

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
Board of Trustees (Regular meeting)
Monday, December 7, 2015
2323 North Broadway, #107
Santa Ana, CA 92706

A G E N D A

District Mission

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.

Americans with Disabilities Acts (ADA)

It is the intention of the Rancho Santiago Community College District to comply with the Americans with Disabilities Acts (ADA) in all respects. If, as an attendee or a participant at this meeting, you will need special assistance, the Rancho Santiago Community College District will attempt to accommodate you in every reasonable manner. Please contact the executive assistant to the board of trustees at 2323 N. Broadway, Suite 410-2, Santa Ana, California, 714-480-7452, on the Friday prior to the meeting to inform us of your particular needs so that appropriate accommodations may be made.

A Closed Session is scheduled at 4:30 p.m.; followed by a regular meeting at 5 p.m.

1.0 PROCEDURAL MATTERS

4:30 p.m.

1.1 Call to Order

1.2 Public Comment

At this time, members of the public have the opportunity to address the board of trustees on any item within the subject matter jurisdiction of the board. Members of the community and employees wishing to address the board of trustees are asked to complete a "Public Comment" form and submit it to the board's executive assistant prior to the start of open session. **Completion of the information on the form is voluntary.** Each speaker may speak up to three minutes; however, the president of the board may, in the exercise of discretion, extend additional time to a speaker if warranted, or expand or limit the number of individuals to be recognized for discussion on a particular matter.

Please note the board cannot take action on any items not on the agenda, with certain exceptions as outlined in the Brown Act. Matters brought before the board that are not on the agenda may, at the board's discretion, be referred to staff or placed on the next agenda for board consideration.

CLOSED SESSION

Conducted in accordance with applicable sections of California law. Closed sessions are not open to the public. (RSCCD)

Pursuant to Government Code Section 54957, the Board may adjourn to closed session at any time during the meeting to discuss staff/student personnel matters, negotiations, litigation, and/or the acquisition of land or facilities. (OCDE)

The following item(s) will be discussed in closed session:

1. Conference with Legal Counsel: Anticipated/Potential Litigation (pursuant to Government Code Section 54956.9[b]-[c]) (2 cases)

2. Conference with Legal Counsel: Existing Litigation (pursuant to Government Code Section 54956.9[a])

Faculty Association of the Rancho Santiago Community College District, et al. v. RSCCD Foundation, et al. Case No. 30-2015-00790167-CU-MM-CJC (Superior Court-County of Orange)

3. Liability Claim (pursuant to Government Code Section 54956.95)
 - a. DM20153011

RECONVENE

Issues discussed in Closed Session (Board Clerk)

- 1.3 Pledge of Allegiance to the United States Flag

- 1.4 Presentation of District Annual Financial Audit

- 1.5 Approval of Additions or Corrections to Agenda Action

- 1.6 Public Comment

At this time, members of the public have the opportunity to address the board of trustees on any item within the subject matter jurisdiction of the board. Members of the community and employees wishing to address the board of trustees are asked to complete a "Public Comment" form and submit it to the board's executive assistant prior to the start of open session. **Completion of the information on the form is voluntary.** Each speaker may speak up to three minutes; however, the president of the board may, in the exercise of discretion, extend additional time to a speaker if warranted, or expand or limit the number of individuals to be recognized for discussion on a particular matter.

Please note the board cannot take action on any items not on the agenda, with certain exceptions as outlined in the Brown Act. Matters brought before the board that are not on the agenda may, at the board's discretion, be referred to staff or placed on the next agenda for board consideration.

- 1.7 Approval of Minutes – Regular meeting of November 9, 2015 Action

- 1.8 Approval of Consent Calendar Action

Agenda items designated as part of the consent calendar are considered by the board of trustees to either be routine or sufficiently supported by back-up information so that additional discussion is not required. Therefore, there will be no separate discussion on these items before the board votes on them. The board retains the discretion to move any action item listed on the agenda into the Consent Calendar. **The consent calendar vote items will be enacted by one motion and are indicated with an asterisk (*).**

An exception to this procedure may occur if a board member requests a specific item be removed from the consent calendar consideration for separate discussion and a separate vote.

2.0 **BOARD ORGANIZATION**

- 2.1 Annual Board Organization Action

Board Policy 2305 requires that the board take specific actions at its annual organizational meeting:

- Election of Board Officers (President, Vice President, and Clerk) for the 2015-2016 year
- Designation of secretary and assistant secretary

2.1 Annual Board Organization (contd.)

- The President of the Board shall appoint members and chairs to following board committees:
 - Facilities Committee
 - Fiscal and Audit Review Committee
 - Legislative Committee
 - Policy Committee
 - Safety & Security Committee
- The President of the Board shall appoint representatives to the the following organizations:
 - RSCCD Foundation
 - Orange County Community College Legislative Task Force
 - Orange County School Boards Association
 - Nominating Committee on School District Organization
- Adoption of schedule of meeting dates for 2016
- Reaffirmation of Board Policy 2200 – Board Duties and Responsibilities
- Reaffirmation of Board Policy 2715 – Code of Ethics/Standards of Practice
- Reaffirmation of Board Policy 2735 – Board Member Travel
- Reaffirmation of Board Policy 6320 - Investments
- Designation of specific days, weeks or months of observance, which relate to the educational mission of the district

3.0 INFORMATIONAL ITEMS AND ORAL REPORTS

3.1 Report from the Chancellor

- Accreditation

3.2 Reports from College Presidents

- Accreditation
- Enrollment
- Facilities
- College activities
- Upcoming events

3.3 Report from Student Trustee

3.4 Reports from Student Presidents

- Student activities

3.5 Report from Classified Representative

3.6 Reports from Academic Senate Presidents

- Senate meetings

3.7 Reports from Board Committees

- Board Facilities Committee
- Board Fiscal/Audit Committee
- Orange County Community Colleges Legislative Task Force

4.0 INSTRUCTION

- *4.1 Approval of Santa Ana College (SAC) Community Services Program Revenue Contract Action
The administration recommends approval of the SAC Community Services Program Revenue Contract between Michael T. Doudna doing business as Sunrise Choices and Rancho Santiago Community College District (RSCCD) on behalf of SAC Community Services Program.
- *4.2 Approval of New Occupational Therapy Assistant (OTA) Agreement with Leaps and Bounds Pediatric Therapy Inc. Action
The administration recommends approval of the new agreement with Leaps and Bounds Pediatric Therapy Inc. in Norco, California.
- *4.3 Approval of New OTA Agreement with North Coast Rehab Inc. Action
The administration recommends approval of the agreement with North Coast Rehab Inc. in Livermore, California.
- *4.4 Approval of New OTA Agreement with Senior Rehab Solutions Action
The administration recommends approval of the new agreement with Senior Rehab Solutions in Dallas, Texas.
- *4.5 Approval of New Speech-Language Pathology Assistant (SLPA) Agreement with Little Voices Speech and Language Therapy Action
The administration recommends approval of the new SLPA agreement with Little Voices Speech and Language Therapy in Long Beach, California.
- *4.6 Approval of First Amendment to Affiliation Agreement with Quick CAPTION Action
The administration recommends approval of the first amendment to the affiliation agreement for real time computer aided captioning services with Quick CAPTION located in Riverside, California.
- *4.7 Approval of SLPA Agreement Renewal with Santa Ana Unified School District (SAUSD) Action
The administration recommends approval of the agreement renewal with SAUSD in Santa Ana, California.
- *4.8 Approval of SLPA Agreement Renewal with Orange Unified School District (OUSD) Action
The administration recommends approval of the agreement renewal with OUSD in Orange, California.
- *4.9 Approval of OTA Agreement Renewal with Big Fun Therapy and Recreational Services Action
The administration recommends approval of the agreement renewal with Big Fun Therapy and Recreational Services in Culver City, California.

* Item is included on the Consent Calendar, Item 1.8.

- *4.10 Approval of Agreement with Memeni Technologies Ltd. to Launch Career Pathway for International Business Education Alliance Program Action
The administration recommends approval of the agreement with Memeni Technologies Ltd. to launch the career pathway for the International Business Education Alliance Program as presented.
- *4.11 Approval of Amendment #2 to Criminal Justice Academies (CJA) Agreement (MA-060-11010909) with County of Orange Action
The administration recommends approval of amendment #2 to CJA agreement (MA-060-11010909) with the County of Orange in Santa Ana, California.
- *4.12 Approval of Amendment #7 to CJA Agreement (Z1000000068) with County of Orange Action
The administration recommends approval of amendment #7 to CJA agreement (Z1000000068) with the County of Orange in Santa Ana, California.
- *4.13 Approval of Student Equity Plans for Santiago Canyon College and Santa Ana College Action
The administration recommends approval of the Student Equity Plans for SCC and SAC as presented.
- *4.14 Approval of Proposed Revisions for 2016-2017 Santa Ana College Catalog Action
The administration recommends approval of the proposed revisions for the 2016-2017 SAC catalog as presented.
- *4.15 Approval of Proposed Revisions for 2016-2017 Santiago Canyon College (SCC) Catalog Action
The administration recommends approval of the proposed revisions for the 2016-2017 SCC catalog as presented.
- *4.16 Approval of Five Year Affiliation Agreement with New Orange Hills Action
The administration recommends approval of the affiliation agreement with New Orange Hills to authorize SCC Community Services to provide Nursing Assistant clinical training classes at the New Orange Hills facilities from November 6, 2015, through June 30, 2020, as presented.

5.0 BUSINESS OPERATIONS/FISCAL SERVICES

- *5.1 Approval of Payment of Bills Action
The administration recommends payment of bills as submitted.
- *5.2 Approval of Budget Transfers and Budget Increases/Decreases Action
The administration recommends approval of budget transfers, increases, and decreases for October 24 to November 18, 2015.

* Item is included on the Consent Calendar, Item 1.8.

- 5.3 Receive and Accept District Audit Reports for Fiscal Year Ended June 30, 2015 Action
The administration recommends the board receive and accept the RSCCD audit reports for the fiscal year ended June 30, 2015, as presented.
- *5.4 Approval of Agreement with MHP, Inc. for On-Call Structural Engineering Services for various Facility Improvement Projects Action
The administration recommends approval of the agreement with MHP, Inc. for on-call structural engineering services for various facility improvement projects as presented.
- *5.5 Approval of Agreement with PENCO Engineering, Inc. for Land Surveying Consulting Services for Science Center at Santa Ana College Action
The administration recommends approval of the agreement with PENCO Engineering, Inc. for land surveying consulting services for the Science Center at SAC as presented.
- *5.6 Approval of Agreement with Steinberg Architects for Architectural Services for District Capital Outlay Projects for Santa Ana College and Santiago Canyon College Action
The administration recommends approval of the agreement with Steinberg Architects for architectural services for district capital outlay projects for SAC and SCC as presented.
- 5.7 Approval of Option 3 for Orange Education Center (OEC) Action
The administration recommends approval of Option 3 for the renovation of the Orange Education Center.
- 5.8 Approval of Amendment to Agreement with HPI Architecture for Professional Design Services for Orange Education Center (OEC) at Santiago Canyon College Action
The administration recommends approval of the amendment with HPI Architecture for the OEC at SCC as presented.
- *5.9 Acceptance of the Completion of Bid #1261 for Door Hardware Upgrade at Building A (Administration) and B (Classrooms and Faculty) at Santiago Canyon College and Approval of Recording of Notice of Completion Action
The administration recommends the board accept the project as complete and approve the filing of a Notice of Completion with the County as presented.
- *5.10 Approval of Change Order #2 with Climatec, Inc. for Energy Management System Upgrade Project at Santiago Canyon College Action
The administration recommends approval of change order #2 with Climatec, Inc. for the energy management system upgrade project at SCC as presented.

- *5.11 Award of Bid #1272 for Building D Renovations Phase 2 at Santiago Canyon College Action
The administration recommends awarding Bid #1272 to Line Tech Contractors for Building D Renovations Phase 2 at SCC as presented.
- *5.12 Award of Bid #1273 for Roof Repairs (U Portables) at Santiago Canyon College Action
The administration recommends approval of awarding Bid #1273 to C.I. Services, Inc. for the roof repairs (U portables) at SCC as presented.
- *5.13 Approval of Lease Agreement with Compliance Management Systems, Inc. Action
The administration recommends approval of the lease agreement with Compliance Management and authorization be given to the Vice Chancellor of Business Operations and Fiscal Services to execute the agreement on behalf of the district as presented.
- *5.14 Acceptance of the 2014-2015 Measure Q Citizens' Bond Oversight Annual Report to the Community Action
The administration recommends the acceptance of the Measure Q Citizens' Bond Oversight Committee Annual Report to the Community for 2014-2015 as presented.
- *5.15 Approval of Consultant Agreement with Comsec Associates, Inc. for Design, Bid Development, Evaluation and Related Services Action
The administration recommends approval of the consultant agreement with Comsec Associates, Inc. with the design, bid development, evaluation and related services for a district-wide digital radio system as presented.
- *5.16 Acceptance and Approval of Request for Proposal (RFP) #1271 Student Health Services - Electronic Medical Record Software & Hosting Service Action
The administration recommends acceptance of the RFPs and approval of awarding the bid to Point and Click Solutions, Inc. for RFP #1268 – Student Health Services – Electronic Medical Record Software and Hosting Service as presented.
- *5.17 Approval of Purchase Orders Action
The administration recommends approval of the purchase order listing for the period October 25, 2015, through November 14, 2015.

* Item is included on the Consent Calendar, Item 1.8.

6.0 GENERAL

- *6.1 Approval of Resource Development Items Action
The administration recommends approval of budgets, acceptance of grants, and authorization of the chancellor or his designee to enter into related contractual agreements on behalf of the district for the following:
- California State Preschool Program (CSPP) Quality Rating and Improvement System (QRIS) Block Grant (District) – *Augmentation* \$ 37,604
 - Early Head Start – Year 2 (District) \$1,807,624
 - National Science Foundation (NSF) – Fullerton Mathematics Teacher and Master Teacher Fellows Project (FULL MT2) – Year 6 (SAC) \$ 20,000
 - Small Business Administration/California State University, Fullerton (SBA/CSUF) – Small Business Development Center (SBDC) \$ 612,000
 - Student Success and Support Program (SSSP) – Credit (SAC/District) \$4,532,174
 - Student Success and Support Program (SSSP) – Credit (SCC/District) \$1,935,628
- *6.2 Approval of Memorandum of Understanding (MOU) between RSCCD and Santa Ana Unified School District Action
The administration recommends approval of the MOU between RSCCD and SAUSD for Early Care and Education Services at Valley High School.
- *6.3 Approval of Renewal Agreement with Sheraton Cerritos for Los Angeles/ Orange County Regional Consortium Monthly Meetings for January – June 2016 Action
The administration recommends approval of the Sheraton Cerritos renewal agreement for the Los Angeles/Orange County Regional Consortium January-June 2016 monthly meetings.
- *6.4 Authorization of Signatures Action
The administration recommends approval of the revised list of authorized signatures.
- 6.5 List of 2016 Conferences and Legislative Executive Visits for Board Members Information
Board Policy 2735 and a list of conferences and legislative executive visits that board members may wish to attend is provided as information.
- 6.6 Appointment to Measure Q Citizens’ Bond Oversight Committee Action
It is recommended that the board approve the appointments to the Measure Q Citizens’ Bond Oversight Committee as presented.

- 6.7 RSCCD Board of Trustees Self-Evaluation Action
It is recommended that the board review the evaluation responses and complete the self-evaluation process for 2015.

- 6.8 Board Member Comments Information

RECESS TO CLOSED SESSION

Conducted in accordance with applicable sections of California law. Closed sessions are not open to the public. (RSCCD)

Pursuant to Government Code Section 54957, the Board may adjourn to closed session at any time during the meeting to discuss staff/student personnel matters, negotiations, litigation, and/or the acquisition of land or facilities. (OCDE)

The following item(s) will be discussed in closed session:

1. Public Employment (pursuant to Government Code Section 54957[b][1])
 - a. Full-time Faculty
 - b. Part-time Faculty
 - c. Classified Staff
 - d. Student Workers
 - e. Professional Experts
 - f. Educational Administrator Appointments
 - (1) Assistant Dean
 - (2) Vice President
 - (3) Director
2. Conference with Labor Negotiator (pursuant to Government Code Section 54957.6)
Agency Negotiator: Mr. John Didion, Executive Vice Chancellor of Human Resources & Educational Services
Employee Organizations: Faculty Association of Rancho Santiago Community College District
California School Employees Association, Chapter 579
California School Employees Association, Chapter 888
Continuing Education Faculty Association
3. Public Employee Discipline/Dismissal/Release (pursuant to Government Code Section 54957[b][1])
4. Liability Claim (pursuant to Government Code Section 54956.95)
 - a. EMP1500793JW

RECONVENE

Issues discussed in Closed Session (Board Clerk)

Public Comment

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7.0 HUMAN RESOURCES

- 7.1 Management/Academic Personnel Action
- Approval of Employment Agreements
 - Approval of New Job Descriptions
 - Approval of Appointments
 - Approval of Changes of Assignment
 - Approval of End of Interim Assignments
 - Approval of Extensions of Hire for Temporary Long-term Substitutes per E.C. 87481 & 87482
 - Ratification of Resignations/Retirements
 - Approval of Contract Extensions
 - Approval of Changes of Classification
 - Approval of Association Released Times
 - Approval of Leaves of Absence
 - Approval of Adjustment to Effective Date for Leaves of Absence
 - Approval of Beyond Contract/Overload Step Increases
 - Approval of Stipends
 - Approval of Part-time Hourly New Hires/Rehires
 - Approval of Non-paid Instructors of Record
- 7.2 Classified Personnel Action
- Approval of Miscellaneous Pay Schedule
 - Approval of New Appointments
 - Approval of Hourly Ongoing to Contract Assignments
 - Approval of Temporary to Contract Assignments
 - Approval of Out of Class Assignments
 - Approval of Changes in Position
 - Ratification of Resignations/Retirements
 - Approval of Temporary to Hourly Ongoing Assignments
 - Approval of Changes in Positions/Locations
 - Approval of Temporary Assignments
 - Approval of Additional Hours for Ongoing Assignments
 - Approval of Substitute Assignments
 - Approval of Miscellaneous Positions
 - Approval of Instructional Associates/Associate Assistants
 - Approval of Community Service Presenters and Stipends
 - Approval of Student Assistant Lists
- 7.3 Approval of Hay Group Consultant Agreement Action
- It is recommended that the board approve the agreement with Hay Group Consultant Inc.
- 7.4 Authorization for Board Travel/Conferences Action
- It is recommended that the board authorize the submitted conference and travel by board members.

8.0 ADJOURNMENT - The next regular meeting of the Board of Trustees will be announced after the 2016 board meeting calendar is approved. The meeting will be held at the District Office at 2323 North Broadway, Room #107, in Santa Ana, California.

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
2323 North Broadway, #107
Santa Ana, CA 92706

Board of Trustees
(Regular meeting)

Monday, November 9, 2015

MINUTES

1.0 PROCEDURAL MATTERS

1.1 Call to Order

The meeting was called to order at 4:36 p.m. by Mr. Larry Labrado. Other members present were Ms. Arianna Barrios, Ms. Nelida Mendoza Yanez, Mr. Jose Solorio, Mr. Phil Yarbrough, and Ms. Raquel Manriquez. Ms. Claudia Alvarez and Mr. John Hanna arrived at the time noted.

Administrators present during the regular meeting were Mr. John Didion, Mr. Peter Hardash, Dr. Erlinda Martinez, Dr. Raúl Rodríguez, and Dr. John Weispfenning. Ms. Anita Lucarelli was present as record keeper.

1.2 Pledge of Allegiance to the United States Flag

The Pledge of Allegiance was led by Ms. Seham Nabils, Student Vice President, Santiago Canyon College (SCC).

1.3 Approval of Additions or Corrections to Agenda

It was moved by Mr. Yarbrough and seconded by Ms. Mendoza Yanez to remove Item 4.9 (Agreement with Simpson, Gumpertz & Heger for On-Call Structural Engineering Services for Various Facility Improvement Projects) from the agenda and approve an addendum for Item 6.2 (Classified Personnel). The motion carried with the following vote: Aye – Ms. Barrios, Mr. Labrado, Ms. Mendoza Yanez, Mr. Solorio, and Mr. Yarbrough. Student Trustee Manriquez's advisory vote was aye.

Mr. Hanna arrived at this time.

1.4 Public Comment

There were no public comments.

1.5 Approval of Minutes

It was moved by Mr. Yarbrough and seconded by Ms. Barrios to approve the minutes of the meeting held October 26, 2015. The motion carried with the following vote: Aye – Ms. Barrios, Mr. Hanna, Mr. Labrado, Ms. Mendoza Yanez, Mr. Solorio, and Mr. Yarbrough. Student Trustee Manriquez’s advisory vote was aye.

1.6 Approval of Consent Calendar

It was moved by Mr. Yarbrough and seconded by Ms. Mendoza Yanez to approve the recommended action on the following items (as indicated by an asterisk on the agenda) on the Consent Calendar, with exception of Item 4.10 (HPI Architecture Agreement), removed from the Consent Calendar by Ms. Barrios, and Item 4.14 (Purchase Orders) removed from the Consent Calendar by Mr. Hanna. The motion carried with the following vote: Aye – Ms. Barrios, Mr. Hanna, Mr. Labrado, Ms. Mendoza Yanez, Mr. Solorio, and Mr. Yarbrough. Student Trustee Manriquez’s advisory vote was aye.

3.1 Approval of New Pharmacy Technology Agreement with Harbor Compounding Pharmacy

The board approved the agreement with Harbor Compounding Pharmacy in Costa Mesa, California.

3.2 Approval of New Pharmacy Technology Agreement with Custom Healthcare Compounding Pharmacy

The board approved the agreement with Custom Healthcare Compounding Pharmacy in Laguna Hills, California.

3.3 Approval of Occupational Therapy Assistant (OTA) Agreement Renewal with Intergro Resources, Inc. d/b/a Intergro Rehab Services

The board approved the agreement renewal with Intergro Resources, Inc. d/b/a Intergro Rehab Services in Santa Ana, California.

3.4 Approval of Speech-Language Pathology Assistant Agreement Renewal with Magnolia School District

The board approved the agreement renewal with Magnolia School District in Anaheim, California.

3.5 Confirmation of Santa Ana College (SAC) Associate Degrees and Certificates Awarded in Summer 2015

The board confirmed the recipients of the SAC associate degrees and certificates for summer 2015 as presented.

3.6 Confirmation of Santiago Canyon College Associate Degrees and Certificates Awarded in Summer 2015

The board confirmed the recipients of the SCC associate degrees and certificates for summer 2015 as presented.

1.6 Approval of Consent Calendar (contd.)

- 3.7 Approval of Santa Ana College Community Services Program for Spring 2016
The board approved the proposed SAC Community Services Program for spring 2016.
- 3.8 Approval of Santiago Canyon College Community Services Program for Spring 2016
The board approved the proposed SCC Community Services Program for spring 2016.
- 3.9 Approval of Sabbatical Leave Report from Professor Rochelle Zook
The board approved the sabbatical leave report received from Professor Rochelle Zook.
- 3.10 Approval of Sabbatical Leave Report from Dr. Christa Solheid
The board approved the sabbatical leave report received from Dr. Christa Solheid.
- 3.11 Approval of Sabbatical Leave Report from Professor Eric Hovanitz
The board approved the sabbatical leave report received from Professor Eric Hovanitz.
- 3.12 Approval of Classroom Lease Renewal with Orange Unified School District (OUSD)
The board approved the SCC Orange Education Center lease agreement renewal for classroom space with OUSD for the period of July 1, 2015, through June 30, 2016, as presented.
- 4.1 Approval of Payment of Bills
The board approved payment of bills as submitted.
- 4.2 Approval of Budget Increases/Decreases and Budget Transfers
The board approved budget increases, decreases and transfers during the month of October 2015.
- 4.3 Acceptance of 2014-2015 Measure E Citizens' Bond Oversight Committee Annual Report to the Community
The board accepted the Measure E Citizens' Bond Oversight Committee Annual Report to the Community for 2014-2015 as presented.
- 4.4 Approval of Amendment to Agreement with Flewelling & Moody for Architectural and Engineering Services for Roof Replacement of Dunlap Hall at Santa Ana College
The board approved the amendment to the agreement with Flewelling & Moody for architectural and engineering services for the roof replacement of Dunlap Hall at SAC as presented.

1.6 Approval of Consent Calendar (contd.)

- 4.5 Approval of Agreement with Dougherty + Dougherty Architecture LLP for On-Call Architectural Design Services for Various Projects District-wide
The board approved the agreement with Dougherty + Dougherty Architecture LLP for on-call architectural design services for various projects district-wide as presented.
- 4.6 Approval of Agreement with Leland Saylor Associates for On-Call Cost Estimating Consulting Services for Various Projects District-wide
The board approved the agreement with Leland Saylor Associates for on-call cost estimating consulting services for various projects district-wide as presented.
- 4.7 Approval of Agreement with Lionakis for On-Call Architectural Design Services for Various Projects District-wide
The board approved the agreement with Lionakis for on-call architectural design services for various projects district-wide as presented.
- 4.8 Approval of Agreement with NAC Architecture for On-Call Architectural Design Services for Various Projects District-wide
The board approved the agreement with NAC Architecture for on-call architectural design services for various projects district-wide as presented.
- 4.11 Approval of Agreement with Sindoni Consulting & Management Services, Inc. for Commissioning Consulting Services for Chiller Replacement Project at Building D at Santiago Canyon College
The board approved the agreement with Sindoni Consulting & Management Services, Inc. for commissioning consulting services for the chiller replacement project at Building D at SCC as presented.
- 4.12 Adoption of Resolution No. 15-21 – Solid Waste Handling, Trash and Recycling Services without Competitive Bidding
The board adopted Resolution No. 15-21 authorizing the procurement of District-wide waste handling and recycling services by contract without competitive bidding as presented.
- 4.13 Approval of Contracts with Dell Marketing L.P., Hewlett Packard Company and Hewlett Packard Enterprise
The board approved the following contracts: Dell Marketing L.P. including Authorized Resellers, Master Price Agreement #MNWNC-108, Hewlett Packard Company including Authorized Resellers, Master Price Agreement #MNWNC-115, #MNNVP- 133 and Hewlett Packard Enterprise including Authorized Resellers, Master Price Agreement #MNNVP-134, for the purchase of computer equipment, software, peripherals and related services, and any future renewals, extensions and addendums, as presented.

1.6 Approval of Consent Calendar (contd.)

5.1 Approval of Resource Development Items

The board approved budgets, accepted grants, and authorized the Vice Chancellor of Business Operations/Fiscal Services or his designee to enter into related contractual agreements on behalf of the district for the following:

- Adult Education Block Grant Regional Consortium Funding \$3,079,153
 Appropriation (SAC/SCC)
- Strengthening Transfer Education and Matriculation in STEM \$ 120,699
 (STEM²) – Year 5 (SCC)
- Student Success and Support Program (SSSP) – Non-Credit \$1,736,739
 (CEC)
- Student Success and Support Program (SSSP) – Non-Credit \$ 902,525
 (OEC)
- Workforce Innovation and Opportunity Act, Title II – Adult \$3,166,269
 Education and Family Literacy Act (SAC/SCC)

5.2 Approval of First Amendment to Sub-Agreement between Rancho Santiago Community College District (RSCCD) and Growth Sector Company for Santa Ana Workforce Investment Board’s H-1B Visa Technical Skills Training Grant: Orange County Bridge to Engineering Project

The board approved the sub-agreement amendment and authorized the Vice Chancellor, Business Operations/Fiscal Services or his designee to sign and enter into a related contractual agreement on behalf of the district.

1.7 Recognition of el Don Student Newspaper Award Recipients

The board recognized the following individuals who recently were presented with their awards at the Associated Collegiate Press/College Media Association National College Media Convention in Texas: *El Don* artist Ms. Jamie Leeds for winning first place in the 2015 Design of the Year Award; *el Don* photojournalist Mr. R. Nicanor Santana for obtaining third place in the 2015 Spot News Photography category; the *el Don* student newspaper and the *el Don* student website *eldonnews.org* for winning the Associated Collegiate Press National Pacemaker Award; and the *el Don* student newspaper for winning first place in the Best of Show category for two-year newspapers. In addition, the board congratulated Professor Charles “Bud” Little on being honored by the College Media Association with the Reid H. Montgomery Distinguished Service Award.

1.8 Presentation on Santiago Canyon College Orange Education Center (OEC)

Ms. Carrie Matsumoto, Assistant Vice Chancellor of Facility Planning & Campus Services, RSCCD; and Mr. Jose Vargas, Vice President, Orange Education Center, gave a presentation on the Orange Education Center. Board members received clarification on data related to the OEC from Ms. Matsumoto and Mr. Vargas.

Ms. Alvarez arrived during the presentation on OEC.

It was moved by Mr. Yarbrough and seconded by Ms. Barrios to suspend the rules and consider Item 4.10 (Agreement with HPI Architecture) at this time. The motion carried with the following vote: Aye – Ms. Alvarez, Ms. Barrios, Mr. Hanna, Mr. Labrado, Ms. Mendoza Yanez, Mr. Solorio, and Mr. Yarbrough. Student Trustee Manriquez’s advisory vote was aye.

4.10 Approval of Agreement with HPI Architecture for Professional Design Services for Orange Education Center at Santiago Canyon College

It was moved by Ms. Alvarez to postpone action on this item until the December 7, 2015, board meeting. There was no second to this motion at this time.

It was moved by Ms. Barrios and seconded by Ms. Mendoza Yanez to approve the agreement with HPI Architecture for professional design services for OEC at SCC as presented. Discussion ensued.

It was moved by Ms. Alvarez and seconded by Mr. Solorio to postpone action on this item until the December 7, 2015, board meeting.

It was moved by Ms. Barrios and seconded by Mr. Yarbrough to include the possibility of selling the Orange Education Center at the next board meeting. It was determined that this request was not related to Item 4.10; therefore, was not considered at this time.

The motion to postpone action on this item until the December 7, 2015, board meeting carried with the following vote: Aye – Ms. Alvarez, Ms. Barrios, Mr. Hanna, Mr. Labrado, Mr. Solorio, and a nay vote from Ms. Mendoza Yanez and Mr. Yarbrough. Student Trustee Manriquez’s advisory vote was aye.

2.0 INFORMATIONAL ITEMS AND ORAL REPORTS

2.1 Report from the Chancellor

Dr. Raúl Rodríguez, Chancellor, provided a report to the board.

2.2 Reports from College Presidents

The following college representatives provided reports to the board.

Dr. Erlinda Martinez, President, Santa Ana College
Dr. John Weispfenning, President, Santiago Canyon College

2.3 Report from Student Trustee

Ms. Raquel Manriquez, Student Trustee, provided a report to the board.

2.4 Reports from Student Presidents

The following student representatives provided reports to the board on behalf of the Associated Student Government (ASG) organizations:

Mr. Oscar Cortés, Student President, Santa Ana College
Ms. Seham Nabils, Student Vice President, Santiago Canyon College

2.5 Report from Classified Representative

Mr. Tom Andrews, President, CSEA, Chapter 579, provided a report to the board on behalf of the classified staff.

2.6 Reports from Academic Senate Presidents

The following academic senate representatives provided reports to the board:

Ms. Corinna Evett, Academic Senate President, Santiago Canyon College
Mr. John Zarske, Academic Senate Past President, Santa Ana College

2.7 Reports from Board Committee Chairperson

There was no report given on the November 5, 2015, Board Facilities Committee meeting.

3.0 **INSTRUCTION**

All were approved as part of Item 1.6 (Consent Calendar).

4.0 **BUSINESS OPERATIONS/FISCAL SERVICES**

Items 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, and 4.11 through 4.13 were approved as part of Item 1.6 (Consent Calendar). Item 4.10 was considered after Item 1.7 (Presentation on SCC Orange Education Center).

4.9 This item was removed from the agenda.

4.14 Approval of Purchase Orders

It was moved by Mr. Yarbrough and seconded by Ms. Mendoza Yanez to approve the purchase order listing for the period October 11, 2015, through October 24, 2015. Mr. Hanna thanked staff for additional details included on the purchase order listing. The motion carried with the following vote: Aye – Ms. Alvarez, Ms. Barrios, Mr. Hanna, Mr. Labrado, Ms. Mendoza Yanez, Mr. Solorio, and Mr. Yarbrough. Student Trustee Manriquez's advisory vote was aye.

5.0 GENERAL

Items 5.1 and 5.2 were approved as part of Item 1.6 (Consent Calendar).

5.3 Appointment to Measure Q Citizens' Bond Oversight Committee

It was moved by Mr. Yarbrough and seconded by Ms. Alvarez to approve the appointment to the Measure Q Citizens' Bond Oversight Committee as presented. Discussion ensued. The motion carried with the following vote: Aye – Ms. Alvarez, Ms. Barrios, Mr. Hanna, Mr. Labrado, Ms. Mendoza Yanez, Mr. Solorio, and Mr. Yarbrough. Student Trustee Manriquez's advisory vote was aye.

5.4 Approval of Board Safety & Security Committee as Standing Committee

It was moved by Mr. Yarbrough and seconded by Ms. Alvarez to approve the status of the Board Safety & Security Committee change from an ad hoc committee to a standing committee. Ms. Alvarez explained the reasons she recommended this committee become a standing committee. The motion carried with the following vote: Aye – Ms. Alvarez, Ms. Barrios, Mr. Hanna, Mr. Labrado, Ms. Mendoza Yanez, Mr. Solorio, and Mr. Yarbrough. Student Trustee Manriquez's advisory vote was aye.

5.5 Board of Trustee Express Interest in Board Officer Positions

The board president solicited expressions of interest from board members regarding service as president, vice president, clerk, and committee assignments for 2015-2016. The following board members expressed interest in the following positions and committee assignments:

President – Ms. Alvarez

Vice President – Mr. Hanna

5.6 Review and Discussion of Self-Evaluation Responses from Community and Staff

The survey responses from community and staff were presented to the board for review and discussion.

Mr. Hanna explained that in the past the self-evaluation survey included five questions that were answered by the trustees. Then the board went to a three-page survey that was similar to the one currently used, but was still only answered by the trustees. When the accreditation team expressed concern about the process of the board's self-evaluation, the faculty and Chancellor Edward Hernandez worked with the board to develop a policy (BP 2745 Board Self-Evaluation) to have those that had contact with the board either by attending board meetings or being part of an organization or board such as the faculty and classified unions, college/district foundations, to participate in the process by completing the survey. This year the board increased the amount of participants who were asked to complete the survey. Mr. Hanna stated that he provided this background because the board is being transparent and looking at issues that it may not be aware of.

5.6 Review and Discussion of Self-Evaluation Responses from Community and Staff
(contd.)

Mr. Hanna indicated that in his 17 years of serving as a board member, he has never seen as many attacks on the board and chancellor as he has this year; therefore, he stated that in his opinion, the survey results by the community and staff were exemplary. Furthermore, he indicated that the lowest score (70%) was given by those that thought the board was dealing with policy rather than administrative manners, and best practice scores were in the mid-80s to 100% range.

In response to the comments made on the survey, Mr. Hanna indicated he had a little difficulty following the comments that were made in a section that dealt with positive performances which included a few negative comments, and in the area of board improvement, there was a comment that said *“RSSCD is fortunate to have a strong board with dedicated and committed members.”* He stated that although a few comments were contemptuous, reviewing the comments will assist him in completing his self-evaluation survey. Mr. Hanna expressed interest in the following comments: *“visit our the Child Development Centers; Have meetings every semester at each college site, including the continuing education sites; Focus more on innovative and forward thinking towards the college’s student progress and vision towards reaching that goal. Also, how to be competitive so that SAC and SCC be the colleges of choice; and Better understanding of fiscal impacts at the college level.”*

Mr. Hanna indicated that there were comments that were inaccurate. One comment stated that the board should have a Brown Act presentation every year by someone not connected with the administration. He responded that the board has been receiving a Brown Act presentation for years by an external source. He stated that another comment referred to a Brown Act violation due to discussing the Saudi Arabia contract, but he indicated that the board said that the chancellor discussed the Saudi Arabia contract during his report at a board meeting, not that the board discussed it. Even though the comments included factual errors, Mr. Hanna stated the comments were made in a positive manner to inform the board that it needs to do a better job, such as making sure the board is in compliance with the Brown Act and being involved in providing a vision for the district.

Mr. Hanna, Mr. Yarbrough, Ms. Alvarez, and Mr. Labrado thanked those that participated in the board’s self-evaluation process. They indicated the positive and negative comments were helpful. Mr. Labrado invited respondents to continue to provide feedback to the board.

Ms. Alvarez expressed disappointment in the amount of community and staff that completed the survey (30 respondents out of a distribution list of 108 people).

Ms. Alvarez asked for the individual responses (without names) to the 2015 Board Evaluation Survey in order to see if the same individuals responded negatively or positively to all the questions on the survey.

5.6 Review and Discussion of Self-Evaluation Responses from Community and Staff
(contd.)

In response to Ms. Alvarez' request, Mr. Hanna indicated that respondents may not know the answer to the questions relating to the board's performance in certain areas, especially if they don't attend board meetings. He indicated that the previous chancellor stated that California law prohibited the district from placing photos of trustees on publications unless they were in a large group; therefore, the publications were unable to inform the community and staff of what the trustees did for the district. He asked the faculty, students, classified, and administrators for suggestions on how to inform community and staff of what the board does for the district.

5.7 Board Member Comments

Mr. Solorio encouraged board members to attend the Middle College High School National Blue Ribbon Award Celebration on December 11, 2015, at 10 a.m. at SAC Phillips Hall.

Ms. Mendoza Yanez reported that she attended the SAC Soldiers to Scholars fundraising event for veterans held on November 5.

Ms. Mendoza Yanez expressed interest in serving on the Board Safety & Security Committee for the 2015-2016 year, and asked if it were possible to have the meetings scheduled for the committee published in the *el Don* student newspaper.

Ms. Mendoza Yanez invited board members to attend the OEC Communicators Club meeting on November 20, 2015 at 5 p.m. at OEC.

Ms. Mendoza Yanez shared her opinion of the comments made in the self-evaluation survey responses from the community and staff.

Mr. Hanna indicated he wasn't able to attend the Soldiers to Scholars event but planned on donating towards it. He invited everyone to attend the veterans' celebration at the Orange County Fairgrounds and visit the Field of Valor in Orange on Veteran's Day, November 11. He asked that the meeting be adjourned in honor of all veterans.

Mr. Yarbrough expressed appreciation for the *Orange County Register* newspaper's article on Middle College High School.

Mr. Yarbrough reported he recently attended Santa Ana College's football game.

Ms. Barrios asked that the meeting be adjourned in honor of those students recently injured at University of California, Merced. Ms. Barrios thanked Ms. Alvarez for her efforts in establishing the Board Safety & Security Committee.

5.7 Board Member Comments (contd.)

Ms. Manriquez reminded the students that University of California and California State University applications are due at the end of the month.

Mr. Solorio thanked staff for their efforts in hosting a successful groundbreaking ceremony for the Central Plant facility at Santa Ana College.

RECESS TO CLOSED SESSION

The board convened into closed session at 7:24 p.m. to consider the following items:

1. Public Employment (pursuant to Government Code Section 54957[b][1])
 - a. Part-time Faculty
 - b. Classified Staff
 - c. Student Workers
 - d. Professional Experts
2. Conference with Labor Negotiator (pursuant to Government Code Section 54957.6)
Agency Negotiator: Mr. John Didion, Executive Vice Chancellor of Human Resources & Educational Services
Employee Organizations: Faculty Association of Rancho Santiago Community College District
California School Employees Association, Chapter 579
California School Employees Association, Chapter 888
Continuing Education Faculty Association
3. Appeal of Student Suspension (pursuant to Education Code 72122)
Student I.D. #1956059

Mr. Solorio left the meeting at the beginning of closed session.

Ms. Manriquez left the meeting before the trustees resumed from closed session.

RECONVENE

The board reconvened at 9:01p.m.

Closed Session Report

Mr. Hanna reported the board discussed public employment, labor negotiations, and an appeal for a student suspension, and the board took action during closed session to sustain the suspension of Student I.D. #1956059 and authorize the college administration to explore options for the student to complete current classes without returning to campus. The motion carried with the following vote: Aye – Ms. Alvarez, Ms. Barrios, Mr. Hanna, Mr. Labrado, Ms. Mendoza Yanez, and Mr. Yarbrough. Mr. Solorio did not vote since he left the meeting at the beginning of closed session.

Public Comment

There were no public comments.

6.0 HUMAN RESOURCES

6.1 Management/Academic Personnel

It was moved by Mr. Yarbrough and seconded by Ms. Alvarez to approve the following action on the management/academic personnel docket. The motion carried with the following vote: Aye – Ms. Alvarez, Ms. Barrios, Mr. Hanna, Mr. Labrado, Ms. Mendoza Yanez, and Mr. Yarbrough.

- Approve Changes of Assignment
- Approve Changes of Title
- Ratify Resignations/Retirements
- Approve Stipends
- Approve Part-time Hourly New Hires/Rehires

6.2 Classified Personnel

It was moved by Mr. Yarbrough and seconded by Ms. Alvarez to approve the following action on the classified personnel docket. The motion carried with the following vote: Aye – Ms. Alvarez, Ms. Barrios, Mr. Hanna, Mr. Labrado, Ms. Mendoza Yanez, and Mr. Yarbrough.

- Approve Hourly On Going to Contract Assignments
- Approve Temporary to Contract Assignments
- Approve Professional Growth Increments
- Approve Changes in Position
- Ratify Resignations/Retirements
- Approve New Assignments
- Approve Temporary Assignments
- Approve Additional Hours for On Going Assignments
- Approve Substitute Assignments
- Approve Miscellaneous Positions
- Approve Instructional Associates/Associate Assistants
- Approve Community Service Presenters and Stipends
- Approve Volunteers
- Approve Student Assistant Lists

6.3 Approval of Search Consultant for Santa Ana College Presidential Search

It was moved by Mr. Yarbrough and seconded by Ms. Alvarez to engage Community College Search Services and authorized the Chancellor or his designee to execute the required documents to retain the firm. The motion carried with the following vote: Aye – Ms. Alvarez, Ms. Barrios, Mr. Hanna, Mr. Labrado, Ms. Mendoza Yanez, and Mr. Yarbrough.

7.0 ADJOURNMENT

The next regular meeting of the Board of Trustees, which will include the annual self-evaluation meeting, will be held on Monday, December 7, 2015.

There being no further business, Mr. Labrado declared the meeting adjourned at 9:02 p.m., in honor of the students who were injured at the University of California, Merced on November 4, 2015, and in honor of all veterans.

Respectfully submitted,

Raúl Rodríguez, Ph.D.
Chancellor

Approved: _____
Clerk of the Board

Minutes approved: December 7, 2015

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

(Office of the Chancellor)

To:	Board of Trustees	Date:	December 7, 2015
Re:	Board Organization		
Action:	Request for Action		

BACKGROUND

Board Policy 2305 requires that the Board take specific actions at its annual organizational meeting.

ANALYSIS

Per Board Policy 2305, the Board shall:

- a) Elect the Board Officers (President, Vice President, and Clerk) for the 2015-2016 year
- b) Designate Secretary and Assistant Secretary to the board
- c) Appoint members and chairs of board committees:
 - Facilities Committee
 - Fiscal and Audit Review Committee
 - Legislative Committee
 - Policies Committee
 - Safety & Security Committee

Appoint members/representatives of committees:

- Representative to the RSCCD Foundation
 - Representative to the Orange County Community College Legislative Task Force
 - Representative to the Orange County School Boards Association
 - Representative to the Nominating Committee on School District Organization
- d) Adopt a schedule of meeting dates for 2016 (attached)
 - e) Reaffirm Board Policy 2200 – Board Duties and Responsibilities (attached)
 - f) Reaffirm Board Policy 2715 - Code of Ethics/Standards of Practice (attached)
 - g) Reaffirm Board Policy 2735 – Board Member Travel (attached)
 - h) Reaffirm Board Policy 6320 - Investments (attached)
 - g) Designate specific days, weeks or months of observance, which relate to the educational mission of the district

RECOMMENDATION

It is recommended that the Board take action on those items listed above.

Fiscal Impact: None	Board Date: December 7, 2015
Prepared and Submitted by: Anita Lucarelli, Executive Assistant to the RSCCD Board of Trustees	
Recommended by: Raúl Rodríguez, Ph.D., Chancellor	

BP 2305 Annual Organizational Meeting

Reference:

Education Code Section 72000(c)(2)(A)

The following tasks shall be listed under Board Organization and included on the agenda of the Board's annual organizational meeting to be held in December each year:

- Election of Board officers
- Designation of secretary & assistant secretary
- Schedule of regular meeting dates and locations for the following year, including: Board Self-Evaluation (BP2745), Evaluation of the Chancellor (BP2435), and Preliminary Audit Discussion
- Authorization of signatures
- Appointment of trustees to committees by Board President
- Reaffirmation of Board Policy 2200 (Board Duties and Responsibilities)
- Reaffirmation of Board Policy 2735 (Board Member Travel)
- Reaffirmation of Board Policy 2715 (Code of Ethics/Standards of Practice)
- Reaffirmation of Board Policy 6320 (Investments)
- Designation of specific days, weeks or months of observance, which relate to the educational mission of the district

At the annual organizational meeting, the Board President shall solicit expressions of interest from members of the Board, or any newly elected members of the Board, regarding service as President, Vice President or Clerk of the Board, as well as any committee assignments.

Revised: January 13, 2014 (Previously BP9013)

Proposed Board Meetings – 2016

In following the guidelines that the board is to meet on the 2nd and 4th Mondays of the month (except for those months that the board meets once a month), I am proposing the following dates for 2016:

January 11, 25

February 22 (Board Planning Session)

March 14, 28

April 11, 25

May 16, 31 (Tuesday)

June 13

July 18

August 15

September 12, 26

October 10 (SAC), 24 (SCC)

November 14

December 5 (annual self-evaluation meeting)

Note: I only suggest one meeting in February due to these dates:

Monday, Feb. 1 – CCLC Conference in Sacramento

Monday, Feb. 8 – ACCT Conference in Washington, D.C.

Monday, Feb. 15 – Holiday – President’s Day

For your information:

January 31-February 1, 2016 - CCLC Annual Legislative Conference, Sacramento

February 8-11, 2016 - ACCT National Legislative Summit, Washington, D.C.

May 9, 2016 – SAC Golf Tournament

April 22, 2016 - Hawks Golf Tournament

BP 2200 Board Duties and Responsibilities

Reference:

Accreditation Standard IVB.1.d

The Board of Trustees governs on behalf of the citizens of the District in accordance with the authority granted and duties defined in Education Code Section 70902.

The Board is committed to fulfilling its responsibilities to:

- Represent the public interest
- Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations
- Hire and evaluate the Chancellor
- Delegate power and authority to the Chancellor to effectively lead the District except the board shall not delegate any power that is expressly made non-delegable by statute
- Assure fiscal health and stability
- Monitor institutional performance and educational quality
- Advocate and protect the District

Revised: October 8, 2012 (Previously BP9000)

BP 2715 Code of Ethics/Standards of Practice

Reference:

ACCJC Accreditation Standard IV.C.11 (formerly IV.B.1.a, e, & h)

All Rancho Santiago Community College District board members, including the student trustee, are committed to maintaining the highest standards of conduct and ethical behavior. The Board believes that in promoting trust, confidence, and integrity in the working relationship between Trustees, administrators, faculty and Staff. The Board and its individual Trustees are committed to the following:

- In all decisions the Board will consider the educational welfare and equality of opportunity of all students in the District.
- Trustees are elected to represent the interests and serve the needs of the entire District and to promote the mission of Rancho Santiago Community College District.
- Trustees are non-partisan elected officials and will always put District and college priorities before their own political or personal priorities.
- Trustees hold a public trust that requires and will ensure that their actions avoid conflicts of interest and any appearance of impropriety.
- Trustees will speak on behalf of the Board only when granted such authority by a majority of the Board.
- Trustees shall be respectful of others in any discussions related to the district and colleges.
- Trustees clearly articulate to the Chancellor the Board's expectations, will support the work and efforts of the Chancellor, and keep the Chancellor informed of matters related to the district and colleges.
- Trustees will respect the confidentiality of all privileged information.
- Trustees will uphold the letter and spirit of the Ralph M. Brown Act and make all official decisions and actions of the Board of Trustees in open and public meetings.
- Trustees will remain informed about the district, educational issues, and responsibilities of trusteeship, and will work in the best interest of the entire district.

The President of the Board, in consultation with the Chancellor, is authorized to consult with legal counsel when they become aware of or are informed about actual or perceived violations of pertinent laws and regulations, including but not limited to conflict of interest, open and public meetings, confidentiality of closed session information, and use of public resources. Violations of law may be referred to the District Attorney or Attorney General as provided for in law.

Violations of the board's policy code of ethics will be addressed by the President of the Board, who will first discuss the violation with the trustee to reach a resolution. If resolution is not achieved and further action is deemed necessary, the president may appoint an ad hoc committee to examine the matter and recommend further courses of action to the board. Sanctions will be determined by the board officers and may include a recommendation to the board to censure of the trustee, remove the trustee from a board officer position or from board committee assignments. If the President of the Board is perceived to have violated the code, the vice president of the board is authorized to pursue resolution.

Revised: July 21, 2014 (Previously BP9002)

References Updated: March 16, 2015

BP 2735 Board Member Travel

Reference:

Education Code Section 72423

Members of the Board shall have travel expenses reimbursed whenever they travel as representatives of and perform services directed by the Board. Such board travel and reimbursement for travel by Board members outside of the district boundaries must receive prior approval from the Board of Trustees. The Executive Committee of the Board of Trustees, in consultation with the Chancellor, may provide prior authorization for such travel when needed, pending full Board approval. Standard district travel procedures and rates will be used for reimbursement.

The Board President, in conjunction with the Chancellor, will prepare a list of conferences and legislative executive visits that Board members may wish to attend or will assist Board members in their continuing education and fulfillment toward the mission of the district. The Chancellor, in consultation with the Board President, shall prepare a budget for board travel.

Revised: October 8, 2012 (Previously BP9011)

BP 6320 Investments

Reference:

Government Code Sections 53600 et seq.

The Governing Board authorizes the Chancellor, or designee, to invest monies not required for the immediate necessities of the district in accordance with existing law. Funds are to be invested in a manner which will provide the maximum security of principal.

- Safety of principal is the foremost objective of the investment program. Investments shall be undertaken in a manner that seeks to ensure the preservation of capital.
- The investments shall remain sufficiently liquid to meet all operating obligations of the district.
- The investments shall be done with the objective of attaining a market rate of return, taking into account risks and liquidity needs.

Investments shall be made with judgment and care, which persons of prudence, discretion and intelligence would exercise for the safety of capital and reasonable income.

The Vice Chancellor of Business and Fiscal Services shall develop and maintain written administrative procedures for the operation of the investment program which are consistent with this investment policy.

Administrators and employees involved in the investment process shall refrain from personal business activity that could conflict with the proper execution of the investment activity or which could impair their ability to make impartial investment decisions.

Revised: September 9, 2013 (Previously BP3211)

2016 Designation of Specific Days, Weeks or Months of Observance, Which Relate to the Educational Mission of the District	
Occasion	Date
American Indian Heritage Month	November
Anaheim Chamber of Commerce Honoring of Individuals/Businesses who have served the RSCCD community	TBD
Asian-Pacific Islander Month	May
Black History Month	February
California Coastal Cleanup Day	3rd Sat. of September
City of Anaheim	TBD
City of Garden Grove	TBD
City of Irvine	TBD
City of Orange	TBD
City of Santa Ana	TBD
City of Tustin	TBD
City of Villa Park	TBD
Classified Appreciation Week	May
Community College Month	April
Constitution Day/Citizenship Day	September 16
Constitution Week	September 17-23
Garden Grove Chamber of Commerce Honoring of Individuals/Businesses who have served the RSCCD community	TBD
Hispanic Heritage Month	September
Holocaust Remembrance Day	May 4-5
Immigrant Heritage Month	June
Irish American Heritage Month	March
Irvine Chamber of Commerce Honoring of Individuals/Businesses who have served the RSCCD community	TBD
Lesbian, Gay, Bisexual, & Transgender History Month	October
National Public Health Week	April
Nurses Recognition Week	May
Orange Chamber of Commerce Honoring of Individuals/Businesses who have served the RSCCD community	TBD

2016 Designation of Specific Days, Weeks or Months of Observance, Which Relate to the Educational Mission of the District	
Occasion	Date
National Hispanic Women Business Association (NHWBA) Business Women of the Year	May
Orange County Labor Federation Solidarity Day Honoring of Individuals/Businesses/Unions	April
Peace Officer Memorial Day	May
POW/MIA Recognition Day	September 16
Recognition/honoring individuals who have served the RSCCD community	TBD
Santa Ana Chamber of Commerce Honoring of Individuals/Businesses who have served the RSCCD community	TBD
Small Business Week	April
Teacher Appreciation Week	May
Teacher of the Year	September/October
Tustin Chamber of Commerce Honoring of Individuals/Businesses who have served the RSCCD community	TBD
Veterans Appreciation Week	November
Villa Park Chamber of Commerce Honoring of Individuals/Businesses who have served the RSCCD community	TBD

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Santa Ana College – Community Services Program

To: Board of Trustees	Date: December 7, 2015
Re: Approval of Santa Ana College Community Services Program Revenue Contract	
Action: Request For Approval	

BACKGROUND

The Santa Ana College Community Services Program offers classes that are of special interest or those designed for a specific audience or need. They are noncredit, usually shorter in duration than credit classes, and do not require lengthy preparation or rigorous testing. From the creative arts and financial management to computer software and special tours, these programs are offered to the general public for educational, cultural, social and recreational purposes for a fee.

ANALYSIS

Effective January 2016, the Santa Ana College Community Services Program is renewing the revenue contract agreement to offer Vehicle Code 14601.1 Suspended Driver’s License Program to individuals referred by the Orange County District Attorney’s Office. The Santa Ana College Community Services Program is an approved referral site for participants to attend this 6-hour diversion course. Santa Ana College Community Services Program will receive 37% of fees collected from each registered student. The revenue generated from this course will continue to sustain the viability of this fee based program.

RECOMMENDATION

It is recommended that the Board of Trustees approve the attached Santa Ana College Community Services Program Revenue Contract between Michael T. Doudna, doing business as Sunrise Choices and Rancho Santiago Community College District on behalf of Santa Ana College Community Services Program.

Fiscal Impact:	\$20,000 (estimated net income after expenses per semester)	Board Date: December 7, 2015
Prepared by:	Michael T. Collins, Ed.D., Vice President of Administrative Services, SAC	
Submitted by:	Erlinda J. Martinez, Ed. D., President, Santa Ana College	
Recommended by:	Raul Rodriguez, Ph.D., Chancellor, RSCCD	

REVENUE CONTRACT BETWEEN
Michael T. Doudna DBA Sunrise Choices

AND RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT ON
BEHALF OF SANTA ANA COLLEGE
COMMUNITY SERVICES PROGRAM
V.C. 14601.1 Suspended Driver's License Program

This AGREEMENT is made and entered into this 7th day of December in the year 2015, between the RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT, hereinafter referred to as ("DISTRICT") and Michael T. Doudna (Doing business as or D.B.A. "Sunrise Choices"), hereinafter referred to as "CONTRACTOR". The DISTRICT and the CONTRACTOR are sometimes referred to herein as a "PARTY" and collectively as the "PARTIES". This AGREEMENT is made with reference to the following facts:

WHEREAS, the DISTRICT requires CONTRACTOR to provide instructional classes for the V.C. 14601.1 Suspended Driver's License Program, and

WHEREAS, CONTRACTOR shall be approved by the Orange County Superior Court to conduct V.C. 14601.1 Suspended Driver's License Program,

WHEREAS, CONTRACTOR shall all times be qualified and at all times maintain proper qualifications and certifications to perform their duties to the DISTRICT on the terms hereinafter set forth in this AGREEMENT.

NOW, THEREFORE, the PARTIES hereto agree as follows:

I. SCOPE OF SERVICES

A. DISTRICT agrees to provide records to the Orange County District Attorney after receiving completion of attendance information from CONTRACTOR. Reports are to be compiled and sent to the District Attorney in a timely manner.

B. Both PARTIES are aware that referrals for the V.C. 14601.1 Suspended Driver's License Program be generated by the Orange County District Attorney. Both parties agree to cooperate and accomplish changes in the program as dictated by the Superior Court of California, County of Orange and the Orange County District Attorney's office. A schedule of classes will be presented to the Orange County District Attorney's Office each semester.

C. Both PARTIES shall use their best efforts to serve and promote the operation of the V.C. 14601.1 Suspended Driver's License Program at Santa Ana College.

**REVENUE CONTRACT BETWEEN
Michael T. Doudna DBA Sunrise Choices**

**AND RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT ON
BEHALF OF SANTA ANA COLLEGE
COMMUNITY SERVICES PROGRAM
V.C. 14601.1 Suspended Driver's License Program**

D. This AGREEMENT shall continue and remain valid until one of the following:

1. The Orange County District Attorney's Office ends the V.C. 14601.1 Suspended Driver's License Program at Santa Ana College.

2. CONTRACTOR ends the V.C. 14601.1 Suspended Driver's License Program at Santa Ana College. CONTRACTOR shall provide Orange County District Attorney and DISTRICT at least ninety (90) days notice of their intent to end the program.

3. DISTRICT ends its participation in the V.C. 14601.1 Suspended Driver's License Program. The DISTRICT shall provide Orange County District Attorney and CONTRACTOR at least ninety (90) days notice of its intent to end the program.

4. Either party may terminate this Agreement at any time without cause upon at least ninety (90) days' prior written notice, provided that all students currently enrolled in a V.C. 14601.1 Suspended Driver's License Program at the time of notice of termination shall be given the opportunity to completion of the program.

II. TERMS OF AGREEMENT

A. The initial term of this AGREEMENT shall begin December 7, 2015 through December 31, 2016 with an option to renew for four (4) additional one (1) year terms upon mutual written agreement of the PARTIES.

III. FEES/PAYMENT

A. DISTRICT shall pay CONTRACTOR a fee of ninety (\$90.00) dollars each student in the V.C. 14601.1 Suspended Driver's License Program. CONTRACTOR shall invoice DISTRICT following the last class of each month. DISTRICT shall pay CONTRACTOR within thirty (30) days of invoice. The fee structure is based on a class fee of \$260.00. CONTRACTOR shall not incur or be charged by DISTRICT any fee not stated in this contract.

**REVENUE CONTRACT BETWEEN
Michael T. Doudna DBA Sunrise Choices
AND RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT ON
BEHALF OF SANTA ANA COLLEGE
COMMUNITY SERVICES PROGRAM
V.C. 14601.1 Suspended Driver's License Program**

IV. INDEPENDENT CONTRACTOR STATUS

A. CONTRACTOR is and shall at all times be deemed to be an independent CONTRACTOR and shall be wholly responsible for the manner in which it performs the services required of it by the terms of this AGREEMENT. Nothing herein contained shall be construed as creating the relationship of employer and employee, or principal and agent, between the DISTRICT and the CONTRACTOR or, any of the CONTRACTOR'S agents or employees. The CONTRACTOR assumes exclusively the responsibility for the acts of its employees as they relate to the services being provided during the course and scope of their employment. The CONTRACTOR, its agents and employees, shall not be entitled to any rights or privileges of DISTRICT employees and shall not be considered in any manner to be DISTRICT employees. The DISTRICT shall be permitted to monitor the activities at any time to determine compliance with the terms of this AGREEMENT.

V. INSTRUCTOR QUALIFICATIONS

A. CONTRACTOR shall provide qualified teachers for the V.C. 14601.1 Suspended Driver's License Program. Teacher qualifications shall be determined by CONTRACTOR based on subject matter of the class. CONTRACTOR shall be responsible for teacher compensation. DISTRICT shall bear no responsibility for teacher compensation.

