The College Council meets on a regular basis on the second and fourth Wednesday of each month.

*(Committee members will have designated substitutes. The committee will operate on a consensus basis and reports to the President.)*

District Liaison:    College President  
Staff Support:      President's Office

### Accreditation Committee

Within the Santa Ana College participatory governance structure is an ongoing Accreditation Committee, which reports to the President's Council.

The Accreditation Committee oversees and coordinates institutional self-studies interim reports, and any exigency of the Accreditation Commission for accreditation visits and ensures the coordination of ongoing college planning process, self-study, and research. During self-study years, meeting dates are established by each Standards Committee chair.

During non-self-study years, the committee ensures that the recommendations of the prior accreditation visiting team are addressed, and it responds to other accreditation and planning issues.

Membership:            Accreditation Chairs  
                                 Accreditation liaison officer  
                                 1 Student representative (appointed by ASG)  
                                 College staff and employee group representatives

During self-study and accreditation visit years, two co-chairs from each Accreditation Standards Committee (evaluate membership each year) are added to the Accreditation Steering Committee

*Accreditation Visit: Fall 2008*

The accreditation committee meets on an as needed basis.

District Liaison:      Assistant Vice Chancellor, Educational Services  
Staff Support:         Academic Affairs

### Budget Committee

The Budget Committee is the participatory governance committee responsible for recommending budget priorities, procedures, and processes to the College Council. The Budget Committee also functions as a community liaison for fiscal affairs with the college community.

The Budget Committee:

- ◆ reviews the college budget and district resource allocation model and recommends overall budget priorities, procedures, and processes for the annual budget, including appropriations and priorities for facilities modifications;
- ◆ recommends and monitors a long-range fiscal plan with consideration of priorities consistent with district and college planning;
- ◆ reviews state and federal legislation for local budget impact;
- ◆ on a quarterly basis reviews revenues, expenditures, and proposed budget adjustments;
- ◆ reviews and recommends a budget calendar and processes for resource allocation, including guidelines for developing annual, tentative, and adopted budgets; and
- ◆ communicates, through its members, with the college community on fiscal issues, the committee's work, and recommendations.

Membership: Vice President, Administrative Services Co-Chair  
 Academic Senate Co-Chair  
 Vice President, Academic Affairs  
 Vice President, Continuing Education  
 Vice President, Student Services  
 2 Classified representatives (appointed by CSEA + 1 alternate)  
 Academic Senate President and Vice President, or designees plus 6 additional faculty, if desired.  
 Student representative (appointed by ASG)

The Budget Committee meets monthly (August, September, October, November, December, February, March, April, May and June) on the first Tuesday (1:30 p.m.- 3:30 p.m.)

District Liaison: Members of Budget Committee  
 Staff Support: Administrative Services

### Facilities Committee

The Facilities Committee is the participatory governance committee responsible for identifying and prioritizing capital projects including scheduled maintenance projects. It serves as an information and exchange body on facilities projects that are in construction or that are being planned.

The Facilities Committee:

- ◆ Identify and prioritize projects including potential hazards, operational effectiveness and appearance.
- ◆ Communicates through its members, with the college community on facilities issues, the committee's work and recommendations.
- ◆ Identifies potential secondary effects (dominos) due to the construction of new facilities or the remodeling of existing ones.

Membership: Vice President, Administrative Services, Co-chair  
Academic Senate Co-chair  
Vice President, Academic Affairs  
Vice President, Continuing Education  
Vice President, Student Services  
Plant Manager  
Security Supervisor  
Director of Auxiliary Services  
2 Additional Administrators  
6 Academic Senate representatives  
3 Classified representatives (appointed by CSEA)  
Student representative (appointed by ASG)

The Facilities Committee meets on the second Tuesday each month at 1:30 p.m.

District Liaison(s): Assistant Vice Chancellor of Facility Planning & District Support Services  
Director of District Construction and Support Services  
Staff Support: Administrative Services

### Safety and Security Committee

The purpose of the Santa Ana College Safety and Security Committee is to involve representatives from all college constituencies, as a part of the shared governance process, to address concerns about safety and security at SAC and its sites and centers.

The committee will meet regularly to review accident and injury reports, crime reports, training schedules and complaints relating to the health and safety of students, staff and guests of the College.

The committee will review policies and procedures relating to health and safety, such as emergency preparedness, to ensure they are updated to prescribe safe practices in a changing environment.

The goal of the committee is to ensure that continuous attention is given to issues of safety and security at SAC and that communication on all related matters is on-going among and between SAC-based stakeholders, district office partners, and others.

Membership:      Director of Institutional Services, Co-Chair  
                          Academic Senate Co-Chair  
                          Vice President, Academic Affairs  
                          Vice President, Continuing Education  
                          Vice President, Student Services  
                          Vice President, Administrative Services  
                          Academic Senate President or designee  
                          Academic Senate Co-Chair Facilities Committee or designee  
                          Lieutenant, Campus Safety and Security  
                          Environmental Safety and Emergency Services Manager  
                          Principal/Safety Officers/Designee, Middle College High School  
                          Health Center Designee  
                          2 Classified representatives (*appointed by CSEA, one from maintenance  
                          and one from clerical staff*)  
                          1 Student representative (*appointed by ASG*)

District Liaison:      Director of Institutional Services  
 Staff Support:        Administrative Services

### **Institutional Effectiveness and Assessment Committee**

The Institutional Effectiveness and Assessment Committee is the participatory governance committee responsible for oversight of institutional effectiveness and coordination of all college plans. As such, the committee will:

- ◆ Develop and coordinate the *Strategic Planning* cycle of the college;
- ◆ Coordinate the *Student Services Plan*, *Technology Plan*, *Facilities Plan* and *Strategic Plan* into the *Educational Master Plan*
- ◆ Develop and monitor the *Planning Calendar* of the college;
- ◆ Keep abreast of accreditation exigencies regarding planning, mission statements and institutional effectiveness;
- ◆ Maintain oversight of SLOs and Assessment at the program/institutional levels including program review; keep in close contact with the Teaching Learning Committee regarding course-level and program level SLOs.

Membership: Faculty Representative (designated coordinator), Co-Chair  
Vice President, Academic Affairs, Co-Chair  
Vice President, Student Services  
Vice President, Continuing Education or designee  
Administrative co-chair Accreditation Committee  
Administrative co-chair SACTAC  
Academic Dean or designee  
Academic Senate President  
1 Additional Senate Representative  
1-2 Classified Representatives (appointed by CSEA)  
Assistant Vice Chancellor Educational Services

The Institutional Effectiveness and Assessment Committee meets bi-monthly.

District Liaison: Assistant Vice Chancellor, Educational Services  
Staff Support: Academic Affairs



### Student Success Committee

The purpose of the Student Success Committee is to positively impact the academic achievement and success of SAC students by linking matriculation, student equity, and related student success initiatives at the college. In addition, the SAC Basic Skills Task Force is linked to the Student Success Committee. Consultation items are incorporated into the on-going work of the Student Success Committee. The joining of these important initiatives will improve the college's participatory governance system; bring involved leaders from all constituency groups together for student-centered planning, analysis, dialog, and policy review.

The goals of the committee are:

- ◆ to coordinate and plan implementation activities related to student success initiatives;
- ◆ to review success, equity, and achievement data and set goals for improvement on an annual basis;
- ◆ to plan enhancements and interventions with the potential to address achievement/outcome gaps, assist students, and strengthen the institution;
- ◆ to develop, review, and strengthen related policies, as well as monitor implementation efforts underway;
- ◆ to communicate results of committee work to the college at large and create incentives for broad involvement in implementation activities as appropriate; and
- ◆ to support related resource development.

The committee shall be composed of representatives from the college administration, faculty, classified, and student body. The committee will be led by representatives from each core initiative who will meet regularly to handle the operational business of the committee; plan agendas, and develop written summative and resource materials necessary to further the work of the committee.

Membership: Vice President, Student Services, Co-Chair (Sara Lundquist)  
Academic Senate, Co-Chair (Sandra Wood)

**Faculty (Up to 14)** to be appointed by the Academic Senate in these recommended areas:

English  
ESL (1 credit; 1 non-credit)  
Math  
Assessment  
Student Services  
Reading  
Transfer  
Counseling  
Professional Development  
Basic Skills Coordinator  
Vocational Education

Page 13

*Approved by College Council April 30, 2008*

**Administrators (9)** in these recommended areas:

Dean of Counseling (advisement, follow-up)  
Dean of Student Affairs (outreach/orientation)  
Dean of Enrollment Services (admissions)  
Non-credit Matriculation Director  
Vice President, Academic Affairs  
Director of Research  
Vocational Education

**Classified Representatives (Up to 4)** in these recommended areas:

Outreach  
Scholarship  
Transfer Center  
Matriculation

**Student Representatives (Up to 2)** appointed by ASG

*The underlined areas above indicate that a committee or task force is associated with that area and a representative should be appointed with that affiliation if at all possible.*

The committee meets once in the fall, winter, and spring.

Existing sub-committees/task forces include:

- The Basic Skills Task Force
- The Matriculation Committee
- The Transfer Task Force
- The Student Success Scholarship Task Force

The student success committee meets three times a year (fall, winter and spring) or as needed.

District Liaison: None  
Staff Support: Student Services

### Technology Advisory Committee

The purpose of the Santa Ana College Technology Advisory Committee (SACTAC) is to serve as a hub for academic and administrative technology planning at the college. As such, the committee will:

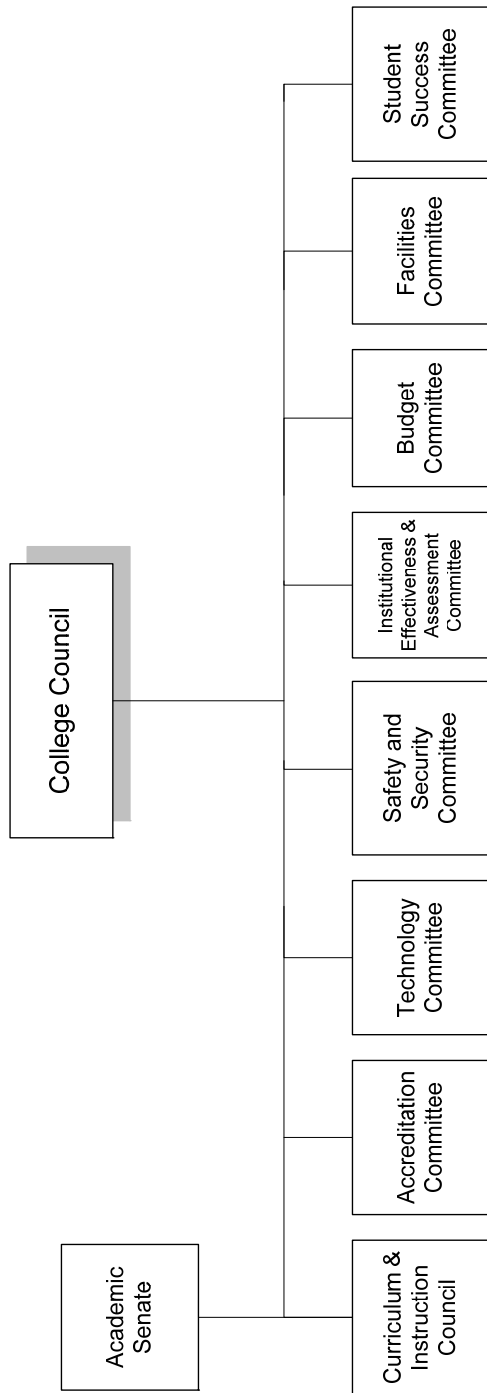
- ◆ develop, monitor, and update a comprehensive technology plan for SAC overall, including infrastructure review, related training and replacement schedules;
- ◆ explore, recommend, and prioritize the most appropriate and feasible technological solutions for the many college computing environments;
- ◆ serve as a two-way conduit through which related technology input may be funneled and committee work and recommendations communicated college-wide;
- ◆ create work groups and/or sub-committees as needed to explore, plan, and recommend policies and procedures as appropriate for such technologies as the WWW/Internet, distance education (including remote access to college computing resources), and applications for faculty, staff, and students.

Membership:           Administrative Co-Chair  
                               Academic Senate designee Co-Chair  
                               Classified Representatives (4) appointed by CSEA  
                               Faculty Representatives (1) appointed by the Academic Senate from  
                               each academic division  
                               Academic Senate Representative (1) at large  
                               Administrators (4) from the following areas:  
                                   Academic Affairs  
                                   Student Services  
                                   Continuing Education  
                                   Administrative Services  
                               ITS representative (1) appointed by ITS  
                               Student representative (1) appointed by ASG  
                               Distance Education Coordinator  
                               Faculty Development Coordinator

The Committee meets monthly on Wednesdays, 2:00 p.m.–3:30 p.m.

District Liaison:       Members of Technology Advisory Committee  
 Staff Support:         Information & Learning Resources

**SANTA ANA COLLEGE**  
College Council  
(Participatory Governance Structure)



# PARTICIPATORY GOVERNANCE COMMITTEE YEAR-END ASSESSMENT FORM



**Committee** \_\_\_\_\_

**Chairs** \_\_\_\_\_

**Members** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Date** \_\_\_\_\_

Goals	Completely met	Partially met (Please explain)	Not met/should be carried over (Please explain)	Not met/ should not be carried over (Please explain)
1.				
2.				
3.				
4.				
5.				

**Recommended goals for next year:**

**What outcomes and/or body of work have been generated by this committee?**

bnj/2-8-08









### RSCCD Functions/Mapping of Responsibilities

Function	District	College (including Continuing Education)
<b>Program/course development</b>	Board of Trustees has final approval of all new program/course curriculums. The District provides supporting research necessary to develop new programs such as labor market analysis; and demographics of the community. They also provide analysis of program/course productivity and monitor, in partnership with the college, resources available for new programs. Contract Education is a primary responsibility of the District.	Program/course development is the primary focus and responsibility of the college and faculty therein. All new programs/courses must follow the college curriculum approval process via the College Curriculum Council that reports to the Academic Senate. New vocational programs also go through a regional approval process. The college CIO and Vice President of Continuing Education oversee all curriculum processes and report to the president.
<b>Course scheduling</b>	The District has responsibility to negotiate the instructional calendar with the faculty union. Those negotiations ultimately impact the scheduling process for the majority of classes.	The colleges are accountable for developing a schedule of classes that reflect the needs of most students. It is the responsibility of the college CIO, vice presidents, and the deans to develop a schedule of classes that meets the FTES goals of the college/district in a productive and efficient manner.
<b>Program review</b>	The Assistant Vice Chancellor of Educational Services provides assistance to the college in the development of a program review model. The district research division provides research data that is necessary for any program review. This data includes a productivity measure, course/program student success data, student demographics, and department faculty full-time to part-time ratio.	The colleges, primarily through each Curriculum Council and Academic Senate, develop the program review model. The program review model and the review model process are reviewed on a cyclical basis for its effectiveness. Each program is reviewed every three years. The results of program review lead to appropriate changes within the program to improve student learning outcomes.
<b>Admissions</b>	<ul style="list-style-type: none"> <li>• Contribute enrollment information for the comprehensive enrollment management reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure compliance with relevant sections of the Education Code and Title 5.</li> <li>• Ensure application and student enrollment data is complete, correct, determine residency, and enforce CAP status, MIS Data Element accuracy.</li> <li>• Each college has a comprehensive A&amp;R department which provides:               <ol style="list-style-type: none"> <li>1. Year-round application, registration, and enrollment services to current and prospective students.</li> <li>2. Course roster services for all academic programs.</li> <li>3. A multifaceted enrollment system for semester-long, short-term, and hourly courses as well as specialized support for specialized academic programs.</li> <li>4. Functional parameters for enrollment services processing and infrastructure monitoring in partnership with ITS.</li> <li>5. Oversee implementation of state and local academic policies as appropriate.</li> </ol> </li> </ul>

Function	District	College (including Continuing Education)
<p><b>Records</b></p>	<ul style="list-style-type: none"> <li>• Review legal sufficiency of subpoenas and judicial orders for student records.</li> </ul>	<ul style="list-style-type: none"> <li>• Manage all student records, evaluations of transcript grades, petitions and waivers, including imaging and storage.</li> <li>• Oversee and/or process grade changes, A &amp; G petitions, probation and dismissals.</li> <li>• Process all student transcript requests.</li> <li>• Produce temporary, permanent, grade, and enrollment verification rosters for all course offerings.</li> <li>• Manage and maintain faculty records, rosters, attendance and grade reporting which includes imaging and storage.</li> <li>• Maintain an integrated student records database resulting in the creation of one transcript that displays courses at both colleges.</li> <li>• Advise, monitor, and educate students, faculty, and staff regarding FERPA directory information.</li> <li>• Review record retention policies and schedules annually.</li> <li>• Work collaboratively with ITS to:             <ol style="list-style-type: none"> <li>1. Continually review and update web site pages.</li> <li>2. Analyze enrollment reports and the state 320 report.</li> <li>3. Review attendance collection, weekly, daily and positive.</li> <li>4. Regularly review all related ITS reports and programs.</li> <li>5. Continually review and update ITS programs related to registration: prerequisite checks, course repetition checks, testing, and class waiver checks.</li> </ol> </li> <li>• Maintain auditable admissions, attendance, and transcript files.</li> <li>• Transcript and record keeping services for all affiliated enrollment (online as appropriate).</li> <li>• Develop and update electronic and paper versions of key A&amp;R forms.</li> <li>• Manage all archival educational records and back up documents.</li> <li>• Oversee scanning, imaging, and organization of academic records.</li> <li>• Evaluate academic records for degree and certificate completion</li> <li>• Issue diplomas and certificate of completion.</li> <li>• Evaluate and certify students' eligibility for VA Benefits</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Financial Aid</b></p>	<ul style="list-style-type: none"> <li>Accounting - Completes a portion of the FISAP and MIS reports, manages program accounts, mails disbursements, performs monthly reconciliation with IFAS, invoices and recovers overpayments and over-awards to students, balances monthly expenditures with Student Placement, manages the Perkins portfolio and handles fraud and forgery issues.</li> <li>ITS - Generates checks for disbursements, runs numerous financial aid reports, and provides technical support in creating new required types of reports and interfaces with the mainframe on Datatel and PowerFails.</li> </ul>	<ul style="list-style-type: none"> <li>Counsel and educate both students and parents in the application process and the completion of required documents.</li> <li>Conduct classroom presentations for in-reach purposes.</li> <li>Create and update all financial aid forms and documents.</li> <li>Create student files and perform computer work for processing.</li> <li>Process Financial Aid applications and corrections, performing needed analysis to derive an EFC.</li> <li>Perform verifications and analyze tax returns.</li> <li>Clear discrepancies; edit checks, data matches and NSLDS.</li> <li>Monitor and evaluate Satisfactory Academic Progress and conduct Appeal Committee meetings.</li> <li>Implement state and federal assistance programs, including Cal Grant, Pell Grant programs, FSEOG, FWS, Perkins Loans, Subsidized Stafford Loans, Unsubsidized Stafford Loans, Parent Loans, Chafee Grants, EOPS Grants and Book Vouchers, CARE Grants, Scholarships, Board of Governor's Fee Waivers, Americorp Awards, and Emergency Book Loans.</li> <li>Complete a portion of the FISAP report for submission to the Department of Education.</li> <li>Process all BOGW's.</li> <li>Conduct loan workshops and exit counseling for student loans. Process FFELP loans through lenders and guarantee agencies, prepare loan checks for disbursement and reconcile at appropriate intervals.</li> <li>Calculate and process Title IV refunds and over-award repayments.</li> <li>Use professional judgment for special circumstances and dependency overrides.</li> <li>Reconcile Federal Work Study earnings for year-end reporting.</li> <li>Conduct internal staff training, especially with ITS and the Accounting department for data and financial reporting, keeping abreast of changing federal and state regulations, create new policies and procedures as processes change, and attend conferences, training and workshops to maintain professional currency as appropriate.</li> <li>Participate in the decision making of the expenditures of the BFAP Administrative Allowance, the purchase of equipment, marketing items, advertisement and organizing financial aid events and the BFAP year-end report.</li> <li>Coordinate processes and conduct in-services with Accounting, Student Business Office, Cashiers Office, Admissions, Bookstore, Student Activities, Academic Counselors, Faculty, EOPS, Placement, Outreach, Scholarships, and the Computer Center.</li> <li>Retrieve FAFSA applicants from the Central Processor, notify students with required documents and transmit corrections to electronic ISIR records.</li> <li>Manage the Web Grant system for Cal Grants B and C.</li> <li>Use the main computer system to order all student disbursement checks.</li> <li>Create the Disbursement Schedule, Award Policy, Student Budget, SAP policy and maintain the Policy and Procedure Manual.</li> </ul>

Function	District	College (including Continuing Education)
<b>Financial Aid</b> <i>(continued)</i>		<ul style="list-style-type: none"> <li>• Manage the program funds associated with the awarding of financial aid. Complete the FISAP, COD, MIS reports and reconciles all funds. Coordinate the enrollment file, SSCR, Clearing House and GPA verification transmittal with ITS.</li> <li>• Create parameters for the Return to Title IV software system.</li> <li>• Maintain all required financial aid records associated with program reviews and audits, including MIS reports (which are developed in conjunction with ITS), and enrollment and graduation reports (for submission to the FA Clearinghouse).</li> <li>• Coordinate and educate staff and administrators about changes in regulations.</li> <li>• Prepare and submit periodic reports to public agencies.</li> <li>• Coordinate financial aid outreach and awareness programs community-wide and in coordination with internal and external agencies and departments.</li> </ul>
<b>Health Services</b>	<ul style="list-style-type: none"> <li>• Monitor TB testing requirements for faculty and staff.</li> <li>• Provide training and competency testing for Automatic External Defibrillator (AED).</li> <li>• Receive and review student, visitor and staff injury reports.</li> <li>• Serve as members of RSCCD Safety Committee.</li> </ul>	<p>Provide a wide range of ambulatory care services for students including:</p> <ol style="list-style-type: none"> <li>1. Health care services to all eligible students.</li> <li>2. Immunizations, TB testing, blood testing.</li> <li>3. Physician appointments.</li> <li>4. Ovulatory control, emergency contraception.</li> <li>5. Low cost medications and prescriptions.</li> <li>6. Co-sponsors campus-wide health events such as blood drives, alcohol prevention.</li> <li>7. Emergency response on campus including integrated AED program.</li> <li>8. Psychological services including crisis intervention.</li> <li>9. Educational programs to promote wellness.</li> <li>10. Medical and psych referral services.</li> <li>11. Staff and faculty first aid, TB testing and influenza vaccinations.</li> <li>12. Clinical sites for nursing students and medical assistant programs.</li> <li>13. Post-doctoral internship for Psych Services.</li> <li>14. Referral to external providers in the greater Santa Ana area.</li> <li>15. Support services for employees as appropriate.</li> <li>16. Co-sponsors campus wide health events such as blood drives.</li> </ol>

Function	District	College (including Continuing Education)
<p><b>Community Services</b></p>	<ul style="list-style-type: none"> <li>• Provide employee processing and payroll services for community services instructors.</li> <li>• Provide information on economic development programs to community services for inclusion in program materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a fee-based, self-supporting, not-for-credit program of educational and recreational class offerings designed to complement the college's credit and non-credit course offerings curriculums at both Santa Ana College (SAC) and SCC.</li> <li>• Produce three annual class schedules published and mailed to geographically identified services areas.</li> <li>• Develop program offerings designed to have broad-based appeal to college service area constituencies as well as respond to emerging participant markets in our communities.</li> <li>• Foster partnerships with college faculty and staff to maximize course offerings and expanded instructional opportunities.</li> <li>• Maintain close coordination between sister college programs.</li> <li>• Develop plan for on-going assessment of community needs at both colleges service area.</li> <li>• Serve as a marketing tool for entry into college credit and non-credit programs.</li> </ul>
<p><b>Student Life and Leadership</b></p>	<ul style="list-style-type: none"> <li>• Evaluate liability exposures for activities and issue certificates of insurance as required.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinate programs and events for diverse students.</li> <li>• Collaborate with campus community to implement leadership programs focusing in intellectual and psychosocial development.</li> <li>• Develop student leadership opportunities through workshops and conference attendance.</li> <li>• Facilitate an environment where students can participate in the life of the campus and make recommendations to improve college student experience.</li> <li>• Provide advisory role to members of the student governing council.</li> <li>• Provide advisory role to the programming board.</li> <li>• Provide advisory role to student clubs and organizations through the Inter-Club council.</li> <li>• Provide advisory role in the maintenance of ASB yearly budget.</li> <li>• Assist and advise with ASB's/ASG's yearly elections of officers within the governing council.</li> <li>• Promote district wide efforts to encourage voter registration.</li> <li>• Provide training and resources for student club advisors.</li> </ul>

Function	District	College (including Continuing Education)
<b>Hiring</b>	<ul style="list-style-type: none"> <li>• Advertise/recruit positions.</li> <li>• Maintain applicant tracking system.</li> <li>• Review minimum qualifications/equivalency determinations.</li> <li>• Review selection committee membership.</li> <li>• Conduct prescreening process to include testing, completeness of application, and review diversity of the pool of applicants.</li> <li>• Orient screening committee.</li> <li>• Train EEO monitors.</li> <li>• Review committees' screening criteria and interview questions.</li> <li>• Schedule interviews.</li> <li>• Communicate status of candidacy to applicants.</li> <li>• Make employment offers and determine salary placement</li> <li>• Process applicant for employment.</li> <li>• Enter new employee into HR system and submit to payroll for salary processing.</li> <li>• Place new hire on board docket for Board approval.</li> <li>• Conduct new employee orientation.</li> </ul>	<ul style="list-style-type: none"> <li>• Submit personnel requisition to initiate hiring.</li> <li>• Formulate selection committee in accordance with hiring procedures.</li> <li>• Establish selection criteria/interview questions.</li> <li>• Conduct paper screening.</li> <li>• Conduct interviews.</li> <li>• Recommend finalist.</li> <li>• Conduct reference checks.</li> <li>• Conduct final interview.</li> <li>• Select candidate.</li> <li>• Submit status change to human resources to hire.</li> </ul>
<b>Employee Group/ Union Contracts</b>	<ul style="list-style-type: none"> <li>• Conduct negotiations on successor agreements or re-openers with individual unions.</li> <li>• Sunshine district proposal</li> <li>• Administer union contracts</li> </ul>	<ul style="list-style-type: none"> <li>• Administer union contracts in accordance with the agreements.</li> </ul>
<b>Risk Management</b>	<ul style="list-style-type: none"> <li>• Oversee the District's workers' compensation program. Liaison between insurance provider/district/employee.</li> <li>• Administer property/liability insurance program.</li> <li>• Administer claims filed against the District.</li> <li>• Review and interpret legal contracts related to district operations.</li> <li>• Provide, review and analyze certificates of insurance for district functions and outside vendors.</li> <li>• Accept, review, and coordinate response to subpoenas for records.</li> <li>• Monitor incident reports to insure district safety issues are addressed and corrected if needed.</li> <li>• Co-chair the Safety Committee, working with various departments.</li> <li>• Monitor driving records of any employee and/or student who drives on behalf of the District.</li> <li>• Handle replacement of lost or stolen district-owned items.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible for evaluating, reviewing and updating the Student Insurance Plan.</li> <li>• Employee ergonomic evaluations are conducted on an as-needed basis. Recommendations and/or purchase of equipment are arranged.</li> <li>• Liaison between the vendors and the District for the continuation of removal of asbestos from SAC.</li> <li>• Evaluate, design, and advise various departments on implementation of guidelines on appropriate student conduct and field trips safety that strategically limit district liability.</li> </ul>

Function	District	College (including Continuing Education)
<b>Benefits</b>	<ul style="list-style-type: none"> <li>• Accept, process and maintain all employee documentation pertaining to employee and retiree health and welfare benefits.</li> <li>• Conduct new hire orientations.</li> <li>• Provide educational programs pertaining to retirement, health, and financial assistance.</li> <li>• Liaison between employees, broker, and insurance carrier regarding insurance related problems.</li> <li>• Coordinate Joint Benefits Committee meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages staff to attend benefit enrollment meetings</li> <li>• Refers questions regarding benefits to the appropriate district staff.</li> </ul>

Function	District	College (including Continuing Education)
<b>Auxiliary Services</b> a. <b>Bookstores</b>	<ul style="list-style-type: none"> <li>• Initiate capital projects and building improvements to enhance and expand existing facilities in response to the expanding needs of the District.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide the necessary educational tools to serve and benefit the students, faculty and staff at all college locations including textbooks, course supplies and office supplies.</li> <li>• Initiate and coordinate with faculty and other personnel the acquisition of textbooks, supplies and special related material required for instructional programs.</li> <li>• Conduct opening and closing buy back of used books at least three times per year and expand to off-campus sites and locations.</li> <li>• Purchase supplies and emblematic clothing and soft goods to meet the needs of all students and the college community.</li> <li>• Order announcements and graduation attire for all graduates, faculty and staff participating in commencement.</li> <li>• Maintain accounting records for special student programs including EOPS book grants, Department of Rehabilitation vouchers, scholarships, Veterans Administration and other student support programs established by the Associated Student Government.</li> <li>• Plan/operate convenience store and continue to expand express services to other college sites and centers.</li> <li>• Develop and place vending machines in remote locations to provide school supplies and testing supplies</li> </ul>

Function	District	College (including Continuing Education)
<b>Auxiliary Services</b> <b>b. Food Services</b>	<ul style="list-style-type: none"> <li>Contract management of campus dining and catering services, vending services (beverage and snack), catering truck operations and general support services to the District Office, colleges, sites, centers and child development centers.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a food service delivery system to meet college needs for students, faculty and staff including catering for district and college sponsored meetings, events, activities and programs and special services to accommodate community and student sponsored events.</li> <li>Receive suggestions, complaints, and problems from students and staff and either resolve them or forward them to the appropriate party for resolution.</li> </ul>
<b>Auxiliary Services</b> <b>c. Cashier's Offices</b>	<ul style="list-style-type: none"> <li>Develop internal controls and fraud prevention systems for cashiering locations.</li> <li>Install surveillance cameras and panic buttons.</li> </ul>	<ul style="list-style-type: none"> <li>Collect fees and process refunds for registration fees, parking, health, student ID, material fees, non-resident tuition and enrollment fees.</li> <li>Photo imaging and fee collection for staff and student identification (ASB ID and staff ID). This includes continuing education sites and centers.</li> <li>Accounts receivable and billing for student tuition and scholarships including: Veterans, Roadway, Military, Department of Rehabilitation, Journalism, EOPS, JTPA, GAIN, AQMD. Deferred tuition payments, and auditing and billing for non-resident tuition and fees.</li> <li>Direct office phone and counter support for inquiries related to registration, including administrative holds and billings.</li> <li>Returned check collection for all district funds (Clearing, Bookstore, Community Education, and Diversified Funds).</li> <li>Facilitate peak registration fee collection, staffing and setup.</li> </ul>



