Rancho Santiago Community College District
District Council Meeting
June 16, 2014
Executive Conference Room
3:00 – 5:00 p.m.

Agenda

1. Approval of Minutes of June 2, 2014 Meeting

2. Administrative Regulations   Didion

3. RSCCD Strategic Technology Plan 2014-2016   LeTourneau

4. Planning   Didion

5. Committee Reports
   a. Planning & Organizational Effectiveness Committee   Didion
   b. Human Resources Committee   Didion
      i. Reorganizations
   c. Fiscal Resources Committee   Hardash
   d. Physical Resources Committee   Hardash
   e. Technology Advisory Group   LeTourneau

6. Constituent Representative Reports
   a. Academic Senate - SAC   Zarske
   b. Academic Senate – SCC   Evett
   c. Classified Staff   Williams
   d. Student Government – SAC   Manriquez
   e. Student Government – SCC   Soberano

7. Other

Next Meeting: August 11, 2014

Mission Statement

The mission of the Rancho Santiago Community College District is to provide quality educational programs and services that address the needs of our diverse students and communities.

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

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing accessible, transferable, and engaging education to a diverse community.

Rancho Santiago Community College District
District Council Meeting

MINUTES
June 2, 2014

Members:	Raúl Rodríguez	Present
	John Didion	Present
	Adam O'Connor for Peter Hardash	Present
	Erlinda Martinez	Present
	Juan Vázquez	Present
	John Zarske	Present
	Corinna Evett	Present
	Victoria Williams	Present
	Sylvia LeTourneau	Present
	Jorge Sandoval	Absent
	Jimmy Ko	Present
	Michael DeCarbo	Present
	Bonnie Jaros	Present
	George Sweeney	Present

1. Approval of Minutes of May 19, 2014
   It was moved by Mr. DeCarbo, seconded by Dr. Jaros and carried unanimously to approve the minutes of the May 19, 2014 meeting with minor corrections.

2. Board Policies/Administrative Regulations
   Executive Vice Chancellor Didion explained that minor edits to board policies relating to reference citations can be approved by District Council rather than going to the Board Policy Committee. It was moved by Mr. DeCarbo, seconded by Ms. Evett and carried unanimously to approve changes as presented to the following:
   a. BP 3200 Accreditation (new reference citation)
   b. BP6340 Contracts (new reference citation)
   c. BP 7133 Management Holidays (title clarification)
   d. AR 6305 Fiscal Accountability (new)

3. 2014-2015 Meeting Schedule
   Chancellor Rodríguez presented the proposed 2014-2015 meeting schedule for approval. It was noted that changes to the spring dates make take place after the 2015 board calendar is approved. It was moved by Ms. Evett, seconded by Mr. Vázquez and carried unanimously to approve the 2014-2015 meeting schedule.

4. Committee Reports
    A. Planning and Organizational Effectiveness Committee (POE)
       Mr. Didion reported that POE formed a task force to work during the summer to
       create a timeline relating to the resource allocation process for District Council's
       review. The goal is to align the district process with the college process.

    B. Human Resources Committee (HRC)
       Mr. Didion reported that HRC had not met and there was no report.

    C. Fiscal Resources Committee (FRC)
       On behalf of Vice Chancellor Hardash it was reported that the FRC approved the
       tentative budget with a vote of 6 to 4. FRC also recommended that
       representatives of all five governance committees meet over the summer to
       review the timing of the budget process. It was agreed that this is the work that
       POE will be doing as discussed earlier in the meeting.

    D. Physical Resources Committee (PRC)
       There was no report.

    E. Technology Advisory Group (TAG)
       Assistant Vice Chancellor LeTourneau reported that TAG had approved the 2014-
       2016 Strategic Technology Plan and it would be brought to District Council at the
       June 16 meeting. Ms. LeTourneau will send the plan to district council members
       for their review prior to the meeting.

5. Planning Process
   Chancellor Rodríguez explained that this item was placed on the agenda to address the
   concerns voiced by members of the governance committees relating to the budgeting
   process. Dr. Rodríguez noted that the district's planning process was new and evaluation
   is welcome.

   With respect to the tentative budget, he explained that it was "tentative" and a
   placeholder budget which allows the district to operate until a budget is adopted by the
   Board in September after incorporating the elements included in the approved state
   budget. Dr. Rodríguez explained his rationale for including items in the tentative budget
   that were not recommended by District Council. He also stated that, as part of his
   responsibility to the district as a whole, he will move forward with actions and
   expenditures that are in the best interests of the district.

   It was noted by Dr. Rodríguez that he understood FRC was proposing to research the
   expense of district operations in other community college districts to see how they
   compare with RSCCD. While he welcomed the critique, he stated that he was confident
   results will show that RSCCD is a lean operation. Dr. Rodriguez reiterated that district
   operations is committed to support the colleges and build revenue streams to help the
   colleges grow and serve students. While his preference is to make the current budget
   allocation model work, he noted that the district can also look at adopting a new one.

   Ms. Evett expressed appreciation to the Chancellor for his thoughts and stated that this
   demonstrates how truly transparent and participative our process is.

6. Other
    A. Student Government – SCC: ASG President Jimmy Ko announced his
        acceptance into the USC Marshall School of Business and expressed appreciation
        for the opportunity to participate in the district's governance committee
    B. CSEA President Victoria Williams reported on the activities of CSEA.

6. Next Meeting: The next meeting of the District Council will be held on Monday, June
    16, 2014 in the Executive Conference Room (#114).

    Meeting Adjournment: 3:50 p.m.

    Approved:

Grant Acquisition Regulations - AR3207

Revised June 9, 1999

1. Faculty, staff, and administrators may submit applications for grant funding, federal and otherwise, when such funding support efforts that enhance the mission of the district.
2. Those interested in pursuing grant funding must coordinate their efforts through the appropriate development office, i.e. Resource Development, Workforce Education and Economic Development, Facility Planning and Campus Services, or one of the foundations.
3. Permission to apply for said assistance must be obtained (through the development office) from the related department or division, vice chancellor, the Governing Board, or others, as required.
4. Program and fiscal management of each grant-funded project is the responsibility of the person(s) designated by the Chancellor (or designee).
5. Expenditure of grant funds must comply with funding agency regulations, district policies and procedures and Education Code requirements.

Legal reference: Education Code 12033, 12200, 12220, 12400 and 12401

Responsible Manager: Assistant Vice Chancellor of Educational Services

Auxiliary Services, Food Service Operation - AR3223

January 1, 1997

The governing board has established a food service operation which is contracted out to a private vendor. The Auxiliary Services Department shall:

1. Prepare a request for proposal (RFP) as often as deemed necessary to ensure a quality food service operation that meets the needs of the students, faculty and staff of RSCCD and shall establish individual agreements for Food Service, vending, catering services, and other independent contractors as deemed appropriate

2. Meet with the Food Service Manager and other contractors on a regular basis to review operating statements and to ensure compliance with established regulations and health and safety codes set forth in the service contracts.

3. Establish a Food Service Committee(s) with representation from students, faculty and staff to develop short-term and long-range goals including facility plans. All recommended food prices shall be brought before and approved by the established Food Service Committee(s). Separate committees will be established for the Orange Service area (Orange Campus) and the Santa Ana Service area (which includes Centennial Education Center) as deemed necessary.

4. Maintain a comprehensive and current inventory of all district food services equipment and supplies and shall furnish the services of its campus maintenance services when required for proper maintenance and repair of the Food Service facilities, including the equipment.

5. Deposit all revenues (according to established payment terms as specified in individual agreements) into the Diversified Fund and properly log and maintain monthly statements for each contractor in the Student Business Office.

6. Assure that contractor(s) keeps in force during the terms of the service agreement all comprehensive general and liability insurance in accordance with the limits and guidelines established by the district's Risk Management Office.

Legal reference: California Education Code 72676, 88004.5 Government Code 53060 Title 5, California Administrative Code 42500, 59259

Responsible Manager: Supervisor of Auxiliary Services

Auxiliary Services, Student Business Office - AR3224

January 1, 1997

1. The Student Business Office shall define and implement rules and procedures for the collection and disbursement of student body funds.
2. The Student Business Office shall process purchase orders and requests for checks for all auxiliary fund accounts (Associated Student Body Budget, Diversified Budget, Community Education Fund, Adult Education Fund, and Don Bookstore). All necessary forms will be submitted and processed with supporting documentation and appropriate authorization.
3. The Student Business Office accounting staff shall responsibly handle the deposit of money and accounting for all auxiliary accounts. A report of cash received, accompanied by supporting detail shall be sent to the district Accounting Office for all General Fund collections.
4. The Student Business Office shall provide for the security of any funds that must be held overnight. Money or securities kept overnight shall be kept in a locked fireproof safe with a combination lock in a secured cashiering office. The combinations of safes shall be restricted to supervisory and senior personnel.
5. The Student Business Office staff shall provide technical assistance and support for the trustees of all auxiliary fund accounts, through in-service training, workshops, and responses to individual inquiries.
6. A Diversified Budget Committee shall be established with representation from students and staff.
7. The Student Business Office shall prepare an annual report to present to the Diversified Budget Committee and to the Vice Chancellor of Business Operations and Fiscal Services. The report shall detail income and expenses for the current year and profit and expense projections for the following year.
8. The Student Business Office shall develop cash handling guidelines which cover cashiering responsibilities, procedures, and internal control. Included in the guidelines are procedures covering segregation of duties, cash receiving and recording, check cashing, depositing, reporting by major cashiering stations, cash register features, accounting office control functions, returned checks, physical security, reporting losses, and petty cash funds.
9. The Student Business Office shall comply with and implement all findings and recommendations as determined by the district's external auditors delineated in the Annual Audit Report for all Auxiliary Funds.
10. The Student Business Office shall provide general accounting for Auxiliary Funds including preparation of year-end financial statements and reports, and the maintenance of subsidiary ledgers in accordance with accepted accounting standards and practices for auxiliary operations.
11. In coordination with the Financial Aid Department and the district Accounting Office, the Student Business Office shall be responsible for the disbursement of grant and loan checks.

Legal reference: California Education Code 72675, 76062, 76063, 76064, and 76065 Title 5, California Administrative Code 42403 Title 5, California Code of Regulations 42659

Responsible Manager: Director of Auxiliary Services

Auxiliary Services, Special Services - AR3225

January 1, 1997

1. Auxiliary Services shall establish a fee for returned checks which shall be posted and communicated on all correspondence. Defined procedures shall be followed in the collection of returned checks. Various mechanisms shall be utilized for said collection.
2. Auxiliary Services shall interface and coordinate with departmental programs, clubs, etc. by establishing procedures and guidelines to handle various financial activities.

Legal reference: N/A

Responsible Manager: Director of Auxiliary Services

Auxiliary Services, Bookstore - AR3226

January 1, 1997

1. As a not-for-profit, self-supporting, auxiliary service operation, the Don Bookstore shall provide the tools of education, such as textbooks, office supplies, and course supplies to the diverse campus community of students, faculty and staff.
2. The Bookstore shall initiate and coordinate the requisitioning of textbooks, and the acquisition of supplies and other required instructional materials with division deans, department chairs, and faculty. Bookstore staff will keep in constant contact with division deans to stay current on textbook editions.
3. The Bookstore shall procure and confer with vendors and publishers, warehouse and store/soft goods to meet academic and student needs.
4. The Bookstore accounting staff shall responsibly handle the deposit of money and accounting for bookstore funds. A report of cash received, accompanied by supporting detail shall be sent to the Student Business Office on a daily basis.
5. Bookstore cashiers shall prepare Cash Collection Reports for each day's deposits to be verified and processed by the Student Business Office.
6. The Bookstore shall maintain accounting records for special student programs (i.e., EOPS book grants, rehabilitation vouchers, scholarships, veterans, etc.).
7. The Bookstore shall provide information for the annual report which will be presented to the Diversified Budget Committee and to the Vice Chancellor of Business Operations and Fiscal Services. The report shall detail income and expenses for the current year and profit and expense projections for the following year specifically related to Bookstore operations.
8. The Bookstore shall provide for the security of any cash that must be held overnight. Money or securities kept overnight shall be kept in a locked fireproof safe with a combination lock in a secured cashiering office. The combinations of safes shall be restricted to supervisory and senior personnel and shall be changed at least once per year.
9. Any surplus bookstore funds shall be invested by guidelines established in Government Code 53601.
10. Known or suspected defalcations will be reported immediately to the police department, or directly to the Vice Chancellor of Business Operations and Fiscal Services. Mysterious disappearances of money or securities will be reported immediately to the Safety and Security Office. Losses from robberies and burglaries will also be reported immediately to Safety and Security.
11. The Bookstore shall conduct opening and closing buy backs of used books four (or more) times a year.
12. The Bookstore shall conduct an annual physical inventory on June 30 of each year. Bookstore staff shall conduct inventory or an approved, qualified outside contractor shall be utilized.
13. The Bookstore shall assist college faculty in securing copyright permission for the reprint of non-original works (i.e., articles, photos, speeches, charts, maps, out-of-print books) within compiled instructional materials that may be purchased by students for academic use. All non-original materials must be accompanied by a signed "Instructor's Release Form" indicating that the materials are not the original work of the instructor. Any author/publisher royalty fees shall be included in the retail price of the instructional materials. Consumable works (i.e., workbooks, exercises, standardized tests) will not be given copyright permission for reprint. The Bookstore shall not guarantee copyright permission will be granted by the author/publisher. The Bookstore shall also assist college faculty in securing copyrights for original instructional materials to be purchased by students for academic use. All original materials submitted for copying shall be accompanied by a signed "Instructor's Release Form."
14. Compiled instructional materials that have received copyright permission for reprint and other copied materials shall not substitute for the purchase of available printed material.

Legal reference: Government Code 53601 California Education Code 81676, 81676.5, and 88020

Responsible Manager: Director of Auxiliary Services

~~ENVIRONMENTALLY PREFERABLE PURCHASES – RECYCLED PRODUCTS~~ Sustainable Practices – AR ~~3700~~ 3406

Legal reference: AB 939 Waste Management Reduction Act; Title 8, Section 340 et seq.

~~Adopted May 23, 2008~~

ENVIRONMENTALLY PREFERABLE PURCHASES

The District and colleges shall, whenever possible, use recycled products and recycled materials to meet their needs. This regulation is enacted to demonstrate compliance with the Waste Management Reduction Act and foster market development for recycled products.

PURCHASING PRACTICES

A. The District, colleges and departments shall use recycled products whenever practicable. Special emphasis shall be placed on the purchase of products manufactured with post-consumer recycled materials.
B. The District may require procurement of designated recycled products or recycled products above the levels required by this regulation.
C. The District shall require its contractors and consultants to use and specify recycled products in fulfilling contractual obligations whenever practicable.
D. The District and colleges shall promote the use of recycled products publicizing its procurement regulation whenever practicable.

MANAGEMENT RESPONSIBILITIES FOR RECYCLED PRODUCTS

The Director of Purchasing shall coordinate the implementation of this regulation. He/she will establish a list of recycled products that shall be purchased by all departments whenever practicable and will develop the mechanism for maintenance, additions, and deletions to the list of recycled products available for procurement. Maintenance of the list will include addition of new products containing recycled material as they become available and make available to departments specifications on the new product along with a list of suggested uses. The Director of Purchasing will also work with departments to establish minimum recycled content standards for designated recycled products to maximize recycled product availability, recycled content, and competition.

~~**Responsible Manager:** Director of Purchasing; Vice Presidents of Administrative Services~~

~~ENVIRONMENTALLY PREFERABLE PRACTICES –~~ RECYCLING WASTE ~~– AR3701~~

~~Adopted May 23, 2008~~

RECYCLING WASTE

The District and colleges will act to make resource conservation an integral part of its waste reduction and recycling programs.

A. The District and colleges will integrate the concept of resource conservation, including waste reduction and recycling, into its environmental programs.
B. The District and colleges will decrease the amount of waste of consumable materials by: a) reduction of the consumption of consumable materials wherever possible; b) full utilization of all materials prior to disposal; and c) minimization of the use of non-biodegradable products whenever possible.
C. The District and colleges will cooperate with, and participate in, recycling efforts of service area cities and the county. As systems for the recovering of waste and recycling are developed within service area cities and the

county, the District will participate by appropriately separating and allowing recovery of recyclable waste products.

D. The District will purchase, where financially viable, recycled products. The District will also encourage suppliers, both private and public, to make recyclable products and unbleached paper products available for purchase.

E.   Representatives of the District and colleges will actively advocate, where appropriate, for resource conservation practices to be adopted at the local, regional, and national levels.

Legal reference: AB 939 Waste Management Reduction Act

Responsible Manager: Manager, Environmental Safety & Emergency Services; Vice Presidents of Administrative Services

Hazardous Materials — AR3702

Adopted May 23, 2008

The District must post at least one CAL/OSHA Notice in each location where business is conducted in a conspicuous place where notices to employees are customarily posted.

Where employers are engaged in activities that are physically dispersed such as construction or transportation, the notice required shall be posted at each location to which employees report each day.

Where employees do not usually work at, or report to, a single location the notice or notices shall be posted at the location or locations from which the employees operate to carry out their activities.

Each employer shall take steps to insure that such notices are not altered, defaced or covered by other material.

The notice shall inform employees that employers who use any substance listed as a hazardous substance by Cal/OSHA regulations must provide employees with information on the contents of material safety data sheets (MSDS) or equivalent information about the substance which trains employees to use the substance safely.

The notice must also state that the employer is required to make available on a timely and reasonable basis a MSDS on each hazardous substance in the workplace upon request of an employee, collective bargaining representative, or an employee's physician.

The notice must also state that employees have the right to see and copy the medical record and other records of employee exposure to potentially toxic materials or harmful physical agents.

If the District is required to conduct tests or to engage in monitoring or measuring to determine employee exposure to hazards by specific standards it shall notify the affected employee or employees or their representative, prior to commencement of the date, time and place of the testing, monitoring or measuring of employee exposure.

The District must provide an employee or employees, or their representatives with the opportunity to observe the testing, sampling, monitoring or measuring undertaken pursuant to such standards.

Whenever any employee has been or is being exposed to toxic materials or harmful physical agents in concentrations or at levels exceeding those prescribed by applicable standard, order, or special order, the District must promptly notify any employee so affected in writing of the fact that the employee has been exposed, and of the corrective action being taken.

Legal reference: Title 8, Section 340 et seq.

Responsible Manager: Manager, Environmental Safety & Emergency Services; Vice Presidents of Administrative Services; Director of Purchasing

Revised _____ (Previously AR3700, 3701, 3702)

Reporting of Crimes – AR ~~3521~~ 3515

Legal Reference: Penal Code Section 245; Education Code Section 212; 87014; Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998; 20 U.S.C. § 1232g; 34 C.F.R. 668.46; 34 C.F.R. 99.3f(a)(13), (14); Campus Security Act of 1990; 34 C.F.R. 99.31(a)(13)(14)

~~Members of Rancho Santiago Community College District, Santa Ana College, and Santiago Canyon College~~ Individuals who are witnesses or victims of a crime, should immediately report the crime to the District Safety & Security Department.

In the event an employee is assaulted, attacked or menaced by a student, the employee shall notify his or her supervisor as soon as practical after the incident. The supervisor of any employee who is attacked, assaulted or menaced shall assist the employee to promptly report the attack or assault to the District Safety & Security Department and /or local police department depending on site location. The supervisor himself or herself shall make the report if the employee is unable or unwilling to do so.

The District, in accordance with Clery Act requirements, shall publish timely warnings to the campus community about crimes that are considered to represent a continuing threat to other students and employees in a manner that is timely and will aid in the prevention of similar crimes. The information shall be disseminated by the Director, District Safety & Security, in a manner that aids the prevention of similar crimes.