VI. ENROLLMENT OF STUDENTS

- A. DISTRICT agrees to provide a phone-line for questions regarding the V.C. 14601.1 Suspended Driver's License Program.
- B. DISTRICT agrees to register and collect all fees from participants referred to the V.C. 14601.1 Suspended Driver's License Program.
- C. DISTRICT agrees to refer students, once registered, directly to the scheduled location of Each class.
- D. DISTRICT shall supply CONTRACTOR with roster of registered and paid students. Each student completing the V.C. 14601.1 Suspended Driver's License Program will receive a certificate.
- E. CONTRACTOR agrees to supply and disseminate class flyers to assigned court representative.

REVENUE CONTRACT BETWEEN
Michael T. Doudna DBA Sunrise Choices

**AND RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT ON
BEHALF OF SANTA ANA COLLEGE
COMMUNITY SERVICES PROGRAM
V.C. 14601.1 Suspended Driver's License Program**

- F. CONTRACTOR shall collect class fees from "walk-in" students ONLY. Fees collected in class shall be turned into DISTRICT no later than five (5) business days after class completion.

VII. NON-DISCRIMINATION

The Rancho Santiago Community College District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities. The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. The Chancellor shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination. No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he or she is perceived to have one or more of the foregoing characteristics, or because of his or her association with a person or group with one or more of these actual or perceived characteristics. Inquiries regarding compliance and/or grievance procedures may be directed to: Rancho Santiago Community College District Title IX Officer and Section 504/ADA Coordinator John Didion 2323 N. Broadway Santa Ana, CA 92706 Phone: (714) 480-7489.

VIII. FACILITIES

- A. DISTRICT shall provide classroom space for the students in the program based on the class schedule. Scheduling of the V.C. 14601.1 Suspended Driver's License Program class shall be the joint responsibility of CONTRACTOR and DISTRICT. DISTRICT shall provide classroom space with equipped with audio/visual and internet capabilities.

IX. NON-COMPETITION

- A. DISTRICT agrees that CONTRACTOR shall have exclusive rights to conduct and teach the V.C. 14601.1 Suspended Driver's License Program. CONTRACTOR agrees it will teach V.C. 14601.1 Suspended Driver's License Program at Santa Ana College and at no other facility in Orange County.

REVENUE CONTRACT BETWEEN
Michael T. Doudna DBA Sunrise Choices
**AND RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT ON
BEHALF OF SANTA ANA COLLEGE
COMMUNITY SERVICES PROGRAM**

V.C. 14601.1 Suspended Driver's License Program

X. INSURANCE REQUIREMENTS

A. CONTRACTOR shall maintain during the term of this AGREEMENT insurance policies described below issued by companies licensed in California with a current A.M. Best rating of A:VII or better. CONTRACTOR shall furnish the DISTRICT with certificates of insurance evidencing the coverages, conditions, and limits required by this AGREEMENT,

B. The insurance policies, except Workers' Compensation, shall be endorsed to name the DISTRICT, its agents, officers, officials, employees, and volunteers as additional insured.

C. The insurance policies shall not expire, be cancelled, suspended, voided or materially changed without 30 days written notice by certified mail to the DISTRICT. The CONTRACTOR'S insurance must be primary, and any insurance or self-insurance maintained by DISTRICT shall not contribute to it. If any part of this AGREEMENT is subcontracted, these insurance requirements also apply to all subcontractors. The following policies are required.

1. **Commercial General Liability** insurance with a limit of not less than \$1,000,000 per occurrence for bodily injury, property damage, personal injury, products and completed operations, including but not limited to, the liability assumed under the indemnification provisions of this AGREEMENT.

2. **Workers' Compensation** insurance as required under California State Law

3. **Professional Liability** insurance covering acts, errors, mistakes, Omissions arising out of the work or services performed by the CONTRACTOR, or any person employed by the CONTRACTOR, with a limit of not less than \$1,000,000 each claim.

XI. INDEMNIFICATION

A. To the fullest extent permitted by law, CONTRACTOR shall defend, indemnify, and hold harmless DISTRICT, its agents, officers, officials, employees, and volunteers from and against all claims, damages, losses, and expenses (including but not limited to attorney fees and court costs) arising from the acts, errors, mistakes, omissions, work or service of the CONTRACTOR, its agents, employees, or any tier of Contractor's subcontractors in the performance of this AGREEMENT.

**REVENUE CONTRACT BETWEEN
Michael T. Doudna DBA Sunrise Choices**

**AND RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT ON
BEHALF OF SANTA ANA COLLEGE
COMMUNITY SERVICES PROGRAM
V.C. 14601.1 Suspended Driver's License Program**

XII. GENERAL PROVISIONS

A. ASSIGNMENT

1. This Agreement is a personal service contract for the services of CONTRACTOR, and Contractor's interest in this Agreement, duties hereunder and fees due hereunder may not be subcontracted, assigned or delegated to any party without the prior written approval of DISTRICT and any attempt to do so shall be void and of no effect.

B. ENTIRE AGREEMENT ; MODIFICATIONS

1. This Agreement supersedes all prior agreements, written or oral, between CONTRACTOR and DISTRICT and shall constitute the entire agreement and understanding between the parties with respect to the subject matter hereof. That this Agreement and each of its provisions shall be binding upon the parties and may not be waived, modified, amended or altered except by a writing signed by DISTRICT and CONTRACTOR. In the event any form of CONTRACTOR's agreement is made a part of this Agreement, the terms and conditions of this Agreement shall prevail in the event of any inconsistency in terms.

C. FORCE MAJEURE

1. Neither party hereto shall be liable or responsible to the other for any loss or damage or for any delays or failure to perform due to causes beyond its reasonable control including, but not limited to, acts of God, strikes, epidemics, war, riots, flood, fire, sabotage, or any other circumstances of like character.

D. GOVERNING LAW

1. This Agreement and all of the rights and obligations of the parties hereto and all of the terms and conditions hereof shall be construed, interpreted and applied in accordance with and governed by and enforced under the laws of the State of California.

E. BINDING EFFECT

1. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective permitted assigns and successors.

REVENUE CONTRACT BETWEEN
Michael T. Doudna DBA Sunrise Choices

**AND RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
ON BEHALF OF SANTA ANA COLLEGE
COMMUNITY SERVICES PROGRAM
V.C. 14601.1 Suspended Driver's License Program**

F. SEVERABILITY

1. In case any provision hereof shall, for any reason, be held invalid or unenforceable in any respect, such invalidity or unenforceability shall not affect any other provision hereof, and this Agreement shall be construed as if such invalid or unenforceable provision had not been included herein.

IN WITNESS WHEREOF, the parties have executed this Agreement hereto on the day and year first written above.

SUNRISE CHOICES
Company Name

RANCHO SANTIAGO COMMUNITY
COLLEGE DISTRICT
District Name

Signature

Signature

. o
 o

Printed Name

Printed Name

Owner

Owner

Date

Date

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT**Santa Ana College – Human Services and Technology Division**

To:	Board of Trustees	Date: December 07, 2015
Re:	Approval of New OTA Agreement – Leaps and Bounds Pediatric Therapy Inc.	
Action:	Request for Approval	

BACKGROUND

The Occupational Therapy Assistant Program of Santa Ana College is required to offer all program students Fieldwork opportunities at sites throughout the community in order to gain practical field experience. This is necessary to apply the knowledge and skills they have learned in their college classes. This is a new agreement for the Occupational Therapy Assistant program. The OTA Program will place no students at the site prior to Board approval.

ANALYSIS

This clinical affiliation agreement covers the scope of program operations at the facility, as well as insurance and other issues relating to the liability of both parties. This agreement shall be effective for five (5) years or until termination by written notice of either party. The agreement has been reviewed by Dean Simon B. Hoffman and college staff. It carries no costs or other financial arrangements.

RECOMMENDATION

It is recommended that the Board of Trustees approve this new agreement with Leaps and Bounds Pediatric Therapy Inc., in Norco, California.

Fiscal Impact:	None	Board Date: December 07, 2015
Prepared by:	Michael T. Collins, Ed.D, Vice President of Administrative Services Simon B. Hoffman, Dean of Human Services & Technology	
Submitted by:	Erlinda J. Martinez, Ed.D., President, Santa Ana College	
Recommended by:	Raúl Rodríguez, Ph.D., Chancellor, RSCCD	

EDUCATIONAL AFFILIATION AGREEMENT

Occupational Therapy Assistant Program

THIS AGREEMENT is made and entered into by and between Leaps and Bounds Pediatric Therapy Inc, hereinafter called the Agency, and Rancho Santiago Community College District on behalf of Santa Ana College, hereinafter called the District.

PART I. BASIS AND PURPOSE OF AGREEMENT

WITNESSETH:

WHEREAS, the District and Agency acknowledge a public obligation to contribute to Occupational Therapy Assistant Program education for the benefit for students and to meet community needs.

WHEREAS, the District provides programs in Occupational Therapy Assistant Program education, which require clinical experience for students, enrolled in these programs.

WHEREAS, the Agency has facilities suitable for the clinical needs of the District programs in the Occupational Therapy Assistant Program.

WHEREAS, it is to the benefit of both District and Agency that Occupational Therapy Assistant Program students have opportunities for clinical experience to enhance their capabilities as practitioners.

NOW, THEREFORE, the District and Agency do covenant and agree as follows:

PART II. GENERAL RESPONSIBILITIES AND PRIVILEGES OF THE COLLEGE

A. For the Program in General

1. The District will assume full responsibility for offering Occupational Therapy Assistant Program education programs eligible for accreditation by the appropriate State Board.
2. District faculty members may be invited to serve as voluntary resource persons to the Agency staff by serving on Occupational Therapy Assistant Program care committees, by sharing knowledge as clinical experts, and by participation in other matters dealing with the quality of patient care.
3. For Background clearance
The District shall inform The Occupational Therapy Assistant Program students of the Background Check requirement and their responsibility of payment.

4. For Student Workers' Compensation:

The District shall carry Workers' Compensation Insurance on students of the District during clinical assignment, and keep records of clinical attendance for audit by the State Workmen's Compensation Insurance Fund.

B. For Program Planning

1. The District will initiate the development of mutually acceptable clinical instruction plans for using the Agency's clinical areas to meet the educational goals of Occupational Therapy Assistant Program curricula. These plans will be made available to the Agency at a mutually agreed upon time prior to the beginning of the school term and subject to revision in instances of conflicts with agency patient care responsibilities and/or District interests.
2. The District has the privilege of regularly scheduled meetings with Agency staff, including both selected Agency personnel and administrative level representatives for the purpose of interpreting, discussing, and evaluating the educational program in occupational therapy.

C. For Occupational Therapy Assistant Program Students

1. The District will be responsible for assuring that Occupational Therapy Assistant Program students assigned to the Agency for clinical instruction meet both District and Agency standards of health and physical fitness, and shall provide certification that the Occupational Therapy Assistant Program students have been immunized against the common communicable diseases.

PART III. GENERAL RESPONSIBILITIES AND PRIVILEGES OF THE AGENCY

A. For the Program in General

1. The Agency will maintain the standards, which make it eligible for approval as a clinical area for instruction in accredited Occupational Therapy Assistant Program programs. To further this, the Agency agrees to provide and maintain personnel who are in its opinion, capable and qualified in those divisions in which students are placed.
2. The administration of the service and patient care at the Agency shall be the responsibility of and under the control and supervision of the Agency and shall be administered through the Agency and shall be administered through the Agency staff.
3. The Agency will designate a staff member who will function as Education Coordinator for Occupational Therapy Assistant Program education uses of the Agency facilities, including joint planning and representatives of all involved Occupational Therapy Assistant Program programs.

4. The Agency will provide orientation for students and faculty to familiarize them with Agency policies and facilities before assigning them to duties at the Agency.
5. The Agency will permit its employees to participate in the educational program as resource persons and clinical experts provided such participation does not interfere with assigned duties.
6. The Agency will permit the faculty and students of the District to use its patient care and patient service facilities for clinical education according to approved curricula.
7. The Agency will confer with the District prior to making a commitment for new or expanded use of its clinical facilities by any other Occupational Therapy Assistant Program that interfere with current student placement.

B. For Services and Facilities

1. The Agency will permit the educational use of such supplies and equipment as are commonly available for patient care.
2. The Agency will permit use of the following facilities and services by District Occupational Therapy Assistant Program students and faculty at such times and to the degrees considered feasible by the agency.
 - a. Parking areas.
 - b. Locker, storage and dressing facilities.
 - c. Same food services as are available for Agency staff.
 - d. First aid treatment with written consent required for minors.
 - e. Access to sources of information for education purposes such as:
 1. Patient's chart.
 2. Procedure guides policy manuals.
 3. Medical dictionaries, pharmacology references, and other references suitable to the clinical area.
 4. Books and periodicals in the Medical library.

C. For the Control of District Personnel

1. The Agency may refuse access to its clinical areas to Occupational Therapy Assistant Program students or district faculty who do not meet its employee standards for safety, health, cooperation, or ethical behavior pending investigation and resolution of the matter by the Agency and the District.

PART IV. JOINT RESPONSIBILITIES AND PRIVILEGES

A. For publications

1. Publication by District faculty, or Agency staff members of any material relative to their clinical experience, that has not been approved for release by the District and Agency signers of this agreement, is prohibited.

B. Insurance:

Without limiting the indemnification obligations stated below, each party to the Agreement shall maintain and secure at its own expense comprehensive general liability, property damage insurance, and professional liability of not less than one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) in the aggregate, and said policy shall remain in full force and effect during the term hereof. Thirty (30) days written notice shall be provided to the other party prior to cancellation, or reduction in said insurance. Upon request, the requesting party shall be provided a copy of said policy.

C. Indemnification

All parties to this Agreement shall agree to defend, indemnify, and hold harmless the other party, its officers, agents, employees, students and volunteers, from and against all loss, cost, and expense arising out of any liability or claim of liability, sustained or claimed to have been sustained, arising out of the activities, or the performance or nonperformance of obligations under this Agreement, of the indemnifying party, or those of any of its officers, agents, employees, students or volunteers. The provisions of this Article do not apply to any damage or losses caused solely by the negligence or intentional acts of the non-indemnifying party or any of its agents, or employees.

PART V. STATUS OF OCCUPATIONAL THERAPY ASSISTANT STUDENTS

- A. Occupational Therapy Assistant Program students shall have the status as learners and shall not be considered to be Agency employees nor shall they replace Agency staff. Any service rendered by the student during the experience is to be considered in addition to planned patient care in that area. Clinical experience will be conducted as a laboratory learning experience. The Agency will provide regular staffing for patient care in areas where students are obtaining clinical experience.
- B. Occupational Therapy Assistant Program students are subject to the authority, policies, and regulations of the district. They are also subject, during clinical assignment, to applicable agency regulations and must conform to the same standards as are for Agency employees in matters relating to the welfare of patients and general Agency operations.

- C. Occupational Therapy Assistant Program students shall be responsible for proper coverage in regard to malpractice insurance, or any other liability insurance that might be required by either the District or the Agency.
- D. The District will be responsible for assuring that health care students assigned to the Agency for clinical instruction meet both District and Agency standards of health and physical fitness.

PART VI. PERIOD OF AGREEMENT, TERMINATION

- A. This agreement shall be effective as of the date signed, and shall continue in effect for five years, unless terminated earlier by written notice of either party. Either party to this Agreement may, in its sole discretion, terminate this Agreement with or without cause by giving the other party at least 30 days' prior written notice. In the event the Agreement is terminated for cause, all of the obligations of the terminating party shall be waived immediately upon written notice of termination. In the event of termination without cause, the parties agree to fulfill their respective obligations associated with the current term or semester, prior to such termination becoming effective.

IN WITNESS WHEREOF, the said parties have hereunto set their hands:

District: Rancho Santiago Community
College District
 Rancho Santiago Community College
 District
 2323 N. Broadway
 Santa Ana, CA 92706

Agency: Leaps and Bounds Pediatric Therapy, Inc.

 Leaps and Bounds Pediatric Therapy, Inc.
 2200 Hamner Avenue, Suite 107
 Norco, CA 92860

 Peter J. Hardash
 Vice Chancellor
 Business Operations & Fiscal Services

CASSANDRA SANDERS-HOLLY

 Cassandra Sanders-Holly
 Director

 Date

8/31/15

 Date

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT**Santa Ana College – Human Services and Technology Division**

To:	Board of Trustees	Date: December 07, 2015
Re:	Approval of New OTA Agreement – North Coast Rehab Inc.	
Action:	Request for Approval	

BACKGROUND

The Occupational Therapy Assistant Program of Santa Ana College is required to offer all program students Fieldwork opportunities at sites throughout the community in order to gain practical field experience. This is necessary to apply the knowledge and skills they have learned in their college classes. This is a new agreement for the Occupational Therapy Assistant program. The OTA Program will place no students at the site prior to Board approval.

ANALYSIS

This clinical affiliation agreement covers the scope of program operations at the facility, as well as insurance and other issues relating to the liability of both parties. This agreement shall be effective for five (5) years or until termination by written notice of either party. The agreement has been reviewed by Dean Simon B. Hoffman and college staff. It carries no costs or other financial arrangements.

RECOMMENDATION

It is recommended that the Board of Trustees approve this new agreement with North Coast Rehab Inc., in Livermore, California.

Fiscal Impact:	None	Board Date: December 07, 2015
Prepared by:	Michael T. Collins, Ed.D, Vice President of Administrative Services Simon B. Hoffman, Dean of Human Services & Technology	
Submitted by:	Erlinda J. Martinez, Ed.D., President, Santa Ana College	
Recommended by:	Raúl Rodríguez, Ph.D., Chancellor, RSCCD	

EDUCATIONAL AFFILIATION AGREEMENT

Occupational Therapy Assistant Program

THIS AGREEMENT is made and entered into by and between North Coast Rehab Inc., hereinafter called the Agency, and **Rancho Santiago Community College District on behalf of Santa Ana College**, hereinafter called the District.

PART I. BASIS AND PURPOSE OF AGREEMENT

WITNESSETH:

WHEREAS, the District and Agency acknowledge a public obligation to contribute to Occupational Therapy Assistant Program education for the benefit for students and to meet community needs.

WHEREAS, the District provides programs in Occupational Therapy Assistant Program education, which require clinical experience for students, enrolled in these programs.

WHEREAS, the Agency has facilities suitable for the clinical needs of the District programs in the Occupational Therapy Assistant Program.

WHEREAS, it is to the benefit of both District and Agency that Occupational Therapy Assistant Program students have opportunities for clinical experience to enhance their capabilities as practitioners.

NOW, THEREFORE, the District and Agency do covenant and agree as follows:

PART II. GENERAL RESPONSIBILITIES AND PRIVILEGES OF THE COLLEGE

A. For the Program in General

1. The District will assume full responsibility for offering Occupational Therapy Assistant Program education programs eligible for accreditation by the appropriate State Board.
2. District faculty members may be invited to serve as voluntary resource persons to the Agency staff by serving on Occupational Therapy Assistant Program care committees, by sharing knowledge as clinical experts, and by participation in other matters dealing with the quality of patient care.
3. For Background clearance
The District shall inform The Occupational Therapy Assistant Program students of the Background Check requirement and their responsibility of payment.

SAC-15-076

SAC OTA Standard Agreement_04-2015

4. For Student Workers' Compensation:
The District shall carry Workers' Compensation Insurance on students of the District during clinical assignment, and keep records of clinical attendance for audit by the State Workmen's Compensation Insurance Fund.

B. For Program Planning

1. The District will initiate the development of mutually acceptable clinical instruction plans for using the Agency's clinical areas to meet the educational goals of Occupational Therapy Assistant Program curricula. These plans will be made available to the Agency at a mutually agreed upon time prior to the beginning of the school term and subject to revision in instances of conflicts with agency patient care responsibilities and/or District interests.
2. The District has the privilege of regularly scheduled meetings with Agency staff, including both selected Agency personnel and administrative level representatives for the purpose of interpreting, discussing, and evaluating the educational program in occupational therapy.

C. For Occupational Therapy Assistant Program Students

1. The District will be responsible for assuring that Occupational Therapy Assistant Program students assigned to the Agency for clinical instruction meet both District and Agency standards of health and physical fitness, and shall provide certification that the Occupational Therapy Assistant Program students have been immunized against the common communicable diseases.

PART III. **GENERAL RESPONSIBILITIES AND PRIVILEGES OF THE AGENCY**

A. For the Program in General

1. The Agency will maintain the standards, which make it eligible for approval as a clinical area for instruction in accredited Occupational Therapy Assistant Program programs. To further this, the Agency agrees to provide and maintain personnel who are in its opinion, capable and qualified in those divisions in which students are placed.
2. The administration of the service and patient care at the Agency shall be the responsibility of and under the control and supervision of the Agency and shall be administered through the Agency and shall be administered through the Agency staff.
3. The Agency will designate a staff member who will function as Education Coordinator for Occupational Therapy Assistant Program education uses of the Agency facilities, including joint planning and representatives of all involved Occupational Therapy Assistant Program programs.

4. The Agency will provide orientation for students and faculty to familiarize them with Agency policies and facilities before assigning them to duties at the Agency.
 5. The Agency will permit its employees to participate in the educational program as resource persons and clinical experts provided such participation does not interfere with assigned duties.
 6. The Agency will permit the faculty and students of the District to use its patient care and patient service facilities for clinical education according to approved curricula.
 7. The Agency will confer with the District prior to making a commitment for new or expanded use of its clinical facilities by any other Occupational Therapy Assistant Program that interfere with current student placement.
- B. For Services and Facilities
1. The Agency will permit the educational use of such supplies and equipment as are commonly available for patient care.
 2. The Agency will permit use of the following facilities and services by District Occupational Therapy Assistant Program students and faculty at such times and to the degrees considered feasible by the agency.
 - a. Parking areas.
 - b. Locker, storage and dressing facilities.
 - c. Same food services as are available for Agency staff.
 - d. First aid treatment with written consent required for minors.
 - e. Access to sources of information for education purposes such as:
 1. Patient's chart.
 2. Procedure guides policy manuals.
 3. Medical dictionaries, pharmacology references, and other references suitable to the clinical area.
 4. Books and periodicals in the Medical library.
- C. For the Control of District Personnel
1. The Agency may refuse access to its clinical areas to Occupational Therapy Assistant Program students or district faculty who do not meet its employee standards for safety, health, cooperation, or ethical behavior pending investigation and resolution of the matter by the Agency and the District.

PART IV.

JOINT RESPONSIBILITIES AND PRIVILEGES

A. For publications

1. Publication by District faculty, or Agency staff members of any material relative to their clinical experience, that has not been approved for release by the District and Agency signers of this agreement, is prohibited.

B. Insurance:

Without limiting the indemnification obligations stated below, each party to the Agreement shall maintain and secure at its own expense comprehensive general liability, property damage insurance, and professional liability of not less than one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) in the aggregate, and said policy shall remain in full force and effect during the term hereof. Thirty (30) days written notice shall be provided to the other party prior to cancellation, or reduction in said insurance. Upon request, the requesting party shall be provided a copy of said policy.

C. Indemnification

All parties to this Agreement shall agree to defend, indemnify, and hold harmless the other party, its officers, agents, employees, students and volunteers, from and against all loss, cost, and expense arising out of any liability or claim of liability, sustained or claimed to have been sustained, arising out of the activities, or the performance or nonperformance of obligations under this Agreement, of the indemnifying party, or those of any of its officers, agents, employees, students or volunteers. The provisions of this Article do not apply to any damage or losses caused solely by the negligence or intentional acts of the non-indemnifying party or any of its agents or employees.

PART V.

STATUS OF OCCUPATIONAL THERAPY ASSISTANT STUDENTS

- A. Occupational Therapy Assistant Program students shall have the status as learners and shall not be considered to be Agency employees nor shall they replace Agency staff. Any service rendered by the student during the experience is to be considered in addition to planned patient care in that area. Clinical experience will be conducted as a laboratory learning experience. The Agency will provide regular staffing for patient care in areas where students are obtaining clinical experience.

- B. Occupational Therapy Assistant Program students are subject to the authority, policies, and regulations of the district. They are also subject, during clinical assignment, to applicable agency regulations and must conform to the same standards as are for Agency employees in matters relating to the welfare of patients and general Agency operations.

- C. Occupational Therapy Assistant Program students shall be responsible for proper coverage in regard to malpractice insurance, or any other liability insurance that might be required by either the District or the Agency.
- D. The District will be responsible for assuring that health care students assigned to the Agency for clinical instruction meet both District and Agency standards of health and physical fitness.

PART VI. PERIOD OF AGREEMENT, TERMINATION

- A. This agreement shall be effective as of the date signed, and shall continue in effect for five years, unless terminated earlier by written notice of either party. Either party to this Agreement may, in its sole discretion, terminate this Agreement with or without cause by giving the other party at least 30 days' prior written notice. In the event the Agreement is terminated for cause, all of the obligations of the terminating party shall be waived immediately upon written notice of termination. In the event of termination without cause, the parties agree to fulfill their respective obligations associated with the current term or semester, prior to such termination becoming effective.

IN WITNESS WHEREOF, the said parties have hereunto set their hands:

**District: Rancho Santiago Community
College District**

**Rancho Santiago Community College
District**

2323 N. Broadway
Santa Ana, CA 92706

Agency: North Coast Rehab Inc.

Name of Agency: North Coast Rehab Inc.

3175 Independence Drive
Livermore, CA 94551

Peter J. Hardash
Vice Chancellor
Business Operations & Fiscal Services

Adam F. Sanchez

Adam F. Sanchez, OTR/L, PAM
Regional Rehab Director

Date

Date

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT**Santa Ana College – Human Services and Technology Division**

To: Board of Trustees	Date: December 07, 2015
Re: Approval of New OTA Agreement – Senior Rehab Solutions	
Action: Request for Approval	

BACKGROUND

The Occupational Therapy Assistant Program of Santa Ana College is required to offer all program students Fieldwork opportunities at sites throughout the community in order to gain practical field experience. This is necessary to apply the knowledge and skills they have learned in their college classes. This is a new agreement for the Occupational Therapy Assistant program. The OTA Program will place no students at the site prior to Board approval.

ANALYSIS

This clinical affiliation agreement covers the scope of program operations at the facility, as well as insurance and other issues relating to the liability of both parties. This agreement shall be effective for five (5) years or until termination by written notice of either party. The agreement has been reviewed by Dean Simon B. Hoffman and college staff. It carries no costs or other financial arrangements.

RECOMMENDATION

It is recommended that the Board of Trustees approve this new agreement with Senior Rehab Solutions in Dallas, Texas.

Fiscal Impact:	None	Board Date: December 07, 2015
Prepared by:	Michael T. Collins, Ed.D, Vice President of Administrative Services Simon B. Hoffman, Dean of Human Services & Technology	
Submitted by:	Erlinda J. Martinez, Ed.D., President, Santa Ana College	
Recommended by:	Raúl Rodríguez, Ph.D., Chancellor, RSCCD	

EDUCATIONAL AFFILIATION AGREEMENT

Occupational Therapy Assistant Program

THIS AGREEMENT is made and entered into by and between **Senior Rehab Solutions**, hereinafter called the Agency, and **Rancho Santiago Community College District on behalf of Santa Ana College**, hereinafter called the District.

PART I. BASIS AND PURPOSE OF AGREEMENT

WITNESSETH:

WHEREAS, the District and Agency acknowledge a public obligation to contribute to Occupational Therapy Assistant Program education for the benefit for students and to meet community needs.

WHEREAS, the District provides programs in Occupational Therapy Assistant Program education, which require clinical experience for students, enrolled in these programs.

WHEREAS, the Agency has facilities suitable for the clinical needs of the District programs in the Occupational Therapy Assistant Program.

WHEREAS, it is to the benefit of both District and Agency that Occupational Therapy Assistant Program students have opportunities for clinical experience to enhance their capabilities as practitioners.

NOW, THEREFORE, the District and Agency do covenant and agree as follows:

PART II. GENERAL RESPONSIBILITIES AND PRIVILEGES OF THE COLLEGE

A. For the Program in General

1. The District will assume full responsibility for offering Occupational Therapy Assistant Program education programs eligible for accreditation by the appropriate State Board.
2. District faculty members may be invited to serve as voluntary resource persons to the Agency staff by serving on Occupational Therapy Assistant Program care committees, by sharing knowledge as clinical experts, and by participation in other matters dealing with the quality of patient care.
3. For Background clearance
The District shall inform The Occupational Therapy Assistant Program students of the Background Check requirement and their responsibility of payment.
4. For Student Workers' Compensation:

The District shall carry Workers' Compensation Insurance on students of the District during clinical assignment, and keep records of clinical attendance for audit by the State Workmen's Compensation Insurance Fund.

B. For Program Planning

1. The District will initiate the development of mutually acceptable clinical instruction plans for using the Agency's clinical areas to meet the educational goals of Occupational Therapy Assistant Program curricula. These plans will be made available to the Agency at a mutually agreed upon time prior to the beginning of the school term and subject to revision in instances of conflicts with agency patient care responsibilities and/or District interests.
2. The District has the privilege of regularly scheduled meetings with Agency staff, including both selected Agency personnel and administrative level representatives for the purpose of interpreting, discussing, and evaluating the educational program in occupational therapy.

C. For Occupational Therapy Assistant Program Students

1. The District will be responsible for assuring that Occupational Therapy Assistant Program students assigned to the Agency for clinical instruction meet both District and Agency standards of health and physical fitness, and shall provide certification that the Occupational Therapy Assistant Program students have been immunized against the common communicable diseases.

PART III. GENERAL RESPONSIBILITIES AND PRIVILEGES OF THE AGENCY

A. For the Program in General

1. The Agency will maintain the standards, which make it eligible for approval as a clinical area for instruction in accredited Occupational Therapy Assistant Program programs. To further this, the Agency agrees to provide and maintain personnel who are in its opinion, capable and qualified in those divisions in which students are placed.
2. The administration of the service and patient care at the Agency shall be the responsibility of and under the control and supervision of the Agency and shall be administered through the Agency and shall be administered through the Agency staff.
3. The Agency will designate a staff member who will function as Education Coordinator for Occupational Therapy Assistant Program education uses of the Agency facilities, including joint planning and representatives of all involved Occupational Therapy Assistant Program programs.

4. The Agency will provide orientation for students and faculty to familiarize them with Agency policies and facilities before assigning them to duties at the Agency.
5. The Agency will permit its employees to participate in the educational program as resource persons and clinical experts provided such participation does not interfere with assigned duties.
6. The Agency will permit the faculty and students of the District to use its patient care and patient service facilities for clinical education according to approved curricula.
7. The Agency will confer with the District prior to making a commitment for new or expanded use of its clinical facilities by any other Occupational Therapy Assistant Program that interfere with current student placement.

B. For Services and Facilities

1. The Agency will permit the educational use of such supplies and equipment as are commonly available for patient care.
2. The Agency will permit use of the following facilities and services by District Occupational Therapy Assistant Program students and faculty at such times and to the degrees considered feasible by the agency.
 - a. Parking areas.
 - b. Locker, storage and dressing facilities.
 - c. Same food services as are available for Agency staff.
 - d. First aid treatment with written consent required for minors.
 - e. Access to sources of information for education purposes such as:
 1. Patient's chart.
 2. Procedure guides policy manuals.
 3. Medical dictionaries, pharmacology references, and other references suitable to the clinical area.
 4. Books and periodicals in the Medical library.

C. For the Control of District Personnel

1. The Agency may refuse access to its clinical areas to Occupational Therapy Assistant Program students or district faculty who do not meet its employee standards for safety, health, cooperation, or ethical behavior pending investigation and resolution of the matter by the Agency and the District.

PART IV. JOINT RESPONSIBILITIES AND PRIVILEGES

A. For publications

1. Publication by District faculty, or Agency staff members of any material relative to their clinical experience, that has not been approved for release by the District and Agency signers of this agreement, is prohibited.

B. Insurance:

Without limiting the indemnification obligations stated below, each party to the Agreement shall maintain and secure at its own expense comprehensive general liability, property damage insurance, and professional liability of not less than one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) in the aggregate, and said policy shall remain in full force and effect during the term hereof. Thirty (30) days written notice shall be provided to the other party prior to cancellation, or reduction in said insurance. Upon request, the requesting party shall be provided a copy of said policy.

C. Indemnification

All parties to this Agreement shall agree to defend, indemnify, and hold harmless the other party, its officers, agents, employees, students and volunteers, from and against all loss, cost, and expense arising out of any liability or claim of liability, sustained or claimed to have been sustained, arising out of the activities, or the performance or nonperformance of obligations under this Agreement, of the indemnifying party, or those of any of its officers, agents, employees, students or volunteers. The provisions of this Article do not apply to any damage or losses caused solely by the negligence or intentional acts of the non-indemnifying party or any of its agents or employees.

PART V. STATUS OF OCCUPATIONAL THERAPY ASSISTANT STUDENTS

- A. Occupational Therapy Assistant Program students shall have the status as learners and shall not be considered to be Agency employees nor shall they replace Agency staff. Any service rendered by the student during the experience is to be considered in addition to planned patient care in that area. Clinical experience will be conducted as a laboratory learning experience. The Agency will provide regular staffing for patient care in areas where students are obtaining clinical experience.
- B. Occupational Therapy Assistant Program students are subject to the authority, policies, and regulations of the district. They are also subject, during clinical assignment, to applicable agency regulations and must conform to the same standards as are for Agency employees in matters relating to the welfare of patients and general Agency operations.
- C. Occupational Therapy Assistant Program students shall be responsible for proper coverage in regard to malpractice insurance, or any other liability insurance that might be required by

either the District or the Agency.

- D. The District will be responsible for assuring that health care students assigned to the Agency for clinical instruction meet both District and Agency standards of health and physical fitness.

PART VI. PERIOD OF AGREEMENT, TERMINATION

- A. This agreement shall be effective as of the date signed, and shall continue in effect for five years, unless terminated earlier by written notice of either party. Either party to this Agreement may, in its sole discretion, terminate this Agreement with or without cause by giving the other party at least 30 days' prior written notice. In the event the Agreement is terminated for cause, all of the obligations of the terminating party shall be waived immediately upon written notice of termination. In the event of termination without cause, the parties agree to fulfill their respective obligations associated with the current term or semester, prior to such termination becoming effective.

IN WITNESS WHEREOF, the said parties have hereunto set their hands:

**District: Rancho Santiago Community
College District**
Rancho Santiago Community College
District
2323 N. Broadway
Santa Ana, CA 92706

Peter J. Hardash
Vice Chancellor
Business Operations & Fiscal Services

Date

Agency:
Senior Rehab Solutions
600 N. Pearl St. Suite 1050
Dallas, TX 75201

Freda Mowad
President

Date

10/23/15

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Santa Ana College – Human Services and Technology Division

To: Board of Trustees	Date: December 07, 2015
Re: Approval of NEW SLPA Agreement – Little Voices Speech and Language Therapy	
Action: Request for Approval	

BACKGROUND

The Speech-Language Pathology Assistant was introduced in the Fall of 2001. Speech-Language pathology assistants are trained to assist in the language and speech development of communicatively disordered children and adults in educational and medical sites under the supervision of licensed speech-language pathologists. Critical to the implementation of the program is identifying and confirming sites and contractual arrangements for observation and fieldwork.

ANALYSIS

Formal agreements between the district and fieldwork experience sites will be necessary. To that end, a special agreement document was developed for this purpose. This clinical affiliation agreement covers the scope of program operations at the facility, as well as insurance and other issues relating to the liability of both parties. This agreement shall be effective for five (5) years or until termination by written notice of either party. The agreement has been reviewed by Dean Simon B. Hoffman and college staff. It carries no costs or other financial arrangements.

RECOMMENDATION

It is recommended that the Board of Trustees approve this new SLPA agreement with Little Voices Speech and Language Therapy in Long Beach, California.

Fiscal Impact:	None	Board Date: December 07, 2015
Prepared by:	Michael T. Collins, Ed.D., Vice President of Administrative Services Simon B. Hoffman, Dean of Human Services & Technology	
Submitted by:	Erlinda J. Martinez, Ed.D., President, Santa Ana College	
Recommended by:	Raúl Rodríguez, Ph.D., Chancellor, RSCCD	

EDUCATIONAL AFFILIATION AGREEMENT

Speech-Language Pathology Assistant Program

THIS AGREEMENT is made and entered into by and between the RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT on behalf of Santa Ana College, a public educational agency, hereinafter called the "District" and, *LITTLE VOICES SPEECH & LANGUAGE THERAPY*, hereinafter called the "Agency".

PART I. **BASIS AND PURPOSE OF AGREEMENT**

WITNESSETH:

WHEREAS, the District and Agency acknowledge a public obligation to contribute to Speech-Language Pathology Assistant Program education for the benefit of students and to meet community needs.

WHEREAS, the District operates Santa Ana College ("College") and the College is a duly accredited educational institution that conducts the program described and identified in this Agreement;

WHEREAS, the District provides programs in Speech-Language Pathology Assistant Program education, which require clinical experience for students, hereafter called "**Students**", enrolled in these programs.

WHEREAS, the Agency has facilities suitable for the clinical needs of the District Speech-Language Pathology Assistant Program.

WHEREAS, it is to benefit of both District and Agency that Speech-Language Pathology Assistant Program students have opportunities for clinical experience to enhance their capabilities as practitioners.

NOW, THEREFORE, the District and Facility do covenant and agree as follows:

PART II. **GENERAL RESPONSIBILITIES AND PRIVILEGES OF THE DISTRICT**

A. For the Program in General

1. The District will assume full responsibility for offering Speech-Language Pathology Assistant Program education programs eligible for approval by the Speech-Language Pathology & Audiology Board.

2. For Student Workers' Compensation

The District shall carry Workers' Compensation Insurance on Students of the District during clinical assignment, and keep records of clinical attendance for audit by the State Workers' Compensation Insurance Fund.

3. The District will designate the students enrolled in the Speech-Language Pathology Assistant Program to be assigned for clinical experience in the Speech-Language Pathology areas of the agency in such numbers as are mutually agreed upon by both parties.
4. The District will supervise, in cooperation with the Agency supervisor, all instruction and learning and clinical experience given to the students at the facility so designated and provide instructor to supervise the clinical and learning experiences given to them at the agency, provided however, that the responsibility for service to the client remain with the Agency.
5. The District will keep academic and clinical experience records of students participating in said program.
6. The District will provide and be responsible for the care and control of educational supplies and education equipment necessary for instruction, including library materials, audiovisual equipment and supplies which are not customarily available at the Agency for the Speech-Language Pathology Assistant clinical experience.
7. The District will be responsible for the supervision and control of the students in the activities of their clinical experience under the general supervision and delivery of service framework of the Agency.
8. The District will agree that the student shall be subject to requirements and restrictions specified jointly by representative of District and Agency, and subject to Agency rules and regulations governing conduct, copies of which shall be provided in advance to District by Agency.
9. The District will require District's Speech-Language Assistant Program instructors to obtain the approval of the Agency's Director of Speech-Language Pathology in advance of:
 - a. Student Speech-Language Pathology Assistant schedules.
 - b. Placement of student in clinical experience assignments.
 - c. Changes in clinical experience assignments.
10. The District will, in consultation and coordination and with the approval of the Agency's Director of Speech-Language Pathology and the Speech-Language Pathology Assistant staff, plan for the Speech-Language Pathology Assistant clinical experience to be provided to students under this agreement.

11. The District will in consultation and coordination with the Agency's Director of Speech-Language Pathology arrange for periodic conferences between appropriate representation of the District and Agency to evaluate the Speech-Language Pathology Assistant field experience program provided under this Agreement.

PART III. GENERAL RESPONSIBILITIES AND PRIVILEGES OF THE AGENCY

A. For the Program in General

1. The Agency will maintain the standards, which make it eligible for approval as a clinical area for instruction in accredited Speech-Language Pathology Assistant Programs.
2. The Agency will provide staff members who hold a current state license or credential to practice speech-language pathology to supervise Speech-Language Pathology Assistant students. In addition, supervising SLP's need to have a minimum of 2 years of full-time experience as a practicing speech language pathologist.
3. The administration of the service and client care at the Agency shall be the responsibility of and under the control and supervision of the Agency and shall be administered through the Agency and Agency staff.
4. The Agency will provide staff that is adequate in number and quality to insure safe and continuous health care service to patients.
5. The Agency will provide service facilities for learning experiences therein for students enrolled in the Speech-Language Pathology Assistant Program of District who are designated by District for such experience at the Agency (the field experience for any one student shall cover such period of time as may be specified by District.)
6. The Agency will maintain service facilities in conformance with standards of the California State Board of Medical Examiners and the American Speech-Language-Hearing Association and permit inspection of its service facilities upon request by the American Speech-Language-Hearing Association and the state Board of Medical Examiners
7. The Agency will permit clinical experience in Speech-Language Pathology Assistant training by such students, either individually and/or in groups. All services of Agency herein contracted for, such services and the number of students receiving experience therein shall be by mutual agreement between parties and in accordance with the standards set forth by the American Speech-Language-Hearing Association.
8. The Agency will provide service areas in such a manner that there will be no conflict of learning opportunities among groups of students, and permit the district instructors and students access to service facilities, according to prearranged scheduling.

9. The Agency will permit its employees to participate in the educational program as resource persons and clinical experts provided such participation does not interfere with assigned duties.
10. The Agency will provide orientation for students and faculty to familiarize them with the facility and facility policies before assigning them to duties at the Agency.
11. The Agency will permit the faculty and students of the District to use its facilities for Clinical education according to approved curricula.
12. The Agency will permit the facility's Director of Speech-Language Pathology and other designated Speech-Language Pathology personnel to attend meetings of the District's Speech-Language Pathology Assistant Program Faculty, or any committee thereof, to coordinate the clinical experience for the Speech-Language Pathology Assistant Program provided for under this Agreement.
13. The Agency will reserve the right, after consultation with the District, to refuse to accept for further Speech-Language Pathology Assistant Program clinical experience any of the college students who in the agency's judgment are not participating satisfactorily, provided however, neither party shall discriminate with respect to the acceptance in or exclusion of students from the program.
14. The Agency will provide the educational use of supplies and equipment as are commonly available for client care.
15. It is understood by the parties to the Agreement that the Agency remain responsible for client care at all times.
16. The parties agree that the Agency shall have no monetary obligation to District, the Speech-Language Pathologist Assistant students or to Speech-Language Pathology Assistant instructors.

PART IV. JOINT RESPONSIBILITIES AND PRIVILEGES

A. For publications

1. Publication by District faculty, or Agency's staff members of any material relative to their clinical experience, that has not been approved for release by the District and Agency signers of this agreement, is prohibited.

B. Confidentiality of Patient Records

The Clinical Facility is a covered entity for purposes of the Health Insurance Portability and Accountability Act ("HIPAA") and subject to 45 C.F.R. Parts 160 and 164 (the HIPAA Privacy Regulation"). Clinical Facility shall direct Students, and Instructors

providing supervision at the Clinical Facility as part of the Program, to comply with the policies and procedures of the Clinical Facility, including those governing the use and disclosure of individually identifiable health information under federal law, specifically the HIPAA Privacy Regulation. Solely for the purposes of defining the Students' and Instructors' role in relation to the use and disclosure of Clinical Facility's protected health information, the Students and Instructors are defined as members of the Clinical Facility's workforce, as that term is defined by 45 C.F.R. 160.103, when engaged in activities pursuant to this Agreement. However, the Students and Instructors are not and shall not be considered to be employees of the Clinical Facility. The District and/or College will never access or request to access any Protected Health Information held or collected by or on behalf of the Clinical Facility by a Student or Instructor who is acting as part of the Facilities workforce. No services are being provided to the Clinical Facility by the District pursuant to this Agreement and, therefore, this Agreement does not create a "business associate" relationship as that term is defined in 45 C.F.R. § 160.103.

C. Indemnification

1. The District hereby agrees to defend, indemnify and hold harmless the Clinical Facility, its parents, subsidiaries, directors, officers, attorneys, agents and their employees from and against claims, losses, liabilities, expenses (including reasonable attorneys' fees), judgments or settlements arising from injury to person or property, including death arising from any negligence on the part of District, its Instructors, agents or employees in connection with or arising out of the acts or omissions in services performed under this agreement or any breach or default in performance of any of the District's obligations hereunder.

The Clinical Facility hereby agrees to defend, indemnify and hold harmless the District, its Board of Trustees, employees, agents, and officers from and against claims, losses, liabilities, expenses (including reasonable attorneys' fees), judgments or settlements arising from injury to person or property, including death arising from any negligence on the part of the Clinical Facility, its parents, subsidiaries, directors, officers, agents and employees in connection with or arising out of the acts or omissions in services performed under this Agreement or any breach or default in performance of any of the Clinical Facility's obligations hereunder.

Obligations pursuant to Article VIII shall survive termination or expiration of this Agreement.

D. Insurance:

Without limiting the indemnification obligations stated above, each party to the Agreement shall provide and maintain at its own expense a program on insurance covering its activities and operation hereunder.

Insurance Carried by the District. District shall assure coverage of General liability coverage of not less than One Million Dollars (\$1,000,000) per occurrence and Three

Million Dollars (\$3,000,000) in the aggregate covering personal injury, property damage, and general liability claims.

District shall assure coverage of professional liability insurance for each student participating in the Rotation of not less than one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) in the aggregate, and said policy shall remain in full force and effect during the term hereof. District shall provide workers' compensation coverage for students participating in the rotation. These coverages are in effect while the student is on-site at Clinical Facility.

Upon request, Clinical Facility shall be provided a copy of said policy.

Insurance Carried By Clinical Facility. Clinical Facility shall secure and maintain comprehensive general liability insurance covering personal injury, property damage, and general liability claims in the amount of at least one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) in the aggregate with coverage for incidental contracts. A certificate of insurance must be provided that includes thirty (30) days' notice of cancellation, modification, or reduction in said insurance. Clinical Facility shall deliver certificate(s) of insurance under Clinical Facility's comprehensive general liability insurance policy on or before the date of execution of this agreement. Upon request, District shall be provided a copy of said policy.

Clinical Facility shall carry professional liability insurance for itself and each of its employee(s), partners, and/or representatives providing professional services at Clinical Facility, except for District's students and College faculty, in the amount of at least one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) in the aggregate. Clinical Facility shall provide District with thirty (30) days written notice prior to cancellation, or reduction in said insurance. Upon request, District shall be provided a copy of said policy.

Clinical Facility shall provide workers' compensation coverage for each of its employees.

PART V STATUS OF SPEECH-LANGUAGE PATHOLOGY ASSISTANT STUDENTS

- A. Speech-Language Pathology Assistant Program students shall have the status of learners and shall not be considered to be Agency employees nor shall they replace Agency staff. Any service rendered by the student during the experience is to be considered in addition to planned client care in that area. Clinical experience will be conducted as a laboratory learning experience. The Agency will provide regular staffing for client care in areas where students are obtaining clinical experience.
- B. Speech-Language Pathology Assistant Program students are subject to the authority, policies, and regulations of the District. They are also subject, during clinical assignment, to applicable agency regulations and must conform to the same standards as Agency employees in matters relating to the welfare of patients and general Agency operations. The Students are also

responsible for recognizing the confidential nature of information related to clients and their records, and performance during emergency conditions. The Agency will provide copies of the rules, regulations and policies to the Speech-Language Pathology Assistant Program Students.

- C. Speech-Language Pathology Assistant Program students shall be responsible for proper coverage in regard to malpractice insurance, or any other liability insurance that might be required by either the District or the Agency.
- D. The District will be responsible for assuring the Speech-Language Pathology Assistant students assigned to the Agency for clinical instruction meet both District and Agency standards of health and physical fitness.

PART VI PERIOD OF AGREEMENT

- A. The term of this Agreement shall become effective on the date signed by District, and shall remain in effect for a period of five (5) years commencing on the Effective Date unless terminated in accordance with the provisions of this Agreement.
This agreement may be terminated by either Party, acting with or without cause, upon giving at least ninety (90) days prior written notice to the other Party except that any student already assigned to and accepted by the Clinical Facility shall be allowed to complete any in-progress clinical practicum assignment at the Clinical Facility.
This Agreement shall immediately terminate if the District or the Clinical Facility's licenses, accreditations or certifications required for the Program are terminated, revoked, reduced, or any type of disciplinary action is taken against the District or the Clinical Facility by any accreditation or regulatory agency.

IN WITNESS WHEREOF, the said parties have hereunto set their hands:

*Rancho Santiago Community
College District
2323 N. Broadway
Santa Ana, Ca 92706*

*Little Voices Speech & Language Therapy
3620 Long Beach Blvd., Ste A2
Long Beach, CA*

District

Agency/Facility/Location

Peter J. Hardash
Vice Chancellor

Nicole Pappo, MA, CCC-SLP
Director

Business Operations and Fiscal Services

Date: _____

Date: _____

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Student Services: Disabled Student Programs and Services

To:	Board of Trustees	Date: December 7, 2015
Re:	Approval of First Amendment to the Affiliation Agreement with Quick CAPTION	
Action:	Request for Action Approval	

BACKGROUND

This is an amendment to an existing agreement that was approved by the Board of Trustees in June of 2013 to extend the timeframe of the agreement through June 30, 2019 and to raise the hourly rate of compensation for captioning services from \$57 per hour to \$63 per hour.

ANALYSIS

The agreement has been reviewed and approved by Santa Ana College experts and provides a critical interpreting capacity for our Deaf and Hard of Hearing (DHH) students.

RECOMMENDATION

It is recommended that the Board of Trustees approve the first amendment to the affiliation agreement for real time computer aided captioning services with Quick CAPTION located in Riverside, California.

Fiscal Impact: Estimated at \$90,000	Board Date: December 7, 2015
Prepared by: Sara Lundquist, Ph.D., Vice President of Student Services, SAC	
Submitted by: Erlinda J. Martinez, Ed. D., President, Santa Ana College	
Recommended by: Raúl Rodriguez, Ph.D., Chancellor, RSCCD	

FIRST AMENDMENT
TO
AGREEMENT
BETWEEN RANCHO SANTIAGO COMMUNITY COLLEGE
DISTRICT
and
Quick CAPTION
4927 Arlington- Avenue, Riverside, CA 92504

This amendment is entered into this 1st day of January, 2016 between Rancho Santiago Community College District (DISTRICT) on behalf of Santa Ana College and Quick CAPTION, Inc. for Computer Aided Real-Time Captionist Services.

This amendment shall amend and modify the Agreement as follows:

WHEREAS, the DISTRICT and Quick CAPTION agree to extend the period of performance of this agreement and to include a yearly estimate of costs.

NOW, THEREFORE, it is mutually agreed as follows:

1. **Term of Agreement:** The term of this Agreement and the subsequent amendment will continue and remain in full force and effect through June 30, 2019 with the said term being capable of extension by mutual agreement of the parties.

2. **Compensation:** For the services provided by the service provider under this Agreement, the Customer will pay to the service provider compensation in the following manner: The Customer shall pay the Service Provider the total amount of \$63.00/hour with a two-hour minimum per captionist for services. The need for two captionists will be determined at the time of customer request and used when agreed upon by both the Service Provider and Customer. Any assignment over the two-hour minimum will be invoiced in 15-minute increments for those classes/assignments ending at five (:05) or ten (:10) minutes after the hour or half hour. All assignments/classes ending at any other times will be invoiced in half hour (30 min) increments. The amount of the contract is estimated at \$90,000 per fiscal year

IN WITNESS HEREOF, the parties have executed this first Amendment to the Agreement between Rancho Santiago Community College District (DISTRICT) and Quick CAPTION.

Antha Ward, Quick CAPTION

RANCHO SANTIAGO COMMUNITY
COLLEGE DISTRICT

By: _____

Title: President

By: _____

Printed Name: Peter J. Hardash,
Vice Chancellor, Business Operations/
Fiscal Services

Date: _____

Date: _____

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Santa Ana College – Human Services and Technology Division

To:	Board of Trustees	Date: December 07, 2015
Re:	Approval of SLPA Agreement Renewal – Santa Ana Unified School District	
Action:	Request for Approval	

BACKGROUND

The Speech-Language Pathology Assistant was introduced in the Fall of 2001. Speech-Language pathology assistants are trained to assist in the language and speech development of communicatively disordered children and adults in educational and medical sites under the supervision of licensed speech-language pathologists. Critical to the implementation of the program is identifying and confirming sites and contractual arrangements for observation and fieldwork.

ANALYSIS

Formal agreements between the district and fieldwork experience sites will be necessary. To that end, a special agreement document was developed for this purpose. This clinical affiliation agreement covers the scope of program operations at the facility, as well as insurance and other issues relating to the liability of both parties. This agreement shall be effective for five (5) years or until termination by written notice of either party. The agreement has been reviewed by Dean Simon B. Hoffman and college staff. It carries no costs or other financial arrangements.

RECOMMENDATION

It is recommended that the Board of Trustees approve this agreement renewal with Santa Ana Unified School District in Santa Ana, California.

Fiscal Impact:	None	Board Date: December 07, 2015
Prepared by:	Michael T. Collins, Ed.D., Vice President of Administrative Services Simon B. Hoffman, Dean of Human Services & Technology	
Submitted by:	Erlinda J. Martinez, Ed.D., President, Santa Ana College	
Recommended by:	Raúl Rodríguez, Ph.D., Chancellor, RSCCD	

EDUCATIONAL AFFILIATION AGREEMENT

Speech-Language Pathology Assistant Program

THIS AGREEMENT is made and entered into by and between the RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT on behalf of Santa Ana College, a public educational agency, hereinafter called the “District” and, SANTA ANA UNIFIED SCHOOL DISTRICT, hereinafter called the “Agency”.

PART I. **BASIS AND PURPOSE OF AGREEMENT**

WITNESSETH:

WHEREAS, the District and Agency acknowledge a public obligation to contribute to Speech-Language Pathology Assistant Program education for the benefit of students and to meet community needs.

WHEREAS, the District operates Santa Ana College (“College”) and the College is a duly accredited educational institution that conducts the program described and identified in this Agreement;

WHEREAS, the District provides programs in Speech-Language Pathology Assistant Program education, which require clinical experience for students, hereafter called “**Students**”, enrolled in these programs.

WHEREAS, the Agency has facilities suitable for the clinical needs of the District Speech-Language Pathology Assistant Program.

WHEREAS, it is to benefit of both District and Agency that Speech-Language Pathology Assistant Program students have opportunities for clinical experience to enhance their capabilities as practitioners.

NOW, THEREFORE, the District and Facility do covenant and agree as follows:

PART II. **GENERAL RESPONSIBILITIES AND PRIVILEGES OF THE DISTRICT**

A. For the Program in General

1. The District will assume full responsibility for offering Speech-Language Pathology Assistant Program education programs eligible for approval by the Speech-Language Pathology & Audiology Board.

2. For Student Workers' Compensation

The District shall carry Workers' Compensation Insurance on Students of the District during clinical assignment, and keep records of clinical attendance for audit by the State Workers' Compensation Insurance Fund.

3. The District will designate the students enrolled in the Speech-Language Pathology Assistant Program to be assigned for clinical experience in the Speech-Language Pathology areas of the agency in such numbers as are mutually agreed upon by both parties.
4. The District will supervise, in cooperation with the Agency supervisor, all instruction and learning and clinical experience given to the students at the facility so designated and provide instructor to supervise the clinical and learning experiences given to them at the agency, provided however, that the responsibility for service to the client remain with the Agency.
5. The District will keep academic and clinical experience records of students participating in said program.
6. The District will provide and be responsible for the care and control of educational supplies and education equipment necessary for instruction, including library materials, audiovisual equipment and supplies which are not customarily available at the Agency for the Speech-Language Pathology Assistant clinical experience.
7. The District will be responsible for the supervision and control of the students in the activities of their clinical experience under the general supervision and delivery of service framework of the Agency.
8. The District will agree that the student shall be subject to requirements and restrictions specified jointly by representative of District and Agency, and subject to Agency rules and regulations governing conduct, copies of which shall be provided in advance to District by Agency.
9. The District will require District's Speech-Language Assistant Program instructors to obtain the approval of the Agency's Director of Speech-Language Pathology in advance of:
 - a. Student Speech-Language Pathology Assistant schedules.
 - b. Placement of student in clinical experience assignments.
 - c. Changes in clinical experience assignments.
10. The District will, in consultation and coordination and with the approval of the Agency's Director of Speech-Language Pathology and the Speech-Language Pathology Assistant staff, plan for the Speech-Language Pathology Assistant clinical experience to be provided to students under this agreement.

11. The District will in consultation and coordination with the Agency's Director of Speech-Language Pathology arrange for periodic conferences between appropriate representation of the District and Agency to evaluate the Speech-Language Pathology Assistant field experience program provided under this Agreement.

PART III. GENERAL RESPONSIBILITIES AND PRIVILEGES OF THE AGENCY

A. For the Program in General

1. The Agency will maintain the standards, which make it eligible for approval as a clinical area for instruction in accredited Speech-Language Pathology Assistant Programs.
2. The Agency will provide staff members who hold a current state license or credential to practice speech-language pathology to supervise Speech-Language Pathology Assistant students. In addition, supervising SLP's need to have a minimum of 2 years experience as a practicing speech language pathologist.
3. The administration of the service and client care at the Agency shall be the responsibility of and under the control and supervision of the Agency and shall be administered through the Agency and Agency staff.
4. The Agency will provide staff that is adequate in number and quality to insure safe and continuous health care service to patients.
5. The Agency will provide service facilities for learning experiences therein for students enrolled in the Speech-Language Pathology Assistant Program of District who are designated by District for such experience at the Agency (the field experience for any one student shall cover such period of time as may be specified by District.)
6. The Agency will maintain service facilities in conformance with standards of the California State Board of Medical Examiners and the American Speech-Language-Hearing Association and permit inspection of its service facilities upon request by the American Speech-Language-Hearing Association and the state Board of Medical Examiners
7. The Agency will permit clinical experience in Speech-Language Pathology Assistant training by such students, either individually and/or in groups. All services of Agency herein contracted for, such services and the number of students receiving experience therein shall be by mutual agreement between parties and in accordance with the standards set forth by the American Speech-Language-Hearing Association.
8. The Agency will provide service areas in such a manner that there will be no conflict of learning opportunities among groups of students, and permit the district instructors and students access to service facilities, according to prearranged scheduling.

9. The Agency will permit its employees to participate in the educational program as resource persons and clinical experts provided such participation does not interfere with assigned duties.
10. The Agency will provide orientation for students and faculty to familiarize them with the facility and facility policies before assigning them to duties at the Agency.
11. The Agency will permit the faculty and students of the District to use its facilities for Clinical education according to approved curricula.
12. The Agency will permit the facility's Director of Speech-Language Pathology and other designated Speech-Language Pathology personnel to attend meetings of the District's Speech-Language Pathology Assistant Program Faculty, or any committee thereof, to coordinate the clinical experience for the Speech-Language Pathology Assistant Program provided for under this Agreement.
13. The Agency will reserve the right, after consultation with the District, to refuse to accept for further Speech-Language Pathology Assistant Program clinical experience any of the college students who in the agency's judgment are not participating satisfactorily, provided however, neither party shall discriminate with respect to the acceptance in or exclusion of students from the program.
14. The Agency will provide the educational use of supplies and equipment as are commonly available for client care.
15. It is understood by the parties to the Agreement that the Agency remain responsible for client care at all times.
16. The parties agree that the Agency shall have no monetary obligation to District, the Speech-Language Pathologist Assistant students or to Speech-Language Pathology Assistant instructors.

PART IV. JOINT RESPONSIBILITIES AND PRIVILEGES

A. For publications

1. Publication by District faculty, or Agency's staff members of any material relative to their clinical experience, that has not been approved for release by the District and Agency signers of this agreement, is prohibited.