Function	District	College (including Continuing Education)
<p><b>Contracts</b></p>	<ul style="list-style-type: none"> <li>• Review and revise contracts, leases, license agreements and other legal documents to ensure that they conform to district standards, protect the District, and accomplish the purposes of the District.</li> <li>• Coordinate with the Risk Manager and the Director of Purchasing to ensure timely and comprehensive handling of contractual matters.</li> <li>• Implement the contracts approval process so that it will provide for the efficient and effective control of contracts.</li> <li>• Provide technical assistance to all levels of management with regard to contract form, contract process, and the necessity for outside legal counsel.</li> <li>• Conduct training sessions for college and district employees with regard to contract policy and procedures.</li> <li>• Maintain the central repository of contracts for all district operations, colleges and offsite educational operations.</li> <li>• Determine the need for legal advice on contract issues. Serve as liaison between the District and outside legal counsel on contractual issues.</li> <li>• Monitor schedule of all college documents, such as leases, agreements, contracts, memoranda of understanding, and amendments to ensure meeting the deadline for Board of Trustees meetings.</li> <li>• Maintain at the District Office appropriate case files and records for contracts from the District, colleges and offsite educational operations.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide specifications required by the college that should be included in the contract.</li> <li>• Assess the product or service provided to determine if it is in compliance with the requirements specified in the contract.</li> </ul>
<p><b>Foundations</b></p>	<ul style="list-style-type: none"> <li>• Conduct programs and activities that support the District's economic development programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide comprehensive program of educational philanthropy for the college and provide staff support to a volunteer board of directors.</li> <li>• Implements fundraising activities that serve as revenue generating opportunities for specific college needs including: scholarships, capital campaigns, college endowments, annual giving opportunities, special events, planned gifts, corporate contributions, outreach to special targeted groups, and development of community centered fund-raising opportunities.</li> <li>• Monitor the foundation's investment portfolio, gift receipting and tracking process, donor recognition programs, and compliance with state and federal audit regulations.</li> </ul>

Function	District	College (including Continuing Education)
<b>Facilities Planning and District Support Services</b>	<ul style="list-style-type: none"> <li>• Oversee and coordinate the planning of all major capital outlay projects within the District including implementation of the District's Measure "E" local Bond.</li> <li>• Develop and submit the District's Five Year Construction Plan pursuant to State Education Code.</li> <li>• Provide facility planning expertise to colleges, as requested.</li> <li>• Coordinate the screening and hiring recommendations for architects, engineers, space planners, and environmental consultants.</li> <li>• Provide technical assistance and support for the planning and development of all facility projects within the District.</li> <li>• Keep abreast and up to date on major facility planning issues and provide input to constituent groups regarding development of facilities to meet the long term needs of students and modern educational delivery systems.</li> <li>• Act as liaison in the planning and development of facilities with various state and local governmental agencies having responsibility for planning, construction, regulatory compliance, and environmental review.</li> <li>• Develop and update architectural standards for facility development.</li> <li>• Negotiate and review all leases of property and facilities.</li> <li>• Coordinate the construction and implementation of major construction and renovation projects.</li> <li>• Do long-range planning to maximize efficient use of facilities for all district sites.</li> <li>• Maintain and manage all documentation relating to district facilities. This includes keeping blueprints and construction documents organized and available for use; transition to an automation system of CADD drawings; and setting standards for work performed by future architects and engineers.</li> <li>• Maintain, manage and continue to upgrade the building automation systems as funding and technology becomes available. Systems shall be designed and installed to provide support while maximizing efficient use of energy.</li> <li>• Make application as needed and maintain all operational permits required by state, local or national codes or regulations.</li> <li>• Define need, develop scope of work and provide a budget for all state-funded Scheduled Maintenance and Hazardous Materials projects as well as locally-funded Facility Modification projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively with departments and divisions to recommend the hiring of project architects and to assist architectural teams in the planning and development of specific project plans.</li> <li>• Serve as district liaison on college committees dealing with facility planning and development.</li> <li>• Facilitate input, revisions, and updates of the college's Facility Master Plan.</li> <li>• Provide technical expertise to faculty, staff, and administration in the planning of facilities to meet the educational needs of the community.</li> <li>• Develop a college facilities master plan based on the requirements specified in the educational master plan.</li> <li>• The Administrative Services Department serves as the liaison between college divisions and departments and the district staff in the development and implementation of major facilities projects.</li> <li>• Review the facilities inventory and submits changes to the district staff.</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Facilities Planning and District Support Services</b> <i>(continued)</i></p>	<ul style="list-style-type: none"> <li>• Develop and update building and construction specifications, as well as establish and monitor facility standards for new construction and remodel projects.</li> <li>• Provide technical assistance to the District on matters that relate to building maintenance, grounds or custodial service.</li> <li>• Work collaboratively with departments and divisions to recommend the hiring of project architects and to assist architectural teams in the planning and development of specific project plans.</li> <li>• Serve as district liaison on college committees dealing with facility planning and development.</li> <li>• Facilitate input, revisions, and updates of the college's Facility Master Plan.</li> <li>• Provide technical expertise to faculty, staff, and administration in the planning of facilities to meet the educational needs of the community.</li> </ul>	
<p><b>Facilities Maintenance</b></p>	<p>(See also Facility Planning and district Support Services) Coordinates facility operation for the District Office including custodial services, grounds, building maintenance, and miscellaneous service contract providers.</p>	<ul style="list-style-type: none"> <li>• Each college has on-going and direct responsibility for maintenance and operation of its facilities. District personnel provides only technical expertise or assistance on an as-needed basis.</li> <li>• Responsible for the issuance of all building, furniture, and equipment keys and maintaining an inventory of all keys distributed.</li> </ul>
<p><b>Grounds</b></p>		<ul style="list-style-type: none"> <li>• Responsible for all repair and maintenance of college landscaping in addition to athletic fields. This includes all plants, trees, irrigation systems, parking lots, walkways and roadways within the college.</li> </ul>

Function	District	College (including Continuing Education)
<b>Budget</b>	<ul style="list-style-type: none"> <li>• Devise the annual budget assumptions for review and discussion with the Budget Allocation &amp; Planning Review Committee. Ensure that the recommended assumptions are taken to the Board of Trustees for approval.</li> <li>• Establish the revenue budgets and fixed cost expenditure budgets. Provide campuses with their discretionary allocations.</li> <li>• Serve as a liaison with the District Enrollment Management Committee in determining Full-Time Equivalent Students (FTES) targets.</li> <li>• Prepare and coordinate information for the Budget Allocation &amp; Planning Review Committee.</li> <li>• Coordinate budget preparation and augmentations with the Resource Development department for categorical programs.</li> <li>• Coordinate budget preparation and funds availability with the Facilities department for the bonds and capital outlay budgets.</li> <li>• Revise the budget throughout the year as needed.</li> <li>• Prepare the Tentative and Adopted Budget books and present them to the Board of Trustees.</li> <li>• Produce monthly revenue and expenditure year-to-date projection reports.</li> <li>• Produce monthly financial budget comparison reports.</li> <li>• Prepare forecasts and cost estimations for collective bargaining purposes.</li> <li>• Monitor and provide backfill for classified vacancies when requested.</li> <li>• Comply with external reporting requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocate college discretionary funds to departments, disciplines and programs.</li> <li>• Produce monthly financial report comparing actual expenditures to budget.</li> <li>• Consolidate and submit annual college budget request to the District.</li> <li>• Initiate any requirements for new accounts or changes in allocations to accounts that do not affect the overall college discretionary fund.</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Fiscal Services</b></p>	<ul style="list-style-type: none"> <li>• Act as a resource to campus and district personnel for any fiscal issues.</li> <li>• Prepare quarterly financial and investment reports for submission to the Board of Trustees.</li> <li>• Monitor cash balances to assure liquidity and diversify funds for better market yield when appropriate.</li> <li>• Prepare monthly cash flow statements for the General Fund.</li> <li>• Ensure all financial reports are completed accurately and filed timely.</li> <li>• Serve as the co-chair of the District Enrollment Reporting Committee. Provide financial information and forecasts as necessary.</li> <li>• Monitor arbitrage calculations for bond proceeds.</li> <li>• Provide for bi-annual actuarial studies on workers' compensation, property and liability, and retiree benefits obligations.</li> <li>• Prepare and submit annual continuing disclosure documents for bond issuances.</li> <li>• Prepare monthly bond expenditures and percentage of completion reports.</li> <li>• Act as a liaison on the Board Facilities Committee.</li> <li>• Prepare and coordinate information for the Bond Oversight Committee.</li> <li>• Ensure all district accounts and funds undergo an annual independent audit. Follow-up and resolve any related audit issues.</li> <li>• Present the audit reports to the Board Fiscal &amp; Audit Review Committee.</li> <li>• Monitor federal, state, and local law changes and revise our practices and procedures as necessary to comply with the applicable provisions.</li> <li>• Prepare financial reports and forecasts as requested.</li> <li>• Maintain the Fiscal Services section of the District's website.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible for informing the District when a service or product has been received from a vendor and that it meets requirements. This contributes to the timeliness of payment to the vendor.</li> <li>• Accountable for the timeliness of expenditures so that products and services are received the same fiscal year they are booked.</li> </ul>

Function	District	College (including Continuing Education)
<b>Accounting</b>	<ul style="list-style-type: none"> <li>• Serve as resource to all district employees regarding accounting issues.</li> <li>• Develop manuals and provide training to end-users on the accounting system.</li> <li>• Interact with program directors, federal, state and local program agencies and external auditors on compliance and audit issues.</li> <li>• Prepare internal reports for the Board of Trustees and other district users.</li> <li>• Prepare quarterly and annual financial reports for submission to the State System Office and Orange County Department of Education.</li> <li>• Prepare Comprehensive Annual Financial Report as required by and in accordance with the Governmental Accounting Standards Board and generally accepted accounting principles.</li> <li>• Perform reconciliation procedures for district activities with the Orange County Department of Education and all district bank accounts.</li> <li>• Maintain Chart of Accounts, general ledger, subsidiary ledgers and special journals.</li> <li>• Receive and allocate district revenues from local, state and federal sources.</li> <li>• Process budgets, verify and monitor expenditures to ensure compliance with all regulations.</li> <li>• Prepare categorical program financial reports.</li> <li>• Prepare and submit the Miscellaneous Income Tax forms (1099).</li> <li>• Provide capital asset summary and support schedules based on established capitalization and depreciation policies in conformity with generally accepted accounting principles. Assure the capital asset subsidiary ledger is in agreement with the general ledger control accounts.</li> <li>• Receive and record collections from students and employees.</li> <li>• Process financial aid transcripts.</li> <li>• Manage and collect Perkins Loan funds and grant over-awards.</li> <li>• Disburse student financial aid payments.</li> <li>• Maintain student financial aid subsidiary ledgers.</li> <li>• Provide support, bookkeeping services and financial reporting to the District Foundation.</li> <li>• Keep updated and adapt to changes in accounting regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain student financial aid records.</li> <li>• Responsible for ensuring product or service rendered by an outside party is received and in working order before authorizing payment.</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Payroll</b></p>	<ul style="list-style-type: none"> <li>• Serve as a resource to all district employees regarding payroll issues.</li> <li>• Collect, prepare and process timely and accurate payroll, payroll taxes and retirement information for all district employees, including retroactive payments, contract changes, and corrections.</li> <li>• Analyze Human Resources, Risk Management and other source documents to ensure proper payments, taxation and withholding to employees.</li> <li>• Maintain records of employee voluntary deductions and remittances.</li> <li>• Balance and process accruals and usage of all leave types (sick, vacation, etc.) verifying compliance with education code requirements and union agreements.</li> <li>• Assure payroll compliance with federal and state regulations and district policies and procedures.</li> <li>• Audit, reconcile and file annual, quarterly, and monthly reports to federal and state agencies including, W-2 forms, W-2C forms, 1099 forms, 941 forms, DE43 forms, etc.</li> <li>• Process and reconcile employee insurance benefit payments for full-time employees, domestic partners, retirees and COBRA.</li> <li>• Participate in new hire orientation workshops.</li> <li>• Partner and oversee third party administration for 403B and 457 plans.</li> <li>• Assist departments with calculating budget cost of new positions.</li> <li>• Keep updated and adapt to changes in accounting, tax and retirement law regulations.</li> <li>• Prepare and update the Payroll Procedures Manual.</li> <li>• Prepare and provide necessary schedules, documentation and files to internal/external auditors.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare time sheets for all hourly staff, including student assistants, utilized by the college and submit them to district Payroll for processing.</li> </ul>

Function	District	College (including Continuing Education)
<b>Accounts Payable</b>	<ul style="list-style-type: none"> <li>• Process for payment the general obligations of the District in accordance with current state and federal laws, education code, district policies and procedures and audit practices.</li> <li>• Ensure the accuracy, completeness and appropriateness of payments made to outside vendors for goods and services and to staff for expense reimbursements.</li> <li>• Process payments to students for grants, tuition refunds, stipends and other reimbursements.</li> <li>• Disseminate, explain and interpret district, state and federal regulations related to accounts payable functions. Implement new district policies and procedures resulting from new legislation.</li> <li>• Maintain effective relationships with vendors through timely and accurate payment and respond to inquiries.</li> <li>• Monitor timing of payments in order to take discounts, maintain satisfactory credit ratings and avoid or minimize interest expense and penalties due to late payments.</li> <li>• Establish and maintain vendor records and archiving of files in accordance with county, local and state requirements and IRS regulations.</li> <li>• Prepare and provide necessary schedules, documentation and files to internal/external auditors.</li> <li>• Maintain effective relationships with the Orange County Department of Education personnel and departments.</li> <li>• Coordinate accounts payable activities with the Purchasing Department.</li> <li>• Prepare, remit, reconcile and file reports to federal and state agencies including 1042, 1042-S and DE542.</li> </ul>	<ul style="list-style-type: none"> <li>• Notifies district Accounting that the product or service has satisfactorily been received and that payment for that product or service can be made.</li> </ul>



Function	District	College (including Continuing Education)
<p><b>Program Management - Datatel</b></p>	<ul style="list-style-type: none"> <li>• Assess current processes, procedures and reporting needs including process mapping.</li> <li>• Establish and set-up system codes and parameters.</li> <li>• Develop screen and record level security classes for various roles and assign employees to appropriate roles.</li> <li>• Determine approvers and alternates for all departments and assign users to appropriate departments and approvers.</li> <li>• Develop new chart of accounts, including account components, subcomponents and account strings.</li> <li>• Work with Information Technology Services (ITS) to develop procedures to add new users into the system with appropriate security classes.</li> <li>• Determine reporting needs and develop reports to accommodate end-users and external reporting requirements.</li> <li>• Coordinate with other areas (human resources and student module teams) to get the most out of the integrated system.</li> <li>• Determine customization, third party software and other needs in addition to the standard Datatel system.</li> <li>• Coordinate schedules and communications between teams, ITS, consultants and end-users.</li> <li>• Design new documents, including requisitions, purchase orders and checks to comply with user, bank and county requirements.</li> <li>• Lead team meetings and provide administrative support.</li> <li>• Facilitate training and consulting sessions.</li> <li>• Document team implementation issues, alternatives, decisions and reasons for decisions.</li> <li>• Manage all implementation sub-projects including vendor conversion, fixed asset conversion, county account translation and vendor tax ID search.</li> <li>• Test system including various scenarios, module to module and live simulation testing. Identify and resolve problems that arise.</li> <li>• Provide ongoing support to users.</li> <li>• Train end-users in the new financial system, including purchase requisition, general ledger/budget, approvals and introduction and navigation training.</li> <li>• Develop training manuals and desk reference guides.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess current processes, procedures and reporting needs including process mapping.</li> <li>• Establish and set-up system codes and parameters.</li> <li>• Develop screen and record level security classes for various roles and assign employees to appropriate roles.</li> <li>• Determine approvers and alternates for all departments and assign users to appropriate departments and approvers.</li> <li>• Work with Information Technology Services (ITS) to develop procedures to add new users into the system with appropriate security classes.</li> <li>• Determine reporting needs and develop reports to accommodate end-users and external reporting requirements including all state reporting.</li> <li>• Coordinate with other areas (human resources and fiscal module teams) to get the most out of the integrated system.</li> <li>• Coordinate implementation of customizations, third party software and other needs in addition to the standard Datatel system.</li> <li>• Coordinate schedules and communications between teams, ITS, consultants and end-users.</li> <li>• Design new documents including transcripts and applications to comply with state and district requirements.</li> <li>• Lead team meetings and provide administrative support.</li> <li>• Facilitate training and consulting sessions.</li> <li>• Document team implementation issues, alternatives, decisions and reasons for decisions.</li> <li>• Manage all implementation sub-projects including conversion of legacy data, determining and testing file transfers to/from the Datatel system (CCCApply, Financial Aid, etc.), and creating documentation.</li> <li>• Test system including various scenarios, module to module and live simulation testing. Identify and resolve problems that arise.</li> <li>• Provide ongoing support to users.</li> <li>• Train end-users in the new student systems including faculties use of WebAdvisor.</li> <li>• Develop training manuals and desk reference guides</li> </ul>

Function	District	College (including Continuing Education)
<b>Enrollment Management</b>	<ul style="list-style-type: none"> <li>• Work closely with campus personnel to identify external influences impacting enrollment and elicit strategies for enrollment growth.</li> <li>• Prepare and obtain certification for the apportionment attendance reports (CCFS-320) and the apprenticeship attendance reports (CCFS-323).</li> <li>• Develop analysis, historical performance trends, and projections compared to the annual targets.</li> <li>• Assure that the methods of collecting attendance and reporting comply with the education code, regulations, advisories and related publications.</li> <li>• Oversee the adequacy of record retention to support the audit trail.</li> <li>• Improve the system's data extraction reports and efficiency in reporting information.</li> <li>• Oversee the system conversion for attendance gathering.</li> <li>• Coordinate completion and submission of the Lifetime Learning Credit and Hope Scholarship forms (1098-T).</li> <li>• Present and discuss Full-Time Equivalent Students (FTES) projections and trends to the District Enrollment Management Committee.</li> <li>• Prepare documents and reports as required or requested by State agencies or district personnel working in collaboration with campus personnel.</li> <li>• PAGR uses data to modify PR and advertising strategies to support enrollment growth and student retention.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify needed revisions to the college projections and collaborate on the suggested changes.</li> <li>• Provide guidance relative to new and revised education code sections and regulations; assure adequacy of record retention.</li> <li>• Coordinate the college portions of streamlining reporting and reducing the labor content; collaborate on system conversion related to attendance.</li> </ul>

Function	District	College (including Continuing Education)
<p><b>ITS - Academic Support</b></p>	<ul style="list-style-type: none"> <li>• Provide site-licensed operating system and business application software supported by Application systems</li> <li>• Provide technical expertise of hardware/software specifications to college that not only meet district standards but also instructional requirements</li> <li>• Provide technical searches, demonstrations, developments and solutions</li> <li>• Provide reliable and effective-cost network infrastructure to end-users (students and faculty)</li> <li>• Develop system and maintain instructional inventory of hardware and software this is a college function</li> <li>• Develop effective system in deploying, maintaining and monitoring classroom equipments and software this is a college function</li> <li>• Provide technical assistance to faculty, staff, and students on an as-needed basis</li> </ul> <p>ITS provides some IT hardware replacement parts such as hard disk drives</p>	<ul style="list-style-type: none"> <li>• College has responsibility for training its faculty on using the equipment and software</li> <li>• College is responsible in purchasing/upgrading instructional software and equipment for faculty</li> <li>• College is responsible in funding technical training(s) for district technician(s) on unique instructional software/hardware</li> <li>• Provide internship program under ITS</li> <li>• Provide technical assistance to faculty, staff, and students on an as-needed basis</li> <li>• Work closely with Media Systems department to support classrooms</li> <li>• Procure and maintain academic servers</li> <li>• Assist faculty and staff with all ITS needs with academic support acts as liaison between ITS and college staff</li> <li>• College is responsible for purchasing miscellaneous IT supplies such as toner cartridges for hardware</li> </ul>
<p><b>ITS - Application Systems</b></p>	<ul style="list-style-type: none"> <li>• Integrated Enterprise Resource System (Datatel)</li> <li>• Third Party Vendor functionality and integration into ERP</li> <li>• State MIS Reporting</li> <li>• District Research data warehouse</li> <li>• Foundation System</li> <li>• Internal Web Services/intranet/portal</li> <li>• Dot Com Web Services</li> </ul>	<ul style="list-style-type: none"> <li>• College/Department specific reporting</li> <li>• Web Services</li> </ul>
<p><b>ITS - Data Center Operations</b></p>	<ul style="list-style-type: none"> <li>• Application Server Farm</li> <li>• Data Storage Farm</li> <li>• Data Processing Operations</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Forms</li> <li>• Student Services Forms</li> <li>• HR Forms</li> <li>• Fiscal Forms</li> </ul>

Function	District	College (including Continuing Education)
<b>ITS - Network Administration</b>	<ul style="list-style-type: none"> <li>• Procure and maintain Administrative Servers (Windows and Unix)</li> <li>• Design, implement and maintain Network and infrastructure equipment</li> <li>• Develop mechanisms to manage network growth and internet bandwidth usage</li> <li>• Develop mechanisms for safe and reliable network, e.g. firewalls, antivirus, intrusion systems</li> <li>• Responsible for backups of enterprise and departmental systems</li> <li>• Telecommunications system</li> </ul>	<ul style="list-style-type: none"> <li>• College Help Desk receives all college related technology problems. Academic Support reassigns or works with the ITS network team to resolve the issue.</li> <li>• Identifies network issues and collaborates with network administration for resolutions. (Examples are network switches, infrastructure cable, wireless access, Blackboard, bandwidth, and phone matters)</li> <li>• Identify technology expansion requirements with college staff. Relate needs to the ITS network administration to determine solutions.</li> <li>• Maintain communication with district ITS staff to meet the needs of the colleges related to new buildings, staffing issues and vendor support.</li> </ul>
<b>Internal Auditor</b>	<p>Internal audit functions are part of the internal control structure of the District. This function provides independent review, assessment and constructive feedback regarding operations throughout the District. The expertise of the internal auditor provides the District with a back up to various fiscal functions including accounting research, budget analysis, bond issuance accounting and managerial functions as necessary. The main functions of the internal auditor include:</p> <ul style="list-style-type: none"> <li>• Evaluate the adequacy of the internal control structures of the District.</li> <li>• Assess compliance with written policies and procedures.</li> <li>• Investigate reported occurrences of waste and fraud, and recommend controls to prevent or detect them.</li> <li>• Conduct audits, reviews and examinations of activities and transactions throughout the District.</li> <li>• Assist management in evaluating district financial activity.</li> <li>• Assist in internal investigations by documenting, compiling, analyzing and maintaining custody of evidence.</li> <li>• Review systems established to ensure compliance with policies, plans, procedures, laws and regulations which could have a significant impact on operations.</li> <li>• Review the reliability and integrity of financial and operating information and the means used to identify, measure, classify and report such information.</li> <li>• Review the means of safeguarding assets and, as appropriate, verify the existence of such assets.</li> <li>• Review and appraise the economy and efficiency with which resources are employed.</li> <li>• Review operations or programs to ascertain whether results are consistent with established objectives and goals and whether the operations or programs are being carried out as planned.</li> </ul>	<ul style="list-style-type: none"> <li>• Review current operations to determine if they are in compliance with board policy and administrative regulations.</li> <li>• Working with the District, implement all corrective action recommended by an internal or external audit.</li> </ul>

Function	District	College (including Continuing Education)
<b>Purchasing</b>	<ul style="list-style-type: none"> <li>• Assure compliance with federal, state, district rules and regulations.</li> <li>• Execute procurement of all merchandise and services required by the District, in accordance with the appropriate government regulations and board policy.</li> <li>• Manage competitive quotation or bid process, and use cooperative purchasing when feasible.</li> <li>• Prepare, evaluate, analyze and recommend awards of bids for service contracts, equipment and supplies.</li> <li>• Maintain contractor insurance and bonding certificates.</li> <li>• Maintain database and control for service contracts, independent contractors/consultants, leases and rental of property and facilities.</li> <li>• Execute service contracts, and manage services for maintenance agreements which are centralized. (Copiers, hardware/software maintenance, elevators, parking lot sweeping, landscape, etc.)</li> <li>• Provide training for the online requisitioning system and maintain training manuals.</li> <li>• Maintain the Record Retention &amp; Destruction Board Policy.</li> </ul>	<p>Prepares purchase requisitions identifying the specific product or service required and forwards them district Purchasing to prepare purchase orders.</p>
<b>Warehouse &amp; Inventory Control</b>	<ul style="list-style-type: none"> <li>• Ensure shipments of received supplies and equipment are correct, undamaged and delivered to departments and sites.</li> <li>• Make arrangements for the return of items to vendors.</li> <li>• Follow-up on non-delivery or late delivery of orders.</li> <li>• Deliver surplus property from surplus storage site to requestor.</li> <li>• Maintain moveable equipment inventory (fixed assets), upgrades or equipment, deletions and transfer of equipment.</li> <li>• Prepare inventory reports and reconcile inventory.</li> <li>• Tag all inventoriable equipment.</li> <li>• Coordinate public auction of surplus property and make arrangements for disposal of remaining items.</li> <li>• Maintain district records and when requested, coordinate the delivery and return of record to Schick Storage facility.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains a nominal amount for furniture and equipment which is intended for re-use at the college. Identifies other surplus furniture and equipment to be sent to the district Warehouse.</li> <li>• When a need for furniture or equipment surfaces, contacts the district Warehouse to determine if the item is available.</li> </ul>
<b>Mailroom</b>	<ul style="list-style-type: none"> <li>• Provide mail services to all sites.</li> <li>• Prepare mail for delivery to post office.</li> <li>• Sort incoming U.S. mail and distribute to departments and sites.</li> <li>• Sort packages from U.S. post office, UPS, Fed Ex, etc.</li> <li>• Send and receive fax correspondence.</li> <li>• Maintain department and faculty mailboxes.</li> </ul>	<ul style="list-style-type: none"> <li>• Each college and continuing education center has their own mailroom where U.S. mail, outside deliveries and intra-district mail is received and sorted.</li> <li>• Each college and continuing education center also prepares mail and packages for pick up by the district mail service, delivery companies and the U.S. Postal Service.</li> </ul>

Function	District	College (including Continuing Education)
<b>Safety &amp; Security</b>	<ul style="list-style-type: none"> <li>• Monitor scheduling of district Safety Officers to ensure adequate and appropriate security coverage exists at all sites and for special events</li> <li>• Spearheaded state-of-the-art security surveillance systems in strategic locations within district property and various campus locations.</li> <li>• Coordinate response to serious incidents and emergencies</li> <li>• Respond to changes in the environment at and around our facilities by recommending policy changes relating to safety and security</li> <li>• Facilitate, coordinate and conduct training activities for district safety staff</li> <li>• Conduct safety and security surveys</li> <li>• Review and update department policies and procedures</li> <li>• Provide training support for district safety officers at all sites</li> <li>• Maintain accurate crime statistics and ensure they are reported to the District and college communities and to the federal Department of Education</li> <li>• Advise district and site administrators on safety and security concerns, and provide updated information regarding significant incidents</li> <li>• Provide technical expertise to administration, staff, faculty regarding possible solutions to safety and security problems</li> <li>• Participate in shared governance discussions at colleges, sites, and centers</li> <li>• Perform payroll and purchasing recordkeeping functions for district safety and security department</li> <li>• Support and advise College Safety Committees and College Emergency Preparedness committees</li> <li>• Liaison with local law enforcement agencies to ensure cooperation and coordination with department</li> <li>• PAGR communicates, shapes and directs internal and external communication during times of crisis.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor crime reports and direct increased patrol activities to those areas where crime occurs.</li> <li>• Conduct crime prevention and awareness programs, including alert bulletins, awareness presentations to staff and student groups, safety posters, and email reminders.</li> <li>• Work with Administrative Services staff and Maintenance and Operations Department to identify and correct safety hazards.</li> <li>• Monitor fire and life safety alarm systems, and intrusion alarms systems to ensure proper functioning and to ensure timely response to activated alarms.</li> <li>• Respond to criminal incidents and other emergencies rapidly and appropriately.</li> <li>• Maintain accurate documents about incidents and daily activities.</li> <li>• Maintain effective Lost and Found Property procedures.</li> <li>• Work closely with other departments in handling student disciplinary problems.</li> <li>• Patrol campuses effectively to deter crime and to be available to provide assistance, information and safety and security related services to students, staff and guests.</li> <li>• Enforce parking regulations and direct traffic on campus.</li> <li>• Provide security coverage for special events.</li> <li>• Working with the Administrative Services Department, prepare and maintain an emergency preparedness plan for each site.</li> <li>• Conduct emergency drills</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Environmental Safety &amp; Emergency Services</b></p>	<ul style="list-style-type: none"> <li>Develops, implements, and maintains procedures, guidelines and/or training programs to ensure federal and state compliance in the following: Environmental Health, Occupational Safety, Emergency Preparedness, Hazardous Materials Management, Hazardous Waste Management, Laboratory Safety, and other programs necessary to ensure a safe and healthful environment for faculty, staff, students, and visitors.</li> <li>Develop web-based communication systems for dissemination of environmental health, safety and emergency preparedness information</li> </ul> <p>*PAGR supports this function by shaping and disseminating information to employees regarding emergency preparedness and related safety issues.</p> <ul style="list-style-type: none"> <li>Serves as the District Office recycling coordinator</li> </ul>	<p>Performs, and coordinates district-wide facilities inspection programs to ensure that hazards are identified and corrected.</p> <p>Serves as the District’s liaison with CAL/OSHA and other regulatory compliance inspectors and participates in their inspections of the campuses.</p> <p>Provides training and technical expertise to faculty, staff, and administration in areas of safety, and environmental health, and emergency services.</p>
<p><b>College Advancement</b></p>		<ul style="list-style-type: none"> <li>Responsible for the overall development and maintenance of programs that generate community goodwill and financial support for the college.</li> <li>Develop and monitor college fundraising activities in close collaboration with college foundation.</li> <li>Direct college alumni activities and serve as community liaison.</li> <li>Develop and oversee student-centered programs and events that generate revenue for college and student needs</li> <li>Solicit and disburse funds for scholarships and other program needs.</li> </ul>
<p><b>Transportation</b></p>	<ul style="list-style-type: none"> <li>Review driving records and maintain vehicle inventory for insurance purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Responsible for maintaining vehicles assigned to the college. This would include passenger vehicles, trucks, vans, and all utility carts. Administrative Services is also responsible for the assignment of owned or leased vehicles as well as arranging for all rental vehicles including those used for athletic teams and class field trips.</li> </ul>
<p><b>Facilities Usage</b></p>	<ul style="list-style-type: none"> <li>Review liability exposures for users of district facilities and assist uninsured users with obtaining insurance coverage.</li> </ul>	<ul style="list-style-type: none"> <li>Handles all requests from external groups who request usage of college facilities.</li> </ul>