Depending on the circumstances of the crime, especially in all situations that could pose an immediate threat to the community and individuals, the Director Safety & Security may also post a notices on the RSCCD websites, send out mass communication via text message, email or on social media, providing the community with a more immediate notification. This should be immediately accessible by all faculty, staff and students. Anyone with information warranting a timely warning should report the circumstances to the Safety & Security Department, by phone (714 564 6330) or in person at the Safety & Security Department's office.

The District shall not be required to provide a timely warning with respect to crimes reported to a pastoral or professional counselor.

If there is an immediate threat to the health and safety of students or employees occurring on campus, the District shall follow its emergency notification procedures.

The District shall annually collect and distribute statistics concerning crimes on campus. All college staff with significant responsibility for student and campus activities are considered campus security officials under the federal Clery Act and shall report crimes about which they receive information.

The District shall publish an Annual Security Report every year by October 1 that contains statistics regarding crimes committed on campus and at affiliated locations for the previous three years. The Annual Security Report shall also include policies pertaining to campus security; alcohol and drug use; crime awareness and prevention; crime alerts and timely warnings; the reporting of crimes; sexual assault and victims' assistance program; ~~student discipline, campus resources and other matters;~~ and emergency response and evacuation procedures. The District shall make the report available to all current students and employees. The District will also provide ~~perspective~~ prospective students and employees with a copy of the Annual Security Report upon request. A

copy of the Annual Security Report can be obtained by contacting the District Safety & Security Department.

The District may disclose the final results of disciplinary proceedings to a victim of an alleged ~~a perpetrator of~~ crime of violence or a non-forcible sex offense, regardless of the outcome. The District may also disclose to anyone, the final results of a disciplinary proceeding in which it concludes that a student violated school policy with respect to a crime of violence or non-forcible sex offense. The offenses that apply to this permissible disclosure are:

- Arson;
- Assault offenses;
- Burglary;
- Criminal homicide – manslaughter by negligence;
- Criminal homicide – murder and non-negligent manslaughter;
- Destruction, damage, or vandalism of property;
- Kidnapping or abduction;
- Robbery;
- Forcible sex offenses

The disclosure may only include the final result of the disciplinary proceeding with respect to the alleged criminal offense. The District shall not disclose the name of any other student, including a victim or witness, unless the victim or witness has waived his or her right to confidentiality.

TO REPORT A CRIME

Contact Safety & Security department at (714) 564 6330 or 333 or in the event of an emergency dial 911. Any suspicious activity or person seen in the parking lots or loitering around vehicles or inside buildings should be reported to the Safety and Security Dept. In addition you may report crime to any administrator on campus.

The Safety and Security Department encourage anyone who is the victim or witness to any crime to promptly report the incident to them or police. If you are the victim of a crime and do not want to pursue action within the District's system or the criminal justice system, you may still want to consider making a confidential report. With your permission the Director, Safety and Security or his appointee can file a report on the details of the incident without revealing your identity. The purpose of a confidential report is to comply with your wish to keep the matter confidential, while taking steps to ensure the future safety or yourself and others. With such information, the District can keep an accurate record of the number of incidents involving students; determine where there is a pattern of crime with regard to particular locations, method, or assailant, and alert campus community to potential danger. Reports files in this manner are counted and disclosed in the annual campus statistics for the institution. Because police records are public records under state law, the police cannot hold reports of crime in confidence.

Responsible Manager: Director of District Safety & Security

~~**Adopted August 2002**~~ **Revised _____ (Previously AR 3521)**

Drug Free Environmental and Drug Prevention Program -- AR ~~3523~~ 3550

References:

Drug Free Schools and Communities Act Amendment of 1989; 20 U.S. Code Section 1145g; 34 Code of Federal Regulations 86.1 et seq.; Federal Drug-Free Workplace Act of 1988; 41 U.S. Code Section 702

The District is committed to providing its employees and students with a drug free workplace and campus environment.

The District shall be free from the unlawful possession, use or distribution of illicit drugs and alcohol by students, employees and guests. Awareness of this policy will help create a drug and alcohol free environment. This policy and regulation shall be published and be made available to students and employees on the district and college websites, including the employee intranet, Admissions and Records, the Health Centers, Student Services and Safety and Security. It will also be included in the Annual Security report, the college Catalogs, the Student Handbooks and Schedule of Classes.

The District emphasizes the prevention and intervention of substance abuse through education. The colleges will provide information about the dangers of drugs and alcohol and will engage in prevention programs through efforts by the Student Services offices, the Health Centers, District Safety and Security, and Risk Management.

Health risks associated with use of illicit drugs and the abuse of alcohol include: death; injury; unprotected sex and possible sexually transmitted disease; non-consensual sex; increased risk of suicide; and driving under the influence.

Violators of this policy may be subject to disciplinary action, which may include referral to an appropriate rehabilitation program, the Employee Assistance Program, suspension, demotion, expulsion or dismissal, and may also be subject to criminal *prosecution and* sanctions including fines, jail, or prison sentences. The Associate Deans of Student Development will handle student disciplinary action, the Vice Chancellor of Human Resources will be responsible for employee disciplinary action, and Director of District Safety and Security will work with local law enforcement agencies for criminal sanctions.

As a condition of employment, employees must notify the District within five days of any conviction for violating a criminal drug statute while in the workplace. The District is required to inform any agencies that require this drug-free policy within ten days after receiving notice of a workplace drug conviction.

Assistance for substance abuse may be obtained from one of the following sources:

- SAC and SCC Student Health Centers, for confidential counseling and referral to local agencies
- Alcoholics Anonymous of Orange County
- National Drug Hotline, 1-800-662-HELP
- Al-Anon/Alateen Family Group Headquarters, 1-800-356-9996
- Narc-Anon Family Group Headquarters, 310-547-5800
- 800 Cocaine, an information and referral hotline, 1-800-COCAINE

Responsible administrators: Vice Presidents of Student Services, Director of District Safety and Security, and Vice Chancellor of Human Resources

~~*The district shall be free from unlawful drugs.~~

~~Approved December 11, 2006;~~ **Revised _____ (Previously AR 3523)**

Auxiliary ~~Organizations~~ ~~Services~~, Accounting Services and Internal Control — AR ~~3222~~ 3600

~~January 1, 1997~~

1. The Auxiliary Services accounting staff shall employ accepted accounting standards and practices to control receipt and disbursement of funds for the auxiliary organizations.
2. Auxiliary Services shall facilitate the processing of warrants for various funds and trust accounts in relation to addressing student body needs, activity and academic function.
3. Auxiliary Services shall implement cash handling guidelines which include cashiering responsibilities, procedures, and internal control. The guidelines shall include procedures covering segregation of duties, cash receiving and recording, check cashing, depositing, reporting by major cashiering stations, cash register features, accounting office control functions, returned checks, physical security, reporting losses, and petty cash funds.
4. Auxiliary Services shall establish an annual budget which shall be included within the district's annual budget to be adopted by the Board of Trustees.
5. Auxiliary Services shall monitor the income, expenses and fund balances of all auxiliary service accounts in relationship to the adopted budget.
6. Auxiliary Services shall monitor and control expense requests in accordance with the availability of funds and appropriate authorized signatures.

Legal reference: California Education Code ~~72672, 72675, 72681, 84030, 84040, 84040.3, and 84040.5, Government Code 53078, Title 5, California Administrative Code 42403, 42408~~ Sections 72670 et seq.; Title 5 Sections 59250 et seq.

Responsible Manager: Director of Auxiliary Services

 Revised _____(Previously AR 3222)

Gifts and Donations – AR ~~3208~~ <u>3820</u>

~~January 1, 1997~~ <u>Revised _____</u>

All gifts and donations to the district of property or money shall be reviewed and then recommended by the Vice Chancellor, Business Operations and Fiscal Services to the Chancellor's Cabinet. Upon approval by the Chancellor's Cabinet, the gift shall be placed on the Business Services section of the Board agenda for acceptance.

The district will not assess the value of any gift for tax purposes. There must be a qualified appraisal for the donor to receive tax benefits.

All gifts and donations should be evaluated first in terms of its usefulness to the instructional or other programs and services of the district. Second, evaluation should be made of the cost of receiving the gift to include transportation, installation, maintenance, space utilization, and insurance.

Legal reference: N/A

Responsible Manager: Assistant Vice Chancellor of Fiscal Services

<u>**(Previously AR 3208)**</u>

Fiscal Accountability – AR 6305

Adopted June 2, 2014

RSCCD, as a fiscally accountable District, processes its own commercial checks, ensures proper internal controls for those payments, and audits the payments. The District follows the Education Code requirements and assumes these responsibilities from the Orange County Department of Education (OCDE). The District shall notify OCDE of payments to update their records and the County Treasury. The District shall adhere to the implementation plan, as approved by the Board of Trustees and OCDE.

As a fiscally accountable District, the following procedures and regulations apply:

I.   The Assistant Vice Chancellor, Fiscal Services serves as the District Disbursing Officer. The duties and responsibilities assigned to this position include:
   a.   Determine that funds are available to cover the payment of the claim:
   b.   Determine that adequate documentation exists to substantiate the appropriateness and authenticity of financial transactions;
   c.   Determine that there has been compliance with budgetary, legal, procedural and specially funded program requirements;
   d.   Certify that the foregoing review has been performed by signing check registers;
   e.   Maintain a record of all transactions reviewed together with notations regarding rejected check requests;
   f.   Issue checks in accordance with procedures prescribed by OCDE and County Auditor;
   g.   Ensure organizational independence between operating, custodian accounting and auditing functions;
   h.   Ensure that the segregation of duties is properly controlled;
   i.   Ensure that the handling of receipts and disbursement of funds are separated from the accounting function;
   j.   Ensure a degree of independence of the District Disbursing Officer sufficient to maintain positive integrity of responsibilities;
   k.   Ensure internal controls between Purchasing and Accounts Payable departments;
   l.   Ensure the control of checks and signatures <u>and immediately notify OCDE when an authorized custodian leaves the district</u>;
   m.   Ensure the adherence to Board rules and policies;
   n.   Provide financial information to the Governing Board and County Superintendent;
   o.   Ensure that Budget controls and procedures are reasonable in accordance with good business and management practices;
   p.   Prepare financial statements and cost analysis reports;
   q.   Ensure that there are adequate audit trails through operational data processing systems;
   r.   Process replacement checks, stop payments, cancelled checks;
   s.   Detect, account for, and recover monies lost due to forged checks.

II.   Check Control – Check stock is stored in a secured room in the Accounting Department and currently used stock is locked in a safe in Accounts Payable. Access to both the room and safe is limited to designated staff.

III.   Signature Security and Control – Electronic signatures of the Disbursing Officer and check signers will be maintained in a secure manner with access limited to designated staff.

IV.   Record Retention and Accessibility to the Public:

   a.   The District follows the record retention guidelines as outlined in AR 3310 – Records Retention and Title 5 section 59020-59029

   b.   Records shall be available for public inspection pursuant to AR3300 – Public Records.

Legal reference: Education Code Section 85266
Responsible Manager: Assistant Vice Chancellor, Fiscal Services

Copyright of Software – AR ~~3600~~ <u>6507</u>

1. All district standard software will carry with it a site licensing agreement with the supplier. The software will be inventoried and metered by ITS using network software to ensure that the district will only use the quantity that we are paying for in the site license. District standard software that is to be loaded on a computer not using the district's network, will be checked out from the Customer Support Supervisor in ITS.
2. Software that is purchased for specialized use, whether for administrative, classroom, or lab use, must adhere to all copyright laws by only loading the legal number of copies of that software that we legally have licensed.
3. The manager in charge of the department that is using computers is responsible for implementing the necessary controls and to monitor the usage of software to ensure that the district is not put in jeopardy by improper use of software on district computers.
4. The manager in charge of the department will monitor that no one loads software to district computers without the express permission of the administrator in charge. Such permission may be given if it is shown that the software is legal and it is to be used for district business. Software, which has been loaded on a district computer, with the permission of the administrator in charge, will not be proliferated to other district owned computers.
5. The district's standards of conduct will be adhered to by all staff and students relating to copyright issues.
6. Any violations of copyright issues will be communicated to the manager in charge of the department for appropriate action.

~~**Legal reference**: N/A~~

Responsible Manager: Assistant Vice Chancellor of Information Technology Services

<u>**Revised _____(Previously AR 3600)**</u>

Vehicle Operation and Parking – AR ~~3501~~ <u>6750</u>

Legal reference: Education Code ~~72247, AB 408~~, <u>76360, CVC 40215, 40230, 21113a</u>

1. ~~No vehicles shall be operated on the grounds or facilities of the district outside the scope of BP3501.~~
2. ~~All persons operating a vehicle on district property in areas not designated for vehicle operation shall have effective proof of insurance on file with the district prior to bringing the vehicle on the property.~~
3. ~~The speed limit of vehicles used in areas other than roads and parking lots is 5 MPH.~~
4. ~~All persons have the right-of-way over vehicles. Drivers shall use extreme care in operation of vehicles on the property and not operate the vehicle in any manner that may cause personal or property damage.~~
5. ~~Vendors parking vehicles on the premises to provide service shall first obtain specific permission to do so. The Campus Services and Safety staff shall provide the vehicle operator direction on best path and acceptable parking locations.~~
6. ~~All vehicles other than those owned and operated by the district shall have an appropriate parking permit displayed. Vehicles not having a posted permit may be cited and/or towed from the property at the owner's expense.~~
7. ~~The driver and/or owner of a vehicle operated on district property shall be responsible for any personal and/or property damage caused by such operation.~~
8. ~~RSC parking citations are not legally defined as criminal cases and are therefore filed or contested in civil court after local agency review hearings. Effective August 1, 1993, RSC established its own local administrative review/hearing panel processes, as required by law (AB-408). These processes precede the filing of citizen complaints in Civil Court regarding parking citations issued by RSC District Safety officers.~~

~~The procedure for contesting RSC parking citations is:~~

1. ~~Citizen mails citation fee to the RSC parking administration, OR~~
2. ~~Citizen contacts issuing District Safety officer in an attempt to resolve/void citation. If the citation is not resolved: Citizen calls RSCCD Parking Administration to contest citation. Parking Administration mails Administrative Review form to citizen. Citizen completes form and mails back to Parking Administration.~~
3. ~~Parking Administration forwards Administrative Review form to Director of District Safety.~~
4. ~~Director of District Safety reviews form, upholds or dismisses citation based upon available information. The form is returned to the Parking Administration for forwarding to citizen.~~
5. ~~If citation is dismissed, no further action is necessary. If citation is upheld, citizen must forward a deposit in the amount of the citation to the Parking Administration. RSCCD bail schedule is set at $20 ($250 for violation of Disabled Persons regulations).~~
6. ~~An in-person hearing or written declaration review is scheduled.~~
7. ~~A college Hearing Examination Committee will meet for in-person hearings and reviews. This committee will be comprised of: - One student selected by the Associated Student Body, - One academic staff member selected by the Academic Senate, One classified staff member selected by the Classified Senate.~~
8. ~~Within 20 days after the mailing of the final decision of the committee, the citizen may proceed to Civil Court if the disposition is disputed.~~
9. ~~Procedures thereafter will be governed by AB 408. Fine amounts will be $20, $40, $60 (as they become delinquent).~~

<u>These procedures are intended to promote the safe and orderly movement of traffic on all District and College property for vehicles and bicycles. All applicable provisions of the California Vehicle Code are expressly applicable to the traffic upon the highways, roadways, driveways, paths, parking facilities and grounds of the District and Colleges.</u>

Parking of motor vehicles and bicycles is limited to specially designated areas. Fee permits are required. Vehicles or bicycles parked or left standing in violation of the provisions of this procedure are subject to fines, towing, or impoundment. The District provides parking facilities for vehicles for the sole purpose of conducting college business. Persons park on District property at their own risk. The District assumes no liability for damages or loss to any vehicle or its contents.

All persons operating, driving, parking, or leaving a vehicle standing on District property are required to adhere to the provisions of AR-3450. All persons who enter on District and/or College property are charged with knowledge of the provisions of this procedure and are subject to the penalties for violations of such provisions.

DEFINITIONS
Every word or phrase relating to traffic and parking used in this procedure shall have the same meaning as defined in Division 1 of the California Vehicle Code, unless otherwise defined in this procedure.

1. District- Means the Rancho Santiago Community College District

2. Governing Board- Means the Rancho Santiago Community College District Governing Board of Trustees

3. SAC – Santa Ana College

4. SCC – Santiago Canyon College

5. Authorized Service Vehicle- Means any of the following:

   (1) A district owned, leased or operated vehicle when operated in an authorized manner

   (2) An authorized emergency vehicle as defined by the California Vehicle Code 39

'Leave standing' is **(1)** The stopping of a vehicle, **(2)** whether occupied or not, **(3)** otherwise than temporarily for the purpose of and while actually engaged in receiving or discharging passengers.

VEHICLE OPERATION

These procedures are intended to promote safe and orderly movement of traffic within District property and for the safe and orderly parking of vehicles and bicycles.

1. All persons who enter on to District property are charged with knowledge of the provisions of this procedure and are subject to the penalties for violations of such provisions.
2. No vehicles shall be operated on the grounds or facilities of the district outside the scope of BP3501.
3. All persons operating a vehicle on district property in areas not designated for vehicle operation shall have effective proof of insurance on file with the district prior to bringing the vehicle on the property.
4. The speed limit of vehicles used in areas other than roads and parking lots is 15 MPH.
5. All persons have the right-of-way over vehicles. Drivers shall use extreme care in operation of vehicles on the property and not operate the vehicle in any manner that may cause personal or property damage.
6. Vendors parking vehicles on the premises to provide service shall first obtain specific permission to do so. The Administrative Services Office and Campus Safety and Security staff shall provide the vehicle operator direction on best path and acceptable parking locations.
7. All vehicles other than those owned and operated by the district shall have an appropriate parking permit displayed. All students, visitors and employees, except non-credit students at the non-credit Centers and part-time non credit faculty, must pay parking fees. Annual permits, semester permits, and daily parking permits are available for purchase from Cashier's office on each campus and at the District Safety Office at the District office. Vehicles not displaying a permit may be cited and/or towed from the property at the owner's expense.
8. The driver and/or owner of a vehicle operated on district property shall be responsible for any personal and/or property damage caused by such operation. The District accepts no liability for any loss or damage caused to a vehicle when it is parked on District property.
9. The current citation bail amounts are as follows
   - $20 for all violations apart from R204 (Disabled parking) which is $250.
10. The District Safety department will enforce parking regulations 24/7 on district property, pursuant to California Vehicle Code section 21113a, and may issue parking citations to vehicles parked in violation of these regulations.
11. Bicycles must park in bicycle racks on campus.
12. Motorcycles may park for free in designated motorcycle parking zones. Motorcycles parked in regular spaces on campus must pay and display a valid permit.

13.   The District parking regulations are as follows:-

R101: No person shall fall to obey any sign or signal erected to carry out these regulations or the California Vehicle Code.

R102: No person shall operate a vehicle, motorcycle, bicycle or any other mechanical vehicle on District property at a speed greater than 15 MILES PER HOUR, except for emergency vehicles.

R103: The driver of a vehicle, motorcycle, bicycle or any other mechanical vehicle shall yield the right of way to a pedestrian crossing any roadway or parking areas or walkways.

R104: No person shall operate a vehicle, motorcycle, bicycle or any other mechanical vehicle on any walkway, field, or landscaped area. Authorized Service vehicles are exempt.

PARKING REGULATIONS

R201: All vehicles parked on Campus shall clearly display a current parking permit, with the number of the permit clearly visible, on the driver's side of the dash board or hanging from the rearview mirror of their vehicle. Daily parking permits shall be displayed on the driver's side dash board so the information on the permit is clearly visible. A permit or receipt in any other area of the vehicle is a violation and subject to citation. Owners of jeeps or convertible may obtain adhesive backed parking permits. See the Campus Safety & Security Department for further details.

R202: No parking is allowed in any area that does not have a clearly marked parking stall.