B. Confidentiality of Patient Records

The Clinical Facility is a covered entity for purposes of the Health Insurance Portability and Accountability Act ("HIPAA") and subject to 45 C.F.R. Parts 160 and 164 (the HIPAA Privacy Regulation"). Clinical Facility shall direct Students, and Instructors

providing supervision at the Clinical Facility as part of the Program, to comply with the policies and procedures of the Clinical Facility, including those governing the use and disclosure of individually identifiable health information under federal law, specifically the HIPAA Privacy Regulation. Solely for the purposes of defining the Students' and Instructors' role in relation to the use and disclosure of Clinical Facility's protected health information, the Students and Instructors are defined as members of the Clinical Facility's workforce, as that term is defined by 45 C.F.R. 160.103, when engaged in activities pursuant to this Agreement. However, the Students and Instructors are not and shall not be considered to be employees of the Clinical Facility. The District and/or College will never access or request to access any Protected Health Information held or collected by or on behalf of the Clinical Facility by a Student or Instructor who is acting as part of the Facilities workforce. No services are being provided to the Clinical Facility by the District pursuant to this Agreement and, therefore, this Agreement does not create a "business associate" relationship as that term is defined in 45 C.F.R. § 160.103.

C. Indemnification

1. The District hereby agrees to defend, indemnify and hold harmless the Clinical Facility, its parents, subsidiaries, directors, officers, attorneys, agents and their employees from and against claims, losses, liabilities, expenses (including reasonable attorneys' fees), judgments or settlements arising from injury to person or property, including death arising from any negligence on the part of District, its Instructors, agents or employees in connection with or arising out of the acts or omissions in services performed under this agreement or any breach or default in performance of any of the District's obligations hereunder.

The Clinical Facility hereby agrees to defend, indemnify and hold harmless the District, its Board of Trustees, employees, agents, and officers from and against claims, losses, liabilities, expenses (including reasonable attorneys' fees), judgments or settlements arising from injury to person or property, including death arising from any negligence on the part of the Clinical Facility, its parents, subsidiaries, directors, officers, agents and employees in connection with or arising out of the acts or omissions in services performed under this Agreement or any breach or default in performance of any of the Clinical Facility's obligations hereunder.

Obligations pursuant to Article VIII shall survive termination or expiration of this Agreement.

D. Insurance:

Without limiting the indemnification obligations stated above, each party to the Agreement shall provide and maintain at its own expense a program on insurance covering its activities and operation hereunder.

Insurance Carried by the District. District shall assure coverage of professional liability insurance for each student participating in the Rotation of not less than one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) in the aggregate, and said policy shall remain in full force and effect during the term hereof. District shall provide workers' compensation coverage for students participating in the rotation. These coverages are in effect while the student is on-site at Clinical Facility.

Insurance Carried By Clinical Facility. Clinical Facility shall secure and maintain comprehensive general liability insurance covering personal injury, property damage, and general liability claims in the amount of at least one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) in the aggregate with coverage for incidental contracts. A certificate of insurance must be provided that includes thirty (30) days' notice of cancellation, modification, or reduction in said insurance. Clinical Facility shall deliver certificate(s) of insurance under Clinical Facility's comprehensive general liability insurance policy on or before the date of execution of this agreement. Upon request, District shall be provided a copy of said policy.

Clinical Facility shall carry professional liability insurance for itself and each of its employee(s), partners, and/or representatives providing professional services at Clinical Facility, except for District's students and College faculty, in the amount of at least one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) in the aggregate. Clinical Facility shall provide District with thirty (30) days written notice prior to cancellation, or reduction in said insurance. Upon request, District shall be provided a copy of said policy.

Clinical Facility shall provide workers' compensation coverage for each of its employees.

PART V STATUS OF SPEECH-LANGUAGE PATHOLOGY ASSISTANT STUDENTS

- A. Speech-Language Pathology Assistant Program students shall have the status of learners and shall not be considered to be Agency employees nor shall they replace Agency staff. Any service rendered by the student during the experience is to be considered in addition to planned client care in that area. Clinical experience will be conducted as a laboratory learning experience. The Agency will provide regular staffing for client care in areas where students are obtaining clinical experience.
- B. Speech-Language Pathology Assistant Program students are subject to the authority, policies, and regulations of the District. They are also subject, during clinical assignment, to applicable agency regulations and must conform to the same standards as Agency employees in matters relating to the welfare of patients and general Agency operations. The Students are also responsible for recognizing the confidential nature of information related to clients and their records, and performance during emergency conditions. The Agency will provide copies of the rules, regulations and policies to the Speech-Language Pathology Assistant Program Students.

- C. Speech-Language Pathology Assistant Program students shall be responsible for proper coverage in regard to malpractice insurance, or any other liability insurance that might be required by either the District or the Agency.
- D. The District will be responsible for assuring the Speech-Language Pathology Assistant students assigned to the Agency for clinical instruction meet both District and Agency standards of health and physical fitness.

PART VI PERIOD OF AGREEMENT

- A. The term of this Agreement shall become effective on the date signed by District, and shall remain in effect for a period of five (5) years commencing on the Effective Date unless terminated in accordance with the provisions of this Agreement.
 This agreement may be terminated by either Party, acting with or without cause, upon giving at least ninety (90) days prior written notice to the other Party except that any student already assigned to and accepted by the Clinical Facility shall be allowed to complete any in-progress clinical practicum assignment at the Clinical Facility.

 This Agreement shall immediately terminate if the District or the Clinical Facility’s licenses, accreditations or certifications required for the Program are terminated, revoked, reduced, or any type of disciplinary action is taken against the District or the Clinical Facility by any accreditation or regulatory agency.

IN WITNESS WHEREOF, the said parties have hereunto set their hands:

*Rancho Santiago Community
 College District
 2323 N. Broadway
 Santa Ana, Ca 92706*

*Santa Ana Unified School District
 1601 East Chestnut Avenue
 Santa Ana, CA 92701*

_____ District

_____ Agency/Facility/Location

_____ Peter J. Hardash
 Vice Chancellor
 Business Operations and Fiscal Services

_____ Stefanie Phillips
 Deputy Superintendent, Operations, CBO

Date: _____

Date: _____

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Santa Ana College – Human Services and Technology Division

To: Board of Trustees	Date: December 07, 2015
Re: Approval of SLPA Agreement Renewal – Orange Unified School District	
Action: Request for Approval	

BACKGROUND

The Speech-Language Pathology Assistant was introduced in the Fall of 2001. Speech-Language pathology assistants are trained to assist in the language and speech development of communicatively disordered children and adults in educational and medical sites under the supervision of licensed speech-language pathologists. Critical to the implementation of the program is identifying and confirming sites and contractual arrangements for observation and fieldwork.

ANALYSIS

Formal agreements between the district and fieldwork experience sites will be necessary. To that end, a special agreement document was developed for this purpose. This clinical affiliation agreement covers the scope of program operations at the facility, as well as insurance and other issues relating to the liability of both parties. This agreement shall be effective for five (5) years or until termination by written notice of either party. The agreement has been reviewed by Dean Simon B. Hoffman and college staff. It carries no costs or other financial arrangements.

RECOMMENDATION

It is recommended that the Board of Trustees approve this agreement renewal with Orange Unified School District in Orange, California.

Fiscal Impact:	None	Board Date: December 07, 2015
Prepared by:	Michael T. Collins, Ed.D., Vice President of Administrative Services Simon B. Hoffman, Dean of Human Services & Technology	
Submitted by:	Erlinda J. Martinez, Ed.D., President, Santa Ana College	
Recommended by:	Raúl Rodríguez, Ph.D., Chancellor, RSCCD	

EDUCATIONAL AFFILIATION AGREEMENT

Speech-Language Pathology Assistant Program

THIS AGREEMENT is made and entered into by and between the RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT on behalf of Santa Ana College, a public educational agency, hereinafter called the “District” and, *ORANGE UNIFIED SCHOOL DISTRICT*, hereinafter called the “Agency”.

PART I. **BASIS AND PURPOSE OF AGREEMENT**

WITNESSETH:

WHEREAS, the District and Agency acknowledge a public obligation to contribute to Speech-Language Pathology Assistant Program education for the benefit of students and to meet community needs.

WHEREAS, the District operates Santa Ana College (“College”) and the College is a duly accredited educational institution that conducts the program described and identified in this Agreement;

WHEREAS, the District provides programs in Speech-Language Pathology Assistant Program education, which require clinical experience for students, hereafter called “**Students**”, enrolled in these programs.

WHEREAS, the Agency has facilities suitable for the clinical needs of the District Speech-Language Pathology Assistant Program.

WHEREAS, it is to benefit of both District and Agency that Speech-Language Pathology Assistant Program students have opportunities for clinical experience to enhance their capabilities as practitioners.

NOW, THEREFORE, the District and Facility do covenant and agree as follows:

PART II. **GENERAL RESPONSIBILITIES AND PRIVILEGES OF THE DISTRICT**

A. For the Program in General

1. The District will assume full responsibility for offering Speech-Language Pathology Assistant Program education programs eligible for approval by the Speech-Language Pathology & Audiology Board.

2. For Student Workers' Compensation

The District shall carry Workers' Compensation Insurance on Students of the District during clinical assignment, and keep records of clinical attendance for audit by the State Workers' Compensation Insurance Fund.

3. The District will designate the students enrolled in the Speech-Language Pathology Assistant Program to be assigned for clinical experience in the Speech-Language Pathology areas of the agency in such numbers as are mutually agreed upon by both parties.
4. The District will supervise, in cooperation with the Agency supervisor, all instruction and learning and clinical experience given to the students at the facility so designated and provide instructor to supervise the clinical and learning experiences given to them at the agency, provided however, that the responsibility for service to the client remain with the Agency.
5. The District will keep academic and clinical experience records of students participating in said program.
6. The District will provide and be responsible for the care and control of educational supplies and education equipment necessary for instruction, including library materials, audiovisual equipment and supplies which are not customarily available at the Agency for the Speech-Language Pathology Assistant clinical experience.
7. The District will be responsible for the supervision and control of the students in the activities of their clinical experience under the general supervision and delivery of service framework of the Agency.
8. The District will agree that the student shall be subject to requirements and restrictions specified jointly by representative of District and Agency, and subject to Agency rules and regulations governing conduct, copies of which shall be provided in advance to District by Agency.
9. The District will require District's Speech-Language Assistant Program instructors to obtain the approval of the Agency's Director of Speech-Language Pathology in advance of:
 - a. Student Speech-Language Pathology Assistant schedules.
 - b. Placement of student in clinical experience assignments.
 - c. Changes in clinical experience assignments.
10. The District will, in consultation and coordination and with the approval of the Agency's Director of Speech-Language Pathology and the Speech-Language Pathology Assistant staff, plan for the Speech-Language Pathology Assistant clinical experience to be provided to students under this agreement.

11. The District will in consultation and coordination with the Agency's Director of Speech-Language Pathology arrange for periodic conferences between appropriate representation of the District and Agency to evaluate the Speech-Language Pathology Assistant field experience program provided under this Agreement.

PART III. GENERAL RESPONSIBILITIES AND PRIVILEGES OF THE AGENCY

A. For the Program in General

1. The Agency will maintain the standards, which make it eligible for approval as a clinical area for instruction in accredited Speech-Language Pathology Assistant Programs.
2. The Agency will provide staff members who hold a current state license or credential to practice speech-language pathology to supervise Speech-Language Pathology Assistant students. In addition, supervising SLP's need to have a minimum of 2 years of full-time experience as a practicing speech language pathologist.
3. The administration of the service and client care at the Agency shall be the responsibility of and under the control and supervision of the Agency and shall be administered through the Agency and Agency staff.
4. The Agency will provide staff that is adequate in number and quality to insure safe and continuous health care service to patients.
5. The Agency will provide service facilities for learning experiences therein for students enrolled in the Speech-Language Pathology Assistant Program of District who are designated by District for such experience at the Agency (the field experience for any one student shall cover such period of time as may be specified by District.)
6. The Agency will maintain service facilities in conformance with standards of the California State Board of Medical Examiners and the American Speech-Language-Hearing Association and permit inspection of its service facilities upon request by the American Speech-Language-Hearing Association and the state Board of Medical Examiners
7. The Agency will permit clinical experience in Speech-Language Pathology Assistant training by such students, either individually and/or in groups. All services of Agency herein contracted for, such services and the number of students receiving experience therein shall be by mutual agreement between parties and in accordance with the standards set forth by the American Speech-Language-Hearing Association.
8. The Agency will provide service areas in such a manner that there will be no conflict of learning opportunities among groups of students, and permit the district instructors and students access to service facilities, according to prearranged scheduling.

9. The Agency will permit its employees to participate in the educational program as resource persons and clinical experts provided such participation does not interfere with assigned duties.
10. The Agency will provide orientation for students and faculty to familiarize them with the facility and facility policies before assigning them to duties at the Agency.
11. The Agency will permit the faculty and students of the District to use its facilities for Clinical education according to approved curricula.
12. The Agency will permit the facility's Director of Speech-Language Pathology and other designated Speech-Language Pathology personnel to attend meetings of the District's Speech-Language Pathology Assistant Program Faculty, or any committee thereof, to coordinate the clinical experience for the Speech-Language Pathology Assistant Program provided for under this Agreement.
13. The Agency will reserve the right, after consultation with the District, to refuse to accept for further Speech-Language Pathology Assistant Program clinical experience any of the college students who in the agency's judgment are not participating satisfactorily, provided however, neither party shall discriminate with respect to the acceptance in or exclusion of students from the program.
14. The Agency will provide the educational use of supplies and equipment as are commonly available for client care.
15. It is understood by the parties to the Agreement that the Agency remain responsible for client care at all times.
16. The parties agree that the Agency shall have no monetary obligation to District, the Speech-Language Pathologist Assistant students or to Speech-Language Pathology Assistant instructors.

PART IV. JOINT RESPONSIBILITIES AND PRIVILEGES

A. For publications

1. Publication by District faculty, or Agency's staff members of any material relative to their clinical experience, that has not been approved for release by the District and Agency signers of this agreement, is prohibited.

B. Confidentiality of Patient Records

The Clinical Facility is a covered entity for purposes of the Health Insurance Portability and Accountability Act ("HIPAA") and subject to 45 C.F.R. Parts 160 and 164 (the HIPAA Privacy Regulation"). Clinical Facility shall direct Students, and Instructors

providing supervision at the Clinical Facility as part of the Program, to comply with the policies and procedures of the Clinical Facility, including those governing the use and disclosure of individually identifiable health information under federal law, specifically the HIPAA Privacy Regulation. Solely for the purposes of defining the Students' and Instructors' role in relation to the use and disclosure of Clinical Facility's protected health information, the Students and Instructors are defined as members of the Clinical Facility's workforce, as that term is defined by 45 C.F.R. 160.103, when engaged in activities pursuant to this Agreement. However, the Students and Instructors are not and shall not be considered to be employees of the Clinical Facility. The District and/or College will never access or request to access any Protected Health Information held or collected by or on behalf of the Clinical Facility by a Student or Instructor who is acting as part of the Facilities workforce. No services are being provided to the Clinical Facility by the District pursuant to this Agreement and, therefore, this Agreement does not create a "business associate" relationship as that term is defined in 45 C.F.R. § 160.103.

C. Indemnification

1. The District hereby agrees to defend, indemnify and hold harmless the Clinical Facility, its parents, subsidiaries, directors, officers, attorneys, agents and their employees from and against claims, losses, liabilities, expenses (including reasonable attorneys' fees), judgments or settlements arising from injury to person or property, including death arising from any negligence on the part of District, its Instructors, agents or employees in connection with or arising out of the acts or omissions in services performed under this agreement or any breach or default in performance of any of the District's obligations hereunder.

The Clinical Facility hereby agrees to defend, indemnify and hold harmless the District, its Board of Trustees, employees, agents, and officers from and against claims, losses, liabilities, expenses (including reasonable attorneys' fees), judgments or settlements arising from injury to person or property, including death arising from any negligence on the part of the Clinical Facility, its parents, subsidiaries, directors, officers, agents and employees in connection with or arising out of the acts or omissions in services performed under this Agreement or any breach or default in performance of any of the Clinical Facility's obligations hereunder.

Obligations pursuant to Article VIII shall survive termination or expiration of this Agreement.

D. Insurance:

Without limiting the indemnification obligations stated above, each party to the Agreement shall provide and maintain at its own expense a program on insurance covering its activities and operation hereunder.

Insurance Carried by the District. District shall assure coverage of General liability coverage of not less than One Million Dollars (\$1,000,000) per occurrence and Three

Million Dollars (\$3,000,000) in the aggregate covering personal injury, property damage, and general liability claims.

District shall assure coverage of professional liability insurance for each student participating in the Rotation of not less than one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) in the aggregate, and said policy shall remain in full force and effect during the term hereof. District shall provide workers' compensation coverage for students participating in the rotation. These coverages are in effect while the student is on-site at Clinical Facility.

Upon request, Clinical Facility shall be provided a copy of said policy.

Insurance Carried By Clinical Facility. Clinical Facility shall secure and maintain comprehensive general liability insurance covering personal injury, property damage, and general liability claims in the amount of at least one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) in the aggregate with coverage for incidental contracts. A certificate of insurance must be provided that includes thirty (30) days' notice of cancellation, modification, or reduction in said insurance. Clinical Facility shall deliver certificate(s) of insurance under Clinical Facility's comprehensive general liability insurance policy on or before the date of execution of this agreement. Upon request, District shall be provided a copy of said policy.

Clinical Facility shall carry professional liability insurance for itself and each of its employee(s), partners, and/or representatives providing professional services at Clinical Facility, except for District's students and College faculty, in the amount of at least one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) in the aggregate. Clinical Facility shall provide District with thirty (30) days written notice prior to cancellation, or reduction in said insurance. Upon request, District shall be provided a copy of said policy.

Clinical Facility shall provide workers' compensation coverage for each of its employees.

PART V STATUS OF SPEECH-LANGUAGE PATHOLOGY ASSISTANT STUDENTS

- A. Speech-Language Pathology Assistant Program students shall have the status of learners and shall not be considered to be Agency employees nor shall they replace Agency staff. Any service rendered by the student during the experience is to be considered in addition to planned client care in that area. Clinical experience will be conducted as a laboratory learning experience. The Agency will provide regular staffing for client care in areas where students are obtaining clinical experience.
- B. Speech-Language Pathology Assistant Program students are subject to the authority, policies, and regulations of the District. They are also subject, during clinical assignment, to applicable agency regulations and must conform to the same standards as Agency employees in matters relating to the welfare of patients and general Agency operations. The Students are also

responsible for recognizing the confidential nature of information related to clients and their records, and performance during emergency conditions. The Agency will provide copies of the rules, regulations and policies to the Speech-Language Pathology Assistant Program Students.

- C. Speech-Language Pathology Assistant Program students shall be responsible for proper coverage in regard to malpractice insurance, or any other liability insurance that might be required by either the District or the Agency.
- D. The District will be responsible for assuring the Speech-Language Pathology Assistant students assigned to the Agency for clinical instruction meet both District and Agency standards of health and physical fitness.

PART VI PERIOD OF AGREEMENT

- A. The term of this Agreement shall become effective on the date signed by District, and shall remain in effect for a period of five (5) years commencing on the Effective Date unless terminated in accordance with the provisions of this Agreement.
This agreement may be terminated by either Party, acting with or without cause, upon giving at least ninety (90) days prior written notice to the other Party except that any student already assigned to and accepted by the Clinical Facility shall be allowed to complete any in-progress clinical practicum assignment at the Clinical Facility.
This Agreement shall immediately terminate if the District or the Clinical Facility's licenses, accreditations or certifications required for the Program are terminated, revoked, reduced, or any type of disciplinary action is taken against the District or the Clinical Facility by any accreditation or regulatory agency.

IN WITNESS WHEREOF, the said parties have hereunto set their hands:

*Rancho Santiago Community
College District
2323 N. Broadway
Santa Ana, Ca 92706*

*Orange Unified School District
1401 North Handy Street
Orange, CA 92867*

District

Agency/Facility/Location

Peter J. Hardash
Vice Chancellor
Business Operations and Fiscal Services

Ed Kisse
Assistant Superintendent
Human Resources

Date: _____

Date: _____

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT**Santa Ana College – Human Services and Technology Division**

To:	Board of Trustees	Date: December 07, 2015
Re:	Approval of OTA Agreement Renewal – Big Fun Therapy and Recreational Services	
Action:	Request for Approval	

BACKGROUND

The Occupational Therapy Assistant Program of Santa Ana College is required to offer all program students Fieldwork opportunities at sites throughout the community in order to gain practical field experience. This is necessary to apply the knowledge and skills they have learned in their college classes. This is an agreement renewal for the Occupational Therapy Assistant program. The OTA Program will place no students at the site prior to Board approval.

ANALYSIS

This clinical affiliation agreement covers the scope of program operations at the facility, as well as insurance and other issues relating to the liability of both parties. This agreement shall be effective for five (5) years or until termination by written notice of either party. The agreement has been reviewed by Dean Simon B. Hoffman and college staff. It carries no costs or other financial arrangements.

RECOMMENDATION

It is recommended that the Board of Trustees approve this agreement renewal with Big Fun Therapy and Recreational Services in Culver City, California.

Fiscal Impact:	None	Board Date: December 07, 2015
Prepared by:	Michael T. Collins, Ed.D, Vice President of Administrative Services Simon B. Hoffman, Dean of Human Services & Technology	
Submitted by:	Erlinda J. Martinez, Ed.D., President, Santa Ana College	
Recommended by:	Raúl Rodríguez, Ph.D., Chancellor, RSCCD	

EDUCATIONAL AFFILIATION AGREEMENT

Occupational Therapy Assistant Program

THIS AGREEMENT is made and entered into by and between **BIG FUN THERAPY AND RECREATIONAL SERVICES**, hereinafter called the Agency, and **Rancho Santiago Community College District on behalf of Santa Ana College**, hereinafter called the District.

PART I. BASIS AND PURPOSE OF AGREEMENT

WITNESSETH:

WHEREAS, the District and Agency acknowledge a public obligation to contribute to Occupational Therapy Assistant Program education for the benefit for students and to meet community needs.

WHEREAS, the District provides programs in Occupational Therapy Assistant Program education, which require clinical experience for students, enrolled in these programs.

WHEREAS, the Agency has facilities suitable for the clinical needs of the District programs in the Occupational Therapy Assistant Program.

WHEREAS, it is to the benefit of both District and Agency that Occupational Therapy Assistant Program students have opportunities for clinical experience to enhance their capabilities as practitioners.

NOW, THEREFORE, the District and Agency do covenant and agree as follows:

PART II. GENERAL RESPONSIBILITIES AND PRIVILEGES OF THE COLLEGE

A. For the Program in General

1. The District will assume full responsibility for offering Occupational Therapy Assistant Program education programs eligible for accreditation by the appropriate State Board.
2. District faculty members may be invited to serve as voluntary resource persons to the Agency staff by serving on Occupational Therapy Assistant Program care committees, by sharing knowledge as clinical experts, and by participation in other matters dealing with the quality of patient care.
3. For Background clearance
The District shall inform The Occupational Therapy Assistant Program students of the Background Check requirement and their responsibility of payment.
4. For Student Workers' Compensation:

The District shall carry Workers' Compensation Insurance on students of the District during clinical assignment, and keep records of clinical attendance for audit by the State Workmen's Compensation Insurance Fund.

B. For Program Planning

1. The District will initiate the development of mutually acceptable clinical instruction plans for using the Agency's clinical areas to meet the educational goals of Occupational Therapy Assistant Program curricula. These plans will be made available to the Agency at a mutually agreed upon time prior to the beginning of the school term and subject to revision in instances of conflicts with agency patient care responsibilities and/or District interests.
2. The District has the privilege of regularly scheduled meetings with Agency staff, including both selected Agency personnel and administrative level representatives for the purpose of interpreting, discussing, and evaluating the educational program in occupational therapy.

C. For Occupational Therapy Assistant Program Students

1. The District will be responsible for assuring that Occupational Therapy Assistant Program students assigned to the Agency for clinical instruction meet both District and Agency standards of health and physical fitness, and shall provide certification that the Occupational Therapy Assistant Program students have been immunized against the common communicable diseases.

PART III. GENERAL RESPONSIBILITIES AND PRIVILEGES OF THE AGENCY

A. For the Program in General

1. The Agency will maintain the standards, which make it eligible for approval as a clinical area for instruction in accredited Occupational Therapy Assistant Program programs. To further this, the Agency agrees to provide and maintain personnel who are in its opinion, capable and qualified in those divisions in which students are placed.
2. The administration of the service and patient care at the Agency shall be the responsibility of and under the control and supervision of the Agency and shall be administered through the Agency and shall be administered through the Agency staff.
3. The Agency will designate a staff member who will function as Education Coordinator for Occupational Therapy Assistant Program education uses of the Agency facilities, including joint planning and representatives of all involved Occupational Therapy Assistant Program programs.

4. The Agency will provide orientation for students and faculty to familiarize them with Agency policies and facilities before assigning them to duties at the Agency.
5. The Agency will permit its employees to participate in the educational program as resource persons and clinical experts provided such participation does not interfere with assigned duties.
6. The Agency will permit the faculty and students of the District to use its patient care and patient service facilities for clinical education according to approved curricula.
7. The Agency will confer with the District prior to making a commitment for new or expanded use of its clinical facilities by any other Occupational Therapy Assistant Program that interfere with current student placement.

B. For Services and Facilities

1. The Agency will permit the educational use of such supplies and equipment as are commonly available for patient care.
2. The Agency will permit use of the following facilities and services by District Occupational Therapy Assistant Program students and faculty at such times and to the degrees considered feasible by the agency.
 - a. Parking areas.
 - b. Locker, storage and dressing facilities.
 - c. Same food services as are available for Agency staff.
 - d. First aid treatment with written consent required for minors.
 - e. Access to sources of information for education purposes such as:
 1. Patient's chart.
 2. Procedure guides policy manuals.
 3. Medical dictionaries, pharmacology references, and other references suitable to the clinical area.
 4. Books and periodicals in the Medical library.

C. For the Control of District Personnel

1. The Agency may refuse access to its clinical areas to Occupational Therapy Assistant Program students or district faculty who do not meet its employee standards for safety, health, cooperation, or ethical behavior pending investigation and resolution of the matter by the Agency and the District.

PART IV. JOINT RESPONSIBILITIES AND PRIVILEGES

A. For publications

1. Publication by District faculty, or Agency staff members of any material relative to their clinical experience, that has not been approved for release by the District and Agency signers of this agreement, is prohibited.

B. Insurance:

Without limiting the indemnification obligations stated below, each party to the Agreement shall maintain and secure at its own expense comprehensive general liability, property damage insurance, and professional liability of not less than one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) in the aggregate, and said policy shall remain in full force and effect during the term hereof. Thirty (30) days written notice shall be provided to the other party prior to cancellation, or reduction in said insurance. Upon request, the requesting party shall be provided a copy of said policy.

C. Indemnification

All parties to this Agreement shall agree to defend, indemnify, and hold harmless the other party, its officers, agents, employees, students and volunteers, from and against all loss, cost, and expense arising out of any liability or claim of liability, sustained or claimed to have been sustained, arising out of the activities, or the performance or nonperformance of obligations under this Agreement, of the indemnifying party, or those of any of its officers, agents, employees, students or volunteers. The provisions of this Article do not apply to any damage or losses caused solely by the negligence or intentional acts of the non-indemnifying party or any of its agents or employees.

PART V. STATUS OF OCCUPATIONAL THERAPY ASSISTANT STUDENTS

- A. Occupational Therapy Assistant Program students shall have the status as learners and shall not be considered to be Agency employees nor shall they replace Agency staff. Any service rendered by the student during the experience is to be considered in addition to planned patient care in that area. Clinical experience will be conducted as a laboratory learning experience. The Agency will provide regular staffing for patient care in areas where students are obtaining clinical experience.
- B. Occupational Therapy Assistant Program students are subject to the authority, policies, and regulations of the district. They are also subject, during clinical assignment, to applicable agency regulations and must conform to the same standards as are for Agency employees in matters relating to the welfare of patients and general Agency operations.
- C. Occupational Therapy Assistant Program students shall be responsible for proper coverage in regard to malpractice insurance, or any other liability insurance that might be required by

either the District or the Agency.

- D. The District will be responsible for assuring that health care students assigned to the Agency for clinical instruction meet both District and Agency standards of health and physical fitness.

PART VI. PERIOD OF AGREEMENT, TERMINATION

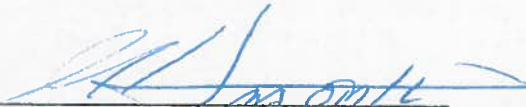
- A. This agreement shall be effective as of the date signed, and shall continue in effect for five years, unless terminated earlier by written notice of either party. Either party to this Agreement may, in its sole discretion, terminate this Agreement with or without cause by giving the other party at least 30 days' prior written notice. In the event the Agreement is terminated for cause, all of the obligations of the terminating party shall be waived immediately upon written notice of termination. In the event of termination without cause, the parties agree to fulfill their respective obligations associated with the current term or semester, prior to such termination becoming effective.

IN WITNESS WHEREOF, the said parties have hereunto set their hands:

**District: Rancho Santiago Community
College District**
Rancho Santiago Community College
District
2323 N. Broadway
Santa Ana, CA 92706

Agency: Big Fun Therapy & Recreational Svcs
Name of Agency: Big Fun Therapy & Recreational Svcs
Address: 3624 Wesley Street
Culver City, CA 90232

Peter J. Hardash
Vice Chancellor
Business Operations & Fiscal Services



Person Responsible: Gene Hurwin
Title: Executive Director

Date

10/20/15

Date

Santa Ana College – Business Division

To:	Board of Trustees	Date:	December 7, 2015
Re:	Approval of Agreement with Memeni Technologies Ltd. to Launch the Career Pathway for the International Business Education Alliance Program		
Action:	Request for Approval		

BACKGROUND

In an effort to participate in local, regional and statewide collaborative initiatives as mandated by the State Chancellors office, the SAC Global Business & Entrepreneurship department applied for and received funding through the Career Pathways Enhancement Funds to launch the International Business Education Alliance (IBEA). IBEA is a collaborative designed to increase international business education, training, and employment opportunities by connecting community colleges throughout California. IBEA links individuals seeking knowledge in specialized areas not offered at local institutions, such as supply chain and global management, and provides a host of useful resources for instructors, students, and employers. IBEA strives to raise performance and certificate attainment while strengthening international business education and training statewide.

With limited funding IBEA is being launched with a website that will house resources. IBEA’s challenge is long-term sustainability. The Memeni platform provides an interactive collaborative environment that will allow the community to thrive.

ANALYSIS

IBEA’S Primary Goals:

1. Encourage Program Cross-Promotion
Develop and deploy new methodologies for cross-regional training of students and incumbent workers throughout California.
2. Eliminate Skills Gaps in the Industry
Address and integrate the needs of employers within international business curriculums and programs to advance students’ job skills and competencies.
3. Create Community
Instill connection and camaraderie among educators and students that advocate international business initiatives and academic success.

To help accomplish these objectives, IBEA is securing a contract with Memeni, a collaborative social platform enabling people to connect around the ideas they're passionate about and bring them to life. The site bridges the gap between talking and taking action, providing a gamified experience for both idea generators and community supporters. Combining social media and crowdsourcing, Memeni is designed to inspire the Facebook generation to create, champion, and realize their goals.

Launching in February, IBEA’s Memeni platform will allow stakeholders to register according to their member type (school, educator, student, DSN, partner, business). Members will be notified of communications, news, and events applicable to them, via both the site and email preferences, while allowing interaction and collaboration across all groups. Beyond a static website experience, Memeni will provide a private, engaged, conversational community that the success of IBEA and its participants require.

RECOMMENDATION

It is recommended that the Board of Trustees approve the agreement with Memeni Technologies Ltd. to Launch the Career Pathway for the International Business Education Alliance Program as presented.

Fiscal Impact:	\$22,788 (+ 1 time set up \$4,999)	Board Date:	December 7, 2015
Prepared by:	Michael T. Collins, Ed.D., Vice President of Administrative Services, SAC Madeline A. Grant , Interim Dean of Business, SAC		
Submitted by:	Erlinda J. Martinez, Ed.D., President, Santa Ana College		
Recommended by:	Raúl Rodríguez, Ph.D., Chancellor, RSCCD		



23 Corporate Plaza Drive, Suite #100, Newport Beach, CA 92660

Santa Ana College
Purchase Order Form

Per your request, we hereby offer you to use our social collaboration platform, which enables users to market, develop, promote and share ideas and projects ("Platform").

CONTRACT DETAILS	
Customer:	Santa Ana College
Customer ID:	130
Order Form Expiration Date:	Price is contingent upon customer executing on or before 09/01/2015
Order Form Effective Date:	Upon Signing

BILLING & CONTACT			
Contact Name	Erlinda Martinez	Email Invoice to	Grant_madeline@sac.edu
Contact Email	Martinez_erlinda@sac.edu	Company Address 1	1530 W 17 th St.
First Billing Date	02/01/2016	Company Address 2	
Renewal Date	02/01/2018	City	Santa Ana
Billing Frequency	Quarterly	State	CA
Payment Terms	30 days from invoice date	Zip Code	92706
Commitment Terms	24 Months	Country	USA
Payment Method	Check	VAT ID (if applicable)	

PILOT DETAILS	
Product	Pilot End Date
IBEA Community	2/1/16

Customer will receive software at no charge through the Pilot End Date. After Pilot End Date, Customer will be responsible for paying the subscription pricing listed below.

SETUP DETAILS	
Product	Setup Fee (USD)
Community Setup	\$4,999

One-time fee per community. Includes up to 15 hours per month of Community Support Services for the first two months.

SUBSCRIPTION DETAILS				
Product	Term (months)	Quantity	Minimum Commitment (months)	Monthly Fee (USD)
Platform Subscription	24	1	6	\$1,899 / community
Community Support Services (Optional)	-	Up to 15 hours per month	-	\$1,499

COMMUNITY SETUP

As part of our services we will create a new community on the Platform dedicated to Client's community including:

- Community features, member types, member permissions, tools, and more.
- Review of member invitation and on-boarding strategy.
- Review the content development strategy.
- Includes 60 days of Community Support Services

COMMUNITY SUPPORT SERVICES

Community Support Services include:

- Work in tandem with Client's community manager to create new content and engage community members.
- Member technical support.
- Community Support Services does not charge for general day-to-day technical support questions, which come free of charge.

ADDITIONAL TERMS

- This agreement is for a period of 24 months, and shall be extended for consecutive periods of additional 24 months each if agreed upon by both parties. Notwithstanding, in the event you fail to fulfill any obligation, we may suspend or terminate our services, fully or partially, and all owed fees for services provided up to that point, shall become immediately due and payable.
- Use of the Platform by you or by any user invited by you, shall be subject to Memeni's Terms of Use located at <http://about.memeni.com/terms>, as may be amended from time to time ("Terms of Use"). By signing this order, you hereby agree to all the terms and conditions of the Terms of Use. This order and Terms of Use constitute the entire agreement between us, superseding any terms (including, but not limited to, any other purchase order terms).

If the terms as described above are acceptable, please date and sign this letter where indicated below and return it to us. Your signature will confirm that you have agreed to all such terms. We look forward to working with you.

Name: Adam Fogel **Email:** adam@memeni.com **Phone:** 949-274-1840 (Alec Jaffe)

AGREED.

Client

Memeni Technologies Ltd.

Santa Ana College _____

By: Peter J. Hardash

By: _____

Title: Vice Chancellor,
Business Operations/Fiscal Services

Title: _____

Date: _____

Date: _____

Terms of Use

Welcome and thank you for your interest in the website and services operated by Memeni Technologies Ltd. ("**Memeni**"). Memeni allows Users, as the term is defined below, to create, explore, join, and participate in collaborative groups through its website located at memeni.com (the "**Site**") and related services (the Site and related services, together with any other products, features and services provided by Memeni, are collectively referred to as the "**Service**").

These Terms of Use, including the [Privacy Policy](#) which is incorporated herein by reference and any other rules and guidelines that Memeni may post or otherwise communicate to you from time to time ("**Guidelines**") (the Terms of Use, Privacy Policy and Guidelines, collectively, "**Terms**"), form a legally binding contract between Memeni and you ("**User**" or "**You**") and sets forth the terms and conditions for your use of the Service. By accessing, using, or availing yourself of the Service in any manner, you agree that you have read, understood and agree to be bound by these Terms. If you do not agree to these Terms, including the Privacy Policy, you may not use or access the Site or any aspect of the Service.

1. Eligibility

THE SERVICE IS NOT AVAILABLE TO ANY PERSONS UNDER THE AGE OF 18 OR TO ANY USERS PREVIOUSLY SUSPENDED OR REMOVED FROM THE SERVICE BY MEMENI. You represent and warrant that you are at least 18 years old, of legal age in your jurisdiction to form a binding contract, have not previously been suspended or removed from the Service by Memeni, and that all registration information you submit is accurate and truthful. If you are using the Service on behalf of an entity, organization, or company, you represent and warrant that you have the authority to bind such entity or organization to these Terms and you agree to be bound by these Terms on behalf of such entity or organization. If you are agreeing to be bound on behalf of an organization or other entity "you" as used herein means such organization or entity and each end user thereof, including you as an individual. Memeni reserves the right to request proof of eligibility, and your account may be suspended or terminated if satisfactory proof of eligibility is not provided. Memeni may, in its sole discretion, refuse to offer the Service to any person or entity and change its eligibility criteria at any time.

2. Registration; Accounts

Certain features of the Service may require you to register an account on the Service. Accounts may not be shared between Users and you may never use another person's or entity's account without appropriate authorization. You represent and warrant that all information provided in creating your account (including all information provided through your linked Facebook account, as applicable, or other third party Linked Accounts, as defined below) is accurate and complete. You agree that you are solely responsible for any and all activity that occurs on or in connection with your account, and you agree to keep your account password secure and not share it with any third party. In any event of breach of security or unauthorized use of your account, you are required to immediately notify Memeni, and promptly provide any information required by Memeni and anyone on its behalf. You will be liable for any and all use made out of your account or password and for any damages or loss occurred to Memeni or others as a result of such use, whether authorized or unauthorized. Memeni shall not be liable for any loss or damage that may occur as a result of unauthorized use of your account.

You acknowledge, consent and agree that Memeni may access, preserve and disclose your account information and User Content (as defined below) if required to do so by law or in a good faith belief that such access, preservation or disclosure is reasonably necessary to (a) comply with legal process; (b) enforce the Terms; (c) respond to a claim that any User Content violates the rights of third parties; (d) to respond to your requests for customer service; or (e) protect the rights, business interests, property or personal safety of Memeni, its Users and the public. You additionally acknowledge and agree that Memeni may make available certain features that allow you to provide to Memeni contact information from your addressbook or contacts manager, and that Memeni may use such information in accordance with its Privacy Policy. To learn more about our policies with respect to the collection, use and disclosure of information, please review our [Privacy Policy](#)

3. Communities and Projects

- A. Communities. Memeni makes it possible for different Users to come together and collaborate. To facilitate this collaboration, Memeni offers Users the ability to participate in different groups, which are often organized by their businesses, community groups, or people sharing similar interests. Memeni refers to these groups as its "**Communities**" and the Users (or organizations acting through Users) that create the Communities the Community's "**Sponsors**". A Sponsor can be a business, a not-for-profit organization, a social club, or any other entity and individual Users may serve as Sponsors as well. Certain Sponsors may create what Memeni refers to as "**Sponsored Communities**" where members of the same business or organization may work collaboratively. Sponsored Communities may have restrictions on access, and you may need permission from the Sponsor of a Sponsored Community before joining it.

You agree to comply with all additional guidelines and terms and conditions that a Sponsor may publish in relation to your access to and participation in a particular Community (the "**Additional Terms**"). For avoidance of doubt, Memeni has no obligation to edit or review any Additional Terms and is and will not be in any way responsible for such Additional Terms, or liable for such Additional Terms or for any action arising in connection with the implementation of Additional Terms.

- B. Projects. Memeni makes available certain features that allow Users ("**Project Owners**") to create and promote projects and ideas (each a "**Project**"), and to solicit crowd-sourced contributions from other Users (each a "**Contributor**") to achieve the Project's goals, which can include Community fundraising, engaging in question-and-answer exchanges, receiving feedback on ideas, and soliciting ideas from other Users, among other Projects. Memeni is not directly involved with any Project or Project Owner, and is merely an information provider and platform to facilitate involvement by Users in supporting causes. Memeni does not endorse, is not affiliated with, and makes no representation or warranty with respect to any Project or Project Owner. Memeni reserves the right to reject, cancel, interrupt, remove, or suspend a Project at any time and for any reason
- i. Projects, Generally. Memeni allows you and other Users to create a variety of Projects, including crowd-funding Projects (discussed below in Section 3.B.ii), solicitations for ideas (discussed in greater detail in Section 4), feedback sessions, and similar avenues for Users in a particular Community to advance the Community and each other's goals. Each contribution to a Project is final, except as set forth herein. Contributors may cancel their contributions to any Project at any time that is no less than 24 hours prior to the published date of release of funds for such Project or the pre-established conclusion of the Project, as the case may be. Notwithstanding the foregoing, Memeni, in its sole discretion and for any reason, may reject, cancel, or reverse any and all contributions to a Project at any time prior to Memeni's release of such contributions to the Project Owner.
- ii. Projects Involving Funding.
- a. Project Funding. All funds contributed by Contributors are collected in favor of Project Owners by Memeni's Payment Processors (as defined below), which shall be responsible for collecting and holding all contributions that have been made to a Project and for transferring such monies to the Project Owner. Each Project shall be subject to minimum terms and conditions as propagated by Memeni and Payment Processors from time to time, and may include additional terms and conditions for fundraising, such as a minimum total fundraising goal. Contributions made by Contributors may be held from release to the Project Owners until all such requirements are fulfilled. Memeni, in its sole discretion, shall decide whether all fundraising requirements and goals have been fulfilled, and may withhold the release of funds to Project Owner in its

discretion. Memeni shall have no obligation to release to Project Owner any contributions pledged prior to such event. Project Owner agrees and acknowledges that, until such time as Memeni authorizes the release of contributed funds to the Project Owner, Project Owner has no legal or equitable claim, right or interest in or to any such contributed funds.

- b. Contributions. Each contribution to a Project is non-refundable, except as set forth herein. In the event a Project fails to meet fundraising requirements, or other requirements set out by Memeni or the Project, Memeni shall instruct the applicable Payment Processor (as defined below) to refund the contributions made by each Contributor to such Project less any applicable Fees charged by Memeni or owed to the Payment Processor. Contributors may cancel their contribution at any time that is no less than 24 hours prior to the published end of the funding period for such Project. Notwithstanding the foregoing, Memeni, in its sole discretion and for any reason, may reject, cancel, reverse, or refund any and all contributions to a Project at any time prior to the release of funds to the Project Owner. Memeni is a for-profit organization and makes no representation as to the tax or charitable status of any Project or Project Owner, and you agree that a Contribution made on or through the Service may be ineligible for any preferential tax treatment or charitable deductions. ALL PAYMENT TRANSACTIONS, TAX RECEIPTS (IF ANY) AND OTHER ASSOCIATED DOCUMENTATION AND OTHER ASPECTS OF YOUR CONTRIBUTION ARE HANDLED DIRECTLY BY THIRD PARTIES (SUCH AS THE PROJECT OWNER OR THE PAYMENT PROCESSOR), AND NOT BY MEMENI.
- C. Ratings and Feedback. Memeni may allow the rating of Contributors or Project Owners using the Service, taking into account factors such as feedback provided by other Users and information about prior Projects. Memeni may, at its sole discretion, amend the criteria and mechanism for rating Contributors or Project Owners from time to time. Notwithstanding the foregoing, Memeni is not and shall not be responsible for the accuracy, safety or authentication of such rating, and you hereby waive any legal or equitable rights or remedies you may have against Memeni with respect thereto.
- D. Rewards. From time to time, a Project Owner may offer to each Contributor to a Project, or Contributors meeting certain requirements, a non-monetary incentive or reward in appreciation of the Contributor's contribution (a "**Reward**"). Rewards earned by a Contributor are non-transferable and not for resale. Memeni may, in its sole discretion and at any time, limit or restrict the amount and type of Rewards offered in connection with a Project, or may suspend or terminate the offering or receipt of any Reward in connection with any Project, for any reason and without liability to the Project Owner, Contributor or any other third party.

Rewards offered by a Project Owner must be in accordance with these Terms and any specific Guidelines published by Memeni, including without limitation the Memeni Rewards Policy. Without limiting the foregoing, the following items or conditions cannot be offered as a Reward:

- Alcohol;
- Contest Entries (such as entry fees, prize money, etc.);
- Drugs, drug-like substances, drug paraphernalia, or tobacco;
- Electronic surveillance equipment;
- Financial incentives (ownership interests, shares in profits, repayment of loans, etc.);
- Firearms, weapons, or knives;
- Investment rights, shares of a company, shares in profits, equity or security rights, or loan repayment or forgiveness;
- Multilevel marketing and pyramid programs;

- Pornographic or sexually explicit material;
- Prescription or illegal drugs
- Raffle, lottery, or sweepstakes entries or prizes;
- Real estate property;
- Rewards not directly produced by the Project or the Project Owner (for example, no offering things from the garage, repackaged existing products, weekends at a resort, etc.);
- Tax deductions or credits.

ALL REWARDS ARE OFFERED BY THE PROJECT OWNER DIRECTLY TO A CONTRIBUTOR, AND MEMENI MAKES NO REPRESENTATION, WARRANTY, CONDITION OR PROMISE AS TO ANY REWARDS, INCLUDING WITHOUT LIMITATION AS TO THE QUALITY, AVAILABILITY, OR TITLE OF ANY REWARD. If you are a Contributor, you agree and acknowledge that the Project Owner is the sole offeror of the Reward and is fully responsible for all goods and services it provides to you and for any and all injuries, illnesses, damages, claims, liabilities and costs it may cause you to suffer, directly or indirectly, in full or in part, arising out of or related to whether related to the use of a Reward or not. You waive and release Memeni and its subsidiaries, affiliates, partners, officers, directors, employees and agents from any such liabilities arising from or related to any act or omission of a Project Owner in connection with any use of or failure to deliver a Reward, or any goods or services provided in connection therewith. Any and all disputes or disagreements arising out of or related to any Reward shall be solely between the Project Owner and the Contributor.

E. Disputes between Users. Memeni shall not be obligated to become involved in disputes between any Users, or between Users and any third party (including without limitation any Payment Processor) arising in connection with the use of the Service or the Site, including without limitation as to any delivery or promise of delivery of goods and services by a Project Owner, any Submissions (as defined below), and any other terms, conditions, warranties, or representations made by a User with respect to a Project. Memeni shall not be liable whatsoever for your interactions with any Project Owner or any other User of the Service, including but not limited to organizations and/or individuals found on or through the service. Memeni does not oversee the performance or punctuality of Projects. It is solely your choice to contribute to a Project. Memeni makes no guarantee regarding a Project's success or the number or amount of contributions. Memeni is not and shall not be responsible for any damage or loss incurred as a result of any such dealings, including without limitation to a User's involvement in any fraud or scam activity.

F. Release and Waiver. YOU HEREBY RELEASE MEMENI, ITS DIRECTORS, SHAREHOLDERS, OFFICERS, EMPLOYEES, PAYMENT PROCESSORS, AGENTS AND SUCCESSORS IN RIGHTS FROM ANY AND ALL CLAIMS, LIABILITIES AND DEMANDS OF EVERY KIND, KNOWN OR UNKNOWN, SUSPECTED OR UNSUSPECTED, DISCLOSED OR UNDISCLOSED, ARISING OUT OF OR IN ANY WAY RELATED TO SUCH DISPUTES OR ARISING FROM YOUR USE OF THE SERVICE. If applicable, you hereby waive the provisions of California Civil Code Section 1542, which states: "A GENERAL RELEASE DOES NOT EXTEND TO CLAIMS WHICH THE CREDITOR DOES NOT KNOW OR SUSPECT TO EXIST IN HIS OR HER FAVOR AT THE TIME OF EXECUTING THE RELEASE, WHICH IF KNOWN BY HIM OR HER MUST HAVE MATERIALLY AFFECTED HIS OR HER SETTLEMENT WITH THE DEBTOR."

4. Challenges and Submissions

A. Challenges. Memeni may make available features allowing Users ("**Challenge Creator**") to create Projects that involve the use of a forum allowing for submission by other Users of ideas, content and materials ("**Submissions**"), including in response to a specific challenge or contest created by a Challenge Creator. You agree to comply with all Additional Terms that Memeni or a Challenge Creator may publish in relation to a challenge on the Service, including any Additional Terms relating to "Prizes" that Memeni or a Challenge Creator may offer to participants in a Challenge.

For avoidance of doubt, Memeni has no obligation to edit or review any Additional Terms and is and will not be in any way responsible to, or liable for such Additional Terms or for any action related to any use by

the Challenge Creator of the features made available to it by Memeni. In any event of conflict or inconsistency between any Additional Terms and these Terms, these Terms shall prevail.

Any User who wishes to become a Challenge Creator shall (i) comply with these Terms; (ii) ensure that the Users participating in the challenge will not violate the Terms (including with respect to public offerings); (iii) ensure and represent and warrant that the Additional Terms comply in all material respects with these Terms; and (iv) comply with any financial aspects of the challenge Memeni may specify from time to time (including specifically the mechanism according to which the funds will be transferred from the Challenge Creator to the Users).

- B. Rights in Submissions. When you post Submissions on or through the Service, you are making it possible for others to see your ideas and creations. You retain ownership of your rights in and to Submissions made to the Service. Put simply, you own the Submissions you make to the Service, and Memeni does not. However, Memeni needs certain licenses in order to perform and market the Service on your behalf and on the behalf itself and its other Users. By posting Submissions on or to the Service, you grant to Memeni and any other User of the Service a non-exclusive, fully paid-up, royalty-free, perpetual, irrevocable, sublicensable, transferable, worldwide license to use, reproduce, distribute, modify, adapt, publicly display, publicly perform, and otherwise exploit your User Content, and make, have made, import, offer for sale, and sell any products and services incorporating or based upon your Submissions. Notwithstanding the foregoing, if you are a User posting Submissions in connection with a Sponsored Community, your ownership rights in and to your Submissions may be subject to any existing agreement between you and the Community's Sponsor (such as employment agreements).

5. Fees and Payments

- A. Fees. You agree to pay to Memeni all applicable fees for the Service, including, but not limited to, any transaction fees charged by Memeni in connection with access to or use of any features of the Service and any fees or charges levied by any payment processing service utilized by Memeni (the "**Fees**"). All Fees are exclusive of applicable taxes (e.g. sales, use, or value-added tax), unless otherwise stated, and you are solely responsible for the payment of any such taxes that may be imposed on your use of the Service or any part thereof. Memeni reserves the right to offer alternative and/or additional components of the Service to certain users, including administrators of Sponsored Communities, that may not be offered to general Users. You acknowledge that Memeni may charge a fee for the use of any Services, including on an automatically renewing basis, provided that Memeni notifies you of any such fee before you incur it. Subject to the foregoing, you agree to pay any fees incurred by you. In the event that you have elected to receive additional components of the Service for a fee, and you fail to pay such fee within thirty (30) days, then in addition to all other remedies available to Memeni, Memeni may immediately cease providing any such additional component of the Service.
- B. Changes in Fees. Memeni may from time to time, and in its sole discretion, change, increase, decrease or eliminate the Fees charged on the Service, or any part thereof. Memeni may also institute new charges or fees, or charge a Fee for the Service or any part thereof where a fee was not previously charged. If you do not agree to any such Fee changes, then you must cancel your account and stop using the Service. Your continued use of the Service after the effective date of any such change shall constitute your acceptance of such change.
- C. Payment Processor. Memeni may now or in the future permit you to make or receive a Contribution and/or to pay certain Fees by way of Memeni's selected payment processors, such as using the WePay service or a credit card (each a "**Payment Processor**"). When you sign up for an account on the Service or otherwise try to access certain features, you may be required to have a current and valid account with a Payment Processor. To the extent Memeni permits use of a Payment Processor, you hereby authorize Memeni (either directly or through a third party payment processor) to

charge all Contributions and Fees to the payment account or credit card you provide during registration or otherwise on the Site or Service. If you are using the Service on behalf of a company, by using a corporate credit card or billing account, you affirm that you are authorized to use such payment instrument for such purposes. You agree to provide Memeni updated information regarding your account with the Payment Processor upon Memeni's request and any time the information earlier provided is no longer valid. Memeni may seek pre-authorization of a credit card account prior to a purchase to verify the credit card is valid and/or has the necessary funds or credit available to cover your Contribution or Fees. These pre-authorizations will reduce your available balance by the authorization amount until it is released or reconciled with the actual charge. Please contact the applicable Payment Processor directly if you have additional questions regarding when an authorization amount will be removed from your statement.

- D. No Refund of Fees. Except as expressly provided in these Terms, all Fees relating to the Service, including any Fees charged by Memeni, are final and nonrefundable. In the event that a user is removed from the Service for violating these Terms, all fees paid will be non-refundable, unless Memeni determines, at its sole discretion, that a refund is appropriate. If you believe you have been incorrectly charged, you must notify Memeni of such disputed charges within the time provided for in your payment processor agreement, or you waive your right to dispute those charges. Memeni may require you to describe the dispute in writing. Any written communications concerning disputed amounts owed must be delivered to Memeni in accordance with the notice procedures prescribed in these Terms.

6. Memeni Materials

The Service is owned and operated by Memeni. The visual interfaces, graphics, design, compilation, information, computer code (including source code or object code), products, software, services, and all other elements of the Service provided by Memeni (the "**Materials**") are protected by all relevant intellectual property and proprietary rights and applicable laws. Except for any User Content, all Materials contained in the Service are the property of Memeni or our third-party licensors. Except as expressly authorized by Memeni you may not make use of the Materials. Memeni reserves all rights to the Materials not expressly granted in these Terms.

7. User Content

- A. General. The Service may currently or in the future allow you and other users to submit, post, and share Submissions or any other content such as text, photos, audiovisual content, and other media content ("**User Content**"). You retain all your rights in User Content, but if you choose to provide any User Content to Memeni, we require a license to such User Content. We are under no obligation to edit or control User Content that you and other Users post or publish, and will not be in any way responsible or liable for User Content. However, Memeni may at any time and without prior notice, remove any User Content that in our sole judgment violates these Terms or is otherwise objectionable.
- B. Access and Responsibility. While Memeni may now or in the future provide certain tools to aid you in controlling access by others to your User Content, Memeni cannot guarantee any anonymity or confidentiality with respect to any User Content, and strongly recommends that you think carefully and use good judgment about what you submit to the Service. You understand that all User Content is the sole responsibility of the person who generated such User Content. This means that you, and not Memeni, are entirely responsible for User Content that you access or make available through the Service.
- C. Community Administration. Each Community on Memeni may have one or more individuals who are responsible for reviewing the use of, and monitoring the content posted to, that Community (each such person, the "**Community Administrator**"). Community Administrators may set policies, guidelines, and procedures relating to their Community ("**Community Rules**"). Where these Community Rules conflict with these Terms, these Terms shall control. Not every Community has a Community Administrator; where there is no Community Administrator for a particular Community, each user in that Community is responsible for conducting him or herself in accordance with

these Terms. You agree that you will follow your particular Communities' Community Rules concerning the Content they post to the Service. You may delete your own User Content from a Community, subject to certain limitations (e.g., Projects that have achieved their funding goals cannot be removed or deleted), so long as you are a Member of that Community. Community Administrators may delete the User Content within their Community, subject to these Terms.

- D. License Grant to Memeni. By posting User Content to Memeni you grant Memeni and its affiliates, sublicensees, partners, designees, and assignees of the Service (collectively, the "**Memeni Licensees**") a non-exclusive, fully paid-up, royalty-free, perpetual, irrevocable, sublicenseable, transferable, worldwide license to use, reproduce, distribute, modify, adapt, publicly display, publicly perform, and otherwise exploit your User Content and your trademarks, service marks, or other indicia, and any derivatives of the foregoing, in connection with the Service and Memeni's (and its successors') business, including, without limitation, for marketing, promoting, and redistributing part or all of the Service (and derivative works thereof), in any media formats and through any media channels now known or hereafter discovered or developed.
- E. Limited License Grant to Other Users. By posting and sharing User Content to the Service or with another User of the Service, you hereby grant all Users a non-exclusive license to access and use such User Content as permitted by these Terms and the functionality of the Service.
- F. Representations and Warranties. You are solely responsible for your own User Content and the consequences of posting or publishing it. In connection with User Content, you affirm, represent, and warrant that: (i) you own, or have the necessary licenses, rights, consents, and permissions to use and authorize Memeni to use all patent, trademark, copyright, or other proprietary rights in and to any and all User Content, to enable the use of User Content in the manner contemplated by these Terms, and to grant the rights and license set forth herein, and (ii) your User Content, Memeni's or any Memeni Licensee's use of such User Content pursuant to these Terms, and Memeni's or any Memeni Licensee's exercise of the license rights set forth above, do not and will not: (a) infringe, violate, or misappropriate any third-party right, including any copyright, trademark, patent, trade secret, moral right, or any other intellectual property or proprietary right; (b) slander, defame, libel, or invade the right of privacy, publicity of any other person; (c) violate any applicable law or regulation, or constitute any false or misleading advertising or unfair business practice; or (d) require obtaining a license from or paying royalties to any third party for the exercise of any rights granted in these Terms.
- G. Content Disclaimer. YOU UNDERSTAND THAT WHEN USING THE SERVICE, YOU WILL BE EXPOSED TO USER CONTENT AND THIRD PARTY CONTENT FROM A VARIETY OF SOURCES, AND THAT MEMENI IS NOT RESPONSIBLE FOR THE ACCURACY, INTEGRITY, QUALITY, LEGALITY, USEFULNESS, SAFETY, OR INTELLECTUAL PROPERTY RIGHTS OF OR RELATING TO SUCH USER CONTENT OR THIRD PARTY CONTENT. YOU FURTHER UNDERSTAND AND ACKNOWLEDGE THAT YOU MAY BE EXPOSED TO USER CONTENT AND THIRD PARTY CONTENT THAT IS INACCURATE, OFFENSIVE, INDECENT, OR OBJECTIONABLE, AND YOU AGREE TO WAIVE, AND HEREBY DO WAIVE, ANY LEGAL OR EQUITABLE RIGHTS OR REMEDIES YOU HAVE OR MAY HAVE AGAINST MEMENI WITH RESPECT THERETO. MEMENI DOES NOT ENDORSE ANY USER CONTENT OR THIRD PARTY CONTENT, OR ANY OPINION, RECOMMENDATION, OR ADVICE EXPRESSED THEREIN. UNDER NO CIRCUMSTANCES WILL MEMENI BE LIABLE IN ANY WAY FOR OR IN CONNECTION WITH ANY USER CONTENT OR THIRD PARTY CONTENT.