Function	District	College (including Continuing Education)
<b>Policies</b>	<ul style="list-style-type: none"> <li>• Oversee and coordinate revision and development of new board policies and administrative regulations with appropriate staff.</li> <li>• Provide liaison to Chancellor’s Cabinet and Board Policies Committee for BPs and ARs.</li> <li>• Provide liaison with CCLC policy subscription service, using their service for consultation and updated legal news.</li> <li>• Responsible for finalizing BP and AR text.</li> <li>• Maintain BP and AR manuals on Intranet.</li> <li>• Communicate BP and AR changes and updates to faculty and staff.</li> <li>• Prepare board docket items related to new or revised BPs.</li> <li>• Answer questions regarding RSCCD BPs and ARs.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide advice and input relative to new and revised BPs and ARs, as requested.</li> <li>• Identify needed revisions, as appropriate.</li> <li>• Ensure faculty and staff awareness of BPs and ARs.</li> <li>• Ensure compliance with BPs and ARs.</li> </ul>
<b>Planning</b>	<ul style="list-style-type: none"> <li>• Facilitate annual review and revision of Board vision and goals.</li> <li>• Facilitate implementation of RSCCD “Plan to Plan”.</li> <li>• Provide external and internal environmental scanning information for planning.</li> <li>• Implement special plans, as requested.</li> <li>• Provide planning expertise to colleges, as requested.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement college portions of RSCCD “Plan to Plan” model, i.e., use Board vision and goals to inform and update college plans and goals.</li> <li>• Provide feedback to Chancellor and Board regarding progress towards goals and review of Board vision and goals.</li> <li>• Maintain college master plans and other plans, implement college plans, and evaluate college planning process and progress towards goals.</li> </ul>
<b>Resource Development/Grants</b>	<ul style="list-style-type: none"> <li>• Provide research, coordination, writing and editorial support for planning and development of grant proposals.</li> <li>• Submit grant proposals to funding agencies.</li> <li>• Develop line-item expenditure budgets.</li> <li>• Take budgets, grant-related contracts, and subcontract agreements to docket.</li> <li>• Provide timely grant-related information to relevant departments and individuals.</li> <li>• Provide Grant Development and Management Handbooks on the Intranet.</li> <li>• Provide ongoing grant management technical assistance to grant-funded project staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Define college approval process for seeking grant funding.</li> <li>• Obtain college leadership approval for submission of grant proposals.</li> <li>• Plan and develop grant proposals.</li> <li>• Implement and manage most grant-funded projects, including budgets.</li> <li>• Responsible for completing forms, including status change forms, budget change forms, transfer of expenditure forms, purchase requisitions, load sheets, and payroll sheets.</li> <li>• Complete non-financial progress and final reports required by funding agency.</li> <li>• Responsible for compliance of project activities with funding agency.</li> <li>• Cooperate with Resource Development and Accounting department staff to ensure proper execution of grant project.</li> <li>• Share responsibility between college and District for liaison with funding agencies.</li> </ul>



Function	District	College (including Continuing Education)
<p><b>Economic and Workforce Development</b></p>	<ul style="list-style-type: none"> <li>• Provide customized training, testing and assessment services for business and industry on a fee basis.</li> <li>• Maintain close liaison with district credit and non-credit sites as well as with community colleges statewide.</li> <li>• Manage the <u>EWD</u> Workplace Learning Resource Center services with community college economic development programs both within and outside of the District.</li> <li>• Develop and enhance training programs designed to serve local workforce needs.</li> <li>• Identify and expand new and developing markets.</li> <li>• Create partnerships.</li> <li>• Responsible for the operations/program, resource development, and promotion of the Workplace Learning Resource Center and the ACT Center.</li> <li>• Strategic planning and system building for workforce development.</li> <li>• Serve as a resource for district and statewide community college system for training needs.</li> <li>• Deliver economic development services by contract.</li> <li>• Provide no-cost business consulting and low-cost training for existing small businesses and future entrepreneurs.</li> <li>• Conduct job market studies for potential, new and ongoing vocational programs.</li> <li>• Develop labor market surveys for occupational programs.</li> <li>• Manage district VTEA contract.</li> <li>• PAGR provides support to key events with publicity and strategic counsel. Examples include the annual Feria Para Empresarios event, the SBDC, IWE and the programs of the California-Mexico Trade Center.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinate career education and workforce development programs and services.</li> <li>• Represent college on district, local, regional and state workforce committees.</li> <li>• Develop and implement strategies for achieving college goals and objectives related to career/occupational/workforce education.</li> <li>• Plan and develop new certificate and degree programs.</li> <li>• Provide leadership for marketing and outreach for high schools, special populations and community.</li> <li>• Collaborate with college departments to plan, develop and implement programs and partnerships with business and industry.</li> <li>• Plan, develop and maintain the college's compliance with appropriate state and federal regulations and policies related to workforce development programs.</li> <li>• Research and prepare a variety of regular and special reports related to career education and workforce development programs.</li> <li>• Provide leadership and supervision for the articulation program with K-12/ROP.</li> <li>• Develop instructional contracts with business and industry.</li> <li>• Create working partnerships.</li> <li>• Review and revise as necessary existing programs to meet industry needs; work with Technical Advisory Committees.</li> <li>• Seek out new training program and expansion opportunities for economic development to meet industry needs.</li> <li>• Market and promote opportunities for job training to community, high schools and special populations.</li> </ul>

Function	District	College (including Continuing Education)
<b>Research</b>	<ul style="list-style-type: none"> <li>• Conduct and coordinate institutional research function for colleges and district.</li> <li>• Complete some government mandated reporting (such as IPEDS, SRTK).</li> <li>• Coordinate, monitor and report state performance measures (ARCC, VTEA).</li> <li>• Design, conduct, and publish “regular” statistical studies (such as enrollment trends, graduates and persistence reports) to assist in RSCCD’s policy and program planning and development.</li> <li>• Design, conduct, and publish “special” studies to meet departmental, institutional, community, and state/federally-mandated requirements.</li> <li>• Coordinate, assist, guide, and/or support faculty, staff and other individuals conducting research activities.</li> <li>• Coordinate college and district data collection requests from outside agencies.</li> <li>• Validate assessment test course placement instruments used at the colleges.</li> <li>• Respond to research needs in support of departmental activities and grant proposals.</li> <li>• Administer surveys to students, staff and community members.</li> <li>• Develop and maintain outside data sources (NSC, OCLBC, CalPass).</li> <li>• Maintain online data query tools for staff.</li> <li>• Collaborates with PAGR on surveys for employees as part of the PAGR employee relations program.</li> <li>• Collaborates with PAGR on other surveys and research efforts to support the District’s communication program.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and request research, as needed.</li> <li>• Provide input for the annual research agenda and prioritize research needs of the college.</li> <li>• Conduct routine research to support college program needs, such as program monitoring.</li> <li>• Assist in data gathering for research, as needed.</li> <li>• Review report drafts, disseminate research findings, and use research results appropriately in planning and decision making.</li> <li>• Use “research protocol” for requesting permission to conduct research for non-college-specific purposes.</li> </ul>
<b>Child Development Services &amp; Centers</b>	<ul style="list-style-type: none"> <li>• Provide oversight for operation of CDC’s at all district sites.</li> <li>• Monitor regulations for operation of centers.</li> <li>• Monitor enrollments in relation to contract awards for state, federal and local funding.</li> <li>• Maintain all records and reporting requirements – personnel, financial, grant, state and federal.</li> <li>• Facilitate outreach/marketing plan for all centers.</li> <li>• Collaborate with other divisions/departments.</li> <li>• Supervise all staff (management, certificated, classified) at all centers.</li> </ul>	<ul style="list-style-type: none"> <li>• Refer students for service at the centers.</li> <li>• Coordinate services for special classes of students such as CalWORKS.</li> <li>• Provide maintenance for physical environment.</li> <li>• Facilitate integration between Centers and the Human Development Instructional Departments.</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Digital Media Center (DMC)</b></p>	<ul style="list-style-type: none"> <li>• Incubate digital media companies that demonstrate the potential for high growth and the creation of livable-wage jobs.</li> <li>• Conduct needs assessments and provide services to help businesses achieve their goals.</li> <li>• Augment and enhance services through relationships and partnerships with other service providers</li> <li>• Monitor businesses to assure that agreed upon milestones are met and resources are used prudently and cost-effectively</li> <li>• Work with incubator companies and affiliate clients to establish their operations in the surrounding area.</li>   <li>• Schedule and coordinate facilities maintenance and operations services.</li> <li>• Manage the facility. Schedule and coordinate facilities maintenance and operations services.</li> <li>• Oversee DMC advisory group that assists in advocating the program and identifying qualified candidates for incubation.</li> <li>• Schedule and reserve incubator facilities.</li> <li>• PAGR advises the DMC leadership on marketing, advertising, PR, branding and key events.</li> <li>• PAGR promotes and publicizes the DMC to the media and key constituency groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote the economic development/job creation mission of the DMC by developing and participating in collaborative, integrated programs within the DMC, that prepare students for employment.</li> <li>• Promote and supervise college instructional programs that foster digital media in the region.</li> <li>• Provide student services for students attending instructional programs at the DMC.</li> <li>• Participate in the collaborative environment among faculty, staff, students, businesses and clients of the DMC.</li> <li>• Purchase and maintain instructional equipment.</li> <li>• Schedule and reserve two instructional conference rooms, three classrooms, and TV/video studio spaces.</li> </ul>

Function	District	College (including Continuing Education)
<b>Board of Trustees</b>	Establish structure and create policies related to governance.	
<b>Academic Senates</b>	Provide input directly to the Board on professional and academic matters.	<ul style="list-style-type: none"> <li>• Academic Senate Presidents attend all Board meetings.</li> <li>• Serve as representatives on all college and district governance committees.</li> <li>• Recommend to the Board annual approval of the college curriculum to include new, revised and/or deleted programs and courses.</li> <li>• Maintain a relationship directly with the Board of Trustees per AB1725.</li> </ul>
<b>ASB/ASG</b>	Provide input to the Chancellor and Board of Trustees on student matters as they pertain to governance.	<ul style="list-style-type: none"> <li>• Coordinate programs and events for a diverse student body.</li> <li>• Institute variety of programming for students focusing on social, intellectual, and emotional development.</li> <li>• Provide advisory assistance to student clubs via the ASB/ASG Inter-Club Council (ICC).</li> <li>• Coordinate student body president and vice-president elections each spring and Senator elections each fall.</li> <li>• Work directly with the ASB/ASG President as he/she selects the Executive Cabinet.</li> <li>• Provide an environment where students can make recommendations to improve the college student experience.</li> <li>• Coordinate the interview process for the selection of the Student Trustee.</li> <li>• Edit ASB/ASG publications to ensure appropriateness of language and content.</li> <li>• Oversees the allocated budget.</li> <li>• Empower students to be proactive regarding student concerns and causes.</li> <li>• Develop student leadership opportunities through conferences and workshops.</li> <li>• Ensure adherence to high ethical standards.</li> <li>• Provide resources for club advisors to effectively oversee the campus organizations.</li> <li>• Participate in various campus wide committees through shared governance.</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Community Relations</b></p> <ul style="list-style-type: none"> <li>Enhance, monitor and manage community relationships primarily with external constituents.</li> </ul>	<ul style="list-style-type: none"> <li>The District shares responsibility for community relations with the colleges.</li> <li>It creates and maintains programs that build goodwill for the organization and improve the quality of life within the service district, as well as with communities of common interest. These include: the community advisors program, speakers' bureau, participation in community events, voter education and registration efforts, publication of a newsletter with college collaboration, participation on community improvement committees, and the production of an annual report.</li> <li>The college District participates in capacity-building initiatives that increase the residents' ability to benefit from college programs.</li> </ul>	<ul style="list-style-type: none"> <li>The colleges facilitate communications with neighbors and neighborhood associations, seeking their counsel, as well as sharing plans that affect that locality.</li> <li>Public Information Officers (PIOs) at the colleges represent the college to the community, providing them with timely information about matters of local interest and significance.</li> <li>The PIOs write and edit newsletters about the colleges that are mailed to adjacent households, foundation members and alumni.</li> <li>The PIOs support the college presidents with communications strategies and participation with neighborhood/homeowners association meetings and other appropriate community groups, gathering insights into current issues affecting the colleges and their operations.</li> <li>The PIOs support college leaders with public relations strategies and speech-writing; and plan, write collateral for and support the coordination of special events - directed toward internal and external audiences.</li> <li>College community also shares key information with the PIO to support a strong community relations program.</li> </ul>
<p><b>Employee Communications</b></p> <ul style="list-style-type: none"> <li>Provide opportunities and tools that facilitate two-way communication amongst employees, administrators and faculty.</li> <li>By engaging employees, build employees' understanding of the colleges and istrict's internal "brand" that manifests itself in the programs and services delivered to the community and students.</li> <li>By creating a sense of community, goodwill is created among employees in support of RSCCD's mission.</li> </ul>	<ul style="list-style-type: none"> <li>In concert with the colleges, the district PAGR staff helps facilitate dialogue amongst all employees about workplace issues and trends.</li> <li>The PAGR staff coordinates luncheons with the Chancellor—small group, informal gatherings held at sites throughout the District.</li> <li>PAGR produces the <i>Rancho View</i> newsletter, which promotes communication and understanding amongst employees district-wide.</li> <li>PAGR leads internal communication strategy development for particular issues/events that incorporate tactics, including employee surveys, employee forums, and Eblasts.</li> <li>PAGR frames internal communications efforts about potentially negative or controversial issues/events to ensure that key stakeholders are well informed.</li> </ul>	<ul style="list-style-type: none"> <li>The PIOs take the lead on facilitating intra-college communication, especially on single-college or single-site issues.</li> <li>PIOs produce employee newsletters that are distributed within each college, updating employees on key events and initiatives specific to the college.</li> <li>The PIOs support employee-focused special events using print and electronic channels.</li> <li>The PIOs frame college-specific internal communications efforts about potentially negative or controversial issues/ events to ensure that key stakeholders are well informed.</li> <li>The PIOs provide the college president and top-level campus cabinet leaders with strategies relating to internal communications.</li> <li>The college community provides information about staff recognitions and achievements to the PIOs for employee communications tools and PR activities.</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Governmental Relations</b></p> <ul style="list-style-type: none"> <li>• Advises the Chancellor, the Board of Trustees, and campus leaders about public policy agendas and legislative issues.</li> <li>• Serves as the liaison to elected officials at all levels of government.</li> <li>• Monitors and advocates for legislation at a state and federal level to optimize services to students and the community, and to safeguard and/or advance the interests of the college district.</li> </ul>	<ul style="list-style-type: none"> <li>• The District leads this functional area, representing the colleges and their issues to elected and appointed representatives at all levels of government.</li> <li>• With counsel from the Board of Trustees, the Chancellor and Cabinet, the public affairs Executive Director develops state and federal public policy agendas.</li> <li>• Researches the legislative impact of specific bills on students, programs and services.</li> <li>• Serves as the District's chief liaison to elected officials and their staff, meeting with them annually and sustaining lines of communication to ensure our collective voice is considered and heard in decision making at local, state, and federal levels.</li> <li>• Initiates strategic activities, supervises and directs contracted political consultants, and participates in legislative committees of county and state Chambers of Commerce, the Orange County Legislative Task Force, and the Orange County Business Council.</li> <li>• Arranges for elected officials to recognize stellar students, staff, programs and achievements.</li> </ul>	<ul style="list-style-type: none"> <li>• College employees provide information about the impact of specific legislation on students, programs, and services to support the District's advocacy efforts.</li> <li>• College leaders, employees and students may also be asked to accompany the Executive Director, Board members and/or Chancellor on key legislative visits and/or to participate in the annual legislative advocacy trips to Sacramento and Washington, D.C.</li> <li>• College leaders also share information, gleaned from key meetings and industry associations, about current and pending legislation to support the construction of public policy agendas for the District.</li> <li>• Campus public information units work closely with the executive director to ensure that governmental relations support campus-level Public Relations (PR) activities, events, etc.</li> </ul>
<p><b>Graphic Communications</b></p> <ul style="list-style-type: none"> <li>• Communicate college and district values in print and electronic media.</li> <li>• Support brand identities and graphic standards of excellence.</li> </ul>	<ul style="list-style-type: none"> <li>• District graphic communications team designs for print and electronic media in consultation with the public affairs communicators and publications team.</li> <li>• Organizes and prioritizes projects, including those intended for instructional, informational, public relations and marketing purposes.</li> <li>• Projects are allocated among graphic designers and desktop publishers based upon initiating source, project familiarity, scheduling availability, and practitioners' specialized expertise.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic designers and desktop publishers are assigned to each college primarily to support college-initiated communications.</li> <li>• They work with college employees, PIOs and other communications professionals within PAGR to produce of a wide range of projects and applications.</li> <li>• Each supports selected district-initiated requests.</li> <li>• Particular effort is made to keep the college brand identities strong and maintain high standards of visual design in print and electronic media.</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Marketing</b></p> <ul style="list-style-type: none"> <li>Sustain enrollment, sustain the visibility of the colleges and college district brands, and support enrollment growth through a variety of internal and external marketi</li> </ul>	<ul style="list-style-type: none"> <li>Marketing responsibilities are a collaboration between the communications professionals within PAGR, the college president designees and other departments.</li> <li>PAGR leads the District’s Marketing Committee.</li> <li>The Marketing Committee’s efforts focus on advertising messages and medium selection, employing well structured ads and promotional tools that advance the visibility of college programs and services.</li> <li>PAGR communications professionals, located at the District Operations Center, support marketing assistance requests from District Operations Units.</li> </ul>	<ul style="list-style-type: none"> <li>Public Affairs and graphic design professionals manage requests for marketing assistance originating with college-located managers.</li> <li>The PIOs at the colleges identify marketing needs in consultation with departmental managers, ascertain budgets, develop appropriate messages and mediums, and then coordinate collateral production and advertisement placements.</li> <li>All such efforts are designed to sustain and increase college program enrollments or stimulate sales of specific services.</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Media Relations</b></p> <ul style="list-style-type: none"> <li>• Seek third-party credibility by working directly with persons responsible for the editorial (news and features), public service and sponsored programming products of mass media in all mediums—print and electronic.</li> <li>• Take a leadership role in shaping crisis communications plans and strategies to ensure that critical messages are delivered in a timely manner to the community in times of crisis.</li> </ul>	<ul style="list-style-type: none"> <li>• As outlined in AR 1000, the PAGR communicators at the District Office take a leadership role in recommending and implementing the most appropriate strategies, tactics and channels for the release of newsworthy information having district-wide implications or impacting both colleges.</li> <li>• PAGR communicators advise and support campus PIOs and the communications units enable the colleges to seek and seize all available media opportunities to advance the visibility of stellar programs, staff and students.</li> <li>• The PAGR communicators assess how to position the District in national, regional or local media coverage by analyzing current trends, events, and news and crafting media pitches that maximize positive exposure for the institution(s) and program(s).</li> <li>• The PAGR communicators at the District Office manage media relations for administrative appointments, events, economic development programs, fiscal operations or Board actions, including bond measure-related matters.</li> <li>• The PAGR Executive Director, Director of Communications and Internal Affairs, and Director of Community Relations and External Affairs serve as secondary media spokespersons for the District; primary spokespersons include the Chancellor and other designated district spokespersons.</li> <li>• The PAGR communicators at the District Office are constantly seeking significant stories of potential media interest.</li> <li>• The PAGR communicators at the District Office are readily available to provide counsel in media relations matters.</li> <li>• As outlined in AR 1000, employees who receive media inquiries directly are requested to refer callers to PAGR and asked to notify PAGR regarding the call.</li> <li>• On an ongoing basis, the PAGR communicators help prepare district spokespersons for media interviews.</li> <li>• The PAGR staff tracks, evaluates and quantifies the impact of the District and colleges' collective media relations activities.</li> <li>• During crises, PAGR communicators serve as spokespersons, prepare the chancellor, Board and college presidents, and establish and direct the media center. PAGR communicators shape, communicate, direct and control internal and external communication to sustain open lines of communication during crises.</li> </ul>	<ul style="list-style-type: none"> <li>• As outlined in AR 1000, the college PIOs take a leadership role in determining the most appropriate strategies, tactics and channels for the release of newsworthy information by the colleges.</li> <li>• The college PIOs initiate coverage about college-oriented programs, services and events.</li> <li>• The college PIOs serve as secondary media spokespersons for the campus; primary spokespersons include the president and other designated spokespersons on the campus.</li> <li>• The college PIOs support the college presidents and other top leaders in preparation for media interviews.</li> <li>• The college PIOs take a leadership role in creating and directing media relations strategies to position the colleges in the most favorable light.</li> <li>• The college PIOs actively solicit story ideas from the college community.</li> <li>• The college PIOs collaborate with the PAGR communicators at the District Office on stories and issues that involve both colleges.</li> <li>• The college PIOs interface with the Director of Communications and Internal Affairs and the Director of Community Relations and External Affairs on possible media strategies for college-related stories.</li> <li>• As outlined in AR 1000, employees who receive media inquiries directly are requested to refer callers to the college PIO or to the PAGR staff at the District Operations Center.</li> </ul>



Function	District	College (including Continuing Education)
<p><b>Publications</b></p> <ul style="list-style-type: none"> <li>• Provide print bindery and photocopy materials to support instructional, marketing, public relations and other organizational communications goals.</li> <li>• Consult with employees on publications provided by outside vendors.</li> </ul>	<ul style="list-style-type: none"> <li>• The district Publications Department provides reprographic and offset products for administrative operations, public relations and marketing purposes.</li> <li>• Employees throughout the District are encouraged to submit reprographic job requests electronically using the web submission system.</li> </ul>	<ul style="list-style-type: none"> <li>• The Publications Department provides reprographic and offset print products to the colleges for academic, administrative operations, public relations and marketing purposes.</li> <li>• Faculty and staff are encouraged to submit reprographic jobs through the Web submission system.</li> <li>• College copy centers provide attended and self-service quick copy service. Printing or copy services requiring large quantities or special features (e.g., binding, special paper, etc.) are forwarded to district Publications.</li> <li>• College copy centers serve as a distribution point for district publications jobs.</li> <li>• College copy centers train faculty and staff on Web submission.</li> <li>• Provide attended and self-service quick copy service. Printing or copy services requiring large quantities or special features, e.g., binding, special paper, etc. are forwarded to district Publications.</li> <li>• Serve as the distribution point for district publications jobs</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Sports Information</b></p> <ul style="list-style-type: none"> <li>• By communicating about the colleges' athletic programs through external channels, including media outlets, websites and publications, the positive image of the colleges is increased within the community attracting more students and encouraging greater community support.</li> <li>• By communicating about the colleges' athletic programs through internal channels, including newsletter articles, Eblasts and events, goodwill is sustained among the student body and the employees for the college.</li> </ul>	<ul style="list-style-type: none"> <li>• The campus PIO and Director of Community Relations and External Affairs interfaces with the college's Athletic Director and division Dean to ensure that college needs are being met and to forecast any anticipated future needs.</li> <li>• The Director of Community Relations and External Affairs is available to provide counsel on the best practices for athletic publications and events on an as-needed basis.</li> </ul>	<ul style="list-style-type: none"> <li>• The Sports Information Coordinators manage the media relations for intercollegiate athletic teams, college golf tournaments, Hall of Fame events, and all athletic-related events and recognitions.</li> <li>• The college PIOs supervise the Sports Information Coordinators on each campus to ensure that sports information is fully integrated into the campus' and District's communications plans.</li> <li>• At Santa Ana College, the Sports Information Coordinator manages the content of the athletic website and provides maintenance for the site to ensure its pages are kept current.</li> <li>• At Santiago Canyon College, the Sports Information Coordinator provides content for the athletic website.</li> <li>• The Sports Information Coordinators at both colleges plan, write and manage the production of publications, including athletic schedule cards, media guides and brochures.</li> <li>• The Sports Information Coordinators provide statistical record-keeping at home athletic events and select away competitions as needed.</li> <li>• The Sports Information Coordinators seek stories that highlight athletic and academic achievement of student-athletes.</li> <li>• The Sports Information Coordinators keep the college PIOs informed about the athletic programs and the PIOs keep the college presidents abreast of the progress of the athletic programs.</li> <li>• The Sports Information Coordinators respond to public inquiries about the colleges' athletic programs and interface with sports information coordinators from other area colleges.</li> <li>• The Sports Information Coordinator regularly interfaces with the coaches, the athletic director and dean to ensure that college needs are being met.</li> <li>• The Sports Information Coordinators communicate with the college community through channels including Eblasts, the college newspaper and internal newsletters about the athletic programs.</li> <li>• The college PIOs lend support and counsel to athletic events of importance on an as needed basis.</li> <li>• The college PIOs review and edit all key athletic publications and releases to ensure for consistent quality and graphic standards.</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Web Sites</b></p> <ul style="list-style-type: none"> <li>• Provide an online presence for the community, faculty, staff, students, prospective students and media to access general, registration and event information related to RSCCD, Santa Ana and Santiago Canyon colleges and educational centers within the District.</li> </ul>	<ul style="list-style-type: none"> <li>• Web content management responsibilities for the district web site are a collaborative effort of PAGR, ITS and the nearly 40 content publishers from district departments.</li> <li>• With the addition of the Electronic Media Specialist position (Spring 2006), PAGR oversees the branding and messaging of the web site and trains and assists the content publishers in maintaining web pages for their respective departments.</li> <li>• PAGR collaborates with ITS on any recommended functional or design changes of the district web site.</li> </ul>	<ul style="list-style-type: none"> <li>• Santa Ana College and Santiago Canyon College currently take responsibility for maintaining their own web site content.</li> <li>• Content is maintained through a collaborative effort of the college web committees and educational and service departments.</li> <li>• The college PIOs provide content for the areas that they maintain and update.</li> <li>• College graphic designers provide support in designing new web pages as needed.</li> </ul>
<p><b>Intranet</b></p> <ul style="list-style-type: none"> <li>• Create a vibrant employee Intranet with updated and relevant information, news and initiatives that allows for two-way communication as appropriate.</li> <li>• Provide an online presence for administration, faculty and staff to access to district policies, handbooks, reports, forms and directories.</li> </ul>	<ul style="list-style-type: none"> <li>• The district intranet is currently a collaborative effort of PAGR, ITS and the content publishers from district departments.</li> <li>• When requested, the Electronic Media Specialist posts calendar items of district-wide import on the Intranet, collaborates in the construction of web pages for district-hosted special events including the Chancellor's Ball.</li> <li>• PAGR also collaborates with ITS on any recommended functional or design changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Upon request, the PAGR staff at the colleges posts information on the Intranet calendar regarding upcoming events and collaborates in the construction of web pages for college-hosted special events.</li> </ul>
<p><b>Media Services</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Provide and maintain audio visual equipment used in classrooms for college activities and for many district events.</li> </ul>







## 12 Measures of Success

*Santa Ana College*



*Santiago Canyon College*

RSCCD Research Department  
March 2007

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## Readers' Summary

RSCCD uses this report to annually assess its institutional effectiveness. Using a sample of standard measures typically employed to describe the success and progress of community colleges, this report includes quantitative data to monitor the quality of the district as a whole and of each of its two colleges. Additionally, the district maintains qualitative data and other processes as means to ensure excellence.

- The colleges successfully strive to provide **access** and enrollment to diverse students, representative of their communities. (p.1)
- **About a third** of the service area's high school graduates enroll in our colleges. (p. 2)
- Slightly **over two-thirds** of course enrollments result in successful course completion. (p. 3)
- The number of students receiving **A.A. degrees and certificates** remains steady. (p. 7)
- The number of **transfer students** to CSUs, UCs, and private universities remains steady. (p. 9)
- **Student satisfaction** survey results show that students are generally very pleased with their college experiences. (p. 11)
- Assessing **student learning outcomes** is a new program for us, and we have asked students to self-rate their learning in a variety of general education areas. Responses show that graduates express greater learning gains than students who have not yet graduated. (p. 12)
- The non-credit, **continuing education programs** provide a steady stream of new matriculants for the college credit programs. (p. 13)
- **Students who complete vocational programs** get jobs and keep their jobs at high rates and at rates comparable to students throughout California. (p. 14)
- The district's employees are increasingly **diverse in ethnicity** and representative of the service area. (p. 16)
- **Grant income** to the district has increased from 2002-03 through 2005-06. (p. 18)

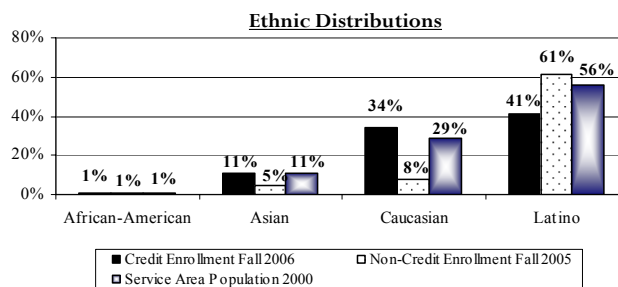


**#1 ACCESS TO STUDENTS: Enrollment and Community Population**

Comparison of ethnic group representation in the service area and credit and continuing education student populations.