R203: Vehicles parked within a parking stall shall not overlap the lines that designate the parking stall. No vehicle shall be parked outside of the designated parking stall. Doing so negatively impacts other vehicles around you. Any vehicle that impinges negatively on the adjacent stall or is parked excessively outside the boundary lines of the parking stall will be cited.

R204: No person shall park in an area posted or marked for "Disabled Parking Only", unless that person has with them a valid Department of Motor Vehicles issued Disabled Persons placard or displays a valid Disabled Person's license plate which refers to the occupant of the vehicle. The vehicle must also display a valid college parking permit.

R205: No student or staff member or visitor shall park a vehicle in an area posted "Visitors" or "Vendors" for more than the 30 minute posted time.

R206: No student or visitor shall park a vehicle or motorcycle in parking lots, parking areas or parking spaces designated for "Staff Only" except as posted. Violators will be cited immediately.

R207: When signs or markings prohibiting or limiting parking are posted, no person shall park or leave standing a vehicle in violation of such sign or marking. This includes reserved parking spaces, or temporary parking restrictions for an event or construction.

R208: No person shall park or leave standing a vehicle on any walkway, landscaped area, driveway, road, or field without prior approval of the District Safety Department and display of a valid Temporary Parking Permit. Authorized service vehicles are exempt.

R209 Motorcycles and bicycles must be parked in designated motorcycle parking areas, and are exempt from the required parking permit, if parked in designated areas. Motorcycles that park in a normal stall must display a valid parking permit.

R210: Painted curbs are an indication of restricted parking and the color denotes the type of parking allowed as follows:
      A. RED ZONE - indicates no parking or stopping anytime, whether attended or not. All roads and driveways on the District property and campuses which are fire lanes must be kept unobstructed and available to emergency response vehicles at all times. Access to fire hydrants must also be maintained at all times. Any vehicle presenting a hazard by obstructing a fire lane or fire hydrant will be cited and / or may be towed immediately.
      B. YELLOW ZONE - indicates an area for loading and unloading of vehicles and the parking of service vehicles, there is a 10 minute time limit.
      C. GREEN ZONE – Indicates a parking time of 30 minutes.
      D. BLUE ZONE - indicates "Disabled Parking ONLY" with special permit. An occupant in the vehicle must be the holder of a valid Department of Motor Vehicles issued Disabled Persons placard. The vehicle must also display a valid college parking permit.

R211: All vehicles parked in the Auto-Diesel Complex must display a valid work order.

R212: All vehicles parked in the Auto-Diesel Complex over 24 hours must display a current parking permit.

R213: All vehicles shall be parked heading into a slanted / diagonal parking stall. Maneuvering into a slanted / diagonal parking stall so that the front-end of the vehicle is at the stall opening can disrupt the flow of traffic in parking aisles and can cause accidents or inconvenience to other road users. In parking lots or on sites (like District Office or Orange Education Center) where the parking stalls are at 90 degrees to each other, vehicles can park either head in or head out.

R214: No person shall park or leave unattended a motor vehicle or motorcycle blocking traffic lanes on Campus or any other District properties.

R215: No person shall sleep in, or remain overnight in any vehicle parked on Campus or any other District properties.

R216: No person shall leave any animals or minor children unattended in a vehicle on Campus or any other District properties.

R217: No person shall abandon, or leave standing, any vehicle or motorcycle on the District premises for 72 or more consecutive hours without advanced permission of the District Safety Department. Violations will result in vehicle removal and storage under authority of Section 21113A of the California Vehicle Code.

14. The procedures for contesting / paying RSSCD parking citations are:
- Citizen mails citation fee to the RSSCD parking administration, OR pays for the citation online at www.paymycite.com/rsccd
- Citizen calls / or applies online to RSCCD Parking Administration to contest citation.
- Parking Administration forwards Administrative Review form to Director of District Safety.
- Director of District Safety or his appointee reviews form and either upholds or dismisses citation based upon available information. The result is updated online and a results letter is forwarded to the Citizen.
- If citation is dismissed, no further action is necessary. If citation is upheld, citizen must forward a deposit in the amount of the citation to the Parking Administration. RSCCD bail schedule is set at $45 ($350 for violation of Disabled Persons regulations and $100 for Red curb violations).
- An in-person hearing or written declaration review is scheduled.
- A college Hearing Examination Committee will meet for in-person hearings and reviews. This committee will be managed by an external parking processing company.
- Within 20 days after the mailing of the final decision of the committee, the citizen may proceed to Civil Court if the disposition is disputed.
- Procedures thereafter will be governed by AB 408. Fine amounts will be $45, $90, $135 (as they become delinquent).

Enforcement

The Board of Trustees authorizes the Department of Safety and Security at Rancho Santiago Community College to issue traffic and parking citations within the boundaries of District properties pursuant to:

1. Traffic and parking regulations established by the Board of Trustees of the District.
2. California Vehicle Code, California Education Code and California Penal Code.

The ultimate goal of enforcement is to gain voluntary compliance with this regulation, through fair, equitable, and consistent enforcement of the policy itself. Safety & Security staff charged with enforcing this regulation are encouraged to gain compliance through verbal and written warnings, citations, and whatever other tools available to encourage students, employees, and visitors to comply with these regulations.

Responsible Manager:

1. ~~Executive Director of Facility Planning and Campus Services~~
   Director of Safety and Security

Revised _____ (Previously AR3501)

District Standard For Hardware and Software - AR7001

September 13, 1999

A district standard for hardware, software, and related technology will be established for administrative district office use. RSCCD colleges will establish any standards deemed necessary for use at the respective college.

Legal Reference: N/A

Responsible Manager: Assistant Vice Chancellor, Information Technology Services

Rancho Santiago
Community College District
Strategic Technology Plan

2014 – 2016

Approved by the Technology Advisory Group – May 29, 2014

Rancho Santiago Community College District
Strategic Technology Plan
2014-2016

I. Introduction

The Rancho Santiago Community College District (RSCCD) Strategic Technology Plan (STP) is a collaboration of the District Operations Center (DOC), Santa Ana College (SAC) and Santiago Canyon College (SCC). The current plan was written by members of the Technology Advisory Group (TAG). Through weekly meetings and collaborative research, the plan was first completed in April 2010. Each member of TAG participated in the development of this plan, providing valuable input in their area of expertise. Also, considerable effort was made to align the STP with the colleges' educational mission to optimize technology for student learning and promote successful student outcomes. The STP shall remain a "living document" that is reviewed and updated regularly and used as an assessment guide for current and future technology needs at the colleges and within the district.

With the amount of technology information rapidly changing, RSCCD recognizes the importance technology plays in the lives of students and employees. Because information and communications technologies serve as the basis for influencing how people work, learn, communicate and do business, RSCCD is constantly evaluating and strategizing cost-effective ways to meet the technology expectations and demands of the students and workforce while being mindful of the budget.

The purpose of the STP is to serve as a benchmark for information and communication technologies currently being used throughout the district. This benchmark will be used to establish technology guidelines, standards and policies that will help guide the DOC, SAC, SCC and the college's non-credit educational centers, Centennial Education Center (CEC) and Orange Education Center (OEC), in response to the future technological needs of their faculty, staff and students. The plan, however, remains flexible to accommodate rapidly evolving technology and funding issues that may face the colleges and/or district.

The STP also includes administrative procedures and recommendations that need to be followed in order for the colleges and district to maintain the students and employees expectations for technology. These procedures and recommendations outline the budgetary requirements necessary to maintain currency in technology and infrastructure. The plan includes future staffing needs that require consideration to support the colleges' growth in technology.

The STP is designed to support the colleges and their educational plans, maintain the accreditation standard III. C. Technology Resources defined by the Accrediting Commission for Community and Junior Colleges (ACCJC). In summary, the STP demonstrates how technology impacts our students, how technology is used in the classroom, how technology helps students achieve their educational goal, and how technology keeps RSCCD on a competitive edge.

II. Planning Elements

A. Technology Advisory Group (TAG)
In fall 2007, RSCCD established a district Technology Advisory Group (TAG) that meets once a month to discuss ideas, evaluate solutions, and make recommendations related to the information and communication technologies used within the district.

Members of TAG include administrators, faculty and classified staff from both colleges and the district offices who are immersed in the implementation of technology or oversee technology functions as a part of their regular job. The current committee members include:

District Office	Santa Ana College	Santiago Canyon College
Sylvia LeTourneau *	Faculty – George Sweeney*	Faculty – Lana Wong*
Curt Childress	Faculty – Cherylee Kushida	Faculty – Scott James
Nick Quach	Administration – Linda Rose	Administration – Corine Doughty
Dean Hopkins	Classified – Joe Pacino	Classified – Vacant
Classified—Vacant	Continuing Ed. – Christine Kosko	Continuing Ed.– Jolene Shields
Alternate – Phil Lyle	Alternate – Alan Dooley	Alternate – Sergio Rodriguez

*Co-Chairs

TAG Vision

>   *To advance the operational efficiency and optimize student learning through technology.*

TAG Mission

>   *To support district and college associated committees, groups and departments by coordinating technology requests, supporting the development of technology policies and procedures, and promoting student learning through technology.*

Any technology recommendation or decision made by TAG is forwarded to District Council for approval.

B. Information Technology Services (ITS) Structure
RSCCD maintains a centralized and collaborative Information Technology Services (ITS) department led by the Assistant Vice Chancellor. One of the primary missions of ITS, is to provide students and employees with quality technology services and systems that foster learning, productivity and collaboration.

The majority of ITS systems and services are centrally run from the DOC, but the department provides technical services and staffing to SAC, SCC and all of the educational centers and training sites within the district. ITS is responsible for operating and maintaining the physical infrastructure required computers, servers, and equipment to support the voice and data network. ITS also oversees the core business and communication systems that include email, telephone, student information, financial, and human resources, reporting and related software. Finally, ITS oversses the core functions of our public and private facing websites.

The department is divided into four areas, which include Application Systems, Network Administration and Academic Support departments at SAC and SCC. Below is a list of services and responsibilities provided district wide by the individual ITS departments:

Application Systems
- Provide technical support for network and campus technicians as necessary to resolve problems
- Monitor the performance of systems, services and processes to maintain system stability
- Develop, document and implement standards and procedures related to application administration
- Act as technical liaison between campus and district departments for evaluating technology solutions based on strategic initiatives and needs
- Provide project implementation and post-implementation support for applications and enhancements to existing systems

- Manage Enterprise Resource Planning (ERP) System modules, upgrades and requirements
- Evaluate and integrate third party vendor functionality into ERP
- Provide State and Federal reporting systems and services
- Maintain multiple data warehouses for reporting and analytical needs including the Institutional Research data warehouse

Web Development
- Manage and integrate Enterprise Web Content Management System (ECM)
- Coordinate Web Content Management System upgrades
- Support the needs for web application development on public and employee-only websites
- Coordinate institutional district websites branding and functionality implementation
- Deliver interactive web design prototype services for Intranet and public websites
- Provide ECM support for enterprise wide web solutions
- Conduct Web Content Management System training sessions for web publishers
- Provide web content layout and functionality planning services
- Maintain supporting services for all District Economic Development websites

Network Administration
- Host and maintain application servers
- Host and maintain enterprise storage systems
- Design, implement and maintain network and infrastructure equipment
- Develop strategies to manage network growth and internet bandwidth usage
- Develop mechanisms that provide a safe and reliable network (*e.g.* firewalls, antivirus, intrusion systems)
- Perform backups of enterprise data
- Maintain telecommunication system
- Maintain physical cable plant
- Support video surveillance
- Maintain wireless network

Academic Support
- Develop effective system in deploying, maintaining and monitoring classroom equipment and software
- Provide site-licensed operating system and business application software
- Install instructional software and equipment for faculty
- Provide technical expertise of hardware/software specifications to colleges that meet district standards and instructional requirements
- Develop system and maintain instructional inventory of hardware and software
- Provide technical assistance to faculty, staff, and students on an as-needed basis
- Procure and maintain college computers and printers
- Collaborate with Media Systems department to support classrooms

C. Guiding Principles for Technology
If RSCCD is to be successful in implementing its vision of technology and accomplishing its strategic goals, it is important for TAG to create a list of guiding principles that will define and direct the criteria for decision making in regards to purchasing and using information technology.

Below is a list of TAG's guiding principles:
- Our colleges strive to provide leadership in technology for the communities they serve.
- Students and the community deserve the best technology that is available.
- Technology can enhance RSCCD's ability to provide multiple modes of access and a consistent delivery of all services.
- Continuous assessment of technology services is vital for ongoing improvement.
- Critical district wide services/data must be standards-based, reliable and secure.
- Ease-of-use must be a factor in selecting and implementing new technology.
- Intra-district communication is a mission-critical element.
- Technology planning must be a major factor in local and district wide funding decisions.
- Funding for the development and upgrading of infrastructure must be considered in the budgeting process.
- ITS provides a district wide coordinating function.
- The integrity of data must be assured and safeguarded.
- Staffing should increase in proportion to the implementation and application needs of technology.

D. Assumptions

A primary reason that TAG has developed the STP is to insure that RSCCD looks to the future and develops progressive learning and working environments for its students and employees in order to foster positive student learning outcomes through the use of technology. Below is a list of planning assumptions developed based upon the input provided by members of TAG. The assumptions include the current internal and external environmental factors that affect the development and implementation of the STP.

Student Assumptions:
- Students need access to resources and services at any time from any location.
- Student expectations and skills vary widely but are generally increasing.
- All electronic instructional materials and services meet or exceed Americans with Disabilities Act accessibility guidelines.
- Technology supports successful instruction.
- Technology is similar to and at relative parity with other local colleges.

Employee Assumptions:
- Faculty members expect current technology to support and enhance instruction.
- Technology requires more specialized staffing.
- Technology requires continuous employee training.
- Technology redefines work culture and environment.
- Staff development and communication is dependent on technology.

Support Assumptions:
- District wide technology cooperation will become increasingly critical.
- The demand for *general* technology support and adaptive technology support will continue to increase.
- Assess technology to assure the Americans with Disabilities (ADA) Act Standards are being met.
- Continually evaluate technology to improve and streamline business processes.
- Meet the growing demand for emerging technologies.
- Employ the most highly qualified technical support staff possible.

Resource Assumptions:
- The need for technology will always be greater than the resources provided.
- Due to the extreme budget crisis, the funds allocated for technology enhancements may be reduced.
- Federal stimulus money may be available for infrastructure updates and expansion.
- In order to make the most effective use of resources, a coordinated plan (like the STP) is needed for the design, deployment and use of technology.

General Assumptions:
- Demand for electronic access and communication will increase.
- Technology-related costs will continue to increase.
- A balance between a secure and service-oriented environment will be provided.
- Security will become more important for data integrity.
- Continuous updates in infrastructure, hardware and software will be provided.
- Reliance on the internet to accomplish essential functions will increase.
- Our electronic communication includes email, internet, intranet, mobile phones, PDAs, telephone conferencing, videoconferencing, wireless and remote access.
- New and easy-to-use technology will be implemented for all employees.

E. Assessment of Technology

Incorporating an assessment process into the STP fosters a more collaborative environment between the district and the colleges, creating an atmosphere where new technology and ideas can be presented and discussed. The results of technology sharing will continually help TAG develop a centralized process for managing innovation, implementing new ideas in technology, and evaluating its current technology standards.

A key component of the plan is imbedding a mechanism to evaluate and assess its purpose. On a regular basis, information is gathered through our research department, surveys, focus groups, managerial reviews, professional observations, program reviews, faculty/department advisory groups, and planning portfolios to help TAG evaluate and prioritize the technology needs of the district and colleges in order to allocate resources appropriately, better serving students and employees.

F. Resource Planning and Obsolescence

The development of technology standards and a centralized planning process allows TAG to be mindful of its budgets for future technology. With the regular assessment of technology incorporated into the STP, TAG plans and develops yearly timelines to coordinate the replacement and reallocation of computers, software, and hardware that have become obsolete.

III. Standards

Creating technology standards allows the district to consolidate and streamline business processes, leverage its buying power, and provide better support and training. The district recognizes the importance of allowing flexibility to create collaborative environments among its faculty and staff to explore new technologies that could benefit departments, programs, colleges or the district as a whole.

A. Network Infrastructure

One of the biggest challenges an educational institution faces is managing and maintaining its IT network infrastructure. The challenge also holds true for RSCCD, where demands, both internal and external,

continue to increase as more administrative functions and business processes are automated or web-based. A secure, reliable, 24/7 connection to the district network and internet is a necessity. It is also important for the network infrastructure to be designed in a way that allows for scalability and growth. The District is mindful of its resources and continues to look for ways to maintain its network resources in a responsible manner, and it adopts proven technology rather than base its infrastructure on the latest fad.

RSCCD's network infrastructure is based on Brocade & Cisco equipment which manages the network traffic between the district operations center, colleges, and educational centers over a fiber backbone. An industry-accepted network management tool monitors RSCCD's equipment health, including traffic collisions, hardware outages, and application failures.

RSCCD's connection to the World Wide Web (WWW) is provided by the Corporation for Educational Network Initiatives in California (CENIC), which provides network connectivity to educational campuses statewide.

RSCCD uses a "Single Sign On" strategy, using its existing Active Directory (AD) system for authentication for employee only services, such as for email. Services for students, like Blackboard and WebAdvisor, use the Lightweight Directory Access Protocol (LDAP) system.

The District provides wireless for faculty, staff, and students at all locations based on Aruba technology. The wireless network currently provides a secure connection to faculty, staff, students and other guests in most areas. Accessibility to a secure wireless connection will continue to expand into additional areas as needs arise.

Centralized services provided by the Network team within ITS include:

Email: The email infrastructure is based on Microsoft Exchange 2003 which resides on a cluster of servers running Windows 2003. By Spring 2014, the District will migrate to Microsoft Exchange 2010. This system currently supports full-time faculty, staff and part-time instructors, which is approximately 4,000 accounts. Gateway servers are also maintained to ward off spam and viruses.

Remote Access: The District provides remote access through dedicated remote access appliances which provide a secure tunnel from the end-user to the district. With remote access, an employee gains secure access to email and private directories.

Virtualization: The District has adopted a "virtualization first" approach for all new server systems, and has committed to reducing physical servers to a minimal level by the end of 2015. Virtualization saves power and space, while providing flexibility to meet users' demands. The District has also committed to evaluating the role of virtual desktop technology with an initial pilot in Summer 2014.

Video Surveillance: The District manages and maintains the deployment of 600 video surveillance cameras at various key locations. ITS works in conjunction with District Safety to ensure the proper location & function of these cameras. Currently requiring over 500TB of data storage, the ongoing maintenance and growth of this key system will continue to be a focus for the District in the coming years.

Centralized Storage: The District's centralized storage solution is comprised of both storage area network (SAN) and network attached storage (NAS) solutions. As the systems grow, ITS evaluates which systems fit best on either the SAN or NAS in order to centralize storage and backup.

Antivirus/Spyware: The antivirus and firewall product Symantec End Point is leveled at centrally managed environments to protect servers and workstations. ITS uses an antivirus server that monitors client workstations for threats and notifies the network team of viruses to be eliminated. If a serious threat arises, ITS has the ability to take immediate action to shut down individual work stations to prevent further infection.

Telecommunications: In summer 2009, RSCCD implemented a new Voice over Internet Protocol (VOIP) system from CISCO. Their product, Cisco Unified Communications Manager (CUCM) is an enterprise-class IP telephone call processing system that provides traditional telephony features, as well as advance capabilities, such as mobility, presence, preference, and rich conferencing services. The new system replaced the old PBX and Centrex systems, reducing monthly costs.

Planned expenses to support the core services include replacing hardware and software on a regular basis and provide for planned growth (e.g. increased centralized storage).