8. Prohibited Conduct

You agree not to, and not to permit anyone else using your account to, use the Service or any aspect or feature thereof for any unlawful purpose or in any way that might harm, damage, or disparage any other party. Without limiting the proceeding sentence, you agree that you will not, do or attempt to:

- A. Reproduce, duplicate, copy, sell, trade, resell, distribute or exploit, any part of the Service, use of the Service, access to the Service, or content obtained through the Service (including without limitation Materials, Third Party Content, and User Content), for any purpose other than for your personal, noncommercial purposes;
- B. Access or use the Service for any commercial or business purpose, including without limitation for comparative or competitive research purposes;
- C. Remove, circumvent, disable, damage or otherwise interfere with any security-related features of the Service, or features that enforce limitations on the use of the Service or any content therein;
- D. Use any manual or automated means to extract and/or compile content from the Service for any commercial purpose or otherwise;
- E. Threaten, harass, abuse, slander, defame or otherwise violate the legal rights (such as rights of privacy and publicity) of others;
- F. Publish, distribute or disseminate any inappropriate, profane, vulgar, defamatory, infringing, obscene, tortious, indecent, unlawful, offensive, immoral or otherwise objectionable material or information;
- G. Create a false identity or impersonate another for the purpose of misleading others as to the identity of the sender or the origin of a message;
- H. Transmit or upload any material that contains viruses, Trojan horses, worms, time bombs, cancelbots, or any other harmful or deleterious software programs;
- I. Interfere with or disrupt the Service, networks or servers connected to the Service, or violate the regulations, policies or procedures of such networks or servers;
- J. Undertake, cause, permit or authorize the modification, creation of derivative works, translation, reverse engineering, decompiling, disassembling or hacking of all or part of the Service, Materials, or User Content, or any other part thereof, except and solely to the extent permitted by law, or otherwise attempt to use or access any of the Service other than as intended;
- K. Upload or otherwise transmit any information or content that infringes any patent, trademark, trade secret, copyright or other proprietary rights of any party, including by incorporating any such material in your User Content;
- L. Upload, post or otherwise transmit any unsolicited or unauthorized advertising, promotional materials, "junk mail," "spam," "chain letters," "pyramid schemes," or any other form of solicitation (commercial or otherwise);
- M. Use the Service in any manner whatsoever that could lead to a violation of any federal, state or local laws, rules or regulations;
- N. Use or launch any automated system, including without limitation any "robots," "spiders," or "offline readers" that access the Service in a manner that sends more request messages to Memeni's servers in a given period of time than a human can reasonably produce in the same period by using a conventional on-line web browser; or
- O. Collect or harvest any personally identifiable information, including account names or e-mail addresses, from the Service, or use the communication systems provided by the Service for any commercial solicitation purposes not authorized by Memeni.

9. Digital Millennium Copyright Act

Memeni respects the rights of copyright owners and expects its users to do the same. Therefore, as required by the Terms, infringing content may not be submitted to the Service or used, in whole or in part, in any User Content. If you are a copyright owner or an agent thereof, and you believe any content submitted to and hosted on the Service infringes your copyrights, then you may submit a notification pursuant to the Digital Millennium Copyright Act ("**DMCA**") by providing Memeni's Designated Copyright Agent with the following information in writing:

- i. a physical or electronic signature of a person authorized to act on behalf of the owner of an exclusive right that is allegedly infringed;

- ii. identification of the copyrighted work claimed to have been infringed, or, if multiple copyrighted works on the Service are covered by a single notification, a representative list of such works on the Service;
 - iii. identification of the material that is claimed to be infringing or to be the subject of infringing activity and that is to be removed or access to which is to be disabled, and information reasonably sufficient to permit Memeni to locate the material;
 - iv. information reasonably sufficient to permit Memeni to contact the complaining party, such as an address, telephone number, and, if available, an electronic mail address at which the complaining party may be contacted;
 - v. a statement that the complaining party has a good faith belief that use of the material in the manner complained of is not authorized by the copyright owner, its agent, or the law; and
 - vi. a statement that the information in the notification is accurate, and under penalty of perjury, that the complaining party is authorized to act on behalf of the owner of an exclusive right that is allegedly infringed.
- Following receipt of your communication, Memeni may ask you to provide further or supplemental information, prior to removing any User Content, as Memeni deems necessary to comply with the provisions of the DMCA. Memeni may also provide the User who uploaded the allegedly infringing content with your contact details, in order for that person to be able to contact you directly and communicate with you regarding your notification.

Please consult your legal counsel (or see 17 U.S.C. § 512) to confirm these requirements and your compliance therewith. It is Memeni's policy to respond to notices of alleged infringement that comply with the DMCA. In addition, Memeni will promptly terminate without notice the accounts of Users that are determined by Memeni to be "repeat infringers." If Memeni receives more than three takedown notices regarding a User's User Content, then that User will be considered a repeat infringer and their account will be terminated.

Memeni's Designated Copyright Agent for notices of claims of copyright infringement may be reached as follows: Attention: Copyright Agent, Memeni Technologies, Ltd., Beit Alfa 19, Tel Aviv, Israel, 972-3-624-8098 (Fax); OR by electronic mail at: copyright@memeni.com.

If you fail to comply with the above notice requirements, your notification may not be valid. Please note that under certain laws that may be applicable, any person who knowingly materially misrepresents that material is infringing or was removed or disabled by mistake or misidentification may be subject to liability.

10. Third Party Sites; Linked Accounts

The Service may contain links to other websites or resources on the Internet, and other websites or resources may contain links to the Site. Those other websites are not under Memeni's control, and you acknowledge that Memeni is not liable for the content, functions, accuracy, legality, appropriateness, or any other aspect of those other websites or resources and that Memeni will not and cannot censor or edit any content of any third-party website. Memeni provides such information and links as a convenience to you and should not be considered endorsements or recommendations of such sites or any content, products or information offered on such sites. In addition, you acknowledge that when you access such third-party websites, you do so at your own risk and you hereby expressly release Memeni and its licensors from any and all liability arising from your use of any third-party website. The inclusion on another website of any link to the Site does not imply endorsement by or affiliation with Memeni. You further acknowledge and agree that Memeni shall not be liable for any damage related to the use of any content, goods, or services available through any third-party website or resource.

Memeni may, now or in the future, allow you to link your account(s) on the Service to your accounts on third party services, such as social networking sites ("**Linked Accounts**"). If you link your account on the Service to a Linked Account, you are authorizing Memeni to store and use your access credentials to access your Linked Account on your behalf as your agent to integrate your experience with the Service with content, information, and features available through such Linked Account. This may include importing the contacts, preferences, interests or "likes" of the Linked

Account, and/or pushing updates regarding your use of the Service out to your Linked Accounts. Linking, accessing or using a third party service through the Service in this manner may be subject to additional terms established by the applicable third party, and it is your sole responsibility to comply with such third party terms.

11. International Use

The Service uses servers located in the United States. Memeni makes no representation that the Service is appropriate or available in locations outside the United States. Those who choose to access the Service from other locations are responsible for compliance with applicable laws. International users must comply with all local rules regarding online conduct and acceptable content, including laws regulating the export of data from the United States or your country of residence.

12. Termination

If you violate these Terms, your permission to use the Service will automatically terminate. Additionally, Memeni, in its sole discretion, may terminate your account on the Service or suspend or terminate your access to the Service at any time, with or without notice. We also reserve the right to modify, suspend or discontinue the Service at any time without notice to you. Memeni will have no liability whatsoever on account of any change to the Service or any suspension or termination of your access to or use of the Service, including without limit to refund any amounts paid by or collected on behalf of you or any other User. You may terminate your account at any time by following the instructions on the Site or by contacting customer service at support@memeni.com. If you terminate your account, you will remain obligated to pay all outstanding fees, if any, relating to your use of the Service incurred prior to termination. Sections 4 – 19 of the Terms will survive any termination of the Terms.

13. Indemnity

You agree that you will be personally responsible for your use of the Service, and you agree to defend, indemnify and hold harmless Memeni and its officers, directors, employees, consultants, affiliates, suppliers, subsidiaries and agents (collectively, the "**Memeni Entities**") from and against any and all claims, liabilities, damages, losses and expenses, including reasonable attorneys' and accounting fees and costs, arising out of or in any way connected with (i) your access to, use of or alleged use of the Service; (ii) your violation of the Terms or any representation, warranty, or agreements referenced herein, or any applicable law or regulation; (iii) your violation of any third party right, including without limitation any intellectual property right, publicity, confidentiality, property or privacy right; or (iv) any disputes or issues between you and any third party. We reserve the right, at our own expense, to assume the exclusive defense and control of any matter otherwise subject to indemnification by you, and in such case, you agree to cooperate with our defense of such claim.

14. Disclaimers; No Warranties.

THE SERVICE IS PROVIDED "AS IS" AND ON AN "AS AVAILABLE" BASIS, WITHOUT WARRANTY OR CONDITION OF ANY KIND, EITHER EXPRESS OR IMPLIED. THE MEMENI ENTITIES SPECIFICALLY (BUT WITHOUT LIMITATION) DISCLAIM (i) ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, QUIET ENJOYMENT OR NON-INFRINGEMENT; AND (ii) ANY WARRANTIES ARISING OUT OF COURSE-OF-DEALING, USAGE, OR TRADE. YOU ASSUME ALL RISK FOR ALL DAMAGES THAT MAY RESULT FROM YOUR USE OF OR ACCESS TO THE SERVICE.

15. Limitation of Liability

IN NO EVENT WILL THE MEMENI ENTITIES BE LIABLE TO YOU OR ANYONE ON YOUR BEHALF FOR ANY LOST PROFITS, DATA OR REVENUE, OR ANY COST OF PROCUREMENT OF SUBSTITUTE GOODS OR SERVICES, OR ANY INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL OR PUNITIVE DAMAGES, WHETHER BASED ON WARRANTY, CONTRACT, TORT (INCLUDING NEGLIGENCE), STATUTE OR ANY OTHER LEGAL THEORY, WHETHER OR NOT THE MEMENI ENTITIES HAVE BEEN INFORMED OF THE POSSIBILITY OF SUCH DAMAGE AND WHETHER OR NOT ANY LIMITED REMEDY FAILS IN ITS ESSENTIAL PURPOSE.

YOU AGREE THAT THE AGGREGATE LIABILITY OF THE MEMENI ENTITIES TO YOU OR ANYONE ON YOUR BEHALF FOR ANY AND ALL CLAIMS ARISING FROM OR RELATED TO THE USE OF THE SERVICE IS LIMITED TO THE GREATER OF (i) THE AMOUNT ACTUALLY PAID BY YOU TO MEMENI IN THE TWELVE (12) MONTHS IMMEDIATELY PRECEDING THE CLAIM OR (ii) \$100.

APPLICABLE LAW MAY NOT ALLOW FOR THE LIMITATION OR EXCLUSION OF LIABILITY OR INCIDENTAL OR CONSEQUENTIAL DAMAGES, SO THE ABOVE LIMITATION OR EXCLUSION MAY NOT APPLY TO YOU. IN SUCH CASES, YOU AGREE THAT BECAUSE SUCH WARRANTY DISCLAIMERS AND LIMITATIONS OF LIABILITY REFLECT A REASONABLE AND FAIR ALLOCATION OF RISK BETWEEN YOU AND MEMENI, AND ARE FUNDAMENTAL ELEMENTS OF THE BASIS OF THE BARGAIN BETWEEN YOU AND

MEMENI, MEMENI'S LIABILITY WILL BE LIMITED TO THE MAXIMUM EXTENT PERMITTED BY LAW. YOU UNDERSTAND AND AGREE THAT MEMENI WOULD NOT BE ABLE TO OFFER THE SERVICE TO YOU ON AN ECONOMICALLY FEASIBLE BASIS WITHOUT THESE LIMITATIONS.

16. Electronic Delivery, Notice Policy, and Your Consent

By using the Services and by providing us with your email address you consent to our using your email address to send you Service-related notices, including any notices required by law or pursuant to these Terms, in lieu of communication by post mail. We may also send you other notices, including without limitation, agreements or other information in connection with the Services (collectively, "**Contract Notices**"). Memeni may provide the electronic Contract Notices by posting them on the Site. If you desire to withdraw your consent to receive Contract Notices electronically, you must notify Memeni of your willing to end the receipt of such Contract Notices.

17. Modification of the Terms

Memeni reserves the right to update or modify the Terms on a going forward basis at any time, with or without prior notice, and such changes will be effective in accordance with the following. In the case of material changes to the Terms, Memeni will make reasonable efforts to notify you of the change, such as through sending an email to any address you may have used to register for an account, through a pop-up window on the Service, or other similar mechanism. The modifications to the Terms will be effective upon the earlier of (i) your first use of the Service with actual notice of such change, or (ii) 30 days from posting of such change. Your use of the Service following the date that any such change becomes effective constitutes your agreement to be bound by the modified Terms. If you do not agree to the modified Terms, your sole and exclusive remedy is to terminate your account you may not use the Service. Notwithstanding the generality of the foregoing, disputes arising under these Terms will be resolved in accordance with the version of the Terms in place at the time the dispute arose. These Terms will identify the date of last update, and we encourage you to review them periodically to stay informed of the latest modifications.

18. Dispute Resolution

Generally. In the interest of resolving disputes between you and Memeni in the most expedient and cost effective manner, you and Memeni agree that any and all disputes arising in connection with these Terms shall be resolved by binding arbitration. Arbitration is more informal than a lawsuit in court. Arbitration uses a neutral arbitrator instead of a judge or jury, may allow for more limited discovery than in court, and can be subject to very limited review by courts. Arbitrators can award the same damages and relief that a court can award. Our agreement to arbitrate disputes includes, but is not limited to, all claims arising out of or relating to any aspect of these Terms, whether based in contract, tort, statute, fraud, misrepresentation or any other legal theory, and regardless of whether the claims arise during or after the termination of these Terms. YOU UNDERSTAND AND AGREE THAT, TO THE FULLEST EXTENT PERMITTED BY APPLICABLE LAW, BY ENTERING INTO THESE TERMS, YOU AND MEMENI ARE EACH WAIVING THE RIGHT TO A TRIAL BY JURY (TO THE EXTENT APPLICABLE) OR TO PARTICIPATE IN A CLASS ACTION.

- A. **Exceptions.** Notwithstanding subsection 18.A, you and Memeni both agree that nothing herein shall be deemed to waive, preclude, or otherwise limit either of our right to (i) bring an individual action in small claims court, (ii) pursue enforcement actions through applicable federal, state, or local agencies where such actions are available, (iii) seek injunctive relief in a court of law, or (iv) to file suit in a court of law to address intellectual property infringement claims.
- B. **Arbitrator.** Any arbitration between you and Memeni will be governed by the Commercial Dispute Resolution Procedures and the Supplementary Procedures for Consumer Related Disputes (collectively, "**AAA Rules**") of the American Arbitration Association ("**AAA**"), as modified by these Terms, and will be administered by the AAA. The AAA Rules and filing forms are available online at www.adr.org, by calling the AAA at 1-800-778-7879, or by contacting Memeni.
- C. **Notice; Process.** A party who intends to seek arbitration must first send a written notice of the dispute to the other, by certified mail or Federal Express (signature required), or in the event that we do not have a physical address on file for you, by electronic mail ("**Notice**"). Memeni's address for Notice is: set forth at the end of these Terms. The Notice must (a) describe the nature and basis of the claim or dispute; and (b) set forth the specific relief sought ("**Demand**"). We agree to use good faith efforts to resolve the claim directly, but if we do not reach an agreement to do so within 30 days after the Notice is received, you or Memeni may commence an arbitration proceeding. During the arbitration, the amount of any settlement offer

made by you or Memeni shall not be disclosed to the arbitrator until after the arbitrator makes a final decision and award, if any; provided that if our dispute is finally resolved through arbitration in your favor, Memeni shall pay you the greater of (i) the amount awarded by the arbitrator, if any, and (ii) the greatest amount offered by Memeni in settlement of the dispute prior to the arbitrator's award.

- D. Fees. In the event that you commence arbitration in accordance with these Terms, Memeni will reimburse you for your payment of the filing fee, unless your claim is for greater than \$10,000, in which case the payment of any fees shall be decided by the AAA Rules. Any arbitration hearings will take place at a location to be agreed upon in Tel Aviv, Israel, provided that if the claim is for \$10,000 or less, you may choose whether the arbitration will be conducted solely on the basis of documents submitted to the arbitrator, through a non-appearance based telephonic hearing, or by an in-person hearing as established by the AAA Rules. If the arbitrator finds that either the substance of your claim or the relief sought in the Demand is frivolous or brought for an improper purpose (as measured by the standards set forth in Federal Rule of Civil Procedure 11(b)), then the payment of all fees will be governed by the AAA Rules. In such case, you agree to reimburse Memeni for all monies previously disbursed by it that are otherwise your obligation to pay under the AAA Rules. Regardless of the manner in which the arbitration is conducted, the arbitrator shall issue a reasoned written decision sufficient to explain the essential findings and conclusions on which the decision and award, if any, are based. The arbitrator may make rulings and resolve disputes as to the payment and reimbursement of fees or expenses at any time during the proceeding and upon request from either party made within 14 days of the arbitrator's ruling on the merits.
- E. No Class Actions. YOU AND MEMENI AGREE THAT TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW EACH OF US MAY BRING CLAIMS AGAINST THE OTHER ONLY IN EACH OF OUR INDIVIDUAL CAPACITIES AND NOT AS A PLAINTIFF OR CLASS MEMBER IN ANY PURPORTED CLASS OR REPRESENTATIVE PROCEEDING. Further, unless both you and Memeni agree otherwise, the arbitrator may not consolidate more than one person's claims, and may not otherwise preside over any form of a representative or class proceeding.
- F. Modifications. In the event that Memeni makes any future change to this arbitration provision (other than a change to the Memeni's address for Notice), you may reject any such change by sending us written notice within 30 days of the change to Memeni's address for Notice, in which case your account with Memeni shall be immediately terminated and this arbitration provision, as in effect immediately prior to the amendments you reject shall survive.
- G. Enforceability. If Subsection 18.F is found to be unenforceable or if the entirety of this Section 18 is found to be unenforceable, then the entirety of this Section 18 shall be null and void and, in such case, the parties agree that the exclusive jurisdiction and venue described in Section 19 shall govern any action arising out of or related to these Terms.

19. Miscellaneous

These Terms, the Privacy Policy, and other referenced material are the entire agreement between you and Memeni with respect to the Service, and supersede all prior or contemporaneous communications and proposals (whether oral, written or electronic) between you and Memeni with respect to the subject matter hereof. If any provision of the Terms is found to be unenforceable or invalid, that provision will be limited or eliminated to the minimum extent necessary so that the Terms will otherwise remain in full force and effect and enforceable. The failure of either party to exercise in any respect any right provided for herein shall not be deemed a waiver of any further rights hereunder. These Terms and other referenced material between you and Memeni shall be governed by and construed in accordance with the laws of Israel, regardless to its principles of conflict of laws. To the extent that any lawsuit or court proceeding is permitted hereunder, you and Memeni agree to submit to the personal and exclusive jurisdiction of the state and federal courts located in Tel Aviv, Israel, and you hereby waive any jurisdictional, venue, or inconvenient forum objections to such courts. These Terms, and any rights and licenses granted hereunder, may not be assigned or otherwise transferred by you to any third party, without Memeni's prior written consent. Memeni may assign, transfer, or delegate any of its rights and obligations hereunder without restriction or notification to you. No agency, partnership, joint venture, or employment relationship with Memeni is created as a result of the Terms and neither party has any authority of any kind to bind the other in any respect. You further acknowledge that by submitting User Content, no confidential, fiduciary, contractually implied, or other relationship is created

between you and Memeni other than pursuant to these Terms. All notices under the Terms will be in writing and will be deemed to have been duly given when received, if personally delivered or sent by certified or registered mail, return receipt requested; when receipt is electronically confirmed, if transmitted by facsimile or e-mail; or the day after it is sent, if sent for next day delivery by recognized overnight delivery service.

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
Santa Ana College – Human Services and Technology Division

To:	Board of Trustees	Date: December 7, 2015
Re:	Approval of Amendment #2 to CJA Agreement (MA-060-11010909) – County of Orange	
Action:	Request for Approval	

BACKGROUND

Presently the District has multiple agreements with the County of Orange to support contract training for the Orange County Sheriff’s Department. Santa Ana College has been engaged in this partnership for more than forty (40) years, and looks to continue the mutually beneficial relationship for many years to come. The five-year contract (MA-060-11010909) with the Orange County Sheriff’s Department took effect on January 1, 2011. We are currently in the fifth year of the agreement, which expires December 31, 2015. Both the District and the Orange County Sheriff have been engaged in contract renewal discussions, and the District has provided a new draft agreement to the Orange County Sheriff for review and comment. However, additional time is needed for both parties to complete the review and finalization of the agreement. The proposed amendment will extend the current agreement for two (2) months, from its termination date of December 31, 2015 to February 29, 2016, while the terms and conditions of a new long term agreement can be developed.

Also in the expiring agreement, Section D. SERVICES BY DISTRICT, Paragraph 9. Reimbursement for Clerical Support outlines the reimbursement of actual costs of one (1) Information Processing Technician and one (1) Facilities Maintenance Specialist I. Both Sheriff supported positions are assigned to the Criminal Justice Training Center in Tustin. In accordance with the current five-year contract that is being amended (MA-060-11010909), the Sheriff will be reimbursed for the actual two (2) month cost of the two positions during the term of the contract extension, approximately \$23,900.

ANALYSIS

This amendment to an existing agreement shall remain in effect for an additional two (2) month term (January 1, 2016- February 29, 2016), with both District and County agreeing to provide services in accordance with the expiring agreement, unless terminated by either party. This amendment has been reviewed by Dr. Michael T. Collins.

RECOMMENDATION

It is recommended that the Board of Trustees approve this amendment #2 to CJA Agreement (MA-060-11010909) with the County of Orange in Santa Ana, California.

Fiscal Impact:	\$23,900 for the two (2) month extension	Board Date: December 7, 2015
Prepared by:	Michael T. Collins, Ed.D., Vice President of Administrative Services, SAC	
Submitted by:	Erlinda J. Martinez, Ed.D., President, Santa Ana College	
Recommended by:	Raul Rodriguez, Ph.D., Chancellor, RSCCD	

**AMENDMENT NUMBER TWO
TO
CONTRACT MA-060-11010909
BETWEEN THE
COUNTY OF ORANGE
AND
RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT**

This AMENDMENT NUMBER TWO to CONTRACT number MA-060-11010909 (hereinafter “AMENDMENT NUMBER TWO”) between the County of Orange, a political subdivision of the State of California (hereinafter “COUNTY”) and **Rancho Santiago Community College District** (hereinafter “DISTRICT”) with a place of business at **2323 North Broadway, Santa Ana, CA 92706**, is made and entered upon execution of all necessary signatures.

RECITALS

WHEREAS, COUNTY and DISTRICT executed a CONTRACT for Space and Services for Training Programs, as Contract number MA-060-11010909 (hereinafter “ORIGINAL CONTRACT”), for a five (5) year term of January 1, 2011 through and including December 31, 2015; and

WHEREAS, COUNTY and DISTRICT amended the ORIGINAL CONTRACT, MA-060-11010909, to increase salary and benefits to be paid by DISTRICT to COUNTY for one Sheriff Information Processing Technician effective July 1, 2014 through the end of the Contract term, December 31, 2015;

WHEREAS, COUNTY and DISTRICT desire to extend the ORIGINAL CONTRACT, MA-060-11010909, to continue providing services for an additional two (2) month term of January 1, 2016 through and including February 29, 2016 and both COUNTY and DISTRICT agree to continue provide those services at the rates set forth in the ORIGINAL CONTRACT;

NOW THEREFORE, in consideration of the mutual obligations set forth herein, both COUNTY and DISTRICT agree as follows:

1. ARTICLES

- a. Additional Terms and Conditions, **Section A -Term of Contract**, of the ORIGINAL CONTRACT is amended to read in its entirety as follows:

A. Term of Contract:

This Contract shall commence upon execution of all necessary signatures, and continue in effect from 1/1/11 through and including 2/29/16, unless otherwise terminated by COUNTY. The period of 11/1/11 through and including 2/29/16 shall be known as Contract number MA-060-11010909.

2. A true and correct copy of the ORIGINAL CONTRACT (Contract MA-060-11010909) is attached hereto as Exhibit A and incorporated by this reference.
3. A true and correct copy of the AMENDMENT NUMBER ONE (Contract MA-060-11010909) is attached hereto as Exhibit B and incorporated by this reference.
4. All other provisions of the ORIGINAL CONTRACT and AMENDMENT NUMBER ONE, to the extent they are not inconsistent with this AMENDMENT NUMBER TWO, remain unchanged and in full force and effect. All obligations of the Parties that would have been terminated on December 31, 2015 are hereby extended to February 29, 2016.

(Signature page follows)

IN WITNESS WHEREOF, the Parties have executed AMENDMENT NUMBER TWO to ORIGINAL CONTRACT MA-060-11010909.

***Contractor: Rancho Santiago Community College District**

By: _____ Title: Vice Chancellor, Business Operations/Fiscal Services

Print Name: _____ Date: _____

*If a corporation, the document must be signed by two corporate officers. The first signature must be either, the Chairman of the Board, President, or any Vice President. The second signature must be the secretary, an assistant secretary, the Chief Financial Officer, or any assistant treasurers. **In the alternative, a single corporate signature is acceptable when accompanied by a corporate document demonstrating the legal authority of the signature to bind the company.**

County Of Orange

A political subdivision of the State of California



Sheriff-Coroner Department

By: _____ Title: _____

Print Name: _____ Date: _____

Approved by the Board of Supervisors: _____

Approved as to Form
Office of the County Counsel
Orange County, California

by _____
Deputy

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT**Santa Ana College – Human Services and Technology Division**

To: Board of Trustees	Date: December 7, 2015
Re: Approval of Amendment #7 to CJA Agreement (Z1000000068) – County of Orange	
Action: Request for Approval	

BACKGROUND

Presently the District has multiple agreements with the County of Orange to support contract training for the Orange County Sheriff's Department, Coroner's Office, and the Orange County Probation Department. Santa Ana College has been engaged in this partnership for more than forty (40) years, and looks to continue the mutually beneficial relationship for many years to come. This amendment extends our agreement for two (2) months, from its termination date of December 31, 2015 to February 29, 2016, while the terms and conditions of a new long term agreement can be developed.

ANALYSIS

This amendment to an existing agreement shall remain in effect for two (2) months or until terminated by either party. This amendment has been reviewed by Dr. Michael T. Collins and college staff. This amendment carries no costs or other financial arrangements.

RECOMMENDATION

It is recommended that the Board of Trustees approve this amendment #7 to CJA Agreement (Z1000000068) with the County of Orange in Santa Ana, California.

Fiscal Impact: None	Board Date: December 7, 2015
Prepared by: Michael T. Collins, Ed.D., Vice President, Administrative Services, SAC	
Submitted by: Erlinda J. Martinez, Ed.D., President, Santa Ana College	
Recommended by: Raul Rodriguez, Ph.D., Chancellor, RSCCD	

**AMENDMENT NUMBER SEVEN
TO
CONTRACT Z100000068
BETWEEN THE
COUNTY OF ORANGE
AND
RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT**

This AMENDMENT NUMBER SEVEN to CONTRACT number Z100000068 (hereinafter “AMENDMENT NUMBER SEVEN”) between the County of Orange, a political subdivision of the State of California (hereinafter “COUNTY”) and Rancho Santiago Community College District (hereinafter “DISTRICT”) with a place of business at 2323 North Broadway, Santa Ana, CA 92706, is made and entered upon execution of all necessary signatures.

RECITALS

WHEREAS, COUNTY and DISTRICT executed CONTRACT on August 4, 2009 for Consultant Services, Law Enforcement Training, as Contract Z100000068 (hereinafter “ORIGINAL CONTRACT”), for a one (1) year term of August 22, 2009 through and including August 21, 2010, renewable for four (4) additional one (1) year terms; and

WHEREAS, COUNTY and DISTRICT renewed the ORIGINAL CONTRACT on December 23, 2010, as Contract number MA-060-11010253 (hereinafter “AMENDMENT NUMBER ONE”), for a one (1) year term of August 22, 2010 through and including August 21, 2011;

WHEREAS, COUNTY and DISTRICT renewed the ORIGINAL CONTRACT on August 1, 2011, as Contract number MA-060-11012581 (hereinafter “AMENDMENT NUMBER TWO”), for a one (1) year term of August 22, 2011 through and including August 21, 2012;

WHEREAS, COUNTY and DISTRICT renewed the ORIGINAL CONTRACT on August 22, 2012, as Contract number MA-060-13010020 (hereinafter “AMENDMENT NUMBER THREE”), for a one (1) year term of August 22, 2012 through and including August 21, 2013;

WHEREAS, COUNTY and DISTRICT renewed the ORIGINAL CONTRACT on August 21, 2013, as Contract number MA-060-14010056 (hereinafter “AMENDMENT NUMBER FOUR”), for a one (1) year term of August 22, 2013 through and including August 21, 2014;

WHEREAS, COUNTY and DISTRICT extended Contract number MA-060-14010056 on September 9, 2014 to continue providing services to DISTRICT for a

four (4) month term of August 22, 2014 through and including December 31, 2014 (hereinafter "AMENDMENT NUMBER FIVE");

WHEREAS, COUNTY and DISTRICT extended Contract number MA-060-14010056 on December 9, 2015 to continue providing services to DISTRICT for one (1) year term of January 1, 2015 through and including December 31, 2015 (hereinafter "AMENDMENT NUMBER SIX");

WHEREAS, COUNTY and DISTRICT desire to extend the ORIGINAL CONTRACT to continue providing services to DISTRICT for an additional two (2) month term of January 1, 2016 through and including February 29, 2016 and the DISTRICT has agreed to continue provide those services at the rates set forth in the ORIGINAL CONTRACT;

NOW THEREFORE, in consideration of the mutual obligations set forth herein, both COUNTY and DISTRICT agree as follows:

1. ARTICLES

- a. Additional Terms and Conditions, **Section A -Term of Contract**, of the ORIGINAL CONTRACT is amended to read in its entirety as follows:

A. Term of Contract:

This Contract shall commence upon execution of all necessary signatures, and continue in effect from 8/22/09 through and including 12/31/16, unless otherwise terminated by COUNTY. The period of 8/22/09 through and including 8/21/10 shall be known as Contract Z1000000068. The period of 8/22/10 through and including 8/21/11 shall be known as Contract MA-060-11010253. The period of 8/22/11 through and including 8/21/12 shall be known as Contract MA-060-11012581. The period of 8/22/12 through and including 8/21/13 shall be known as Contract number MA-060-13010020. The period of 8/22/13 through and including 2/29/16 shall be known as Contract number MA-060-14010056.

2. A true and correct copy of the ORIGINAL CONTRACT (Contract Z1000000068) is attached hereto as Exhibit A and incorporated by this reference.
4. A true and correct copy of AMENDMENT NUMBER ONE (Contract MA-060-11010253) is attached hereto as Exhibit B and incorporated by this reference.
5. A true and correct copy of AMENDMENT NUMBER TWO (Contract MA-060-11012581) is attached hereto as Exhibit C and incorporated by this reference.
6. A true and correct copy of AMENDMENT NUMBER THREE (Contract MA-060-13010020) is attached hereto as Exhibit D and incorporated by this reference.

7. A true and correct copy of AMENDMENT NUMBER FOUR (Contract Number MA-060-14010056) is attached hereto as Exhibit E and incorporated by this reference.
8. A true and correct copy of AMENDMENT NUMBER FIVE (Contract Number MA-060-14010056) is attached hereto as Exhibit F and incorporated by this reference.
9. A true and correct copy of AMENDMENT NUMBER SIX (Contract Number MA-060-14010056) is attached hereto as Exhibit G and incorporated by this reference.
10. All other provisions of the ORIGINAL CONTRACT, AMENDMENT NUMBER'S ONE through SIX, to the extent they are not inconsistent with this AMENDMENT NUMBER SEVEN, remain unchanged and in full force and effect. All obligations of the Parties that would have been terminated on December 31, 2015 are hereby extended to February 29, 2016.

(Signature page follows)

IN WITNESS WHEREOF, the Parties have executed AMENDMENT NUMBER SEVEN to ORIGINAL CONTRACT Z1000000068.

***Contractor: Rancho Santiago Community College District**

By: _____ Title: Vice Chancellor, Business Operations/Fiscal Services

Print Name: _____ Date: _____

*If a corporation, the document must be signed by two corporate officers. The first signature must be either the Chairman of the Board, President, or any Vice President. The second signature must be the secretary, an assistant secretary, the Chief Financial Officer, or any assistant treasurers. **In the alternative, a single corporate signature is acceptable when accompanied by a corporate document demonstrating the legal authority of the signature to bind the company.**

County Of Orange

A political subdivision of the State of California



Sheriff-Coroner Department

By: _____ Title: _____

Print Name: _____ Date: _____

Approved by the Board of Supervisors: _____

Approved as to Form
Office of the County Counsel
Orange County, California

by _____
Deputy

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
Santiago Canyon College and Santa Ana College
Student Services

To: Board of Trustees	Date: December 7, 2015
Re: Approval of the Student Equity Plans for Santiago Canyon College and Santa Ana College	
Action: Request for Approval	

BACKGROUND

Beginning with the 2014-2015 academic year, California community colleges were allocated funding to study and improve student success by focusing on eliminating or reducing success and achievement gaps that exist among and between different groups of students by ethnicity, by income, by Foster youth, veteran, age, or disability status, and more. The colleges used much of last year to develop planning and implementation teams that created a governance and operations structure to support the welcome and rapidly expanding equity-based student success work. The 2015-2016 year brought significant increases to the equity funding stream for both colleges and teams comprised of students, faculty, classified staff, and management have worked over the past several months to develop implementation plans that are attached for the Board's review and consideration. Together they frame a course of action for deploying the \$3,177,645 total funding provided exclusively for equity efforts at the colleges. Accountability reports will be required by the state annually and details on the report guidelines are expected from the Chancellor's Office of the California Community Colleges before the end of 2015.

ANALYSIS

Santiago Canyon College and Santa Ana College have engaged a broad group of college stakeholders to create plans for improving student success and reducing equity gaps that are highly customized to each unique environment and based on extensive data analysis, which is included in the presented reports. The scope of work proposed and the strategic efforts that drive the plans will be transformational for the Rancho Santiago Community College District and highly beneficial to the students its serves.

RECOMMENDATION

The administration recommends that the Board of Trustees approve the Student Equity Plans for Santiago Canyon College and Santa Ana College as presented.

Fiscal Impact: Together the colleges will receive \$3,177,645	Board Date: December 7, 2015
Prepared by: John Hernandez, Ph.D, Vice President of Student Services, SCC Sara Lundquist, Ph.D, Vice President of Student Services, SAC	
Submitted by: John Weispfenning, Ph.D., President, Santiago Canyon College Erlinda J. Martinez, Ed.D., President, Santa Ana College	
Recommended by: Raúl Rodríguez, Ph.D., Chancellor, RSCCD	



Santiago Canyon College



2015-2016

Student Equity Plan



Student Equity Plan

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Santiago Canyon College



Student Equity Plan Signature Page

District: Rancho Santiago Community College District Date of Trustees Approval Date: December 7, 2015

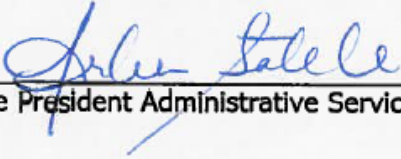
I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance with the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).



President: John Weispenning

weispenning_john@sccollege.edu

I certify that student equity categorical funding allocated to my college will be expended in accordance with the student equity expenditure guidelines published by the CCCCCO.



Vice President Administrative Services: Arleen Satele

satele_areleen@sccollege.edu

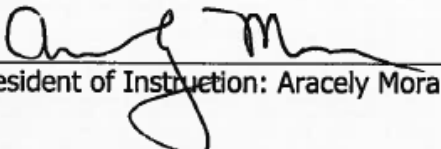
I certify that I was involved in the development of the plan and support the research goals, activities, budget, and evaluation it contains.



Vice President Student Services: John Hernandez

hernandez_john@sccollege.edu

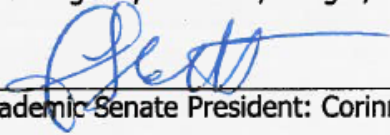
I certify that I was involved in the development of the plan and support the research goals, activities, budget, and evaluation it contains.



Vice President of Instruction: Aracely Mora

mora_aracely@sccollege.edu

I certify that Academic Senate representatives were involved in the development of the plan and support the research goals, activities, budget, and evaluation it contains.



Academic Senate President: Corinna Evett

evett_corinna@sccollege.edu

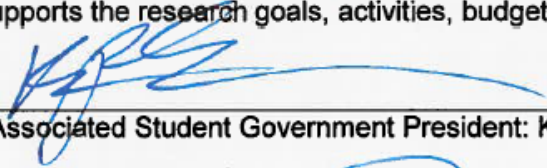
I certify that the Classified Senate representatives were involved in the development of the plan and support the research goals, activities, budget, and evaluation it contains.



CSEA President: Tom Andrews

andrews_tom@sac.edu

I certify that Associated Student Government representatives were involved in the development of the plan and supports the research goals, activities, budget, and evaluation it contains.



Associated Student Government President: Kevin Pham

kvnphm95@gmail.com



Director of Student Equity/Contact: Joseph Alonzo

alonzo_joseph@sccollege.edu

Executive Summary



Santiago Canyon College

Santiago Canyon College Student Equity Executive Summary 2015-2016

Santiago Canyon College recognizes the importance of student equity. The college is committed to ensuring equity tenets are paramount to the development and integration of all campus-wide plans, procedures, and policies. The college established a Student Equity Committee and was part of the participatory governance structure. In 2015, this Student Equity Committee and the Student Success Committee merged to provide a more seamless and collaborative effort between the Student Equity and Student Success and Support Program, creating the Student Success and Equity Committee (SS&EC). With support from the SS&EC, campus researchers identified disproportionate impact within the state-mandated target populations as validated with data collected and analyzed by our Office of Institutional Effectiveness. This data was then used in the development of strategies that will address the gaps found under the five success indicators. SCC’s Student Equity plan will remain a living document that directs us annually to provide students with specialized services to guide them toward their academic goals.

Target Populations

Santiago Canyon College aligned its research on disproportionate impact with those students identified in the student equity plan template. Using both the “80% Rule” and the “percentage gap index as the base metric, multiple groups were found to achieve success at significantly lower rates than those who are in the highest performing groups. As a result, goals and activities were created to address the gaps for the following student groups:

STUDENT GROUPS IDENTIFIED
Students who identify as: African American, Asian, Filipino, Pacific Islander, Latino/a, White, Native American/Alaskan, Male, Foster Youth, Veterans, Low-Income.
Students who marked “Other/Decline to state”, or “More than one race” on their CC Application.
Students who have a documented disability.

It should be noted that while disproportionate impact could not be measured for specific student groups (i.e. Students who are African American, Native American/Alaskan, foster youth, and veterans), because their numbers are too small under a few success indicators, SCC acknowledges these students’ place within the state legislation, and will continue to monitor and provide services to ensure their success in all areas identified.

Goals

Once the research team identified disproportionate impact within each success indicator, goals were established to guide strategies that will raise achievement rates for all students identified in the plan.

Access

SCC will maintain a commitment to increasing access for students identified in the equity plan through strategic and continuous planning and evaluation.

Course Completion

SCC will increase the course completion rates among students identified in the equity plan and continue to monitor and address disparities identified among these students.

ESL and Basic Skills Completion

SCC will develop and implement educational strategies that increase student success in ACE (ESL) and basic skills courses in Math, English and Reading for students identified in the student equity plan.

Degree and Certificate Completion

SCC will increase degree and certificate completion rates in underrepresented student groups to achieve an equitable balance of degree and certificate attainment across all targeted student equity groups.

Transfer

SCC will increase transfers to 4-year institutions among targeted equity groups.

Activities

Santiago Canyon College has developed activities using an array of currently implemented programs, as well as by identifying areas where new support services, professional development, and curriculum enhancement may be needed in order to address the disproportionate impacts that the data revealed. The following activities are noted for each indicator:

Access (A)

- A1. Conduct research to identify potential barriers and recruitment strategies for equity groups demonstrating disparities in access.
- A2. Identify factors contributing to lower level placement across disciplines for equity groups.
- A3. Create a media-marketing campaign to support outreach and recruitment of students in equity groups, as well as promote and maintain SCC as a Hispanic Serving Institution.

- A4. Provide materials and supplies to strengthen outreach and recruitment to disproportionately impacted groups.
- A5. Explore the expansion of Early Welcome, Family Night, and Discover SCC which will orient new students in underrepresented equity groups to college-wide specialized services that address their unique needs.
- A6. Hire a dedicated part-time staff member to support High School and Community Outreach operations and activities related to equity groups.
- A7. Develop a team of Student Ambassadors to support community outreach to identified student equity groups.
- A8. Provide supplemental support to the Upward Bound Program students taking SCC college courses through the Career Advanced Placement Program.
- A9. Hold community-based foster youth events highlighting SCC programs and services
- A10. Provide resources and supplemental support in the form of books, instructional supplies, gas cards, and bus passes etc. to students who identify as foster youth to eliminate barriers to enrollment at SCC.
- A11. Provide resources and supplemental support in the form of instructional supplies and gas cards to veteran students to eliminate barriers of access.
- A12. Provide outreach materials and specialized orientation programming for students with identified disabilities.
- A13. Develop an Academic Success Academy course for high school students with disabilities transitioning to SCC.
- A14. Explore the development of a bridge or transition program from high school to college for students identified in the access section of the equity plan.

Course Completion (B)

- B1. Evaluate the utilization of in-person and E-advising counseling services by equity groups.
- B2. Identify disparities among students participating in counseling intervention workshops required for students after their first semester on academic and/or progress probation.
- B3. Explore additional interventions for student equity groups on academic and progress probation to help them develop strategies for improving their academic performance.
- B4. Provide supplemental support to College Assistance Migrant Program (CAMP) by providing students with 20 laptop computers for student use in CAMP study space.
- B5. Develop and Implement DSPS Probation Workshops for students on all levels of probation/dismissal.

- B6. Offer a New Faculty Workshop on best practices for supporting DSPS student success.
- B7. Create an Autism/Asperger's Support Group.
- B8. Pilot Calculator Loan Program in collaboration with the bookstore and Math Department.

ESL and Basic Skills Completion (C)

- C1. Work with faculty to identify and implement effective research-based curriculum enhancement and academic support services for students enrolled in ACE, ESL and basic skills classes.
- C2. Conduct research to determine if any equity group is less likely to enroll in and complete subsequent courses in the ACE, ESL and basic skills sequence.
- C3. Coordinate class scheduling between ACE and basic skills classes.
- C4. Provide students with individualized computer-assisted instruction through instructional support centers and services to help them improve their basic skills.
- C5. Examine online software for assessing and remediating college and career-readiness skills in reading, writing, math, ESL, and study skills for use in learning resource centers on campus.
- C6. Hold a pre-registration event to ensure foster youth are aware of priority registration dates and are prepared to register.
- C7. Explore the expansion of SCC's basic skills preparation activities which have a history of success in improving the placement test scores for equity-identified students, and or preparing them for the classwork.
- C8. Explore providing specialized test preparation program for students with identified disabilities.
- C9. Explore instructional methods and practices that accommodate student diversity and are shown to increase success for equity-identified student groups.

Degree and Certificate Completion (D)

- D1. Explore jointly funding DSPS Counselor for the development of abbreviated and comprehensive education plans for students with disabilities seeking to earn a certificate, AA degree or transfer to a 4-year university.
- D2. Offer, assess and expand academic coaching and specialized tutoring to students with disabilities through the DSPS Program.
- D3. Conduct research to evaluate the participation and success rates of equity groups who use campus learning resources i.e. Math Study Hall (MaSH), Writing Center, Tutoring Center, STAR Center, and Academic Success Center and explore utilizing equity funds to expand on centers.
- D4. Offer priority counseling appointments to veterans and low-income students needing Financial Aid Counselor Approvals.

- D5. Ensure foster youth have access to an academic counselor for the development of a comprehensive education plan.
- D6. Contact and counsel foster youth at risk for not making satisfactory progress to ensure they know how to access intervention services.

Transfer (E)

- E1. Provide professional development opportunities to faculty and staff on improving student engagement, success and transfer, particularly among underrepresented student groups.
- E2. Develop a research agenda to identify transfer barriers for Latino/a DSPS, and low-income students.
- E3. Offer specialized transfer workshops and transfer events for foster youth, veterans, DSPS, EOPS/CARE/CalWORKs, and CAMP students, including visits to 4-year universities each semester.
- E4. Provide materials and supplies to support in-reach and marketing to equity-identified groups.
- E5. Offer DSPS Lunch & Learn Transfer Workshops.
- E6. Explore participation in Summer Scholars Transfer Institute at the University of California Irvine.

Other College- or District-wide Initiatives Affecting Several Indicators

- F1. Continue funding of director to oversee the Office of Student Equity and Success, as well as Student Equity Plan implementation and evaluation.
- F2. Continue jointly funding a full-time Research Analyst through Student Equity and SSSP.
- F3. Continue funding a dedicated part-time Budget Specialist to support Student Equity Office operations and activities.
- F4. Provide faculty, staff, administrators, and students with professional development opportunities related to equity-mindedness, cultural competence and universal design, and instructional methods to accommodate student diversity and support the development of equity-based curriculum.
- F5. Create opportunities to engage in a college-wide dialogue about strategies to address student equity group disparities in Access, Course Completion, BSI and ESL Course Completion, Degree and Certificate Completion, and Transfer.
- F6. Integrate a student portal that will enhance our current application process, serve as a one stop resource for students, and target the needs of underrepresented students.
- F7. Utilize an independent contractor to support the installation and maintenance of the student portal.
- F8. Explore expansion of supplemental instruction (SI) and faculty mentoring to foster student engagement and success in courses across the curriculum.

- F9. Provide additional funding for textbooks, transportation and child care to low-income students through the EOPS/CARE/CalWORKS programs.
- F10. Hire a dedicated part-time staff member to provide outreach, and wrap around support to students who identify as foster youth.
- F11. Form an advisory group comprised of community-based foster youth service providers and college faculty, staff and administrators to provide guidance and direction in the development of foster youth services.
- F12. Designate a foster youth liaison in each Student Service office to facilitate the provision of support services to this student population.
- F13. Hire a dedicated full-time staff member to support outreach, logistics and operations of the Veteran's Services Office.
- F14. Hire a dedicated part-time staff member to support program development of the Office of Student Life and Leadership, so as to expand on leadership, diversity training, and professional development and to activities on campus for students in equity groups.
- F15. Provide release time to faculty, to create low-cost and or open source classes across departments and divisions.
- F16. Fund two student equity faculty coordinators to work collaboratively with the Student Equity Director.
- F17. Fund division student equity faculty team leaders to work with Student Equity Faculty Coordinators.
- F18. Using new research software, integrate and disaggregate student achievement data into future Academic and Student Services Program Reviews.
- F19. Pilot embedded tutoring services for courses across disciplines.
- F20. Explore the development of an Instructional Design Center that will support faculty in offering high quality instruction to students in the classroom and online. The Center will provide training, workshops, and technological support to faculty for the purpose of evaluating and refining instructional methods to accommodate SCC's diverse student population, as well as diverse learning styles within the classroom, and support the emergence of personalized learning experiences through adaptive learning methods.

Contact Information

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(714) 628-5040

Planning Committee and Collaboration



Santiago Canyon College

Student Equity Coordination and Collaboration

The Student Success and Equity Committee (SS&E), which was created by combining the Student Success Committee and the Student Equity Committee in the Spring of 2015, recommends, coordinates, and initiates strategies which enhance student success and student equity at Santiago Canyon College. The committee serves as a “hub” for all student success initiatives including Student Equity, Student Success & Support Program (SSSP), and the Basic Skills Initiative.

The SS&E membership is comprised of faculty, staff, students, and administrators from across the campus to ensure constituency voices from all areas are included and multiple points of views are considered. The current membership of the Student Success and Equity Committee is as follows:

Name	Title	Representing
John Hernandez (Co-Chair)	Vice President of Student Services	Administration
Maureen Roe (Co-Chair)	Faculty Co-Chair Basic Skills Initiative / English	BSI Coordinator
Joseph Alonzo	Director, Office of Student Equity and Success	Administration
Diana Babayan	ACE Faculty / BSI	ACE
Ruth Babeshoff	Dean of Counseling, SSSP Coordinator	Administration
Nena Baldizon-Rios	EOPS Program Director / Counseling Faculty	EOPS
Amanda Carpenter	Student Services Specialist / DSPS	Classified
Matthew Carter	ASG Representative	Students
Dora Escobar	Counseling Faculty	Counseling
Denise Foley	Biology Faculty	General Education / Transfer
Marilyn Flores	Dean of Arts, Humanities, and Social Sciences	Administration
Kate Kosuth-Wood	English Faculty	English
Imelda Perez	Non-Credit SSSP Coordinator / Faculty	Continuing Education
Frank Rivera	High School and Community Outreach	Classified
Rudy Tjiptahadi	Research Analyst	Classified
Christine Umali-Kopp	Multicultural Psychology / Faculty	At Large Faculty
Vivien Vu	DSPS Counselor / Faculty	DSPS
Alison Williams	Math Faculty / BSI	Math
Vacant	ASG Representative	Students

The Student Equity Plan was developed with a focus and priority given to these related programs and service providers who have seen success in supporting students who are disproportionately impacted:

- Student Success and Support Program (SSSP, state categorical)
- Basic Skills Initiative (BSI)
- Disabled Student Programs and Services (DSPS)
- Extended Opportunity Programs and Services (EOPS) and Special Services.
 - *California Work Opportunity and Responsibility to Kids (CalWORKs)*
 - *Cooperative Agencies Resources for Education (CARE)*
- Student Financial Aid Administration, Board Financial Assistance Program (BFAP)
- Guardian Scholars Program
- Veteran’s Services Office

- College Assistance Migrant Program (CAMP)
- Transfer Center
- High School and Community Outreach Department
- Upward Bound (Federal TRiO Program)
- Title III STEM 2 Grant
- Title V Grant

Equity Plan Development and Approval Process

The Director of the Office of Student Equity and Success had the primary responsibility for the coordination of the revision of the Student Equity Plan. In order to ensure the appropriate stakeholders representing disproportionately impacted students were represented, the director broke down the plan into five parts, based on the five success indicators. Faculty, staff, and administrators were identified and invited to provide input to address each section. The director met with these individuals to gather input from them and to enquire about best practices, and to recommend strategies and activities.

The Director also met with specific programs and services identified as priority partners by the legislature and provided them with an option to submit ideas via a “suggested priorities list” (i.e. Veteran’s Services Office, Transfer Success Center, Guardian Scholars, and Outreach). The Academic Senate and the Associated Student Government Council were provided with the option of contributing suggestions and strategies via a “Student Equity Contribution Form” as well as through the formal review process.

With input from stakeholders, the director (with support from the Office of Institutional Effectiveness) was responsible for taking the findings on disproportionate impact and developing a working draft of the equity plan. The plan built upon the existing plan but included further strategies to address the disproportionate impact found in each required success indicator. The programs and services developed were based on supplementing and expanding successful programs on campus and developing new programs and services based on students’ needs and researched best-practices. A working draft of the plan was emailed to all members of the Student Success and Equity Committee. The Director met with most members individually and in small groups of two or three. The Director gathered the edits, revisions, and suggestions and considered them for the development of the final draft.

The draft of the plan was submitted for shared governance review to the Academic Senate, the Student Success and Equity Committee, and the Associated Student Government, with final review by College Council. The plan was then submitted to the Rancho Santiago Community College District Board of Trustees for final approval.

Research Methods



Santiago Canyon College

Campus Based Research: Introduction

In order to reduce redundancy and to operationalize language and methods, we are providing the "Research Methods" section. In this section, we introduce how we used the state suggested metrics and what institutional metrics were used to develop a comprehensive understanding of disproportionate impact across success indicators here at Santiago Canyon College.

Campus Based Research: Methods

Demographic Clarification:

The Apprenticeship Program at Santiago Canyon College comprises approximately 15% of the college's student population. This program is offered in conjunction with various employers and the Division of Apprenticeship Standards. Because this subpopulation is composed of students who are not enrolled in courses on campus, whose progress and achievement are systematically monitored and intervened upon, who consistently achieve at a high rate of course completion ($\geq 95\%$), whose academic goal is dissimilar to the traditional credit student population, and whose eligibility for apprenticeship status is regulated by numerous external factors outside of the control of the college, the data in this report will exclude Apprenticeship students.

Furthermore, because the race/ethnic disaggregation method used by the Chancellor's office does not accurately reflect the self-selected race/ethnic identities that students have chosen, the SCC Office of Institutional Effectiveness has employed an alternative method that more accurately depicts the proportion of racial/ethnic identities with which SCC students identify. An explanation of the difference in methodologies is as follows:

The CCCC Datamart methodology counts students with multiple races as Latinos/as, not "multi-race," if one of the selected ethnicities is "Latino/a." Students are only counted as "multi-race" if none of the races selected is "Latino/a." For this method, ethnicity reporting is unique; therefore, the total sum of proportions is 100%.

In the SCC IE race/ethnicity disaggregation methodology, all races selected by students are included. This means that the total sum of ethnicity proportions exceeds 100%; however, this is a more accurate reflection of the race/ethnic composition of the SCC student population. This method counts all races/ethnicities selected by students. The Multi-race category is still recorded but reported separately.

A comparison of these two methodologies will be provided in section I.A.

For the purpose of this report, the SCC IE methodology will be used to present race/ethnic proportions of target and comparison groups to determine disproportionate impact in each of the five equity indicator areas. For consistency in planning, the Office of Institutional Effectiveness has utilized this methodology in its provision of student success and retention data for the purposes of program review and departmental planning.

Determining Disproportionate Impact:

The California Community College Chancellor's Office (CCCCO) has provided three possible employable methodologies for determining disproportionate impact:

Proportionality Index – this method is used when comparing the proportion or relative size of the same demographic group in two populations. Essentially, this method is employed to identify instances where

any subgroup is less prevalent in an outcome group than in the cohort group. Groups with proportionality index scores of .85 or less throughout this report are determined to be disproportionately impacted.

80% Rule – this method is used when comparing the performance of a demographic group with a representative group's performance or with the performance of all demographic groups combined. Throughout this report, if an individual demographic group's performance is less than or equal to four-fifths, or 80%, of the representative group's performance, the individual demographic group is determined to be disproportionately impacted.

Percentage Gap Index– This method is a percentage point comparison of an individual demographic group's performance rate with the overall average performance of all groups. The difference of the two is calculated to determine if an individual demographic group is experiencing a rate lower than the average. The advantage of this method is the resulting information can easily be translated into meaningful data for setting goals and tracking progress. This methodology will be utilized throughout this report for this purpose only. This methodology will not be used to determine disproportionate impact.

In order to ensure the sample size is large enough to make an appropriate determination of disproportionate impact, demographic groups that are fewer than **30** will not be considered, with the exception of the following student groups: **DSPS, Foster Youth, Low Income, and Veteran.**

Access



Santiago Canyon College

Introduction: Access

Santiago Canyon College understands the importance of ensuring that all students in our service area have the same opportunity at accessing a quality education, regardless of their background. Because of the skewed nature of our apprenticeship program, as well as our high income service area, our researchers have looked into multiple metrics to provide a more comprehensive view of disproportionate impact for students in our area. In this section, we provide an overview of our research methodology, our data on disproportionate impact, our overall goal, and the aligned activities that we will use to increase access for students identified.

Campus Based Research: Access

RESEARCH METHOD:

To analyze disproportionate impact in access, **three** different metrics are evaluated:

Indicator 1A: Comparing percentages of equity subgroups in the SCC student population to the percentages in the adult population in the SCC Service area.

Data for SCC student population is students enrolled in credit courses in 2014-15 according to the RSCCD Data Warehouse. The SCC service area data is of adult population according to the US Census Bureau 2013 American Community Survey (5-year).

I.A. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

CCCCO Datamart Race/Ethnicity Disaggregation Methodology SCC Credit Students Excl. Apprenticeship in 2014-15 vs. SCC Service Area Adults

	2014-15 SCC Credit Excl. Appr. Student Population N=13,579		2013 SCC Service Area Adult Population (18+) N=219,778		Proportion Index	Gap Index
	n	%	n	%		
Race/Ethnicity						pct. points
African American	231	1.7%	3,202	1.5%	1.17	0.2
American Indian/Alaskan	20	0.1%	597	0.3%	0.54	-0.1
Asian	1,094	8.1%	30,822	14.0%	0.57	-6.0
Filipino	221	1.6%	5,511	2.5%	0.65	-0.9
Latino	6,184	45.5%	63,273	28.8%	1.58	16.8
Pacific Islander	27	0.2%	741	0.3%	0.59	-0.1
White	4,783	35.2%	112,162	51.0%	0.69	-15.8
Multi-Race	630	4.6%	2,879	1.3%	3.54	3.3
Other (other, declined, unreported)	389	2.9%	591	0.3%	10.65	2.6
Hispanic	6,120	45.1%	63,273	28.8%	1.57	16.3

SCC IE Race/Ethnicity Disaggregation Method

SCC Credit Students Excl. Apprenticeship in 2014-15 vs. SCC Service Area Adults

	2014-15 SCC Credit Student Population N=13,579		2013 SCC Service Area Adult Population (18+) N=219,778		Proportion Index	Gap Index
	n	%	n	%		
Race/Ethnicity						pct. points
African American	461	3.4%	3,450	1.6%	2.16	1.8
American Indian/Alaskan	437	3.2%	913	0.4%	7.75	2.8
Asian	1,492	11.0%	30,910	14.1%	0.78	-3.1
Filipino	430	3.2%	5,675	2.6%	1.23	0.6
Latino	6,184	45.5%	63,273	28.8%	1.58	16.8
Pacific Islander	178	1.3%	758	0.3%	3.80	1.0
White	7,221	53.2%	145,627	66.3%	0.80	-13.1
Other (other, declined, unreported)	1,270	9.4%	28,207	12.8%	0.73	-3.5
Multi-Race	2868	21.1%	40068	18.2%	1.16	2.9
Hispanic	6120	45.1%	63273	28.8%	1.57	16.3

	2014-15 SCC Credit Student Population N=13,579		2013 SCC Service Area Adult Population (18+) N=219,778		Proportion Index	Gap Index
	n	%	n	%		
Gender						
Female	6,743	49.7%	111,099	50.6%	0.98	-0.9
Male	6,801	50.1%	108,679	49.4%	1.01	0.6
Unreported	35	0.3%	-	0.0%	-	0.3
Disability			N= 182,585 (Non-prison, 18-64 yrs)			
Non-DSPS	12,842	94.6%	173,323	94.9%	1.00	-0.4
DSPS	737	5.4%	9,262	5.1%	1.07	0.4
Special Populations			N= 70,412 (under 18yrs)			
Foster Youth*	54	0.4%	845	1.2%	0.33	-0.8
Special Populations			N= 219,778 (adult pop. 18+)			
Low-Income	2,068	15.2%	18,649	8.5%	1.79	6.7
Veterans	190	1.4%	12,371	5.6%	0.25	-4.2

Notes:

1) A subgroup must have at least 30 students to make valid disproportionate impact conclusion.

2) SCC Service Area comprises Orange, Tustin, Villa Park, North Tustin, and Anaheim Hills.

3) Foster Youth data in SCC Service area is limited to children under 18 years of age.

4) For definition of race/ethnicity, the first table uses methodology used by the CCCCCO Datamart, which includes counting students with multiple races as Latinos/as (not "multi-race") if one of the selected ethnicity is "Latinos/as." All other multi-race students are counted as "multi-race" if none of the races selected is "Latino/a." Ethnicity reporting is unique; therefore, total % is 100%. In the SCC IE disaggregation methodology, all races selected by students are included which means that total % exceeds 100%; however, this is a more accurate reflection of the race/ethnic composition of SCC student population because it counts all races/ethnicities selected by students. Multi-race is recorded separately.

5) Sources: Research Data Warehouse, US Census Bureau (American Community Survey, 2013 5-year estimate)

Largest Percentage Gaps Identified

SCC Credit Students Excl. Apprenticeship in 2014-15 vs. SCC Service Area Adults

Equity Gap	Student Group	Gap in comparison to SCC Area, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	Total student population	=	Number of Students "Short"
Largest Gap	White	13.1%	0.131	x	13,579	=	1,779
Second Largest	Veteran	4.2%	.042	x	13,579	=	570
Third Largest	Asian	3.1%	0.031	x	13,579	=	421

Analysis: Two methodologies are used to analyze the data. First, **the proportionality index** is a ratio of the percentage of a subgroup in the student population divided by its percentage in the college's service area; a ratio of less than 0.85 is identified as disproportionate impact. Second, the **percentage gap index** is the difference between the percentage of a subgroup in the SCC student population and the percentage of that subgroup in the SCC service area. While the percentage gap is misleading because of the significant differences in group sizes and therefore absolute percentages, the percentage gap is included here because it may be useful in the calculation of shortfall in terms of number of students. The percentage gap index methodology is not used here to identify disproportionate impact.