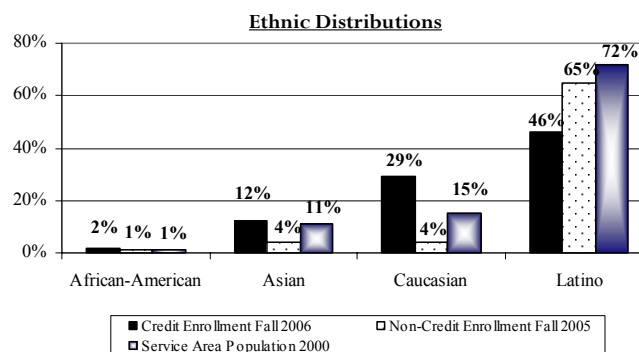
**RSCCD**

- The RSCCD service area population is approximately 586,000 (U.S. Census 2000)
- 32,271 students were enrolled in credit coursework at RSCCD in Fall 2006
- 18,150 students were enrolled in non-credit coursework at RSCCD in Fall 2005



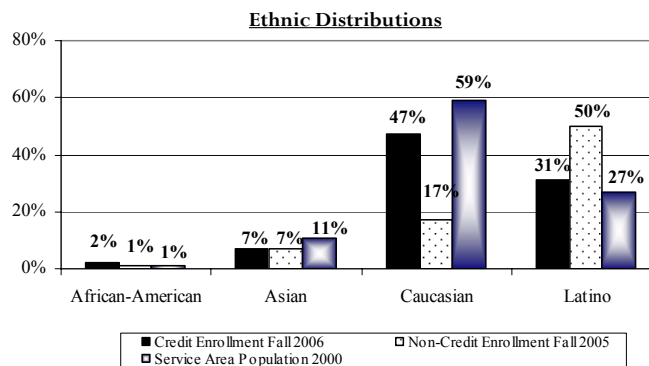
**SAC**

- The SAC service area population is approximately 392,815 (U.S. Census 2000)
- 24,402 students were enrolled in credit coursework at SAC in Fall 2006
- 13,170 students were enrolled in non-credit coursework at SAC in Fall 2005



**SCC**

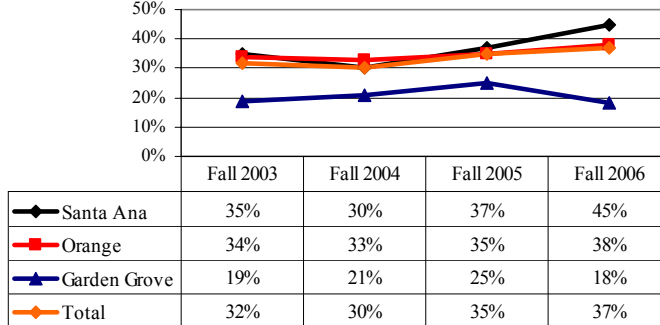
- The SCC service area population is approximately 183,188 (U.S. Census 2000)
- 9,628 students were enrolled in credit coursework at SCC in Fall 2006
- 5,003 students were enrolled in non-credit coursework at SCC in Fall 2005



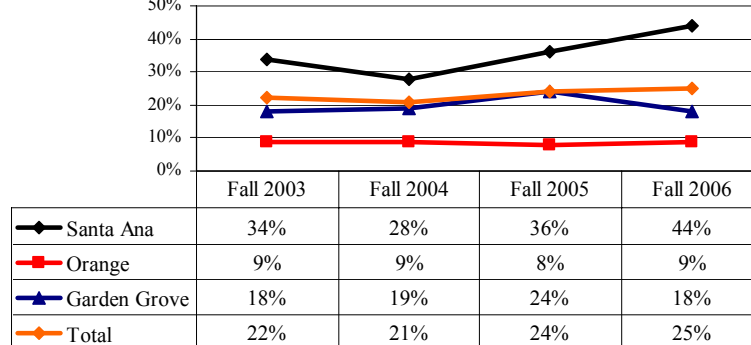
12 MEASURES OF SUCCESS

**#1 ACCESS TO STUDENTS: Percentage of Feeder High School Graduates Enrolled as New Freshmen**

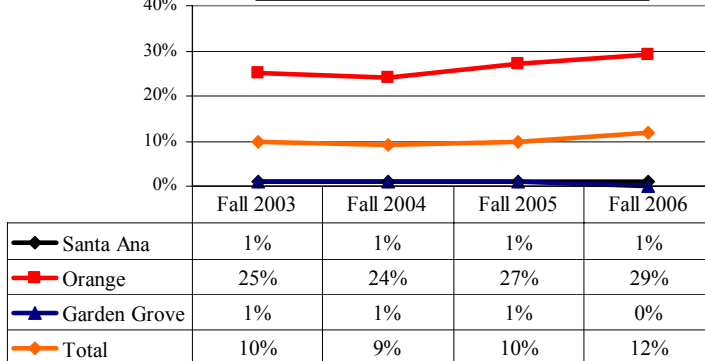
**% of New HS Graduates Enrolled at RSCCD**



**% of New HS Graduates Enrolled at SAC**



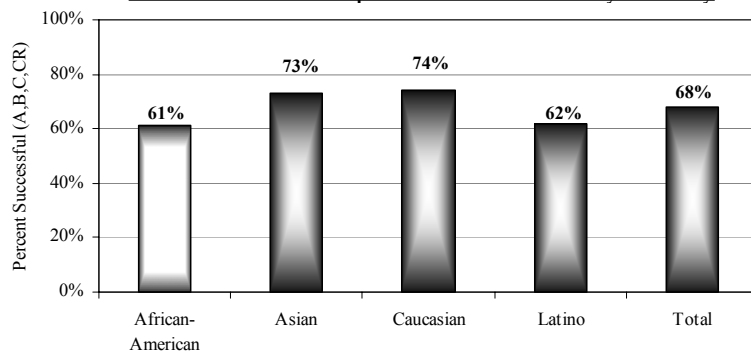
**% of HS New Graduates Enrolled at SCC**



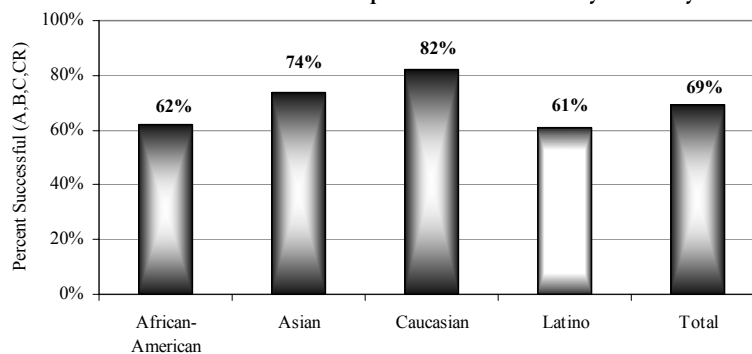
## #2 SUCCESSFUL COURSE COMPLETION

The ratio of the number of courses that students successfully complete (A, B, C, CR) to the number of courses in which students are actively enrolled the third week of the semester.

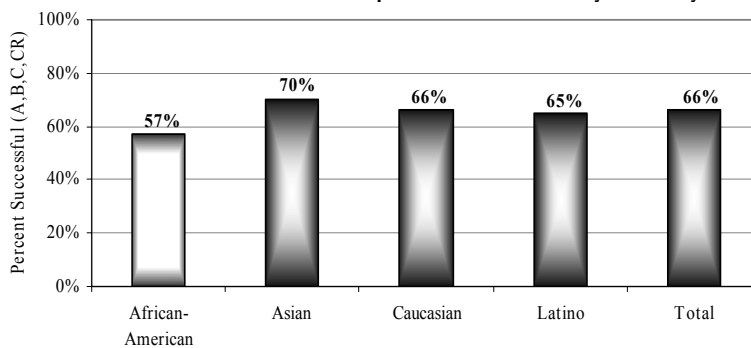
**Successful Course Completion Rates at RSCCD by Ethnicity**



**Successful Course Completion Rates at SAC by Ethnicity**

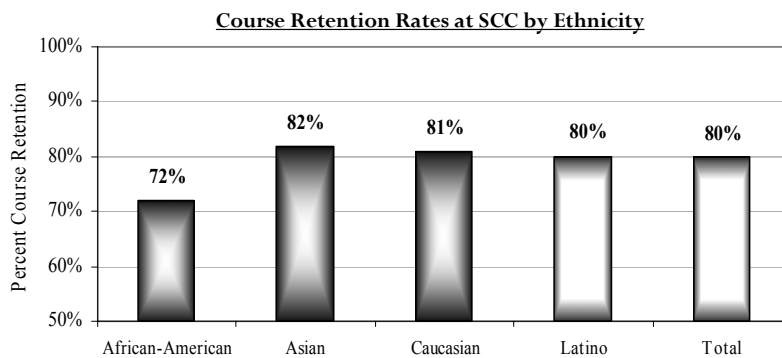
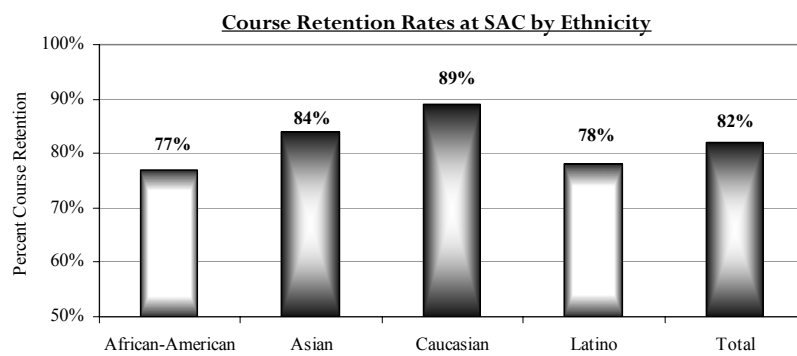
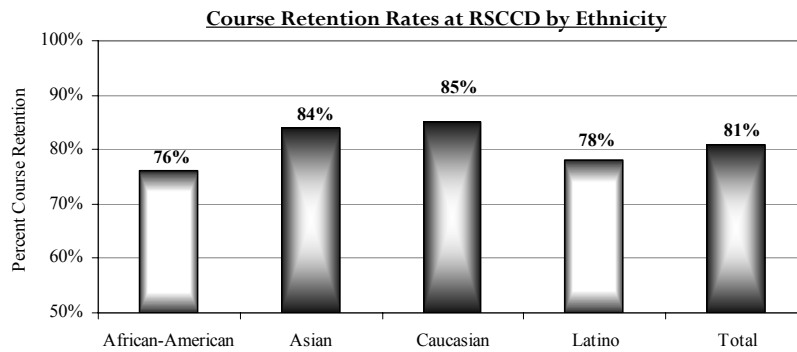


**Successful Course Completion Rates at SCC by Ethnicity**



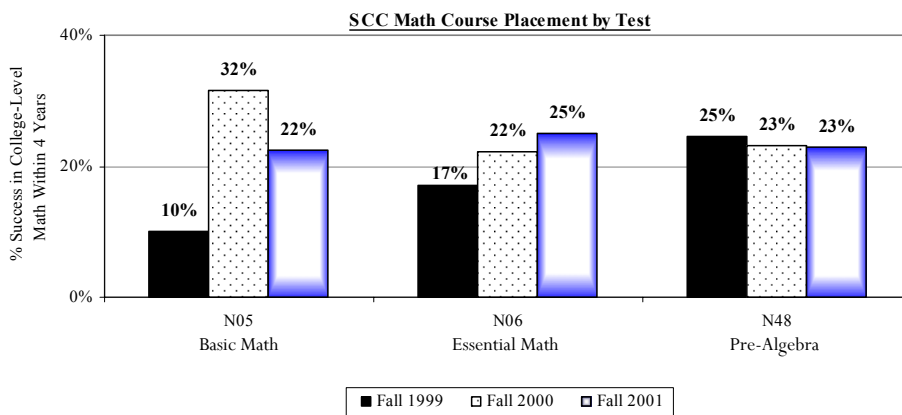
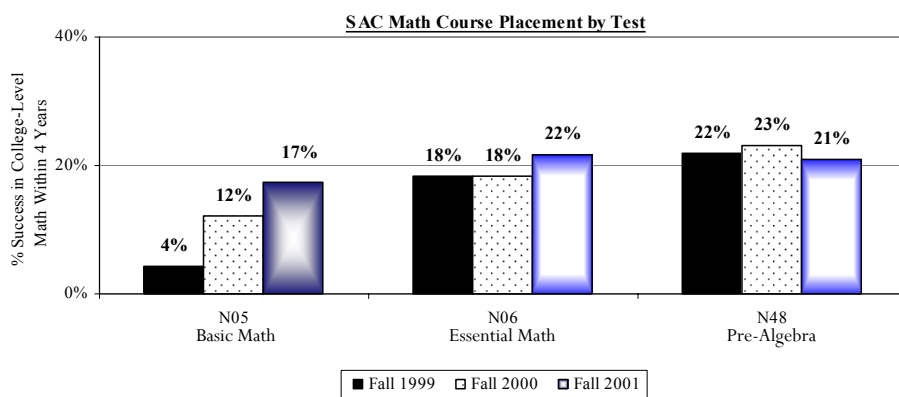
### #3 COURSE RETENTION

The percentage of enrollments (active third week of term) that result in an end-of-term course grade.



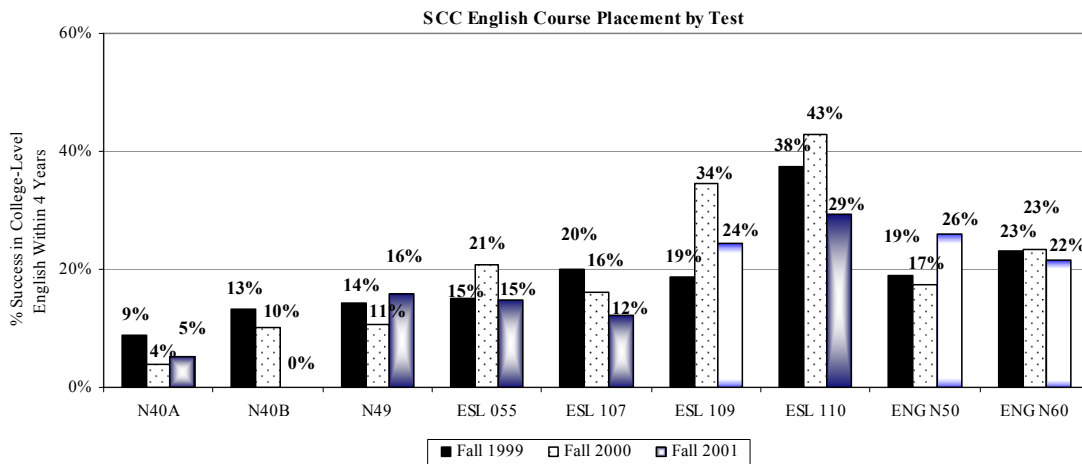
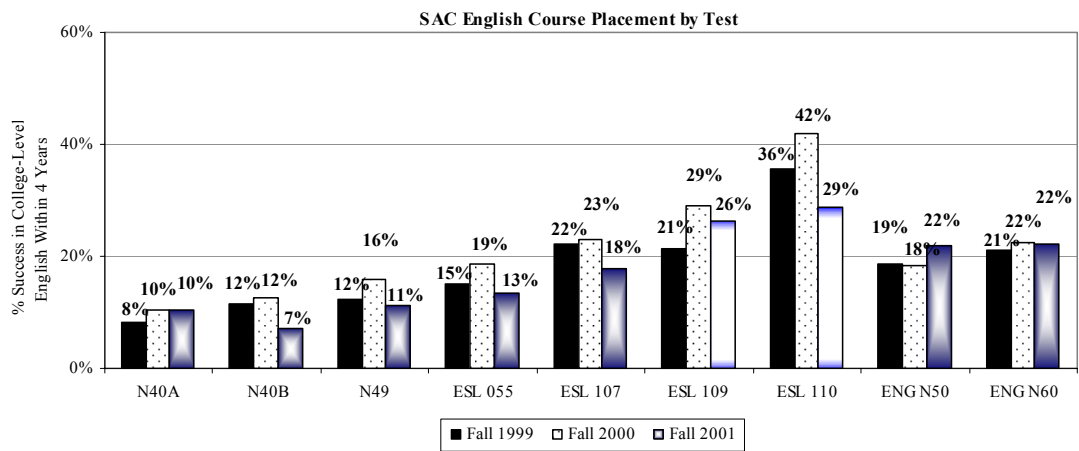
**#4 SUCCESSFUL COMPLETION OF COLLEGE-LEVEL COURSEWORK WITHIN 4 YEARS BY TEST-TAKERS WITH REMEDIAL SCORES**

**Successful Completion of Math 060 (Elementary Algebra) or Higher**



**#4 SUCCESSFUL COMPLETION OF COLLEGE-LEVEL COURSEWORK WITHIN 4 YEARS BY TEST-TAKERS WITH REMEDIAL SCORES**

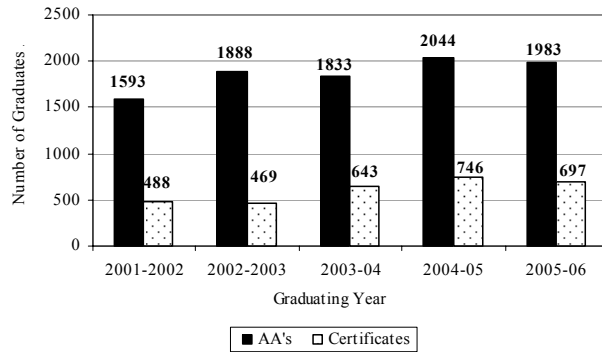
**Successful Completion of English 061/ESL 112 or Higher**



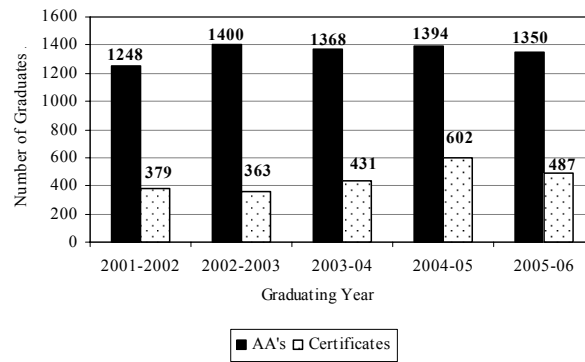
## #5 GRADUATES

Total number of AA/AS degrees and certificates awarded.

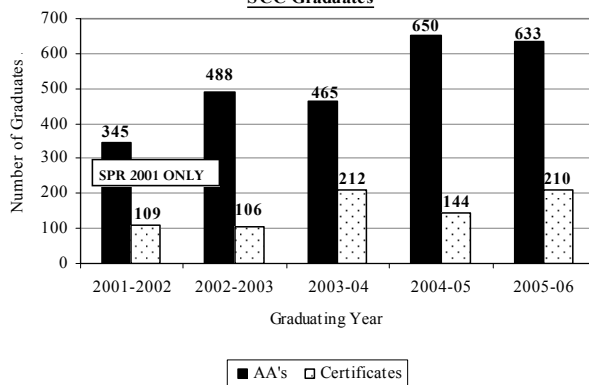
**RSCCD Graduates**



**SAC Graduates**



**SCC Graduates**

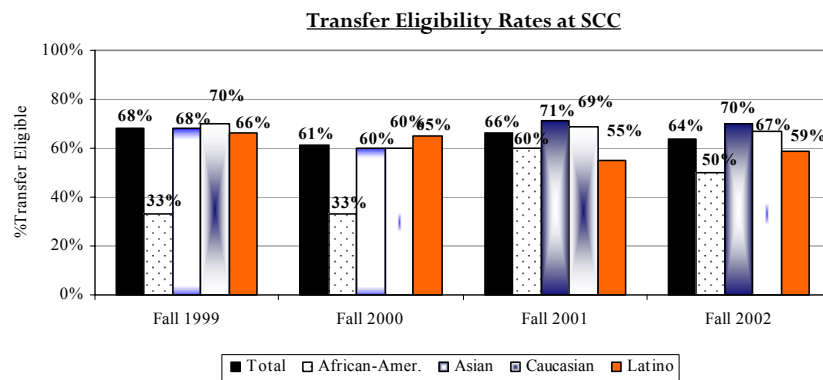
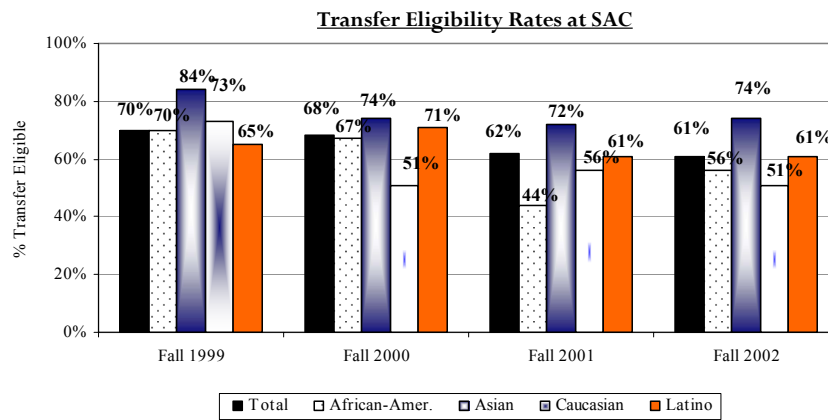


## #6 TRANSFERS: Transfer Eligible

Transfer Eligible Rate = transfer eligible / transfer directed

Transfer Eligible = directed students who completed 56+ units at transfer level, GPA of 2.00+ in those courses, and success in a transfer level writing and math course

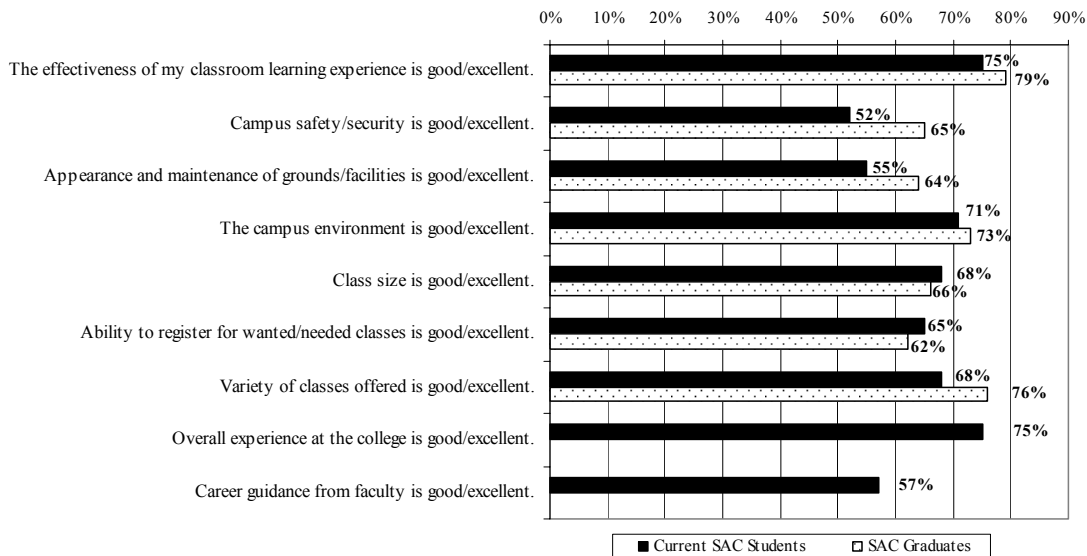
Transfer Directed = students enrolled in transfer level English writing and any transfer level math or statistics in a four-year period



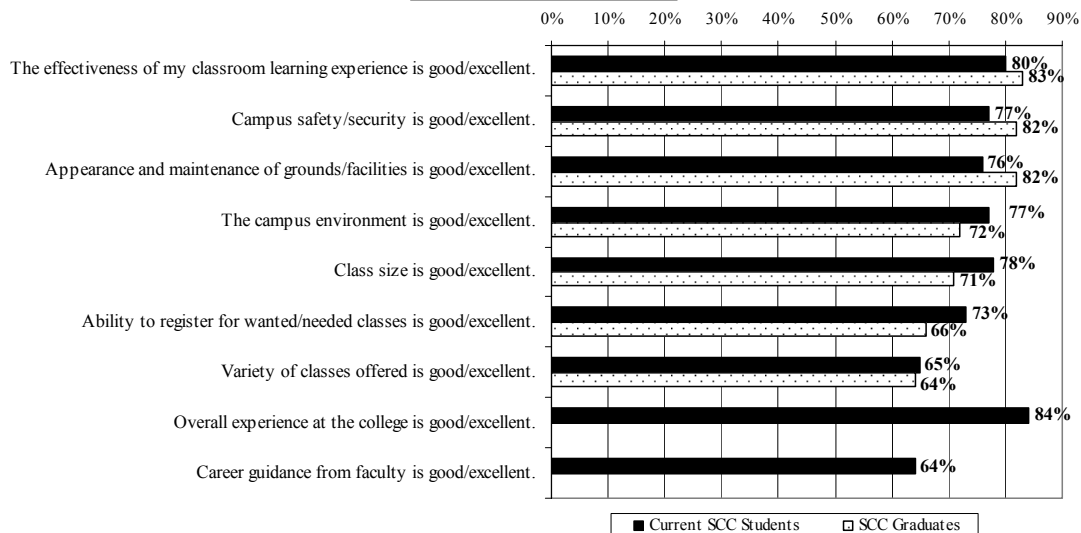


**#7 STUDENT SATISFACTION: Student Assessment of the Colleges, Education, and Services**

**Student Satisfaction at SAC**



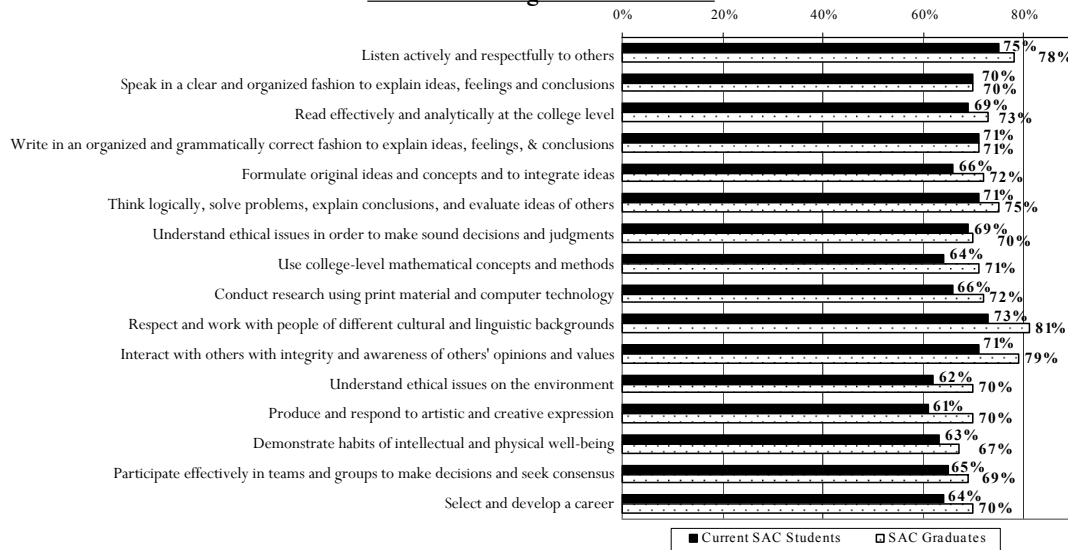
**Student Satisfaction at SCC**



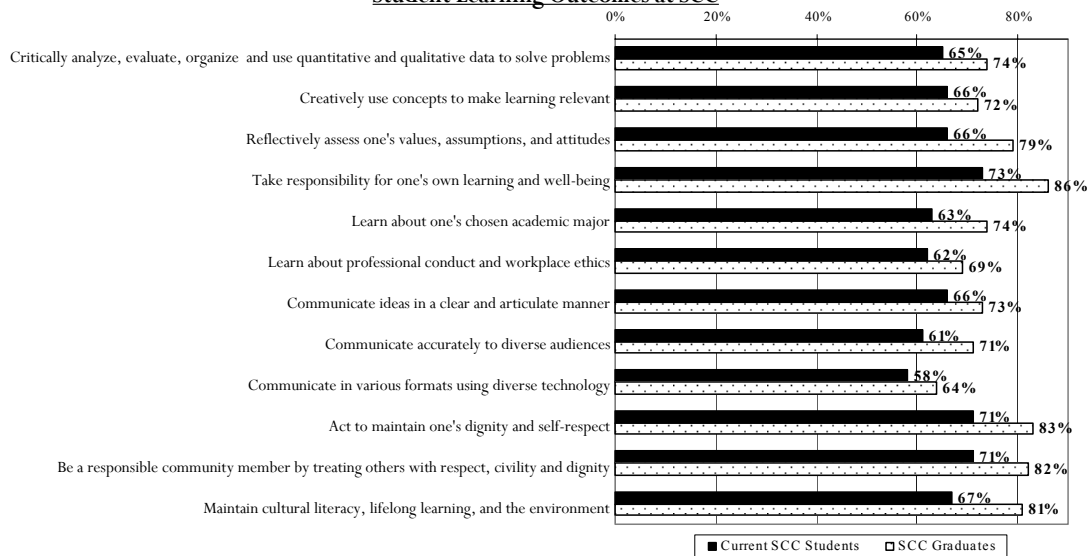
12 MEASURES OF SUCCESS

**#7 STUDENT SATISFACTION: College's Contribution To Knowledge and Skills Student Learning Outcomes**

**Student Learning Outcomes at SAC**

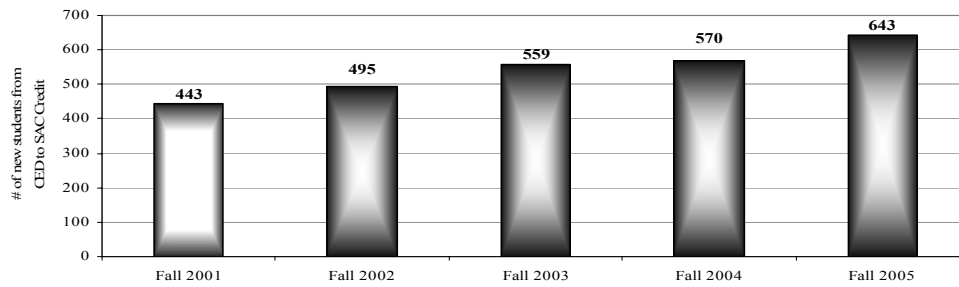


**Student Learning Outcomes at SCC**

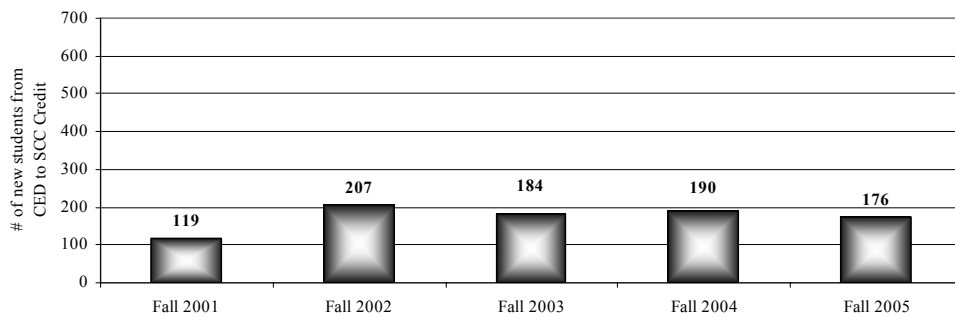


**#8 MATRICULATION OF CONTINUING EDUCATION STUDENTS TO COLLEGE CREDIT COURSEWORK**

Matriculation at SAC



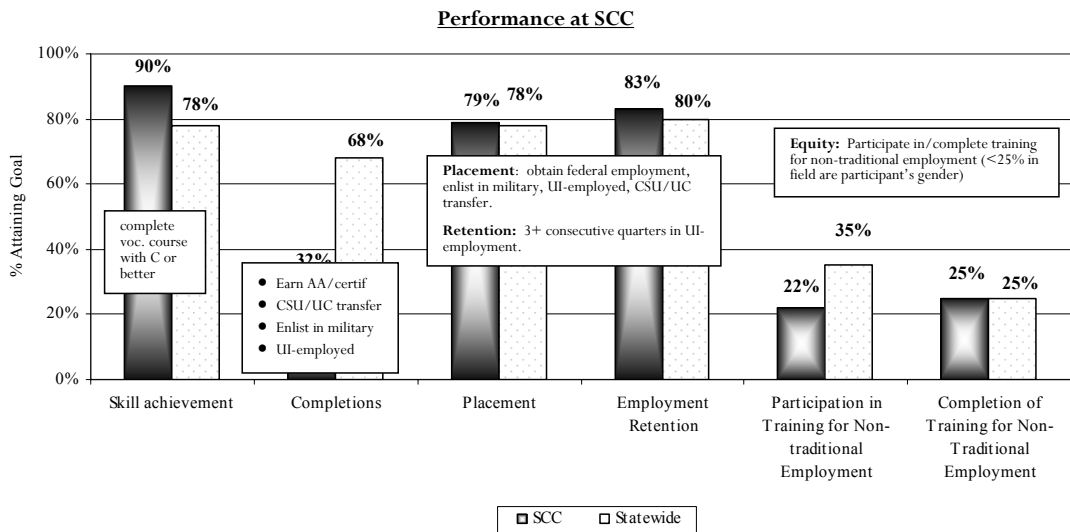
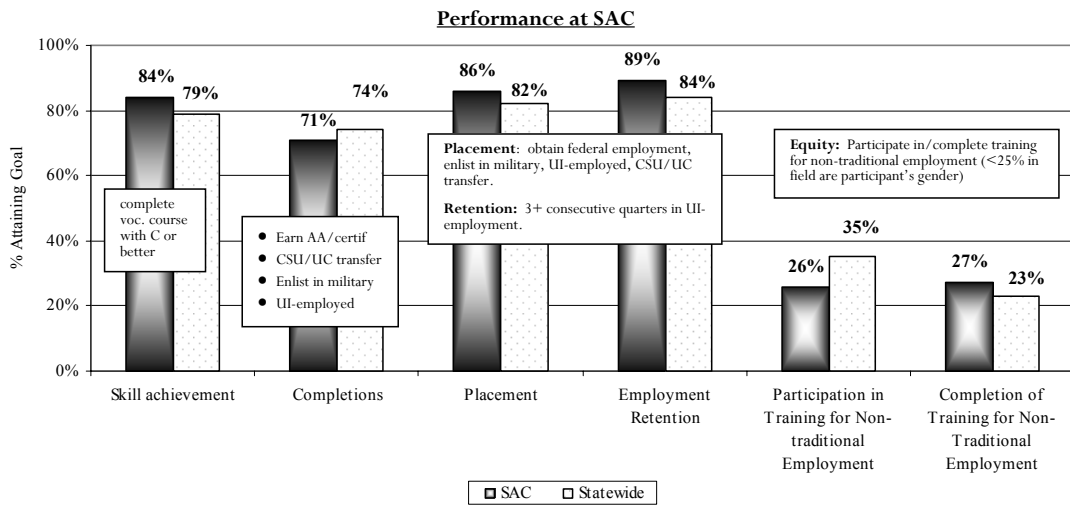
Matriculation at SCC