At a minimum, the supporting electronics are on the following replacement cycle:

Equipment Type	Replacement Cycle
Core/Backbone	8 years
IDF	5 years
Switches	Replaced when no longer able to repair
Wireless	5 years (hardware), 3 years (software)
SAN/NAS	6 years plus growth
Physical layer—Project based	15 years minimum
Call Manager	5 years (hardware), 3 years (software)
Virtual Servers	4 years

B. Edge Devices
A big challenge faced by Educational Institutions is managing the "edge" equipment such as computers, printers, and recently, tablets and smart phones. It is a common assumption that computers at work should function as they do in an employee or student's home. However, the home environment does not require the same sophisticated security authentication and hacking prevention of the RSCCD network. Also, in a home environment, individuals have the freedom and flexibility to experiment with personal hardware and software without significant risk to other linked users on the network. For example, ITS prevents individuals from downloading software on their PC because of the potential for virus or security breaches.

Standards in this area do assist in providing the optimal support for a large majority of business and teaching functions. Replacement of these edge devices is increasingly important in order to keep up with the expectations of faculty and staff, as well as the increased needs of business processes. While the deployment and software support is provided by ITS, funding the equipment replacement is the responsibility of the college. These costs are outlined in Appendix C.

Edge devices supported by our two locations based Academic Computing Support departments include:

Computers: Generally a computer user falls into one of two types: Typical or High-end. The standard desktop computer is determined by the ITS department and satisfies the needs of a typical user. High-end users generally require more processing power and/or memory to handle either graphic or computational

requirements. Curriculum developed for a graphic artist or engineering would also require high-end computers.

Establishing life cycles for technology helps the district to determine what equipment is obsolete or nearing the end of its service life, thus requiring its replacement, and enables the college to predict costs and use funds more efficiently. It is recommended that Typical computers are replaced every five years and High-end computers are replaced every four years.

Tablets: For the last few years, there has been a significant increase in requests by academic and administrative users for tablets connecting to our wireless network. Apple iPads are predominantly being used by the district and college administrators. However, the use of Android and Windows 8 tablets is increasing at a steady pace. TAG developed guidelines for purchasing tablets and applications.

Printers: The useful life of printers has decreased for several reasons. The initial purchase price has decreased as many of them consist of more plastic material than in the past. With the cost of repair service increasing as well as replacement parts, fewer printers are being serviced and more are being replaced.

Equipment Type	Replacement Cycle
Typical Computer	5 years
High-end Computer	4 years
Printers	5 years
Tablets	Discretion of the Department

C. Media Systems

Media Systems provides support of Audio Visual (AV) equipment. This includes checkout of equipment, such as digital cameras, laptops, portable projectors and other related AV equipment. Upon request, they may deliver and/or setup up equipment for classrooms instruction and special events. They provide requirements for classroom mediation and work with vendors to install equipment.

Media Services and Academic Support work together to assess the classroom needs before purchases of media equipment. During installation, they continue to work together, to ensure all components operate correctly.

The following items are considered and discussed when mediating a district facility or classroom:

- Functionality
- Future capability
- Current equipment
- Room layout
- Lighting
- Sound
- Electrical outlets—ceiling and wall or floor
- Network Access, including wireless
- Latest technology format is now the standard default ratio of 4:3 display
- Digital switching allowing the equipment performance to be managed, and maintained from a server with access from any computer on campus
- Apple TV device for wirelessly projecting from iPad

While the majority of the SAC and SCC classrooms are mediated, the district is continually working toward complete mediation of all classrooms on the college campuses. Mediation has become an important element in the faculty's teaching practices, and the colleges have recognized the importance of classroom mediation. Therefore, media needs will be identified and subsequent installation required, consisting of a network jack, a projector placement and an instructor station, in all future classroom building construction.

Equipment Type	Replacement Cycle
Projectors	6 Years

D. Software
Most employee computers run on the Windows operating system and feature the Microsoft Office Suite, which includes Excel, Word, PowerPoint and Outlook, for daily computing needs since it is the most widely used set of programs in business and industry and considered the de-facto standard. Outlook is used for district email, professional contact information, and managing one's calendar and task list. Every user's Outlook is configured to connect with the back end server (Exchange) that stores users' data. The server is backed up routinely, and staff can access their data from anywhere using the district's remote access (remote.rsccd.edu).

The two academic support staffs in conjunction with the network staff have agreed on a core set of software in order to minimize any configuration collisions. The core software is funded by ITS, and as updates are released, the academic support staff, with input from the colleges and coordination with the network staff, develop a plan to install the latest versions. Essentially, the updating process consists of three factors: First, if the curriculum demands the newest version, then academic labs and their associated faculty will receive the updated software. Second, the newest software versions will be the standard on all new computers. Finally, faculty and staff needs will be evaluated to determine if their computers need the updated software.

A summary of the "core" set of software programs as defined by the colleges' Academic Support Directors and the Networking Director are:

- Operating System: 32-bit and 64-bit
- Microsoft Office Suite
- Browsers: Internet Explorer, Mozilla Firefox, and Google Chrome
- Plug-ins: Adobe Reader, Flash Player, Microsoft Silverlight, Apple Quick Time Player, and Windows Media Player
- System Utilities

Each college academic departments purchase necessary licenses for specialized software outside the core standard software. Academic Support will install the software on the computers.

Although the Windows operating system is installed on the majority of computers district wide, ITS supports Macintosh computers used for specific work or academic environments, such as publishing and professional video production. It is appropriate for students interested in these professional fields to learn the Macintosh operating system and its applications in order to prepare for successful careers.

IV. Technology and Instruction

In regards to the changing technology and the gap in faculty knowledge of these new technologies, the colleges and ITS frequently receive requests to purchase or provide technology/software so that faculty can enhance instruction. Some of the requested technologies have stabilized, some are older technologies not worthy of support, and some are so new they need to be researched. TAG has the responsibility to address these issues to promote appropriate technology in the classroom and online instruction. ITS is committed to support and promote the technologies researched and recommended by TAG.

Under the direction of the colleges' Offices of Distance Education, ITS supports the Blackboard system. However, TAG and ITS recognize and respect that the curriculum developed using these technologies are solely managed by the colleges.

Santa Ana College and Santiago Canyon College are in agreement that faculty at both campuses require instructional and on-going assistance with Blackboard and Distance Education best practices. The administration of course creation, enrollment, assessment and problem resolution in Blackboard can be extensive and requires continual staffing for immediate support of students/faculty. As a classroom that is "open" to students at any time, day or night, the support of faculty and students is a primary concern to both ITS, for hardware, network and Blackboard application support, and the colleges for support of student/faculty training, account access and specific course support.

From the colleges' perspective, the ideal Distance Education Program would be one that allows the colleges to remain competitive among other educational institutions and allows them to meet student educational needs and expectations, knowing what currently works at the respective campus sites. To remain competitive and to more effectively educate students, e.g., improving student success and eliminating barriers to entry or academic completion, each college would require an Instructional Design Center of which Distance Education would be a component.

Ultimately, the colleges would like an Instructional Design Center that includes the following functions: Director of Instructional Technology, Instructional Designer, ITS Liaison, Accessibility Expert (Americans with Disabilities Act), Media Expert, Web Designer, Trainer, Help Desk staff and Programmer. The center would require a facility on each campus as a one-stop location providing for a faculty training room, audio and video recording rooms, and equipment checkout and storage area.

As an ultimate solution to assist faculty in providing best practices in the classroom, the Instructional Design Center would provide a one-stop location for all faculty whether their course be online, hybrid, or face-to-face. It has been the experience of the colleges that campus-based, drop-in training and support best serves the faculty. Thus, an Instructional Design Center is required at each college. Technology is used throughout the curriculum of each college and it is necessary for faculty to have the training, assistance, and tools ready for utilization.

V. ERP Systems

According to the California Community Colleges Technology III plan, "Enterprise Resource Planning (ERP) systems integrate, or attempt to integrate, all data and processes of an organization into a unified system. A typical ERP system will use multiple components of computer software and hardware to achieve the integration." This has proven true at RSCCD in that we have several software and hardware systems that comprise our ERP.

One difficulty in supporting the core business processes is balancing the requests with resources in a transparent manner. Therefore, in 2012, ITS began meeting with the college vice presidents to discuss

projects that are resource intensive, provide information related to these projects, develop customizations to meet all colleges requests, and finally to gain information to better prioritize the projects.

Datatel—Fully integrated solutions for Admissions and Records, Financial Aid, Financials, and Human Resources. These solutions leverage the same comprehensive data to maximize departmental efficiencies by improving departmental workflows, business processes, productivity, and efficiency across the entire district. Datatel is comprised of several Unix and Windows servers, providing "near" 24/7 access via the WebAdvisor product.

Blackboard—Designed to meet the needs of both students and faculty to work inside and outside the classroom in ways that make sense to learning. The Blackboard solution is used for our online curriculum, hybrid sections, and as supplemental to the traditional "brick-and-mortar" classes. The district has chosen to have Blackboard host this solution. Information is ported from Datatel to the Blackboard system.

OCDE—Orange County Department of Education (OCDE) houses our payroll system which includes entering position and related pay for employees, tracking leave accrual and usage, and tracking timesheet hours.

CurricuNet—Designed to automate the entire process of submitting course and program proposals to the State Chancellor's Office via the web, providing a streamlined process for a cumbersome process. Once course descriptions are approved by the State, they are then entered into Datatel. CurricuNet holds the history while Datatel holds the current descriptions.

CCC Apply—Our online application solution was product developed by XAP Corporation with the support of the State Chancellor's Office and used by many of the California Community Colleges. Datatel has an integration solution to import the data into Datatel.

Voyager—Both Santa Ana College and Santiago Canyon College use the Voyager Integrated Library System. This system is based on open architecture to serve today's academic and research needs.

Perceptive Software—Document imaging, document management, and workflow for the thousands of documents that make up a student's career at our colleges or to simply process an invoice for payment.

Astra Schedule—An interactive scheduling system that assists coordination of academic, event, and resource scheduling functions.

CI Track—An attendance tracking system to track the time students spend in open-entry/open-exit labs, tutoring centers, fitness centers, and Math labs, English labs, and computer labs.

These solutions contain the mission critical data for the entire district, therefore it is imperative that both the software and hardware are up-to-date, tested, and patched, and that the hardware is budgeted to rely on growth and upgrades.

With the implementation of Datatel, a committee of individuals from key departments was formed to test patches to these systems. With the software so tightly integrated, if a patch was not tested, the error will have a rippling effect, traveling through all the systems. Patches are loaded into a test environment on a monthly basis. This team tests patches and gives the approval to move patches into the production environment. This process is scheduled to occur monthly so the district does not fall behind on patches.

When there are patches to the operating system these solutions run on, they are first certified by the vendor. For example, if Oracle or HP updates their software, Datatel will first certify that their software has been tested on the new platform, then ITS will ask the committee to perform its tests. Once the committee is satisfied and has given ITS approval, the new operating system patches are moved into the production environment.

VI. Web Presence

The institutional websites for the district are composed of three sites completely dedicated to prospective, current, and former students/employees, as well as the community at large. One institutional website is internal and providing online services for employees only. All of these four sites are hosted and maintained in district servers.

External Institutional Sites:
Each of the colleges owns and maintains individual websites that facilitate many of the services available to the students, faculty, and the community. Santa Ana College maintains its web presence in www.sac.edu and Santiago Canyon College at www.sccollege.edu. Each of the colleges established a web committee that serves as a steering group to oversee the web site functionality, content, and look and feel, as well a web content management(WCM) engine upgrades. Each web committee made up of all college constituencies provides recommendations and decisions from regularly scheduled meetings to the rest of the colleges shared governance structure. The web committee for each college serves also as the main liaison between web content publishers and ITS department. Most of the district office services are publicized in the www.rsccd.edu site. Unlike the colleges, the district website functionality, look and feel, and content is overseen by cabinet members, managers, and a representative group of departmental web publishers. This group comes together into scheduled meetings when is time to make major website changes to collaborate with Public Affairs/Governmental Relations and ITS departments.

Each of the institutional websites reflect their individuality, and approach to appeal and serve the needs of constituents for their own service areas. In addition, the main purpose of the websites is to facilitate college information and services online such as:
- College application
- Class registration
- Operation Hours
- Academic Programs information
- Financial Aid information
- Employment information

Now that all sites are running on SharePoint 2010 web content management engine, the next challenge to overcome for the three public websites is to exploit integrating publishing tools, apply branding deployment functionality, and extend accessibility to mobile devices. Facilitating website access to the growing number trend of mobile users is an important goal to remain competitive in the student outreach and retention arena.

Intranets
The district also has one other institutional website dedicated to communicate with employees addressing district operations and services that lend themselves for a safe and secure online environment. Such as report viewing, form sharing, online counseling tool, training materials, etc. The employee Intranet

website address is https://intranet.rsccd.edu. The site is accessible to employees only via a secure authentication method similar to the industry standard used to process online monetary transactions. The next challenge is to provide employees the ability to maintain their own individual work site within the Intranet environment. The site will allow them to store and selectively share documents/information relevant to their assigned duties with other co-workers or departments. Similarly, there is the challenge to persuade individual departments, divisions, committees, and task force groups to take advantage of the benefits of using collaboration sites. These collaborative sites foster cooperative work via an online environment, whether developing a report, planning a meeting schedule, or follow up on meeting action items. The flexibility of making available work in progress documents to a small group, as well as finalized reports to the entire employee population are additional benefit examples.

The next biggest challenge of all is the planning, design, and implementation of a student/employee web portal. A web portal will be the capstone to complementing block-building steps towards a single sign on. The tailoring of the main system of records and its satellite systems had been to work hand in hand with our employee directory services infrastructure. The single sign-on process will centralize a single access point for student or employees to applicable online services without having to redundantly login to the various systems. The implementation of the student/employee web portal is the culminating step to building the single sign-on process.

Niche Sites
The district also hosts niche websites for several economic development and education programs affiliated with the district. These websites are typically .com or .org sites supported with various levels of district resources. At this time, there are no formalized style guides for these sites, but the district expects a certain level of professionalism. RSCCD has no formal governance over these websites, but works with department or program administrators when issues arise. Support of these websites is based on availability of staff. These sites include:

Corporate Training Institute (www.cti4success.org)
Digital Media Center (www.dmc-works.com)
Orange County Small Business Development Center (www.ocsbdc.org)
Santa Ana College Art (www.sac.edu/art)
Santa Ana College Dance (www.sac.edu/dance)
Santa Ana College Fine & Performing Arts (www.sac.edu/fpa)
Santa Ana College Journalism (www.sac.edu/journalism)
Santa Ana College Music (www.sac.edu/music)
Santa Ana College Speech (www.sac.edu/speech)
Santa Ana College Theatre (www.sac.edu/theatre)
Santa Ana College TV/Video (sactv.sac.edu)
Soldiers to Scholars (www.soldiers2scholars.org)

VII. Training & Support

The TAG committee, along with the college Technology Advisory Committees, faculty, and staff have identified a critical deficiency within RSCCD in the availability of training and support. TAG has focused on the two major shortfalls within the district: Academic Training & Support and Operational Training & Support.

Training & Support is vital to the professional growth of faculty and provides a vehicle for faculty to become proficient with technology to enrich the students' classroom and virtual classroom experiences. TAG also embraces the idea of a "learning community" where more technologically savvy faculty can

mentor those that are struggling with the new educational tools, in addition to providing an online forum for faculty to post questions and receive suggestions and answers from their peers. Operational training and support is vital to the operational functionality and efficiency of the entire district.

Currently RSCCD has no formal training available for faculty or staff. The onus is on the employee to learn to use the technology with very few resources available. Therefore, based on these findings, TAG recommends that training and support be made a priority.

To capitalize on technology, the TAG committee recommended the transition to a centralized Help Desk, and is supporting a Trainer. The centralization of the Help Desk to a full service "Service Desk" has provided end users with a single point of contact, a standardization of service with more efficient and timely resolutions. Centralization has allowed the District to provide extended service hours while reducing the operating cost of the Help Desk. A service desk environment would allow for self-help, documentation and training for support products and processes throughout the district. By using a tiered approach, the proper technician can be assigned without general disruption of other services. The Service Desk would provide tiered support and escalation options as needed to provide the end user with high quality, consistent service and timely problem resolution while promoting a uniform and structured staff response.

The Trainer would provide faculty and staff training on district-wide technology such as Email, Remote, Intranet, Outlook, Datatel, and the Report Repository. Working in conjunction with the Service Desk to identify training deficiencies within the district and employee education opportunities, the trainer would develop curriculum to help district employees learn the intricacies of the technology and how to use the technology to its fullest capability. By providing a District Technology Trainer, employees would have the opportunity for individualized learning experiences and solutions, as well as standardized instruction in the technology that is utilized in the daily operations of the district. By maximizing the use of the available technology, employees can better and more efficiently serve the student population that they support, making their daily tasks easier to accomplish.

2014-2016 Appendix

Appendix A

Appendix A—Summary of Achievements and Highlights

The following is a summary of the technical achievements from 2012-2014 and highlights for 2014-2016. This summary includes the major technological accomplishments and technology projects that are planned or in progress in the areas of instructional technology and district-wide technology. In addition, a projected Strategic Technology Plan cost summary, and summary of software and hardware maintenance costs are included.

Achievements

Instructional Technology:
- Purchased district-wide license for Turn-It-In

TAG / District Office:
- Video surveillance system
- Upgraded wireless network
- Converted Wide Area network to fiber, with an annual savings of $250,000
- Converted Colleague to SQL
- Completed Same Sign-on
- Upgraded sac.edu, rsccd.edu, and the employee intranet
- Implemented Electronic Absence Forms
- Converted the District to OpenCCCApply Common College Application
- Upgraded Ecommerce software to comply with PCI regulations
- Creating large scale audit report for MIS and 320/321 reporting
- Created new Data Warehouse for Institutional Research

Highlights for the next two years

Instructional Technology:
- Work with colleges on replacement plan for instructional equipment
- Participate in the Adobe ETLA site license program
- Desktop Virtualization Project

TAG / District Office:
- Upgrade SCC.edu
- Implement new enterprise backup solution
- Implementation of new WebHelpDesk interface for ITS and end-users
- Upgrade email system
- Student Success Act Compliance Enhancements: Degree Audit & Student Educational Planning
- DSPS, EOPS and Veteran's Affairs brought into Ellucian Colleague
- Admissions & Records ImageNow deployment to replace Laserfiche
- Cynosure Online Orientation deployment for SAC & SCC
- Online Continuing Education Application & WebAdvisor registration
- OpenCCCApply BOG Application conversion
- Scannable Student Evaluation Form software and scanner deployment
- Conversion to Colleague WebUI from desktop client
- ITS Data Warehouse creation for analytical reporting and trending.
- ARGOS Reporting software implementation
- Enrollment Management Tool (EMT) 2.0 creation

2014-2016 Strategic Technology Plan Cost Summary									
	Budget 14/15		Budget 15/16		Budget 16/17		Budget 17/18		Budget 18/19	
	One Time	Ongoing	One Time	Ongoing	One Time	Ongoing	One Time	Ongoing	One Time	Ongoing
Appendix A--Software and Hardware Maintenance										
Software and Application Maintenance		956,765		1,021,295		1,115,706		1,219,085		1,332,286
Network and Communications Maintenance		659,300		721,934		790,517		1,048,854		1,148,495
Section Total		1,616,065		1,743,229		1,906,223		2,267,939		2,480,781
	One Time	Ongoing	One Time	Ongoing	One Time	Ongoing	One Time	Ongoing	One Time	Ongoing
Appendix C--ITS Position										
Training Director		150,000		150,000		150,000		150,000		150,000
Trainer		100,000		100,000		100,000		100,000		100,000
Section Total		250,000		250,000		250,000		250,000		250,000
	One Time	Ongoing	One Time	Ongoing	One Time	Ongoing	One Time	Ongoing	One Time	Ongoing
Appendix E--Academic Equipment Replacement										
Santa Ana College	623,700		623,700		623,700		623,700		623,700	
Santa Ana College Continuing Education	151,000		151,000		151,000		151,000		151,000	
Santiago Canyon College	439,200		439,200		439,200		439,200		439,200	
Santiago Canyon College Continuing Education	179,200		179,200		179,200		179,200		179,200	
District Office	54,600		54,600		54,600		54,600		54,600	
Section Total	1,447,700		1,447,700		1,447,700		1,447,700		1,447,700	
	One Time	Ongoing	One Time	Ongoing	One Time	Ongoing	One Time	Ongoing	One Time	Ongoing
Appendix F--Network and Communications	1,028,980		1,028,980		1,028,980		1,028,980		1,028,980	
Grand Total	2,476,680	1,866,065	2,476,680	1,993,229	2,476,680	2,156,223	2,476,680	2,517,939	2,476,680	2,730,781