Conclusion: When comparing the CCCCCO Datamart race/ethnicity disaggregation methodology with the SCC IE methodology, the difference is most evident in smaller race groups that are often paired with Latino/a. For example, while there are 437 students who identify themselves as American Indian/Alaskan Native, only 20 of these get listed as American Indian/Alaskan Native under the Chancellor's Office methodology. The other 417 are shifted to Latino/a or to Multi-Race. This is an undercount problem that is apparent also for African American, Filipino, Pacific Islander and Other. For this reason, all determinations of disproportionate impacted will be made for race/ethnic groups based on the SCC IE race/ethnicity disaggregation methodology.

Compared to demographics of the population in the SCC service area, the following equity subgroups appear to be underrepresented in the 2014-15 credit student population at SCC: **Asian, White, Other, Foster Youth, and Veteran.**

Indicator 1B: Comparing percentages of equity subgroups in the 2014-15 SCC first-time freshmen student population aged 17-19 to the percentages in the 2013-14 graduating cohort from local feeder high schools.

Percentages of equity subgroups in SCC 2014-15 first-time freshmen aged 17-19 population are compared to percentages of corresponding groups among 2013-14 graduates of Orange Unified High School District. Because the high school data only include race/ethnicity and gender data, no comparison can be made for special population subgroups (low-income, foster youth, disability, and veteran).

I.B. Compare percentages of equity subgroups in the 2014-15 SCC first-time freshmen student population aged 17-19 to the percentages of 2013-14 graduates from local feeder high schools (Orange Unified High School District)

**SCC IE Race/Ethnicity Disaggregation Method
Demographics of SCC Credit (Excluding Apprenticeship) First-Time Freshmen 17-19 in 2014-15 vs. Orange HS District Graduates in 2013-14**

	2014-15 SCC Credit 1st-Time Freshmen 17-19 N=1,770		2013-14 OUSD Graduates N=2,171		Proportion Index	Gap Index
	n	%	n	%		
Race/Ethnicity						pct. points
African American	57	3.2%	42	1.9%	1.66	1.3
American Indian/Alaskan	56	3.2%	14	0.6%	4.91	2.5
Asian	164	9.3%	279	12.9%	0.72	-3.6
Filipino	63	3.6%	37	1.7%	2.09	1.9
Latino	842	47.6%	978	45.0%	1.06	2.5
Pacific Islander	20	1.1%	13	0.6%	1.89	0.5
White	966	54.6%	763	35.1%	1.55	19.4
Multi-Race	392	22.1%	30	1.4%	16.03	20.8
Other (other, declined, unreported)	42	2.4%	15	0.7%	3.43	1.7
Gender						
Female	876	49.5%	1,060	48.8%	1.01	0.7
Male	888	50.2%	1,111	51.2%	0.98	-1.0
Unreported	6	0.3%	0	0.0%	N/A	0.3

Notes:

- 1) Feeder HS graduates data do not include disability status and special populations to compare with SCC first-time freshmen data.
- 2) Sources: Research Data Warehouse, California Department of Education (CDE) Demographics (Dataquest)

Largest Percentage Gaps Identified

SCC Credit (Excluding Apprenticeship) First-Time Freshmen 17-19 in 2014-15 vs. Orange HS District Graduates in 2013-14

Equity Gap	Student Group	Gap in comparison to OUSD Graduates (Percentage)	Percentage expressed as decimal 25% becomes .25	Multiply	Total SCC FTF student population	=	Number of Students "Short"
Largest Gap	Asian	3.6%	0.036	x	1,770	=	64
Second Largest	N/A			x	1,770	=	

Third Largest	N/A		x	=
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Analysis: Two methodologies are used to analyze the data. First, **the proportionality index** is a ratio of the percentage of a subgroup in the student population divided by its percentage in the college’s service area; a ratio of less than 0.85 is identified as disproportionate impact. Second, the **percentage gap index** is the difference between the percentage of a subgroup in the SCC student population and the percentage of that subgroup in the SCC service area. While the percentage gap is misleading because of the significant differences in group sizes and therefore absolute percentages, the percentage gap is included here because it may be useful in the calculation of shortfall in terms of number of students. The percentage gap index methodology is not used here to identify disproportionate impact.

Conclusion: Compared to the demographics of 2013-14 OUSD graduates, the following equity subgroups appear to be underrepresented in the 2014-15 First-Time Freshman cohort at SCC: **Asian**.

Indicator 1C: Comparing placement rates into transfer-level courses in English, Mathematics and Reading among equity subgroups in the 2014-15 SCC first-time freshmen student population.

I.C. Compare placement rates into transfer-level courses in English, Mathematics and Reading among equity subgroups in the 2014-15 SCC first-time freshmen student population.

Access is measured also by the rate at which equity subgroups are placed into college-level or transfer-level courses upon entry into SCC. Placement test results in English, Mathematics and Reading given to first-time freshman enrolling in 2014-15 are used for this metric.

SCC First-Time Freshman Placement Testing Results in 2014-15

	Reading					English					Math				
	Below transfer	Transfer level	Total # tested	80% Rule	Gap Index	Below transfer	Transfer level	Total # tested	80% Rule	Gap Index	Below transfer or take lower test	Transfer level	Total # tested	80% Rule	Gap Index
Total # 1st-Time Freshmen Tested	18%	82%	1372			42%	58%	1372			70%	30%	1558		
Ethnicity					pct. points					pct. points					pct. points
African American	19%	81%	43	0.91	-0.6	44%	56%	43	0.76	-2.5	77%	23%	52	0.49	-6.4
American Indian/Alaskan	20%	81%	41	0.90	-1.5	34%	66%	41	0.90	7.6	67%	33%	46	0.69	3.1
Asian	16%	85%	116	0.95	2.5	32%	68%	116	0.93	9.8	51%	47%	146	1.00	17.8
Filipino	14%	86%	49	0.96	3.7	27%	74%	49	1.00	15.2	54%	44%	57	0.93	14.4
Latino	24%	76%	683	0.85	-6.3	54%	46%	683	0.62	-12.6	74%	25%	748	0.53	-4.2
Pacific Islander	6%	94%	17	1.06	12.1	35%	65%	17	0.88	6.4	63%	37%	19	0.78	7.3
White	11%	89%	724	1.00	7.1	28%	72%	724	0.97	13.2	70%	30%	825	0.62	0.0
Multi-Race	15%	85%	301	0.95	2.7	36%	64%	301	0.87	5.8	68%	31%	339	0.66	1.8
Other (other, declined, unreported)	23%	77%	31	0.87	-4.6	58%	42%	31	0.57	-16.4	63%	34%	41	0.72	4.6
Gender															
Female	19%	81%	664	0.97	-1.1	42%	58%	664	0.99	-0.5	69%	31%	765	1.00	1.1
Male	17%	83%	703	1.00	1.1	41%	59%	703	1.00	0.3	70%	29%	787	0.93	-1.0
Unreported	20%	80%	5	0.96	-2.0	20%	80%	5	1.37	21.7	67%	33%	6	1.09	3.8
Disability															
Non-DSPS	17%	83%	1306	1.00	0.8	40%	59%	1306	1.00	1.1	69%	31%	1484	1.00	1.2
DSPS	35%	65%	66	0.79	-16.8	64%	36%	66	0.61	-21.9	93%	5%	74	0.18	-24.1
Special Populations	reference group is overall average					reference group is overall average					reference group is overall average				
Foster Youth	13%	88%	8	1.07	5.5	75%	25%	8	0.43	-33.3	100%	0%	8	0.00	-29.5
Low-Income	28%	72%	174	0.88	-10.2	59%	41%	174	0.71	-16.9	79%	21%	184	0.72	-8.3
Veterans	11%	90%	19	1.09	7.5	42%	58%	19	0.99	-0.4	95%	5%	21	0.16	-24.7

Notes:

- 1) Transfer level Math=Math 105/140/145/160/219 or above; transfer-level English=English 101; transfer-level Reading=Reading 102/150.
- 2) If a student took a placement test for the same subject multiple times, the one counted is the most recent test result.
- 3) Source: RSCCD Research Department Data Warehouse (2014-15 first-time freshmen, end-of-term who were administered CTEP and/or MDTP placement tests in 2014 and 2015)

Largest Percentage Gaps Identified

SCC First-Time Freshman Reading Placement Testing Results in 2014-15

Equity Gap	Student Group	Gap in comparison to Average (Percentage)	Percentage expressed as decimal 25% becomes .25	Multiply	Total number of students tested in that group	=	Number of Students "Short"
Largest Gap	DSPS	16.8%	0.168	x	66	=	11
Second Largest				x		=	
Third Largest				x		=	

Largest Percentage Gaps Identified

SCC First-Time Freshman English Placement Testing Results in 2014

Equity Gap	Student Group	Gap in comparison to Average (Percentage)	Percentage expressed as decimal 25% becomes .25	Multiply	Total number of students tested in that group	=	Number of Students "Short"
Largest Gap	DSPS	21.9%	0.219	x	66	=	14
Second Largest	Low-Income	16.9%	0.169	x	174	=	29
Third Largest	Latino/a	12.6%	0.126	x	683	=	86

Largest Percentage Gaps Identified

SCC First-Time Freshman Mathematics Placement Testing Results in 2014-15

Equity Gap	Student Group	Gap in comparison to Average (Percentage)	Percentage expressed as decimal 25% becomes .25	Multiply	Total number of students tested in that group	=	Number of Students "Short"
Largest Gap	Veterans	24.7%	0.247	x	21	=	5
Second Largest	DSPS	24.1%	0.241	x	74	=	18
Third Largest	African-American	6.4%	0.064	x	52	=	3

Analysis: Two methodologies are used to analyze the data. First, **the 80% rule index** is a ratio of the percentage rate of placement into transfer-level course of a subgroup in the student population to the percentage rate of a reference subgroup (highest performing group); for special population groups, the comparison is made to the overall average placement rates. A ratio of less than **0.80** is identified as disproportionate impact. Second, the **percentage gap index** is the difference between the placement rate percentage of a subgroup in the SCC student population and the percentage of the overall average for all students. The percentage gap index methodology is not used to identify disproportionate impact.

Conclusion: Disproportionate impact is observed mostly in Math and English placement tests, where several equity subgroups placed in transfer-level courses at significantly lower rates than the reference groups or the overall average.

In **Reading:** slight disproportionate impact for **DSPS** students. In **English:** disproportionate impact for **African-American, Latino/a, Other, DSPS, Low-Income** and **Foster Youth**. In **Math:** disproportionate impact for **African-American, American Indian/Alaskan, Latino/a, Pacific Islander, White, Multi-Race, Other, DSPS, Low Income, Foster Youth** and **Veteran**.

Goals, Activities, Funding, and Evaluation: Access

GOAL: ACCESS

SCC will maintain a commitment to increase access for students identified in the equity plan through strategic and continuous planning and evaluation.

GAP TABLES: ACCESS

These tables below show an aggregate of all of the students that were identified in either 2013-14, 2014-15, or both. We will monitor all of the groups but prioritize those highlighted in yellow to demonstrate significant disproportionate impact. A three year assessment will be used in order to find if SCC was successful in closing the gaps in these areas or if the rise and fall is simply year to year fluctuation.

I.A. ACCESS: Compare SCC Credit (excluding Apprenticeship) to SCC Service Area

Target Population(s)	2013-14 Gap	2014-15 Gap	Goal 25% Reduction	Goal Year
Asian	-6.4	-3.1	-2.3	2021
White	-15.3	-13.1	-9.8	2021
Other	6.7	-3.5	-2.6	2021
Foster Youth	0.2	-0.8	-0.6	2021
Veterans	-4.4	-4.2	-3.2	2021

I.B. ACCESS: Compare SCC Incoming Freshmen to Graduates from Feeder HS (OUSD)

Target Population(s)	2013-14 Gap	2014-15 Gap	Goal 25% Reduction	Goal Year
Asian	N/A	-3.6	-2.7	2021

I.C.1 ACCESS: Placement Rates into Transfer-Level ENGLISH Courses

Target Population(s)	2013-14 Gap	2014-15 Gap	Goal 25% Reduction	Goal Year
DSPS	-15.9	-16.8	-12.6	2021

I.C.2 ACCESS: Placement Rates into Transfer-Level MATHEMATICS Courses

Target Population(s)	2013-14 Gap	2014-15 Gap	Goal 25% Reduction	Goal Year
African American	-9.2	-2.5	-1.9	2021
Latino/a	-12.3	-12.6	-9.5	2021
Other	6.0	-16.4	-12.3	2021
DSPS	-12.0	-21.9	-16.4	2021
Foster Youth	9.2	-33.3	-25.0	2021
Low Income	-13.5	-16.9	-12.7	2021

I.C.3 ACCESS: Placement Rates into Transfer-Level READING Courses

Target Population(s)	2013-14 Gap	2014-15 Gap	Goal 25% Reduction	Goal Year
African American	-8.5	-6.4	-4.8	2021
American Indian/AK	N/A	3.1	N/A	2021
Latino/a	-6.1	-4.2	-3.2	2021
White	N/A	0	N/A	2021
Multi-Race	N/A	1.8	N/A	2021
Other	N/A	4.6	N/A	2021
DSPS	-14.2	-24.1	-18.1	2021
Foster Youth	-2.4	-29.5	-22.1	2021
Low-Income	-13.7	-8.3	-6.2	2021
Veterans	-21.7	-24.7	-18.5	2021

ACTIVITIES: ACCESS

Activity	Start / End Date (Evaluation Cycle)	Activity Type	Link to Goal	Funding
A1. Conduct research to identify potential barriers and recruitment strategies for equity groups	2014/15 (year 1)- 2016/17 (year 3)	-Research and Evaluation -Outreach	Identification of factors that impact access for equity groups will guide potential strategies to mitigate barriers and will provide areas for focus for recruitment efforts. This will in turn	Equity: \$0,000

demonstrating disparities in access.			increase the number of students from equity groups that enroll at SCC.	
<ul style="list-style-type: none"> • Target Groups: All groups identified in the Access Section will be impacted by research on barriers. • # of Students: All groups identified in the Access Section will be impacted. • Activity Implementation Plan: In the 2014-15 Student Equity Plan, a recommendation was made to conduct research to identify potential barriers and recruitment strategies for equity groups demonstrating disparities in access. Over the course of three years, the research analyst will use both qualitative and quantitative methods for gathering data on what barriers exist that keep students from equity identified groups from enrolling at SCC. In year two of the current plan and continuing into year three, the research analyst will create and submit surveys to students, as well as facilitate focus groups with students on campus. The results of the data will be shared with the Student Success and Equity Committee, who will work with stakeholders on campus to create strategies to mitigate barriers found. • Evaluation: The research on disproportionate impact will determine whether this strategy is creating positive change in the recruitment of students from disproportionately impacted groups. This will be measured on an annual basis, with a summative assessment to be completed at the end of this third reporting year (2016/17). 				
A2. Identify factors contributing to lower level placement across disciplines for equity groups.	2014/15 (year 1)- 2016/17 (year 3)	-Research and Evaluation -Outreach	Identifying factors contributing to low placement scores will provide insight into strategies that can be put into place that will in turn increase placement rate among student equity groups.	Equity: \$0,000
<ul style="list-style-type: none"> • Target Groups: All groups identified in the Access Section will be impacted by identifying factors. • # of Students: All groups identified in the Access Section will be impacted. • Activity Implementation Plan: A Research Analyst was hired in June 2014. The research analyst immediately began conducting research related to disproportionate impact and will continue to do so with guidance from the Director of the Office of Student Equity and Success and the Student Success and Equity Committee. Identifying factors contributing to lower level placement across disciplines for equity groups will provide a space to develop strategies for improving placement and in return, move more students into college or transfer level courses. • Evaluation: The research on disproportionate impact will determine whether this strategy is creating positive change in the placement of students from disproportionately impacted groups into college level courses. This will be measured on an annual basis with a summative assessment to be completed at the end of this third reporting year (2016/17). 				
A3. Create a media marketing campaign to support outreach and recruitment of students in equity groups, as well as promote and maintain SCC as a Hispanic Serving Institution.	2015/16 (year 2) - 2016/17 (year 3)	-Outreach	Creating an intentional marketing campaign will strengthen outreach and recruitment to underrepresented students identified in the Access Section of the Student Equity Plan and in turn, raise the number of students recruited to SCC.	Equity: \$5,000 (annually) General Fund: \$25,000 (annually)
<ul style="list-style-type: none"> • Target Groups: All groups identified in the Access Section will be impacted by creating a media campaign that will increase the recruitment of students from identified groups. • # of Students: All groups identified in the Access Section will be impacted. • Activity Implementation Plan: A media campaign will also be developed in collaboration with SCC's presidential initiative. The media campaign will be designed to expand the visibility of the college, specifically to groups of students identified in SCC's Student Equity Plan. • Evaluation: The research on disproportionate impact will determine whether the marketing campaign is reducing the achievement gap for students identified. 				
A4. Provide materials and supplies to support outreach and recruitment	2014/15 (year 1) - 2016/17 (year 3)	-Outreach	Providing additional materials will strengthen outreach and recruitment to underrepresented students identified in	Equity: \$20,000 (annually)

of disproportionately impacted groups.			the Access Section of the Student Equity Plan.	
<ul style="list-style-type: none"> • Target Groups: All groups identified in the Access Section will be impacted by providing resources and materials to outreach staff in order to increase the number of students from identified groups that are recruited to the campus. • # of Students: All groups identified in the Access Section will be impacted. • Activity Implementation Plan: Currently, the outreach department has no budget for materials or resources. This significantly impacts the way they recruit and the type of outreach they are able to conduct. In the Fall of 2015, the Office of Student Equity and Success provided materials and supplies in the amount of \$2,500 to strengthen outreach efforts during the Fall recruitment season. Providing supplemental outreach materials and resources the outreach office needs will assist in the recruitment of students in equity groups. These materials will allow outreach staff to market SCC's programs and increase the number of students from DI groups that enroll. • Evaluation: The research on disproportionate impact will determine whether the supplemental materials are reducing the achievement gap for students identified in the Access Section. 				
A5. Explore the expansion of Early Welcome, Family Night, and Discover SCC which will orient new students in under-represented equity groups to college-wide specialized services that address their unique needs	2015/16 (year 2) - 2016/17 (year 3)	-Outreach	Strengthening outreach and recruitment to underrepresented students with focused expansion of already successful programs will decrease the gap between the reference groups and those showing disproportionate impact.	Equity: \$3,000 (annually)
<ul style="list-style-type: none"> • Target Groups: All groups identified in the Access Section will be impacted by expansion of outreach events. • # of Students: All groups identified in the Access Section will be impacted. • Activity Implementation Plan: Currently, SCC Early Welcome and registration events are successful. In coordination with SSSP and BSI, the Student Success and Equity Committee will explore what it would take to increase the number of equity identified students and their families to attend these events. One option being explored is providing a Family Night session in Spanish. Based on the feedback from that event, the committee will make a formal recommendation on whether or not more events can be expanded. • Evaluation: The research on disproportionate impact will determine whether expanding current recruitment events is reducing the achievement gap for students identified. 				
A6. Hire a dedicated part-time staff member to support High School and Community Outreach operations and activities related to equity-identified student groups.	2015/16 (year 2) - 2016/17 (year 3)	-Outreach -Direct Student Support	Hiring a staff member that focuses on strengthening outreach and recruitment to underrepresented students identified in the Access Section of the Student Equity Plan will decrease the gap between the reference groups and those identified in the equity plan.	Equity: \$14,029 (6 month)
<ul style="list-style-type: none"> • Target Groups: All groups identified in the Access Section will be impacted by hiring an outreach staff member that will increase the number of students from identified groups that are recruited to the campus. • # of Students: All groups identified in the Access Section will be impacted. • Activity Implementation Plan: The High School and Community Outreach Department is limited in staff. By providing additional support, a greater effort can be made to connect with students from identified groups in order to increase the number of these students that enroll at SCC. • Evaluation: The Assistant Dean of Admissions and Records, as well as colleagues, will contribute qualitative insights into the performance and aptitude of the Outreach Specialist. Formal evaluation will occur on an annual basis with informal meetings occurring weekly with the direct supervisor. The research on disproportionate impact will determine whether hiring the staff member is reducing the achievement gap for students identified. This is measured on an annual basis with a summative assessment to be completed at the end of this third reporting year (2016/17). 				

A7. Develop a team of Student Ambassadors to support community outreach to identified student equity groups.	2015/16 (year 2) - 2016/17 (year 3)	-Outreach	Strengthen outreach and recruitment to underrepresented students by attending community events in the service area that are highly attended by students identified in the Access Section of the Student Equity Plan which will increase the amount of these students that enroll at SCC.	Equity: \$9,632 (annually)
<ul style="list-style-type: none"> • Target Groups: All groups identified in the Access Section will be impacted by developing a team of Student Ambassadors that will increase the number of students from identified groups that are recruited to the campus. • # of Students: All groups identified in the Access Section will be impacted. • Activity Implementation Plan: The High School and Community Outreach Department is limited in staff. By providing additional support, a greater effort can be made to connect with students from identified groups in order to increase these students' enrollment numbers at SCC. The team of Student Ambassadors will focus on large scale cultural and community events that cater to adolescents, young adults, veterans, families, and other groups from identified populations. • Evaluation: The Assistant Dean of Admissions and Records, as well as colleagues, will contribute qualitative insights into the performance and aptitude of the individual ambassadors. The research on disproportionate impact will determine whether the team of Student Ambassadors are reducing the achievement gap for students identified. This is measured on an annual basis with a summative assessment to be completed at the end of this third reporting year (2016/17). 				
A8. Provide supplemental support to the Upward Bound Program students taking SCC college courses through the Career Advanced Placement Program.	2015/16 (year 2) - 2016/17 (year 3)	-Direct Student Support -Outreach -Instructional Support Activities	Strengthen outreach and recruitment of underrepresented students by providing books, and instructional supplies for Upward Bound students taking SCC courses.	Equity: \$3,000 (annually) Upward Bound: \$7,000 (annually)
<ul style="list-style-type: none"> • Target Groups: Students who identify as Latino/a, and or low-income. • # of Students: Upward Bound serves approximately 62 students annually, with 10 students taking college courses during the Summer Program. • Activity Implementation Plan: Upward Bound has a history of success in supporting Latino/a, first-generation and low-income students. SCC's Upward Bound Math Science has seen similar success. They are, however, limited in the resources they provide their students. For instance, they are not able to provide books or instructional supplies to students taking college courses. Based on conversations with stakeholders, a recommendation was made to include supplemental support for these students who may not take these classes without the supplemental monetary support for books. • Evaluation: The research on disproportionate impact in the areas of access will determine whether additional resources were successful in reducing the achievement gap for identified students. This is measured on an annual basis with a summative assessment to be completed at the end of this third reporting year (2016/17). 				
A9. Hold community based foster youth events highlighting SCC programs and services.	2014/15 (year 1) - 2016/17 (year 3)	-Outreach -Direct Student Support	Providing specialized recruitment for foster youth will allow these students to see, and understand what services and programs are available to them at SCC, which will increase the number of foster youth who enroll.	Equity: \$3,000 (annually)
<ul style="list-style-type: none"> • Target Groups: Students who identify as foster youth. • # of Students: Approximately 50 foster youth annually • Activity Implementation Plan: In the 2014-15 Student Equity Plan, there was a recommendation to hold a community-based foster youth event, which would highlight SCC's programs and services designed to support these students. In the Fall of 2015-16, the foster youth advisory group will meet and make plans to create an event such as 				

<p>this. Community and campus partners will be included ensuring that students can access multiple areas for support they need (i.e. housing, mental health services, child care, etc.), thus eliminating barriers to foster youth student success here at SCC.</p> <ul style="list-style-type: none"> • Evaluation: The research on disproportionate impact in the areas of access will determine whether providing specialized community events is increasing the number of students who identify as foster youth who enroll at SCC. This is measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				
<p>A10. Provide resources and supplemental support in the form of books, instructional supplies, gas cards, and bus passes etc. to students who identify as foster youth to eliminate barriers to enrollment at SCC.</p>	<p>2014/15 (year 1) - 2016/17 (year 3)</p>	<p>-Outreach -Direct Student Support -Instructional Support Activities</p>	<p>Providing monetary support to foster youth students will eliminate many of the barriers they encounter before they arrive on our campus. Removing these barriers will likely increase the number of foster youth that enroll at SCC.</p>	<p>Equity: \$10,000 (annually)</p>
<ul style="list-style-type: none"> • Target Groups: Students who identify as foster youth. • # of Students: Approximately 50 foster youth annually • Activity Implementation Plan: In the 2014-15 Student Equity Plan, there was a recommendation to provide foster youth with resources and supplemental support, which would limit many of the barriers these students encounter upon entering higher education. During the 2014-15 year, supplemental support was provided to foster youth in the form of books, instructional supplies, gas cards, and bus passes. With the support of the foster youth advisory group, and the potential hiring of staff to support foster youth, the numbers may increase and more support may be needed for these students. • Evaluation: At the end of three years, a comparative study will be conducted between those students that received this support and foster youth that did not to show the impact of providing additional resources to this very deserving student population. The research on disproportionate impact in the areas of access will also be key in determining whether providing supplemental resources is reducing barriers and increasing access for students who identify as foster youth. This is measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				
<p>A11. Provide resources and supplemental support in the form of books, instructional supplies, and gas cards, to veteran students to eliminate barriers of access.</p>	<p>2015/16 (year 2) - 2016/17 (year 3)</p>	<p>-Outreach -Direct Student Support -Instructional Support Activities</p>	<p>Providing monetary support to veteran students will eliminate many of the barriers linked to the delay in receiving their GI Bill benefits. Removing these barriers will likely increase the number of veterans that will enroll at SCC as many veterans investigate schools with “gap support”, and quick benefits turn around.</p>	<p>Equity: \$10,000 (annually)</p>
<ul style="list-style-type: none"> • Target Groups: Students who identify as veterans. • # of Students: Approximately 190 student veterans annually. • Activity Implementation Plan: Over the Spring and Summer of 2015, the Director of the Office of Student Equity and Success met with veteran support staff to gain a qualitative understanding of what support is being provided to student veterans and where the gaps are. One issue that looms large, not only for veterans here at SCC but across the nation, is their “benefits gap”. When a veteran applies for benefits, the VA will only process them after the veteran begins taking the class. This means that the support funds that are supposed to be for housing, books, supplies, and food do not come until after the veteran is well into the semester. Providing “gap support” in the form of books, instructional supplies, and gas cards will reduce the amount of barriers veteran students face prior to enrolling at SCC. • Evaluation: At the end of three years, a comparative study will be conducted between those students that received this support and veterans that did not to show the impact of providing additional resources to these students. The research on disproportionate impact in the area of access will also be key in determining whether providing 				

supplemental resources is reducing barriers and increasing access for students who identify as veterans. This is measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
A12. Provide outreach materials and specialized orientation programming for students with identified disabilities.	2015/16 (year 2) - 2016/17 (year 3)	-Outreach -Direct Student Support -Instructional Support Activities	Providing specialized marketing materials and a parent orientations will allow the DSPS Office to strengthen its recruitment of students with identified disabilities immediately following their high school graduation. This will make for a seamless transition into higher education, and minimize barriers of access surrounding these students.	Equity: \$5,000 (annually)
<ul style="list-style-type: none"> • Target Groups: Students with identified disabilities and their parents. • # of Students: Students with identified disabilities and their parents. • Activity Implementation Plan: Create outreach materials targeting high school students with disabilities and distribute them to feeder high schools. Develop a parent orientation for students with disabilities that addresses the specialized DSPS High School transition process. • Evaluation: The DSPS faculty will review data regarding participation in parent workshops and subsequent student enrollment at SCC. The research on disproportionate impact in the areas of access will also be key in determining whether providing supplemental resources and orientation programming are reducing the achievement gap found to impact students with disabilities. This is measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				
A13. Develop an Academic Success Academy course for high school students with disabilities transitioning to SCC.	2015/16 (year 2) - 2016/17 (year 3)	-Outreach -Direct Student Support -Instructional Support Activities	The Academic Success Academy will provide students with disabilities with learning resources and materials to prepare them for their first semester at SCC.	Equity: \$2,873 (annually)
<ul style="list-style-type: none"> • Target Groups: Students with identified disabilities will participate in the Academic Success Academy. • # of Students: Students with identified disabilities will be impacted. • Activity Implementation Plan: The DSPS faculty will plan, coordinate, and develop curriculum for the Academic Success Academy. Faculty from other departments and disciplines will be consulted as needed. Faculty will receive release time LHE for the development and teaching of the course. • Evaluation: The DSPS faculty will develop student learning outcomes and an evaluation instrument to determine if course outcomes were met. The research on disproportionate impact in the areas of access will determine whether the Academic Success Academy is increasing the transition and first year success if students with identified disabilities. This is measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				
A14. Explore the development of a bridge or transition program from high school to college for students identified in the access section of the equity plan.	2015/16 (year 2) - 2016/17 (year 3)	-Research and Evaluation -Planning and Coordination	The development of a bridge or transition program, will remove many barriers encountered by students and will result in higher numbers of students from equity-identified groups enrolling at SCC.	Equity: \$0,000
<ul style="list-style-type: none"> • Target Groups: All groups identified in the Access Section will be impacted by exploring the development of a bridge or transition program. • # of Students: All groups identified in the Access Section will be impacted. • Activity Implementation Plan: There are many best practices identified to increase access to higher education for students from underrepresented groups. During the 2014-15 academic year, the Director of the Office of Student Equity and Success has come across many best practices being implemented by colleges and universities. Some 				

activities to be noted for their success are first-year programs that focus on a cohort of students that begins in the summer and moves through their first year taking classes together and meeting during the semester as a group. Some models focus on students from similar majors, others on students from similar backgrounds, for example: Latino students, low-income students, and or males. One practice that is having a high impact and increasing student success is a conference model that brings students together over the summer to develop skills that are needed to be successful in higher education. One successful regional model is the “Encuentros Conference” that focuses on Latino males and also has a parent component. In the coming 20-15-2015 academic year, the Director along with outreach staff and interested individuals from across campus can have open discussions about including activities like this as outreach to identified student groups to eliminate barriers encountered by these students and to make the transition to higher education as seamless as possible.

- **Evaluation:** This is an exploratory activity that will result in recommendations for future activities to increase access for equity identified students. Should an activity be approved and included in future iterations of the equity plan, the research on disproportionate impact in the areas of access will determine whether the bridge or transition program is increasing the number of students who enroll at SCC. This is measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).

Course Completion



Santiago Canyon College

Introduction: Course Completion

For the purpose of this plan, disproportionate impact in the area of Course Completion will be identified by analyzing the ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. In this section we have included our research methods, data on disproportionate impact, the course completion goal, and the aligned activities created to increase overall success in the classroom for these students.

Campus Based Research: Course Completion

RESEARCH METHOD:

To analyze disproportionate impact in course completion, **three** different metrics are evaluated:

Indicator 2A: Course Success Rates

Success rates (grades of A, B, C, P or Credit divided by all grades given including W) for equity subgroups are compiled for two academic years from 2013-14 to 2014-15.

SCC Success Rates in Credit Courses (excluding APPR) by Academic Year

	2013-14					2014-15				
	Grades Given	Success n	Success Rate	80% Rule	Gap Index	Grades Given	Success n	Success Rate	80% Rule	Gap Index
OVERALL	55929	37720	67.4%			55172	37490	68.0%		
Ethnicity					pct points					pct points
African American	1692	1046	61.8%	0.85	-5.6	1669	1020	61.1%	0.84	-6.8
American Indian/Alaskan	1866	1200	64.3%	0.88	-3.1	1721	1102	64.0%	0.88	-3.9
Asian	5366	3923	73.1%	1.00	5.7	5584	4071	72.9%	1.00	5.0
Filipino	1671	1212	72.5%	0.99	5.1	1798	1245	69.2%	0.95	1.3
Latino	24687	15490	62.7%	0.86	-4.7	24362	15380	63.1%	0.87	-4.8
Pacific Islander	724	426	58.8%	0.80	-8.6	714	438	61.3%	0.84	-6.6
White	31227	21918	70.2%	0.96	2.7	30770	21689	70.5%	0.97	2.5
Multi-Race	11552	7727	66.9%	0.91	-0.6	11767	7835	66.6%	0.91	-1.4
Other (other, declined, unreported)	1789	1232	68.9%	0.94	1.4	1695	1198	70.7%	0.97	2.7
Gender										
Female	27840	18996	68.2%	1.00	0.8	27486	19082	69.4%	1.00	1.5
Male	28068	18709	66.7%	0.98	-0.8	27592	18343	66.5%	0.96	-1.5
Unreported	21	15	71.4%	1.05	4.0	94	65	69.1%	1.00	1.2
Disability										
Non-DSPS	51912	35144	67.7%	1.00	0.3	51577	35239	68.3%	1.00	0.4
DSPS	4017	2576	64.1%	0.95	-3.3	3595	2251	62.6%	0.92	-5.3
Special Populations										
Foster Youth	289	161	55.7%	0.83	-11.7	252	128	50.8%	0.75	-17.2
Low-Income	10483	6533	62.3%	0.92	-5.1	9157	5586	61.0%	0.90	-6.9
Veterans	917	641	69.9%	1.04	2.5	965	636	65.9%	0.97	-2.0

1) Source: RSCCD Research Data Warehouse

Largest Percentage Gaps Identified SCC Course Success Rates 2013-14

Equity Gap	Student Group	Gap in comparison to the Average, (Percentage)	Percentage expressed as decimal	Multiply	Grades given to the subgroup	=	Number of Seats "Lost"
Largest Gap	Pacific Islander	8.6%	0.086	x	724	=	62
Second Largest							
Third Largest				x		=	

Largest Percentage Gaps Identified SCC Course Success Rates 2014-15

Equity Gap	Student Group	Gap in comparison to the Average, (Percentage)	Percentage expressed as decimal	Multiply	Grades given to the subgroup	=	Number of Seats "Lost"
Largest Gap	Foster Youth	17.2%	0.172	x	252	=	43
Second Largest				x		=	
Third Largest				x		=	

Analysis: Two methodologies are used to analyze the data. First, **the 80% rule index** is a ratio of the success rate of a subgroup in the student population and the success rate of a reference subgroup (highest performing group); for special population groups, the comparison is made to the overall average success rate. A ratio of less than **0.80** is identified as disproportionate impact. Second, the **percentage gap index** is the difference between the success rate of a subgroup in the SCC student population and the average success rate of all students. The percentage gap index methodology is not used to identify disproportionate impact.

Conclusion: Using the 80% index to identify disproportionate impact, there are two instances identified: **Pacific Islander** and **Foster Youth**.

Indicator 2B: Course Retention Rates

Retention rates (all grades except W divided by all grades given including W) for equity subgroups are compiled for two academic years from 2013-14 to 2014-15.

SCC Retention Rates in Credit Courses (APPR Excluded) by Academic Year

	2013-14					2014-15				
	Grades Given	Retention n	Retention Rate	80% Rule	Gap Index	Grades Given	Retention n	Retention Rate	80% Rule	Gap Index
OVERALL	55929	46290	82.8%			55172	45590	82.6%		
Ethnicity					pct. points					pct. points
African American	1692	1354	80.0%	0.94	-2.7	1669	1321	79.1%	0.93	-3.5
American Indian/Alaskan	1866	1512	81.0%	0.95	-1.7	1721	1396	81.1%	0.96	-1.5
Asian	5366	4556	84.9%	0.99	2.1	5584	4732	84.7%	1.00	2.1
Filipino	1671	1428	85.5%	1.00	2.7	1798	1488	82.8%	0.98	0.1
Latino	24687	19953	80.8%	0.95	-1.9	24362	19518	80.1%	0.95	-2.5
Pacific Islander	724	576	79.6%	0.93	-3.2	714	557	78.0%	0.92	-4.6
White	31227	26249	84.1%	0.98	1.3	30770	25818	83.9%	0.99	1.3
Multi-Race	11552	9556	82.7%	0.97	-0.0	11767	9580	81.4%	0.96	-1.2
Other (other, declined, unreported)	1789	1482	82.8%	0.97	0.1	1695	1411	83.2%	0.98	0.6
Gender										
Female	27840	23077	82.9%	1.00	0.1	27486	22923	83.4%	1.00	0.8
Male	28068	23196	82.6%	1.00	-0.1	27592	22592	81.9%	0.98	-0.8
Unreported	21	17	81.0%	0.98	-1.8	94	75	79.8%	0.96	-2.8
Disability										
Non-DSPS	51912	42988	82.8%	1.00	0.0	51577	42686	82.8%	1.00	0.1
DSPS	4017	3302	82.2%	0.99	-0.6	3595	2904	80.8%	0.98	-1.9
Special Populations										
Foster Youth	289	217	75.1%	0.91	-7.7	252	197	78.2%	0.95	-4.5
Low-Income	10483	8369	79.8%	0.96	-2.9	9157	7225	78.9%	0.95	-3.7
Veterans	917	786	85.7%	1.04	2.9	965	806	83.5%	1.01	0.9

Notes:

- 1) Course Retention = All course grades except W.
- 2) Source: RSCCD Research Data Warehouse

Larges Identified Gaps Identified SCC Course Retention Rates 2013-14

Equity Gap	Student Group	Gap in comparison to the Average, (Percentage)	Percentage expressed as decimal	Multiply	Grades given to the subgroup	=	Number of Seats "Lost"
Largest Gap	N/A			x		=	
Second Largest	N/A			x		=	
Third Largest	N/A			x		=	

Largest Percentage Gaps Identified SCC Course Retention Rates 2014-15

Equity Gap	Student Group	Gap in comparison to the Average, (Percentage)	Percentage expressed as decimal	Multiply	Grades given to the subgroup	=	Number of Seats "Lost"
Largest Gap	N/A			x		=	
Second Largest	N/A			x		=	
Third Largest	N/A			x		=	

Analysis: Two methodologies are used to analyze the data. First, **the 80% rule index** is a ratio of the retention rate of a subgroup in the student population and the retention rate of a reference subgroup (highest performing group); for special population groups, the comparison is made to the overall average retention rate. A ratio of less than **0.80** is identified as disproportionate impact. Second, the **percentage gap index** is the difference between the retention rate of a subgroup in the SCC student population and the average retention rate of all students. The percentage gap index methodology is not used to identify disproportionate impact.

Conclusion: Using the 80% index, there is no disproportionate impact identified.

Indicator 2C: Academic/Progress Probation Data

Course completion is also measured by the rate at which equity subgroups are placed in academic and progress probation status.

SCC Students in Probation 2014-15

	2014-15 Probation N=2,305		2014-15 SCC Credit Excl. Appr. Student Population N=13,579		Reciprocal Proportion Index	Probation Rate	Gap Index
	n	%	n	%			
ALL	2305		13579			17%	
Ethnicity							pct. points
African American	87	3.8%	461	3.4%	0.90	19%	-1.9
American Indian/Alaskan	76	3.3%	437	3.2%	0.98	17%	-0.4
Asian	182	7.9%	1492	11.0%	1.39	12%	4.8
Filipino	73	3.2%	430	3.2%	1.00	17%	-0.0
Latino	1194	51.8%	6184	45.5%	0.88	19%	-2.3
Pacific Islander	37	1.6%	178	1.3%	0.82	21%	-3.8
White	1199	52.0%	7221	53.2%	1.02	17%	0.4
Multi-Race	522	22.6%	2868	21.1%	0.93	18%	-1.2
Other (other, declined, unreported)	60	2.6%	389	2.9%	1.10	15%	1.6
Gender							
Female	1021	44.3%	6743	49.7%	1.12	15%	1.8
Male	1280	55.5%	6801	50.1%	0.90	19%	-1.8
Unreported	4	0.2%	35	0.3%	1.49	11%	5.5
Disability							
Non-DSPS	2117	91.8%	12842	94.6%	1.03	16%	0.5
DSPS	188	8.2%	737	5.4%	0.67	26%	-8.5
Special Populations							
Foster Youth	21	0.9%	54	0.4%	0.44	39%	-21.9
Low-Income	519	22.5%	2068	15.2%	0.68	25%	-8.1
Veterans	41	1.8%	190	1.4%	0.79	22%	-4.6

Notes:

- 1) A disproportionate impact is identified when the proportionality index is < 0.85. A subgroup must have at least 30 students to be used as the reference group for any proportionality index and to make valid disproportionate impact conclusion.
- 2) Source: SCC Admissions & Records, RSCCD Data Warehouse

Largest Percentage Gaps Identified

SCC Academic/Progress Probation Rates 2014-15

Equity Gap	Student Group	Gap in comparison to the Average, (Percentage)	Percentage expressed as decimal	Multiply	Total number of students in subgroup	=	Number of Students "Lost"
Largest Gap	Foster Youth	21.9%	0.219	x	54	=	12
Second Largest	DSPS	8.5%	0.085	x	737	=	63

Third Largest	Low Income	8.1%	0.081	x	2068	=	168
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Analysis: Two methodologies are used to analyze the data. First, **the proportionality index** is the inverse ratio of the percentage of a subgroup in academic probation status divided by its percentage in the SCC student population; a ratio of less than **0.80** is identified as disproportionate impact. Second, the **percentage gap index** is the difference between the probation rate percentage of a subgroup in the SCC student population and the overall average probation rate for all students. Because a lower rate is better, the ratio and gap difference for this metric are calculated inversely.

Conclusion: Using **the proportionality index** (comparing the percentages in the probation population and the SCC student population in 2014-15), disproportionate impact is identified for **Pacific Islander, DSPS, Foster Youth, Low Income, and Veteran** groups, i.e. they make up disproportionately larger percentages of student under probation than their percentages in the SCC student population (Credit excluding Apprenticeship).

Goals, Activities, Funding, and Evaluation: Course Completion

GOAL: COURSE COMPLETION

Increase the course completion rates among students identified in the equity plan and continue to monitor and address disparities identified among these students.

GAP TABLES

These tables below show an aggregate of all of the students that were identified in either 2013-14, 2014-15, or both. We will monitor all of the groups, but prioritizing those highlighted in yellow demonstrating significant disproportionate impact. A three year assessment will be used in order to find if SCC was successful in closing the gaps in these areas or if the rise and fall is simply year to year fluctuation.

II.A. COURSE COMPLETION: Retention Rates in Credit Courses (Excl. APPR)

Target Population(s)	2013-14 Gap	2014-15 Gap	Goal 25% Reduction	Goal Year
Pacific Islander	-8.6	-6.6	-5.0	2021
Foster Youth	-11.7	-17.2	-12.9	2021

II.B. COURSE COMPLETION: Retention Rates in Credit Courses (Excl. APPR)

Target Population(s)	2013-14 Gap	2014-15 Gap	Goal 25% Reduction	Goal Year
N/A				

II.C. COURSE COMPLETION: Academic Probation Rates

Target Population(s)	2013-14 Gap	2014-15 Gap	Goal 25% Reduction	Goal Year
Pacific Islander	N/A	-3.8	-2.9	2021
DSPS	-1.6	-8.5	-6.4	2021
Foster Youth	-16.5	-21.9	-16.4	2021
Low-Income	-13.8	-8.1	-6.1	2021
Veterans	2.3	-4.6	-3.5	2021

ACTIVITIES: COURSE COMPLETION

Activity	Start / End Date (Evaluation Cycle)	Activity Type	Link to Goal	Funding
B1. Evaluate the utilization of in-person and E-advising	2014/15 (year 1)- 2016/17 (year 3)	-Research and Evaluation	Conducting a data analysis will determine if all student groups access counseling at similar rates which will	Equity: \$0,000

counseling services by equity groups.		-Direct Student Support -Instructional Support Activities	assist departments in reaching out to specific groups that do not.	
<ul style="list-style-type: none"> • Target Groups: All groups identified in the Course Completion Section will be impacted by the assessment and evaluation of intervention services designed to improve student retention and persistence. • # of Students: All groups identified in the Course Completion Section will be impacted. • Activity Implementation Plan: In the 2014-15 SCC Student Equity Plan, a recommendation was made to evaluate who was utilizing counseling services. In the first year of the equity plan, an analysis of all students using counseling services was conducted. The analysis did not separate in-person and e-advising; however, all in-person and e-advising counseling services were analyzed by gender, age group, and ethnicity for 2014-2015. SCC will continue to evaluate utilization of counseling services and we will differentiate the data on in-person versus e-advising. • Evaluation: The research on disproportionate impact will determine whether this strategy is creating positive change in the course completion of students from disproportionately impacted groups. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				
B2. Identify disparities among students participating in counseling intervention workshops required for students after their first semester on academic and/or progress probation.	2014/15 (year 1)- 2016/17 (year 3)	-Research and Evaluation -Direct Student Support -Instructional Support Activities	Conducting a data analysis of student participation in counseling intervention workshops among student equity groups will allow stakeholders to expand outreach to those that are not participating.	Equity \$0,000
<ul style="list-style-type: none"> • Target Groups: All groups identified in the Course Completion Section will be impacted by inquiries made into disparities. • # of Students: All groups identified in the Course Completion Section will be impacted. • Activity Implementation Plan: In the 2014-15 SCC Student Equity Plan, a recommendation was made to identify disparities among students participating in counseling interventions activities. In the first year, an analysis was conducted which showed that Latino/as were overrepresented. SCC will continue to monitor these data to identify trends in students participating in probation workshops. • Evaluation: The research on disproportionate impact found in SCC's Student Equity Plan will determine whether by inquiries made into disparities is having a positive effect on reducing the achievement gaps in the specified areas for disproportionately impacted students. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				
B3. Explore additional interventions for student equity groups on academic and progress probation to help them develop strategies for improving their academic performance.	2014/15 (year 1)- 2016/17 (year 3)	-Research and Evaluation -Direct Student Support -Instructional Support Activities	Based on finding, recommendations may be made to provide additional interventions for equity groups on academic and progress probation to help them develop strategies for improving their academic performance.	Equity \$0,000
<ul style="list-style-type: none"> • Target Groups: All groups identified in the Course Completion Section will be impacted by the assessment and evaluation of intervention services designed to improve student retention and persistence. • # of Students: All groups identified in the Course Completion Section will be impacted by the assessment and evaluation of intervention services designed to improve student retention and persistence. • Activity Implementation Plan: In the 2014-15 SCC Student Equity Plan, counseling interventions were discussed as a means for ensuring staff and faculty have an opportunity to intervene if and when students are not doing well. Intervention workshops provided students with specific strategies for improving academic performance covering topics from course repetition to time management and other study strategies. In addition, students are provided with information and/or referral to academic and student support services available to support their success in college. 				

<ul style="list-style-type: none"> • Evaluation: The research on disproportionate impact found in SCC's Student Equity Plan will determine whether exploring additional interventions is having a positive effect on reducing the achievement gaps in the specified areas for disproportionately impacted students. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				
B4. Provide supplemental support to College Assistance Migrant Program (CAMP) by providing students with 15 laptop computers for student use in CAMP study space.	2015/16 (year 2)- 2016/17 (year 3)	-Direct Student Support -Instructional Support Activities	Providing additional resources to students involved in the CAMP Program, which provides holistic services to mainly migrant, Latino/a students who are low-income, will increase the number of students who complete courses at SCC.	Equity \$16,173 (year 2)
<ul style="list-style-type: none"> • Target Groups: Low-Income students, who identify as Latino/a. Some identify as foster youth as well. • # of Students: 43 students • Activity Implementation Plan: The CAMP Program provides comprehensive programming and services to the students they serve. Since its first grant year, they have not been able to purchase computers or technology for their students because of restrictions in their budget. After meeting with staff and gaining an understanding of the successes the program has seen as well as the gaps in service, a proposal was made to use equity funds to purchase 30 laptop computers for use in CAMP study space and classrooms. A mobile cart already exists, so the new laptops can be housed there for storage, safe keeping, and charging. • Evaluation: In the following two years, the research analyst will conduct qualitative and quantitative comparative studies to gain a better understanding of the success of the students who used the computers versus those that did not. Also, the research on disproportionate impact will determine whether the purchase of a computers is having a positive effect on the reducing the achievement gaps in the specified areas for disproportionately impacted students in the area of course completion. This is measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				
B5. Develop and Implement DSPS Probation Workshops for students on all levels of probation/dismissal.	2015/16 (year 2)- 2016/17 (year 3)	-Direct Student Support -Instructional Support / Activities	Assist students with disabilities to implement strategies to successfully complete courses.	Equity: \$1,436 (annually)
<ul style="list-style-type: none"> • Target Groups: Students with identified disabilities. • # of Students: Students with identified disabilities. • Activity Implementation Plan: The DSPS Counselor will develop and implement a specialized DSPS Probation Workshop for students on all levels of probation/dismissal. The DSPS Counselor will receive one LHE for the workshops. • Evaluation: The DSPS faculty will review data on the probation status of workshop participants in subsequent semesters. The research on disproportionate impact will determine whether the probation workshops are having a positive effect on the reducing the achievement gaps in the specified areas for disproportionately impacted students in the area of course completion. This is measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				
B6. Offer a New Faculty Workshop on best practices for supporting DSPS student success.	2015/16 (year 2)- 2016/17 (year 3)	-Professional Development	Faculty will learn best practices for working with students who have disabilities to support successful course completion	Equity: \$300 (annually)
<ul style="list-style-type: none"> • Target Groups: Students with identified disabilities • # of Participants: Students with identified disabilities will be impacted. • Activity Implementation Plan: The DSPS faculty will present information regarding best practices for supporting the success of students with disabilities in a lunch and learn environment. • Evaluation: The DSPS faculty will survey participants on the effectiveness of the workshop. The research on disproportionate impact will determine whether the new faculty workshops are having a positive effect on the 				

reducing the achievement gaps in the specified areas for disproportionately impacted students in the area of course completion. This is measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
B7. Create an Autism/Asperger's Support Group.	2015/16 (year 2)- 2016/17 (year 3)	-Direct Student Support	Improve student social and academic engagement, as well as provide a forum for addressing students' unique barriers to successful course completion.	Equity: \$500 (annually)
<ul style="list-style-type: none"> • Target Groups: Students with identified disabilities, specifically Autism Spectrum Disorders. • # of Students: Students with identified disabilities will be impacted. • Activity Implementation Plan: In Fall of 2015, the DSPS Counselor will facilitate the support group in a lunch and learn environment. • Evaluation: The DSPS Counselor will review course retention rates for support group participants. The research on disproportionate impact will determine whether the Autism/Asperger's Support Group is having a positive effect on the reducing the achievement gaps in the specified areas for disproportionately impacted students in the area of course completion. This is measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				
B8. Pilot Calculator Loan Program in collaboration with the bookstore and Math Department	2015/16 (year 2)- 2016/17 (year 3)	-Direct Student Support	Reduce barriers to student success, by providing free calculators for loan for students from equity-identified groups, thus increasing the likelihood they will be complete courses.	Equity: \$5,000 (year 2)
<ul style="list-style-type: none"> • Target Groups: All equity-identified student groups will be impacted by providing calculators on loan. • # of Students: All equity-identified student groups will be impacted. • Activity Implementation Plan: In the Fall of 2015, the Director of the Office of Student Equity and Success met with faculty from the Math Department to discuss gaps in services to students from equity identified groups. The faculty recognized that many students in their classes had a financial need, and could not afford a calculator for class, or they may get it later into the semester due to a gap in funding from financial aid. It was suggested that a loan program be established, where students from equity-identified groups could begin using the calculator at the beginning of the year, and return it when the class is complete. • Evaluation: Research on disproportionate impact will determine whether providing calculators is having a positive effect on reducing the achievement gaps in the specified areas for disproportionately impacted students in the area of course completion. This is measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				

ESL and Basic Skills Completion



Santiago Canyon College

Introduction: ESL and Basic Skills Completion

SCC acknowledges that for many student groups identified in the equity plan, ESL and Basic Skills courses are many times, some of the first courses these students will take. It is important that we identify the students that are having less success in order to ensure the appropriate support is offered to ensure future success in these classes. For the purpose of this plan, disproportionate impact within ESL and Basic Skills Completion will be identified by analyzing the ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course. In this section we have included a brief overview of our research methods, data on disproportionate impact, the ESL and BSI course completion goal, and the aligned activities created to increase overall success in the classroom for these students.

Campus Based Research: ESL and Basic Skills Completion

RESEARCH METHOD:

To analyze disproportionate impact in ESL and basic skills completion, the evaluation metric is tracking cohorts who complete the first degree-applicable course after completing the last basic skill course in the sequence:

Indicator 3: ESL and Basic Skill Completion

Completion pathways from successful completion of the last course in basic skill sequence to the successful completion of the first degree-applicable course in the same subject are tracked for English (ENGL N60 to ENGL 061), Mathematics (MATH N48 to MATH 060) and Reading (READ N96 to READ 097). There is no basic skills ESL to track in the last six academic years. For this indicator, the initial cohorts are defined as those who completed the basic skill course(s) from summer 2009 to spring 2012 and were tracked for completion of the degree-applicable course(s) by end of 2014-15.

SCC Students Basic Skills Completion in 2009-12 and Degree Applicable Completion by 2014-15

	Students Who Successfully Completed These Courses in Math					Students Who Successfully Completed These Courses in English					Students Who Successfully Completed These Courses in Reading							
	N48 (in 2009-12)		N48 and then 060 (by end of 2014-15)		80% Rule	Gap Index	N60 (in 2009-12)		N60 and then 061 (by end of 2014-15)		80% Rule	Gap Index	096 (in 2009-12)		096 and then 097 (by end of 2014-15)		80% Rule	Gap Index
	n	%	n	%			n	%	n	%			n	%	n	%		
All SCC Students	1013	62%	630	62%		457	64%	291	64%		169	24%	40	24%				
Ethnicity																		
African American	20	45%	9	45%	0.64	-17.2	12	8	67%	0.97	3.0	5	2	40%	1.62	16.3		
American Indian/Alaskan	30	60%	18	60%	0.85	-2.2	16	11	69%	1.00	5.1	5	1	20%	0.81	-3.7		
Asian	39	62%	24	62%	0.87	-0.7	33	16	48%	0.71	-15.2	20	5	25%	1.01	1.3		
Filipino	16	63%	10	63%	0.88	0.3	14	8	57%	0.83	-6.5	3	2	67%	2.70	43.0		
Latino	443	58%	259	58%	0.83	-3.7	253	163	64%	0.94	0.8	85	21	25%	1.00	1.0		
Pacific Islander	10	60%	6	60%	0.85	-2.2	4	4	100%	1.46	36.3	1	0	0%	0.00	-23.7		
White	551	65%	358	65%	0.92	2.8	162	105	65%	0.95	1.1	57	7	12%	0.50	-11.4		
Multi-Race	154	62%	96	62%	0.88	0.1	64	42	66%	0.96	1.9	20	4	20%	0.81	-3.7		
Other (other, declined, unreported)	75	71%	53	71%	1.00	8.5	35	24	69%	1.00	4.9	17	6	35%	1.43	11.6		
Gender																		
Female	601	64%	386	64%	1.00	2.0	241	156	65%	1.00	1.1	91	19	21%	0.78	-2.8		
Male	410	59%	243	59%	0.92	-2.9	216	135	63%	0.91	-1.2	78	21	27%	1.00	3.3		
Unreported	2	50%	1	50%	0.78	-12.2	-	-	-	-	-	-	-	-	-	-		
Disability																		
Non-DSPS	857	62%	534	62%	1.00	0.1	365	230	63%	0.95	-0.7	142	32	23%	0.76	-1.1		
DSPS	156	62%	96	62%	0.99	-0.7	92	61	66%	1.00	2.6	27	8	30%	1.00	6.0		
Special Populations																		
Foster Youth	4	25%	1	25%	0.40	-37.2	1	1	100%	1.57	36.3	1	0	0%	0.00	-23.7		
Low-Income	309	62%	193	62%	1.00	0.3	179	113	63%	0.99	-0.5	77	24	31%	1.32	7.5		
Veterans	9	67%	6	67%	1.07	4.5	2	2	100%	1.57	36.3	0	0	N/A	N/A	N/A		

Notes:

1) A disproportionate impact is identified when the 80% rule index score is < 0.80. A subgroup must have at least 30 students to be used as the reference group. A Gap Index is the difference between a group's performance rate and the overall average rate, expressed in positive or negative percentage points.

2) Basic Skills Completion methodology: a ratio of students who successfully completed the last course in Basic Skill sequence (from Fall

2009 to Spring 2012) and subsequently successfully completed a degree-applicable course in that discipline by spring 2015, giving at least 3 subsequent years to enroll in and successfully complete the degree-applicable course. Because SCC has not offered a Basic Skills course in ACE (ESL) since Fall 2009, it is not reported in the table above. Starting in fall 2015, Math 060 has changed to Math N60 and become a Basic Skill course. There is discussion the same will happen to ENGL 061. In the future the subsequent, degree-applicable course for Math and English will have to change.

3) Source: RSCCD Research Data Warehouse

Largest Percentage Gaps Identified

SCC Basic Skills to Degree-Applicable Completion Rate – MATHEMATICS

Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	=	Number of Students "Lost"
Largest Gap	Foster Youth	37.2%	<u>.372</u>	x	4	=	1
Second Largest				x		=	
Third Largest				x		=	

Largest Percentage Gaps Identified

SCC Basic Skills to Degree-Applicable Completion Rate – ENGLISH

Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	=	Number of Students "Lost"
Largest Gap	Asian	15.2%	<u>.152</u>	x	33	=	5
Second Largest				x		=	
Third Largest				x		=	

Largest Percentage Gaps Identified

SCC Basic Skills to Degree-Applicable Completion Rate – READING

Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	=	Number of Students "Lost"
Largest Gap	White	11.4%	<u>0.114</u>	x	57	=	6
Second Largest	Female	2.8%	.028	x	91	=	3
Third Largest	Non-DSPS	1.1%	<u>.011</u>	x	142	=	2

Analysis: Two methodologies are used to analyze the data. First, **the 80% rule index** is a ratio of the completion rate of a subgroup in the student population and the completion rate of a reference subgroup (highest performing group); for special population groups, the comparison is made to the overall average completion rate. A ratio of less than **0.80** is identified as disproportionate impact. Second, the **percentage gap index** is the difference between the completion rate of a subgroup in the SCC student population and the average completion rate of all students. The percentage gap index methodology is not used to identify disproportionate impact.

Conclusion: A conclusive analysis is for the most part not possible for **Reading** because most subgroup sizes are too small; additionally, READ 096 and 097 are not necessarily a sequence that students must take, making any analysis of subsequent enrollment and completion possibly irrelevant. An 80%-rule Index analysis shows **White, Female** and **non-DSPS** groups possibly have disproportionate impact. In **Math**, a disproportionate impact is observed with these groups: **Foster Youth**. In **English**, a disproportionate impact is observed with **Asian** students.

Goals, Activities, Funding, and Evaluation: ESL and Basic Skills Completion

GOAL: ESL and BASIC SKILLS COMPLETION

Develop and implement educational strategies that increase student success in ACE (ESL) and basic skills courses in Math, English and Reading for students identified in the student equity plan.

GAP TABLES

These tables below show an aggregate of all of the students that were identified in either 2013-14, 2014-15, or both. We will monitor all of the groups, but prioritizing those highlighted in yellow demonstrating significant disproportionate impact. A three year assessment will be used in order to find if SCC was successful in closing the gaps in these areas or if the rise and fall is simply year to year fluctuation.