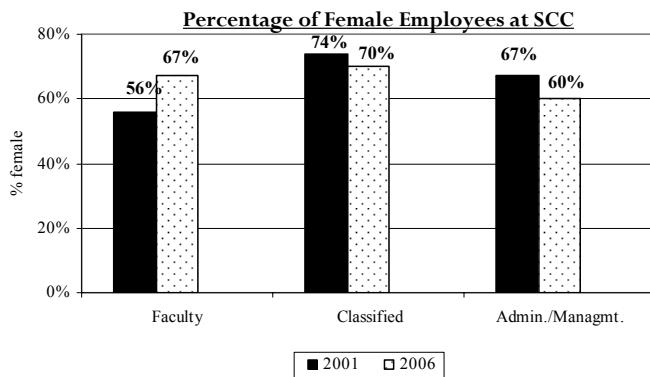
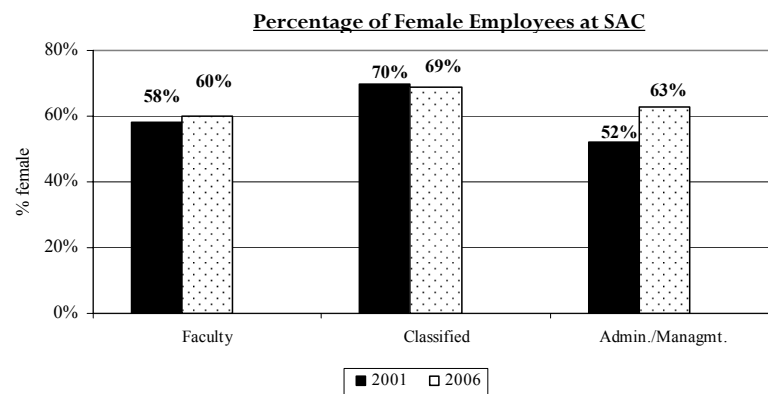
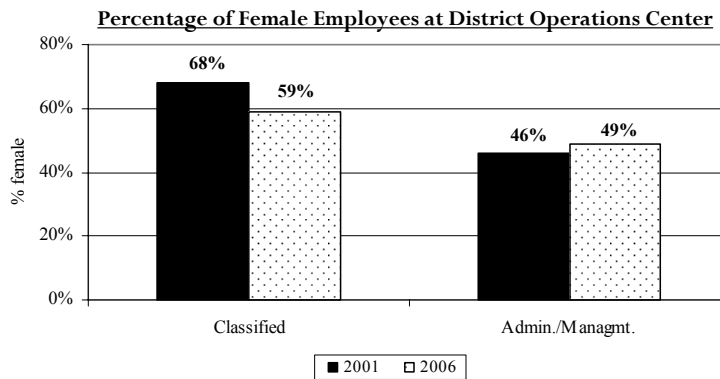
12 MEASURES OF SUCCESS

## #9 VOCATIONAL TECHNICAL EDUCATION ACT (VTEA) CORE INDICATORS OF PERFORMANCE

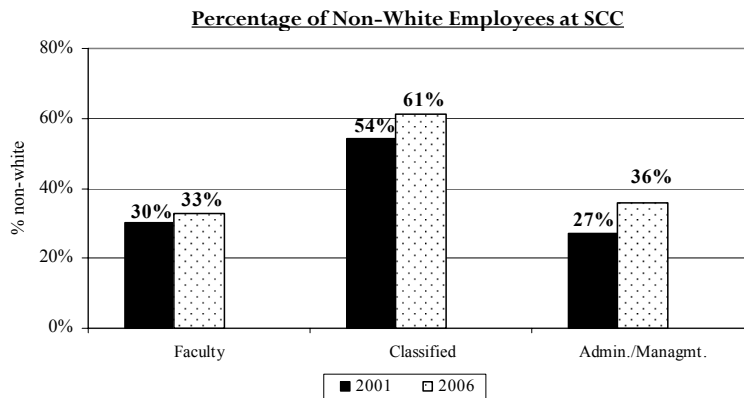
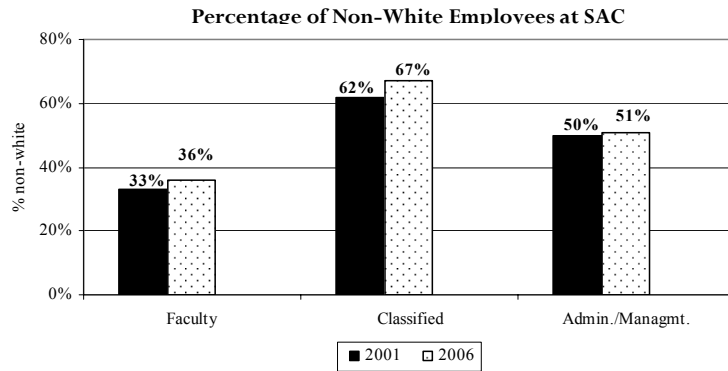
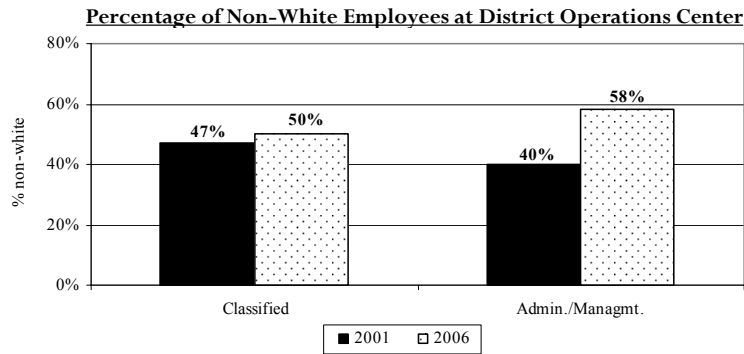
Comparison of college performance to statewide community college performance on six “Core Indicators” established by the CCCCO to evaluate major areas of student performance in vocational programs. All indicators are based on 2002-03 data with the exception of “skill achievement” which is based on 2003-04.



#10 RSCCD EMPLOYEE DIVERSITY, FULL-TIME: Gender



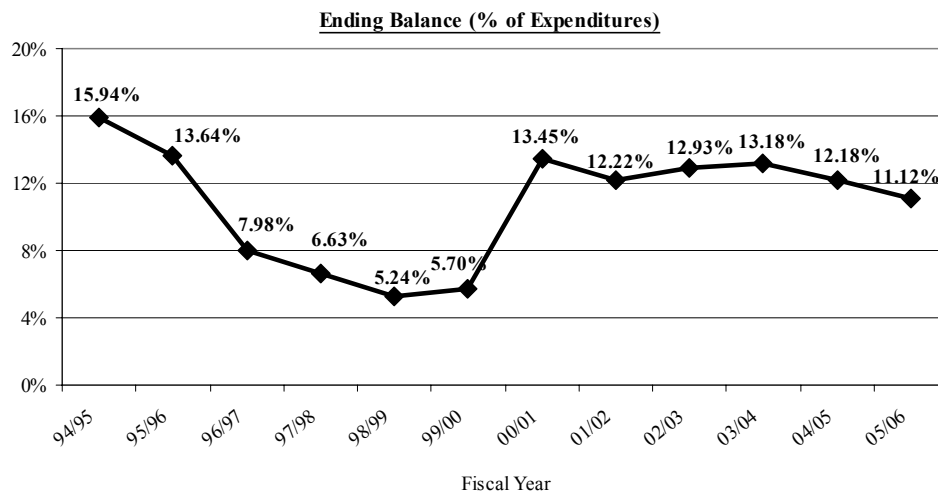
**#10 RSCCD EMPLOYEE DIVERSITY, FULL-TIME: Ethnicity**



## #11 FINANCIAL INDICATORS

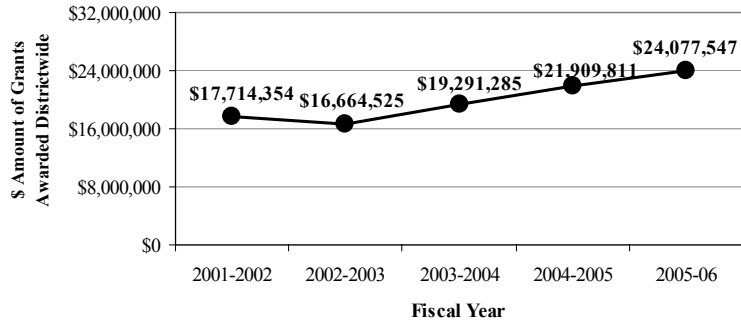
**Ending Fund Balance** – Cash set aside as prudent reserve for extraordinary expenditures

**5% of Total Expenditures** - The amount established by the State Chancellor's Office as a measure of financial well-being. (An unrestricted general fund reserve balance under 5% of total expenditures is a possible indication of financial problems.)

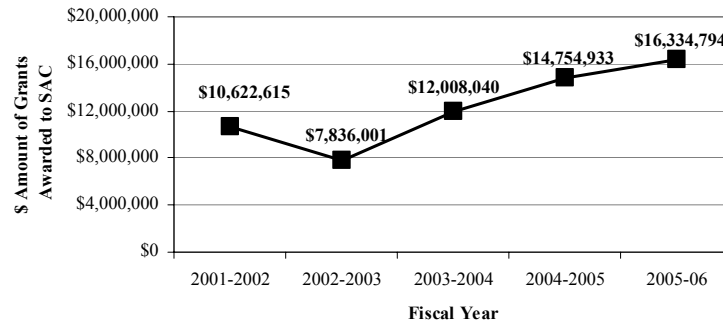


#12 COMPETITIVE AND ENTITLEMENT GRANTS RECEIVED

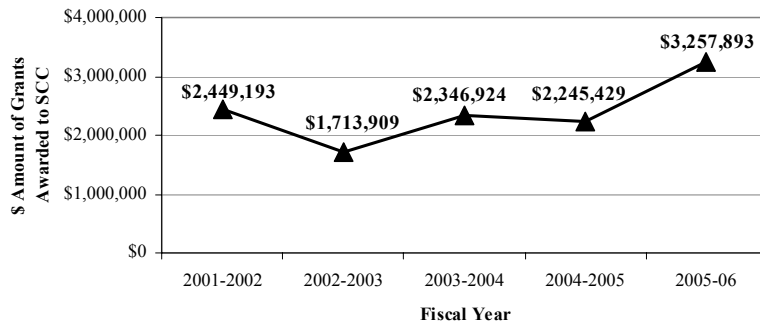
**Total Grants Awarded Districtwide**



**SAC Grants**

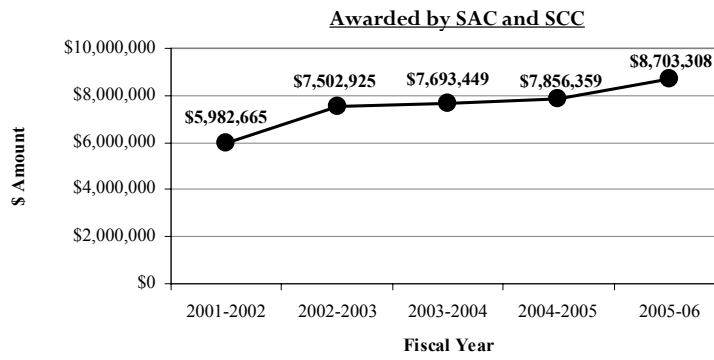


**SCC Grants**





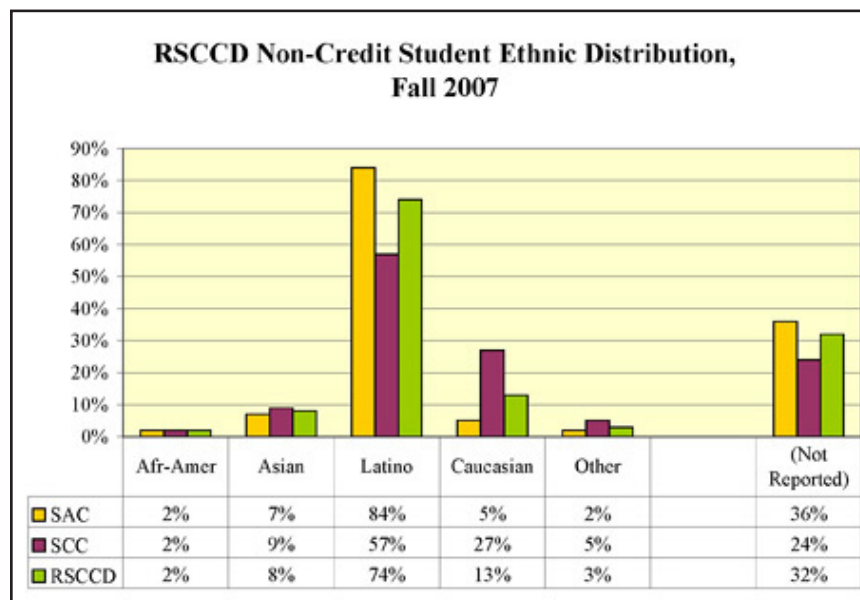
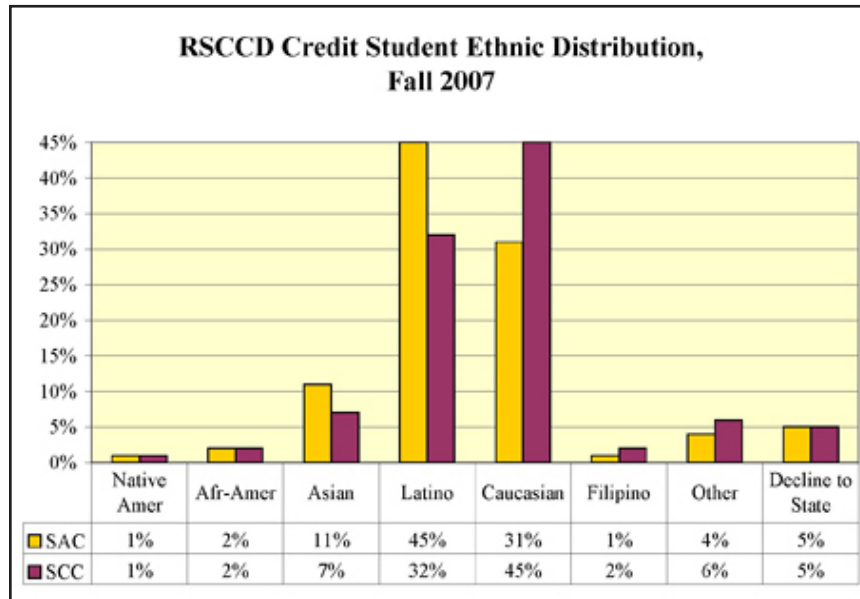
#12 FINANCIAL AID AWARDED TO STUDENTS





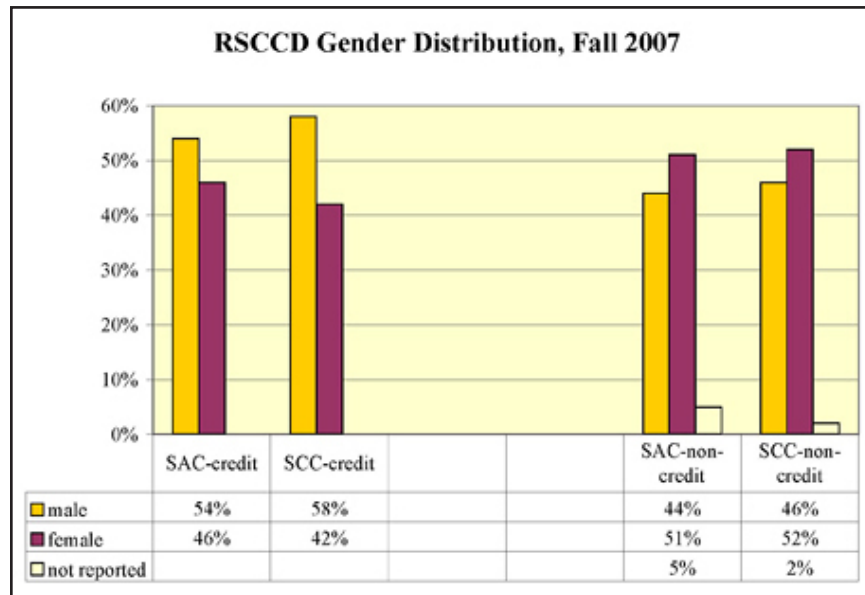
# Student Demographics

## Ethnicity

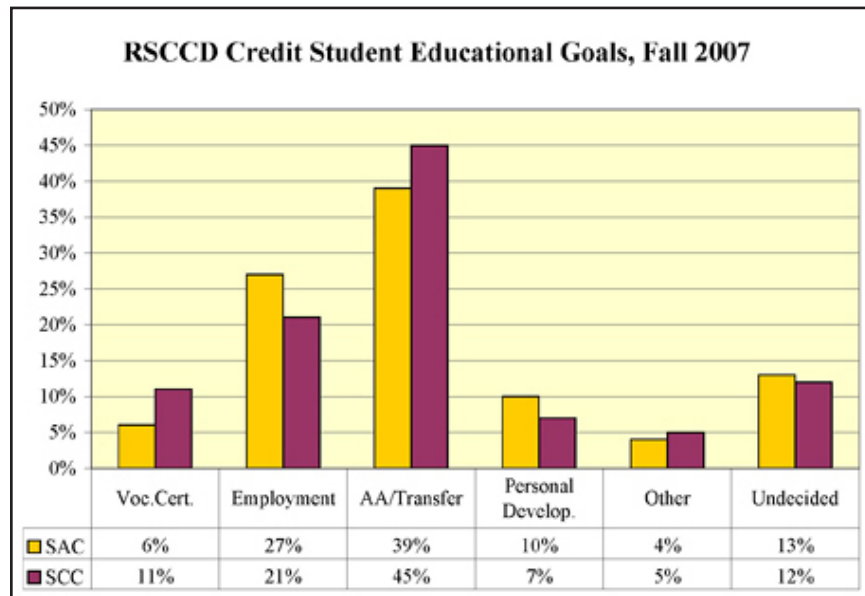


**EDUCATIONAL MASTER PLAN**

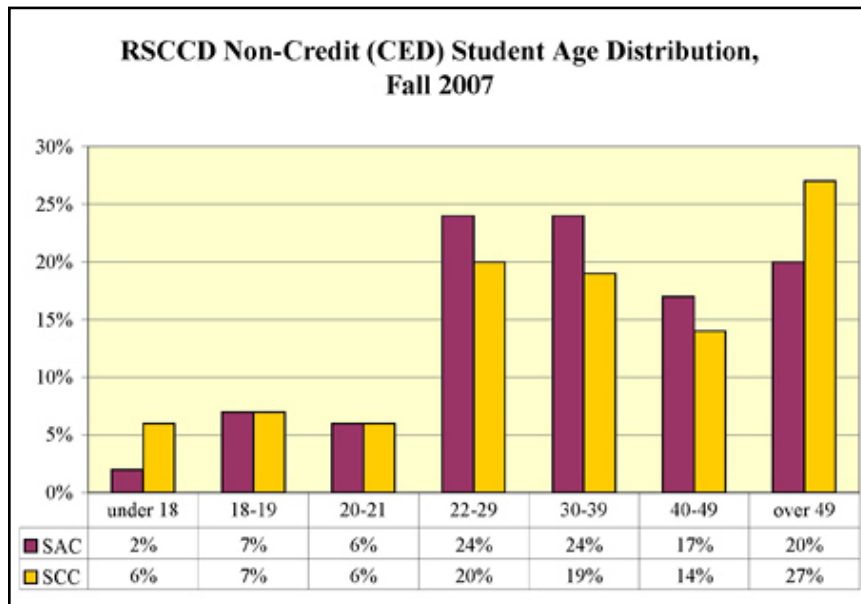
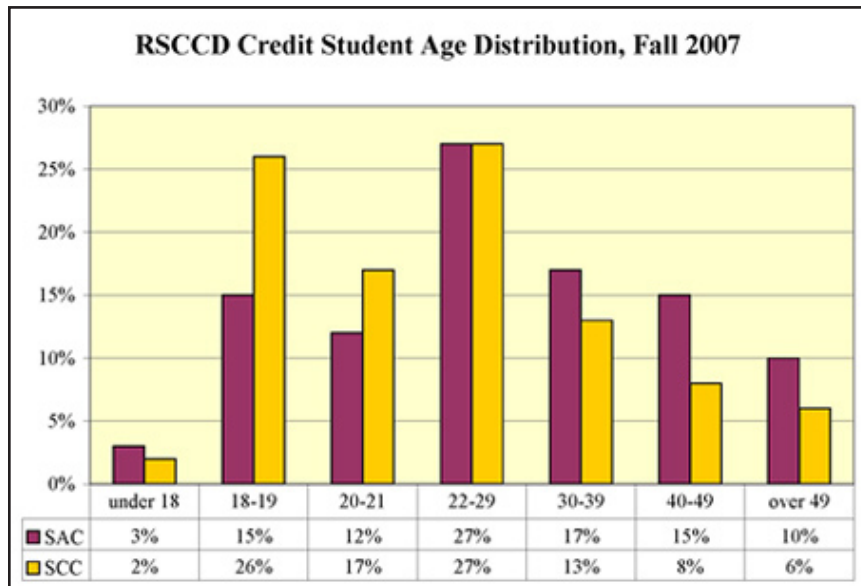
**Gender**



**Education Goals**



### Age of Students at SAC and SCC









**Fall 2003 - Fall 2007**  
**Rancho Santiago Community College District**  
**Credit Enrollment Trends and Student Characteristics**

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<b>II. Student Characteristics (Credit Students)</b>	
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On-Campus Students (excludes Apprenticeship, Fire Academy, Contract Management, Criminal Justice Academy, Quality Assurance, Distance Education, and Business Seminar).....	13



**TOTAL RSCCD CREDIT ENROLLMENT TRENDS**

<b>Source: SR0835</b>	<b>Fall 2003</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>% change '06 to '07</b>
<b>RSCCD (unduplicated)</b>						
credit (3 <sup>rd</sup> week)	29525	29914	27598	32271	35789	+11%
on-campus credit (3 <sup>rd</sup> week)*	23202	23461	23023	23962	25900	+8%
<b>Santa Ana College</b>						
all credit (3 <sup>rd</sup> week)	21900	22223	20752	24402	27097	+11%
on-campus credit (3 <sup>rd</sup> week)*	17243	16883	17034	17564	18709	+7%
<b>Santiago Canyon College</b>						
all credit (3 <sup>rd</sup> week)	9530	9910	8524	9628	10582	+10%
on-campus credit (3 <sup>rd</sup> week)*	8236	8838	7715	8249	9191	+11%
*On-campus counts do not include "non-traditional" classes, including Apprenticeship, Fire Academy, Contract Management, Criminal Justice Academy, Quality Assurance, Business Seminar, and Distance Education (online and tv) classes.						

**HIGH SCHOOLS WITHIN RSCCD  
LAST ATTENDED BY NEW RSCCD FRESHMEN IN CREDIT  
COURSEWORK, FALL 2003-FALL 2007  
(17-19 YEARS OF AGE)**

Source: SR0320	SAC					SCC				
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
<b>Anaheim Hills</b>										
Esperanza	24	20	9	22	26	98	99	94	105	133
<b>Garden Grove</b>										
Garden Grove	39	38	69	45	65	2	6	3	0	3
Hare	4	4	9	12	8	0	0	0	0	1
Santiago	113	111	109	103	122	8	4	4	4	10
<b>Orange</b>										
Canyon	20	25	11	16	18	127	107	82	100	126
El Modena	42	17	25	33	23	165	100	204	180	187
Lutheran	4	11	8	6	8	28	42	44	30	69
Orange	86	73	76	90	85	99	86	108	139	119
Richland	4	11	9	12	1	7	13	12	13	12
Villa Park	28	33	24	35	37	117	129	107	143	122
SCC CED	10	10	6	7	7	4	2	4	3	4
<b>Santa Ana</b>										
Century	126	195	178	175	120	1	5	6	7	2
Cesar Chavez	26	33	24	22	35	-	2	1	0	0
Mater Dei	15	18	20	17	10	8	21	13	21	22
Middle College	135	76	86	96	44	1	-	-	1	0
Mountain View	44	51	83	60	61	1	4	3	0	2
O.C.H.S. of the Arts	3	2	6	11	2	3	-	3	6	2
SAC CED	15	15	6	6	13	6	12	7	10	6
Saddleback	160	58	214	205	169	8	3	5	3	1
Santa Ana	259	241	232	312	314	4	12	3	5	13
Valley	150	171	162	70	166	2	8	3	1	5
<b>Tustin</b>										
Foothill	41	33	26	46	46	73	99	116	113	86
<b>TOTAL FEEDER HS</b>	<b>1348</b>	<b>1242</b>	<b>1383</b>	<b>1401</b>	<b>1380</b>	<b>762</b>	<b>754</b>	<b>822</b>	<b>884</b>	<b>925</b>
<b>Other high schools in RSCCD counties</b>	614	543	471	576	647	169	308	243	294	264

**NUMBER OF GRADUATES OF HIGH SCHOOLS  
WITHIN RSCCD BOUNDARIES**

High School	2003	2004	2005	2006	2007	% change from 2006
<b>Anaheim</b>						
Esperanza	662	856	629	685	709	4%
<b>Garden Grove</b>						
Garden Grove	404	372	397	397	475	20%
Hare	119	131	103	130	130	0%
Santiago	434	393	355	365	351	-4%
<b>Orange</b>						
Canyon	505	463	466	480	499	4%
El Modena	429	390	425	445	464	4%
Lutheran	213	253	248	275	295	7%
Orange	448	367	401	468	420	-10%
Richland	77	116	128	93	90	-3%
Villa Park	460	465	447	550	499	-9%
<b>Santa Ana</b>						
Century	425	472	428	346	303	-12%
Cesar Chavez	92	108	66	52	91	75%
Lorin Grisct Academy (formerly Mountain View)	128	168	159	65	125	92%
Mater Dei	488	465	487	539	525	-3%
Middle College	68	80	67	70	61	-13%
O.C. High School of the Arts	131	174	197	241	221	-8%
Saddleback	547	572	532	526	485	-8%
Santa Ana	668	615	576	569	566	-1%
Valley	454	480	474	375	363	-3%
<b>Tustin</b>						
Foothill	471	439	470	465	390	-16%
<b>TOTAL</b>	<b>7223</b>	<b>7379</b>	<b>7055</b>	<b>7136</b>	<b>7062</b>	<b>-1%</b>

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT (ALL CREDIT STUDENTS)										
source: SR835 (census week)	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	29525		29914		27598		32271		35789	
	n	%	n	%	n	%	n	%	n	%
Ethnicity										
Native American	268	1%	274	1%	211	1%	292	1%	294	1%
African-American	661	2%	662	2%	608	2%	724	2%	844	2%
Asian	3653	12%	3334	11%	3117	11%	3442	11%	3669	10%
Chinese	364	10%	317	10%	303	10%	364	11%	365	10%
Japanese	324	9%	297	9%	266	9%	278	8%	288	8%
Korean	210	6%	217	7%	213	7%	260	8%	267	7%
Southeast Asian	2354	64%	2140	64%	2000	64%	2139	62%	2294	63%
Other Asian	401	11%	363	11%	335	11%	401	12%	455	12%
Latino	13081	44%	13136	44%	12348	45%	13351	41%	14781	41%
Mexican American	11305	86%	11318	86%	10666	86%	11499	86%	12698	86%
Central American	734	6%	779	6%	721	6%	731	5%	786	5%
South American	566	4%	583	4%	533	4%	578	4%	602	4%
Other Latino	476	4%	456	3%	428	3%	543	4%	695	5%
Filipino	411	1%	453	2%	437	2%	530	2%	530	1%
Caucasian	9264	34%	9776	33%	8767	32%	11125	34%	12476	35%
Pacific Islander	148	<1%	160	1%	164	1%	189	1%	207	1%
Other	765	3%	790	3%	768	3%	990	3%	1198	3%
Decline to State	1274	4%	1329	4%	1178	4%	1628	5%	1790	5%
Age										
17 and under	661	2%	703	2%	729	3%	994	3%	898	3%
18	2617	9%	2831	9%	2703	10%	3185	10%	3108	9%
19	2690	9%	2872	10%	2849	10%	2879	9%	3239	9%
20-21	4551	15%	4487	15%	4214	15%	4470	14%	4693	13%
22-25	5075	17%	5092	17%	4926	18%	5455	17%	5926	17%
26-29	3027	10%	2890	10%	2593	9%	3194	10%	3628	10%
30-39	5069	17%	4976	17%	4372	16%	5184	16%	5901	16%
40-49	3523	12%	3770	13%	3212	12%	4156	13%	4904	14%
50-64	2015	7%	1995	7%	1710	6%	2439	8%	3096	9%
over 64	293	1%	294	1%	286	1%	308	1%	391	1%
Not reported	4	<1%	4	<1%	4	<1%	7	<1%	5	<1%
Day/Night Status										
Day	15048	55%	16310	55%	14678	53%	19072	59%	21919	61%
Night	7181	22%	6602	22%	6350	23%	6260	19%	6823	19%
Both	72995	24%	6999	23%	6570	24%	6937	21%	7036	20%
Not reported	1	<1%	3	<1%			2	<1%	11	1%
Gender										
Male	16374	56%	17076	57%	14949	54%	18615	58%	21034	59%
Female	13007	44%	12809	43%	12577	46%	13533	42%	14701	41%
Not reported	144	<1%	29	<1%	72	<1%	123	<1%	54	<1%
Enrollment Status										
Continuing	21222	72%	21547	72%	19878	72%	23377	72%	26805	75%
First Time	4679	16%	4451	15%	4323	16%	4625	14%	4803	13%
Transfer	1781	6%	1816	6%	1576	6%	2035	6%	2099	6%
Returning/Return.Transfer	1836	6%	2058	7%	1821	7%	1962	6%	2081	6%
Not reported	7	<1%	42	<1%			272	1%	1	<1%