Software and Hardware Maintenance--Fixed Cost			14/15	15/16	16/17	17/18	18/19
			Estimated Cost	Estimated Cost	Estimated Cost	Estimated Cost	Estimated Cost
A.	Software and Application Maintenance						
	Datatel	Student Information System	365,565	400,294	438,322	479,962	525,559
	Datatel 3rd Party	Third party Tools	30,000	32,850	35,971	39,388	43,130
	Datatel	Solution Center	10,000	10,000	10,000	10,000	10,000
	Blackboard	Instructional Course Management Software	250,000	250,000	273,750	299,756	328,233
	NBC Learn	NBC Learn	8,000	8,760	9,592	10,503	11,501
	Site Improve	Website	10,000	10,950	11,990	13,129	14,377
	Paradigm	Turn-it-in	51,000	55,845	61,150	66,960	73,321
	Perceptive Software	Document Management System	32,000	35,040	38,369	42,014	46,005
	Ad Astra	Section Scheduling	17,500	17,500	17,500	17,500	17,500
	Evisions	Form General tool used with Datatel	2,200	2,409	2,638	2,888	3,163
	ECS Imaging	Document Scanning System for Admissions	12,000	13,140	14,388	15,755	17,252
	College Source	Catalink	1,000	1,095	1,199	1,313	1,438
	IBM	SPSS	2,000	2,190	2,398	2,626	2,875
	Sector Point	Web Content Management System	132,000	144,540	158,271	173,307	189,771
	Curricunet	Curriculum Management Software--Maintenance	30,000	32,850	35,971	39,388	43,130
	CI Solutions	Attendance Solution for Datatel	3,500	3,833	4,197	4,595	5,032
	Total Software and Application Maintenance		**956,765**	**1,021,295**	**1,115,706**	**1,219,085**	**1,332,286**
B.	Network and Communications Maintenance						
	CISCO	Phone System/IronPort	100,000	109,500	119,903	131,293	143,766
	Brocade	Network Equipment	0	60,000	65,700	71,942	78,776
	Gruber	Powerware (UPS) Maintenance--SCC, DO, OEC, & DMC	15,000	16,425	17,985	19,694	21,565
	Veramark	Phone System Activity Reporting Tool	3,000	15,000	16,425	17,985	19,694
	Datalink	Symantic Evault	50,000	54,750	59,951	65,647	71,883
	DataClean	NOC Maintenance	4,000	4,380	4,796	5,252	5,751
	KLM Air	NOC Airconditioning Maintenance	4,000	4,380	4,796	5,252	5,751
	Dell	Compellent SAN, Kace Management	50,000	54,750	59,951	65,647	71,883
	Ecora	Enterprise Auditor Pro	16,000	17,000	0	0	0
	Servlet Exec	Web Application Server	2,000	2,190	2,398	2,626	2,875
	Juniper	Remote Access Solution	5,000	5,475	5,995	6,565	7,188
	Solarwinds	Network Performance Monitor	14,000	15,330	16,786	18,381	20,127
	InCommon	Web Secure Socket Layer Certificates	8,000	8,000	8,000	8,760	9,592
	SHI	VMWare/Symantic Anti Virus	60,000	65,700	71,942	78,776	86,260
	Comm Solutions	Aruba Wireless	50,000	54,750	59,951	65,647	71,883
	Microsoft Campus Agreement	Microsoft Software License	150,000	164,250	179,854	196,940	215,649
	Palo Alto	Firewall	70,000	76,650	83,932	91,905	100,636
	EMC	Avamar/Data Domain Backups	0	0	120,000	120,000	131,400
	Singlewire	Emergency Alert System--Berbee	13,300	14,564	15,947	17,462	19,121
	Video Surveillance - Software	ONSSI Software License	30,000	32,850	35,971	39,388	43,130
	Video Surveillance - Physical	Camera Cleaning / Adjustments	15,000	16,425	17,985	19,694	21,565
	Total Server and Network Systems Maintenance		**659,300**	**721,934**	**790,517**	**1,048,854**	**1,148,495**
Grand Total			**1,616,065**	**1,743,229**	**1,906,223**	**2,267,939**	**2,480,781**

Appendix B

Appendix B—Instructional Technology

Santa Ana College
The use of In-class technological tools has been especially helpful in integrating web-based technologies, such as Blackboard with classroom instruction. Blackboard has gained significant traction amongst the faculties of SAC and SCC. This traction has been facilitated by the ability to integrate at home use of the web with in class use of the web. For instance, instructors who utilize in class power points can upload those documents to Blackboard for students to reference later. This adds significant benefit for the students by bringing aspects of their classroom instruction into the home. Blackboard has also been used extensively by instructors to disseminate instructional videos for additional guidance in courses such as Math, English and the Sciences. With the advent of You-Tube and an ever increasing number of individuals creating informative and high quality web video, Blackboard's capabilities to post links to instructional video is being utilized to great effect.

The use of mobile and tablet technology amongst students and faculty has exploded. These easy to use and highly portable devices are beginning to make their way into the classroom with far greater regularity. Instructors are finding new ways to connect to their students and to our projection systems using these devices. For example, the Engage in STEM program has procured a set of Ipad's for training of faculty in the use of tablet technology for STEM teaching. Apple TV stations have been used to connect tablets and mobile technology to projection systems. In the coming years, the use of tablet technology is going to increase significantly because of its low cost, durability and high portability.

The Kaleidoscope grant and the use of Online Educational Resources (OER) and open-source educational resources present a challenge and a significant opportunity for the college. The use of open-source textbooks and computer systems can create a significant cost-savings for students as for many classes, the use of traditional textbooks may not be necessary. This also allows for a significant amount of flexibility for the instructor as they can mix and match assignments, lessons and supplementary texts to create the best possible curriculum. However, there are also challenges ahead for faculty as they determine the role of these open-source materials in classes and the effects and impacts on curriculum planning and decision-making. Santa Ana College Academic Senate has a taskforce that is investigating these issues and preparing to make recommendations to the administration regarding needs for the continued use and expansion of OER.

In the past two years, Santa Ana College has fully transitioned to Sharepoint for web design and the website. The transition has been fairly smooth and the faculty responsible for the website has been trained in its use. Over the past year, a redesign of the websites look and feel was carried out. The current website has been well-received by the faculty, staff and student body. In the coming year, the district will be investigating tools to keep the website free of errors and as professional as possible.
Technology heavy disciplines, including vocational technologies and the sciences, have been increasingly utilizing technologies that mimic or replicate actual hands-on industry activities. These pieces of electronics and machinery allow instructors to expand the work of school beyond the classroom and into the world of everyday practice. Employers are demanding that new employees have real world skills and are capable of problem solving in real world situations. These pieces of technology allow students the opportunity to gain valuable experience. For example, the Nursing Department is currently using high and mid-fidelity manikins and virtual intravenous simulators to help students develop hands-on skills. Automotive technology uses state of the art diagnostic equipment to aid future mechanics in working with increasing complex cars and trucks. And Engineering has been using CAD systems and computer programs that are industry standards to train students in drafting and dynamics.

Santa Ana College's Technology committee has reviewed the current state of SAC's technology and has made several recommendations for the future of our technology. Many of these recommendations are made with the express purpose of re-establishing SAC's computing and educational technology infrastructure to levels previous to the 2008 budget crunch and commiserate with a leading California Community College. Hence, these recommendations represent needs that extend beyond the classroom and into the fabric of SAC as a whole.

The first and most pressing need for educational technology is update the media systems and computers on the campus. This portion of the 2007-2012 technology plan was not accomplished and it has left a large hole in the overall campus infrastructure. In addition to this need, the various departments that support instructional technology, including but not limited to Educational Media Services, Media Systems and Distance Education need to be more fully supported. In particular, Media Systems and Educational Media services need to be funded at a level that will allow them to serve the needs of faculty at SAC and across the district.

A program of training for faculty in the use of our various technologies is also crucial to the best and widest use of our technology. The various departments that provide technological support need to be supported and organized in such a way as to maximize their effect across the campus. SACTAC has already made a recommendation for an associate dean of technology services. In order for the district to more fully utilize these technological opportunities, there needs to be greater amounts of training and education for faculty members in the use of these tools. As well, faculty needs to be instructed on how to design instruction that takes full advantage of our technological capabilities. Although the continued upgrade of equipment is necessary to maintain technology that is in working order, faculty and staff need to be instructed in the proper use of existing technology. Many of the capabilities of our existing technology remain untapped because either faculty does not have the proper education in their use or they lack the time to design curriculum and instruction that takes full advantage. In addition to education and instruction, planning on a wider scale needs to be undertaken to fully consider how the district might use these resources in an integrated manner.

Santiago Canyon College
Santiago Canyon College (SCC) is committed to using technology to increase student success by removing barriers that limit access to learning, and is committed to using innovative technology that promotes learning, increases motivation, connects us as a community, and creates time for motivating exercises that allow students to apply, analyze, evaluate and create.

Several interventions have been made to promote the foundation of instructional technology at SCC. Now that some of the foundational pieces are in place the focus will shift from planning to implementing our vision for instructional technology. In the coming semesters our focus will be on training. Several initiatives have been identified and preparations for implementing these initiatives are in place.

Teaching high quality online classes is important to SCC. Online teachers need quality technology and instructional design support. Additionally, the rules and regulations and effective practices for online teaching are continually evolving. A major change in online education is introduction of the California Community College Virtual Campus. This Virtual Campus will allow SCC instructors to teach online courses, which are made available to students at any community college in the state. Students taking these courses will be awarded credit at their home institution. Conversely, teachers from other community colleges in the State will be offering online courses directly to students at SCC for credit at SCC. This concept is a brand new concept for the California Community Colleges and will create several changes in online education in the years to come. Like SCC, the California Virtual Campus values high quality instruction. To meet this goal both SCC and the California Virtual Campus will be requiring any online teachers to earn an online teacher certificate before teaching their first online class. To meet the demand

for training that the California Virtual Campus and online instructors have for training, SCC has begun an aggressive training program. First SCC will begin to offer an in-house online instructor certificate course beginning in 2014. This certificate program is based on the @One online certificate curriculum and has five classes to earn a certificate. The classes will be Introduction to Online Teaching and Learning, Designing Accessible Online Content, Introduction to Teaching with Blackboard, Designing Effective Online Assessments, and Building Online Community with Social Media. The second initiative that was implemented in the Fall of 2013 was to offer monthly instructional technology workshops that are offered on Friday mornings. These workshops will help to support our goal of promoting effective use of technology in the classroom for both online and face-to-face classes. The workshops are also designed to support our student service areas, helping them design ADA accessible content and extending their reach with instructional technology and social media.

SCC requires our online instructors to take an online teaching workshop annually to maintain distance education currency. Our initiative for 2014 is to promote Instructor Initiated Regular and Effective Contact. This requirement is arguably the most important concept in online teaching. Without proper Instructor Initiated Regular and Effective Contact and student-to-student contact, the course would be considered a correspondence course, rather than an online course. Online instructors need to keep current with respect to online effective practices and rules and regulations for online classes. This topic is extremely important in maintaining the quality of our online classes, as well as supporting the Mission of Santiago Canyon College of maintaining an "…innovative learning community dedicated to intellectual and personal growth." The topics discussed for Instructor Initiated Regular and Effective Contact range from communication technologies, social media, email, assignment feedback, creating effective assessments, promoting student-to-student contact, authenticating your student, and more.
Our regular instructional technology workshops have focused on ADA accessibility, screen capture, and video editing. In the future, the goal of these workshops will be to support student services by designing workshops that enable them to better extend their services to the online and traditional student. Additionally, the workshops will focus on using Web 2.0 technologies in the classroom and workplace. Additional technology workshops may be developed and offered to students on topics, such as collegiate instructional technology and Blackboard.

Santiago Canyon College has been supporting the classroom instructional model of Flipping the Classroom and promoting the use of Open Educational Resources (OER) for several years. We will continue to support these initiatives and have seen some exciting implementations of both in the classroom. Several of our instructors are Flipping their Classrooms with positive results for both students and instructors. We are also continuing to promote OER and we hope to become a founding member of the Mindspring Project, which will promote OER on an institutional level.
In total, the direction of Santiago Canyon College will be to provide high quality training and professional development opportunities to our faculty, staff and students. This training will provide the foundation our faculty, staff, and students need to support our overall goal of promoting high quality online classes, innovative use of instructional technology, creative ways of deploying curriculum, and providing our students with high quality instructional materials at a low cost.

TAG/District Office
Desktop Virtualization
ITS has committed to performing a new desktop virtualization pilot involving both campus locations. The existing pilot will be performed on a set of 50 to 150 computers and will help determine the feasibility of utilizing the solution across both campuses. In particular, the following questions will be addressed:

- What is the expected ROI in hard dollars versus purchasing a traditional desktop?
- What intangible savings can be achieved, such as reduced support needs?

- Will campus locations be able to take advantage of flexible computing to deliver classes in classrooms that were previously inaccessible due to configuration limitations?
- Are the above benefits still present when running high-demand software such as Photoshop or Autocad?

The answers to the above questions will help determine the long-term feasibility of virtual desktops within the district. The pilot is expected to begin in Summer 2014.

Budget: $150,000   Funding Source: ITS

Research/Data Collection

With the advent of the Datatel system, the district has acquired a powerful tool to assess the effectiveness of programs and to administer the various educational institutions in the district. Thus, there is an opportunity to leverage these systems to increasingly assess the effectiveness of courses, programs, and the colleges. Increasingly the district and the State of California have placed a premium on assessment and accountability in order to determine the efficacy and cost-effectiveness of various programs district-wide. Computer programs and training are necessary to allow faculty and staff to best utilize the data capabilities to the greatest effect.

Administrators, faculty, and departments need the ability to assess the effectiveness of various activities that are being undertaken for students' benefit. These activities are a myriad and include supplemental instruction, tutoring, course redesigns, and counseling services. Currently, there is very little way to coordinate students' involvement in these activities and their success. Individual student services that are offering programs to promote student success have very little recourse in finding out how effective a particular course of action was. Furthermore, faculty members are asked to assess their strategic learning outcomes (SLO's) for their courses. Both colleges have begun to use new systems for completion and assessment of SLO's. In order for these programs to be fully and effectively utilized, a comprehensive program for implementation and training needs to be developed with the use of the system.

Appendix C

Appendix C—New Positions

Information and Technology is an essential core component of every RSCCD constituent, whether they are faculty, staff, or students. Effective decision making is heavily reliant on a clear understanding of business practices, and technology is at the center of this process. Some key areas that rely heavily on information and technology are Admissions and Records, Financial Aid, Counseling. Benefits can include shorter lines, accurate and timely financial information, and more complete educational records, just to name a few.

ITS recommends a creating a new trainer position, that would develop training modules on core services including Microsoft Office and Outlook, Adobe products, and Datatel in order to make daily duties easier and thus potentially changing work flows to speed up processing. Because learning outcomes of individuals are different depending on delivery, ITS would develop training modules that can be presented in different ways. These would include classroom formats as well as fully online and accessed through the intranet. Most importantly, it is critical that the district develop security training to protect the vast and complicated data that is entrusted to our care.

To run this new program, and to assist in managing the centralized service desk, ITS recommends a training and service desk supervisor.

It is estimated that a trainer and supervisor would cost no more than $250,000.

Appendix C--New Positions	14/15 Estimated Cost	15/16 Estimated Cost	16/17 Estimated Cost	17/18 Estimated Cost	18/19 Estimated Cost	Total
New Positions						
Training & Service Desk Supervisor	150,000	150,000	150,000	150,000	150,000	**750,000**
Trainer	100,000	100,000	100,000	100,000	100,000	**500,000**
Total	**250,000**	**250,000**	**250,000**	**250,000**	**250,000**	**1,250,000**

Appendix D

Appendix D—ERP Projects

Below is a highlight of the projects ITS department undertake in the coming years as approved by College Academic and Student Services Vice Presidents.

Fiscal/HR/Payroll/FA

Accounts Receivables
The District has established a student payment policy and process to support and enforce this initiative.

- *Auto Drop Process*
  All student fees are due at time of registration. Every student, including Financial Aid students, is responsible for paying the Enrollment Fee, Health Fee, Material Fee and ASG Fee. Students must pay these fees within three calendar days of registering for courses or will be dropped from all classes for non-payment. After two days, students will be notified using the email address on record they are subject to the three day drop rule.

- *Modify ARTB Report*
  The student three day pay or drop policy adopted by RSCCD requires complete, accurate, and up-to-date information from Student Accounts Receivables. The delivered Accounts Receivables Trial Balance (ARTB) will be customized to allow enhanced tracking of student accounts.

- *Auto Holds*
  Since the district does not have a pay upon registration system, once the semester starts, Education Code does not allow a student to be dropped for non-payment. An automated process will be created that will place holds on student accounts with balances >$1. This will prevent subsequent registration activities for that student if there is an outstanding balance. Exceptions to this process will be taken into consideration, such as students on payment plans or Financial Aid students.

- *Custom Cash Receipts to remove holds*
  Once a student clears outstanding account balance, they again become eligible to register for additional course sections. An automated process to remove holds will be added to the existing cash receipts process. As students make payments to settle their outstanding balance, account holds will be immediately removed from their record allowing them to register for new course sections.

- *Registration Workflow for Payments*
  Our ERP Colleague and our ecommerce provider Official Payments do not have true two-way communications. We cannot actively enforce students to pay at the time they register. In light of this, the Cashiers office would like to modify the registration work flow to go directly to the "Make a Payment" form after the registration confirmation is complete. A strongly worded message will encourage students to pay at that time, or risk being dropped.

- *Audit Reports*
  To simplify the Cashier's Office administration of the District's payment policy, new audit reports will be developed to show student account billing and credits and student hold verification. These will allow the casher's office to respond immediately to student account inquiries.

- *Archive AR Transactions*
  Accumulated historical accounts receivable transactions increase processing time of current transactions. A process will be run to archive historical transactions to reduce the number of records current transactions have to process, speeding up active transactions.

- *Online Payment of Parking Permits*
  The current method of processing payments for staff and faculty parking permits is inefficient, awkward, and manually intensive. Since we already subscribe to an ecommerce provider for student payments, the cashier's office would like to develop an interface for staff and faculty to allow payment of parking permits immediately through Official Payments.

Financial Aid

- *ImageNow*
  The Financial Aid office would like to convert 30-40 paper forms filled out by students and used by the Financial Aid office to electronic forms. The electronic forms would make it easier for students to fill out and submit and eliminate the need to come to the campus and stand in lines. The "eForms" will also make it easier for the Financial Aid office to file and track required documents for Financial Aid students.

- *BOG Application*
  A new Board of Governors' Fee Waiver form process developed by the California Community College Technical Center will be available in 2014. Financial Aid would like to convert from the existing BOGW system to the new OpenCCC BOGW system.

Fiscal

- *Position Budgeting*
  Current position budget statuses are not easily tracked by department heads. Fiscal Services would like a complete position budgeting module to track positions, assignments, and salary allocations. The module will define budget requirements to forecast fiscal needs for specific positions including salary and benefits requirements. The position budgeting system will also allow for a system of encumbrance tracking for academic departments.

- *Student AR Refunds*
  Current student refunds and Financial Aid distributions are handled manually through a time consuming process of printing and mailing checks to students. Fiscal Services along with Financial Aid need a better, more cost effective method of processing student refunds and payments. An updated process will be used such as direct deposits or ACH payments to distribute refunds and Financial Aid awards.