III.A. BASIC SKILL COMPLETION: Completion in ENGLISH (N60 to 061)

Target Population(s)	2013-14 Gap	2014-15 Gap	Goal 25% Reduction	Goal Year
Foster Youth	-20.7	-37.2	-27.9	2021

III.B. BASIC SKILL COMPLETION: Completion in MATHEMATICS (N48 to 060)

Target Population(s)	2013-14 Gap	2014-15 Gap	Goal 25% Reduction	Goal Year
Asian	-1.1	-15.2	-11.4	2021

III.C. BASIC SKILL COMPLETION: Completion in READING (N96 to 097)

Target Population(s)	2013-14 Gap	2014-15 Gap	Goal 25% Reduction	Goal Year
White	-1.2	-11.4	-8.6	2021
Female	-2.8	-2.8	-2.1	2021
Non-DSPS	N/A	-1.1	-0.8	2021
Foster Youth	-16.2	-23.7	-17.8	2021

ACTIVITIES: ESL and BASIC SKILLS COMPLETION

Activity	Start / End Date (Evaluation Cycle)	Activity Type	Link to Goal	Funding
C1. Work with faculty to identify and implement effective research-based curriculum enhancement and academic support services for students enrolled in ACE, ESL and basic skills classes.	2014/15 (year 1)- 2016/17 (year 3)	-Planning and Coordination -Research and Evaluation -Professional Development	A deeper understanding of support services, and how to connect students to them will lead to an increase in success rates in ACE, ESL and basic skills classes.	Equity: \$0,000
<ul style="list-style-type: none"> • Target Groups: All groups identified in the ESL and Basic Skills Completion Section will be impacted by faculty participating in professional development activities. • # of Students: All groups identified in the ESL and Basic Skills Completion Section. • Activity Implementation Plan: The Director of the Office of Student Equity and Success currently sits in on the BSI Task Force meetings to create a space for collaboration and seamless creation of services and programs. These initiatives will work together to identify and implement research based academic support services for equity groups taking ESL, ACE, and or BSI courses. • Evaluation: The research on disproportionate impact will determine whether this activity is creating positive change in the classroom, and across campus. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				
C2. Conduct research to determine if any equity group is less likely to enroll in and complete the subsequent courses in the ACE, ESL, and Basic Skills Sequence.	2014/15 (year 1)- 2016/17 (year 3)	-Research and Evaluation	Data evaluating equity in terms of student progression through ESL, ACE and English and math basic skills sequence will support departments in reaching out to specific groups that do not enroll in follow up courses.	Equity: \$0,000
<ul style="list-style-type: none"> • Target Groups: All groups identified in the ESL and Basic Skills Completion Section will be impacted by the research to determine if students are enrolling in subsequent courses. • # of Students: All groups identified in the ESL and Basic Skills Completion Section. • Activity Implementation Plan: SCC’s research analyst will continue to monitor disproportionate impact as it relates to students taking ESL and basic skills courses. Understanding who is not enrolling in subsequent courses will allow us to intervene with these students, as well as gain an understanding of “why” these students are not enrolling which will assist us in addressing the needs of students before it becomes an issue. One strategy currently being explored by the Student Success and Equity Committee is the development of Milestone Letters. These are letters that go out to students who have completed a developmental course load (i.e. remedial math, English, or ACE). Another strategy is to follow up with students that participated in the SOAR (summer math prep) Program. A student assistant will follow up with these students to provide a necessary word of encouragement, or to guide the students to the appropriate resource should they need it. • Evaluation: The research on disproportionate impact will determine whether this research is creating positive change in the classroom, and across campus. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				

C3. Coordinate class scheduling between ACE and basic skills classes.	2014/15 (year 1)- 2016/17 (year 3)	-Coordination and Planning -Research and Evaluation -Instructional Support Activity	As a result of exploration, class scheduling will be designed to advance the students' pathway from basic skills to degree applicable courses thus increasing student success.	Equity: \$0,000
<ul style="list-style-type: none"> • Target Groups: All groups identified in the ESL and Basic Skills Completion Section will be impacted by the coordinating of schedules, as well as the addition of courses. • # of Students: All groups identified in the ESL and Basic Skills Completion Section. • Activity Implementation Plan: The Director of the Office of Student Equity and Success will sit on the BSI Task Force meetings to create a space for collaboration and seamless creation of services and programs. These initiatives will work together to identify and implement a class scheduling model that will result in better coordination between ESL, ACE, and or BSI courses. Currently, counselors encourage basic skills students to enroll in the following: English or ACE, Reading, Counseling and math. • Evaluation: At the end of the first three year evaluation cycle, the BSI committee will commit to a model for coordinating classes across disciplines. Once classes are placed, the research on disproportionate impact will determine whether coordinating said classes is creating positive change in the classroom and across campus. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				
C4. Provide students with individualized computer-assisted instruction through instructional support centers and services to help them improve their basic skills.	2014/15 (year 1)- 2016/17 (year 3)	-Coordination and Planning -Research and Evaluation -Direct Student Support -Instructional Support Activity	Online instruction support will increase student success and retention rates in ACE, ESL, and Basic Skills classes.	Equity: \$35,000 (annually)
<ul style="list-style-type: none"> • Target Groups: All groups identified in the ESL and Basic Skills Completion Section will be impacted by the coordinating of schedules, as well as the addition of courses. • # of Students: All groups identified in the ESL and Basic Skills Completion Section. • Activity Implementation Plan: In the spring of 2015, the BSI Task Force began to explore various online tutoring providers for the purpose of incorporating online assistance as supplemental instruction among students enrolled in our basic skills English courses. The Task Force ultimately identified Smart Thinking as the optimal platform and approved a two-year contract which would provide up to an aggregate of 1,450 hours of online tutoring as well as set-up support, onsite training, and academic consulting so that faculty can be best prepared to implement the program and promote student success. Due to funding difficulties, however, the BSI Task Force was not able to purchase the services and will now collaborate with the Office of Student Equity to secure the necessary dollars (\$35,000). The first year will target English 061 and N60 courses, consisting of students who are one and two levels below college-level, having them use the Smart Thinking tutoring when they visit the campus Writing Center and are working on constructing paragraphs and essays. The Writing Center Coordinator, who is also the BSI Coordinator, will document students' improvements in grades on the various writing assignments for which they seek online tutoring. If success is indicated, then members of the Task Force and the Director of Equity will consider expanding the number of tutoring hours available. • Evaluation: At the end of the first three year evaluation cycle, the BSI committee will select an online provider who will become the main support for computer assisted service to our students. Once students begin to utilize these services, the research on disproportionate impact will determine whether the online support is creating positive change in the classroom and across campus. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				

C5. Examine online software for assessing and remediating college and career-readiness skills in reading, writing, math, ESL, and study skills for use in learning resource centers on campus.	2014/15 (year 1)- 2016/17 (year 3)	-Coordination and Planning -Research and Evaluation -Direct Student Support -Instructional Support Activity	Recommendation of software to support the development of college and career readiness skills among ESL, ACE, basic skills and continuing education students will increase students' preparedness for courses, and increase the number of students who pass ESL and BSI Courses.	Equity: \$0,000
<ul style="list-style-type: none"> • Target Groups: All groups identified in the ESL and Basic Skills Completion Section will be impacted by the coordinating of schedules, as well as the addition of courses. • # of Students: All groups identified in the ESL and Basic Skills Completion Section. • Activity Implementation Plan: The Director of the Office of Student Equity and Success will work with the BSI Task Force to explore the possibilities of offering online assessment, remediation, and career readiness skills. Research tells us that even small amounts of support in the soft skill areas can have a profound effect on student success. For those students that may not be able to attend on campus events or workshops, this would be a valuable tool for them and would likely increase their success in ESL, ACE, and BSI courses. • Evaluation: At the end of the first three year evaluation cycle, the BSI committee will select the software or online program to be utilized by the campus. Once students begin to utilize the programs, the research on disproportionate impact will determine whether these resources are creating positive change in the classroom and across campus. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				
C6. Hold a pre-registration event to ensure foster youth are aware of priority registration dates and are prepared to register.	2015/16 (year 2)- 2016/17 (year 3)	-Direct Student Support	As a result of these intentional and specialized efforts, 50% of foster youth will access priority registration thus eliminating barriers to student success.	Equity: \$1,000 (annually)
<ul style="list-style-type: none"> • Target Groups: Foster youth will be impacted by the pre-registration event. • # of Students: Approximately, 50 foster youth a year will be impacted. • Activity Implementation Plan: In the "F" section of this document, there is a recommendation to hire a staff member that will support foster youth. Not only would this individual ensure that foster youth understand all of the services available to them in the community and on campus, but this individual would also support the development of this pre-registration event designed to get more foster youth to participate in Priority Registration. Currently; all foster youth students part of the EOPS program receive pre-registration counseling in preparation for their priority registration date which they are made aware of. • Evaluation: The research on disproportionate impact found in SCC's Student Equity Plan will determine whether the pre-registration event is having a positive effect on the reducing the achievement gaps in the specified areas for disproportionately impacted students. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				
C7. Explore the expansion of SCC's basic skills preparation activities that have a history of success in improving the placement test scores for equity identified students, and or preparing them for the classwork.	2015/16 (year 2)- 2016/17 (year 3)	-Direct Student Support -Instructional Support Activity	Dialoging about the expansion of SCC's basic skills programs will ultimately lead to a greater understanding of who the students are that attend our current program, and how we can expand them to include more students from our disproportionately impacted groups.	Equity: \$8,673 (annually)
<ul style="list-style-type: none"> • Target Groups: All groups identified in the ESL and Basic Skills Completion Section will be impacted by the coordinating of schedules, as well as the addition of courses. • # of Students: All groups identified in the ESL and Basic Skills Completion Section. 				

<ul style="list-style-type: none"> • Activity Implementation Plan: Each year, participation in SCC’s placement test preparation and high school bridging programs, particularly CROSSroads and SOAR, increases. However, because these programs require that current high school students come to the SCC campus and attend workshops, they are often perceived as being too rigorous or time-consuming given how busy the seniors are. In order to reach more students, then, the BSI Task Force is working with the Office of Student Equity to secure funds for purchasing several student codes which will grant them access to an online test preparation program called My Foundations Lab. These licenses are provided by the same Smart Thinking platform we will use for online tutoring and designed for student success. • Evaluation: The Office of Student Equity and Success will look at the number of equity identified students who take these programs, as well as their success. If these classes show to increase the number of identified students who are placing higher or are better prepared for the courses, then that will serve as evidence that expansion is warranted. 				
C8. Explore providing specialized test preparation program for students with identified disabilities.	2015/16 (year 2)- 2016/17 (year 3)	-Direct Student Support -Instructional Support Activity	Providing students with identified disabilities with specialized preparation for the placement exam will increase the number of students who place into higher levels of English or Math.	Equity: \$2,873 (annually)
<ul style="list-style-type: none"> • Target Groups: All student with identified disabilities will be impacted by providing a specialized placement test preparation program. • # of Students: All student with identified disabilities will be impacted by providing a specialized placement test preparation program. • Activity Implementation Plan: The DSPS faculty will plan, coordinate, and develop curriculum for the Placement Test Workshops. Faculty from other departments and disciplines will be consulted as needed. Faculty will receive release time LHE for the development and teaching of the course. • Evaluation: The DSPS faculty will review data regarding placement levels in English, Reading and Math of students participating in the workshops. The research on disproportionate impact found in SCC’s Student Equity Plan will determine whether specialized test preparation is having a positive effect on reducing the achievement gaps in the specified areas for disproportionately impacted students. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				
C9. Explore instructional methods and practices that accommodate student diversity and are shown to increase success for equity-identified student groups.	2015/16 (year 2)- 2016/17 (year 3)	-Research and Evaluation -Planning and Coordination -Direct Student Support -Instructional Support Activity	Focusing on specific methods and practices that are shown to increase success in BSI courses will reduce the achievement gap between equity identified students and those listed as the reference group.	Equity: \$22,132 (annually)
<ul style="list-style-type: none"> • Target Groups: All student with identified disabilities will be impacted by providing a specialized placement test preparation program. • # of Students: All student with identified disabilities will be impacted. • Activity Implementation Plan: The BSI Task Force, along with faculty and administrators from the English and Math Department have investigated instructional methods and practices that are shown to increase success for underrepresented students in Basic Skills classes. The model currently being explored is Acceleration. This model has been shown to be flexible enough so that it can be developed for discipline specific instruction (i.e. English and math), and or used for multiple student pathways (i.e. math for STEM majors, or math for Liberal Arts). SCC will continue to consider which model will work best for our college, and for the students we serve. • Evaluation: This exploratory activity will result in SCC utilizing instructional methods that are proven to increase success for equity-identified student groups. If a specific model is decided upon (i.e. acceleration) the research on disproportionate impact found in SCC’s Student Equity Plan will determine whether this activity is having a positive effect on the reducing the achievement gaps in the specified areas for disproportionately impacted students. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				

Degree and Certificate Completion



Santiago Canyon College

Introduction: Degree and Certificate Completion

Historically, students from equity-identified groups have less success in attaining degrees and certificates in higher education. SCC commits to ensuring that programming and services are in place to support these students. In order to identify the students who are experiencing disproportionate impact, we will analyze the ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor. In this section we have included a brief overview of our research methods, data on disproportionate impact, the Degree and Certificate completion goal, and the aligned activities created to increase overall success for these students.

Campus Based Research: Degree and Certificate Completion

RESEARCH METHOD:

To analyze disproportionate impact in degree and certificate completion, a comparison of subgroup proportions is made between cohorts of degree and CT recipients and the SCC degree-seeking and CT-seeking student populations. Please note that the proportional rates used in the two different analytical methods are **not** the degree-completion rates (i.e. the percentage of a defined cohort tracked over a period of time who eventually earned degrees or certificates).

Indicator 4: Degree and Certificate Completion

Comparisons are made between subgroup proportions among students awarded degrees or certificates and subgroup proportions in the SCC degree-seeking or certificate-seeking student populations. To enlarge the sample sizes to enable valid inferences for some of the smaller groups, cohorts are defined using two academic years (2013-14 and 2014-15). Because the number of students awarded certificates exceeds the number of certificate-seeking students in the SCC population (even with a narrow focus on vocational certificates, i.e. excluding certificates awarded for general education completion), we will not provide disproportionate impact analysis based on certificate awards.

SCC Students Awarded Degrees 2013-14 & 2014-15 (excluding Apprenticeship)

	Students Awarded Degrees in 2013-14 & 2014-15 N = 1476		Degree-Seeking Students in 2013-14 and 2014-15 N = 13713		Proportion Index	Proportion of Awarded Degrees to Degree-Seeking Students	Gap Index
	n	%	n	%			
All SCC Students	1476	100.0%	13,713	100.0%	1.00	11%	
Ethnicity							pct points
African American	29	2.0%	458	3.3%	0.59	6%	-4.4
American Indian/Alaskan	45	3.0%	460	3.4%	0.91	10%	-1.0
Asian	131	8.9%	1,392	10.2%	0.87	9%	-1.4
Filipino	43	2.9%	443	3.2%	0.90	10%	-1.1
Latino	568	38.5%	6,456	47.1%	0.82	9%	-2.0
Pacific Islander	14	0.9%	179	1.3%	0.73	8%	-2.9
White	883	59.8%	7,202	52.5%	1.14	12%	1.5
Multi-Race	270	18.3%	2,929	21.4%	0.86	9%	-1.5
Other (other, declined, unreported)	73	4.9%	613	4.5%	1.11	12%	1.1
Gender							
Female	762	51.6%	6,908	50.4%	1.02	11%	0.3
Male	713	48.3%	6,787	49.5%	0.98	11%	-0.3
Unreported	1	0.1%	18	0.1%	0.52	6%	-5.2
Disability							
Non-DSPS	1392	94.3%	12,970	94.6%	1.00	11%	-0.0
DSPS	84	5.7%	743	5.4%	1.05	11%	0.5
Special Populations						compared to overall proportion	
Foster Youth	1	0.1%	58	0.4%	0.16	2%	-9.0
Low Income	303	20.5%	2,153	15.7%	1.31	14%	3.3
Veterans	20	1.4%	217	1.6%	0.86	9%	-1.5

Notes:

- 1) A disproportionate impact is identified when the index score is < 0.80. A subgroup must have at least 30 students to make valid conclusion. A Percentage Gap Index is the difference between a group's degree-awarded-to-degree-seeking proportion and the average proportion.
- 2) The proportions are not "degree-completion rates"; they are merely comparison between the demographic compositions of the degree-recipient cohort and SCC degree-seeking student population in these two academic years.
- 3) Source: RSCCD Research Data Warehouse.

Largest Percentage Gaps Identified SCC Degree-Awarded to Degree-Seeking Proportions

Equity Gap	Student Group	Gap in comparison to the average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multip ly	The # of Degree-Seeking students in the subgroup in 2013-14 and 2014-15	=	Number of Students "Short" (over two academic years)
Largest Gap	Foster Youth	9.0%	0.090	x	58	=	5
Second Largest	African American	4.4%	0.040	x	458	=	18
Third Largest	Latino/a	2.0%	0.020	x	6456	=	129

Analysis: Two methodologies are used to analyze the data. First, **the proportionality index** is the ratio of the percentage of a subgroup who received a degree or CT and its percentage in the SCC degree/CT-seeking student population; a ratio of less than **0.85** is identified as disproportionate impact. Second, the **percentage gap index** is the difference between the degree-awarded-to-degree-seeking proportion percentage of a subgroup and the overall average proportion. A subgroup must have at least 30 students for any result to be considered valid for conclusion.

Conclusion: Because of the irreconcilable anomalies in the certificate awards data, the following analysis is based on only the degree awards data. Using **proportionality index**, **African-American**, **Latino/a**, and **Foster Youth** have proportional index scores below **0.85**. **Goals, Activities, Funding, and Evaluation: Degree and Certificate Completion**

GOAL: DEGREE AND CERTIFICATE COMPLETION

Increase degree and certificate completion rates in underrepresented student groups to achieve an equitable balance of degree and certificate attainment across all targeted student equity groups.

GAP TABLES

These tables below show an aggregate of all of the students that were identified in either 2013-14, 2014-15, or both. We will monitor all of the groups, but prioritizing those highlighted in yellow demonstrating significant disproportionate impact. A three year assessment will be used in order to find if SCC was successful in closing the gaps in these areas or if the rise and fall is simply year to year fluctuation.

IV. DEGREE COMPLETION

Target Population(s)	2013-14 Gap	2014-15 Gap	Goal 25% Reduction	Goal Year
African American	1.9	-4.4	-3.3	2021
Latino	-5.6	-2.0	-1.5	2021
Foster Youth	-12.0	-9.0	-6.8	2021

ACTIVITIES: DEGREE AND CERTIFICATE COMPLETION

Activity	Start / End Date (Evaluation Cycle)	Activity Type	Link to Goal	Funding
D1. Explore jointly funding DSPPS Counselor for the development of abbreviated and comprehensive education plans for students with disabilities seeking to earn a certificate, AA degree or transfer to a 4-year university.	2014/15 (year 1)- 2016/17 (year 3)	-Direct Student Support	A full-time counselor in the DSPPS office will increase the annual attainment rate of certificates and degrees and transfers by students with disabilities.	Equity: \$24,422 (annually)
<ul style="list-style-type: none"> • Target Groups: Students with Reported Disabilities. • # of Students: All Students with Reported Disabilities will be impacted. • Activity Implementation Plan: In the 2014 Student Equity Plan, it was recommended that SSSP funds be used to hire a full-time counselor to support students with reported disabilities. The recommendation was moved on, and a 				

new counselor began serving students in the DSPS Office in the Fall of 2015. The counselor will be jointly funded through DSPS funds and Equity, with the exploration of including SSSP as well.

- **Evaluation:** The Dean of Counseling, as well as colleagues will provide qualitative insights into the performance of the counselor. The research on disproportionate impact found in SCC's Student Equity Plan will determine whether the DSPS counselor is having a positive effect on increasing the annual attainment rate of certificates and degrees and transfers by students with disabilities. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).

D2. Offer, assess and expand academic coaching and specialized tutoring to students with disabilities through the DSPS Program.	2015/16 (year 2)- 2016/17 (year 3)	-Planning and Coordination -Direct Student Support	Expanding on specialized coaching will ensure at least 60 of students participating in DSPS academic coaching and or specialized tutoring will successfully complete semester course work with a GPA of 2.0.	Equity: \$9,898 (annually)
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- **Target Groups:** Students with Reported Disabilities.
- **# of Students:** All Students with Reported Disabilities will be impacted.
- **Activity Implementation Plan:** The Director of the Office of Student Equity and Success will work with the faculty and staff that serve in the DSPS Office to explore the possibilities of offering and expanding on academic coaching and specialized tutoring. For students with reported disabilities, focused and intentional coaching can increase the probability that they will be retained in classes, thus increasing the number of these students that attain a degree or certificate.
- **Evaluation:** At the end of the first three year evaluation cycle, DSPS staff will select the coaching program that will serve as the foundation for these specialized services. Once students begin to utilize the programs, the research on disproportionate impact will determine whether these resources are creating positive change in the classroom and across campus. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).

D3. Conduct research to evaluate the participation and success rates of equity groups who use campus learning resources i.e. Math Study Hall (MaSH), Writing Center, Tutoring Center, STAR Center, Academic Success Center, and explore utilizing equity funds to expand on centers.	2014/15 (year 1)- 2016/17 (year 3)	-Research and Evaluation -Direct Student Support -Instructional Support Activity	Identifying disparities among equity groups will allow for a focused effort in recruiting these students which will in turn increase the number of students who pass classes and lead to an increase in degree and certificate attainment.	Equity: \$0,000
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- **Target Groups:** All groups identified in the Certificate and Degree Completion Section will be impacted by identifying disparities among students who utilize learning resource centers on campus.
- **# of Students:** All groups identified in the Certificate and Degree Completion Section will be impacted.
- **Activity Implementation Plan:** In the 2014-15 Student Equity Plan, a recommendation was made to conduct research to identify disparities among equity groups who are utilizing the learning resources on campus. Over the course of three years, the research analyst will use both qualitative and quantitative methods for gathering data on what barriers exist that keep students from equity identified groups from utilizing these services. In year two of the current plan and continuing into year three, the research analyst will gather quantitative data on who is using the centers, will create and submit surveys to students, and will facilitate student focus groups to examine why students are or are not using the center. The results of the data will be shared with the Student Success and Equity Committee who will work with stakeholders on campus to create strategies to mitigate barriers found.
- **Evaluation:** The research on disproportionate impact will determine whether this strategy is creating positive change in the degree and certificate completion among students from disproportionately impacted groups. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).

D4. Offer priority counseling appointments available to veterans and low-income students needing Financial Aid Counselor Approvals.	2014/15 (year 1)- 2016/17 (year 3)	-Direct Student Support	Timely completion of required paperwork for veterans and low-income students so they may register in classes required to meet their educational goals.	Equity: \$0,000
<ul style="list-style-type: none"> • Target Groups: Veteran students will be impacted. • # of Students: Approximately, 190 Veteran students will be impacted. • Activity Implementation Plan: In the 2014-15 Student Equity Plan, a recommendation was made to provide veterans with priority counseling appointments. In the Fall of 2015, a counselor was hired and veterans were identified as a focused population to support. The Director of the Office of Student Success and Equity will work with the Counseling Center and support service programs to ensure low-income students have appointments to fully take advantage of their financial aid benefits. This will lead to fewer barriers that could impede students' success and successful degree or certificate attainment. • Evaluation: The research on disproportionate impact will determine whether this strategy is creating positive change in the degree and certificate completion among students from disproportionately impacted groups. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				
D5. Ensure foster youth have access to an academic counselor for the development of a comprehensive education plan.	2014/15 (year 1)- 2016/17 (year 3)	-Direct Student Support	Foster youth will develop an education plan with the assistance of an academic counselor which will lead to an increase in the likelihood they will attain a degree or certificate.	Equity: \$0,000
<ul style="list-style-type: none"> • Target Groups: Foster youth Students will be impacted. • # of Students: Approximately, 50 Foster youth Students will be impacted. • Activity Implementation Plan: In the 2014-15 Student Equity Plan, a recommendation was made to provide foster youth with access to an academic counselor. Beginning in year two of the current plan, the Director of the Office of Student Success and Equity will work with the Counseling Center and foster youth support staff to begin exploring the logistics for ensuring foster youth access to a counselor that will assist in the development of an education plan and will support students in staying focused and dedicated to their goal. • Evaluation: The research on disproportionate impact will determine whether this strategy is creating positive change in the degree and certificate completion among students from disproportionately impacted groups. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				
D6. Contact and counsel foster youth at risk for not making satisfactory progress will be contacted to ensure they know how to access intervention services.	2014/15 (year 1)- 2016/17 (year 3)	-Direct Student Support	Connecting with foster youth at key moments during the semester could lead to these students accessing intervention services at an increased rate of 1% annually.	Equity: \$0,000
<ul style="list-style-type: none"> • Target Groups: Foster youth Students will be impacted. • # of Students: Approximately, 50 Foster youth Students will be impacted. • Activity Implementation Plan: In the 2014-15 Student Equity Plan, a recommendation was made to provide foster youth with an early alert that will communicate to them that they are not making satisfactory progress and will outline the interventions services available to them. Beginning in year two of the current plan, the Director of the Office of Student Success and Equity will work with the Counseling Center and foster youth support staff to begin exploring the logistics for ensuring foster youth are contacted in a timely manner to ensure they do not get to a point in their program that they cannot utilize services and be successful. • Evaluation: The research on disproportionate impact will determine whether this strategy is creating positive change in the degree and certificate completion among students from disproportionately impacted groups. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				

Transfer



Santiago Canyon College

Introduction: Transfer Completion

Historically, students from equity-identified groups have less success in transferring from a 2 year college to the university. In order to ensure these students have the opportunity to reach their transfer goals, SCC has developed specialized program and services and is providing supplemental support to strengthen our efforts to in-reach to these students. In order to identify the students who are experiencing disproportionate impact in the area of transfer, we will analyze the ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years. In this section, we have included a brief overview of our research methods, data on disproportionate impact, the Transfer completion goal, and the aligned activities created to increase overall transfer success for these students.

Campus Based Research: ESL and Basic Skills Completion

RESEARCH METHOD:

To analyze disproportionate impact in transfer, a comparison of subgroup proportions is made between actual students who transferred to 4-yr schools and the SCC transfer-seeking student population. Please note that both proportions in the proportionality index and the transfer-to-transfer-seeking proportion percentages are **not** transfer rates (i.e. the percentage of a defined cohort tracked over a period of time who eventually transfer to 4-yr schools).

Indicator 5: Transfer

Comparisons are made between subgroup proportions among students who transferred to 4-yr universities and subgroup proportions in the SCC degree-seeking student population. To enlarge the sample sizes to enable valid inferences for some of the smaller groups, cohorts are defined using three academic years (2012-13 to 2014-15).

SCC Students Who Transferred to Four-Year Universities in 2012-2015

	2012-15 Transfers		2012-15 Transfer-Seeking Students (excluding Apprenticeship)		Proportion Index	2012-15 Transfers Proportional to 2012-15 Transfer-Seeking Students*	Gap Index
	n	%	n	%			
All SCC Students	3282	100.0%	10,713	100.0%		31%	
Ethnicity							pct points
African American	94	2.9%	258	2.4%	1.19	36%	5.8
American Indian/Alaskan	87	2.7%	314	2.9%	0.90	28%	-2.9
Asian	460	14.0%	1074	10.0%	1.40	43%	12.2
Filipino	111	3.4%	335	3.1%	1.08	33%	2.5
Latino	1081	32.9%	4575	42.7%	0.77	24%	-7.0
Pacific Islander	35	1.1%	130	1.2%	0.88	27%	-3.7
White	1900	57.9%	5927	55.3%	1.05	32%	1.4
Multi-Race	563	17.2%	2084	19.5%	0.88	27%	-3.6
Other (other, declined, unreported)	154	4.7%	429	4.0%	1.17	36%	5.3
Gender							
Female	1710	52.1%	5331	49.8%	1.05	32%	1.4
Male	1565	47.7%	5375	50.2%	0.95	29%	-1.5
Unreported	7	0.2%	7	0.1%	3.26	100%	69.4
Disability							
Non-DSPS	3161	96.3%	10051	93.8%	1.03	31%	0.8
DSPS	121	3.7%	662	6.2%	0.60	18%	-12.4
Special Populations							
Foster Youth	4	0.1%	41	0.4%	0.32	10%	-20.9
Low-Income	359	10.9%	1909	17.8%	0.61	19%	-11.8
Veterans	39	1.2%	164	1.5%	0.78	24%	-6.9

Notes:

- 1) The proportionality index and the Transfers/Transfer-Seeking proportion are NOT "transfer rates." The data above do not present a cohort tracking methodology in which the transfer rate of a cohort is calculated during a specified length of time.
- 2) A disproportionate impact is identified when the index score is < 0.85. A subgroup must have at least 30 students to be used as the reference group. A Gap index is the difference between a subgroup's transfer-to-transfer-seeking proportion and the overall avg. transfer-to-transfer-seeking proportion.
- 3) Transfer-seeking is defined as students who have completed at least 12 units and have attempted transferable math (Math 105, 140, 150, 160, 170, 180/180H, 219/Socs 219/219H) OR English course (English 101/101H)
- 4) Source: District Research Data Warehouse, National Student Clearinghouse

Largest Percentage Gaps Identified SCC Transfer to Transfer-Seeking Proportions 2012 to 2015

Equity Gap	Student Group	Gap in comparison to the Average Transfer-to-Transfer-Seeking Proportion	Percentage expressed as decimal 25% becomes .25	Multiply	The # of transfer-seeking students in the subgroup in 2012-15.	=	Number of Students "Short" (over 3 academic yrs)
Largest Gap	Foster Youth	20.9%	0.209	x	41	=	9
Second Largest	DSPS	12.4%	0.124	x	662	=	82
Third Largest	Low Income	11.8%	0.118	x	1909	=	225

Analysis: Two methodologies are used to analyze the data. First, **the proportionality index** is the ratio of the percentage of a subgroup who transferred and its percentage in the SCC transfer-seeking student population; a ratio of less than **0.85** is identified as disproportionate impact. Second, the **percentage gap index** is the difference between a subgroup's transfer-to-transfer-seeking proportion to the overall average proportion. A subgroup must have at least 30 students for any result to be considered valid for conclusion.

Conclusion: Using **proportionality index** comparing the proportions of equity groups between the transferred cohort and the transfer-seeking students in 2012-13 through 2014-15, disproportionate impact is observed for: **Latino/a, DSPS, Low Income, Foster Youth and Veteran.**

Goals, Activities, Funding, and Evaluation: Transfer

GOAL: TRANSFER

Increase transfers to 4-year institutions among targeted equity groups.

GAP TABLES

These tables below show an aggregate of all of the students that were identified in either 2013-14, 2014-15, or both. We will monitor all of the groups, but prioritizing those highlighted in yellow demonstrating significant disproportionate impact. A three year assessment will be used in order to find if SCC was successful in closing the gaps in these areas or if the rise and fall is simply year to year fluctuation.

V. TRANSFER

Target Population(s)	2013-14 Gap	2014-15 Gap	Goal 25% Reduction	Goal Year
Latino	-6.5	-7.0	-5.3	2021
DSPS	-13.7	-12.4	-9.3	2021
Foster Youth	-14.5	-20.9	-15.7	2021
Low-Income	-12.8	-11.8	-8.9	2021
Veterans	-10.5	-6.9	-5.1	2021

ACTIVITIES: TRANSFER

Activity	Start / End Date (Evaluation Cycle)	Activity Type	Link to Goal	Funding
E1. Provide professional development opportunities to faculty and staff on improving student engagement, success and transfer, particularly	2014/15 (year 1)- 2016/17 (year 3)	-Professional Development	Providing program and transfer staff with professional development training will increase the knowledge base around transfer to a university, which will make SCC students more likely to transfer.	Equity: \$5,000 (annually)

among underrepresented student groups.				
<ul style="list-style-type: none"> • Target Groups: All groups identified in the Transfer Section will be impacted by providing faculty, staff, administrators, and students with opportunities for professional development. • # of Students: All groups identified in the Transfer Section will be impacted. • Activity Implementation Plan: Beginning in the Fall of 2014, and on an ongoing basis professional development opportunities, were researched, and vetted by the Student Success and Equity Committee, and campus partners. The Director of the Office of Student Equity and Success developed a Student Equity Conference Request Form and Evaluation. When an opportunity is identified as a priority, or equity supported, a request is submitted to the Office of Student Equity and Success. The Director then meets with a subgroup of the Student Success and Equity Committee to decide whether or not the request should be supported with Equity Funds. If the opportunity is approved, the requestor will move forward with completing the necessary steps to participate in said opportunity. The Transfer Success Center, in particular, has a limited budget. Over the course of time, professional development is one area that has been limited. In the Fall of 2015, Transfer Success Center staff used Student Equity funds to attend the NACAC conference that they had not been to in years due to a limited budget. • Evaluation: Upon the completion of the professional development event, the requestor will complete the Student Equity Evaluation form which includes an assessment of what was learned and a description of how the information learned will be dispersed to colleagues and the campus community. The research on disproportionate impact will determine whether professional development is increasing the number of equity-identified students that are transferring. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				
E2. Develop a research agenda to identify transfer barriers for Latino/a, DSPS, and low-income students.	2014/15 (year 1)- 2016/17 (year 3)	-Research and Evaluation	Identifying barriers will provide staff and faculty with a better understanding of how to support the student in mitigating these barriers, and will increase the likelihood the student transfers.	Equity: \$0,000
<ul style="list-style-type: none"> • Target Groups: Latino/a, students with a reported disability, and low-income students. • # of Students: Latino/a, students with a reported disability, and low-income students. • Activity Implementation Plan: In the 2014-15 Student Equity Plan, a recommendation was made to conduct research to identify potential transfer barriers for Latino/as, students with reported disabilities, and low-income students. Over the course of three years, the research analyst will use both qualitative and quantitative methods to gather data on the barriers that keep Latino/a, students with reported disabilities, and low-income students from transferring from SCC. In year two of the current plan and continuing into year three, the research analyst will create and administer surveys to students as well as facilitate focus groups with students on campus. The results of the data will be shared with the Student Success and Equity Committee who will work with stakeholders on campus to create strategies to mitigate barriers found. • Evaluation: The research on disproportionate impact will determine whether this strategy is creating positive change in the transfer completion among students from disproportionately impacted groups. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				
E3. Offer specialized transfer workshops and a transfer event for foster youth, veterans, DSPS, EOPS / CARE / CalWORKs, and CAMP students, including visits to 4-year universities each semester.	2014/15 (year 1)- 2016/17 (year 3)	Research and Evaluation	Offering equity identified students the opportunity to visit a university will increase the likelihood that they will attend a university.	Equity: \$15,000 (annually)
<ul style="list-style-type: none"> • Target Groups: Students from all equity identified groups in the Transfer Section of the Equity Plan, are represented by these programs. • # of Students: Students from all equity identified groups will be impacted. 				

<ul style="list-style-type: none"> • Activity Implementation Plan: The Transfer Success Center will coordinate with the listed categorical programs in order to collaborate on workshops and campus visits in year two of the Student Equity Plan 2015/16, and annually thereafter. • Evaluation: The research on disproportionate impact will determine whether this strategy is creating positive change in the transfer completion among students from disproportionately impacted groups. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				
E4. Provide materials and supplies to support in-reach and marketing to equity groups.	2015/16 (year 2) - 2016/17 (year 3)	-Direct Student Support	Providing additional materials will strengthen in-reach to underrepresented students identified in the Transfer Section of the Student Equity Plan, and increase the number of these students who utilize transfer services. .	Equity: \$15,000 (annually)
<ul style="list-style-type: none"> • Target Groups: All groups identified in the Transfer Section will be impacted by providing resources and materials to Transfer Success Center. • # of Students: All groups identified in the Transfer Section will be impacted. • Activity Implementation Plan: Currently, the Transfer Success Center has a limited budget for materials or resources. This significantly impacts the way they recruit and the type of in-reach they are able to conduct. Providing supplemental materials and resources the Transfer Success Center needs will assist in the recruitment of students in equity groups. These materials will allow staff to market SCC's transfer programs and increase the number of students from DI groups transfer to a university. • Evaluation: The research on disproportionate impact will determine whether the supplemental materials, and the marketing materials are reducing the achievement gap for students identified in the Transfer Section of the Student Equity Plan. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				
E5. Offer DSPS Lunch & Learn Transfer Workshops	2015/16 (year 2) - 2016/17 (year 3)	-Direct Student Support	Provide specialized workshops addressing the unique transfer needs of students with disabilities will increase their likelihood to transfer.	Equity: \$500 (annually)
<ul style="list-style-type: none"> • Target Groups: Students with identified disabilities. • # of Students: Students with identified disabilities will be impacted. • Activity Implementation Plan: In year two of SCC's Student Equity Plan the DSPS Counselor, will develop and facilitate specialized DSPS Lunch and Learn transfer workshops. • Evaluation: The DSPS counselor will survey participants regarding the effectiveness of the workshop information. The research on disproportionate impact will determine whether the Lunch and Learn activities are reducing the achievement gap for students identified in the Transfer Section. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				
E6. Explore participation in Summer Scholars Transfer Institute (SSTI) at the University of California, Irvine.	2015/16 (year 2) - 2016/17 (year 3)	-Planning and Coordination -Research and Evaluation -Direct Student Support	Providing students with opportunities to take college courses on a university campus over an accelerated time period (2 weeks) will expose them campus life, and the rigors that accompany it, and will increase the amount of equity-identified students that transfer from SCC to the university.	Equity: \$0,000
<ul style="list-style-type: none"> • Target Groups: All students identified in the Transfer Section of the equity plan will be impacted. • # of Students: All students identified in the Transfer Section of the equity plan will be impacted. • Activity Implementation Plan: The Summer Scholar's Transfer Institute (SSTI) is a unique residential program, where participants stay at the UCI dorms and can complete an intensive UC transferable course in 10 days. In addition, students have access to UCI computer and library facilities. Historically, Santa Ana College, and more recently, Rio Hondo College has participated. Exploratory conversations to include SCC will occur during the 2015-2016 academic year. 				

- **Evaluation:** This is an exploratory activity that has the potential to lead to SCC students participating in the SSTI program. Should this activity be implemented, the research on disproportionate impact will determine whether SSTI is reducing the achievement gap for students identified in the Transfer Section. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).

Other Campus- or District-wide Initiatives Impacting Multiple Success Indicators



Santiago Canyon College

Introduction: Other Campus- or District-wide Initiatives Affecting Several Indicators

The following activities were created to support the equity initiative at SCC as a whole, and may not only impact one success indicator.

ACTIVITIES: OTHER CAMPUS- OR DISTRICT-WIDE INITIATIVES IMPACTING SEVERAL INDICATORS

Activity	Start / End Date (Evaluation Cycle)	Activity Type	Link to Goal	Funding
F1. Continue funding of director to oversee the Office of Student Equity and Success, as well as Student Equity Plan implementation and evaluation.	2014/15 (year 1)- 2016/17 (year 3)	-Coordination and Planning -Research and Evaluation -Professional Development	Dedicated office with a full-time director responsible for overseeing the implementation of all Student Equity Plan goals, activities, research and evaluation will affect all success indicators.	Equity: \$121,142 (annually)
<ul style="list-style-type: none"> • Target Groups: All groups identified in SCC's Student Equity Plan will be impacted by the hiring of a Director. • # of Students: All groups identified in SCC's Student Equity Plan will be impacted by the hiring of a Director. • Activity Implementation Plan: A Director of the Office of Student Equity and Success was hired in April 2014. The Director immediately began oversight and implementation of the SCC Student Equity Plan and will continue to do so, with guidance from the Student Success and Equity Committee as well as other constituency groups from around the campus. • Evaluation: The Vice President of Student Services, supervises and colleagues will contribute qualitative insights into the performance and aptitude of the Director. Formal evaluation will occur on an annual basis with informal meetings occurring weekly with the direct supervisor. The research on disproportionate impact found in SCC's Student Equity Plan will determine whether the work of the Director and the office as a whole is having a positive effect on reducing the achievement gaps in the specified areas for disproportionately impacted students. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				
F2. Continue jointly funding a full-time Research Analyst through Student Equity and SSSP.	2014/15 (year 1)- 2016/17 (year 3)	-Research and Evaluation -Planning and Coordination	Dedicated position for collecting, analyzing and reporting data related to equity, student success, achievement and learning will impact all success indicators.	Equity: \$25,844 (annually)
<ul style="list-style-type: none"> • Target Groups: All groups identified in SCC's Student Equity Plan will be impacted by the hiring of a Research Analyst. • # of Students: All groups identified in SCC's Student Equity Plan will be impacted by the hiring of a Research Analyst. • Activity Implementation Plan: A Research Analyst was hired in June 2014. The research analyst immediately began conducting research related to disproportionate impact and will continue to do so with guidance from the Director of the Office of Student Equity, and Success and the Student Success and Equity Committee. • Evaluation: The Dean of Institutional Effectiveness along with colleagues will contribute qualitative insights into the performance and aptitude of the Research Analyst. Formal evaluation will occur on an annual basis with informal meetings occurring weekly with the direct supervisor and monthly. 				
F3. Continue funding a dedicated part-time Budget Specialist to	2014/15 (year 1)-	-Coordination and Planning	Dedicated part-time classified position to support operations of the Office of Student Equity and implementation of	Equity: \$25,340 (annually)

support Student Equity Office operations and activities.	2016/17 (year 3)		student equity activities within the college and community.	
<ul style="list-style-type: none"> • Target Groups: All groups identified in SCC’s Student Equity Plan will be impacted by the hiring of a Budget Specialist. • # of Students: All groups identified in SCC’s Student Equity Plan will be impacted by the hiring of a Budget Specialist. • Activity Implementation Plan: A Budget Specialist was hired in June 2014. The Budget Specialist immediately began supporting the Director in the logistical oversight of the Office of Student Equity and Success budget. The Budget Specialist also provides direct support to programs and individuals requesting Equity funds and is an integral part of developing conference requests, purchase orders, independent contractor contracts, and requisitions and will continue to do so on an ongoing basis. • Evaluation: The supervisor, as well as colleagues will contribute qualitative insights into the performance and aptitude of the Budget Specialist. Formal evaluation will occur on an annual basis with informal meetings occurring weekly with the direct supervisor. 				
F4. Provide faculty, staff, administrators, and students with professional development opportunities related to equity-mindedness, cultural competence and universal design, and instructional methods to accommodate student diversity and support the development of equity-based curriculum.	2014/15 (year 1)-2016/17 (year 3)	-Professional Development -Research and Evaluation -Outreach -Student Equity Coordination and Planning -Instructional Support Activities -Direct Student Support	Participation in professional development activities and implementation of various instructional methods will accommodate student diversity and support the development of equity-based curriculum which will increase success for equity-identified students across success indicators.	Equity: \$90,000 (annually)
<ul style="list-style-type: none"> • Target Groups: All groups identified in all sections of the SCC student Equity Plan will be impacted by providing faculty, staff, administrators, and students with opportunities for professional development. • # of Students: All groups identified will be impacted by providing faculty, staff, administrators, and students with opportunities for professional development. • Activity Implementation Plan: Beginning in the Fall of 2014, and on an ongoing basis, Professional Development opportunities were researched, and vetted by the Student Success and Equity Committee and campus partners. The Director of the Office of Student Equity and Success developed a Student Equity Conference Request Form and Evaluation. When an opportunity is identified as a priority, or equity-supported, a request is submitted to the Office of Student Equity and Success. If the opportunity is approved, the requestor will move forward with completing the necessary steps to participate in said opportunity. For professional development opportunities provided on campus, the Director will ask for ideas from the Student Success and Equity Committee as well as the campus community at-large. The Director will compile a list and provide an annual equity professional development agenda to the Professional Development Committee, who will provide guidance and support in planning and marketing the event. In the context of this plan, professional development includes both conferences as well as contracted services for trainings provided here on campus. SCC will also explore the idea of providing the Professional Development Committee with an allocation which will allow them to investigate and offer ideas for equity-focused professional development. Professional Development will also be given priority when calls for equity funding requests are made to the campus community. • Evaluation: Upon the completion of the professional development event, the requestor will complete the Student Equity Evaluation form which includes an assessment of what was learned and a description of how the information learned will be dispersed to colleagues and the campus community. The research on disproportionate impact will determine whether professional development is creating positive change in the classroom and across 				

campus. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
F5. Create opportunities to engage in a college-wide dialogue about strategies to address student equity group disparities in Access, Course Completion, BSI and ESL Course Completion, Degree and Certificate Completion, and Transfer.	2015/16 (year 2) - 2016/17 (year 3)	-Professional Development -Planning and Coordination	Ongoing development of strategies to address student equity group disparities reflected in access.	Equity: \$1,000 (annually)
<ul style="list-style-type: none"> • Target Groups: All groups identified in all sections of the Student Equity Plan will be impacted by the dialogue in developing strategies to address disparities for student equity groups. • # of Students: All groups identified in all sections of the Student Equity Plan will be impacted by the dialogue in developing strategies to address disparities for student equity groups. • Activity Implementation Plan: The Director of the Office of Student Equity and Success, as well as other stakeholders on campus, investigated opportunities to discuss and address disparities identified in the student equity plan. Steps were taken to create intentional spaces for the campus community to learn about and engage in discussions surrounding the topic of equity. The Director set up individual meetings and addressed departments, divisions, and multiple shared governance committees including student groups. Workshops, trainings, and institutes have been developed, with more planned for the coming year to set the foundation for the discussion around equity as well as to address specific student groups found within the equity plan. • Evaluation: The research on disproportionate impact found in the Student Equity Plan will determine whether the opportunities to engage in college-wide dialogue are having a positive effect on the reducing the achievement gaps in the specified areas for disproportionately impacted students. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				
F6. Integrate a student portal that will enhance our current application process, serve as a one stop resource for students, and target the needs of underrepresented students.	2014/15 (year 1) - 2016/17 (year 3)	-Outreach -Direct Student Support -Instructional Support Activities	A student portal will include: enhancements to application process, online student services, information about special programs, and services as well as tools that support access and student success; this in turn will reduce barriers to achievement in multiple success indicators for equity identified student groups.	SCC Equity: \$0,000
F7. Utilize an independent contractor to support the installation and maintenance of the student portal.	2015/16 (year 2) - 2016/17 (year 3)	-Outreach -Direct Student Support -Instructional Support Activities	Provide the infrastructure for the student portal to ensure that all components function properly, and work in cooperation with one another. This will in turn, ensure that students applying to SCC gain access to all of the components they need in order to complete the application process with limited barriers.	Equity: \$20,000 (annually)
<ul style="list-style-type: none"> • Target Groups: All groups identified in all sections of the Student Equity Plan, and specifically those in the Access Section will be impacted by purchase and integration of a Student Portal and the hiring of an ongoing staff member. • # of Students: All groups identified in all sections of the Student Equity Plan, and specifically those in the Access Section will be impacted by purchase and integration of a Student Portal and the hiring of an ongoing staff member. 				

- **Activity Implementation Plan:** Over the summer of 2015, Santa Ana College (district counterpart) and Santiago Canyon College began the discussion of purchasing a Student Portal in order to create a more seamless application process, that is integrated with multiple departments on campus including but not limited to: Admission, Counseling, Financial Aid, Cashiers, Library, and the bookstore. Creating a more seamless and integrated entry point for the students is key in assisting students in limiting the amount of barriers they face during the application, enrollment, and registration process. Key stakeholders were invited to demo the student portal, and all invited felt that it was a necessary and integral part of the application process for students. In the Fall of 2015, Santa Ana College received permission from the CCC Chancellor's Office to purchase the portal on behalf of the district. The purchase was completed, with a pilot rollout scheduled for the Spring of 2016 and a full rollout for Fall of 2016. It was decided, with input from stakeholders as well as Information Systems, that to ensure that the portal runs efficiently and effectively, an independent contractor is needed for the upkeep and maintenance of the student portal.
- **Evaluation:** The research on disproportionate impact in the areas of access will determine whether the student portal and the utilization of an independent contractor are raising the number of students enrolling at SCC. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).

F8. Explore expansion of supplemental instruction (SI) and faculty mentoring to foster student engagement and success in courses across disciplines.	2014/15 (year 1)-2016/17 (year 3)	-Direct Student Support -Instructional Support Activities	Expanding on supplemental instruction and faculty mentoring will increase the likelihood students pass key gatekeeper classes, and transfer.	Equity: \$79,674 (annually)
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- **Target Groups:** All groups will be impacted by expanding supplemental instruction and faculty mentoring in order to increase the number of students from identified groups transfer to the university.
- **# of Students:** All groups will be impacted
- **Activity Implementation Plan:** In the 2014-15 Student Equity Plan, it was recommended that SCC expand SI for disproportionately impacted groups. Currently, student equity is funding a focused effort to encourage more students from equity identified groups, to participate in supplemental instruction. Specialized recruiting efforts have been made to ensure these students have priority. In the future, more SI leaders will be hired with the focus and priority given to students identified in the Student Equity Plan to ensure more of these students transfer.
- **Evaluation:** The research on disproportionate impact will determine whether expanding current recruitment events are reducing the achievement gap for students identified.

F9. Provide additional funding for textbooks, transportation and child care to low-income students through the EOPS / CARE / CalWORKs programs.	2014/15 (year 1)-2016/17 (year 3)	-Direct Student Support -Instructional Support Activity	Eliminating monetary barriers will allow students to focus on their academics, and will impact all success indicators.	Equity: \$46,343 (annually)
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- **Target Groups:** Low-Income students, who identify as Latino/a. Some identify as foster youth as well.
- **# of Students:** Low-Income students, who identify as Latino/a. Some identify as foster youth will be impacted.
- **Activity Implementation Plan:** The EOPS Program provides intrusive programming and services to the students they serve. All of the students that fall under the umbrella of EOPS, are also equity identified groups. Providing students with the resources they need to be successful in the classroom will impact all success indicators in the Student Equity Plan.
- **Evaluation:** In the following two years, the research analyst will conduct qualitative and quantitative comparative studies to better understand the success of the students who have been provided with these equity resources. Also, the research on disproportionate impact found in SCC's Student Equity Plan will determine whether providing additional resources is having a positive effect on reducing the achievement gaps in the specified areas for disproportionately impacted students. This is measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).

F10. Hire a dedicated part-time staff member to provide wrap around support to students who identify as foster youth.	2015/16 (year 2) - 2016/17 (year 3)	-Planning and Coordination -Direct Student Service	Having a staff member to connect all of the community, and campus services will allow foster youth more time to focus on their academics and less time worried about barriers to their success. Hiring this individual will impact all success indicators for foster youth.	Equity: \$14,557 (6 months)
F11. Form an advisory group comprised of community-based foster youth service providers and college faculty, staff and administrators to provide guidance and direction in the development of foster youth services.	2015/16 (year 2) - 2016/17 (year 3)	-Planning and Coordination -Direct Student Service	Bringing key community players together with campus support services and faculty will create holistic support for foster youth, and ensure they have access to all of the support they need. In turn, all success indicators will be impacted.	Equity: \$500 (annually)
F12. Designate a foster youth liaison in each Student Service office to facilitate the provision of support services to this student population.	2015/16 (year 2) - 2016/17 (year 3)	-Planning and Coordination -Direct Student Service	Having at least one individual in each office will allow foster youth to know exactly where to go when they need support with an issue without fear of being “outed” or shamed. This will likely increase the number of students who will connect with support services which will impact their academic success.	Equity: \$0,000
<ul style="list-style-type: none"> • Target Groups: Foster youth students will be impacted. • # of Students: Approximately 50 annually • Activity Implementation Plan: An internal assessment was completed over the summer of 2015. In the assessment, we learned that while we have multiple programs that serve foster youth, the coordination was lacking. Hiring an individual to focus on foster youth will impact all areas of students’ lives and all success indicators. This dedicated position will then be able to connect with liaisons in different departments to ensure there is true wraparound service and also serve as the lead for the foster youth advisory group. Initial conversations began in the Fall of 2014, regarding the foster youth advisory group. Staff from Guardian Scholars and EOPS will take the lead on creating the advisory group in the Fall of 2015. A meeting schedule and list of members is pending. • Evaluation: The research on disproportionate impact found in SCC’s Student Equity Plan will determine whether the these activities are having a positive effect on reducing the achievement gaps in the specified areas for disproportionately impacted students in the area of course completion. This is measured on an annual basis with a summative assessment to be completed at the end of this third reporting year (2016/17). 				
F13. Hire a dedicated full-time staff member to support outreach, logistics and operations of the Veteran’s Services Office.	2015/16 (year 2) - 2016/17 (year 3)	-Planning and Coordination -Direct Student Service	Strengthen outreach and recruitment of veterans, as well as support the intake, and processing of GI Bill Benefits in order to eliminate barriers for student veterans enrolling and succeeding at SCC.	Equity: \$41,839 (6 months)
<ul style="list-style-type: none"> • Target Groups: Veterans will be impacted by the hiring of an ongoing staff member. • # of Students: Approximately, 190 (2014) veterans a year will be impacted by hiring of an ongoing staff member. • Activity Implementation Plan: Over the summer of 2015, the Director of the Office of Student Equity began conversations with stakeholders around campus regarding services provided to student veterans. From the conversations, it was discovered that while SCC does a good job of supporting veterans, the programs and services offered to veterans are limited, as is outreach and recruitment. The coordinator is also the only ongoing staff member present in the center, so if that individual is not available, the office is forced to close because the student workers 				

cannot be left unsupervised. Thus, veterans go without service while that individual is unavailable. As a result, there was a request made to hire an ongoing staff member to support the coordinator of veteran's Services with the day to day logistics surrounding the intake and processing of veterans' benefits documentation as well as outreach and recruitment efforts on campus. This will provide the coordinator with more time to provide services to veterans, as well as develop programs for the students who utilize the center. It was decided that an ongoing staff member should be hired in the Fall of 2015.

- **Evaluation:** The research on disproportionate impact in the areas of access will determine whether the hiring of an ongoing staff member is reducing the achievement gap found in multiples sections of the Student Equity Plan for veteran students. This is measured on an annual basis, with a summative assessment to be completed at the end of the third reporting year (2016/17). The Manager as well as colleagues will contribute qualitative insights into the performance and aptitude of the ongoing staff member. Formal evaluation will occur on an annual basis with informal meetings occurring weekly with the direct supervisor.

F14. Hire a dedicated part-time staff member to support program development of the Office of Student Life and Leadership, so as to expand on leadership, diversity training, and professional development and to activities on campus for students in equity groups.	2015/16 (year 2) - 2016/17 (year 3)	-Outreach -Direct Student Support -Planning and Coordination -Instructional Support Activities	A dedicated part-time position will develop meaningful multicultural programming and diversity activities and will support the development and leadership opportunities for historically underserved populations. This will increase the likelihood of students becoming more involved and engaged as well as more successful in all areas of academics.	Equity: \$11,304 (6 months)
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- **Target Groups:** All groups identified in all sections of the equity plan will be impacted by hiring staff to support the Office of Student Life and Leadership.
- **# of Students:** Number All groups identified in all sections of the equity plan will be impacted.
- **Activity Implementation Plan:** The Director of the Office of Student Equity and Success met with staff in the Office of Student Life and Leadership to gather an understanding of what was offered, and where gaps existed. The director also addressed two sessions of ASG Council, once as a guest and once as an agenda item. The ASG Council, of approximately 60 students, were given the opportunity to provide feedback through the use of the contribution form. The students intuitively identified areas of support that are already addressed in the equity plan, but also requested support staff in the office of student life so that they could facilitate more meaningful student development and cultural events, and have better support in developing said events. Research shows that with a vibrant campus life, students are more likely to be involved and engaged. When students are involved or engaged, they are more likely to be retained and have higher academic success rates. Providing more culturally-responsive programming for students will create a space for students who would not normally be involved in on-campus activities, and thus creating a more inclusive environment for students from disproportionately impacted groups.
- **Evaluation:** The research on disproportionate impact will determined whether hiring an ongoing staff member will increase student engagement, success, and retention. This is measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).

F15. Provide release time to faculty, to create low-cost and or open source classes across departments and divisions.	2014/15 (year 2) - 2016/17 (year 3)	-Planning and Coordination -Direct Service -Curriculum and Course Development	Creating classes that are low or no-cost will eliminate many barriers found in multiple success indicators.	Equity: \$7,500 (6 LHE)
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- **Target Groups:** All groups identified in all sections of the Student Equity Plan will be impacted by the creation of low-cost or open source classes.
- **# of Students:** All groups identified in all sections of the Student Equity Plan will be impacted by the creation of low-cost or open source classes.

<ul style="list-style-type: none"> • Activity Implementation Plan: In the summer of 2015, the Director of Student Equity and Success began conversations with math faculty about strategies to encourage student success. When looking at disproportionate groups, low-income students were identified to cut across many of the other equity identities. The faculty shared that they had begun to create open source developmental math classes and that they were looking to expand these offerings but did not have time. A recommendation was made by the director that equity funds should be used to purchase faculty time so they can find the resources necessary to create effective open source, low-cost classes for students. This program will begin with math, with preliminary conversation beginning in biology. Over the course of the year, the director will begin meeting with department and divisions across the campus to gauge interest in creating more low-cost or open source classes across disciplines. • Evaluation: The research on disproportionate impact in all areas will determine whether providing these types of classes is eliminating barriers for our students and leading to higher success rates. This is measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				
F16. Fund student equity faculty coordinator(s) to work collaboratively with the Student Equity Director.	2014/15 (year 2) - 2016/17 (year 3)	-Planning and Coordination -Direct Service -Curriculum and Course Development	Explore providing two release-time faculty positions responsible for coordinating developing plans, and activities to enhance college-wide awareness of equity issues and coordinate initiatives that relate specifically to enhancing academic strategies experiences and outcomes.	Equity: \$13,876 (9 LHE)
F17. Fund division student equity faculty team leaders to work with Student Equity Faculty Coordinators.	2014/15 (year 2) - 2016/17 (year 3)	-Planning and Coordination -Direct Service -Curriculum and Course Development	Provide one LHE release-time for up to 10 division Faculty team members responsible for coordinating developing plans and activities to enhance college-wide awareness of equity issues and coordinate initiatives that relate specifically to enhancing academic strategies experiences and outcomes.	Equity: \$15,033 (10 LHE)
<ul style="list-style-type: none"> • Target Groups: All students identified in the Student Equity Plan. • # of Students: All students identified in the Student Equity Plan. • Activity Implementation Plan: Beginning in January of 2016, provide 9 LHE to identify & develop student equity coordinator(s). Under the auspices of the Office of Student Equity and Success, the coordinators will pursue training for themselves to remain current on trends in equity as they relate to pedagogy and student learning outcomes; develop and facilitate ongoing training sessions for faculty and staff; assist in the creation of Student Equity Faculty Teams in each division at the college and establish ongoing training for these teams; collaborate with OIEA to disseminate findings to Faculty Equity Teams to integrate and develop classroom interventions and curriculum as appropriate; participate in development and revision of Student Equity Plan; communicate with governance groups on issues around academics and equity; through equity teams, and work to infuse equity goals into program review processes. • Evaluation: Surveys of faculty regarding effectiveness of equity teams, trainings and activities will occur annually. The research on disproportionate impact found in SCC's Student Equity Plan will determine whether the purchase of a research software is having a positive effect on the reducing the achievement gaps in the specified areas for disproportionately impacted students. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				
F18. Using new research software, integrate and disaggregate student achievement data into future Academic and Student Services Program Reviews.	2014/15 (year 1) - 2016/17 (year 3)	-Research and Evaluation -Planning and Coordination -Curriculum and Course Development	Including disproportionate impact and student achievement data for analysis and use by academic and student services departments will be a allow equity to be infused throughout the program review process.	Equity: \$2,500 (annually)

<ul style="list-style-type: none"> • Target Groups: All groups will be impacted by the purchase of a research software, and inclusion of disaggregated data into campus program review. • # of Students: All groups will be impacted by the purchase of a research software, and inclusion of disaggregated data into campus program review. • Activity Implementation Plan: In the first iteration of the SCC Student Equity Plan, it was mentioned that a research software would be researched. Many vendors were approached, with TABLEAU Software proving to provide what the campus needed, and worked best with the data collection and student information platforms already in place across the campus. A demo was conducted and those involved in the implementation and utilization of the software were invited. All invited felt it would be appropriate to purchase the software. Year one equity funds were used for the purchase, with an annual allocation to be made for the upkeep and maintenance of the software. • Evaluation: The research on disproportionate impact found in SCC's Student Equity Plan will determine whether the purchase of a research software is having a positive effect on the reducing the achievement gaps in the specified areas for disproportionately impacted students. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				
F19. Pilot embedded tutoring services for courses across disciplines.	2014/15 (year 2) - 2016/17 (year 3)	-Direct Student Support -Instructional Support Activities	Providing additional instructional support in the classroom will increase the likelihood that students will be more successful.	Equity: \$16,039 (annually)
<ul style="list-style-type: none"> • Target Groups: All identified groups will be impacted by providing embedded tutoring services in courses across disciplines. • # of Students: All identified groups will be impacted by providing embedded tutoring services in courses across disciplines. • Activity Implementation Plan: In the Fall of 2015, the Academic Success Center Coordinator and the Director of the Office of Student Equity and Success met to discuss how SCC could use tutoring to reach more students who were less successful in completing course work. The coordinator had been in contact with faculty who were interested in having an embedded tutor in their classroom. Six classes across the general education curriculum, and two from Math were identified as pilot classes based on pass rates as well as participation and success among disproportionately impacted student groups. Beginning in the Spring of 2016, SCC will begin an eight class embedded tutoring pilot program to determine if the model is worth pursuing in a large scale. • Evaluation: A formative assessment will be completed after the spring and summer semesters to determine success for students in embedded tutoring classes, versus those from similar backgrounds in non-embedded tutoring classes. The research on disproportionate impact found in SCC's Student Equity Plan will determine whether the purchase of a research software is having a positive effect on the reducing the achievement gaps in the specified areas for disproportionately impacted students. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17). 				
F20. Develop an Instructional Design Center that will support faculty in offering high quality instruction to students in the classroom and online. The Center will provide training, workshops, and technological support to faculty for the purpose of evaluating and refining instructional methods to accommodate SCC's diverse student population, as well as diverse learning styles within the classroom, and support the emergence of personalized	2014/15 (year 2) - 2016/17 (year 3)	-Professional Development -Instructional Support Activities -Curriculum and Course Development	Equity-minded instructional design for basic skills and college-level/ transfer courses in all modalities will increase student access, success, and lead to academic goal attainment at higher rates for targeted groups.	Equity: \$20,000 (annually)

learning experiences through adaptive learning methods.				
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- **Target Groups:** All groups will be impacted by changes in course design.
- **# of Students:** Number to be determined based on enrollment totals of faculty who participate in IDC activities.
- **Activity Implementation Plan:** In year one, the plan is to develop a strategy to incrementally transition the current SCC Academic Success Center into a full-fledged Instructional Design Center, addressing SCC Goal 5 in the 2012-2016 Educational Master Plan. With the inclusion of Distance Education in the IELLSS Division, and strong ties to Blackboard and learning management systems knowledge, the initial seed money is not needed for purchasing technology and space. Plans to develop and recruit speakers and trainers to offer workshops throughout the year will begin upon approval and funding. Center staff will provide support to faculty for implementing changes to course material online and a space will be made available for a class session to be held using new technology and/or methods in a safe environment as an instructional “sandbox.”
- **Evaluation:** Comparisons of success and retention rates of all targeted student groups of courses having undergone adaptive change through the IDC with courses that have not.