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**EDUCATIONAL MASTER PLAN**

<b>RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT (ALL CREDIT STUDENTS)</b>										
source: SR835 (census week)	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	29525		29914		27598		32271		35789	
	n	%	n	%	n	%	n	%	n	%
Citizenship Status										
U.S. Citizen	22927	78%	23594	79%	21801	79%	26518	82%	30028	84%
Immigrant	3612	12%	3462	12%	2975	11%	2946	9%	2963	8%
Other	2986	10%	2858	10%	2822	10%	2807	9%	2798	8%
Full/Part-Time Status										
12+ units	7444	25%	7690	26%	7377	27%	7071	22%	7710	22%
<12 units	22081	75%	22224	74%	20221	73%	25200	78%	28079	78%
Educational Objectives										
Vocational Certificate	2232	8%	2059	7%	1956	7%	2426	8%	2726	8%
Employment Courses	6688	23%	7169	24%	6022	22%	7457	23%	9415	26%
career interest	890	13%	878	12%	798	13%	947	13%	994	11%
new career	2066	31%	2034	28%	1961	33%	2177	29%	2231	24%
career promotion	1761	26%	2114	29%	2022	34%	2828	38%	4622	49%
get license	1971	29%	2143	30%	1241	21%	1505	20%	1568	17%
AA Degree	9433	32%	9405	31%	9197	33%	10184	32%	10916	31%
transfer	7609	81%	7626	81%	7518	82%	8268	81%	8863	81%
vocational	1824	19%	1779	19%	1679	18%	1916	19%	2053	19%
Transfer, no AA	2544	9%	2460	8%	2307	8%	2465	8%	2625	7%
Personal development	2199	7%	2388	8%	1905	7%	2414	7%	3300	9%
Other	699	2%	805	3%	795	3%	1618	5%	868	2%
Improve Basic Skills	627	2%	522	2%	472	2%	452	1%	451	1%
Undecided	4437	15%	4343	15%	4177	15%	4429	14%	4649	13%
High School Diploma	193	<1%	194	1%	166	1%	217	1%	223	1%
Teaching Career	473	2%	569	2%	601	2%	609	2%	616	2%
Student Level										
High School	434	2%	452	2%	429	2%	557	2%	564	2%
Freshman	19922	68%	20056	67%	18876	68%	20768	64%	23510	66%
Sophomore	2508	9%	2408	8%	2083	8%	2440	8%	2562	7%
60+ units	2062	7%	2044	7%	1783	6%	2020	6%	2122	6%
AA/AS	1834	6%	1903	6%	1659	6%	2300	7%	2633	7%
BA	2326	8%	2488	8%	2433	9%	3190	10%	3947	11%
Unknown	439	2%	563	2%	335	1%	996	3%	451	1%

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SANTA ANA COLLEGE (ALL CREDIT STUDENTS)										
source: SR835 (census week)	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	21900		22223		20752		24402		27097	
	n	%	n	%	n	%	n	%	n	%
Ethnicity										
Native American	185	1%	191	1%	144	1%	200	1%	188	1%
African-American	501	2%	495	2%	486	2%	574	2%	659	2%
Asian	3213	15%	2861	13%	2707	13%	2942	12%	3113	11%
Chinese	285	9%	238	8%	240	9%	282	10%	270	9%
Japanese	258	8%	242	8%	213	8%	218	7%	218	7%
Korean	156	5%	153	5%	153	6%	186	6%	190	6%
Southeast Asian	2201	69%	1948	68%	1844	68%	1945	66%	2087	67%
Other Asian	313	10%	280	10%	257	9%	311	11%	348	11%
Latino	10928	50%	10870	49%	10487	51%	11115	46%	12146	45%
Mexican American	9547	87%	9430	87%	9114	44%	9658	40%	10515	39%
Central American	603	6%	662	6%	627	3%	605	2%	643	2%
South American	448	4%	450	4%	427	2%	458	2%	460	2%
Other Latino	330	3%	328	3%	319	2%	394	2%	528	2%
Filipino	312	1%	324	1%	333	2%	394	2%	382	1%
Caucasian	5312	24%	5879	26%	5149	25%	7158	29%	8299	31%
Pacific Islander	113	1%	117	1%	120	1%	135	1%	151	1%
Other	489	2%	531	2%	493	2%	655	3%	786	3%
Decline to State	847	4%	955	4%	833	4%	1229	5%	1373	5%
Age										
17 and under	517	2%	545	2%	571	3%	802	3%	684	3%
18	1799	8%	1941	9%	1781	9%	2122	9%	1952	7%
19	1915	9%	2006	9%	1937	9%	1970	8%	2190	8%
20-21	3435	16%	3324	15%	3076	15%	3212	13%	3368	12%
22-25	3911	18%	3850	17%	3852	19%	4094	17%	4479	17%
26-29	2289	10%	2143	10%	2014	10%	2431	10%	2789	10%
30-39	3769	17%	3801	17%	3477	17%	4174	17%	4718	17%
40-49	2605	12%	2900	13%	2600	13%	3460	14%	4115	15%
50-64	1491	7%	1541	7%	1297	6%	1972	8%	2556	9%
over 64	167	1%	169	1%	145	1%	159	1%	243	1%
Not reported	2	<1%	3	<1%	2	<1%	6	<1%	3	<1%
Day/Night Status										
Day	11744	54%	13111	59%	11914	57%	15431	63%	17508	65%
Night	5165	24%	4601	21%	4522	22%	4444	18%	5082	19%
Both	4990	23%	4510	20%	4316	21%	4525	19%	4507	17%
Not reported	1	<1%	1	<1%	0	0%	2	0%	0	0%
Gender										
Male	11788	54%	12491	54%	11189	54%	14067	54%	15850	54%
Female	9969	46%	9704	46%	9494	46%	10214	46%	11193	46%
Not reported	143	<1%	28	<1%	69	<1%	121	<1%	54	<1%
Enrollment Status										
Continuing	16238	74%	16926	76%	15512	75%	18250	75%	21048	78%
First Time	3152	14%	2807	13%	2964	14%	3144	13%	3142	12%
Transfer	1222	6%	1134	5%	1064	5%	1422	6%	1508	6%
Returning/Return.Transfer	1282	6%	1315	6%	1212	6%	1315	5%	1398	5%
Not reported	6	<1%	41	<1%			271	1%	1	0%

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## EDUCATIONAL MASTER PLAN

<b>SANTA ANA COLLEGE (ALL CREDIT STUDENTS)</b>										
source: SR835 (census week)	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	21900		22223		20752		24402		27097	
	n	%	n	%	n	%	n	%	n	%
<b>Citizenship Status</b>										
U.S. Citizen	16040	73%	16717	75%	15563	75%	19341	79%	22058	81%
Immigrant	3124	14%	2893	13%	2624	13%	2540	10%	2511	9%
Other	2736	12%	2613	12%	2565	12%	2521	10%	2528	9%
<b>Full/Part-Time Status</b>										
12+ units	5661	26%	5641	25%	5133	25%	4899	20%	5307	20%
<12 units	16239	74%	16582	75%	15619	75%	19503	80%	21790	80%
<b>Educational Objectives</b>										
Vocational Certificate	1310	6%	1267	6%	1274	6%	1464	6%	1620	6%
Employment Courses	4816	22%	5169	23%	4674	23%	5774	24%	7427	27%
career interest	661	14%	653	13%	570	12%	673	12%	705	9%
new career	1575	33%	1513	29%	1464	31%	1604	28%	1650	22%
career promotion	1143	24%	1528	30%	1603	34%	2250	39%	3870	52%
get license	1437	30%	1475	29%	1037	22%	1247	22%	1202	16%
AA Degree	7316	33%	7217	32%	6979	34%	7727	32%	8260	30%
transfer	5791	79%	5753	80%	5627	81%	6182	80%	6608	80%
vocational	1525	21%	1464	20%	1352	19%	1545	20%	1652	20%
Transfer, no AA	1757	8%	1646	7%	1497	7%	1658	7%	1832	7%
Personal Development	1213	6%	1476	7%	1418	7%	1874	8%	2658	10%
Other	890	4%	919	4%	598	3%	1371	6%	628	2%
Improve Basic Skills	551	3%	460	2%	421	2%	398	2%	399	1%
Undecided	3556	16%	3490	16%	3313	16%	3501	14%	3650	13%
High School Diploma	160	1%	155	1%	126	1%	163	1%	157	1%
Teaching Career	331	2%	424	2%	452	2%	472	2%	466	2%
<b>Student Level</b>										
High School	355	2%	354	2%	348	2%	440	2%	436	2%
Freshman	14321	65%	14321	64%	13822	67%	14936	61%	16901	62%
Sophomore	1955	9%	1827	8%	1545	7%	1880	8%	1959	7%
60+ units	1688	8%	1686	8%	1456	7%	1670	7%	1779	7%
AA/AS	1457	7%	1648	7%	1407	7%	1987	8%	2309	9%
BA	1748	8%	1981	9%	1899	9%	2583	11%	3330	12%
Unknown	376	2%	406	2%	275	1%	906	4%	383	1%

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SANTA ANA COLLEGE (EXCLUDING 'NON-TRADITIONAL COURSES')										
source: SR835 (census week)	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	17243		16883		17034		17564		18709	
	n	%	n	%	n	%	n	%	n	%
Ethnicity										
Native American	104	1%	95	1%	97	1%	102	1%	92	0%
African-American	390	2%	368	2%	388	2%	415	2%	457	2%
Asian	2982	17%	2647	15%	2553	15%	2641	15%	2723	15%
Chinese	251	8%	208	8%	215	8%	237	9%	218	8%
Japanese	227	8%	198	7%	189	7%	164	6%	155	6%
Korean	131	4%	127	5%	128	5%	146	6%	162	6%
Southeast Asian	2096	70%	1872	71%	1789	70%	1841	70%	1935	71%
Other Asian	277	9%	242	9%	232	9%	253	10%	253	9%
Latino	9801	57%	9782	57%	9584	57%	9609	55%	10254	55%
Mexican American	8623	88%	8548	87%	8382	87%	8432	88%	8965	87%
Central American	553	6%	607	6%	577	6%	545	6%	569	6%
South American	395	4%	394	4%	380	4%	382	4%	373	4%
Other Latino	230	2%	233	2%	245	3%	250	3%	347	3%
Filipino	252	1%	266	2%	271	2%	326	2%	306	2%
Caucasian	2779	16%	2846	17%	3179	19%	3307	19%	3624	19%
Pacific Islander	83	0%	79	0%	92	1%	94	1%	101	1%
Other	369	2%	366	2%	360	2%	456	3%	506	3%
Decline to State	483	3%	434	3%	510	3%	614	3%	646	3%
Age										
17 and under	510	3%	468	3%	511	3%	700	4%	635	3%
18	1723	10%	1878	11%	1728	10%	2045	12%	1895	10%
19	1791	10%	1916	11%	1842	11%	1877	11%	2073	11%
20-21	3091	18%	3067	18%	2862	17%	2931	17%	3036	16%
22-25	3259	19%	3336	19%	3412	20%	3469	20%	3664	20%
26-29	1758	10%	1590	9%	1622	10%	1713	10%	1897	10%
30-39	2650	15%	2398	14%	2481	15%	2317	13%	2556	14%
40-49	1459	8%	1344	8%	1532	9%	1462	8%	1662	9%
50-64	844	5%	732	4%	904	5%	910	5%	1105	6%
over 64	157	1%	154	1%	138	1%	139	1%	183	1%
Not reported	1	<1%			2	<1%	1	<1%	3	<1%
Day/Night Status										
Day	7728	45%	8258	48%	8606	51%	9016	51%	9617	51%
Night	5016	29%	4471	26%	4393	26%	4277	24%	4866	26%
Both	4498	26%	4153	24%	4035	24%	4269	24%	4226	23%
	1	<1%	1	<1%	0	0%	2	0%	0	0%
Gender										
Male	8073	47%	7953	47%	8195	48%	8333	47%	8910	48%
Female	9028	52%	8903	52%	8770	51%	9206	52%	9744	52%
Not reported	142	1%	27	1%	69	0%	25	0%	55	0%
Enrollment Status										
Continuing	12199	71%	12076	70%	12188	72%	12009	68%	13398	72%
First Time	2998	17%	2680	16%	2898	17%	3030	17%	3014	16%
Transfer	1009	6%	938	5%	921	5%	1152	7%	1225	7%
Returning/Return.Transfer	1034	6%	1148	7%	1027	6%	1107	6%	1071	6%
Unknown	3	<1%	41	<1%			266	2%	1	0%

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**EDUCATIONAL MASTER PLAN**

<b>SANTA ANA COLLEGE (EXCLUDING 'NON-TRADITIONAL COURSES')</b>										
source: SR835 (census week)	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	17243		16883		17034		17564		18709	
	n	%	n	%	n	%	n	%	n	%
Citizenship Status										
U.S. Citizen	11593	67%	11554	67%	11965	71%	12673	72%	13867	74%
Immigrant	2987	17%	2765	16%	2535	15%	2423	14%	2378	13%
Other	2663	15%	2564	15%	2534	15%	2468	14%	2464	13%
Full/Part-Time Status										
12+ units	5008	29%	5123	30%	4706	28%	4494	26%	4876	26%
<12 units	12235	71%	11760	70%	12328	72%	13070	74%	13833	74%
Educational Objectives										
Vocational Certificate	1086	6%	1015	6%	1091	6%	1102	6%	1195	6%
Employment Courses	2872	17%	2881	17%	3061	18%	3080	18%	3625	19%
career interest	583	20%	576	20%	514	17%	554	18%	578	16%
new career	1262	44%	1235	43%	1277	42%	1294	42%	1313	36%
career promotion	459	16%	445	15%	592	19%	544	18%	1036	29%
get license	568	20%	625	22%	678	22%	688	22%	698	19%
AA Degree	6115	35%	6067	35%	6196	37%	6362	36%	6701	36%
transfer	4870	80%	4853	80%	5008	81%	5096	80%	5369	80%
vocational	1245	20%	1214	20%	1188	19%	1266	20%	1332	20%
Transfer, no AA	1560	9%	1446	8%	1371	8%	1454	8%	1609	9%
Personal Development	842	5%	852	5%	941	6%	992	6%	1276	7%
Improve Basic Skills	519	3%	440	3%	411	2%	374	2%	369	2%
Other	750	4%	763	4%	538	3%	905	5%	512	3%
High School Diploma	149	1%	147	1%	118	1%	151	1%	143	1%
Undecided	3044	18%	2875	17%	2885	17%	2708	15%	2860	15%
Teaching Career	306	2%	397	2%	422	2%	436	2%	419	2%
Student Level										
High School	355	2%	316	2%	344	2%	436	2%	430	2%
Freshman	12726	74%	12512	73%	12293	73%	12324	70%	13422	72%
Sophomore	1274	7%	1181	7%	1198	7%	1261	7%	1274	7%
60+ units	991	6%	957	6%	1031	6%	955	5%	1009	5%
AA/AS	571	3%	556	3%	718	4%	654	4%	727	4%
BA	979	6%	984	6%	1193	7%	1271	7%	1513	8%
Unknown	347	2%	377	2%	257	2%	663	4%	334	2%

SANTIAGO CANYON COLLEGE (ALL CREDIT STUDENTS)										
source: SR835 (census week)	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	9530		9910		8524		9628		10582	
	n	%	n	%	n	%	n	%	n	%
Ethnicity										
Native American	92	1%	103	1%	81	1%	107	1%	120	1%
African-American	194	2%	213	2%	153	2%	180	2%	228	2%
Asian	736	8%	770	8%	611	7%	699	7%	764	7%
Chinese	121	16%	121	16%	87	14%	101	14%	121	16%
Japanese	119	16%	107	14%	87	14%	94	13%	85	11%
Korean	82	11%	90	12%	84	14%	102	15%	106	14%
Southeast Asian	296	40%	332	43%	248	41%	289	41%	319	42%
Other Asian	118	16%	120	16%	105	17%	113	16%	133	17%
Latino	3050	32%	3230	33%	2548	30%	3001	31%	3406	32%
Mexican American	2526	83%	2699	84%	2125	83%	2483	83%	2811	83%
Central American	188	6%	180	6%	136	5%	174	6%	195	6%
South American	169	6%	184	6%	151	6%	161	5%	197	6%
Other Latino	167	5%	167	5%	136	5%	183	6%	203	6%
Filipino	142	1%	173	2%	133	2%	173	2%	201	2%
Caucasian	4468	47%	4583	46%	4211	49%	4535	47%	4811	45%
Pacific Islander	49	1%	52	1%	53	1%	59	1%	68	1%
Other	329	3%	342	3%	326	4%	412	4%	504	5%
Decline to State	470	5%	444	4%	408	5%	462	5%	480	5%
Age										
17 and under	174	2%	179	2%	178	2%	210	2%	239	2%
18	1039	11%	1133	11%	1085	13%	1266	13%	1323	13%
19	1088	11%	1176	12%	1199	14%	1167	12%	1349	13%
20-21	1704	18%	1736	18%	1569	18%	1750	18%	1834	17%
22-25	1689	18%	1772	18%	1461	17%	1760	18%	1903	18%
26-29	940	10%	937	9%	720	8%	935	10%	995	9%
30-39	1360	14%	1378	14%	1040	12%	1154	12%	1332	13%
40-49	901	9%	971	10%	676	8%	751	8%	872	8%
50-64	504	5%	496	5%	451	5%	478	5%	581	5%
over 64	129	1%	131	1%	143	2%	156	2%	150	1%
Not reported	2	<1%	1	<1%	2	<1%	1	<1%	4	<1%
Day/Night Status										
Day	4522	47%	4761	48%	3972	47%	4935	51%	5858	55%
Night	3157	33%	3138	32%	2678	31%	2747	29%	2608	25%
Both	1851	19%	2008	20%	1874	22%	1944	20%	2104	20%
Not reported			3	<1%			2	0%	12	0%
Gender										
Male	5381	57%	5685	57%	4567	54%	5368	56%	6113	58%
Female	4146	44%	4223	43%	3954	46%	4259	44%	4469	42%
Not reported	3	<1%	2	<1%	3	<1%	1	<1%	0	0%
Enrollment Status										
Continuing	6461	68%	6373	64%	5738	67%	6487	67%	7281	69%
First Time	1807	19%	1900	19%	1550	18%	1697	18%	1870	18%
Transfer	631	7%	766	8%	569	7%	716	7%	687	6%
Returning/Return.Transfer	630	7%	869	9%	667	8%	727	8%	744	7%
Not reported	1	<1%	2	<1%			1	0%	0	0%

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## EDUCATIONAL MASTER PLAN

<b>SANTIAGO CANYON COLLEGE (ALL CREDIT STUDENTS)</b>										
source: SR835 (census week)	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	9530		9910		8524		9628		10582	
	n	%	n	%	n	%	n	%	n	%
Citizenship										
U.S. Citizen	8269	87%	8557	86%	7574	89%	8582	89%	9491	90%
Immigrant	754	8%	817	8%	520	6%	565	6%	607	6%
Other	507	5%	536	5%	430	5%	481	5%	484	5%
12+ units	3042	32%	3289	33%	3167	37%	3117	32%	3410	32%
<12 units	6488	68%	6621	67%	5357	63%	6511	68%	7172	68%
Educational Objectives										
Vocational Certificate	985	10%	846	9%	727	9%	1006	10%	1153	11%
Employment Courses	2078	22%	2298	23%	1595	19%	1903	20%	2219	21%
career interest	301	14%	310	13%	290	18%	324	17%	345	16%
new career	610	29%	634	28%	597	37%	678	36%	694	31%
career promotion	605	29%	617	27%	452	28%	593	31%	771	35%
get license	562	27%	737	32%	256	16%	308	16%	409	18%
AA Degree	3033	32%	3118	31%	2969	35%	3271	34%	3535	33%
transfer	2587	85%	2654	85%	2522	85%	2777	85%	3019	85%
vocational	446	15%	464	15%	447	15%	494	15%	516	15%
Transfer, no AA	1149	12%	1167	12%	1061	12%	1094	11%	1081	10%
Personal development	648	7%	573	6%	520	6%	564	6%	714	7%
Other	136	1%	359	4%	241	3%	293	3%	298	3%
Improve Basic Skills	103	1%	84	1%	62	1%	64	1%	64	1%
Undecided	1170	12%	1221	12%	1112	13%	1183	12%	1245	12%
High School Diploma	44	<1%	51	<1%	46	1%	60	1%	80	1%
Teaching Career	184	2%	193	2%	191	2%	190	2%	193	2%
Student Level										
High School	84	1%	107	1%	85	1%	123	1%	145	1%
Freshman	7240	76%	7448	75%	6373	75%	7197	75%	8044	76%
Sophomore	771	8%	772	8%	697	8%	735	8%	785	7%
60+ units	486	5%	489	5%	419	5%	449	5%	458	4%
AA/AS	323	3%	311	3%	286	3%	342	4%	365	3%
BA	536	6%	590	6%	591	7%	673	7%	699	7%
Unknown	90	1%	193	2%	73	1%	109	1%	86	1%

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SANTIAGO CANYON COLLEGE (EXCLUDING 'NON-TRADITIONAL COURSES')										
source: SR835 (census week)	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	8236		8838		7715		8249		9191	
	n	%	n	%	n	%	n	%	n	%
Ethnicity										
Native American	66	1%	86	1%	66	1%	80	1%	93	1%
African-American	152	2%	175	2%	124	2%	142	2%	169	2%
Asian	711	9%	750	8%	592	8%	675	8%	738	8%
Chinese	114	16%	120	16%	84	14%	99	15%	116	16%
Japanese	117	16%	104	14%	83	14%	88	13%	78	11%
Korean	79	11%	88	12%	80	14%	98	15%	104	14%
Southeast Asian	287	40%	323	43%	245	41%	280	41%	313	42%
Other Asian	114	16%	115	15%	100	17%	110	16%	127	17%
Latino	2579	31%	2908	33%	2370	31%	2550	31%	3028	33%
Mexican American	2130	83%	2426	83%	1973	83%	2091	82%	2481	82%
Central American	153	6%	161	6%	127	5%	145	6%	179	6%
South American	159	6%	173	6%	143	6%	146	6%	188	6%
Other Latino	137	5%	148	5%	127	5%	168	7%	180	6%
Filipino	134	2%	166	2%	125	2%	164	2%	195	2%
Caucasian	3878	47%	3989	45%	3737	48%	3833	46%	4037	44%
Pacific Islander	41	<1%	48	1%	52	1%	52	1%	60	1%
Other	312	4%	330	4%	317	4%	390	5%	480	5%
Decline to State	363	4%	386	4%	332	4%	363	4%	391	4%
Age										
17 and under	171	2%	179	2%	177	2%	210	3%	236	3%
18	1023	12%	1127	13%	1082	14%	1261	15%	1325	14%
19	1070	13%	1152	13%	1178	15%	1140	14%	1346	15%
20-21	1602	19%	1650	19%	1503	19%	1616	20%	1734	19%
22-25	1379	17%	1508	17%	1253	16%	1391	17%	1536	17%
26-29	639	8%	678	8%	533	7%	628	8%	682	7%
30-39	963	12%	1088	12%	808	10%	775	9%	925	10%
40-49	787	10%	846	10%	602	8%	626	8%	717	8%
50-64	472	6%	479	5%	437	6%	451	5%	537	6%
over 64	129	2%	130	1%	140	2%	151	2%	149	2%
not reported	1	<1%	1	<1%	2	<1%			4	
Day/Night Status										
Day	3600	44%	3760	43%	3235	42%	3612	44%	4529	49%
Night	2793	34%	3071	35%	2610	34%	2694	33%	2555	28%
Both	1843	22%	2004	23%	1870	24%	1941	24%	2095	23%
unknown			3	<1%			2	0%	12	0%
Gender										
Male	4212	51%	4648	53%	3837	50%	4065	49%	4765	52%
Female	4021	49%	4188	47%	3876	50%	4183	51%	4426	48%
not reported	3	<1%	2	<1%	2	<1%	1	<1%	0	0%
Enrollment Status										
Continuing	5475	66%	5594	63%	4984	65%	5319	64%	5967	65%
First Time	1585	19%	1709	19%	1521	20%	1580	19%	1837	20%
Transfer	574	7%	681	8%	543	7%	662	8%	665	7%
Returning/Return.Transfer	602	7%	852	10%	667	9%	687	8%	722	8%
unknown	0	0%	2	<1%	0	0%	1	0%	0	0%

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**EDUCATIONAL MASTER PLAN**

<b>SANTIAGO CANYON COLLEGE (EXCLUDING 'NON-TRADITIONAL COURSES')</b>										
source: SR835 (census week)	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	8236		8838		7715		8249		9191	
	n	%	n	%	n	%	n	%	n	%
Citizenship Status										
U.S. Citizen	7138	87%	7580	86%	6805	88%	7315	89%	8146	89%
Immigrant	609	7%	727	8%	482	6%	459	6%	560	6%
Other	489	6%	531	6%	428	6%	475	6%	485	5%
Full/Part-Time Status										
12+ units	3014	37%	3283	37%	3127	41%	3112	38%	3418	37%
<12 units	5222	63%	5555	63%	4588	59%	5137	62%	5773	63%
Educational Objectives										
Vocational Certificate	338	4%	341	4%	338	4%	352	4%	484	5%
Employment Courses	1573	19%	1825	21%	1254	16%	1343	16%	1643	18%
career interest	296	19%	292	16%	277	22%	298	22%	327	20%
new career	409	26%	462	25%	442	35%	466	35%	476	29%
career promotion	327	21%	378	21%	300	24%	303	23%	469	29%
get license	541	34%	693	38%	235	19%	276	21%	371	23%
AA Degree	2927	36%	3050	35%	2899	38%	3166	38%	3431	37%
transfer	2510	86%	2611	86%	2476	85%	2710	86%	2951	86%
vocational	417	14%	439	14%	423	15%	456	14%	480	14%
Transfer, no AA	1139	14%	1163	13%	1062	14%	1092	13%	1082	12%
Personal development	655	8%	564	6%	510	7%	550	7%	696	8%
Other	122	1%	354	4%	237	3%	257	3%	279	3%
Improve Basic Skills	97	1%	82	1%	62	1%	62	1%	64	1%
Undecided	1156	14%	1216	14%	1115	14%	1179	14%	1240	13%
High School Diploma	46	1%	51	1%	47	1%	58	1%	79	1%
Teaching Career	183	2%	192	2%	191	2%	190	2%	193	2%
Student Level										
High School	85	1%	107	1%	86	1%	123	1%	142	2%
Freshman	6104	74%	6546	74%	5703	74%	6002	73%	6859	75%
Sophomore	720	9%	694	8%	646	8%	679	8%	724	8%
60+ units	468	6%	483	5%	413	5%	422	5%	441	5%
AA/AS	263	3%	254	3%	234	3%	284	3%	291	3%
BA	509	6%	565	6%	564	7%	639	8%	653	7%
Unknown	87	1%	189	2%	69	1%	100	1%	81	1%

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**Seperator**





**Forecast 2010**  
**Santa Ana College**  
**Enrollment, Participation Rates and**  
**Service Area Population Projections**

**March 2006**

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## Introduction

This study examines enrollment patterns through 2010, which will result due to anticipated demographic changes. The purpose of this forecast is for use in program and practice related decision making.

The focus of this study is the traditional on-campus student enrolled in college courses for credit and excludes enrollment in fire academy, criminal justice academy, business seminars, and distance education courses.

The methodology included projecting Orange County sub-group populations to 2010 (by age, ethnicity, gender, and zip code/city). Projected enrollment participation rates for those population sub-groups are applied to the projected population to create projected enrollments for 2010.

Assumptions upon which the projections are calculated include:

- Sub-group participation rates (enrollment divided by population) by zip code in 2005 changed significantly from those in 2000. By 2010 each is assumed to stabilize slightly above its 2005 level. Therefore, the 2010 distribution of students between SAC and SCC is assumed to remain similar to the current distribution.
- Reduced 2005 system-wide enrollment participation in California community colleges is assumed to have reached equilibrium, following large state-wide student fee increases. No further enrollment losses due to past fee increases are expected.
- Stabilization of declining non-Latino participation rates is assumed. A continuing decline of their participation rates would negatively impact the projected enrollment for 2010.

These forecasts assume the primary policies and funding levels in place for 2005 remain generally unchanged through 2010. If policy and relative funding levels remain unchanged, and the assumptions noted are realized, the resulting 2010 enrollment patterns will be as described in this report.

Detailed methodology, assumptions, and sensitivity analysis are included in the Addendum.

**Readers' Summary**

The population of the total RSCCD service area is projected to increase 4% between 2005 and 2010, from 687,532 to 718,264. It has increased 5% from 2000.

- **“Traditional,”** on-campus enrollment (which excludes fire and sheriff’s academies, business seminars, and distance education) will increase 13%, from 19,327 in 2005 (an averaged number calculated for “benchmarking”) to 21,896 in 2010. (This assumes that current programs, practices, and facilities remain unchanged.)
- **Total credit enrollment, including “non-traditional” off-campus enrollment, will increase to 32,796 in 2010 from 29,751 in 2005, a 10% increase. All facts and projections noted below are for traditional enrollments only.**
- SAC has become significantly younger and less ethnically diverse since 2000. Should the trends of 2000 to 2005 continue, there will be further reductions in student diversity.
- The enrollment percentage increase or decrease at SAC between 2000 and 2005 varies considerably depending upon sub-group, i.e., age group, location of residence, and ethnicity. Consequently, strategic enrollment management is critical.
- These enrollment projections for 2010 take into consideration the following trends and assumptions:
  - Participation rates (the number of those enrolled divided by the population) and enrollment have declined since 2000, most probably due in part to increased tuition and the opening of SCC. However, on-campus participation rates will stabilize, and enrollment will increase 13% due to certain sub-group population increases and their commensurate greater participation rates, primarily those for Latinos and those in the 17 to 21 year age group.
  - Participation rates and enrollment have increased since 2000 for the 17 to 21 year age group, but declined significantly for other age groups.
  - Participation rates for non-Latinos have declined so significantly that a continuing decline, as opposed to the projected stabilization of their participation rates, would significantly negatively affect the projected enrollment for 2010. Participation rates vary depending upon location of residence; however, generally, participation rates of Asian, Black, and White ethnic groups are below that of Latinos.
  - Enrollment since 2000 has increased for students living outside of the RSCCD service area but declined for those living within the service area. The decline of enrollment for Garden Grove residents is greater than that for Santa Ana residents.

- In sum, **participation rates have increased**, or remained stable, for:
  - 17 to 21 year olds.
  - Non-RSCCD residents, with the exception of Asians and Blacks.
- In sum, **participation rates have decreased** for:
  - SAC service area zip codes, with the exception of 92701.
  - SCC service area zip codes, with the exception of 92808.
  - All ethnic groups residing within the SAC service area.
- **Those age 17 to 21 years are the primary traditional on-campus student group**, and will grow by 20% and represent 40% of total SAC enrollment in 2010.
- Total traditional on-campus enrollment will grow 13% by 2010.

***RSCCD will continue a slow steady increase in population throughout the decade.***

***Over the next five years, the age group of those over 50 years of age will increase in number at the greatest rate, followed by those 17 to 21 years old; this latter age group is of major significance to RSCCD enrollment trends.***

**Population Trends**

The RSCCD service area will see growth of about 4% in population in the next five years, down marginally from 5% since 2000. Rounded, the SAC service area will grow 4% by 2010 (equal to 2000 to 2005), and the SCC service area will grow 6% (also equal to the 2000 to 2005 change).