- *ImageNow*
  Paper handling and processing in Accounts Payable and Purchasing are done manually and rely on individuals who last touched a transaction to notify the next approver to continue the process. ITS will implement an ImageNow document for Accounts Payable and Purchasing, creating workflows to streamline the approval process and speeding up overall processing.

- *1098T Forms In-house*
  RSCCD is currently using an outside service to process and distribute Student Tuition Statements (1098T). We will be bringing this process in-house. The project includes making an effort to ensure Social Security Number integrity. Students can opt-in or opt-out of receiving electronic statements and the distribution of statements will be either electronic or printed and mailed based on the student's election.

HR/Payroll

- *Position Control*
  RSCCD has a need for a better way to define and track positions and employees assigned to these positions. ITS will develop a Position Control system to define all positions within the District and manage personnel assigned to those positions.

- *Automate / Redo Payroll*
  The existing payroll process and workflow has become very complex with data interfaces to and from multiple systems, including Colleague, OCDE, EmployEase and MetLife.   ITS will perform a complete review and consolidate the data to simplify the workflow and speed up the process while also reducing errors.

- *ImageNow Status Change Form*
  The current position Status Change Form is a manual process where forms are filled out and circulated among approvers and finally reviewed and accepted or rejected by Human Resources. Using an electronic Status Change Form will expedite the process by pre-populating data from our current ERP and automate routing through a predefined set of approvers. By the time the electronic document is received by HR, data is more complete and error free.

- *Time and Attendance*
  The current time and attendance system is a manual process that requires forms to be filled out and routed through approvers. When Payroll received the forms, they need to be reviewed for accuracy and completeness. An electronic Time and Attendance system will considerably reduce errors and increase accuracy by validating data and performing calculations. Payroll's review will be simplified and approval will be easier.

3rd Party Software

- *Mobile App*
  RSCCD has provided existing web services through WebAdvisor, but these services do not work well on newer mobile devices. Ellucian Mobile will allow students and faculty an interface into the current ERP system. Ellucian Mobile will also offer single sign-on and features that will allow users to access their campus and personal data from their mobile device. As Ellucian Mobile matures, additional services will become available.

System

- *Web UI*
  The current Colleague user interface UI Desktop is a client server application. Each client requires an application to be installed and maintain current script updates. Deployment of new personal computers requires this same process. The web user interface, WEB UI, will not require a client installation. Each workstation within the secure network will be able to access Colleague. The new interface is more streamlined and robust. Security and access remains the same as the desktop client.

ST
Curriculum & Scheduling

- *Faculty Evaluation Software*
  Currently we are using an in-house custom faculty evaluation website with built in email or paper code distribution. Because of lack of participation in the website version, we have purchased and are currently working towards tying our existing system into Remark Office OMR, which should

allow for paper evaluation forms that would then be scanned in on a standard Xerox machine and relayed back into our existing system. This would increase student participation as it is not contingent on them logging into a website to take the evaluation.

- *Section Rollover*
Current semester schedule building is done completely from scratch each term (roughly 3200 sections built by 30 administrative staff members per term). Our internal processes prevent rollover from occurring accurately through Ellucian built-in processing. This project would require us to map out each field, create a custom extract, and then force build the sections back into Colleague. This should reduce manual workload on schedule creation by close to 80% as many fields could be pre-filled for staff, limiting data entry and improving data accuracy.

Admissions & Records
- *Batch Student Program Loading & Batch Graduation*
Graduation and Admissions offices have requested that we build a custom process to batch load students into certificates and degrees that have no impact on financial aid or other departments. This will allow for auto-awarding of specific degrees, certificates, certifications etc. without requiring students to petition for graduation. Graduation numbers should increase moving forward while also improving the current manual graduation process.

- *Continuing Education Online Application & Registration*
Continuing Education campuses would like to match the online applications and registration used by College Credit. Currently nearly all applications and registration are performed manually (except for a small test group at Orange Education Center). This new process will reduce a large amount of manual data entry being performed by campus counter staff.

- *Admissions & Records ImageNow Conversion*
Currently A&R utilizes LaserFiche for new document scanning. Outside vendors are used to convert and scan older documentation that must be archived. ImageNow will be tailored to fit into the A&R requirements. Documents saved in this format will be much more accessible through Image Now.

- *Continuing Education Faculty Development Tracking*
Centennial Education Center along with Orange Education Center have decided to contract out a new software request to track and report Flexible Contract obligations for Continuing Education faculty. The new site will have connection points to Colleague which is where ITS will step in and coordinate with the vendor to make sure that data is provided in the most accurate way possible. This new system will help administrators at those campuses track and validate that faculty are completing their flex obligations in order to pay them for the hours stated.

Student Success Act Requirements
California passed a new legislative command via the Student Success Initiative and it has sparked many new projects to meet compliancy and regulatory concerns prior to the deadline for Fall 2014.

- *Cynosure Online Orientations*
The first component that we have begun working on is a fully online orientation for new students. This orientation will be interactive and cover many of the larger concerns of a new student as well as provide information on all the services that we provide as an institution. This orientation video will be made accessible via WebAdvisor and track completion of the orientation itself.

Once completed in addition to taking assessment tests the student will receive a new priority registration date via Admissions.

- *New Registration Workflow*
Two separate requests were made for students be able to see their registration holds as part of the section selection process and their active academic program as well as their current educational goal. These two components are expected to be altered over the course of the students degree planning and as such they need a viable way to view the information. ITS combined these requests along with a new validation screen for students to update and/or validate their address and email as part of the section selection process.

- *Degree Audit/ Graduation Requirements*
The colleges have begun early adoption of Degree Audit, a course completion module within Colleague that allows both staff and students to review program requirements and compare it against the completed coursework. Degree Audit will also be used to map coursework for auto graduation discussed above. Customizations will be required to improve the system processing and reporting aspects of the module before it is placed on WebAdvisor for student use.

- *Abbreviated Student Educational Planning*
The State has mandated that a student must receive an abbreviate educational plan as soon as they are processed as a fully matriculated new student. ITS is coordinating with the colleges to create a prefilled educational plan based on assessment test results, which would define the required English and Math courses for the student. There is also discussion as to add a counseling class to provide additional support and complete a full student educational plan.

- *Comprehensive Student Educational Plan*
After the completion of the abbreviated educational plan, the colleges are required to complete a comprehensive educational plan within three semesters or the completion of 15 degree applicable units, whichever comes first. After several departments attended a demonstration, they approved purchase of Ellucian's Student Planning module. Once purchased, ITS will load the module and work with campus staff and provide required customizations.

State & Federal Reporting

- *California State Management Information Systems (MIS)*
In an effort to improve both data accuracy and submission times, ITS has begun a full internal restructuring of MIS. This is a two step approach for MIS submissions. The first part is a detailed audit report that tracks every syntactical, referential and quality check on data for each file that the State does on their side. It then flags errors and explains how to correct them. Snapshots and stored inside of a dashboard so that administrators can see the work that is being completed as well as remaining errors. The second part is a complete list of those files that will clear state validation checks and those records will be the only records submitted to the state. The hope is that this new process will bring RSCCD more in line with the expected MIS deadlines which are 30 days after a term ends.

- *California 320 Apportionment Reporting*
  ITS has been working with Fiscal Services to refine and improve the 320 submission process. Currently it is a rather manual process that takes manual data manipulation in order to fully complete the web submission pages at the state. Requests have come in to streamline the submission process for the 320, compiling all required data into a single report, which would allow for much quicker submissions and remove the potential for manual data errors. Additional recommendations related to 320 reporting would be modifications to the EMT system to include data components such as State Targets, F Factors, and semester trending for FTES.

- *Faculty Obligation Reporting FON*
  Currently this report is manually generated by Human Resources (specifically John Didion). It has been requested that this report be automatically generated based on data coming directly from Colleague. We have begun research on the complexity of some of the calculations in relation to how the data is stored in Colleague. This report will remove the necessity for HR to manually process this annual report.

- *Data Warehouse with Dashboards and Key Performance Indicators (KPI's)*
  ITS has begun work on the creation of a large scale Data Warehouse that incorporates the already existing Institutional Research data. This new Data Warehouse would house snapshots allowing for tracking of changes across terms of years given enough time. It will incorporate KPI's for many data elements in a simple to read dashboard allowing multiple users a grand overview of performance across the District. The plan is to provide relevant data to all departments as needed in a quick user friendly format.

- *Online Report Repository Restructuring (ORR)*
  The O.R.R. has grown considerably over time and with that growth we have seen a redundancy of reports as well as the hierarchy of reports has become watered down and ineffective. The restructuring will include a new standardized report format, a new report listing and more refined security classes and groups of reports. The legacy report site will be retired and only essential reports will be moved over into the new interface, providing a more one stop shop for all reporting needs.

- *ARGOS Reporting Software*
  The implementation of AARGOS should improve ad-hoc report requests. ARGOS will tie into Colleague and other software such as Blackboard, CI-Track and the Data Warehouse. Key elements will be incorporated so that people can use to create a multitude of reports with an easy to use drag and drop feature. ARGOS should lighten the burden off of dedicated end users that are query builders at the colleges as well as relieve some of the pressure on ITS for report requests. Once the data elements are defined they can be reused in multiple ways allowing for much more customization by end users to their specific needs.

Third- Party Software

- *CI-Track Upgrade*
  The new version of CI-Track which we have purchased will allow us to have multiple login stations on a single computer, something unavailable before, which will significantly reduce the physical computer requirements to run our labs. It also contains many more security level features allowing for better control of access and an easier to use custom report interface. The

difficulty with this upgrade is making sure it is done correctly and that it does not break our own internal customizations that are already in place, thus limiting negative impact on students and staff.

- *Removal of ITPI Vendor Services*
  Currently we use three major components of ITPI to process students through our database. The areas impacted would be our Fitness Center at Santa Ana College and EOPS at both campuses. The Fitness center utilizes a custom Fitness Analysis Report. This report will be rebuilt with extra features such as an email component, a save to .PDF option and finally a way to process batches of students instead of just a single student. The EOPS database for both campuses will be transitioned over directly into Colleague thus removing the need for a standalone database. DSPS has a standalone database due to HIPPA concerns related to student data, however Colleague has released some new more secure screens for DSPS data and ITS has begun the discussions with them to transition over as well. The removal of this vendor is a substantial cost savings for ITS and does not require a large amount of work to implement.

- *Astra Schedule 7.5 Upgrade*
  Astra roughly about 1.5 years ago converted from a desktop application to a fully web based system. The conversion created come bugs that need to be fully addressed. Recently Astra released a stable upgrade version that is free of charge and should not only address the bugs, but also improve quite a few of the features we actually utilize. Some key enhancements are better efficiency of event planning, improved room management and optimization and enhanced tracking of room conflicts and workflow issues. This upgrade will be placed in a test environment for the campuses to test before the conversion of our existing live data.

- *ITS SharePoint Integration*
  In an effort to streamline and create transparency within ITS we are moving forward with a full usage of SharePoint both from a team site perspective and a website standpoint. The hope is to create two internal team sites, one for programmers and staff within ITS to document and record all processes, reports, applications supported, servers maintained etc., creating a one stop shop for ITS staff. The second team site will be for all employees of the District which will house agendas and minutes from all subcommittees, the full project list, projects currently being worked on, the request form as well as all documentation needed for more of a ITS resource site. This will be the one web address new employees will be provided to find easy to read documentation on such things as logging into WebAdvisor, Blackboard, Remote Outlook and more. AS our help desk has shrunk over the years this self service station should help solve some of the more basic questions and concerns that are currently coming into ITS. Finally we will have a main site that shows our ITS makeup and a general overview that can be accessed by the public so that all our customers; staff, students and the community can see the work being performed by ITS for the betterment of students on all levels.

Miscellaneous System Projects

- *WebAdvisor Self-Service*
  Ellucian has recently released two components of WebAdvisor Self-Service that are tailored to students gaining access to pertinent information quick and easily. The first piece is Student Financials which is a much cleaner and focused overview for students on everything financially relevant to them as a student from holds to payments to even Financial Aid awards this single page provides all the information in an easy to read format. The second self service page is tied

into Student Planning and will allow a student to individually work on items such as Degree Audit and Student Educational Plans without the need to meet with a counselor until they have locked in a specific pathway they wish to follow. These two new sites once implemented should reduce lines at counseling offices and improve a student's understanding of where their fees and or balances are coming from.

- *New Community Services Registration Site*
  The current Community Services website used for student registration is slowly being phased out as its coding and support shrinks with each new upgrade in SharePoint. As such ITS will need to create a completely new interface for registration for Community Services students. The new interface will need to have integration points for systems such as Colleague and Official Payments but also retain a shopping cart and general look and feel of the old site for familiarity of students. This will be a joint effort project between the student application programmers and the web programmers along with Community Services staff to make sure that the new site once completed has all the required functionality and coding to integrate with SharePoint.

Appendix E

Appendix E—Academic Equipment Replacement

The district standard plan calls for computers, both academic and administrative, to be refreshed on a five-year cycle. Printers and classroom projectors are also to be refreshed every five years. Replacement computers are funded by the colleges or district department. Summary counts and replacement costs are below. A more detailed plan with five year budgets follows the summary.

Santa Ana College

Academic Computers	$ 71,800	
Classroom Computers	$328,600	
Administrative Computers	$ 58,400	
Printers	$ 60,900	
Projectors	$104,000	
Total	$623,700	Source of Funds: Santa Ana College

Santa Ana College—Continuing Education

Academic Computers	$ 9,800	
Classroom Computers	$ 76,600	
Administrative Computers	$ 7,400	
Printers	$ 37,200	
Projectors	$ 20,000	
Total	$151,000	Source of Funds: Santa Ana College

Santiago Canyon College

Academic Computers	$ 22,400	
Classroom Computers	$223,800	
Administrative Computers	$ 65,600	
Printers	$ 37,800	
Projectors	$ 89,600	
Total	$439,200	Source of Funds: Santiago Canyon College

Santiago Canyon College—Continuing Education

Academic Computers	$120,000	
Administrative Computers	$ 15,000	
Printers	$ 13,800	
Projectors	$ 30,400	
Total	$179,200	Source of Funds: Santiago Canyon College

District Office

Computers	$ 40,800	
Printers	$ 13,800	
Total	$ 54,600	Source of Funds: District Office

Appendix E--Santa Ana College

Division Name	Qty	Cost	Replace Factor	14/15	15/16	16/17	17/18	18/19	Total
Academic									
Academic Senates	5	1,000	0.2	1,000	1,000	1,000	1,000	1,000	5,000
Business Division	44	1,000	0.2	8,800	8,800	8,800	8,800	8,800	44,000
Distance Education	26	1,000	0.2	5,200	5,200	5,200	5,200	5,200	26,000
Digital Media Center	7	1,000	0.2	1,400	1,400	1,400	1,400	1,400	7,000
Fine & Performing Arts	49	1,000	0.2	9,800	9,800	9,800	9,800	9,800	49,000
Humanities & Social Sciences	55	1,000	0.2	11,000	11,000	11,000	11,000	11,000	55,000
Human Services & Technology	61	1,000	0.2	12,200	12,200	12,200	12,200	12,200	61,000
Kinesiology	36	1,000	0.2	7,200	7,200	7,200	7,200	7,200	36,000
Science, Mathematics & Health Sciences	76	1,000	0.2	15,200	15,200	15,200	15,200	15,200	76,000
Total Academic	**359**			**71,800**	**71,800**	**71,800**	**71,800**	**71,800**	**359,000**
Classrooms									
A-Building	639	1,000	0.2	127,800	127,800	127,800	127,800	127,800	639,000
B-Building	27	1,000	0.2	5,400	5,400	5,400	5,400	5,400	27,000
C-Building	8	1,000	0.2	1,600	1,600	1,600	1,600	1,600	8,000
D-Building	225	1,000	0.2	45,000	45,000	45,000	45,000	45,000	225,000
F-Building	2	1,000	0.2	400	400	400	400	400	2,000
G-Building	3	1,000	0.2	600	600	600	600	600	3,000
H-Building	36	1,000	0.2	7,200	7,200	7,200	7,200	7,200	36,000
I-Building	16	1,000	0.2	3,200	3,200	3,200	3,200	3,200	16,000
J-Building	25	1,000	0.2	5,000	5,000	5,000	5,000	5,000	25,000
K-Building	2	1,000	0.2	400	400	400	400	400	2,000
L-Building	334	1,000	0.2	66,800	66,800	66,800	66,800	66,800	334,000
M-Building	2	1,000	0.2	400	400	400	400	400	2,000
N-Building	3	1,000	0.2	600	600	600	600	600	3,000
P-Building	6	1,000	0.2	1,200	1,200	1,200	1,200	1,200	6,000
R-Building	127	1,000	0.2	25,400	25,400	25,400	25,400	25,400	127,000
S-Building	7	1,000	0.2	1,400	1,400	1,400	1,400	1,400	7,000
T-Building	92	1,000	0.2	18,400	18,400	18,400	18,400	18,400	92,000
U-Building	28	1,000	0.2	5,600	5,600	5,600	5,600	5,600	28,000
V-Building	2	1,000	0.2	400	400	400	400	400	2,000
Digital Media Center	55	1,000	0.2	11,000	11,000	11,000	11,000	11,000	55,000
Tustin Sheriff's Academy	4	1,000	0.2	800	800	800	800	800	4,000
Total Classrooms	**1643**			**328,600**	**328,600**	**328,600**	**328,600**	**328,600**	**1,643,000**
Administrative									
President's Office	3	1,000	0.2	600	600	600	600	600	3,000
Academic Affairs	9	1,000	0.2	1,800	1,800	1,800	1,800	1,800	9,000
Administrative Services	30	1,000	0.2	6,000	6,000	6,000	6,000	6,000	30,000
Student Affairs	40	1,000	0.2	8,000	8,000	8,000	8,000	8,000	40,000
Student Development	25	1,000	0.2	5,000	5,000	5,000	5,000	5,000	25,000
Student Services	185	1,000	0.2	37,000	37,000	37,000	37,000	37,000	185,000
Total Administrative	**292**			**58,400**	**58,400**	**58,400**	**58,400**	**58,400**	**292,000**
Printers	**203**	**1,500**	**0.2**	**60,900**	**60,900**	**60,900**	**60,900**	**60,900**	**304,500**
Projectors	**130**	**4,000**	**0.2**	**104,000**	**104,000**	**104,000**	**104,000**	**104,000**	**520,000**
Grand Total				**623,700**	**623,700**	**623,700**	**623,700**	**623,700**	**3,118,500**