Budget



Santiago Canyon College

2015-16 Student Equity Plan Summary Budget
Rancho Santiago CCD
Santiago Canyon College

Part I: Student Equity Funding

Enter whole numbers only

Total 2015-16 College Student Equity Allocation \$ 795,932

If applicable, for Multi-College Districts, Total 2015-16 Student Equity Allocation Reserved at the District Level

Part II: 2015-16 Planned Student Equity Expenditures \$ 795,932

Balance 2015-16 College Student Equity Allocation \$ -

2014-15 Student Equity Plan Summary Budget.

Part I: Funding

Specific Entry Instructions

This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.

cell:

- F9 Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCCCO only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their *college* allocation from the district office.
- F12 Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in at least one of their colleges' plans, and also include related expenditures in the Summary Budget spreadsheet. If your college is 1) part of a multi-college district, and 2) the district has chosen to conduct and fund equity related activities at the district level, and 3) the district has decided to report those activities and expenditures as part of your college plan, enter the amount of the Student Equity allocation reserved at the District level to be used for those activities. Colleges will need to obtain this information from their district office.
- F14 This cell will populate once the Part II Planned SE Expenditures section has been completed.
- F17 This cell is the sum of: Total 2015-16 Student Equity Allocation plus Allocation Reserved at the District Level minus Part II: Planned SE Expenditures.
 - 0 If all of the college 2015-16 Student Equity funds have been accounted for on this plan, then the balance should be zero.
 - + If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.
 - If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. **The Summary Budget cannot be submitted if balance is negative.**

2015-16 Student Equity Plan Summary Budget
Rancho Santiago CCD
Santiago Canyon College

Part II: Planned Student Equity (SE) Expenditures

Report planned expenditures of the college Student Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the \$ amounts to be reported under the categories: Outreach, Student Services & Category, Research and Evaluation, SE Coordination & Planning, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

[BAM can be found at: http://extranet.cccco.edu/Divisions/Finance/Facilities/FiscalStandards/BudgetandAccountingManual.aspx](http://extranet.cccco.edu/Divisions/Finance/Facilities/FiscalStandards/BudgetandAccountingManual.aspx)

BAM Codes	Classification	Activity ID	Outreach		Student Services & Category	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
			Outreach	# of Hours								
1000	Academic Salaries: Position Title(s)											
	Academic Success Academy, DSPS LHE	A13	\$ -	0.07	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,484	2,484
	Probation Workshops, DSPS LHE	B5	\$ -	0.04	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,242	1,242
	Specialized Test Prep for DSPS, LHE	C8	\$ -	0.07	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,484	2,484
	Develop Acceleration Courses, Fac. LHE	C9	\$ -	0.20	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 19,140	\$ -	19,140
	DSPS Counselor, Jointly Funded	D1	\$ -	0.30	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 21,121	21,121
	Low-Cost Class Dev., Release Time LHE	F16	\$ -	0.20	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,500	7,500
	Equity Coordinator, Faculty Release LHE	F17	\$ -	0.30	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,000	12,000
	Equity Team Leader, Faculty Release LHE	F18	\$ -	0.33	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 13,000	13,000
	Subtotal		\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ 19,140	\$ 59,831	\$ 78,971
2000	Classified and Other Nonacademic Salaries: Position Title(s)											
	HS/Community Outreach Specialist	A6	\$ 11,411	0.24	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	11,411
	Student Ambassadors (Student Asst)	A7	\$ 9,315	0.15	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	9,315
	Academic Coaching (IA's), DSPS	D2	\$ -	0.30	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,320	\$ -	9,320
	Director - Joseph Alonzo	F1		1.00			\$ 79,201					79,201
	Reserarch Analyst - Rudy Tijptahadi	F2		0.25		\$ 17,650						17,650
	Special Project Specialist - Stephanie Cole	F3	\$ -	0.48	\$ -	\$ -	\$ 20,610	\$ -	\$ -	\$ -	\$ -	20,610
	Supplemental Instruction (IA's) STEM	F8	\$ -	2.25	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 37,500	\$ -	37,500
	Stud. Serv. Coordinator (Foster Youth)	F11	\$ -	0.24	\$ -	\$ -	\$ 12,706	\$ -	\$ -	\$ -	\$ -	12,706
	FT Student Services Specialist, Veterans	F14	\$ -	0.50	\$ -	\$ -	\$ 22,996	\$ -	\$ -	\$ -	\$ -	22,996
	Student Services Specialist, Stud Life	F15	\$ -	0.24	\$ -	\$ -	\$ 4,932	\$ -	\$ 4,933	\$ -	\$ -	9,865
	Embedded Tutors (Student Tutors)	F20	\$ -	0.41	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,005	\$ 7,000	14,005
	Subtotal		\$ 20,726		\$ -	\$ 17,650	\$ 140,445	\$ -	\$ 4,933	\$ 53,825	\$ 44,500	\$ 282,079

2015-16 Student Equity Plan Summary Budget
Rancho Santiago CCD
Santiago Canyon College

Part II: Planned Student Equity (SE) Expenditures

3000	Employee Benefits	Activity ID	Outreach	Student Services & Categoryals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
	Academic Success Academy, DSPS LHE	A13	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 389	389
	Probation Workshops, DSPS LHE	B5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 194	194
	Specialized Test Prep for DSPS, LHE	C8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 389	389
	Develop Acceleration Courses, Fac. LHE	C9	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,992	\$ -	2,992
	DSPS Counselor, Jointly Funded	D1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,301	3,301
	Low-Cost Class Dev., Release Time LHE	F16	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,173	1,173
	Equity Coordinator, Faculty Release LHE	F17	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,876	1,876
	Equity Team Leader, Faculty Release LHE	F18	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,033	2,033
	HS/Community Outreach Specialist	A6	\$ 2,618	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	2,618
	Student Ambassadors (Student Asst)	A7	\$ 317	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	317
	Academic Coaching (IA's), DSPS	D2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 578	\$ -	578
	Director - Joseph Alonzo	F1	\$ -	\$ -	\$ -	\$ 41,941	\$ -	\$ -	\$ -	\$ -	41,941
	Research Analyst - Rudy Tijtjehadi	F2	\$ -	\$ -	\$ 8,194	\$ -	\$ -	\$ -	\$ -	\$ -	8,194
	Special Project Specialist - Stephanie Cole	F3	\$ -	\$ -	\$ -	\$ 4,730	\$ -	\$ -	\$ -	\$ -	4,730
	Supplemental Instruction (IA's) STEM	F8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,337	\$ 2,337	4,674
	Stud. Serv. Coordinator (Foster Youth)	F11	\$ -	\$ -	\$ -	\$ 1,851	\$ -	\$ -	\$ -	\$ -	1,851
	FT Student Services Specialist, Veterans	F14	\$ -	\$ -	\$ -	\$ 18,843	\$ -	\$ -	\$ -	\$ -	18,843
	Student Services Specialist, Stud Life	F15	\$ -	\$ -	\$ -	\$ 1,439	\$ -	\$ -	\$ -	\$ -	1,439
	Embedded Tutors (Student Tutors)	F20	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,017	\$ 1,017	2,034
	Subtotal		\$ 2,935	\$ -	\$ 8,194	\$ 68,804	\$ -	\$ -	\$ 6,924	\$ 12,709	\$ 99,566
4000	Supplies & Materials	Activity ID	Outreach	Student Services & Categoryals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
	Outreach Materials (DSPS)	A12	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	5,000
	Outreach Materials & Supplies (Outreach)	A4	\$ 15,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	15,000
	Expand Early Welcome	A5	\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	3,000
	Community Foster Youth Events	A9	\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	3,000
	New Faculty Workshop (DSPS)	B6	\$ -	\$ -	\$ -	\$ 300	\$ -	\$ -	\$ -	\$ -	300
	Aspbengers, Autism Support Group (DSPS)	B7	\$ -	\$ -	\$ -	\$ 500	\$ -	\$ -	\$ -	\$ -	500
	Calculator Loan Program	B8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	5,000
	Pre-registration Event (Foster Youth)	C6	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	1,000
	DSPS, Lunch and Learn, Transfer	E5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 500	500
	Foster Youth Advisory Group	F12	\$ -	\$ -	\$ -	\$ 500	\$ -	\$ -	\$ -	\$ -	500
	College Wide Dialogue	F5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ -	\$ -	1,000
	Subtotal		\$ 26,000	\$ -	\$ -	\$ 1,300	\$ -	\$ 1,000	\$ -	\$ 6,500	\$ 34,800

4.13 (80)

2015-16 Student Equity Plan Summary Budget
Rancho Santiago CCD
Santiago Canyon College

Part II: Planned Student Equity (SE) Expenditures

5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Courses Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Media Campaign, HSI (Media & Marketing)	A3	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	5,000
	Online Instructional Support (Tutoring)	C4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 17,500	\$ 17,500	35,000
	Expansion of BSI Prep Programs (Online)	C7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,500	\$ -	7,500
	Professional Development (Transfer)	E1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ -	5,000
	Specialized Services (Transfer)	E3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000	15,000
	Marketing In-reach (Transfer)	E4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000	15,000
	Professional Development (Equity)	F4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 90,000	\$ -	\$ -	90,000
	Independent Contractor (Student Portal)	F7	\$ -	\$ -	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ -	20,000
	TABLEAU (Annual License)	F19	\$ -	\$ -	\$ 2,500	\$ -	\$ -	\$ -	\$ -	\$ -	2,500
	Instructional Design Center (Prof. Dev.)	F21	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ -	\$ -	20,000
	Subtotal		\$ 5,000	\$ -	\$ 2,500	\$ 20,000	\$ -	\$ 115,000	\$ 25,000	\$ 47,500	\$ 215,000
6000	Capital Outlay	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Courses Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Laptop Loan, C-AMP Program	B4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,173	16,173
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,173	\$ 16,173
7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Courses Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Supplemental Support for Students (UBMS) Books	A8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000	3,000
	Supplemental Support for Students (Foster Youth) Books	A10	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	10,000
	Supplemental Support for Students (Veterans) Books	A11	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	10,000
	Supplemental Support for Students (EOPS) Books	F10	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 44,533	44,533
	Supplemental Support for Students (EOPS) Gas Cards	F10	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,810	1,810
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ 115,000	\$ -	\$ 69,343	\$ 69,343
	Grand Total		\$ 54,661	\$ -	\$ 28,344	\$ 230,549	\$ -	\$ 120,933	\$ 104,889	\$ 256,556	\$ 795,932

Evaluation Schedule and Process



Santiago Canyon College

EVALUATION SCHEDULE AND PROCESS

The progress and completion of the goals and activities of the Student Equity Plan (SEP) will be evaluated in multiple ways, including plan-specific assessment conducted annually and broader college-wide evaluations to be done periodically after the Student Equity Plan becomes integrated into the college-wide planning processes (Department Planning Portfolio, Program Review and the Educational Master Plan).

Evaluation 1: Update Data for Student Equity Plan Indicators

- The five Student Equity Plan Indicators (Access, Course Completion, ESL and Basic Skills Completion, Degree/Certificate Attainment, and Transfer) will be monitored and the data updated annually, with the possibility of adding or modifying the metrics and methodology to improve the analysis.

Evaluation 2: Student Equity Plan Activity Evaluation

- The Student Equity Director, with assistance from the Office of Institutional Effectiveness and Assessment, will evaluate the specific outcome(s) for each SEP activity and the expected outcomes annually. In addition, progress evaluation for each SEP goal and activity will be compiled in an annual report.

Evaluation 3: College-Wide Planning Process

- Student equity data, goals, and activities will be integrated into the planning processes of the College which will include the Department Planning Portfolio, Program Review and the Educational Master Plan. As part of these planning documents, SEP goals, activities, and data will be evaluated regularly according to the College's six-year planning cycle ending in the 2021 academic year.

The multi-pronged evaluation approach proposed above will provide an overall review of student equity at the College, identify specific areas where student equity issues must be addressed, and assess the effectiveness of programs and activities related to the Student Equity Plan

100

1915-2015

SANTA ANA COLLEGE

2015-2016

Student Equity Plan

Submitted: December 2015

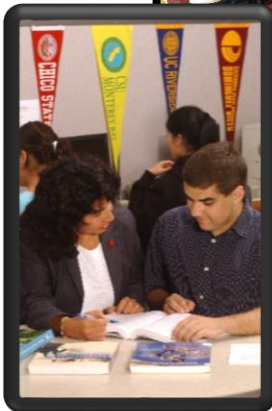
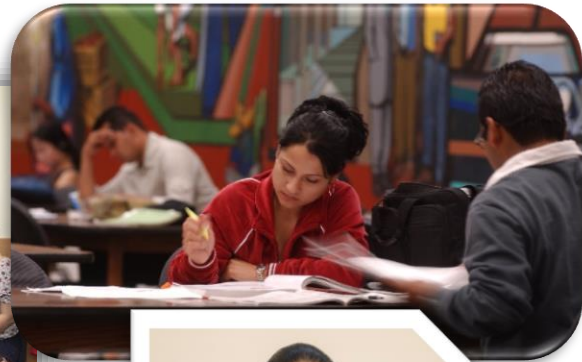



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Santa Ana College ***Student Equity Plan Signature Page***

District: Rancho Santiago Community College District Board of Trustees Approval Date: December 7, 2015


I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).



Erlinda J. Martinez, Ed.D.

Martinez_Erlinda@sac.edu

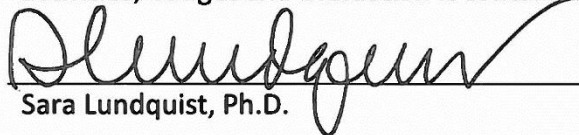
I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.



Michael T. Collins, Ed.D.

Collins_MichaelT@sac.edu

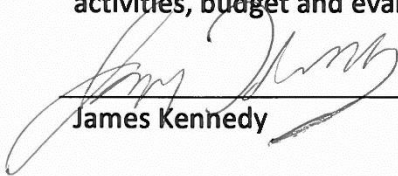
I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.



Sara Lundquist, Ph.D.

Lundquist_Sara@sac.edu


I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.



James Kennedy

Kennedy_James@sac.edu

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.



Elliott Jones, D.M.A.

Jones_Elliott@sac.edu

I certify that CSEA representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.



Executive Summary

Executive Summary

We are privileged to serve Santa Ana and its surrounding communities. The work of educators, community and business leaders, municipal partners, entrepreneurs, and philanthropists coordinate to create a college that has as its mission the attainment of the educational goals and dreams of an entire region. The work of Student Equity at Santa Ana is to make the attainment of these dreams and goals incumbent upon the hard work and content of the character of our students and not income, gender, ethnicity, disability status, previous military service, or any other qualifying characteristic. The goal is to have a campus where student success is the center of our every activity and is the measure by which we determine the college's success.

The Santa Ana College Student Equity Plan represents a year-long process of inquiry, coordination and planning conducted by the entirety of the Santa Ana College community. Hundreds of faculty, staff, students and administrators supplied input as to how to make our college a more equitable and student-success centered campus. The new Student Equity Plan brings together plans and activities from every academic, student service and administrative division. It is the promise of the members of our institution to work together across all boundaries to supply the best possible campus for our students to receive an education. Many of the activities presented within the plan cross between Research, Continuing Education, Student Services, Academic Affairs, and Administrative Affairs in order to eliminate boundaries and provide support to our students.

The 2015-16 plan is a continuation of a promise and the planning activities set forth in 2014. But it is a significant expansion as well. Whereas, the Santa Ana community was only becoming aware of what equity was and how it played a role in our students' success, we have a far greater understanding and many more tools to conduct the work of equity. The result is a plan that is more focused at the same time as it is more comprehensive. In the subsequent pages, we will outline the goals and strategies that inform our activities. Then we discuss the coordination and planning that went into the creation of this current plan, as well as proposed refinements to the plan. Then we will discuss the activities, budget and evaluation that will help us attain our goals and bring our strategies to fruition.

Goals and Strategies

Goal 1: Overall and Across Measures Initiatives

- O1.** Create an integrated plan between SSSP, BSI and Student Equity Plans, including a comprehensive budget and evaluation plan for all three.
- O2.** Implement a series of college-wide efforts that are expected to engage all constituency groups at SAC to improve equality of opportunity across all of the five specific areas for students from all target groups.
- O3.** Create a program and institutional review process that fosters an equity mindset on the campus.

Success Indicator A: Access

1. There will be an increase in the percentage of students under the age of 20 by increasing the number of Santa Ana and Garden Grove Unified High School students by 10%.

Strategies for attainment

- A1. Improve access to SAC for historically underserved populations through interaction with outside agencies and schools (including SCE) serving these populations.
- A2. Increase information, awareness about SAC and its specialized programs by building a more robust pre-orientation process to historically underserved populations complementing the Student Success and Support Program (3SP) efforts.

Success Indicator B: Course Completion

1. There will be a 20% decrease in the gap of successful course completion between Latino students and the highest performing student group.

Strategies for Attainment

- B1. Provide academic support services for target population students to increase retention and successful course completion.
- B2. Create accelerated developmental education pathways.
- B3. To provide an equity-centered process for at-risk students allowing students to have all course materials at the start of classes by providing Open Educational Resources (OER). A no-cost solution for students to have access to all materials necessary for course success on day-one would improve their course engagement, retention, and success.

Success Indicator C: ESL and Basic Skills Completion

1. There will be an increase the English basic skills completion rate for Latinos by 10% by 2020.
2. There will be an increase in the Math basic skills completion rate for Latinos by 20% by 2020.

Strategies for attainment

- C1. Develop an equitable and student-success centered assessment and placement system.
- C2. Student Focused Goal: Improve student equity in degree-applicable course completion by students who completed Basic Skills Math, English, or ESL levels below transfer.

Success Indicator D: Degree and Certificate Completion

1. The gap between the Santa Ana College population and certificate attainment for Veterans and Foster Youth will be eliminated.

Success Indicator E: Transfer

1. There will be a 20% decrease in the transfer gap between Latino students and the highest performing subgroup.

Strategies for Attainment

- E1. Bring staffing and staff/counselor training in the University Transfer Center to adequate levels to support equity initiatives.
- E2. Provide enhanced financial aid application and follow-up assistance to students in the targeted subgroups as they work toward and achieve transfer.
- E3. Expand support services to targeted subgroups needing alternatives to the traditional educational model.
- E4. Develop effective, early, and sustained college-wide and community communication regarding opportunities in higher education, purposefully reaching out to targeted subgroups.
- E5. Increase transfer to universities for all groups, specifically among the targeted subgroups.

Activities

A Access

1. Outreach to disproportionately impacted subgroups within the community and at community high schools
2. Improve accessibility to electronic and instructional resources for disabled students by bringing in personnel to insure compliance and access to electronic and instructional resources
3. Increase access to resources for veterans in the Veterans Resource Center by bringing staffing to capacity
4. Improve the ability of the scholarship office to find and deliver awards to disproportionately impacted students by conducting systematic research and using that research to target and pursue disproportionately impacted subgroups
5. Make the conditions in welding labs more equitable for female welders by providing female instructional assistants
6. Expand the hours of operation for the Learning Center, Library, Math Center and Academic Computing Center to provide low-income and working students access to study areas, computers and instructional support
7. Increase matriculation to the campus of low-income, Latinos by providing a summer life-writing program

B Course Completion

1. Increase resources in the Learning Center to provide instructional support to disproportionately impacted students in gatekeeper courses
2. Increase resources in the Math Center to provide instructional support to disproportionately impacted students in mathematics
3. Implement campus-wide tutor training to train instructional support in providing equitable tutoring
4. Develop plans and activities at the departmental level that use the best campus research and will provide students with the highest level of student success
5. Expand and refine the Online Educational Resources at the campus to provide students and faculty with low-cost or no-cost textbook options
6. Conduct a pre-semester Math Jam to prepare disproportionately impacted students to be successful in difficult transfer-level math course
7. A program to aid African American and Latino athletes to complete college-level courses will be developed and piloted

C ESL and Basic Skills Completion

1. Bring the redesigned elementary and intermediate algebra pathway to full implementation providing impacted students with an accelerated and more targeted pathway to course completion
2. Bring together non-credit ESL, EMLS and English faculty to discuss and plan strategies for improving transition from non-credit to credit ESL and develop a comprehensive English reading, writing and language program

3. Plan and research the structure and feasibility of an accelerated basic skills English pathway

D Degree and Certificate Completion

1. Provide informed and compassionate counselling to disproportionately impacted communities
2. Provide peer mentoring for the entire life-cycle of the student from enrollment to transfer
3. Provide peer mentoring to students who are struggling academically in order to improve persistence to degree and certificate completion
4. Plan and coordinate a degree pathway program to increase the number of male students receiving certificates and degrees
5. Refine and expand the dual enrollment program to increase the number of male students receiving degrees and certificates
6. Fund a 50% financial aid analyst to aid low-income students in developing financial aid plans and funding college

E Transfer

1. Expand EOPS to 200 more students, thereby improving transfer success to disproportionately impacted communities
2. Coordinate with MESA to provide opportunities for leadership, research and mentoring to improve transfer for disproportionately impacted communities in STEM
3. Expand Transfer Center Activities to support impacted students in exploring transfer opportunities and developing skills necessary to succeed at 4-year institutions
4. Support Freshmen Experience in improving outcomes and persistence for first-year students
5. Develop an on-campus UMOJA program to improve student success and transfer for African American students
6. Assist the honors program in helping impacted students towards transfer

F Other College or District-wide Initiatives Affecting Several Indicators

1. Fund the equity coordination team
 - a. Forward the ongoing inquiry into our disproportionately impacted students
 - b. Integrate an equity-lens into campus planning and review
 - c. Lead equity-based discussions with faculty, staff, students and administrators
2. Develop and refine an equity-based research team
 - a. Develop tools to understand and research student success
 - b. Develop and answer questions about disproportionately impacted student groups
 - c. Provide guidance and insight into equity-based activities
 - d. Inform the long-term direction of equity planning
3. Provide equity and student success-based professional development
 - a. Engage in open-inquiry about the needs and service of disproportionately impacted students
 - b. Lay the intellectual groundwork for an equity and student success centered campus
4. Develop and deliver an online student portal to deliver electronic student services to students, increasing access to services, necessary communication and guidance
 - a. Breakdown barriers between counselling, instructional support, registration and financial aid

- b. Provide a comprehensive communication system to students
- c. Provide students with easy access to all of their academic and financial records
- 5. Provide Equity Targeted Marketing to our students and the college community
- 6. Develop and coordinate equity efforts at continuing education
 - a. Develop a definition for student success that represents the needs and desires of continuing education students
 - b. Develop plans to help students succeed in those educational plans
 - c. Develop a definition of equity for continuing education that allows continuing education a foothold into the equity conversation
- 7. Provide comprehensive support and guidance to the foster youth community
 - a. Increase the number of foster youth receiving resources from the college



Coordination and Planning

Planning and Coordination Activities

The Student Equity Committee

The Student Equity Committee is a sub-committee of the Student Success and Equity Committee, one of the shared governance committees of Santa Ana College. The Student Equity Coordinator regularly consults and reports to the Academic Senate, Basic Skills Committee, and the Teaching and Learning Committee. In addition, the coordinator meets with leaders of the classified staff, Academic divisions and Student Services departments. The administrative lead for the Student Equity Committee regularly reports to College Council and the President's Cabinet.

The following chart details the members of the Student Equity Taskforce and their roles:

Member	Role
George Sweeney	Student Equity Coordinator/ Math Professor
Sara Lundquist	Vice President, Student Services
Maria Aguilar Beltran	Assessment Coordinator
Steve Bautista	Counselor, Center for Teacher Education
Matt Beyersdorf	Department Chair, English
Micki Bryant	Dean, Counselling
Jeffrey Burke	Faculty Coordinator, Math Center
Cher Carrera	Dean, Science, Math and Health Sciences
Stephanie Clark	Faculty, Art
Jodi Coffman	Counselor, Athletics
Oscar Cortes	President, ASG
Janet Cruz-Teposte	Equity Coordinator, Non-Credit
Joshua Dorman	Research Analyst
Madeline Grant	Interim Dean, Business and Engineering
Bart Hoffman	Dean, Human Services and Technology
Mary Huebsch	Professional Development Coordinator, BSI Coordinator
Shelly Jaffray	Dean, Humanities and Social Sciences
Jarek Janio	Faculty SLO Coordinator
Bonnie Jaros	Faculty Coordinator, Institutional Effectiveness and Assessment & Accreditation Liaison Officer
Rob Jenkins	Faculty Coordinator, Continuing Education
Elliott Jones	Academic Senate President
Eve Kikawa	Dean, Fine and Performing Arts
Cherylee Kushida	Faculty Coordinator, Distance Education
Christine Leon	Associate Dean, EOPS
Mark Liang	Dean, Admissions and Records
Nilo Lipiz	Dean, Continuing Education
Lynn Marecek	Department Chair, Math
Kathy Patterson	Faculty Coordinator, Honors Program
Elaine Pham	Specialist, Math Center- CSEA Representative
Christina Romero	Director, SAC Foundation
Sarah Salas	Vice-President, CSEA
Marisol Sanchez	Administrative Support, Student Equity
Sylvia Sanchez	Counselor and Coordinator, Guardian Scholars Program
Catherine Shaffer	Faculty Coordinator, MESA
Lilia Tanakeyowma	Dean, Student Affairs
Jinhee Trone	Faculty, Accounting

Martha Vargas	Counselor, University Transfer Center
Kathy Walczak	Faculty Coordinator, Learning Center

Integration of Equity, SSSP, and Basic Skills

The Student Equity Committee met twice in spring of 2015 and three times in fall of 2015. Members of the committee split into sub-committees based upon success indicators. Activities were then proposed for each success indicator and brought to the Committee for prioritization and alignment with the goals of the Equity plan. The plan was then presented to the Academic Senate, College Council, CSEA representatives, Associated Students and Board of Trustees for approval.

After a year of consultation and discussions regarding ongoing planning and evaluation of the plan, Santa Ana College is attempting to align the goals, activities and planning of the Equity plan with those of SSSP and BSI. SSSP, Equity, and Basic Skills will thus attempt to align the planning, budget and evaluation process with BSI. The following represents a proposed planning timeline for Equity that will accomplish that goal.

Month	Activity	Involved Parties
February	Review Evaluation of 14-15 and Fall 15 (if available)	Participant groups, Student Equity Committee
March- May	Planning of Activities	Success Indicator groups, categorical programs, BSI, SSSP Committee
May	Prioritization and selection of Equity Activities	Student Equity Committee
Summer	Evaluation of 15-16 Activities, drafting of 16-17 Equity Plan	Student Equity Coordinator, VP Student Services, Research, SSSP Coordinator, Equity Coordinator
Fall 2016	Implementation of the plan and approval of 16-17 plan, ongoing discussion of Equity priorities and needs	Student Success Committee, CSEA representation, Academic Senate, College Council, Board of Trustees, Participant Groups

Integration with institutional planning and effectiveness

In spring 2016, Santa Ana College will be reviewing and revising the Educational Master Plan. As a part of the development of that plan, the college will integrate equity and student success goals into the ongoing fabric of the college's mission and work. In consultation with the coordinator for Institutional Effectiveness and Assessment, the Teaching and Learning Committee and the Faculty Coordinator for Student Learning Outcomes, we have begun to integrate Equity into the Program Planning and Review Process. These activities represent our ongoing commitment to have equity be a substantial part of the work that we do at the college.

Summary of Activities with Budget

**Detailed Narrative of Activities by
Success Indicator**

Access

Demographic Area	SAC	Service Area	Proportionality	Disproportionate Impact
Male	57.3%	49.33%	1.13	No
Female	42.7%	50.64%	.86	No

Demographic Area	SAC	Service Area	Proportionality	Disproportionate Impact
African American	1.2%	1.45%	.828	No
American Indian	.2%	.85%	.235	Yes
Asian	8%	18.56%	.431	Yes
Filipino	.7%	1.4%	.5	Yes
Hispanic	59%	61.8%	.954	No
Pacific Islander	.2%	.39%	.512	Yes
White	17.3%	16.98%	1.01	No
Two or More Races	.9%	3.64%	.247	Yes

Demographic Area	SAC	Service Community	Proportionality	Disproportionate Impact
Less than 20	15.1%	33.26%	.453	Yes
20-24	20.1%	9.08%	2.21	No
25-39	36.3%	30.85%	1.18	No
40 or more	28.5%	26.81%	1.06	No

Demographic Area	SAC	Service Community	Proportionality	Disproportionate Impact
Veterans	1%	4%	.25	Yes
Disabled	1.45%	7.5%	.193	Yes

Access Disproportionately Impacted Groups	American Indian, Asian, Filipino, Pacific islander, Two or More Races, Less Than 20 years old, Veterans, Disabled Students, Foster Youth
--	---

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

The measure that Santa Ana uses to determine the equity of access at the institution is not conducive to gap analysis. Instead, we have determined another measure by which to determine improvement in equity of access.

Goal

There will be an increase in the percentage of students under the age of 20 by increasing the number of Santa Ana and Garden Grove Unified High School students by 10%.

ACTIVITIES: A. ACCESS

A.1

Outreach to Disproportionately Impacted groups

Activity Type(s):

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.1	18-20 years old	1600
	Foster Youth	120
	First Generation College Students	2000

4.13 (100)

• **Activity Implementation Plan**

The Office of School and Community Partnerships will actively engage in the recruitment and registration of students from our disproportionately impacted communities. Santa Ana College’s strong partnerships with Continuing Education, Santa Ana Unified, Garden Grove Unified, and other community organizations allow us to identify and outreach to students who would otherwise not consider or fail to go to college. The office will contribute at least 10% of their time to outreach to these disproportionately impacted communities. The Office was currently re-organized to facilitate this new equity-centered approach to outreach and recruitment

Outreach Specialist

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Ongoing	\$11,049	General Fund-\$99,441

Outreach Specialist

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Ongoing	\$10,563	General Fund-\$95,067

Outreach Specialist

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Ongoing	\$10,630	General Fund-\$95,670

Outreach Specialist

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Ongoing	\$7,294	General Fund-\$65,456

Student Services Coordinator

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Ongoing	\$10,724	General Fund-96,516

4.13 (101)

Materials and Supplies for Targeted Outreach

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Ongoing	\$8000	

• ***Link to Goal***

This concentrated outreach will directly impact the number of students from the disproportionately impacted sub-groups who will attend Santa Ana College.

• ***Evaluation***

Timeline	Data to be gathered	Analysis
Beginning of Spring 2016	Student counts by disproportionate impact group,	Increase in the number of students from disproportionately impacted groups, Ratio of disproportionately impacted groups to the community at large
Census of Fall 2016	Student enrollment in courses from disproportionately impacted groups	Increase in the number of students from disproportionately impacted groups, Ratio of disproportionately impacted groups to the community at large

A.2

Alternative Media Specialist (Maybe this should be under course success vs access.

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.2	Disabled Students	900

• **Activity Implementation Plan**

The alternative media specialist will work with the assistive technology faculty member to develop and implement assistive technologies for the Santa Ana website, computer labs and classrooms. They will be tasked with aiding in the evaluation of materials for their ability to be used by disabled students and their compliance with Section 508 of the Education Code.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	Ongoing	\$14,139	

• **Link to Goal**

Improving our electronic and classroom resources for disabled students will improve their access and persistence at the college.

• *Evaluation*

Timeline	Data to be gathered	Assessment
Semester-basis	Student Satisfaction Surveys, Number of students listed as disabled, number of students listed as disabled participating in DSPP	Level of ease of use and access to instructional and support resources, increases in the number of students using DSPP resources

A.3

DSPS Specialist

• ***Activity Type(s):***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• ***Target Student Group(s) & # of Each Affected*:***

ID	Target Group	# of Students Affected
A.2	Disabled Students	900

• ***Activity Implementation Plan***

The DSPS specialist will assist in the certification and registration of students into the DSPS program. This will allow SAC to expand the program.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.3	Ongoing	\$10,943	

• ***Link to Goal***

Making it easier for students to register for DSPS will increase the numbers of disabled students at SAC.

• ***Evaluation***

Timeline	Data Collected	Assessment

Semester-basis	Number of students listed as disabled, number of students listed as disabled participating in DSPS	Increases in the number of students using DSPS resources
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A.4

Veterans Resource Center-Senior Clerk

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.4	Veterans	334

• **Activity Implementation Plan**

The Senior Clerk will allow the Veteran’s Resource Center to remain open for 25% more hours and allow the center to run at full staff. This will allow Veteran’s to obtain services throughout their college day. This will also make it easier for Veteran’s to certify their status and obtain their benefits.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.4	Ongoing	\$46,105	

• **Link to Goal**

Improving access to the Veteran’s Resource Center will increase the number of Veterans registered and obtaining services at SAC.

• *Evaluation*

Timeline	Data Collected	Assessment
Semester-basis	Number of Veterans registered, Number of Veterans receiving resources	Increase in the number of veteran's receiving benefits and resources in the center

A.5

Scholarship Equity-Based Coordination

• **Activity Type(s):**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.5	Low-Income	1000
	18-20 years old	1000
	Veterans	300

• **Activity Implementation Plan**

Students less than 20, American Indian, Asian, Pacific Islander and veteran students have lower access rates to post-secondary education. Resources and information about accessing post-secondary attainment are needed to create stronger pathways to college for these students. By increasing consistent and strong messages to the community, external funding partners, community organizations and potential prospects about the needs of these student groups, an increase in overall scholarships and resources is possible.

Within the equity lens, coordinated marketing, messaging, resource development strategies and tactics will increase philanthropic support from key constituencies using data and marketing tools. The addition of a part-time Development Coordinator will look at the current scholarship resources at the college as well as the current programmatic support by external constituencies will fill those gaps and leverage strengths to increase college access by 2020 using resource development as the primary strategy. The proposed part-time Development Coordinator will:

1. Re-ignite and redesign the Santa Ana Futures Scholarship Fund Payroll Deduction Campaign. This would include re-connecting with city and SAC employees who currently donate to the fund and begin more consistent stewardship with potential employee donors.
2. Create funding strategies and proposals for prospect donors and current donors to increase scholarships and programming support, including book grants.

3. Share, promote and market stories, philanthropic efforts and opportunities, including success stories of currently alumni, students and partnerships that highlight and focus on the Disproportionately Impacted Groups directly linked to our goals.
4. Develop and maintain mutually respectful and collaborative relationships with community leaders and prospect donors that share in the interest of decreasing the equity gaps and access gaps.
5. Use internet tools to develop and maintain an online presence; research and recommend appropriate social networking and marketing opportunities that contribute to increasing access to these student and prospect student populations. Design, develop and implement programs to cultivate and build constituent relations and enhance online giving to raise funds for these Disproportionately Impacted Groups.
6. Develop digital and printed materials to support donor relationships with the college--materials such as e-newsletters and direct mail communication.

Development Coordinator

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.5	Spring 2015-Summer 2016	\$12,755	SAC Foundation-\$12,754

Development Software and Supplies

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.5	Spring 2015-Summer 2016	\$5,000	

• ***Activity Implementation Plan***

Provide targeted outreach and workshops regarding scholarships to historically underserved populations. Early on, realizing that workshops alone were not enough, our office began to augment and increase the breadth and scope of equity services provided to effectively meet the needs of our target student populations. The plan is to collaborate with faculty in select student services offices, conduct institutional research on needy students, and conduct targeted outreach to these select groups. This will be combined with strategic outreach to donors to provide for these key targeted populations.

Student Program Specialist

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.5	Ongoing	\$12,223	

• **Link to Goal**

Increasing the number and size of scholarships received by targeted populations will aid in their persistence and increase the number of these students currently on the campus.

• **Evaluation**

Timeline	Data to be gathered	Analysis
Yearly	Number of low-income students, foster youth, veterans, and DSPS receiving scholarships	Number of low-income students, foster youth, veterans, and DSPS receiving scholarships will increase within the first 3 years. Foster Youth Scholarship Workshops - Baseline: 0 to 5 by 2017 DSPS (20%) Scholarship Workshops– Baseline: 13 to 15 Veterans (50%) Scholarship Workshops– Baseline: 10 to 15

A.6

Welding Instructional Aides and Interns

• *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• *Target Student Group(s):*

ID	Target Group	# of Students Affected
A.6	Women in Welding	26

• *Activity Implementation Plan*

The welding program at Santa Ana College is one of the most robust and well-respected in the country. It currently serves 284 students in the program. However, only 26 of those students are female. One of the challenges to females entering into the field is that the instructors are all male and so are unable to intervene when issues arise for the female students. This is particularly true when medical issues (which are a natural part of learning to weld) arise. The welding department would like to employ 1 19 hour female instructional assistant/intern to be able to deal with these issues as they arise. In addition, the instructional assistant would be able to work on more basic tasks freeing up the instructor to work on teaching responsibilities.

A second purpose of this assistant will be to refine the instructional assistant’s skills and promote transfer to welding bachelor’s programs, increasing the number of women in the field and increasing the number of women in the field who are qualified to teach at community colleges.

ID	Timeline(s)	Student Equity Funds	Other Funds**
	2015		

- ***Link to Goal***

Having a more visible and authoritative female presence will increase the number of women who persist in the field.

- ***Evaluation***

A survey of female students in welding will seek to better understand their challenges and remediate those challenges. In addition, we will track longitudinally the number of women who are in the program and persist to degrees and transfer in the program.

A.7

Instructional Service Centers Hours Expansion

• ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• ***Target Student Group(s)***

ID	Target Group	# of Students Affected
A.7	18-20	500
	Low Income	500
	Asian	150

• ***Activity Implementation Plan***

The hours in the Academic Computing Center, Learning Center, Math Center and Library will expand by 4 hours per week for each area. Santa Ana is very population dense, making quality study areas scarce. Increasing the hours in these centers will provide instructional support and a place to do their homework and study.

ID	Timeline(s)	Student Equity Funds	Other Funds**
	Ongoing	\$96,000	General Fund-\$22,000

• ***Link to Goal***

Increasing the number of hours in these resource centers will increase student persistence and the overall number of our disproportionately impacted students.

• *Evaluation*

Timeline		
Winter Intersession 2016	Student Visits, Student Hours, Student Activities	Disaggregated Breakdown of Student Visits, Hours and Activities Comparison of Success in Courses with activities vs. without activities Correlation of hours and visits vs. course grade
Spring 2016	Student Visits, Student Hours, Student Activities	Disaggregated Breakdown of Student Visits, Hours and Activities Comparison of Success in Courses with activities vs. without activities Correlation of hours and visits vs. course grade
Summer 2016	Student Visits, Student Hours, Student Activities	Disaggregated Breakdown of Student Visits, Hours and Activities Comparison of Success in Courses with activities vs. without activities Correlation of hours and visits vs. course grade

A.8

Barrio Writers Program

• ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• ***Target Student Group(s) & # of Each Affected****:

ID	Target Group(s)	# of Students Affected
A.8	Latinos	50
	Low Income	50

• ***Activity Implementation Plan***

Host by providing a classroom with computers to the Barrio Writers Program for a week during summer for 5 hours a day in the afternoon and access to a large venue for student readings at the culmination of the program week; the program will hold up to 8 spaces for Middle College students and recruit from area youth under 20, not graduated from high school already. This is an established non-profit program that uses creative writing and integration in an academic environment to establish a pipeline to higher education and develop reading and writing skills. Barrio Writers participants will have their work published by the University Press.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.8	er 2016		

• ***Link to Goal***

For Access, providing a pipeline to higher education for the “under 19” community members is exactly the stated purpose of this established program. Having SAC be a host school will provide SAC with the opportunity to reach about 30 students (depending upon recruitment) who may otherwise not have seen themselves as higher education candidates. **For the student mentors in the classroom, these should be drawn from

English, Journalism, or Teacher Education students as their participation will enhance their transferability and competitiveness within those majors as they will have had a hand in professional writing training/publication of the University Press.

• ***Evaluation***

Timeline	Data Collected	Analysis
Upon Completion of the program	Student Satisfaction survey, writing assessments, matriculation to the college	Improvement in writing, analysis of student satisfaction survey, proportion that successfully matriculated to the college

Success Indicator: Course Completion

	Enrollme nt Count	Success Count	Success Rate	80 Percent Index	Dispropo rtionate Impact
Santa Ana College Total	37617	27712	73.67%		
Gender					
Female	15290	10960	71.68%	.952	No
Male	22282	16678	75.3%	1	No
Race					
African-American	696	457	65.59%	.715	Yes
American Indian/Alaskan Native	132	92	69.42%	.758	Yes
Asian	313	249	79.67%	.869	No
Filipino	424	316	74.53%	.813	No
Hispanic	17428	11516	66.08%	.721	Yes
Pacific Islander	148	93	62.93%	.687	Yes
Some Other Race	3768	3453	91.64%	1	No
White Non-Hispanic	6648	5654	85.05%	.928	No
Foster Youth					
Yes	255	144	56.35%	.763	Yes
No	37362	27588	73.84%	1	No
Veteran					
Yes	447	298	66.57%	.891	No
No	34169	25541	74.75%	1	Yes
Low Income					
Yes	14946	9707	64.95%	.757	Yes
No	22833	19592	85.81%	1	No
Disabled					
Yes	703		66.12%	.895	No
No	36914		73.85%	1	No

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Latino	18.97%, 2015	13.28%	2020

ACTIVITIES: B. COURSE COMPLETION

B.1

Equity Based Activities in the Learning Center

• *Activity Type(s)*

Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
Research and Evaluation		Professional Development		

• *Target Student Group(s) & # of Each Affected*:*

ID	Target Group(s)	# of Students Affected
B.1	Latinos	1600
	African Americans	100
	Low Income	2000

• *Activity Implementation Plan*

The Learning Center serves all of the students at Santa Ana College. However, as a part of their equity driven efforts, the Learning Center will focus on providing tutoring and distributed learning activities for gatekeeper courses, basic skills courses, and courses that are frequently offered

to incoming freshmen. In conjunction with the campus’s extended early alert activities, the Learning Center will outreach to students who have been given Early Alert and offer them their services and priority in attaining tutoring. The courses that have been identified as high impact for student success and need include, but are not limited to:

- Accounting 101
- Art 100
- Biology 109
- Business 100
- Chemistry 209, 219
- English 050, 060, 061, 101, 103
- Human Development
- All Math Courses
- Music 101

The Learning Center will conduct research into the highest need communities in these courses and work with faculty to provide the highest level of instructional support to their students.

Learning Center Coordinator (25%)

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	Ongoing	\$32,476	\$97,428-General Fund

Learning Center Coordinator, Contract Extension

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	Ongoing	\$12,385	

Learning Center Tutors and Instructional Assistants

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	Fall 2015-Spring 2016	\$114,000	General Fund- BSI-\$30,000

• **Link to Goal**

Tutoring and Directed Learning Activities in high impact and gatekeeper courses will impact course completion by giving students in the targeted demographic much needed instructional support.

• **Evaluation**

Timeline	Data Collected	Analysis
Semester	Student hours, activities completed, student satisfaction surveys with equity lens	Successful course completion, course persistence, Correlation of hours to course grade, correlation of attendance to course grade
Yearly		Student Persistence vs. General Population, Basic Skills Completion,

B.2

Targeted Tutoring for Basic Skills and Transfer Level Math

• *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• *Target Student Group(s) & # of Each Affected*:*

ID	Target Group	# of Students Affected
B.2	Latinos	1500
	Low Income	1500

• *Activity Implementation Plan*

Mathematics, both basic skills completion and course completion, is a major gatekeeper for successful degree and course completion. This is true across all math courses and all academic disciplines. The Math Center provides a safe space and competent instructional support in the form of tutoring and workshops for students with the highest need and in traditionally very difficult courses. Successful course completion in 14-15 for mathematics was less than 54%, which is 20 percentage points lower than the average successful course completion for the campus as a whole. Equity-funded tutoring will focus on the following areas:

Statistics- 70% of students in the course are Latino

College Algebra and Business Calculus-Average gap between Latinos and the highest performing group is 22 percentage points

STEM sequence- Average gap between Latinos and the highest performing groups is 30 percentage points

The Math Center coordinator will improve tutor training and outreach to provide increasing support to our Latino student population at an increasingly high level.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	Fall 2015-Spring 2016	\$70,000	Basic Skills Initiative-\$15,000

• ***Link to Goal***

Over 4500 students take math courses each semester. According to our latest study, students who participated in Math Center tutoring or workshops were significantly more likely to succeed in their courses versus those that did not attend. It is clearly a best practice for successful students. In addition, at least math proficiency is required for every degree at the college. Increased activities and targeted resources to our disproportionately impacted populations could improve their course completion dramatically.

• ***Evaluation***

Timeline	Data Collected	Analysis
Semester	Hours, Visits, Activities, Course Grade	Hours analysis disaggregated, visits disaggregated, correlation of course grade to hours
Yearly	Student Satisfaction Survey	Areas of needed improvement, basic skills completion by attendance

B.3

Campus-wide Tutor Training

• ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	x	Professional Development		

• ***Target Student Group(s) & # of Each Affected*:***

ID	Target Group	# of Students Affected
B.3	Latinos	1500
	African Americans	200
	Low Income	2500
	Foster Youth	120
	Veterans	100

• ***Activity Implementation Plan***

Santa Ana’s Basic Skills Initiative has committed to providing comprehensive training for all instructional assistants on the campus. As a part of this effort, online training will be required of all tutors who work at the campus. The trainings will include working with special populations, creating an equitable tutoring environment, developing basic skills and study skills in students, and working with disabled students, veterans, foster youth and other special populations.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.3	Spring 2016	\$10,000	

• ***Link to Goal***

Improved tutor training will teach our tutors sensitivity to disproportionately impacted populations and give them a greater set of resources from which to better serve our students. This will lead to more equitable course completion.

- *Evaluation*

Tutor Training will be evaluated via post-surveys for tutors and via student satisfaction surveys in the affected areas.

B.4

Planning and Entrepreneurial Fund

• ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	x	Professional Development		

• ***Target Student Group(s) & # of Each Affected****:

ID	Target Group	# of Students Affected
B.4	All Disproportionately Impacted Groups	See Disproportionate Impact Analysis

• ***Activity Implementation Plan***

As a part of Santa Ana’s ongoing efforts to produce a more equitable and student-success centered campus, the campus has committed to a fund ongoing innovative efforts and planning activities by faculty and staff directly related to student success and equity. The fund will contribute towards hospitality, planning stipends and adjunct compensation to engage in planning and implementation efforts. The Fund as a joint activity with Santa Ana College’s Foundation is seeking to transform the focus of the institution towards student success.

Already, departments have expressed interest in planning funds for:

Supplemental Instruction

Bridge Course from Statistics and Liberal Arts Algebra to Business and STEM Algebra

Digital Media Arts Acceleration

Trigonometry and Pre-Calculus Acceleration

Hands on Tech for Redesigned Math Courses

Development of Career and Technical Education Pathways

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.4	Fall 2015-Spring 2016	\$30,500	\$50,000-Santa Ana College Foundation

• ***Link to Goal***

Innovation and concentration on student success is integral to an equity-based institution (Bailey, Jaggars, & Jenkins, 2015). With the faculty and staff incentivized to concentrate on how they can make their own department more equitable, we can increase course completion and degree and certificate completion on the campus.

• ***Evaluation***

A process of review for planning and innovation activities is being developed which will have the departments identify the student success goal that they are pursuing and the deliverables from their activities. Plans may include time to do extended research, both institutionally and within the literature. Plans that are developed will have to include goals for success and will be included in the departments' program review.

B.5

Online Education Resources (OER) Expansion

• ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• ***Target Student Group(s) & # of Each Affected****

ID	Target Group	# of Students Affected
B.5	Low Income	1100

• ***Activity Implementation Plan***

This activity is a continuation of the expansion of Santa Ana’s online educational resources program. An internal study by our book store showed that a sizable proportion of our students choose not to get the course textbook because they cannot afford it. The plan is to develop at least 10 new courses and have 40 new instructors utilize and test those resources. This expansion will increase the number of OER courses to 39, providing SAC’s students with low-cost or no-cost course materials and instructors a greater selection of resources.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.5	Spring 2016-Summer 2016	\$15,000	

• ***Link to Goal***

Increasing the number of OER courses will allow faculty the greater selection of vetted and robust low-cost or no-cost options. This will lead to our students getting course materials.

• **Evaluation**

Course success in OER courses will be evaluated to insure that student success is on par with non-OER courses. In addition, we will examine disaggregated data, on a semester-by-semester basis to determine if low-income students are seeing increases in course completion and persistence.

B.6

Online Education Certification Program

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.5	Latinos	250
	Low Income	1000

• **Activity Implementation Plan**

As a part of improving the level of success and quality of teaching in

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.5	Spring 2016-Summer 2016	\$4,000	

• **Link to Goal**

Currently, students who are disproportionately impacted in traditional courses are also disproportionately impacted in online courses. Improving online courses through training and certification will help online instructors respond to student needs and consider the needs of individual students.

• **Evaluation**

Course success on online courses will be assessed against historical levels of success. Evaluations of the training will also be examined.

B.7

Academic Support Program for Student-Athletes

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.7	Latinos	250
	African Americans	200

• **Activity Implementation Plan**

The Academic Support Program for Student-Athletes is in the development process. Currently, the athletics department is looking to improve course-completion for disproportionately impacted students in athletic programs at Santa Ana College. The program will focus this year on providing instructional support for math and English and also providing guidance and counselling to athletes looking to transfer to four year schools.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.7	Spring 2016-Summer 2016	\$12,500	

• **Link to Goal**

Due to the sizable number of African American and Latino students in the school’s athletics programs, this intervention will help to decrease the gaps in course completion for African American and Latino students.

• **Evaluation**

Timeline	Data Collected	Analysis
Semester basis	Course Success, Course retention, Persistence to next course in the sequence	Course Success vs. comparable student populations disaggregated by race

B.8

Math Jam

• *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• *Target Student Group(s) & # of Each Affected*:*

ID	Target Group	# of Students Affected
B.8	Low Income	100
	Latino	150
	African American	15
	Women in STEM	100

• *Activity Implementation Plan*

Math Jam is a week-long set of activities and workshops designed to prepare students for upcoming math classes. The activities are developed by Santa Ana Math Faculty and are presented as preparation for the subsequent course. Not only does the week provide an opportunity Math Jam participants have been shown to succeed at rates that far outstrip the general college population. The request is for the pre-Fall 2016 semester

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.8	Fall 2016	\$5,000	

• *Link to Goal*

Course Success for students who participate in Math Jam is much higher than it is for those who do not attend.

• *Evaluation*

Timeline	Data Collected	Analysis
Semester Basis	Course Success and Retention, Student Satisfaction Surveys	Course Success and Retention vs. Comparison group, analysis of satisfaction surveys
Yearly Basis	Persistence to the subsequent class	Persistence to subsequent course vs. comparison group

Success Indicator: ESL and Basic Skills Completion

English Basic Skills Completion

	N for cohort	% of Cohort	N Successful	% of Group Successful	80% Index
SAC Overall	793		279	35%	
Ethnicity					
African American	6	0.80%	3	50%	94.16%
American Indian/Alaskan Native	2	0.30%	1	50%	94.16%
Asian	11	1.40%	4	36.40%	68.55%
Filipino	3	0.40%	1	33.30%	62.71%
Latino	705	88.90%	235	33.30%	62.71%
Pacific Islander	2	0.30%	2	100%	188.32%
White	15	1.90%	7	46.70%	87.95%
Multi-Race					
Some Other Race	49	6.20%	26	53.10%	100.00%
Gender					
Female	411	51.80%	159	38.70%	100%
Male	381	48.00%	120	31.50%	81.39%
DSPS	26	3.30%	10	38.50%	110.00%
Foster Youth	3	40.00%	1	33.30%	95.14%
Low Income	620	78.20%	246	39.70%	113.43%
Veterans	0	0.00%	0	0.00%	

Math Basic Skills Completion

	N for cohort	% of Cohort	N Successful	% of Group Successful	80% Index
SAC Overall	1260	100.00%	257	20.40%	
Ethnicity					
African American	9	0.71%	3	33.33%	88.89%
American Indian/Alaskan Native	4	0.32%	0	0.00%	0.00%
Asian	36	2.86%	8	22.22%	59.26%
Filipino	7	0.56%	4	57.14%	152.38%
Latino	1091	86.59%	213	19.52%	52.06%
Pacific Islander	1	0.08%	0	0.00%	0.00%
White	48	3.81%	5	10.42%	27.78%
Multi-Race					
Some Other Race	64	5.08%	24	37.50%	100.00%
Gender					
Female	636	50.48%	148	23.27%	100%
Male	623	49.44%	109	17.50%	75.20%
DSPS	30	2.38%	6	20.00%	98.05%
Foster Youth	9	0.71%	2	22.22%	108.95%
Low Income	974	77.30%	233	23.92%	117.28%
Veterans	0	0.00%			

	N for cohort	% of Cohort	N Successful	% of Group Successful	80% Index
SAC Overall	1000		284	28%	
Ethnicity					
African American	1	0%	0	0%	0.0%
American Indian/Alaskan Native	0	0.00%	0	0.00%	0.00%
Asian	78	37%	15	30%	68.2%
Filipino	0	0.00%	0	0.00%	0.00%
Latino	107	51%	22	44%	100.0%
Pacific Islander	0	0.00%	0	0.00%	0.00%
White	3	1%	2	4%	9.1%
Multi-Race					
Some Other Race	22	11.00%	11	22.00%	50.0%
Gender					
Female	119	56%	33	66%	100.0%
Male	92	44%	17	34%	51.5%
DSPS	30	2.38%	6	20.00%	83%
Foster Youth	9	0.71%	2	22.22%	93%
Low Income	974	77.30%	233	23.92%	100%
Veterans	0	0.00%			0

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL C.

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

English Basic Skills Completion

Target Population(s)	Current gap, year	Goal*	Goal Year
Latino	19.8%, 2012-2105 Cohort	17.8%	2017-2020 Cohort

Math Basic Skills Completion

Target Population(s)	Current gap, year	Goal*	Goal Year
Latino	17.98%, 2012-2015 Cohort	14.2%	2017-2020 Cohort
White	27.08%, 2012-2015 Cohort	21.6%	2017-2020 Cohort
Asian	15.28%, 2012-2015 Cohort	12.22%	2017-2020 Cohort

ESL Completion

Target Population(s)	Current gap, year	Goal*	Goal Year
Asian	14%, 2012-2015 Cohort	11.2%	2017-2020 Cohort
Male	32%, 2012-2015 Cohort	25.6%	2017-2020 Cohort

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1

Elementary and Intermediate Algebra Acceleration and Course Redesign

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.1	Latinos	1000
	African Americans	40
	Pacific Islanders	7

• **Activity Implementation Plan**

The Math Department has been engaging in the acceleration and redesign of Elementary and Intermediate Algebra for the past 4 years. In years 1-3, the department engaged in a systematic discussion of the issue confronting students who entered basic skills mathematics, the choice of courses to be redesigned, curriculum development and planning meetings to engage members of the campus community who would be impacted by the proposed curriculum change. In year 3 of the activity, the department began discussions with outreach and counselling to develop a comprehensive plan to train counselors and outreach personnel in the newly redesigned courses and their impact upon student planning and registration. In year 4 (2014-2015), the department with funds underwritten by Student Equity ran two pilots (Fall 2014 and Spring 2015) to refine the curriculum and identify areas of needed improvement as well as refine the pathway and administrative concerns inherent in this change.

The results of the pilots has been overwhelmingly favorable. Student who took the redesigned courses completed the accelerated course on the same level as those who took Intermediate Algebra as a stand-alone. In addition, persistence to the following transfer level course were more

than double those of the traditional course and course success in the following transfer course was higher. Given the success of the pilots, the institution has committed to the full-implementation of the Redesigned courses. In Fall 2015, 32 sections of the Statistics and Liberal Arts pathway and 18 sections of the Business and STEM pathway were offered (1489 total students). Beginning in Spring 2016, the traditional elementary algebra and the traditional intermediate algebra will no longer be offered. Student Equity will continue to underwrite the coordination and implementation of the full deployment for the next two years until the course becomes the standard operating procedure for the math department and the campus.

C1.1

Course Coordination

Redesign Coordinator

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Fall 2011-Spring 2018	\$59,974	

Math 083 Coordinator

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Fall 2011-Spring 2018	\$41,188	

Math 084 Coordinator

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Fall 2011-Spring 2018	\$33,752	

Software Coordinator

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Fall 2011-Spring 2018	\$6,092	

Assessment Coordinator

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Fall 2011-Spring 2018	\$6,092	

Redesign Training Stipends

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Fall 2015-Spring 2016	\$7500	

C.1

Math Redesign In-Class Assistants

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1.2	Fall 2015-Spring 2016	\$72000	

• ***Link to Goal***

Past analysis has shown that the probability of a students’ successful one-year completion of Intermediate Algebra after beginning in Elementary Algebra is 17%. Pilot data from the redesigned classrooms indicates a successful completion rate of 56% after one semester. The condensing of the pathway coupled with the dramatic increase in course success will lead to a far greater increase in the basic skills completion rate for mathematics.