All cities in RSCCD grew over the past five years, and during the next five years are expected to grow at similar rates. Population increases are greatest numerically in Santa Ana, though the rate of growth there was the lowest of RSCCD cities. Santa Ana grew by 4% between 2000 and 2005, and is expected to grow another 4% in the next five years, adding an additional 14,622 people.

Non-RSCCD areas of Orange County grew more rapidly than RSCCD, lead by south Orange County where growth in the past five years totaled 12%. South Orange County is expected to grow 11% in the next five years, adding 88,111 people. Growth in the Irvine and Tustin areas of the South Orange County CCD are expected to be significant, and contribute to enrollment growth at SAC and SCC.

Asian population grew at the fastest rate during the past five years in Orange County, increasing 18%. Latino population growth was almost as rapid, increasing 17%, though the Latino numerical increase of 151,110 people far exceeds any other ethnic group. Non-Latino population grew by 50,454 in Orange County since 2000, with Asians increasing by 70,772 and Whites declining by 31,036.

Population growth of 3% to 6% in each zip code in the SAC service area is expected by 2010, with the exception of 92705 where a 4% decline is expected (industrial area along west side of 55 freeway, northeast Santa Ana, and the north Tustin (unincorporated) area).

***Latino males, 17 to 21 years of age, in Orange County have declined in number since 2000. This is the only major ethnic-gender group demonstrating a decrease.***

Those age 17 to 21 years are expected to increase 16% in the next five years, adding 34,431 people in Orange County, and increase by 12% in RSCCD. Percentage growth in Orange County is expected to be greater only for those over 50 years of age.

- For those age 17 to 21 years of age from the RSCCD area:
  - All major ethnic-gender population groups of age 17 to 21 years increased in number between 2000 and 2005, with the exception of Latino males, a group for which the population declined.
  - Latino males decreased 7% since 2000 (-1,215).
  - Latino females increased 6% since 2000 (+909).
  - Asian males increased by 100 (+3%) and Asian females increased by 502 (+19%).
  - White males increased by 43 and females by 32 people (less than 1%).
  - Since 9-11-01, the number of people 17 to 21 years moving into RSCCD appears to have declined, especially for Latino males. Hence, the year 2000 group has aged and not been fully replaced by those younger individuals already residing in the district. It is possible that the younger groups, which are larger than in prior years, are also better prepared for college, and participation rates for this group are expected to increase relatively rapidly in the next five years (except Latino males age 17 to 21), continuing the increase seen since 2000. Similar reductions in movement into RSCCD may also explain lower Asian male population growth (relative to Asian females).

**Enrollment Trends**

***On-campus enrollment will pick up its pace between now and 2010, growing 13% at each of our two campuses.***

***Anticipated enrollment growth results primarily from the surge of 17 to 21 year olds expected in our service areas.***

***In 2005, Latino enrollment 17 to 21 years of age represents 82% of enrollment. On the other hand, Asian enrollment at all ages decreased 37% for those residing within the RSCCD area.***

Total traditional program on-campus enrollment at SAC increased 3% between 2000 and 2005, reaching 19,327 in 2005 (+574). Enrollment is projected to increase to 21,896 in 2010, an increase of 13%.

Overall, on-campus enrollment at SAC:

- increased 3% during the past five years, but will increase 13% during the next five years.
- is expected to increase for all demographic sub-groups, from all geographic areas, between 2005 and 2010.
- Latino enrollment increased by 1,328 since 2000, while non-Latino enrollment declined by 754 (-1,360 Asians, -28 African Americans, +488 Whites, and +145 other).

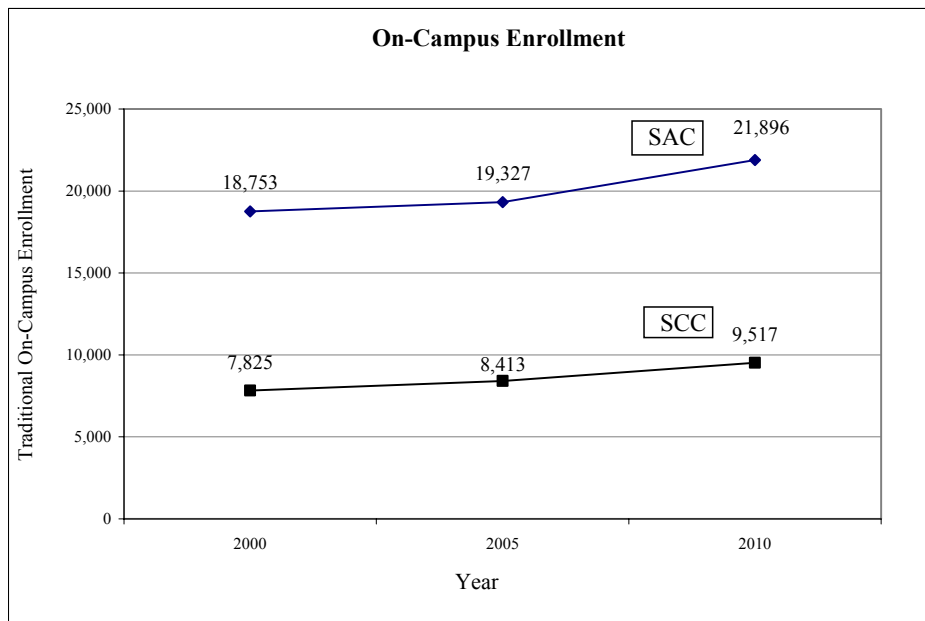
For students from the SAC service area, age 17 to 21 years:

- Enrollment totaled 3,958 in 2005, up 8.9% since 2000.
- Enrollment is projected to increase to 4,695 by 2010, up from 3,958 in 2005 (+19%).
- Latino enrollment increased to 3,248 in 2005 (+14%), and is expected to increase to 3,972 in 2010 (+22%).
  - 2,848 Latinos were enrolled in 2000, representing 78% of enrollments from the service area.
  - In 2005 Latinos represented 82% of enrollments, and are expected to be 85% of enrollment in 2010 from the SAC service area.

Enrollment declined 7% for students living in the RSCCD service area, but is expected to increase by 13% during the next five years:

- Enrollment at SAC decreased 5% for students of all ages living the SAC service area, but by 17% for those living in the SCC service area between 2000 and 2005.
- Enrollment from within RSCCD increased since 2000 only for Latinos.

- Latinos made-up 70% of SAC 2000 traditional program enrollment of 17 to 21 year olds from RSCCD, 76% of 2005 enrollment and which is anticipated to increase to 78% in 2010.
- Asian enrollment decreased by 37% between 2000 and 2005, and White enrollment declined by 22% for those students living in RSCCD.
- Though we assume Asian enrollment declines will cease for 2005 to 2010, participation rates (Asian enrollment divided by Asian population) would decline from 1.5% in 2005 to about 0.9% by 2010 if trends of 2000 to 2005 continue. Participation could fall from the highest rate of major ethnic groups in 2000 into the bottom of the range for Asians by 2010.
- Enrollment declined 3% for females and declined 12% for males from RSCCD between 2000 and 2005.
- Enrollment rose 5% for 17 to 21 year olds, but declined from 13% to 24% (depending upon age group) for older students from RSCCD between 2000 and 2005.
- The loss of enrollment of students attending SCC (-18%) and SAC (-17%) from Garden Grove is likely to be partially due to the elimination of traditional courses at the Garden Grove Center.





**Enrollment Participation Rates**

***What is "participation rate"? The number of students enrolled divided by the relevant population. It can be calculated for sub-groups, such as the number of students enrolled from a particular zip code, divided by the population of that zip code.***

***Why is it useful? What do we use it for? This rate shows us the proportion of a population enrolled, or "market share." While we know whether total enrollment goes up or goes down, enrollment numbers alone don't tell us whether we are reaching certain segments of our population.***

***1.54% of the RSCCD population was enrolled in a SAC on-campus class in 2005. This rate has declined from 1.74% in 2000, but a return to the previous rate is expected.***

Participation rates vary widely between demographic sub-groups from different locations, and a few more or less enrollments from a small area can greatly change enrollment participation rates.

Overall, for on-campus program credit enrollment:

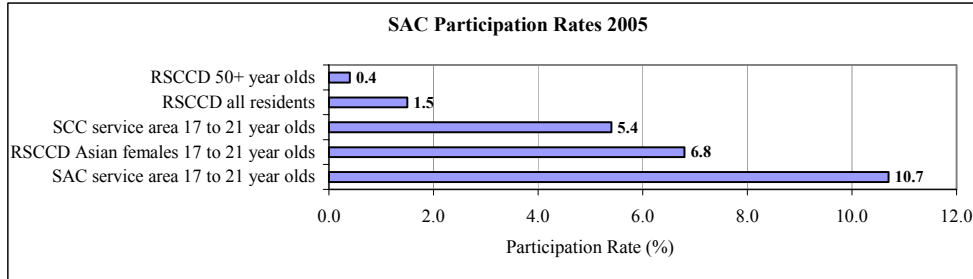
- Participation rates for those from the SAC service area, age 17 to 21 years, rose between 2000 and 2005. This increase came about as population of this group declined by 3% and enrollment increased by 9% from within the SAC service area.
- Participation rates fell significantly at SAC since 2000 for students from Garden Grove, Orange and Villa Park, fell modestly from other RSCCD cities, and were stable or rose from other areas of Orange County.
- The South Orange County CCD area demonstrated both increased population and participation rates at SAC, leading to an increased enrollment at SAC from this area of 513 students (+36%) since 2000.

Participation rates of 17 to 21 year old students at SAC from the SCC service area declined since 2000, while the population of the SCC service area increased.

- Overall, 10.7% of 17 to 21 year olds from the SAC service area enrolled at SAC in 2005. 5.4% of the 17 to 21 year olds from the SCC service area enrolled at SAC in 2005.
- As a comparison, 12.6% of the 17 to 21 year olds from the SCC service area enrolled at SCC in 2005, and 1.7% of those from the SAC service area enrolled at SCC.
- Participation rates at SAC from the SAC service area (for all age groups) were 1.95% in 2000, 1.78% in 2005, and are expected to rebound to 1.93% by 2010.
- SCC participation rates from the SCC service area (for all age groups) rose from 1.56% in 2000, to 1.61% in 2005, and are expected to rise to 1.73% in 2010.

From those residing within RSCCD:

- Enrollment participation rates in 2005 from RSCCD of Whites and Asian are below those for Latinos, though on an overall basis, participation rates are closely related to the age distribution.
  - In 2005, Latinos had the highest participation rate.
  - In 2000, Asians had the highest participation rate.
- Participation rates are highest for those age 17 to 21 years.
  - Participation rates declined for all ages, except those 17 to 21 years of age, since 2000.
  - The participation rate for those over 50 years of age is 0.39%, versus the other extreme of 9.17% for 17 to 19 year olds.
  - Latino female participation rates from RSCCD rose to 12.9%, up from 11.8% in 2000, and Latino male participation rates rose to 9.0%, up from 7.6% in 2000.
  - Asian females participate at a 6.8% rate, down from 10.1% in 2000, and Asian males participate at a 6.8% rate, down from 8.5% in 2000.



**Addendum**  
**Critical Assumptions and Limited Sensitivity Analysis**

- The forecast for traditional program enrollment in 2010 assumes the decline in participation rates between 2000 and 2005 is halted. It is assumed the decline is due to increased fees set at the state-level and the opening of SCC. Both factors are expected to have reached equilibrium by 2005, and though participation rates do not return to 2000 levels for geographic sub-areas and demographic subgroups, the total overall participation rate is expected to increase during the next five years to a level similar to that in 2000.
- Participation rates at SAC from areas in the SCC service area are expected to remain well below the rates seen in 2000.
- The participation rate declines between 2000 and 2005 were most extreme for Asians. Without intervention, it is possible that the rates will continue to decline. If the change in participation rates between 2000 and 2005 continues for each ethnic group, instead of 57% Latino students at SAC from all of Orange County, and 69% from within RSCCD, Latinos would be 60% of Orange County based students and 74% of the enrollment at SAC in 2010 from RSCCD. Asians would decline from 22% in 2000, to 10% in 2010, of all enrollment from Orange County, rather than remaining at 15% of the total as in 2005.
- In addition, the loss of Asian enrollment (if participation rate declines continue for only this group) would produce an enrollment, about 1,300 students (6% of enrollment), below the indicated forecast 15% of enrollment from all of Orange County, and reduce the forecast enrollment growth from Orange County residents at SAC from 15% to 7% between 2005 and 2010.

### **Addendum**

#### **Enrollment and Population Forecast Methodology**

Overall, enrollment participation rates are lower in 2005 than 2000. Based upon non-quantitative assessment of Orange County, overall 2010 participation rates are most likely to reflect conditions in 2000. Due to the expansion of SCC, the distribution of enrollment between SAC and SCC has changed since 2000. The enrollment forecast for 2010 utilizes 2005 participation rates which are then adjusted upwards by 5% to reflect the return to overall rates of enrollment seen in 2000.

Population and enrollment forecasts at SAC (and SCC) are by ethnic-group, age-group, and gender for traditional “on-campus” credit program. Traditional “on-campus” programs exclude Apprenticeship, Fire Academy, Contract Management, Criminal Justice Academy, Quality Assurance, TV, and Business Seminars. Enrollment in the CED and non-traditional programs can vary widely between years due to budget considerations, which are tied to funding mechanisms established by the California legislature. Though computed for this study, CED and non-traditional program enrollments are more volatile, and only summary totals are presented.

Enrollment is based on an average of three semesters (two fall and one spring). For Fall 2005, the data is preliminary, and based on seventh week information rather than end-of-term data as for other semesters. Data for SAC and SCC may be added together, but the resulting counts will reflect duplicated counts for students attending both campus locations.

The non-Orange County resident enrollment is “forecast” based upon most recent enrollment count data at the college level. Counts are used because there is no clear appropriate population base to use to compute enrollment participation rates - state, nation, or world. The 2010 forecast of total enrollment includes this non-Orange County resident category, which is set to be equal to the 2005 enrollment (i.e. assumes that the enrollment will not change between 2005 and 2010 for the non-Orange County residents).

The population estimates for 2005 and forecasts for 2010 use the 2000 Census data for Orange County as a starting point. For each demographic sub-group for each ZIP code area, the population at each single year of age in the year 2000 was “aged” to 2010 using Orange County “census survival rates”. The population under 10 years of age was estimated for 2010 using women in 2010 of reproductive age and the child to women of reproductive age ratios from 2000. This preserves the age-gender-ethnic distribution of the sub-groups, properly aged, to 2010.

First, total 2010 population for each Orange County city is forecast, based upon the 2000 to 2005 population and growth rates published by the State of California and the U.S. Census Bureau. The initial forecast 2010 population by age, gender and ethnicity at the ZIP code level is then adjusted based on total city population estimates for 2010, which forced the sum of ZIP code areas to equal the forecast population of each city (and county). The California Department of Finance population forecasts for 2010 for Orange County were used to determine the ethnic distribution. The summed ZIP code population sub-groups were further adjusted to be equal to the ethnic distribution for Orange County. The two forced adjustment target procedures, for total population by city and ethnic distribution of Orange County, were repeated iteratively until the resulting total population in each Orange County city and the summed ethnic distribution for Orange County were within 0.1% or 10 people of the target figures. For 2005, the population of each sub-group is the average of the Census population in 2000 five years younger, and the 2010 forecast population five years older.

**Addendum**  
**Non-Traditional Program and CED Enrollment**

Non-traditional program enrollment is concentrated in the Fire and Police Academies at SAC, with additional enrollment in Business Seminars, Quality Assurance, and Distance Education. Participation rates were computed for non-traditional enrollment and the CED (Adult Continuing Education) in a manner similar to the traditional program. These rates were projected to 2010, and applied to the projected population sub-groups to produce the 2010 forecast of enrollment for these programs.

Enrollment in the CED and non-traditional programs is subject to wide variation from year to year, and frequently depends upon contracts with other public agencies and departments. The forecast enrollment figures are produced using many assumptions concerning the budget and priorities set at SAC, RSCCD, California, and the federal government. They are primarily intended to supplement the traditional program enrollment forecast, and to provide a complete enrollment forecast for the full SAC program.

Non-traditional program enrollment fell 1,255 between 2000 and 2005 at SAC, but is expected to increase from 10,424 to 10,900 during the next five years. Over half of the students in non-traditional programs are from outside Orange County, as non-traditional programs attract students from a wide area. Most of the non-Orange County students were from neighboring counties in California.

For the CED, 85% of the students enrolled in 2000, and 79% of those enrolled in 2005 were from within the RSCCD service area. Less than 1% in 2000 and around 2% in 2005 were unknown or from outside of Orange County. CED enrollment increased by 496 between 2000 and 2005, and is anticipated to increase another 1,920 in the next five years (+10%).

Table 1  
**Santa Ana College Traditional On-Campus Credit Program Enrollment by Residence Location**  
**All Ages, All Ethnicity, All Genders**

Student Residence Location	Population			SAC Enrollment			Participation Rate			Percent Change			
	Census 2000	Estimated 2005	Forecast 2010	2000	2005	Forecast 2010	2000	2005	2010	Enrollment	Population	Enrollment	Population
Anaheim Hills	55,895	58,520	61,154	362	344	399	0.65%	0.59%	0.65%	-5%	5%	16%	5%
Garden Grove*	94,122	98,436	102,819	1,829	1,526	1,746	1.94%	1.55%	1.70%	-17%	5%	14%	4%
Orange	135,385	143,960	152,528	2,058	1,681	1,948	1.52%	1.17%	1.28%	-18%	6%	16%	6%
Santa Ana	363,938	378,403	393,025	7,104	6,977	7,831	1.95%	1.84%	1.99%	-2%	4%	12%	4%
Silverado Area	1,839	2,069	2,326	13	11	13	0.69%	0.55%	0.56%	-11%	13%	15%	12%
Villa Park	5,932	6,144	6,412	46	29	35	0.78%	0.47%	0.55%	-38%	4%	22%	4%
<b>Total RSCCD</b>	<b>657,111</b>	<b>687,532</b>	<b>718,264</b>	<b>11,412</b>	<b>10,567</b>	<b>11,972</b>	<b>1.74%</b>	<b>1.54%</b>	<b>1.67%</b>	<b>-7%</b>	<b>5%</b>	<b>13%</b>	<b>4%</b>
Coast CCD	625,294	659,976	695,362	2,203	2,296	2,581	0.35%	0.35%	0.37%	4%	6%	12%	5%
North OC CCD	819,536	868,492	917,531	2,631	2,769	3,244	0.32%	0.32%	0.35%	5%	6%	17%	6%
South OC CCD	750,467	837,972	926,083	1,434	1,947	2,352	0.19%	0.23%	0.25%	36%	12%	21%	11%
<b>OC TOTAL</b>	<b>2,852,408</b>	<b>3,053,972</b>	<b>3,257,240</b>	<b>17,680</b>	<b>17,580</b>	<b>20,149</b>	<b>0.62%</b>	<b>0.58%</b>	<b>0.62%</b>	<b>-1%</b>	<b>7%</b>	<b>15%</b>	<b>7%</b>
Non-OC Resident	(1)			1,044	1,739	1,739						67%	0%
Unknown Residence				29	9	9						-69%	0%
Total SAC Head Count				18,753	19,327	21,896						3%	13%

\* Includes two of four Garden Grove ZIP code areas (92840 and 92843), though only about half of each are within the official RSCCD boundaries.  
 Note: For this study, RSCCD boundaries follow ZIP Code areas. Anaheim Hills (92707) includes areas north of the Santa Ana River (not in RSCCD officially) and 92708. Garden Grove ZIP codes 92840 and 92843 are included in this study, but only about half of these areas are in the official RSCCD boundaries. The portion of Santa Ana ZIP code area 92704 west of Euclid Avenue is not in the official RSCCD boundaries, but included in RSCCD for this study. RSCCD population totaled 586,003 for 2000 (Census), and differs from that shown here due to differences in sub-area detail available (ZIP code areas versus Census Block for 2000).

1) There is no "participation rate" for non-Orange County students because an appropriate population base does not exist. Consequently, for this study, the 2010 headcount of students from outside of Orange County is assumed to be unchanged from 2005.

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Table 2  
Santa Ana College Traditional On-Campus Credit Program Enrollment by Ethnicity

Student Residence Location	Ethnicity	Population			SAC Enrollment			Participation Rate			Percent Change			
		Census 2000	Estimated 2005	Forecast 2010	2000	2005	Forecast 2010	2000	2005	2010	Enrollment	Population	Enrollment	Population
RSCCD	Asian	80,563	87,068	93,705	2,106	1,317	1,451	2.61%	1.51%	1.55%	-3.7%	8%	10%	8%
	Black	8,433	8,346	8,440	204	167	188	2.42%	2.00%	2.23%	-18%	-1%	13%	1%
	Latino	351,506	390,182	428,918	6,557	7,017	8,246	1.87%	1.80%	1.92%	7%	11%	18%	10%
	Other	14,233	14,229	14,130	771	684	705	5.42%	4.81%	4.99%	-11%	0%	3%	-1%
	White	202,376	187,707	173,071	1,775	1,382	1,379	0.88%	0.74%	0.80%	-22%	-7%	0%	-8%
Non-RSCCD in OC	Asian	304,274	368,541	433,239	1,857	1,336	1,566	0.61%	0.36%	0.36%	-28%	21%	17%	18%
	Black	34,284	39,060	44,332	198	185	222	0.58%	0.47%	0.50%	-7%	14%	20%	13%
	Latino	524,860	637,294	750,181	2,049	2,695	3,326	0.39%	0.42%	0.44%	32%	21%	23%	18%
	Other	71,232	77,265	82,994	581	708	828	0.82%	0.92%	1.00%	22%	8%	17%	7%
	White	1,260,647	1,244,280	1,228,230	1,584	2,088	2,237	0.13%	0.17%	0.18%	32%	-1%	7%	-1%
Total Orange County	Asian	384,837	455,609	526,944	3,963	2,653	3,017	1.03%	0.58%	0.57%	-33%	18%	14%	16%
	Black	42,717	47,406	52,772	402	352	410	0.94%	0.74%	0.78%	-12%	11%	17%	11%
	Latino	876,366	1,027,476	1,179,099	8,605	9,712	11,573	0.98%	0.95%	0.98%	13%	17%	19%	15%
	Other	85,465	91,494	97,124	1,352	1,392	1,533	1.58%	1.52%	1.58%	3%	7%	10%	6%
	White	1,463,023	1,431,987	1,401,301	3,358	3,470	3,616	0.23%	0.24%	0.26%	3%	-2%	4%	-2%
Non-Orange County and Unknown	Asian				192	142					-26%			
	Black				86	108					25%			
	Latino				393	614					56%			
	Other				136	241					77%			
	White				266	642					141%			
Total SAC	Asian				4,155	2,795					-33%			
	Black				488	460					-6%			
	Latino				8,998	10,326					15%			
	Other				1,488	1,633					10%			
	White				3,624	4,112					13%			

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Table 3  
**Santa Ana College Traditional On-Campus Credit Program Enrollment  
 By Age**

Student Residence Location	Age	Population			SAC Enrollment			Participation Rate			Percent Change			
		Census 2000	Estimated 2005	Forecast 2010	2000	2005	Forecast 2010	2000	2005	2010	2000 to 2005	2005 to 2010		
RSCCD	0 to 16	191,966	194,392	188,336	198	256	262	0.10%	0.13%	0.14%	29%	1%	2%	3%
	17 to 21	51,579	51,850	58,180	4,507	4,754	5,673	8.74%	9.17%	9.75%	5%	1%	19%	12%
	22 to 29	88,371	85,698	88,413	3,276	2,840	3,048	3.71%	3.31%	3.45%	-13%	-3%	7%	3%
	30 to 39	113,596	113,435	110,732	1,726	1,369	1,404	1.52%	1.21%	1.27%	-21%	0%	3%	2%
	40 to 49	86,244	97,745	105,011	966	789	903	1.12%	0.81%	0.86%	-18%	13%	14%	7%
	50 plus	125,355	144,412	167,592	739	560	679	0.59%	0.39%	0.41%	-24%	15%	21%	16%
Non-RSCCD in OC	0 to 16	538,276	559,929	541,964	16	22	22	0.00%	0.00%	0.00%	43%	4%	-1%	3%
	17 to 21	141,398	157,639	185,740	1,746	2,194	2,740	1.23%	1.39%	1.47%	26%	11%	25%	18%
	22 to 29	250,380	244,784	272,087	2,066	2,121	2,448	0.83%	0.87%	0.90%	3%	-2%	15%	11%
	30 to 39	378,698	366,431	344,875	1,290	1,268	1,281	0.34%	0.35%	0.37%	-2%	-3%	1%	6%
	40 to 49	335,441	386,139	404,621	661	892	1,012	0.20%	0.23%	0.25%	35%	15%	13%	5%
	50 plus	551,104	651,518	789,689	490	515	678	0.09%	0.08%	0.09%	5%	18%	32%	21%
Total Orange County	0 to 16	730,242	754,321	730,300	214	279	284	0.03%	0.04%	0.04%	30%	3%	2%	3%
	17 to 21	192,977	209,489	243,920	6,253	6,948	8,412	3.24%	3.32%	3.45%	11%	9%	21%	16%
	22 to 29	338,751	330,482	360,500	5,342	4,961	5,497	1.58%	1.50%	1.52%	-7%	-2%	11%	9%
	30 to 39	492,294	479,866	455,607	3,015	2,637	2,685	0.61%	0.55%	0.59%	-13%	-3%	2%	5%
	40 to 49	421,685	483,884	509,632	1,627	1,680	1,915	0.39%	0.35%	0.38%	3%	15%	14%	5%
	50 plus	676,459	795,930	957,281	1,229	1,075	1,357	0.18%	0.14%	0.14%	-13%	18%	26%	20%
Non-Orange County and Unknown	0 to 16				0	1								
	17 to 21				249	320								
	22 to 29				379	481								
	30 to 39				234	398								
	40 to 49				148	353								
	50 plus				62	194								

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Table 4  
**Santa Ana College Traditional On-Campus Credit Program Enrollment  
 By Gender**

Student Residence Location	Gender	Population			SAC Enrollment			Participation Rate			Percent Change			
		Census 2000	Estimated 2005	Forecast 2010	2000	2005	Forecast 2010	2000	2005	2010	2000 to 2005	2005 to 2010		
RSCCD	Female	322,534	339,036	355,739	5,978	5,812	6,622	1.85%	1.71%	1.86%	-3%	5%	14%	5%
	Male	334,577	348,496	362,525	5,434	4,755	5,347	1.62%	1.36%	1.47%	-12%	4%	12%	4%
Non-RSCCD in OC	Female	1,110,798	1,203,864	1,297,617	3,017	3,163	3,714	0.27%	0.26%	0.29%	5%	8%	17%	8%
	Male	1,084,499	1,162,576	1,241,359	3,252	3,850	4,466	0.30%	0.33%	0.36%	18%	7%	16%	7%
Total Orange County	Female	1,433,332	1,542,900	1,653,356	8,995	8,975	10,336	0.63%	0.58%	0.63%	0%	8%	15%	7%
	Male	1,419,076	1,511,072	1,603,884	8,686	8,605	9,813	0.61%	0.57%	0.61%	-1%	6%	14%	6%
Non-Orange County and Unknown	Female				450	575					28%			
	Male				622	1,172					88%			

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Table 5  
**Santa Ana College On-Campus Credit Program Enrollment by ZIP Code in the RSCCD Service Area**  
**All Ages, All Ethnicity, All Genders**

Student Residence		Population			SAC Enrollment			Participation Rate			Percent Change					
		City	ZIP Code	Census 2000	Estimated 2005	Forecast 2010	2000	2005	Forecast 2010	2000	2005	2010	2000 to 2005		2005 to 2010	
													Enrollment	Enrollment	Enrollment	Population
Garden Grove	92840	50,636	52,186	53,771	874	728	833	1.73%	1.39%	1.55%	-17%	3%	14%	3%		
Garden Grove	92843	43,486	46,250	49,048	955	798	913	2.20%	1.73%	1.86%	-16%	6%	14%	6%		
Santa Ana	92701	58,151	62,116	66,126	991	1,053	1,252	1.70%	1.70%	1.89%	6%	7%	19%	6%		
Santa Ana	92703	70,003	73,642	77,304	1,493	1,455	1,612	2.13%	1.98%	2.08%	-3%	5%	11%	5%		
Santa Ana	92704	91,176	94,944	98,707	1,647	1,519	1,678	1.81%	1.60%	1.70%	-8%	4%	10%	4%		
Santa Ana	92705	44,110	42,476	40,911	609	576	636	1.38%	1.36%	1.55%	-5%	-4%	10%	-4%		
Santa Ana	92706	37,871	39,138	40,416	1,088	1,098	1,236	2.87%	2.81%	3.06%	1%	3%	13%	3%		
Santa Ana	92707	62,627	66,087	69,561	1,275	1,275	1,413	2.04%	1.93%	2.03%	0%	6%	11%	5%		
<b>SAC Service Area</b>		<b>458,060</b>	<b>476,839</b>	<b>495,844</b>	<b>8,933</b>	<b>8,503</b>	<b>9,572</b>	<b>1.95%</b>	<b>1.78%</b>	<b>1.93%</b>	<b>-5%</b>	<b>4%</b>	<b>13%</b>	<b>4%</b>		
Anaheim Hills	92807	36,283	37,603	38,934	266	230	259	0.73%	0.61%	0.67%	-14%	4%	13%	4%		
Anaheim Hills	92808	19,612	20,917	22,220	96	114	140	0.49%	0.55%	0.63%	18%	7%	23%	6%		
Orange	92865	18,039	18,731	19,438	211	174	202	1.17%	0.93%	1.04%	-18%	4%	16%	4%		
Orange	92866	15,380	16,210	17,037	295	213	241	1.92%	1.31%	1.41%	-28%	5%	13%	5%		
Orange	92867	40,914	43,328	45,757	546	461	552	1.33%	1.06%	1.21%	-16%	6%	20%	6%		
Orange	92868	23,152	25,477	27,798	445	414	459	1.92%	1.62%	1.65%	-7%	10%	11%	9%		
Orange	92869	37,900	40,214	42,498	561	419	494	1.48%	1.04%	1.16%	-25%	6%	18%	6%		
Silverado	92676	1,839	2,069	2,326	13	11	13	0.69%	0.55%	0.57%	-11%	13%	17%	12%		
Villa Park	92861	5,932	6,144	6,412	46	29	36	0.78%	0.47%	0.56%	-38%	4%	26%	4%		
<b>SCC Service Area</b>		<b>199,051</b>	<b>210,693</b>	<b>222,420</b>	<b>2,479</b>	<b>2,064</b>	<b>2,395</b>	<b>1.25%</b>	<b>0.98%</b>	<b>1.08%</b>	<b>-17%</b>	<b>6%</b>	<b>16%</b>	<b>6%</b>		
<b>RSCCD Service Area</b>		<b>657,111</b>	<b>687,532</b>	<b>718,264</b>	<b>11,412</b>	<b>10,567</b>	<b>11,968</b>	<b>1.74%</b>	<b>1.54%</b>	<b>1.67%</b>	<b>-7%</b>	<b>5%</b>	<b>13%</b>	<b>4%</b>		