Appendix E--Santa Ana College Continuing Education									
Division Name	Qty	Cost	Replace Factor	14/15	15/16	16/17	17/18	18/19	Total
Academic									
Adult Basic Education	1	1,000	0.2	200	200	200	200	200	1,000
Basic Skills	1	1,000	0.2	200	200	200	200	200	1,000
CalWORKS	2	1,000	0.2	400	400	400	400	400	2,000
CASAS	19	1,000	0.2	3,800	3,800	3,800	3,800	3,800	19,000
Counseling	5	1,000	0.2	1,000	1,000	1,000	1,000	1,000	5,000
ESL	6	1,000	0.2	1,200	1,200	1,200	1,200	1,200	6,000
El & Civics	1	1,000	0.2	200	200	200	200	200	1,000
Professional Development	1	1,000	0.2	200	200	200	200	200	1,000
Family Literacy & CBET	1	1,000	0.2	200	200	200	200	200	1,000
High School Subjects	4	1,000	0.2	800	800	800	800	800	4,000
Resource Center	8	1,000	0.2	1,600	1,600	1,600	1,600	1,600	8,000
Total Academic	**49**	1,000	0.2	**9,800**	**9800**	**9800**	**9800**	**9800**	**49000**
Classrooms									
A-building	44	1,000	0.2	8,800	8,800	8,800	8,800	8,800	44,000
B-Building	55	1,000	0.2	11,000	11,000	11,000	11,000	11,000	55,000
C-Building	0	1,000	0.2	0	0	0	0	0	0
D-Building	75	1,000	0.2	15,000	15,000	15,000	15,000	15,000	75,000
E-Building	117	1,000	0.2	23,400	23,400	23,400	23,400	23,400	117,000
F-Building	27	1,000	0.2	5,400	5,400	5,400	5,400	5,400	27,000
Inmate Education	30	1,000	0.2	6,000	6,000	6,000	6,000	6,000	30,000
Older Adult Program	35	1,000	0.2	7,000	7,000	7,000	7,000	7,000	35,000
Total Classrooms	**383**	1,000	0.2	**76,600**	**76,600**	**76,600**	**76,600**	**76,600**	**383,000**
Administrative									
Administration	8	1,000	0.2	1,600	1,600	1,600	1,600	1,600	8,000
Attendance & Registration	15	1,000	0.2	3,000	3,000	3,000	3,000	3,000	15,000
Employee Services	8	1,000	0.2	1,600	1,600	1,600	1,600	1,600	8,000
Duplication	2	1,000	0.2	400	400	400	400	400	2,000
Child Development Center	2	1,000	0.2	400	400	400	400	400	2,000
BookStore	2	1,000	0.2	400	400	400	400	400	2,000
Safety & Security	1	1,000	0.2	200	200	200	200	200	1,000
Total Administrative	**38**	1,000	0.2	**7,400**	**7,400**	**7,400**	**7,400**	**7,400**	**38,000**
Printers	**124**	1,500	0.2	**37,200**	**37,200**	**37,200**	**37,200**	**37,200**	**186,000**
Projectors	**25**	4,000	0.2	**20,000**	**20,000**	**20,000**	**20,000**	**20,000**	**100,000**
Grand Total				**151,000**	**151,000**	**151,000**	**151,000**	**151,000**	**756,000**

Appendix E--Santiago Canyon College									
Division Name	Qty	Cost	Replace	14/15	15/16	16/17	17/18	18/19	Total
Academic									
Academic Affairs	2	1,000	0.2	400	400	400	400	400	2,000
Business & Career Technical Education	8	1,000	0.2	1,600	1,600	1,600	1,600	1,600	8,000
Exercise Sciences & Athletics	6	1,000	0.2	1,200	1,200	1,200	1,200	1,200	6,000
Humanities, Social Sciences, and Art	38	1,000	0.2	7,600	7,600	7,600	7,600	7,600	38,000
Library	6	1,000	0.2	1,200	1,200	1,200	1,200	1,200	6,000
Math and Science	36	1,000	0.2	7,200	7,200	7,200	7,200	7,200	36,000
SS - Counceling	9	1,000	0.2	1,800	1,800	1,800	1,800	1,800	9,000
SS - DSPS	2	1,000	0.2	400	400	400	400	400	2,000
SS - EOPS	2	1,000	0.2	400	400	400	400	400	2,000
SS - Health Center	3	1,000	0.2	600	600	600	600	600	3,000
Total Academic	**112**	1,000	0.2	**22,400**	**22,400**	**22,400**	**22,400**	**22,400**	**112,000**
Classrooms									
Academic Affairs	10	1,000	0.2	2,000	2,000	2,000	2,000	2,000	10,000
Administrative Services - Media Systems	12	1,000	0.2	2,400	2,400	2,400	2,400	2,400	12,000
Business & Career Technical Education	133	1,000	0.2	26,600	26,600	26,600	26,600	26,600	133,000
Continuing Education	8	1,000	0.2	1,600	1,600	1,600	1,600	1,600	8,000
Exercise Science & Athletics	1	1,000	0.2	200	200	200	200	200	1,000
Humanties, Social Sciences, & Art	249	1,000	0.2	49,800	49,800	49,800	49,800	49,800	249,000
Information Technology Services	13	1,000	0.2	2,600	2,600	2,600	2,600	2,600	13,000
Library	164	1,000	0.2	32,800	32,800	32,800	32,800	32,800	164,000
Math and Science	420	1,000	0.2	84,000	84,000	84,000	84,000	84,000	420,000
SS -CAMP	44	1,000	0.2	8,800	8,800	8,800	8,800	8,800	44,000
SS - Counseling	36	1,000	0.2	7,200	7,200	7,200	7,200	7,200	36,000
SS - DSPS	18	1,000	0.2	3,600	3,600	3,600	3,600	3,600	18,000
SS - EOPS	3	1,000	0.2	600	600	600	600	600	3,000
SS - Student Services	8	1,000	0.2	1,600	1,600	1,600	1,600	1,600	8,000
Total Classrooms	**1119**			**223,800**	**223,800**	**223,800**	**223,800**	**223,800**	**1,119,000**
Administrative									
Academic Affairs	20	1,000	0.2	4,000	4,000	4,000	4,000	4,000	20,000
Administrative Services	19	1,000	0.2	3,800	3,800	3,800	3,800	3,800	19,000
Auxiliary Services	17	1,000	0.2	3,400	3,400	3,400	3,400	3,400	17,000
Business & Career Technical Education	12	1,000	0.2	2,400	2,400	2,400	2,400	2,400	12,000
Child Care	3	1,000	0.2	600	600	600	600	600	3,000
Continuing Education	3	1,000	0.2	600	600	600	600	600	3,000
Exercise Science & Athletics	5	1,000	0.2	1,000	1,000	1,000	1,000	1,000	5,000
Humanities, Social Sciences, and Art	11	1,000	0.2	2,200	2,200	2,200	2,200	2,200	11,000
Information Technology Services	22	1,000	0.2	4,400	4,400	4,400	4,400	4,400	22,000
Library	31	1,000	0.2	6,200	6,200	6,200	6,200	6,200	31,000
Math and Science	22	1,000	0.2	4,400	4,400	4,400	4,400	4,400	22,000
President's Office	7	1,000	0.2	1,400	1,400	1,400	1,400	1,400	7,000
SS - Admissions	46	1,000	0.2	9,200	9,200	9,200	9,200	9,200	46,000
SS - CAMP	5	1,000	0.2	1,000	1,000	1,000	1,000	1,000	5,000
SS - Counseling	32	1,000	0.2	6,400	6,400	6,400	6,400	6,400	32,000
SS - DSPS	4	1,000	0.2	800	800	800	800	800	4,000
SS - EOPS	9	1,000	0.2	1,800	1,800	1,800	1,800	1,800	9,000
SS - Financial Aid	35	1,000	0.2	7,000	7,000	7,000	7,000	7,000	35,000
SS - Health Center	4	1,000	0.2	800	800	800	800	800	4,000
SS - Outreach	9	1,000	0.2	1,800	1,800	1,800	1,800	1,800	9,000
SS - Student Services	12	1,000	0.2	2,400	2,400	2,400	2,400	2,400	12,000
Total Administrative	**328**			**65,600**	**65,600**	**65,600**	**65,600**	**65,600**	**328,000**
Printers	**126**	1,500	0.2	**37,800**	**37,800**	**37,800**	**37,800**	**37,800**	**189,000**
Projectors	**112**	4,000	0.2	**89,600**	**89,600**	**89,600**	**89,600**	**89,600**	**448,000**
Grand Total				**439,200**	**439,200**	**439,200**	**439,200**	**439,200**	**2,196,000**

		Division Name	Qty	Cost	Replace Factor	14/15	15/16	16/17	17/18	18/19	Total
Appendix E--Santiago Canyon College Continuing Education											
	Academic										
		ABE	16	1,000	0.2	3,200	3,200	3,200	3,200	3,200	16,000
		Business Skills	82	1,000	0.2	16,400	16,400	16,400	16,400	16,400	82,000
		Child Care	3	1,000	0.2	600	600	600	600	600	3,000
		ESL	342	1,000	0.2	68,400	68,400	68,400	68,400	68,400	342,000
		HSS	25	1,000	0.2	5,000	5,000	5,000	5,000	5,000	25,000
		Inmate Education Program	96	1,000	0.2	19,200	19,200	19,200	19,200	19,200	96,000
		Miscellaneous	36	1,000	0.2	7,200	7,200	7,200	7,200	7,200	36,000
	Total Academic		**600**			**120,000**	**120,000**	**120,000**	**120,000**	**120,000**	**600,000**
					0.2						
	Administrative				0.2						
		ABE & HSS	4	1,000	0.2	800	800	800	800	800	4,000
		Bookstore	2	1,000	0.2	400	400	400	400	400	2,000
		Child Care	4	1,000	0.2	800	800	800	800	800	4,000
		Counseling	8	1,000	0.2	1,600	1,600	1,600	1,600	1,600	8,000
		Administration	8	1,000	0.2	1,600	1,600	1,600	1,600	1,600	8,000
		Faculty	7	1,000	0.2	1,400	1,400	1,400	1,400	1,400	7,000
		Hoteling	10	1,000	0.2	2,000	2,000	2,000	2,000	2,000	10,000
		Registration	7	1,000	0.2	1,400	1,400	1,400	1,400	1,400	7,000
		Resource Room	4	1,000	0.2	800	800	800	800	800	4,000
		Student Services	4	1,000	0.2	800	800	800	800	800	4,000
		Miscellaneous	17	1,000	0.2	3,400	3,400	3,400	3,400	3,400	17,000
	Total Administrative		**75**	1,000	0.2	**15,000**	**15,000**	**15,000**	**15,000**	**15,000**	**75,000**
	Printers		**46**	1,500	0.2	**13,800**	**13,800**	**13,800**	**13,800**	**13,800**	**69,000**
	Projectors		**38**	4,000	0.2	**30,400**	**30,400**	**30,400**	**30,400**	**30,400**	**152,000**
Grand Total						**179,200**	**179,200**	**179,200**	**179,200**	**179,200**	**896,000**

Appendix E--District Operations									
Department Name	Qty	Cost	Replace Factor	14/15	15/16	16/17	17/18	18/19	Total
Campus Planning	9	1,000	0.20	1,800	1,800	1,800	1,800	1,800	9,000
Chancellor's Office	4	1,000	0.20	800	800	800	800	800	4,000
Education Services	10	1,000	0.20	2,000	2,000	2,000	2,000	2,000	10,000
Fiscal	34	1,000	0.20	6,800	6,800	6,800	6,800	6,800	34,000
Human Resources	22	1,000	0.20	4,400	4,400	4,400	4,400	4,400	22,000
Information Technology Svc - DO	25	1,000	0.20	5,000	5,000	5,000	5,000	5,000	25,000
Information Technology Svc - SCC/OEC	11	1,000	0.20	2,200	2,200	2,200	2,200	2,200	11,000
Information Technology Svs - SAC/CEC	22	1,000	0.20	4,400	4,400	4,400	4,400	4,400	22,000
Information Technology Svs - Training Room	15	1,000	0.20	3,000	3,000	3,000	3,000	3,000	15,000
Information Technology Svs - 318	7	1,000	0.20	1,400	1,400	1,400	1,400	1,400	7,000
Publications and Government	4	1,000	0.20	800	800	800	800	800	4,000
Publications - OEC	7	1,000	0.20	1,400	1,400	1,400	1,400	1,400	7,000
Purchasing	6	1,000	0.20	1,200	1,200	1,200	1,200	1,200	6,000
Warehouse--OEC	4	1,000	0.20	800	800	800	800	800	4,000
Risk Management	6	1,000	0.20	1,200	1,200	1,200	1,200	1,200	6,000
Public Safety	3	1,000	0.20	600	600	600	600	600	3,000
Public Safety-SAC	7	1,000	0.20	1,400	1,400	1,400	1,400	1,400	7,000
Public Safety-CEC	3	1,000	0.20	600	600	600	600	600	3,000
Pulblic Safety-SCC	4	1,000	0.20	800	800	800	800	800	4,000
Public Safety-OEC	1	1,000	0.20	200	200	200	200	200	1,000
Total	204			40,800	40,800	40,800	40,800	40,800	204,000
Printers	46	1,500	0.20	13,800	13,800	13,800	13,800	13,800	69,000
Grand Total				54,600	54,600	54,600	54,600	54,600	273,000

Appendix F

Appendix F—Network and Communications

Server Virtualization
ITS is committed to server virtualization and utilizes a "Virtualize First" approach when deploying new server systems. The district utilizes VMware vSphere technology to virtualize over 252 servers into 18 physical devices, providing a large decrease in ongoing hardware and software costs. The reduction in physical infrastructure has reversed the trend of increasing power consumption and will allow the district to continue to reduce its carbon footprint.

Email
The Microsoft Exchange 2003 email system is long overdue for an upgrade to the latest software revision. The network team has been steadily tackling the necessary dependencies that will allow the upgrade to Exchange 2010 to proceed. ITS expects to begin transitioning faculty and staff to the new platform in March of 2014, with the project completed in June. The new email upgrade is expected to bring a large overhaul to the Outlook Web Access web email interface along with general usability and performance improvements.

Video Surveillance
The Video Surveillance Project has completed installation at all sites, which now incorporates new high definition cameras at critical exterior and interior cameras throughout the District. These cameras are strategically placed to record key campus and building entrances, exits, and other vital locations. The cameras have already provided assistance to law enforcement personnel in several instances of theft, car accidents, and other crimes. Safety and Security is responsible for the ongoing monitoring and administration of the video surveillance system and will continue to evaluate additional camera requirements to meet the security needs of students, faculty, and staff.

Wireless
All sites throughout the District have been upgraded with enhanced wireless technologies providing coverage in all interior and most exterior locations. Students, staff, and faculty have seen a dramatic improvement in the speed and availability of wireless communications. Some remote areas, such as the Soccer Field at SAC, continue to be uncovered and will be evaluated for expansion. An additional enhancement to the Aruba wireless network called ClearPass will be implemented by December of 2014. The new software will add additional mobile device capabilities such as the ability to grant approved mobile and tablet devices the ability to access internal network resources.

Backup & Recovery
Reliable backups are a key part of protecting our IT infrastructure. ITS currently utilizes a product called EMC Avamar to protect 369 servers and 51.6 TB of information across the District. The network team is currently evaluating proposals to upgrade the Avamar solution with the latest Data Domain technology. This upgrade is expected to increase retention times and reduce ongoing support costs for the overall solutions. Additionally, ITS will be conducting a review of all data and assign retention classifications such that we can maximize our storage and protect critical information for longer periods of time.

Disaster Recovery
The district recognizes the potential financial and operational losses associated with service interruptions maintained by the Information Technology Services (ITS) Division. ITS developed a plan to address the recovery of systems under the direct control of the Information Technology Services Division that are considered critical for business continuity.

This plan is intended to be a guide and not a series of defined instructions in order to provide flexibility based on the situation. Since disasters are varied in nature, this plan provides guidance and documentation

upon which to base emergency response, recovery, and resumption efforts yet allows flexibility for reasonable individuals to make informed decisions based upon the uniqueness of the crisis. Technology related disasters include a myriad of situations rendering services unavailable, from an isolated server failure to complete loss of the physical plant. Server or server component failure are address by regularly scheduled and tested backup procedures. Spare servers are available to quickly restore services in these isolated cases.

The Disaster Recovery Plan address situations that cause a partial or total loss to the Network Operations Center (NOC) located at Santa Ana College. According to industry literature, typical disasters of this type are floods, long-term power outages, fires, explosions, and earthquakes. This plan does not include procedures to recover from an incident rendering both Santa Ana College's NOC and Santiago Canyon College's NOC useless.

The Maintenance & Operations building located at SCC provides ITS the facility to house recovery equipment. ITS designed a recovery center at SCC where the recovery equipment is used for testing for major applications (*e.g.* Datatel) which can be quickly turned into a production machine in the event of a disaster. This was done by purchasing virtual servers, located at SAC and SCC, designed to produce "mirror" images of the critical applications and their data. In addition, backups for both virtual systems are housed at the District Office, therefore the district's data is housed at three physical locations. A new datacenter at SCC is currently under construction in the Humanities building. ITS expects to migrate all existing datacenter equipment from Maintenance & Operations into the new facility once the building is available for general use.

All of these projects are funded within the ITS operating budget.

			QTY	Cost	Replace Factor	14/15 Estimated Cost	12/13 Estimated Cost	13/14 Estimated Cost	14/15 Estimated Cost	15/16 Estimated Cost	Total
Appendix F--Network and Communications											
A.	**Cable Plant**										
		Fiber	1	45,000	1	45,000	45,000	45,000	45,000	45,000	**225,000**
		Data Closets	170	10,000	0.05	85,000	85,000	85,000	85,000	85,000	**425,000**
		Building	30	30,000	0.025	22,500	22,500	22,500	22,500	22,500	**112,500**
	Total Cable Plan					**152,500**	**152,500**	**152,500**	**152,500**	**152,500**	
B.	**Network**										
		Core Router	10	150,000	0.1	150,000	150,000	150,000	150,000	150,000	**750,000**
		Distribution Switches	11	15,000	0.1	16,500	16,500	16,500	16,500	16,500	**82,500**
		Chasis Switches	9	80,000	0.1	72,000	72,000	72,000	72,000	72,000	**360,000**
		POE Edge Switches	108	4,500	0.2	97,200	97,200	97,200	97,200	97,200	**486,000**
		Standard Edge Switches	65	2,500	0.2	32,500	32,500	32,500	32,500	32,500	**162,500**
	Total Network					**368,200**	**368,200**	**368,200**	**368,200**	**368,200**	
C.	**Uninterruptable Power Supply**										
		Data Closet UPS	80	700	0.25	14,000	14,000	14,000	14,000	14,000	**70,000**
		6 KVA	6	3,200	0.2	3,840	3,840	3,840	3,840	3,840	**19,200**
		20 KVA	3	15,000	0.1	4,500	4,500	4,500	4,500	4,500	**22,500**
		40 KVA	2	30,000	0.1	6,000	6,000	6,000	6,000	6,000	**30,000**
		160 KVA	1	120,000	0.1	12,000	12,000	12,000	12,000	12,000	**60,000**
		Battery replacement for 6 KVA	6	1,600	0.1	960	960	960	960	960	**4,800**
		Battery replacement for 20/40	5	8,000	0.1	4,000	4,000	4,000	4,000	4,000	**20,000**
		Battery replacement for 160 KVA	1	20,000	0.1	2,000	2,000	2,000	2,000	2,000	**10,000**
	Total Services					**29,460**	**29,460**	**29,460**	**29,460**	**29,460**	
D.	**Appliances and Servers**										
		Small Servers	55	6,000	0.33	108,900	108,900	108,900	108,900	108,900	**544,500**
		Large Servers	2	12,000	0.33	7,920	7,920	7,920	7,920	7,920	**39,600**
		Virtual Machines	10	20,000	0.25	50,000	50,000	50,000	50,000	50,000	**250,000**
	Total Appliances and Servers					**166,820**	**166,820**	**166,820**	**166,820**	**166,820**	
E.	**Storage and Backup**							100,000			
		SAN	4	200,000	0.2	160,000	160,000	160,000	160,000	160,000	**800,000**
		Growth	1	12,000	1	12,000	12,000	12,000	12,000	12,000	**60,000**
		Avamar	1	300,000	0.2	60,000	60,000	60,000	60,000	60,000	**300,000**
		Growth	1	80,000	1	80,000	80,000	80,000	80,000	80,000	**400,000**
	Total Storage and Backup					**312,000**	**312,000**	**312,000**	**312,000**	**312,000**	
Grand Total						**$1,028,980**	**$1,028,980**	**$1,028,980**	**$1,028,980**	**$1,028,980**	**$5,234,100**

Rancho Santiago Community College District
2013-2016 Strategic Plan Activities Update

February 2014

Goals & Objectives	Status/Activities
1. RSCCD will assess the educational needs of the communities served by RSCCD and will adjust instructional programs, offerings, and support services and will allocate resources as needed to optimize the alignment of students' needs with services and fiscal resources. A. Continue to determine the needs of the community	**1A.** For the first time in 5 years, the State budget contained enrollment growth funding for community colleges. Although growth funding was not anticipated when the 2013-14 academic calendar was adopted, after review, a decision was made to revise the calendar to include a 2014 winter intersession. Based upon data from the last intersession (2008) and the potential drain on Spring enrollment if neighboring districts offered an intersession and RSCCD did not, the restoration of intersession was recommended to the Board on 9/23/13.
B. Develop sustainable, alternative revenue streams to student educational needs	**1B.** The Fiscal Resources Committee (FRC) regularly discusses the need for advocacy related to securing funds that are owed to the district like property tax and apportionment shortfalls, redevelopment funds, etc. FRC also recommended undertaking an effort to achieve 1% additional growth in Full Time Equivalent Students in addition to the state approved 1.63% growth factor in order to capture additional access/growth funding for the colleges' student educational needs. **SCC Foundation:** <u>Seek external grants</u>: Applied for a $10,000 Allergan Foundation STEM grant (received $5,000); for a 2nd consecutive year received $25,000 from Edison International ($10k for Model UN and $15k for STEM scholarships). <u>Support annual fundraisers</u>: Silent Auction and Golf Tournament. <u>External Donor Cultivation & Appeal Campaign</u>: direct mailing 3 times/year to external donors. <u>Alumni Development</u>: early stages of building an alumni network-- survey of graduates has yielded a response from 427 alumni; alumni newsletter every semester;

	developed Alumni Network Facebook page; held first Alumni Networking Mixer (with 25 current students and six alumni) on 11/21/13 Hiring of Development Coordinator: SCCF funded position, anticipate hiring by end of March, 2014. Represents a restoration of a foundation dedicated position since the director and administrative secretary positions were eliminated in 2008-09.
C. Continue to monitor student educational preparation	The SAC Foundation/Office of College Advancement continues to align fundraising objectives to academic and student services programs. An increase of 75% since 2008 in corporate partnerships as well as national, local and statewide grants has increased funding for such areas as The Veterans Resource Center, Career Technical Education programs, Summer Research Scholars, The Santa Ana Partnership and the Adelante program just to name a few. In addition, the Centennial Scholarship Campaign has raised and created to date $1.6 Million dollars for Santa Ana College student scholarships. Sustainable funding with all private and public partners has also been strengthened due to the increase in connecting academic and student services leaders with all project planning and implementation lead by the Advancement Office and Board of Directors. This tie in development, stewarding donors and prospecting is what continues to increase overall revenue streams for the college. Responding to both academic based fundraising as well as traditional student need based fundraising has expanded the overall resources to the Foundation and the college. **1C.** The Research Department continues to conduct student satisfaction surveys. The colleges regularly assess student learning outcomes and collect data regarding English and math placement tests.