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Table 6  
**Santa Ana College Traditional On-Campus Credit Program Enrollment by Residence Location, Gender and Ethnicity  
 Age 17 to 21 Years**

CCD	Ethnic	Gender	Population			Enrollment			Participation Rate			Change 2000-2005			Change 2005-2010			
			2000	2005	2010	2000	2005	2010	2000	2005	2010	Pop.	Enroll	Part. Rate	Pop.	Enroll	Part. Rate	
Rancho Santiago	Asian	Female	2,660	3,162	3,007	268	215	220	10.1%	6.8%	7.3%	18.9%	-19.8%	-33%	-4.9%	2.3%	7%	
	Asian	Male	3,047	3,147	3,299	258	214	235	8.5%	6.8%	7.1%	3.3%	-17.1%	-20%	4.8%	9.8%	4%	
	Black	Female	238	246	319	25	23	32	10.4%	9.3%	10.2%	3.4%	-8.0%	-11%	29.7%	39.1%	10%	
	Black	Male	335	305	326	32	31	39	9.7%	10.1%	11.9%	-9.0%	-3.1%	4%	6.9%	25.8%	18%	
	Latino	Female	14,940	15,849	18,868	1,764	2,037	2,515	11.8%	12.9%	13.3%	6.1%	15.5%	9%	19.0%	23.5%	3%	
	Latino	Male	18,431	17,216	20,263	1,407	1,553	1,912	7.6%	9.0%	9.4%	-6.6%	10.4%	18%	17.7%	23.1%	4%	
Coast	Other	Female	612	533	625	128	120	131	20.9%	22.5%	20.9%	-12.9%	-6.3%	8%	17.3%	9.2%	-7%	
	Other	Male	608	609	588	137	118	118	22.5%	19.3%	20.0%	0.2%	-13.9%	-14%	-3.4%	0.0%	4%	
	White	Female	5,197	5,229	5,267	244	203	217	4.7%	3.9%	4.1%	0.6%	-16.8%	-17%	0.7%	6.9%	5%	
	White	Male	5,511	5,554	5,618	245	241	255	4.4%	4.3%	4.5%	0.8%	-1.6%	-2%	1.2%	5.8%	5%	
	Asian	Female	3,308	3,865	4,215	100	107	121	3.0%	2.8%	2.9%	16.8%	7.0%	-7%	9.1%	13.1%	4%	
	Asian	Male	3,445	4,049	4,514	88	84	98	2.6%	2.1%	2.2%	17.5%	-4.5%	-19%	11.5%	16.7%	5%	
Coast	Black	Female*	171	177	204	0	3	4	0.2%	1.7%	2.0%	3.5%			15.3%	33.3%	18%	
	Black	Male	208	206	220	4	5	6	1.8%	2.4%	2.6%	-1.0%	25.0%	33%	6.8%	20.0%	8%	
	Latino	Female	4,224	4,709	5,926	73	112	143	1.7%	2.4%	2.4%	11.5%	53.4%	41%	25.8%	27.7%	0%	
	Latino	Male	5,092	5,119	6,335	73	86	105	1.4%	1.7%	1.7%	0.5%	17.8%	21%	23.8%	22.1%	0%	
	Other	Female	750	877	857	15	17	18	2.0%	1.9%	2.1%	16.9%	13.3%	-5%	-2.3%	5.9%	11%	
	Other	Male	748	851	916	21	27	29	2.8%	3.2%	3.2%	13.8%	28.6%	14%	7.6%	7.4%	0%	
	White	Female	8,703	9,015	10,529	24	39	45	0.3%	0.4%	0.4%	3.6%	62.5%	33%	16.8%	15.4%	0%	
	White	Male	9,091	9,779	10,846	62	115	130	0.7%	1.2%	1.2%	7.6%	85.5%	71%	10.9%	13.0%	0%	
																		March 2006

Table 6 (Continued)  
**Santa Ana College Traditional On-Campus Credit Program Enrollment by Residence Location, Gender and Ethnicity**  
**Age 17 to 21 Years**

CCD	Ethnic	Gender	Population			Enrollment			Participation Rate			Change 2000-2005			Change 2005-2010		
			2000	2005	2010	2000	2005	2010	2000	2005	2010	Pop.	Enrol.	Part. Rate	Pop.	Enrol.	Part. Rate
North Orange County	Asian	Female	3,946	4,649	4,824	59	38	42	1.5%	0.8%	0.9%	17.8%	-35.6%	-47%	3.8%	10.5%	13%
		Male	3,982	4,890	5,274	50	38	40	1.3%	0.8%	0.8%	22.8%	-24.0%	-38%	7.9%	5.3%	0%
	Black	Female	705	717	1,051	10	9	13	1.4%	1.2%	1.2%	1.7%	-10.0%	-14%	46.6%	44.4%	0%
		Male	756	831	1,209	18	17	31	2.3%	2.0%	2.6%	9.9%	-5.6%	-13%	45.5%	82.4%	30%
	Latino	Female	12,679	14,160	18,045	230	330	451	1.8%	2.3%	2.5%	11.7%	43.5%	28%	27.4%	36.7%	9%
		Male	14,049	15,445	19,077	217	285	376	1.5%	1.8%	2.0%	9.9%	31.3%	20%	23.5%	31.9%	11%
	Other	Female	1,030	1,106	1,253	26	28	35	2.5%	2.6%	2.8%	7.4%	7.7%	4%	13.3%	25.0%	8%
		Male	1,027	1,111	1,283	34	50	61	3.3%	4.5%	4.8%	8.2%	47.1%	36%	15.5%	22.0%	7%
	White	Female	10,391	10,303	10,317	87	71	76	0.8%	0.7%	0.7%	-0.8%	-18.4%	-13%	0.1%	7.0%	0%
		Male	10,370	10,949	10,815	140	148	156	1.4%	1.4%	1.4%	5.6%	5.7%	0%	-1.2%	5.4%	0%
South Orange County	Asian	Female	5,031	3,530	4,665	24	24	33	0.5%	0.7%	0.7%	-29.8%	0.0%	40%	32.2%	37.5%	0%
		Male	4,628	3,960	4,769	21	23	27	0.5%	0.6%	0.6%	-14.4%	9.5%	20%	20.4%	17.4%	0%
	Black	Female	395	375	506	5	5	8	1.3%	1.4%	1.6%	-5.1%	0.0%	8%	34.9%	60.0%	14%
		Male	419	412	582	9	6	7	2.2%	1.4%	1.2%	-1.7%	-33.3%	-36%	41.3%	16.7%	-14%
	Latino	Female	4,351	5,549	7,514	76	125	169	1.8%	2.3%	2.2%	27.5%	64.5%	28%	35.4%	35.2%	-4%
		Male	4,882	6,248	7,940	82	122	157	1.7%	1.9%	2.0%	28.0%	48.8%	12%	27.1%	28.7%	5%
	Other	Female	1,080	1,227	1,636	26	23	30	2.4%	1.9%	1.9%	13.6%	-11.5%	-21%	33.3%	30.4%	0%
		Male	1,107	1,246	1,650	25	36	50	2.2%	2.9%	3.0%	12.6%	44.0%	32%	32.4%	38.9%	3%
	White	Female	12,135	15,667	18,855	45	69	86	0.4%	0.4%	0.5%	29.1%	53.3%	0%	20.3%	24.6%	25%
		Male	12,695	16,617	19,913	101	153	192	0.8%	0.9%	1.0%	30.9%	51.5%	13%	19.8%	25.5%	11%
Total		192,977	209,489	243,920	6,253	6,948	8,412	3.2%	3.3%	3.4%	26.4%	34.5%	6%	16.4%	21.1%	3%	

March 2006

\* For 2000, average of Fall 1999, Spring 2000 and Fall 2000 enrollment from Coast CCD for African-American females was 0.3 (rounded to 0).

Table 7  
**Santa Ana College Traditional Credit Program Enrollment  
 by Service Area of Residence, Gender and Ethnicity  
 Age 17 to 21 Years**

CCD	Ethnic	Gender	Population			Enrollment			Participation Rate			Change 2000-2005	
			2000	2005	2010	2000	2005	2010	2000	2005	2010	Population	Enrollment
SAC Service Area	Asian	Female	1,988	2,235	2,078	214	176	175	10.8%	7.9%	8.4%	12.4%	-17.8%
		Male	2,245	2,210	2,244	191	169	182	8.5%	7.6%	8.1%	-1.6%	-11.5%
	African- American	Female	146	161	183	18	14	17	12.3%	8.7%	9.3%	10.3%	-22.2%
		Male	188	170	205	23	22	30	12.2%	12.9%	14.6%	-9.6%	-4.3%
	Latino	Female	13,015	13,300	15,450	1,592	1,844	2,249	12.2%	13.9%	14.6%	2.2%	15.8%
		Male	15,663	14,211	16,609	1,256	1,404	1,723	8.0%	9.9%	10.4%	-9.3%	11.8%
	Other	Female	338	308	332	72	79	72	21.3%	25.6%	21.7%	-8.9%	9.7%
		Male	365	371	326	79	74	66	21.6%	19.9%	20.2%	1.6%	-6.3%
	White	Female	2,068	1,994	1,934	93	78	80	4.5%	3.9%	4.1%	-3.6%	-16.1%
		Male	2,211	2,140	2,092	96	98	101	4.3%	4.6%	4.8%	-3.2%	2.1%
		sub-total	38,227	37,100	41,453	3,634	3,958	4,695	9.5%	10.7%	11.3%	-2.9%	8.9%
	SCC Service Area	Asian	Female	672	927	929	54	39	45	8.0%	4.2%	4.8%	37.9%
Male			802	937	1,055	67	45	53	8.4%	4.8%	5.0%	16.8%	-32.8%
African- American		Female	92	85	136	7	9	16	7.6%	10.6%	11.8%	-7.6%	28.6%
		Male	147	135	121	10	8	9	6.8%	5.9%	7.4%	-8.2%	-20.0%
Latino		Female	1,925	2,549	3,418	171	193	267	8.9%	7.6%	7.8%	32.4%	12.9%
		Male	2,768	3,005	3,654	151	149	188	5.5%	5.0%	5.1%	8.6%	-1.3%
Other		Female	274	225	293	56	41	59	20.4%	18.2%	20.1%	-17.9%	-26.8%
		Male	243	238	262	57	44	51	23.5%	18.5%	19.5%	-2.1%	-22.8%
White		Female	3,129	3,235	3,333	152	125	137	4.9%	3.9%	4.1%	3.4%	-17.8%
		Male	3,300	3,414	3,526	149	143	153	4.5%	4.2%	4.3%	3.5%	-4.0%
		sub-total	13,352	14,750	16,727	874	796	978	6.5%	5.4%	5.8%	10.5%	-8.9%

March 2006

Table 8  
**SAC Service Area Population and SAC Service Area Enrollment by Ethnicity**

Ethnicity	Population			Percent of Population			Enrollment			Percent of Enrollment			Enrollment Rate		
	2000	2005	2010	2000	2005	2010	2000	2005	2010	2000	2005	2010	2000	2005	2010
Asian	58,892	61,766	64,680	13%	13%	13%	1,741	1,077	1,165	19%	13%	12%	3.0%	1.7%	1.8%
Black	5,551	5,266	5,095	1%	1%	1%	149	120	129	2%	1%	1%	2.7%	2.3%	2.5%
Latino	298,399	323,224	348,103	65%	68%	70%	5,758	6,243	7,250	64%	73%	76%	1.9%	1.9%	2.1%
Other	8,562	8,238	7,900	2%	2%	2%	475	431	415	5%	5%	4%	5.5%	5.2%	5.3%
White	86,656	78,345	70,066	19%	16%	14%	811	632	614	9%	7%	6%	0.9%	0.8%	0.9%
<b>Total</b>	<b>458,060</b>	<b>476,839</b>	<b>495,844</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>8,933</b>	<b>8,503</b>	<b>9,573</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>2.0%</b>	<b>1.8%</b>	<b>1.9%</b>

March 2006

Table 9  
**SAC Service Area Population and SAC Service Area Enrollment by Ethnicity Age 17 to 21 Years**

Ethnicity	Population Age 17-21 Years			Percent of Population			Enrollment			Percent of Enrollment			Enrollment Rate		
	2000	2005	2010	2000	2005	2010	2000	2005	2010	2000	2005	2010	2000	2005	2010
Asian	4,233	4,445	4,322	11%	12%	10%	405	345	357	11%	9%	8%	9.6%	7.8%	8.3%
Black	334	331	388	1%	1%	1%	41	36	47	1%	1%	1%	12.3%	10.9%	12.1%
Latino	28,678	27,511	32,059	75%	74%	77%	2,848	3,248	3,972	78%	82%	85%	9.9%	11.8%	12.4%
Other	703	679	658	2%	2%	2%	151	153	138	4%	4%	3%	21.5%	22.5%	21.0%
White	4,279	4,134	4,026	11%	11%	10%	189	176	181	5%	4%	4%	4.4%	4.3%	4.5%
<b>Total</b>	<b>38,227</b>	<b>37,100</b>	<b>41,453</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>3,634</b>	<b>3,958</b>	<b>4,695</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>9.5%</b>	<b>10.7%</b>	<b>11.3%</b>

March 2006

Table 10  
SAC Non-Traditional Enrollment

Reporting Area	Enrollment			Percent Change	
	2000	2005	2010	2000 to 2005	2005 to 2010
RSCCD	1,478	1,401	1,495	-5%	7%
Coast CCD	1,460	1,075	1,135	-26%	6%
North OC CCD	1,272	1,130	1,223	-11%	8%
South OC CCD	1,833	1,670	1,899	-9%	14%
Non-Orange County (1)	5,606	5,139	5,139	-9%	0%
Unknown/Not Reported	30	9	9	-70%	0%
% Non-Orange County	48%	49%	47%		
<b>Total Non-Traditional</b>	<b>11,679</b>	<b>10,424</b>	<b>10,900</b>	<b>-11%</b>	<b>5%</b>

March 2006

Table 11  
SAC CED Enrollment

Reporting Area	Enrollment			Percent Change	
	2000	2005	2010	2000 to 2005	2005 to 2010
RSCCD	15,352	14,784	16,181	-4%	9%
Coast CCD	875	1,056	1,239	21%	17%
North OC CCD	469	654	771	40%	18%
South OC CCD	884	878	1,101	-1%	25%
Non-Orange County (2)	430	911	911	112%	0%
Unknown/Not Reported (2)	142	365	365	157%	0%
% RSCCD	85%	79%	79%		
<b>Total Continuing Education</b>	<b>18,152</b>	<b>18,648</b>	<b>20,568</b>	<b>3%</b>	<b>10%</b>

March 2006

- 1) Enrollment in EMS (Emergency Medical Service) within the Fire Academy declined between 2000 and 2005, and primarily explains the decline in non-RSCCD and non-Orange County student enrollment, as the EMS program draws from a wide area.
- 2) Expanded offerings of the Ed/Career Assessment course appears closely related to the increase in non-Orange County and unknown/unreported residence locations. The maintenance of student records for this course may explain most of the changes noted.

**Seperator**





Santa Ana College Faculty Profile (2002-2007)

Semester	Credit Program			Credit total	Continuing Education (CED)		CED Total	TOTAL SAC
	contract*	hourly	instr. of record		instr. of record	hourly		
Fall 2002	260	1028	289	1991	23	776	810	2801
Fall 2003	250	1064	312	2058	23	692	733	2791
Fall 2004	245	1063	303	2053	20	689	728	2781
Fall 2005	237	1100	365	2176	23	702	769	2945
Fall 2006	245	992	430	1947	16	599	684	2631
Fall 2007	263	1001	517	2064	16	569	656	2720

source: ITS report PR0845

\* includes Child Development faculty



**Seperator**



# Santa Ana College Grants

DATA TEL PROJECT #	PROJ. #	SITE	FUND TYPE	COMPETITIVE/ ENTITLEMENT/ FINANCIAL AID	BOARD APPVD	BEG. DATE	ENDING DATE	ADMIN/DIRECTOR	PROJECT NAME	FUNDED
1023	5222	SAC	FEDERAL	COMPETITIVE	12/10/07	08/01/07	12/31/08	L. TANAKAYOWMA/LOY NASHUA	AMERICORPS - TRMDP (SAC) - YEAR 3	36,207
1110	5198	SAC	FEDERAL	COMPETITIVE	10/15/07	08/15/07	06/30/08	K. MENNEALY/R. JENKINS	CALIFORNIA ADULT LITERACY PROFESSIONAL DEVELOPMENT PROJECT (CALPRO) - AMERICAN INSTITUTES FOR RESEARCH	65,000
2031		SAC	STATE	COMPETITIVE	08/27/07	07/26/07	07/31/08	K. MENNEALY/S. SOTELO	CALIFORNIA HIGH SCHOOL EXIT EXAM (CASHEE) PREPARATION PROJECT - CLASS OF 207	350,000
2040	5350	SAC	STATE	COMPETITIVE	09/24/07	07/01/07	06/30/08	C. COMEAU/C. COMEAU	CALIFORNIA MATHEMATICS DIAGNOSTIC TESTING PROJECT (MDTP)	25,357
3255		SAC	LOCAL	COMPETITIVE	10/15/07	08/27/07	06/11/08	C. COMEAU/C. MCCLEURE	CARNEGIE MELLON - "THE OPEN LEARNING INITIATIVE"	13,566
1510		SAC	FEDERAL	COMPETITIVE	12/10/07	09/15/07	09/14/08	S. LUNDOQUIST/L. TANAKAYOWMA	GEAR UP II - YEAR 6 (UC)	131,250
1507	5883	SAC	FEDERAL	COMPETITIVE	10/29/07	09/01/07	08/31/08	S. LUNDOQUIST/L. TANAKAYOWMA	GEAR UP III - YEAR 3	800,000
1553		SAC	FEDERAL	COMPETITIVE	10/15/07	10/01/07	09/30/08	E. RIPLEY/G. MORGAN-BEAZELL	HEAD START HISPANIC - LATINO SERVICE PARTNERSHIP (YEAR 4 OF 5)	150,000
1201	5508	SAC	FEDERAL	COMPETITIVE	08/27/07	07/01/07	06/30/08	H. ROBERTS/M. GRANT	INT'L BUSINESS - EXPANDING THE FRANCHISE (YEAR 2 OF 2)	87,000
1580	5061	SAC	FEDERAL	COMPETITIVE	06/25/07	07/01/07	06/30/08	D. GUZMAN/S. MORRIS	JOB DEV., TRAINING & PLACEMENT PROGRAM FOR THE DISABLED - WORKABILITY III	336,915
2470	5182	SAC	STATE	COMPETITIVE	09/10/07	07/01/07	06/30/08	M. BRYANT/YOLANDA MUGICA	MESA (MATH ENGINEERING SCIENCE ACHIEVEMENT) PROGRAM	81,500
2450	5570	SAC	STATE	COMPETITIVE	08/28/06	07/01/06	06/30/07	S. LUNDOQUIST/J.B. WILLIAMS	SANTA ANA MIDDLE COLLEGE HIGH SCHOOL (SA-MCHS)	136,769
3701	5697	SAC	LOCAL	COMPETITIVE	03/12/07	01/01/07	12/31/07	M. BRYANT/T. HUCK	STUDENT SUPPORT PARTNERSHIP INTEGRATING RESOURCES & EDUCATION (SSPIRE) - YEAR 2	75,039
1651	5365	SAC	FEDERAL	COMPETITIVE	09/24/07	09/01/07	08/31/08	D. GUZMAN/R. MADRIGAL	TITLE IV - STUDENT SUPPORT SERVICES (III) - YEAR TWO	278,295
1693	5797	SAC	FEDERAL	COMPETITIVE	09/24/07	09/01/07	08/31/08	D. GUZMAN/M. RAMIREZ	TITLE IV - TALENT SEARCH III - YEAR FOUR	320,832
1705	5505	SAC	FEDERAL	COMPETITIVE	09/14/07	09/01/07	08/31/08	D. GUZMAN/R. MADRIGAL	TITLE IV - UPWARD BOUND III - YEAR ONE	334,624
1674	5816	SAC	FEDERAL	COMPETITIVE	09/24/07	10/01/07	09/30/08	M. BRYANT/S. BAUTISTA	TITLE V - HSI COOPERATIVE ARRANGEMENT PROGRAM - YEAR FIVE	634,893
1720	5876	SAC	FEDERAL	COMPETITIVE	06/25/07	07/01/07	06/30/10	M. BRYANT/M. VARGAS	USDA PARTNERSHIP FOR TRANSFER SUCCESS	75,000
1828		SAC	FEDERAL	COMPETITIVE	01/22/08	07/01/07	06/30/08	E. RIPLEY/J. KALKO	VTEA - TECH PREP REGIONAL CONSORTIUM (SUB-AWARD FROM COAST CCD)	30,000
1900	5240	SAC	STATE	COMPETITIVE	10/10/05	07/01/07	06/30/08	B. MILLER/G. GIROUX	WIA CENTER FOR NURSING GRANT - YEAR 3	430,628
<b>SUBTOTAL (SAC - COMPETITIVE GRANTS)</b>										<b>4,393,075</b>
2570	5150	SAC	STATE	ENTITLEMENT	10/15/07	07/01/07	06/30/08	M. BYANT/P. CANZONA	CALIFORNIA ARTICULATION NUMBER (CAN) SYSTEM ALLOCATION - SAC	5,000
2090	5139	SAC	STATE	ENTITLEMENT	12/10/07	07/01/07	06/30/08	S. LUNDOQUIST/A. KAMIMURA	CARE PROGRAM (SAC)	100,918
2230	5068	SAC	STATE	ENTITLEMENT	01/22/08	07/01/07	06/30/08	D. GUZMAN/J. MATHIS	DISABLED STUDENTS PROGRAMS AND SERVICES (DSP&S) (SAC)	1,990,476
2284	5203	SAC	STATE	ENTITLEMENT	05/14/07	07/01/07	06/30/08	B. MILLER/G. GIROUX	ENROLLMENT GROWTH - YEAR 2 - NURSING	57,142
2250	5130	SAC	STATE	ENTITLEMENT	12/10/07	07/01/07	06/30/08	S. LUNDOQUIST/A. KAMIMURA	EXTENDED OPPORTUNITIES PROGRAMS & SERVICES (EOP&S) (SAC)	1,766,895
2417	5175	SAC	STATE	ENTITLEMENT	12/10/07	07/01/07	06/30/08	S. LUNDOQUIST/M. BRYANT	MATRICULATION - CREDIT - STUDENT FOLLOW-UP (SAC)	395,184
2411	5171	SAC	STATE	ENTITLEMENT	12/10/07	07/01/07	06/30/08	S. LUNDOQUIST/A. ELSEROAD	MATRICULATION - CREDIT - ADMISSIONS (SAC)	267,780
2412	5174	SAC	STATE	ENTITLEMENT	12/10/07	07/01/07	06/30/08	S. LUNDOQUIST/M. BRYANT	MATRICULATION - CREDIT - ADVISEMENT/COUNSELING (SAC)	453,172
2413	5177	SAC	STATE	ENTITLEMENT	12/10/07	07/01/07	06/30/08	S. LUNDOQUIST/S. LUNDOQUIST	MATRICULATION - CREDIT - COORDINATION & TRAINING (SAC)	360,825
2414	5176	SAC-DO	STATE	ENTITLEMENT	12/10/07	07/01/07	06/30/08	S. LUNDOQUIST/M. PHAM	MATRICULATION - CREDIT - INSTITUTIONAL RESEARCH (DISTRICT - SAC)	73,197
2415	5172	SAC	STATE	ENTITLEMENT	12/10/07	07/01/07	06/30/08	S. LUNDOQUIST/L. TANAKAYOWMA	MATRICULATION - CREDIT - ORIENTATION (SAC)	450,278

# EDUCATIONAL MASTER PLAN

DATA TEL PROJECT #	PROJ. #	SITE	FUND TYPE	COMPETITIVE/ ENTITLEMENT/ FINANCIAL AID	BOARD APPROV	BEG. DATE	ENDING DATE	ADMIN/DIRECTOR	PROJECT NAME	FUNDED
2416	5173	SAC	STATE	ENTITLEMENT	12/10/07	07/01/07	06/30/08	S. LUNDOQUIST/D. GUZMAN	MATRICULATION - CREDIT - SKILLS ASSESSMENT (SAC)	58,030
2418		SAC	STATE	ENTITLEMENT	12/10/07	07/01/07	06/30/08	S. LUNDOQUIST/S. LUNDOQUIST	MATRICULATION - CREDIT - STUDENT SUCCESS (SAC)	-
2490	5169	SAC	STATE	ENTITLEMENT				S. SOTELO/S. SOTELO	MATRICULATION - NON-CREDIT - CED	1,714,545
2592	5103	SAC	STATE	ENTITLEMENT	09/24/07	07/01/07	06/30/08	R. BRIDGES/M. SUGRANES	TTIP - LIBRABRY AUTOMOTIVE (SAC)	36,363
2002		SAC	STATE	ENTITLEMENT				J. GRINDEL/N. KANOUSE	UNUSED BASIC SKILLS FUNDS 06/07 - OT FUNDING - SAC	1,149,234
2003		SAC	STATE	ENTITLEMENT				J. GRINDEL/N. KANOUSE	BASIC SKILLS INITIATIVE - OT FUNDING - SAC	1,045,439
1829	5937	SAC	FEDERAL	ENTITLEMENT	06/25/07	07/01/07	06/30/08	E. RIPLEY/H. ROBERTS(S.L.TROMG)	VTEA - SAC - ACCOUNTING	4,449
1824	5904	SAC	FEDERAL	ENTITLEMENT	06/25/07	07/01/07	06/30/08	E. RIPLEY/E. RIPLEY	VTEA - SAC - ADVERTISING & CURRICULUM DEVELOPMENT	91,891
1802	5919	SAC	FEDERAL	ENTITLEMENT	06/25/07	07/01/07	06/30/08	E. RIPLEY/GLEN HAMMONDS	VTEA - SAC - AUTOMOTIVE TECHNOLOGY	69,265
1803	5906	SAC	FEDERAL	ENTITLEMENT	06/25/07	07/01/07	06/30/08	E. RIPLEY/H. ROBERTS	VTEA - SAC - BUSINESS APPLICATION & TECHNOLOGY (BAT)	111,360
1826	5913	SAC	FEDERAL	ENTITLEMENT	06/25/07	07/01/07	06/30/08	E. RIPLEY/D. GUZMAN	VTEA - SAC - CAREER CENTER	96,151
1805	5928	SAC	FEDERAL	ENTITLEMENT	06/25/07	07/01/07	06/30/08	E. RIPLEY/T. HILL	VTEA - SAC - DIGITAL MEDIA ARTS	14,946
1930		SAC	FEDERAL	ENTITLEMENT	06/25/07	07/01/07	06/30/08	E. RIPLEY/H. ROBERTS(S.SHEROD)	VTEA - SAC - DRAFTING TECHNOLOGY - AUTOCAD	21,500
1807	5922	SAC	FEDERAL	ENTITLEMENT	06/25/07	07/01/07	06/30/08	E. RIPLEY/E. RIPLEY	VTEA - SAC - FIRE TECHNOLOGY	105,000
1810	5908	SAC	FEDERAL	ENTITLEMENT	06/25/07	07/01/07	06/30/08	E. RIPLEY/B. MILLER	VTEA - SAC - NURSING (RN)	33,110
1812	5916	SAC	FEDERAL	ENTITLEMENT	06/25/07	07/01/07	06/30/08	E. RIPLEY/E. RIPLEY	VTEA - SAC - PHARMACY TECHNOLOGY	36,752
1825	5934	SAC	FEDERAL	ENTITLEMENT	06/25/07	07/01/07	06/30/08	E. RIPLEY/D. GUZMAN	VTEA - SAC - VOCATIONAL PROJECT FOR DEAF & HARD OF HEARING	40,419
1827	5277	SAC/SCC	FEDERAL	ENTITLEMENT	06/25/07	07/01/07	06/30/08	E. RIPLEY/J. KALKO	VOCATIONAL & TECHNICAL EDUCATION ACT (VTEA) PROGRAM - TECH PREP CONSORTIUM	153,296
		SAC	FEDERAL	ENTITLEMENT	02/04/08	07/01/07	06/30/08	K. MENEALLY/S. SOTELO	WIA II - ADULT EDUCATION & LITERACY (SAC)	2,493,589
<b>SUBTOTAL (SAC - ENTITLEMENT GRANTS)</b>										13,196,206
2550	5066	SAC	STATE	FINANCIAL AID	12/10/07	07/01/07	06/30/08	D. GUZMAN/M. LIANG	BOARD FINANCIAL ASSISTANCE PROGRAM - ADMINISTRATIVE ALLOWABLE - SAC	689,275
1404	5052	SAC	FEDERAL	FINANCIAL AID		07/01/07	06/30/08	D. GUZMAN/M. LIANG	FEDERAL ASSISTANCE - FEDERAL PELL GRANT (SAC)	4,590,275
1402	5015	SAC	FEDERAL	FINANCIAL AID		07/01/07	06/30/08	D. GUZMAN/M. LIANG	FEDERAL ASSISTANCE - FEDERAL SUPPLEMENTAL EDUCATION OPPORTUNITY GRANT (SEOG)	243,600
1401	5016	SAC	FEDERAL	FINANCIAL AID		07/01/07	06/30/08	D. GUZMAN/M. LIANG	FEDERAL ASSISTANCE - FEDERAL WORK STUDY (FWS) (SAC)	428,275
<b>SUBTOTAL (SAC - FINANCIAL AIDS)</b>										5,951,425
<b>TOTAL (SAC)</b>										23,540,706

**Seperator**





## SAC Enrollment & Course Offering Data (end of term)

	SPRING 07		FALL 07	
	N	%	N	%
Total # of Sections offered	2584		2358	
Number of Sections cancelled	177	7%	124	5%
<b>Total # of Sections with active enrollment</b>	2407	93%	2234	95%
Total Course Enrollment	93213		93467	
Total Unique Headcount	37004		36926	
<b>ETHNICITY</b>				
African-American	1032	3%	1007	3%
Asian/Pacific	4505	12%	4476	12%
Latino	13942	38%	14790	40%
Non-Hispanic White	14060	38%	13167	36%
Other	1440	4%	1337	4%
Decline to State	2025	6%	2149	6%
<b>GENDER</b>				
Male	23528	64%	22979	62%
Female	13476	36%	13945	38%
Unreported	-	-	2	<1%
<b>AGE</b>				
17 and under	798	2%	1299	4%
18 - 21	7840	21%	8493	23%
22 - 29	9573	26%	9055	25%
30 - 39	8325	23%	7843	21%
40 - 49	6668	18%	6251	17%
50 and over	3799	10%	3984	11%
Unknown	1	<1%	1	<1%
<b>ED GOALS</b>				
Associate Degree without transfer to 4yr school	1736	5%	1828	5%
BA/BS Degree after earning Associate Degree	7127	19%	7504	20%
Employment Courses	13973	38%	12864	35%
Improve basic skills in English, Reading, or Math	494	1%	459	1%
Maintain License	1428	4%	1379	4%
Other	713	2%	749	2%
Personal Interest	3362	9%	3344	9%
Transfer without earning Associate Degree	2016	5%	2154	6%
Undecided	3968	11%	4235	12%
Unknown	425	1%	546	2%
Vocational Certificate	1762	5%	1864	5%