2. RSCCD will assess the educational needs of the communities served by RSCCD and then pursue partnerships with educational institutions, public agencies, non-profit organizations, and business/industry/labor to collaboratively meet those needs. A. Strengthen outreach and recruitment; develop new and sustain current relationships with key partners and stakeholders	**2A.** Both colleges have been working with their local communities to assess the educational and workforce training needs of their communities. Santa Ana College, through the Santa Ana Partnership and through their collaborative work on the Lumina grant, has brought in community stakeholders to participate in the development of strategies to address the achievement gap for traditionally underrepresented students. At SCC, members of the college have worked closely with Orange Unified on several projects that are relevant to the educational needs of the local community. At the district level, we have worked with the Orange County Workforce Investment Board and the Santa Ana Workforce Investment Board to identify major workforce needs and to address these needs through responsive programs and services. We have also worked collaboratively with our neighboring community colleges districts, with the Orange County Department of Education, with local industry leaders, and with non-profit organizations. **SCC President:** Strengthen outreach and recruitment; develop new and sustain current relationships with key partners and stakeholders • The President's participation on 3 important local Boards: California State University Fullerton College of Education Dean's Advisory Board, Community Foundation of Orange Board of Directors and the Orange County Coast Keepers Board of Directors, aligns and positions the college to partner in such ventures as the Stem2 Title III partnership with CSUF, the City of Orange Blossom Talent Showcase (and SCC Buy-The-Book grants), and the Coast Keepers Demonstration Sustainable Garden on the SCC campus. • Through a new SCC STEM Upward Bound grant, strengthened SCC's partnership with Orange Unified School District. • In a new outreach effort, SCC recently began an International Student Program that, in its infancy, recruited 20 international students for the spring 2013 semester. This program helps bolster the college budget by garnering non-resident fee revenues for the college's use. A recruitment video has been developed to enhance marketing

efforts.

- Continue to support Community Science Night, where over 2,000 OUSD children and their parents enjoy of fun evening of science exhibits.
- Support SCC Family Night, sponsored by the Basic Skills Task Force and High School Outreach was very successful, where on Wednesday, November 13, 2013, more than 130 families numbering over 300 guests attended the annual introduction to SCC. High school seniors and their parents come from feeder (El Modena, Orange, Villa Park, and Canyon) and non-feeder (Savannah, Beckman, Orange Lutheran, Norco, Tustin) schools.
- Continue to provide outreach & recruitment services to local high schools. To date the outreach department has completed 20 workshops/presentations to over 500 high school students; 20 college fairs/college nights; 15 campus tours to large school groups and families. Currently prepping for the annual Early Welcome (EW) program which provides priority registration for high school seniors who have completed orientation, assessment, and developed student education plans for the upcoming fall semester. For the Early Welcome program we currently have 750 students who have submitted an application; 12 placement test dates scheduled; 6 counseling orientations scheduled and 3 online registration dates scheduled.

SAC Cabinet:

- Santa Ana College offers a robust program of year-round outreach and student development activities in all feeder high schools that culminate in a model application, assessment, placement program that is enriched by direct financial supports to make college possible for all members of the Santa Ana community. This model is informing our implementation of the Student Success Act and has been cited as a national model by state and national leaders. The pipeline efforts are complemented by our on-campus Middle College High School where students simultaneously earn high school and college degrees. This year's graduating class will make history with nearly 70% earning both their A.A. and high school diploma. Complementing the pipeline outreach work is a robust set of

	community-centered activities led by outreach professionals in both credit and non-credit programs as well as volunteer Padres Promotores de la Educación. Taken as a whole our outreach and student development work touches 30,000 members of the greater Santa Ana area annually. This work will further expand on April 12th when SAC and the Santa Ana Partnership open a One-Stop Higher Education as part of the Main Santa Ana Public Library.
B. Support regional development by becoming the primary local source of skilled employees for high demand occupations	**2B.** Our CTE programs at SAC and SCC continue to provide highly trained workers to fill positions in the local economy. A number of these programs provide the latest in technology to ensure that our students are competitive in the job market. Our district and colleges have also taken the lead in a number of CTE areas through grants offered by the Chancellor's Office, as exemplified by the regional collaboratives and sector navigator designations. **SCC President:** Support regional development by becoming the primary local source of skilled employees for high demand occupations • Santiago Canyon College leads the state's largest Joint Apprenticeship Training Centers (JATCs) in carpentry, cosmetology, electrician, maintenance mechanic, operating engineers, power lineman, and surveying. Our partnerships with the local trade unions is a formula for success that provides employers with skilled state-indentured Apprentices and Journeymen who earn a livable wage, as well as earn college credit that is applicable towards an Associate of Science Degree or Certificate of Achievement. • Santiago Canyon College's Biotechnology Program was recently approved by the Los Angeles/Orange County Consortia and is considered a model statewide for both the Biotech Initiative and the State Chancellor's Office "Doing What Matters" framework. The program was supported by the RSCCD CTE Collaborative SB1070 Grant. • SCC supports the Water Utility Science (WUS) program serving approximately 200 students annually, and prepares and advances students

within high paying Water and Wastewater Career Pathways. Donations from the Southern California Water Utilities Association are used towards water demonstration lab kits, allowing students to have a better hands-on experience in class. This necessary equipment will demonstrate the fundamentals of water chemistry for process laboratories and treatment plants to ultimately train highly skilled employees for high demand occupations.

- Santiago Canyon College is the fiscal agent for the Statewide Vocational Research and Accountability Technical Advisory Committee (VRATAC). The purpose of VRATAC is to advise the California Community Colleges Chancellor's Office on the implementation of the accountability provisions in the Carl D. Perkins Act and the **Doing What Matters Initiative**. In addition, the committee monitors research that focuses on workforce education and other state and national accountability measures that impact workforce education.

SCC's leadership of VRATAC in partnership with WestEd, Cal-PASS Plus and the Chancellor's Office recently released a statewide Launchboard to provide information on program enrollment, student completion, and employment outcomes. The Launchboard illustrates alignment with regional labor market demand and supports local, regional and statewide conversations about how to work collaboratively to improve student transitions/success.

SAC Cabinet: With over 80 areas of study at the college that lead to employment in regional occupations and an impressive doubling of degrees and certificates (exclusive of transfer certification) since 2008, SAC is a workforce development engine for central Orange County. These Industry supported program include Welding, Auto Technology, Occupational Therapy, Nursing, Our Criminal Justice and Fire Academies, and Pharmacy Technician.

3. RSCCD will annually improve the rates of course completion and completion of requirements for transfer, degrees, certificates, and diplomas.	
A. Consistently and accurately measure educational goal completion for university transfer, degrees, certificates and diplomas	**3A.** The Research Department annually monitors, publishes and disseminates the educational goal completion data for university transfer, degrees, certificates and diplomas to the college community.

SCC Vice President of Academic Affairs:
In the spring of 2014, data pertaining to the college's institution-set standards for successful course completion (63%), fall to fall retention (45%), degrees awarded (600), transfers to 4-year institutions (650), and number of certificates awarded were collected and analyzed. For all but one metric, the institution observed a marked increase in rates over the previous year's rates, particularly in degrees and certificates awarded. In 2012-2013, SCC awarded 307 more degrees than in 2011-2012. This is a 35% increase over the previous academic year. In the same year, SCC awarded 532 more certificates than in 2011-2012. This is a 51% increase over the previous academic year. While SCC fell short of the 45% standard for fall to fall retention with a rate of 44%, it is understood that this is a result of an increase in students' educational goal achievement. Whether through receipt of an award or by transfer to a 4-year institution, students' achievements of these educational goals have a negative impact on fall to fall retention as there is no immediate need for these students to continue their education at the community college level.

SCC's next step is to continue to monitor these data to see if the degree and certificate award figures begin to flatten out over the 2013-2014 academic year.

Santa Ana College-Vice President of Academic Affairs
- Using data retrieved from the RSCCD Research Department website SAC analyzes the information as part of the Program Review Process. Discussions of the data routinely occur at during meetings with instructional Deans. For example, on February 4, 2014, during a meeting with Department Chairs and Instructional Deans, comparison data (fall 2008 through-fall 2013) about completion rates for degrees, transfers, and certificates was shared

	with everyone in attendance.
	• As a result of the planning activities in Academic Affairs during 2013-2014 and our evaluation of the available data, SAC will be developing class schedules based on our current ADT pathways as well as pathways for our CTE programs in an effort to increase the number of completions in our transfer, degree and certificate programs.
	• SAC Cabinet: Santa Ana College established a Student Success Convocation in 2011 which brings all members of the college community together to take stock of critical trends in student academic success, persistence, and completion. The formal address, delivered by the president, sets goals for student success, and reviews related trend data, highlighting specific departments with gains while challenging others to review strategies and practice, all with special attention to equity and gaps by ethnicity. The convocation concludes with a panel of students who provide advice to the college faculty and staff and a set of 10 topical student success workshops engage all college educators in study and dialogue regarding what works in terms of student success on our campus.
B. Support integrated approaches to student success and achievement	**3B.** Academic support services, student support services and grants provide integrated approaches to student success and achievement. In fall 2013, the New Learning Center at SAC opened and now offers all students access to learning support in a myriad of disciplines. Staff works with faculty who teach transfer, CTE, and Basic Skills classes to develop Directed Learning Activities that supplement instruction. SAC's evaluation of the instructional and student support services provided by all learning centers can help the college develop additional integrated approaches to student success and achievement.
C. Identify economic barriers to student achievement	**3C.** There are a number of measures that can be used to identify the economic barriers to student achievement: • Number of students on BOG waivers • Number of students on Financial Aid • Needs assessments conducted by EOPS, CARE, CalWorks

Goals & Objectives	Status/Activities
4. RSCCD will support innovations and initiatives that result in quantifiable improvement in student access, preparedness, and success. **A.** Maintain and enhance the RSCCD's technological infrastructure	**4A. Technology Advisory Group:** The Technology Advisory Group (TAG) meets once a month to discuss, evaluate, recommend and share information related to the information and communication technologies used within the district. Aging computers and classroom projectors has been a concern for both college technology committees as well as TAG. Many classroom and employee computers are more than seven years old. While it seems that this is a concern for the colleges, a regular funding source for the recommended five-year replacements cycle has not been identified. Therefore, TAG submitted a recommendation to the Chancellor requesting funds to replace 20% of computers and classroom projectors, and requesting a funding methodology be identified to maintain the replacement cycle. In November, TAG participated in a software presentation on Virtual Desktop Infrastructure (VDI). Over the past five years, the trend to move physical servers to virtual servers is now moving to the desktop environment. Many questions by the committee were raised after the presentation relating to funding, licensing, return-on-investment, and impact on technical staff. TAG agreed to perform a pilot test at SCC and SAC in order to evaluate VDI technology and to better understand the impact of VDI on the organization. Last year, Adobe announced a new licensing contract for their Creative Suite products, similar to the existing Microsoft Licensing Agreement. The cost is $55 per FTE, and this will allow the college to load any of the creative suite products on any employee, faculty, classroom and lab computers. Last summer, TAG could not recommend taking advantage of this offer, however research into the cost-benefits of the new licensing agreement is ongoing and a recommendation coming Spring 2014.

B. Support faculty development in the areas of innovative pedagogies and curriculum design	**4B.** A number of categorical allocations and competitive grants provide funds for faculty development in specific areas, e.g. STEM, Basic Skills, VATEA. The colleges are also involved in the Kaleidoscope project, as well as initiatives to reduce textbook costs and flip the classroom. The district continues to support the New Faculty Academy, which is organized and implemented by a district administrator. This program provides an in-depth orientation to new faculty and delivers clear expectations of and assistance to new faculty in terms of pedagogy and curriculum development. The district has also worked with both colleges on the use of open educational resources to discourage the current reliance on expensive textbooks that, because of their cost, often become an obstacle to the educational success of students. The district and colleges have supported faculty by helping to fund their attendance at various conferences and workshops that contribute to ongoing professional development. **SCC President:** Support Faculty development in the areas of innovative pedagogies and curriculum design • In concert with Chancellor Rodriguez, sponsor a minimum of 5 faculty to attend a Technology conference this spring. • Partner in the Kaleidoscope OER grant that opened the door to curriculum development using open education resources and thus beginning to lower textbook prices for students. • Continue to support faculty efforts in the development of digital textbooks and online Open Educational Resources (OER, including **Jared Kubicka-Miller's** (Communication) October 29, 2013, presentation at the district office summarizing the work he has done to convert his communications debate curriculum into a meaningful technology-based course using free OER materials. • Supported the sabbatical work of math professor Dr. Laney Wright in the development of video-taped math modules available to students on YouTube.

C. Examine course success rates by population served and promote strategies that foster student equity.	**4C.** Examine course success rates by population served and promote strategies that foster student equity. **SCC Vice President of Academic Affairs:** SCC is reconvening the Student Equity Committee and updating its Student Equity Plan and examining the potential disproportionate impact any of our disciplines or programs may have on any student population. **SAC Cabinet/SAC VP Academic Affairs**: This item is addressed in the discussion of the annual Student Success Convocation, the college's related goals, and the linked professional development that is part of flex week at SAC (please see above). **SAC Vice President of Academic Affairs** • Support of faculty development in the areas of innovative pedagogies and curriculum design at SAC includes the active participation in the Kaleidoscope Project which is organized to foster faculty collaboration in the development of OER course materials for several academic disciplines. SAC faculty members (5) from disciplines including Chemistry, Sociology, and Music attended a conference in Park City, Utah in November 2013 to collaborate with faculty from other Peers from 2 and 4-year post secondary institutions. • A Distance Education Advisory Group comprised of instructional and student service faculty from a myriad of disciplines has been organized to develop, implement and review standards for delivery of instruction, online. • SAC has developed professional development program that results in a certificate in online instruction for any full-time or adjunct faculty member who will be teaching online courses at SAC. • SAC has created an online degree pathway for Business Administration that aligns with the Bachelors online degree program at CSU Fullerton.

5. RSCCD will use a cycle of integrated planning that will demonstrate the effective use of resources.
 	
   A.   Support and encourage focused green practices
 	
   B.   Utilize current processes to inform program, facilities, human resource and technology allocation
 	
   C.   Evaluate the cycle of integrated planning
	
	5C. RSCCD is currently in the first full-year of using its integrated planning model. Evaluation will occur at the end of the fiscal year.

Rancho Santiago Community College District
Breakout Group Reports

February 18, 2014

Goals & Objectives	Status/Activities
1. RSCCD will assess the educational needs of the communities served by RSCCD and will adjust instructional programs, offerings, and support services and will allocate resources as needed to optimize the alignment of students' needs with services and fiscal resources. A. Continue to determine the needs of the community B. Develop sustainable, alternative revenue streams to student educational needs C. Continue to monitor student educational preparation	• Quantify adjustments colleges have made or intend to make to instructional offerings, i.e. ADT degrees, impact of repeatability limits, etc. • Need more input on community needs related to non-credit programs • Quantify level of input received from business/industry for CTE programs • Show year-to-year giving changes for foundations • Show year-to-year change in competitive grants and success rate of grants submitted vs. grants awarded • Show revenue generated at colleges from new, improved facilities • Include K-12 feeder district data, especially related to college preparedness • Include success rate data for college prep/basic skills classes, e.g. what particular classes/programs have greatest success rates

2. RSCCD will assess the educational needs of the communities served by RSCCD and then pursue partnerships with educational institutions, public agencies, non-profit organizations, and business/industry/labor to collaboratively meet those needs. A. Strengthen outreach and recruitment; develop new and sustain current relationships with key partners and stakeholders B. Support regional development by becoming the primary local source of skilled employees for high demand occupations	• Identify how our partnerships and programs have changed as a result of demographic and economic changes • Track success data of CTE students who transition to regional employment to paint a more accurate picture of student success, e.g. completion/placement data that may not show up in scorecard
3. RSCCD will annually improve the rates of course completion and completion of requirements for transfer, degrees, certificates, and diplomas. A. Consistently and accurately measure educational goal completion for university transfer, degrees, certificates and diplomas B. Support integrated approaches to student success and achievement C. Identify economic barriers to student achievement	• Data doesn't seem to include non-transfer student goals such as employment or personal enrichment • Identify programs/activities that help students identify educational goals, especially if they don't currently have goals • Identify improvements to grad check and certification audits • Identify differences between student cohorts, e.g. day/night full-time/part-time • Use internally developed standards/metrics to monitor institutional progress over time

Goals & Objectives	Status/Activities
4. RSCCD will support innovations and initiatives that result in quantifiable improvement in student access, preparedness, and success. **A.** Maintain and enhance the RSCCD's technological infrastructure **B.** Support faculty development in the areas of innovative pedagogies and curriculum design **C.** Examine course success rates by population served and promote strategies that foster student equity.	• Determine if technology upgrade plans be generated by colleges or district • Identify what is being done to increase/improve online educational offerings/programs • Improve access to online courses and connect them to degree/certificate completion • Ensure quality orientation program for online students • As part of student equity plan review, identify activities that address achievement gaps between groups
5. RSCCD will use a cycle of integrated planning that will demonstrate the effective use of resources. A. Support and encourage focused green practices B. Utilize current processes to inform program, facilities, human resource and technology allocation C. Evaluate the cycle of integrated planning	• Sustainability committee established • Demonstrate links between planning and budgeting • Recession has made planning/budgeting difficult. Improved economy should help • Campuses feel more involved in planning/budgeting

5C.