• *Evaluation*

Table of data collection, analysis and frequency

Frequency of Evaluation	Data Collected	Analysis
Semester Basis	Student Satisfaction Survey, Course Completion, Final Exam Scores, (All disaggregated by Ethnicity and Gender)	Correlation of course grade to final exam score, rates of completion and successful completion
Yearly Basis	Transfer course grade	Persistence to transfer grade, completion of transfer level course, one-year basic skills completion rate

C.2

English, Non-Credit ESL and EMLS Cross-Campus Pathway Planning

• ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• ***Target Student Group(s) & # of Each Affected****

ID	Target Group	# of Students Affected
C.2	Latinos	4000

• ***Activity Implementation Plan***

The EMLS and non-credit ESL departments at the Santa Ana and the School of Continuing Education respectively have acknowledged that there needs to be greater coordination in order to provide a pathway for English language and academic writing development that is streamlined and recognizes the need for intensive and ongoing practice and instruction. The activity will begin a set of cross-campus and cross-discipline discussions and planning meetings to better understand the challenges at each of the campuses and examine ways to improve ESL and basic skills completion. The departments, in conjunction with institutional research at Santa Ana, will examine completion rates, attrition rates, placement trends, the results of student surveys and focus groups, and overall degree and certificate completion for ESL students. In addition, there will be discussion regarding the challenges that ESL students face as they transition from non-credit to credit.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	Spring 2016	\$7500	

• ***Link to Goal***

The goal of the planning meetings and discussions is to improve ESL and English Basic Skills completion.

- *Evaluation*

By the beginning of Fall 2016, the ESL departments will have made significant progress towards a pathway for non-credit ESL students and a way to measure student success for students who are seeking English language skills that will prepare them for college-level work.

C.3

English Acceleration

• ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• ***Target Student Group(s) & # of Each Affected****:

ID	Target Group	# of Students Affected
C.3	Latinos	800

• ***Activity Implementation Plan***

Given the success of Santa Ana’s Math Redesign and the mounting evidence that acceleration of basic skills pathways may in fact lead to higher levels of basic skills completion and degree and certificate completion, the English department will begin to examine ways in which they might accelerate their English 060/061 basic skills pathway. The department will examine placement trends, course completion, final exam scores, and persistence rates (overall and disaggregated) in order to determine the impact of acceleration on disproportionately impacted communities. The English department will then examine best practices and discuss the feasibility of implementation to determine if an accelerated pathway would be appropriate and a plan of attack for designing and implementing that pathway.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.3	Spring 2016	\$1000 (Hospitality)	

• ***Link to Goal***

The goal of the planning meeting is to accelerate and thereby increase English Basic Skills Completion Success

• ***Evaluation***

By Fall 2016, the English department will have decided on if they want to pursue an acceleration plan and have developed a plan for developing the curriculum and establishing implementation.

Success Indicator: Degree and Certificate Completion

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

- C. DEGREE AND CERTIFICATE COMPLETION.** The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor. Calculate degree and certificate completion rates by dividing:

	SAC Population Percentage	Percentage of Degree Completion	Degree Proportion	Percentage of Certificate Completion	Certificate Proportion	DI
Overall SAC Community	100%	100% (2028)	1	100% (4022)	1	
Gender						
Male	57.3%	44.1%	.77	57.3%	1	Yes (Degree)
Female	42.7%	55.9%	1.31	42.7%	1	No
Race						
African American	1.2%	1.1%	.917	2.8%	2.33	No
American Indian	.2%	.7%	3.5	.3%	1.5	No
Asian	8%	12.1%	1.51	19.9%	2.49	No
Filipino	.7%	1.6%	2.28	1.1%	1.57	No
Hispanic	59%	67%	1.13	50.4%	.854	No
Pacific Islander	.2%	.4%	2	.3%	1.5	No
White	17.3%	13.4%	.774	20.1%	1.16	Yes (Degree)
Two or more races	.9%					
Some Other Race		5%				
Disability						
Disabled	1.45%	2.4%	1.66	1.49%	1.03	No
Not Disabled	98.55%	97.6%	.99	98.51%	.995	No
Veteran						
Veteran	1%	1.3%	1.3	.7%	.7	Yes (Certificates)
Non-Veteran	99%	98.7%	.997	99.3%	1	
Foster Youth						
Foster Youth	.3%	0	0	0	0	Yes (Degrees and Certificates)
Non-Foster Youth	99.7%	100	1	100	1	

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Veterans	.3%	No Gap	2020
Foster Youth	.3%	No Gap	2020

Although the largest gap for degree completion was amongst whites and males, these particular subgroups were not selected because the data is significantly skewed by our service academies.

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1

Equity Based Counseling

• *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• *Target Student Group(s) & # of Each Affected**:

ID	Target Group(s)	# of Students Affected
D.1	Latinos	600
	First Year Students	400

• *Activity Implementation Plan*

The two counselors will focus on at-risk students for Latinos and First Year Students. First-Year Students have been identified by our institutional research to be disproportionately impacted in terms of their course achievement and their access to key student services, thereby limiting their ability to complete degrees and certificates. The counselors’ activities would include discussions with students who are on probation, at risk of losing their BOG Fee Waiver or Priority Registration. In addition, these counselors will also help to provide education plans and orientations as part of their SSSP activities. These two counselors have been hired as an augmentation to the existing counselling staff with the express intent of working on Equity-based initiatives.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	Ongoing	50% Counselor (\$44,992) 50% Counselor (\$49,971)	\$94,464- SSSP

- ***Link to Goal***

By providing guidance and education plans to at-risk students early in their educational careers, the activities of these counselors will increase the persistence of these students and their inevitable degree and certificate completion.

- ***Evaluation***

In conjunction with SSSP, we will examine the contacts of these Equity counselors to determine how effectively they are reaching target populations. The data we will collect will be the number of contacts, the nature or substance of the contacts, and student persistence to subsequent semesters.

D.2

Santa Ana College Peer Mentoring- Student 4 Student Ambassadors

• **Activity Type(s)**

x	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
D.2	Latinos	1500
	First Year Students	2000
	Males	500
	Veterans	100
	Foster Youth	120

• **Activity Implementation Plan**

In Fall 2015, Santa Ana College began piloting active peer mentoring for first-year students, our research identified that first-year students were especially susceptible to withdrawal from their classes and from the college. As we implemented this program, it became apparent that this peer intervention would be helpful for students who had received Early Alert messages that informed them that they were in danger of failing. In addition, we could also work with our Basic Skills Initiative to encourage at-risk students to complete basic skills sequences and suggest student services.

As a part of our 2015-2016 activities, Santa Ana College would like to bring this effective practice to scale and integrate it with already existing programs. Student Equity would fund those mentors whose concentration is on transfer and basic skills students, while SSSP funds would fund peer mentors whose activities are in the fields of orientation and guidance. As a part of this activity, Equity will co-fund with SSSP the following budgetary items:

4.13 (148)

Student Services Coordinator

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.7.1	Fall 2015-Spring 2016	\$29,511	\$28,972-SSSP

Peer Mentors

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	Fall 2015-Spring 2016	\$25,000	\$250,000- SSSP

Peer Mentor Training

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	Fall 2015-Spring 2016	-\$0	\$10,000-SSSP

Supplies and Uniforms

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	Fall 2015-Spring 2016	\$2,000	\$2,000 SSSP

• ***Link to Goal***

Peer mentoring provides readily available guidance and support for at-risk students. The activity will increase persistence and decrease the time to degree and certificate completion, basic skills completion or transfer, by helping students navigate the college once an appropriate path has been decided on with the counselling staff. In addition, by informing students of the various student services that are available and helping them find ways to become part of those programs.

• ***Evaluation***

Data that will be collected will include the number of contacts, topic of the contacts, and number of semesters of constant contact. We will then run analysis using this information including correlation of number of contacts to persistence, percentage of students in target populations contacted, comparison of course success and persistence versus comparable population without intervention. Longitudinally, we would like to examine the impact of the peer mentoring on degree and certificate completion and transfer vs. no intervention.

D.3

Santa Ana Pathways

• ***Activity Type(s)***

x	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• ***Target Student Group(s) & # of Each Affected****:

ID	Target Group	# of Students Affected
D.3	Males (Certificates)	1000
	Veterans	300
	Foster Youth	120

• ***Activity Implementation Plan***

Santa Ana College has been developing career and technical education pathways in order to smooth students’ successful degree and certificate achievement. These pathways provide students with comprehensive educational plans and resources. The faculty have worked extensively on providing the necessary information to implement these pathways. Now it is incumbent upon the college to provide ways to give students this information either in a web-based or printed version. The college will examine and plan pathways coordination.

Pathways Coordinator

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.3	Spring 2016	\$0	\$0

• ***Link to Goal***

Development of accessible pathways with targeted marketing will make it easier for men, foster youth and veterans to select a path and attain the degrees and certificates.

• **Evaluation**

Timeline	Data Collected	Analysis
Semester basis	Students who enter into pathways programs	Number of students in pathways programs vs. previous years totals
Yearly basis	Students who persist in pathways programs to degrees or certificates	Number of students who receive degrees disaggregated by target group

D.4

Dual Enrollment Coordination

• **Activity Type(s)**

x	Outreach	x	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
D.4	Men	1000

• **Activity Implementation Plan**

Santa Ana College has developed agreements with Santa Ana Unified School District and our own middle college to provide college courses at high school campuses. These have allowed high school students to earn college credit and graduate well on their way to a degree or certificate. These programs have been especially beneficial in introducing students to college level work and new career and degree opportunities. As a continuation of this work, we will be examining the ways that we can make this program more equitable and provide it to more students. Because male students take a large proportion of the career and technical education degree and certificate pathways, increasing the number of CTE courses offered for dual enrollment is a possible strategy towards making degree attainment more equitable.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.4	Spring 2016	\$0	\$0

• **Link to Goal**

Dual enrollment increases degree and certificate attainment by introducing students to college level work at an earlier time and also allowing us to increase degree and certificate achievement to targeted groups.

• **Evaluation**

Timeline	Data Collected	Analysis
Yearly	Total number of units attained by dually enrolled students, number of students who are dually enrolled (disaggregated by gender and ethnicity), Degrees conferred upon dually enrolled students	Rate of degree and certificate completion compared to general population or comparable population

Financial Aid Analyst (50%) (Co-located on budget with E.3)

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
D.4	Low Income	1500

- **Activity Implementation**

In order to better serve low-income students in their completion of degrees, a financial aid analyst will be hired to work 50% within financial aid and 50% within transfer. This analyst will help low-income students to fund their college education and plan for ongoing education at 4-year schools

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.3	Ongoing	\$24,655	

- **Link to Goal**

Improved access to financial aid support will help students persist in their degree and certificate programs.

- **Evaluation**

Timeline	Data Collected	Analysis
Yearly	Course completion, persistence, and retention of students served by financial aid	Disaggregated study of students receiving financial aid and their persistence and completion, as compared to historical data

Transfer

		Transfer				
		N for cohort	% of Cohort	N Successful	% of Total Group Successful	Proportionality Index
Total Students		1000		284	28%	
Ethnicity/Race	American Indian/Native	1	0%	0	0%	0.0%
	Asian	94	9%	39	14%	146.1%
	Black/African-American	7	1%	4	1%	201.2%
	Filipino	7	1%	0	0%	0.0%
	Hispanic/Latino	532	53%	141	50%	93.3%
	Pacific Islander	3	0%	0	0%	0.0%
	White/Caucasian	82	8%	24	8%	103.1%
	Other	4	0%	1	0%	88.0%
	No response/Decline To State	100	10%	34	12%	119.7%
Gender	Female	547	55%	165	58%	106.2%
	Male	448	45%	117	41%	92.0%
	Unreported/Decline to State	5	1%	2	1%	140.8%
	DSPS	0	0.0%	0	0.0%	0
	Foster Youth	0	0.0%	0	0.0%	0
	Low Income	615	62.0%	192	68.0%	109.90%
	Veterans	0	0.0%	0	0.0%	0
Age upon Entry	Under 18	9	1%	4	1%	156.5%
	18-19	834	83%	248	87%	104.7%
	20-21	64	6%	14	5%	77.0%
	22-29	66	7%	14	5%	74.7%
	30-39	10	1%	1	0%	35.2%
	40-49	12	1%	2	1%	58.7%
	Over 49	5	1%	1	0%	70.4%

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Latino	15.6%, 2009-2015	12.48%	2014-2020

ACTIVITIES: E. TRANSFER

E.1

EOPS Expansion

• *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
	Research and Evaluation		Professional Development		

• *Target Student Group(s) & # of Each Affected*:*

ID	Target Group(s)	# of Students Affected
E.1	Low-Income	200
	Foster Youth	120
	First-Generation Students	200
	Latinos	150

• *Activity Implementation Plan*

The goal of the EOPS Expansion is to increase the number of students enrolled and receiving EOPS benefits by 200 students. Institutional research will determine students who could receive EOPS benefits in order to push the expansion. EOPS and CalWorks have a set of benefits that are extended to these students and funds will be needed beyond EOPS' allocation to extend these benefits. With a target goal of expanding EOPS

capacity by 200 students, funds will be used to support additional counselor resources, a Counseling Assistant, an additional Learning Facilitator, and the program-mandated “over and above” services (book vouchers, food vouchers, bus passes and other services) to help students succeed and make timely progress towards completion.

Equity funds will also be used to hire a Learning Facilitator for CalWORKs students, specifically to assist with their successful completion of math courses.

Additional Counseling (adjunct and overload)

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Fall 2015-Spring 2016	\$30,750	

Increase in CalWorks and EOPS benefits for additional students-book vouchers, food vouchers, bus passes and other services

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Fall 2015-Spring 2016	\$105,400	

CalWorks Learning Facilitator

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Fall 2015-Spring 2016	\$10,634	

Counseling Assistant

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Fall 2015-Spring 2016	\$11,437	

EOPS Learning Facilitator

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Fall 2015-Spring 2016	\$10,634	

CalWorks Learning Facilitator

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Fall 2015-Spring 2016	\$10,634	

• ***Link to Goal***

EOPS has been shown to significantly increase course success, degree and certificate completion and transfer for students who are disproportionately impacted (Latinos, low-income students, foster youth, and first-generation students). Expanding the number of students in EOPS will increase the transfer rate for these disproportionately impacted groups as a whole.

• ***Evaluation***

Timeline	Data Collected	Analysis
Yearly	Number of Students in EOPS and CalWorks, Number of Benefits being accessed by EOPS and CalWorks students, Course grades for EOPS and CalWorks students	Increases in the number of students receiving CalWorks and EOPS benefits, Persistence from Semester to Semester, Successful Course Completion vs. Comparable Comparison group, Correlation of use of learning resources vs. course grade

E.2

Mesa Coordination

• ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
	Research and Evaluation		Professional Development		

• ***Target Student Group(s) & # of Each Affected*:***

ID	Target Group	# of Students Affected
E.2	Women	40
	Latinos	125
	First Generation College Students	125

• ***Activity Implementation Plan***

Student Equity will fund student events and trips designed to increase transfer of disproportionately impacted students to four-year colleges and universities in STEM fields. We will fund student leadership conferences, research presentations and monitoring, and trips to research conferences and colleges for disproportionately impacted students seeking STEM degrees and certificates. In addition, we will look to increase the STEM book loan program as funds become available.

MESA Leadership Conference

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	Spring and Summer 2016	\$7000	

STEM Student Conferences

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	Spring and Summer 2016	\$18,778	

Student Research Presentations

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	Spring and Summer 2016	\$8000	

Student Book Loan Program

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	Spring 2016	\$0	

• ***Link to Goal***

Our STEM courses at SAC are severely disproportionately impacted with regard to Latinos and first generation (Access, Course Completion, Transfer, and Degree and Certificate Completion) and women (access). These activities orient students to opportunities in STEM and four-year colleges. They also increase motivation and persistence by connecting students to the campus and to their chosen fields.

• ***Evaluation***

Timeline	Data Collected	Analysis
Yearly	Demographics of students in MESA, course completion and persistence, transfer to four-year colleges from MESA	Course grade vs. general population in comparable courses, Persistence vs. general population in comparable programs, transfer to four-year colleges vs. general population

E.3

Santa Ana College Transfer Center Expansion of Activities

• ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
	Research and Evaluation		Professional Development		

• ***Target Student Group(s) & # of Each Affected*:***

ID	Target Group(s)	# of Students Affected
E.3	Latinos	400
	Low Income	500

• ***Activity Implementation Plan***

Transfer trips and activities play a large role in orienting disproportionately impacted students to opportunities within their fields of interest. This is especially important to low-income students who may not have had opportunities to visit places outside of their immediate geographic area. A coordinator is necessary in order to plan the trips, orient students, and insure that accommodations are made. Each year, Santa Ana College sends a cohort of students to UC Irvine for SSTI (Student Success Transfer Institute), the additional funds for this activity will allow the expansion of this program. In addition, SAC’s Transfer Center facilitates presentations by disproportionately impacted students which teach them valuable higher education skills and give them exposure to competitive four-year institutions. In addition, we will be funding trips to Northern California to visit Northern California UC’s and CSU’s and trips for pathways students to visit universities that have majors that align with our Career and Technical Education Program.

Transfer Center Specialist

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.3	Ongoing	\$49,897	

4.13 (160)

Transfer Summer Orientation-Counselors

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.3	Summer 2016	\$2,913	

Student Services Coordinator

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.3	Ongoing	\$58,299	

Transfer Center Specialists

- *Activity Implementation*

While the above full-time positions are being filled, two part-time specialists will be employed to conduct the expanded transfer related activities. They will coordinate transfer-related activities and facilitate student-staff interactions to facilitate higher levels of transfer to four-year colleges.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.3	Spring 2016	\$27,687	

Financial Aid Analyst (50%)

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.3	Spring 2016	\$24,655	

- *Activity Implementation*

The financial aid analyst in the transfer center will facilitate the development of financial aid plans for students who will be transferring to 4-year colleges. The analyst will also be counseling students on their financial aid options if they are looking to transfer. Student surveys and focus groups have determined that the dramatic changes in financial aid from two-year to four-year colleges impacts their decision to transfer.

Presentation Mentors

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.3	Spring 2016	\$2500	

Transfer Student-Presenter Stipends

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.3	Spring 2016	\$1,275	

Northern Trips

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.3	Summer 2016	\$20,000	

SSTI

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.3	Summer 2016	\$30,000	Foundation-\$70,000

Fire Tech Transfer Trip

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.3	Fall 2016	\$10,000	

Other Trips and Activities

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.3	Spring –Fall 2016	\$18,325	

• ***Link to Goal***

Extended transfer activities will expose disproportionately impacted students to new horizons that will provide motivation, guidance and valuable skills to aid in transfer to a four-year college or university.

• ***Evaluation***

Timeline	Data Collected	Analysis
Yearly	Student Attendance and Participation, Transfer success, student evaluations of programs and activities	Transfer success vs. attendance in activities, breakdown of disproportionately impacted students to transfer

E.4

Freshmen Experience

• ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	x	Professional Development		

• ***Target Student Group(s) & # of Each Affected*:***

ID	Target Group(s)	# of Students Affected
E.4	First Year Students	800
	Low Income	640
	Latinos	640

• ***Activity Implementation Plan***

Santa Ana’s Freshmen Experience Program is a high impact student success activity that cohort’s students in first-year courses with a counselling course. Counsellors and instructors meet on a weekly basis to discuss students and student success. In addition, all Freshmen Experience faculty meet for 1.5 hours a month to conduct professional development activities. The program seeks to increase persistence in first-year students by giving them guidance that is appropriately tied to instruction. 3 coordinators, 2 instructional faculty and one counselling faculty, act as coordinators for the program. Faculty are given 1 LHE per semester for participation in the program. In addition, the Freshmen Experience conducts transfer activities and cultural activities to bond students to college life.

Faculty Coordinators

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.4	Ongoing	\$0	SSSP-\$100,000

Student Services Coordinator (25%)

The student services coordinator helps to manage the day-to-day operations of Freshmen Experience and coordinate with the Center for Teacher Education.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.4	Ongoing	\$23,798	General Fund-\$71,394

Faculty Stipends

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.4	Ongoing	\$0	BSI-\$77,350

Student Career and Transfer Conference

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.4	Spring 2016	\$1275	

Fall Cultural Event

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.4	Fall 2016	\$1850	

New Student Orientation

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.4	Fall 2016	\$250	

Hospitality for Freshmen Experience

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.4	Fall 2015-Spring 2016	\$1500	

• ***Link to Goal***

The Freshman Experience Program directly relates to the Transfer goal by providing SAC’s first year, primarily first generation college students, with the opportunity to connect with two SAC faculty members (academic and student services), join a cohort of peers with similar goals, and complete their basic skills math or English classes in a coordinated sequence within the first year. 19 years of data have shown a higher retention rate for FEP students over non-FEP students and previous studies have shown a higher graduation and transfer rate. Additionally, FEP students score higher in all of the “6 Success Factors” identified in the Student Success (Re) Defined study by the RP Group.

• ***Evaluation***

Timeline	Data Collected	Analysis
Semester	Course Grade, Course Persistence	Comparisons of FEP cohorts vs. General Population
Yearly	Annual Student Survey, Annual Faculty Survey, Course Grade, Course Persistence, Retention, transfer success, degree and certificate completion	Analysis of Faculty and Student Survey, FEP Annual Report which includes data on student success, course success, retention, etc.

E.5

UMOJA

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
E.5	African Americans	400

• **Activity Implementation Plan**

Research and preparation for an Umoja program to be implemented at SAC; includes researching success and completion rates of African-Americans, by gender; identifying key personnel to create and support the Umoja community; creating a marketing plan; sending faculty to the Summer Learning Institute in Palm Springs in June; joining the consortium

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.5	Spring 2015- Fall 2016	\$5750	

• **Link to Goal**

Umoja specifically targets African-Americans by creating a community of scholars through proven program techniques; African-Americans are one of the disproportionately impacted groups in course completion. Having an Umoja program in place will make SAC more desirable to African-American students.

• ***Evaluation***

Timeline	Data Collected	Analysis
Semester basis	Student Participation, Course grades, retention	Course Success and Retention against comparison groups
Yearly basis	Student satisfaction survey, Persistence, Transfer Success, Degree and Certificate Completion	Persistence, transfer success and degree and certificate completion against historical data and comparison groups

E.6

Honors Student Assistant

• ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• ***Target Student Group(s) & # of Each Affected*:***

ID	Target Group(s)	# of Students Affected
E.6	Latinos	150
	Low-Income	100

• ***Activity Implementation Plan***

The Honors Program is looking to expand its activities to more students and thus increase transfer to four-year colleges and universities. Given this desire, some support is necessary to aid the Honors coordinator in her activities. The honors student assistant would aid in developing and refining marketing materials, coordinating with students and faculty and providing basic support to the Honors Coordinator.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.6	Spring 2016	\$2000	

• ***Link to Goal***

Support will allow the Honors Coordinator to better work with faculty, staff and students on activities directly related to transfer.

• *Evaluation*

Timeline	Data Collected	Analysis
Yearly	Number of Students in the honors program transferring, persistence of honors program students	Transfer Success for Honors students

Other College- or District-wide Initiatives Affecting Several Indicators

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1

Student Equity Program Coordination

- *Indicators/Goals to be affected by the activity:*

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- *Activity Type(s):*

	Outreach	x	Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
x	Research and Evaluation		Professional Development	

- *Target Student Group(s) & # of Each Affected*:*

ID	Target Group	# of Students Affected
F.1	All Disproportionately impacted groups	See Disproportionately Impacted Groups Analysis

4.13 (172)

F.1

Student Equity Coordinator

• *Activity Implementation Plan*

The Student Equity Coordinator manages and facilitates all Equity based activities. These activities include but are not limited to integrating equity outcomes into institutional effectiveness and program planning, coordinating budgets and activities with categorical programs, and managing outreach and marketing activities. The Student Equity Coordinator also conducts outreach and facilitates conversations with faculty and student services administrators and staff to identify areas of concern in the creation of an equitable campus. The Coordinator is also responsible for setting the equity based research agenda.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	Ongoing	\$131,314	

• *Activity Implementation Plan*

The administrative support for the Student Equity Office assists the Student Equity Coordinator in all of the programs activities.

Administrative Support- Office of Student Equity

Senior Clerk

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.1	Ongoing	\$37,833	\$20,371 (SSSP)

Support Services Assistant

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.1	Ongoing	\$43,073	

Special Project Specialist- Office of Student Equity

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.1	Ongoing	\$26,346	SSSP-33,744

Hospitality

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.1	Ongoing	\$1,500	

Materials and Supplies

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.1	Ongoing	\$2,000	

Conferences and Coordination Activities

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.1	Ongoing	\$3,000	

Academic Division SLO Coordinators

- *Activity Implementation Plan*

The development and implementation of an SLO process that incorporates equity and allows for faculty and staff to engage in a meaningful process of inquiry is underway. However, training faculty to assess and evaluate SLO’s is a time-consuming and difficult task, especially as we seek to have faculty disaggregate their student success data. As a part of our student equity work, we will be examining ways that we can provide this training and guidance.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.1	Ongoing	\$0	\$0

F.2

Equity-Centered Research-

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s):**

	Outreach	x	Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
x	Research and Evaluation		Professional Development	

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.2	All Disproportionately impacted groups	See Disproportionately Impacted Groups Analysis

Research Director

• **Activity Implementation Plan**

The Research Director’s equity-based responsibilities will be the following:

- Identifying and enumerating disproportionately impacted groups in the five major categories
- Development of the research agenda in conjunction with the equity coordinator
- Management of the evaluation of all equity-based activities
- Development of plans for the use of predictive analytics for placement and risk intervention
- Development of research based tools for use by administration, staff and faculty

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Ongoing	\$26,316	\$26,316

- **Link to Goal**

The research director is integral in the evaluation and fulfillment of all of the goals of the Equity Plan.

- **Evaluation**

The Student Equity Coordinator is one of the evaluators for all of the activities included in the Equity plan.

F.2.2

Research Analysis and Assistance

- **Activity Implementation Plan**

The research analyst is accountable for:

- Identifying and enumerating disproportionately impacted groups in the five major categories
- Evaluation of all equity-based activities
- Development of predictive analytics for risk assessment and placement
- Development of research based tools for use by administration, staff and faculty

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Ongoing	\$86,221	

Short-Term Research Assistants and Specialists

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Ongoing	\$21,000	

Software for research

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Ongoing	\$5,000	

MIS Specialist Team

The MIS division of Admissions and Records was reorganized in order to better serve the research needs of Student Equity. Student Equity is funding a part of each of the positions to insure that we collect data correctly and in a timely manner. They will also help with developing queries and data collection methods to better assess and evaluate the equity needs of the campus. Given the fact that almost 70% of the campus community falls into a disproportionately impacted community in some way and the amount of time that the team will be spending on Equity activities, 30% was an appropriate portion of their salaries.

Admissions and Records Tech Specialist (30%)

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Ongoing	\$30,259	General Fund-\$70,604

Business Systems Analysts (30%)

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Ongoing	\$56,506	General Fund-\$131,847

- ***Link to Goal***
The Research Team is integral to the determination of areas of interest and pursuit for equity activities and the evaluation of those activities.
- ***Evaluation***
The research team is a key component of the evaluation of the plan.

F.3

Equity-Based Professional Development

- *Indicators/Goals to be affected by the activity:*

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- *Activity Type(s):*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

- *Target Student Group(s) & # of Each Affected*:*

ID	Target Group	# of Students Affected
F.3	All Disproportionately impacted groups	See Disproportionately Impacted Groups Analysis

- *Activity Implementation Plan*

Professional Development Coordinator

- *Activity Implementation Plan*

The Faculty Professional Development Coordinator’s Equity responsibilities include the following:

- Participate with the Student Equity Coordinator and Staff Development Coordinator in facilitating conversations with faculty and staff to identify and address areas of concern in the creation of an equitable campus

- Incorporate Equity-related goals and outcomes in the SAC Professional Learning Model and related documents
- Facilitate and/or conduct with the Staff Equity Coordinator Equity-related professional learning with SAC faculty and staff , including but not limited to these topics: integration of 6 student support factors (from The RP Group’s Student Support (Re)defined research), StrengthsQuest,

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Ongoing	149,937	

Professional Development Administrative Support

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	2016	\$11,678	

Equity and Student Success Focused Professional Development Activities

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	2016	\$2000	

Equity-based Conference Expenses

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	2016	\$10000	

Marketing Materials

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	2016	\$1,000	

Supplies

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	2016	\$500	

Hospitality

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	2016	\$1,000	

Speaker Fees

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	2016	\$10,000	

Strengths Quest Expansion

Equity Professional Development has been working towards increasing the number of faculty and staff who have engaged in Strengths Quest. The use of Strengths Quest is to focus our faculty, staff and students on what they contribute best and how they can cultivate themselves as members of the campus community.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	2016	\$0	

Adjunct Professional Development Institute

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	2016	\$12,000	

Books and Online Equity-based Professional Development

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	2016	\$0	

Software for Tracking of Professional Development Activities

The current system for tracking faculty and staff professional development is paper-based and lacks accountability. The new system will allow us to determine to what extent, Equity-based professional development has saturated the campus community. It will also aid in creating a more robust professional development program at Santa Ana.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	2016	\$0	

Proposed Professional Development Activities

- Training Stipends for Adjunct faculty in transfer to the CSU and UC**
- Customer service and satisfaction training for Classified Staff**
- Strengths Quest for Faculty, Staff and Students**
- Equity-based speakers for convocation and campus-wide activities**
- Training in working with Men of Color**
- Expansion of equity-based book collection**
- Student Success (Re) Defined Conference**
- Student Equity Summits**
- Men of Color Reading Group**

• ***Link to Goal***

Equity-based professional development seeks to make the Six Factors for Student Success:

- Directed
- Focused
- Engaged
- Nurtured
- Connected
- Valued

Part of the professional consciousness of the campus. Each of these factors has been shown by the RP group to be impactful for disproportionately impacted groups. Professional development at the campus will focus on impacting course completion, degree and certificate completion, basic skills completion and transfer by focusing on student experience and interaction on the campus

- ***Evaluation***

Santa Ana College collects conference requests and attendance from all persons engaged in professional development.

Santa Ana College is currently developing ways to assess the effectiveness of professional development and tying these activities to programmatic and institutional goals. The online system for tracking professional development activities is part of our evaluation plan and one of the deliverable goals for the next calendar year will be a process for assessing accountability and tying activities to programmatic goals.

F.4

Santa Ana College Student Portal

- *Indicators/Goals to be affected by the activity:*

X	Access	X	Degrees and Certificate Completion
	Course Completion	X	Transfer
	ESL and Basic Skills Course Completion		

- *Activity Type(s):*

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s) & # of Each Affected*:*

ID	Target Group	# of Students Affected
F.4	All Disproportionately impacted groups	See Disproportionately Impacted Groups Analysis

- *Activity Implementation Plan*

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.4	November 2015-August 2016	0 (Funded out of 2014-15 Carry-forward budget)	Purchased in conjunction with Santiago Canyon College's 2015-16 allocation.

Project Manager

- *Activity Implementation Plan*

The Project Manager will be responsible for the implementation and integration of the student portal with existing LMS’s, campus communication and the district’s enrollment and registration system.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.4	Ongoing	\$27,931	\$27,931 SSSP

Student Support Services Program Specialist- Mobile Technology and Portal Services

- *Activity Implementation Plan*

Students have stated in focus groups and the college’s student satisfaction survey that guidance was one of the greatest needs in becoming successful. The Mobile Technology Area is a service area that can move to different instructional and student services areas. The Area will come equipped with tablets, student assistants and program specialist to answer technology questions, guide students in the use of the portal and answer basic questions about admissions, counselling, and services. In order for the portal and our new services to be successful, we need to supply as much support as possible.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.4	Ongoing	\$18,043	\$18,043 SSSP

Mobile Technology Student Assistants

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.4	Ongoing	\$14,000	\$ 14,000 SSSP

- ***Link to Goal***

The student portal will link our current enrollment and registration system with financial aid, educational planning, degree and certificate audit, our learning management system, and the campus communication system. The linking of these points of student contact and guidance will have an impact upon our communication with students, guidance and planning, enrollment and registration. Improving students' access to timely guidance, services and information will have an impact upon their degree and certificate completion via improving persistence, elimination of unnecessary or redundant courses, and the delivery of timely information for financial aid and academic progress purposes.

- ***Evaluation***

The portal will go live for soft roll-out for Fall 2016. Analytics are available for the portal, but measures related to the portal have yet to be developed. An evaluation plan for the portal developed in conjunction with Santa Ana's Technology Committee.

F.5

Equity Targeted Marketing

- *Indicators/Goals to be affected by the activity:*

x	Access	x	Degrees and Certificate Completion
x	Course Completion	x	Transfer
x	ESL and Basic Skills Course Completion		

- *Activity Type(s):*

x	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s) & # of Each Affected*:*

ID	Target Group	# of Students Affected
F.5	Under age 20, Latinos, Asians, Foster Youth, Veterans,	16,000
	Latinos	12,000
	Asians	4,000
	Foster Youth	120
	Veterans	400

- *Activity Implementation Plan*

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.5	Spring and Summer 2016	\$50,000	\$87,000- General Fund

- ***Link to Goal***

Over 75% of our students are either under age 20, Latino, or Asian. Marketing is necessary to increase the number of under 20 students, Asians, Veterans, and Foster Youth at the campus. In addition, Latinos and Foster Youth are disproportionately impacted in degree and certificate completion. Some of the marketing efforts will go towards informing these students of crucial services, pathways and guidance necessary towards achieving their educational goals. Santa Ana will also be researching and implementing social media activities that are especially effective in reaching our targeted groups.

- ***Evaluation***

We will examine the effectiveness of the marketing within the targeted groups. Surveys and focus groups will be conducted to better understand how to reach our disproportionately impacted students.

F.6

Continuing Education (CE) Planning and Coordination

- *Indicators/Goals to be affected by the activity:*

x	Access	x	Degrees and Certificate Completion
	Course Completion		Transfer
x	ESL and Basic Skills Course Completion		

- *Activity Type(s):*

	Outreach	x	Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation		Professional Development	

- *Target Student Group(s) & # of Each Affected*:*

ID	Target Group	# of Students Affected
F.6	Not applicable	

- *Activity Implementation Plan*

What is student equity is very different in the continuing education realm from that of the credit college. Students have far more diverse goals and the student body is more transient. Furthermore, traditional measures of course success may not be appropriate for assessing the efficacy of courses. Continuing Education’s Student Equity Coordinator, institutional research and the faculty must determine what constitutes success measures and an appropriate equity lens for the campus. This will further allow continuing education to develop initiatives and activities to remedy issues of disproportionate impact at the campus.

Continuing Education Student Equity Coordinator

The coordinator is responsible for bringing together disparate groups, arranging activities and developing, in conjunction with research the activities for making Continuing Education (CE) equitable.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.6	Ongoing	\$29,000	\$0

Data Facilitator

The data facilitator is a CE faculty member with understanding of operations and teaching at CE who will aid research in understanding the institution and developing appropriate questions for analysis.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.6	Spring and Summer 2016	\$4000	

CE Equity Based Professional Development

CE faculty need to better understand what faculty is and how it plays an impact in their classrooms. In addition, we would like to expand professional development

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.6	Spring and Summer 2016	\$10,000	

- ***Link to Goal***

The development of Continuing Education’s Equity goals is one of the outcomes of this work.

- ***Evaluation***

We will develop a set of measures and goals for making Continuing Education more equitable.

F.7

Guardian Scholars Program

- *Indicators/Goals to be affected by the activity:*

x	Access	x	Degrees and Certificate Completion
x	Course Completion	x	Transfer
x	ESL and Basic Skills Course Completion		

- *Activity Type(s):*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s) & # of Each Affected*:*

ID	Target Group	# of Students Affected
F.7	Foster Youth	120

- *Activity Implementation Plan*

Currently, SAC is only serving 22 of a possible 120 known foster youth. The expansion will contact these students and attempt to enroll them in the Guardian Scholars program. Students who become members of the Guardian Scholars program will get education plans, services and guidance designed to aid them in completing the courses, degrees and certificates.

Foster Youth Tutors

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.7	Ongoing	\$3,353	

Part-Time Senior Clerk

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.7	Ongoing	\$18,000	

Outreach and Event Marketing

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.7	Ongoing	\$2,000	

- ***Link to Goal***

We will increase the number of Foster Youth receiving Guardian Scholars’ services by 100%. In addition, we will increase the number of foster youth receiving degrees by 5 and certificates by 5 by 2020.

- ***Evaluation***

Timeline	Data Collected	Analysis
Semester	Course Completion, Course Retention, Counts of Foster Youth Served	Analysis of Course Completion and Retention against historical completion and retention
Yearly	Counts of Foster Youth Served, Persistence, Student Evaluation Survey	Analysis of persistence of foster youth against historical persistence rates

F.8

Cross Cultural Center

- *Indicators/Goals to be affected by the activity:*

x	Access	x	Degrees and Certificate Completion
x	Course Completion		Transfer
	ESL and Basic Skills Course Completion		

- *Activity Type(s):*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s) & # of Each Affected*:*

ID	Target Group	# of Students Affected
F.8	Latinos	Latinos-12,000
	Foster Youth	150
	Veterans	334
	Low-Income	14,000

- *Activity Implementation Plan*

The student services coordinator will be accountable for the operations and implementation of the Cross-Cultural Center. The Cross-Cultural Center will help to align students to cultural activities and improve retention and persistence by addressing issues that relate to student life on campus.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.8	Ongoing	\$58,299	

- **Link to Goal**

The Cross-Cultural Center will be provide services and activities for students to engage them in campus life. Research has shown that creating a campus culture of inclusion can have a significant impact upon persistence, degree and certificate achievement, and transfer (Museums, et al., 2012).

- **Evaluation**

Timeline	Data Collect	Analysis
Semester basis	Student Satisfaction Survey, Surveys for cultural and campus activities	Cross-cultural center and student life staff will examine results of student surveys to determine if the activities are having a desired impact upon students experiences of inclusion



2015-16 Student Equity Plan Summary Budget
Rancho Santiago Community College
Santa Ana College

Part I: Student Equity Funding

Enter whole numbers only

Total 2015-16 College Student Equity Allocation \$ 2,381,713

If applicable, for Multi-College Districts, Total 2015-16 Student Equity Allocation Reserved at the District Level \$ -

Part II: 2015-16 Planned Student Equity Expenditures \$ 2,381,713

Balance 2015-16 College Student Equity Allocation \$ -

2014-15 Student Equity Plan Summary Budget.

Part I: Funding

Specific Entry Instructions

This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.

cell:

- F9 Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCCCO only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their *college* allocation from the district office.
- F12 Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in at least one of their colleges' plans, and also include related expenditures in the Summary Budget spreadsheet. If your college is 1) part of a mult-college district, and 2) the district has chosen to conduct and fund equity related activities at the district level, and 3) the district has decided to report those activities and expenditures as part of your college plan, enter the amount of the Student Equity allocation reserved at the District level to be used for those activities. Colleges will need to obtain this information from their district office.
- F14 This cell will populate once the Part II Planned SE Expenditures section has been completed.
- F17 This cell is the sum of: Total 2015-16 Student Equity Allocation plus Allocation Reserved at the District Level minus Part II: Planned SE Expenditures.
 - 0 If all of the college 2015-16 Student Equity funds have been accounted for on this plan, then the balance should be zero.
 - + If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.
 - If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. **The Summary Budget cannot be submitted if balance is negative.**

2015-16 Student Equity Plan Summary Budget
 Rancho Santiago Community College
 Santa Ana College

Part II: Planned Student Equity (SE) Expenditures

Report planned expenditures of the college Student Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the \$ amounts to be reported under the categories: Outreach, Student Services & Categoricals, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: <http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx>

BAM Codes	Classification	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	Academic Salaries: Position Title(s)	# of Hours									
	Contract Coordinator (Learning Supprt Ctr)	8.75	B.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 21,436	\$ -	21,436
	Contract Ext. Coordinator (Learning Supprt Ctr)	3.50	B.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,147	\$ -	11,147
	Beyond Cont. Reassigned Time (Planning & Entrepreneurial)		B.4	\$ -	\$ -	\$ -	\$ 8,648	\$ 8,648	\$ -	\$ -	17,297
	Beyond Cont. Reassigned Time (OER Stipends)		B.5	\$ -	\$ -	\$ -	\$ 12,972	\$ -	\$ -	\$ -	12,972
	Beyond Cont. Reassigned Time (Distance Ed-Online Certification)	6.00	B.6	\$ -	\$ -	\$ -	\$ -	\$ 3,459	\$ -	\$ -	3,459
	Beyond Cont. Reassigned Time (Math Jam Faculty Stipends)		B.8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,162	\$ -	2,162
	Contract Reassigned Time (Math)	28.00	C.1	\$ -	\$ -	\$ -	\$ 96,157	\$ -	\$ -	\$ -	96,157
	Beyond Cont. Reassigned Time (Math Redesign Software Coordntr)	4.00	C.1	\$ -	\$ -	\$ -	\$ 5,269	\$ -	\$ -	\$ -	5,269
	Beyond Cont. Reassigned Time (Math Redesign Assmnt Coordntr)	4.00	C.1	\$ -	\$ -	\$ 5,269	\$ -	\$ -	\$ -	\$ -	5,269
	Beyond Cont. Reassigned Time (Math Redesign Training Stipends)		C.1	\$ -	\$ -	\$ -	\$ -	\$ 6,486	\$ -	\$ -	6,486
	Beyond Cont. Reassigned Time (EMLS & Non-Credit ESL Curriculum Dev.)		C.2	\$ -	\$ -	\$ -	\$ 5,189	\$ -	\$ -	\$ -	5,189
	Full Time Counselors	35.00	D.1	\$ -	\$ 70,705	\$ -	\$ -	\$ -	\$ -	\$ -	70,705
	Beyond Cont. Reassigned Time (EOPS Add'l Counseling)	19.00	E.1	\$ -	\$ 26,593	\$ -	\$ -	\$ -	\$ -	\$ -	26,593
	Beyond Cont. Reassigned Time (Student Research Presentation)		E.2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,919	\$ -	6,919
Int/Sum Beyond Contract Counselors (Transfr Ctr)	10.00	E.3	\$ -	\$ 2,520	\$ -	\$ -	\$ -	\$ -	\$ -	2,520	
Beyond Cont. Reassigned Time (Presentation Mentors)		E.3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,162	\$ -	2,162	

4.13 (196)

2015-16 Student Equity Plan Summary Budget
Rancho Santiago Community College
Santa Ana College

Part II: Planned Student Equity (SE) Expenditures

Beyond Cont. Reassigned Time (UMOJA Program)	40.00	E.5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,730	\$ -	1,730
Contract Coordinator (Student Equity)	35.00	F.1	\$ -	\$ -	\$ -	\$ 93,835	\$ -	\$ -	\$ -	\$ -	\$ -	93,835
Contract Coordinator (Professional Development)	35.00	F.3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 108,482	\$ -	\$ -	\$ -	108,482
Beyond Cont. Reassigned Time (Adjunct Professional Dev. Institute)		F.3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,677	\$ -	\$ -	\$ -	7,677
Beyond Cont. Reassigned Time (Professional Development)		F.3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,730	\$ -	\$ -	\$ -	1,730
PT Reassigned Time (CEC Student Equity Coordinator)	24.00	F.6	\$ -	\$ -	\$ -	\$ 25,080	\$ -	\$ -	\$ -	\$ -	\$ -	25,080
CEC Data Facilitator (PT Reassigned Time)	4.00	F.6	\$ -	\$ -	\$ 3,459	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	3,459
PT Reassigned Time (CEC Equity Based Professional Development)		F.6	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,648	\$ -	\$ -	\$ -	8,648
Subtotal			\$ -	\$ 99,818	\$ 8,728	\$ 127,563	\$ 128,235	\$ 136,482	\$ 45,555	\$ -	\$ -	\$ 546,383
2000												
Classified and Other Nonacademic Salaries: Position Title(s)	# of Hours	Activity ID	Outreach	Student Services & Category	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total	
Outreach Specialist	20.00	A.1	\$ 24,772	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	24,772	
Student Services Coordinator (Orientation/Coord/Training)	4.00	A.1	\$ 6,854	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	6,854	
Alt Media Specialist PT	19.00	A.2	\$ -	\$ 13,313	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	13,313	
DSPS Specialist PT	19.00	A.3	\$ -	\$ 10,305	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	10,305	
VRC Senior Clerk PT	40.00	A.4	\$ -	\$ 24,626	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	24,626	
Student Program Specialist	19.00	A.5	\$ -	\$ 11,509	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	11,509	
Development Coordinator Scholarship Office	19.00	A.5	\$ -	\$ 6,005	\$ -	\$ 6,005	\$ -	\$ -	\$ -	\$ -	12,010	
Instructional Aides-Welding	19.00	A.6	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,708	\$ -	4,708	
Instructional Services Expansion		A.7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 90,396	\$ -	90,396	
Instructional Aides-Learning Facilitators, & Student Tutors	178.00	B.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 107,345	\$ -	107,345	
Instructional Assistants-Math Ctr.	50.00	B.2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 28,249	\$ -	28,249	
Instructional Assistants-Student Tutors (Tutoring)	96.00	B.2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 37,665	\$ -	37,665	
Instructional Assistants & Student Tutors (Training)		B.3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,416	\$ -	\$ -	9,416	
Instructional Assistants-Athletics	57.00	B.7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,770	\$ -	11,770	
Instructional Assistants-Math Jam		B.8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,354	\$ -	2,354	
Student Assistants Redesign		C.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 69,633	\$ -	69,633	

4.13 (197)

2015-16 Student Equity Plan Summary Budget
Rancho Santiago Community College
Santa Ana College

Part II: Planned Student Equity (SE) Expenditures

Transfer Mentors		D.2	\$ -	\$ 12,090	\$ -	\$ -	\$ -	\$ -	\$ 12,090	\$ -	24,180
Student Services Coordinator (Student 4 Student Ambassadors)	20.00	D.2	\$ 8,634	\$ 8,634	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	17,268
Counseling Assistant EOPS PT	19.00	E.1	\$ -	\$ 9,423	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	9,423
Learning Facilitator EOPS PT	19.00	E.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,564	\$ -	10,564
Learning Facilitator CalWORKS PT	19.00	E.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,564	\$ -	10,564
CalWorks Learning Facilitator Hrly	19.00	E.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,013	\$ -	10,013
Student Services Coordinator (Transfer Ctr./Mentor Program)	40.00	E.3	\$ -	\$ 34,535	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	34,535
TC Specialist Mentor Program	40.00	E.3	\$ -	\$ 28,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	28,000
Hourly Classified (Transfer Ctr.)	38.00	E.3	\$ -	\$ 26,070	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	26,070
Financial Aid Analyst FT	40.00	E.3	\$ -	\$ 28,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	28,000
Student Assistants-Transfer Students		E.3	\$ -	\$ 1,233	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1,233
Student Services Coordinator (Counseling)	20.00	E.4	\$ -	\$ 17,563	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	17,563
Honors Program Assistant	5.00	E.6	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,883	\$ -	1,883
Senior Clerk	20.00	F.1	\$ -	\$ -	\$ -	\$ 26,136	\$ -	\$ -	\$ -	\$ -	26,136
Special Projects Specialist	20.00	F.1	\$ -	\$ -	\$ -	\$ 18,457	\$ -	\$ -	\$ -	\$ -	18,457
Support Services Assistant	20.00	F.1	\$ -	\$ -	\$ -	\$ 24,000	\$ -	\$ -	\$ -	\$ -	24,000
Research Analyst	0.00	F.2	\$ -	\$ -	\$ 59,830	\$ -	\$ -	\$ -	\$ -	\$ -	59,830
Director of Research	20.00	F.2	\$ -	\$ -	\$ 17,210	\$ -	\$ -	\$ -	\$ -	\$ -	17,210
Business System Analyst	24.00	F.2	\$ -	\$ -	\$ 39,803	\$ -	\$ -	\$ -	\$ -	\$ -	39,803
A/R Tech Specialist	12.00	F.2	\$ -	\$ -	\$ 18,642	\$ -	\$ -	\$ -	\$ -	\$ -	18,642
Research Assistants-Short-Term	12.00	F.2	\$ -	\$ -	\$ 19,774	\$ -	\$ -	\$ -	\$ -	\$ -	19,774
Administrative Support Clerk Professional Dev.	11.00	F.3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,996	\$ -	\$ -	10,996
Project Manager	40.00	F.4	\$ -	\$ 9,261	\$ -	\$ 9,261	\$ -	\$ -	\$ -	\$ -	18,522
Student Support Services Program Specialist	20.00	F.4	\$ -	\$ 10,077	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	10,077
Student Assistants-Mobile Technology	40.00	F.4	\$ -	\$ 6,770	\$ -	\$ -	\$ -	\$ -	\$ 6,770	\$ -	13,540
Foster Youth-Intermediate Clerk Hrly	19.00	F.7	\$ -	\$ 16,949	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	16,949
Tutors-Foster Youth	31.00	F.7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,157	\$ -	3,157
Student Services Coordinator (Student Activities)	40.00	F.8	\$ 17,268	\$ 17,268	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	34,535
Subtotal			\$ 57,528	\$ 291,631	\$ 155,259	\$ 83,859	\$ -	\$ 20,412	\$ 407,161	\$ -	\$ 1,015,849

2015-16 Student Equity Plan Summary Budget
Rancho Santiago Community College
Santa Ana College

Part II: Planned Student Equity (SE) Expenditures

3000	Employee Benefits	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Outreach Specialist	A.1	\$ 14,764	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	14,764
	Student Services Coordinator (Orientation/Coord/Training)	A.1	\$ 3,870	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	3,870
	Alt Media Specialist PT	A.2	\$ -	\$ 826	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	826
	DSPS Specialist PT	A.3	\$ -	\$ 638	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	638
	VRC Senior Clerk PT	A.4	\$ -	\$ 21,479	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	21,479
	Student Program Specialist	A.5	\$ -	\$ 714	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	714
	Development Coordinator Scholarship Office	A.5	\$ -	\$ 745	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	745
	Instructional Aides-Welding	A.6	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 292	\$ -	292
	Instructional Services Expansion	A.7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,605	\$ -	5,605
	Contract Coordinator (Learning Supprt Ctr)	B.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,040	\$ -	11,040
	Contract Ext. Coordinator (Learning Supprt Ctr)	B.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,238	\$ -	1,238
	Instructional Aides-Learning Facilitators, & Student Tutors	B.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,655	\$ -	6,655
	Instructional Assistants-Math Ctr.	B.2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,751	\$ -	1,751
	Instructional Assistants-Student Tutors	B.2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,335	\$ -	2,335
	Instructional Assistants & Student Tutors	B.3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 584	\$ -	584
	Beyond Cont. Reassigned Time (Planning & Entrepreneurial)	B.4	\$ -	\$ -	\$ -	\$ -	\$ 1,352	\$ 1,352	\$ -	\$ -	2,703
	Beyond Cont. Reassigned Time (OER Stipends)	B.5	\$ -	\$ -	\$ -	\$ -	\$ 2,027	\$ -	\$ -	\$ -	2,027
	Beyond Cont. Reassigned Time (Distance Ed-Online Certification)	B.6	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 541	\$ -	\$ -	541
	Instructional Assistants-Athletics	B.7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 730	\$ -	730
	Beyond Cont. Reassigned Time (Math Jam Faculty Stipends)	B.8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 338	\$ -	338
	Instructional Assistants-Math Jam	B.8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 146	\$ -	146
	Contract Reassigned Time (Math)	C.1	\$ -	\$ -	\$ -	\$ -	\$ 38,757	\$ -	\$ -	\$ -	38,757
	Beyond Cont. Reassigned Time (Math Redesign Software Coordntr)	C.1	\$ -	\$ -	\$ -	\$ -	\$ 823	\$ -	\$ -	\$ -	823
	Beyond Cont. Reassigned Time (Math Redesign Assmnt Coordntr)	C.1	\$ -	\$ -	\$ 823	\$ -	\$ -	\$ -	\$ -	\$ -	823
	Beyond Cont. Reassigned Time (Math Redesign Training Stipends)	C.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,014	\$ -	\$ -	1,014

4.13 (199)

2015-16 Student Equity Plan Summary Budget
Rancho Santiago Community College
Santa Ana College

Part II: Planned Student Equity (SE) Expenditures

Student Assistants Redesign	C.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,367	\$ -	2,367
Beyond Cont. Reassigned Time (EMLS & Non-Credit ESL Curriculum Dev.)	C.2	\$ -	\$ -	\$ -	\$ -	\$ 811	\$ -	\$ -	\$ -	\$ -	811
Full Time Counselors	D.1	\$ -	\$ 24,258	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	24,258
Transfer Mentors	D.2	\$ -	\$ 822	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	822
Student Services Coordinator (Student 4 Student Ambassadors)	D.2	\$ 5,942	\$ 5,942	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	11,883
Beyond Cont. Reassigned Time (EOPS Add'l Counseling)	E.1	\$ -	\$ 4,156	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	4,156
Counseling Assistant EOPS PT	E.1	\$ -	\$ 2,162	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	2,162
Learning Facilitator EOPS PT	E.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,425	\$ -	2,425
Learning Facilitator CalWORKS PT	E.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,425	\$ -	2,425
CalWorks Learning Facilitator Hrly	E.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 621	\$ -	621
Beyond Cont. Reassigned Time (Student Research Presentation)	E.2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,081	\$ -	1,081
Int/Sum Beyond Contract Counselors (Transfr Ctr)	E.3	\$ -	\$ 393	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	393
Beyond Cont. Reassigned Time (Presentation Mentors)	E.3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 338	\$ -	338
Student Services Coordinator (Transfer Ctr.)	E.3	\$ -	\$ 23,764	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	23,764
TC Specialist Mentor Program	E.3	\$ -	\$ 21,897	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	21,897
Hourly Classified (Transfer Ctr.)	E.3	\$ -	\$ 1,617	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1,617
Financial Aid Analyst FT	E.3	\$ -	\$ 21,310	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	21,310
Student Assistants-Transfer Students	E.3	\$ -	\$ 42	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	42
Student Services Coordinator (Counseling)	E.4	\$ -	\$ 6,235	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	6,235
Beyond Cont. Reassigned Time (UMOJA Program)	E.5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 270	\$ -	270
Honors Program Assistant	E.6	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 117	\$ -	117
Contract Coordinator (Student Equity)	F.1	\$ -	\$ -	\$ -	\$ 37,479	\$ -	\$ -	\$ -	\$ -	\$ -	37,479
Senior Clerk	F.1	\$ -	\$ -	\$ -	\$ 11,697	\$ -	\$ -	\$ -	\$ -	\$ -	11,697
Special Projects Specialist	F.1	\$ -	\$ -	\$ -	\$ 7,889	\$ -	\$ -	\$ -	\$ -	\$ -	7,889
Support Services Assistant	F.1	\$ -	\$ -	\$ -	\$ 19,073	\$ -	\$ -	\$ -	\$ -	\$ -	19,073
Research Analyst	F.2	\$ -	\$ -	\$ 26,391	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	26,391
Director of Research	F.2	\$ -	\$ -	\$ 9,106	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	9,106
Business System Analyst	F.2	\$ -	\$ -	\$ 16,703	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	16,703
A/R Tech Specialist	F.2	\$ -	\$ -	\$ 11,167	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	11,167
Research Assistants-Short-Term	F.2	\$ -	\$ -	\$ 1,226	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1,226

4.13 (200)

2015-16 Student Equity Plan Summary Budget
Rancho Santiago Community College
Santa Ana College

Part II: Planned Student Equity (SE) Expenditures

	Contract Coordinator (Professional Development)	F.3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 41,455	\$ -	\$ -	41,455
	Beyond Cont. Reassigned Time (Adjunct Professional Dev. Institute)	F.3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,322	\$ -	\$ -	4,322
	Beyond Cont. Reassigned Time (Professional Development)	F.3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 270	\$ -	\$ -	270
	Foster Youth-Intermediate Clerk Hrly	F.3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 682	\$ -	\$ -	682
	Project Manager	F.4	\$ -	\$ 4,705	\$ -	\$ 4,705	\$ -	\$ -	\$ -	\$ -	\$ -	9,409
	Student Support Services Program Specialist	F.4	\$ -	\$ 7,966	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	7,966
	Administrative Support Clerk Professional Dev.	F.4	\$ -	\$ 230	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 230	\$ -	460
	PT Reassigned Time (CEC Student Equity Coordinator)	F.6	\$ -	\$ -	\$ -	\$ 3,920	\$ -	\$ -	\$ -	\$ -	\$ -	3,920
	CEC Data Facilitator (PT Reassigned Time)	F.6	\$ -	\$ -	\$ 541	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	541
	PT Reassigned Time (CEC Equity Based Professional Development)	F.6	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,352	\$ -	\$ -	\$ -	1,352
	Foster Youth-Intermediate Clerk Hrly	F.7	\$ -	\$ 1,051	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1,051
	Tutors-Foster Youth	F.7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 196	\$ -	196
	Student Services Coordinator (Student Activities)	F.8	\$ 11,882	\$ 11,882	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	23,764
	Subtotal		\$ 36,458	\$ 162,833	\$ 65,957	\$ 84,763	\$ 43,770	\$ 50,988	\$ 40,784	\$ -	\$ -	\$ 485,553
4000	Supplies & Materials	Activity ID	Outreach	Student Services & Category	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total	
	Non-Instructional Supplies-Targeted Outreach	A.1	\$ 8,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	8,000
	Non-Instructional Supplies-Scholarship Software & Supplies	A.5	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	5,000
	Non-Instructional Supplies-Materials-Barrio Writers	A.8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 900	\$ -	\$ -	900
	Food/Hospitality-Barrio Writers	A.8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 900	\$ -	\$ -	900
	Food/Hospitality-Planning & Entrepreneurial	B.4	\$ -	\$ -	\$ -	\$ -	\$ 5,250	\$ 5,250	\$ -	\$ -	\$ -	10,500
	Food/Hospitality-EMLS & ESL non-credit Curriculum Development	C.2	\$ -	\$ -	\$ -	\$ -	\$ 1,500	\$ -	\$ -	\$ -	\$ -	1,500
	Food/Hospitality-English Acceleration	C.3	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ -	\$ -	\$ -	\$ -	1,000
	Non-Instructional Supplies-Transfer Mentors	D.2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000	\$ -	\$ -	2,000
	Non-Instructional Supplies-Freshmen Experience/New Student Orientation	E.4	\$ -	\$ 250	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	250
	Non-Instructional Supplies-Student Career Transfer Conference	E.4	\$ -	\$ 975	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	975

4.13 (201)

2015-16 Student Equity Plan Summary Budget
Rancho Santiago Community College
Santa Ana College

Part II: Planned Student Equity (SE) Expenditures

	Food/Hospitality-Student Career Transfer Conference	E.4	\$ -	\$ 300	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	300
	Food/Hospitality-Freshmen Experience	E.4	\$ -	\$ 1,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1,500
	Non-Instructional Supplies-UMOJA Materials	E.5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ -	\$ -	1,000
	Food/Hospitality-UMOJA	E.5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 750	\$ -	\$ -	750
	Non-Instructional Supplies-Equity Materials & Supplies	F.1	\$ -	\$ -	\$ -	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -	2,000
	Food/Hospitality-Equity	F.1	\$ -	\$ -	\$ -	\$ 1,500	\$ -	\$ -	\$ -	\$ -	\$ -	1,500
	Non-Instructional Supplies-Professional Development	F.3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 500	\$ -	\$ -	\$ -	500
	Food/Hospitality-Professional Dev.	F.3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ -	\$ -	\$ -	1,000
	Subtotal		\$ 8,000	\$ 8,025	\$ -	\$ 3,500		\$ 6,750		\$ -	\$ -	\$ 39,575
5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support		Total
	Conference Expense-MESA Leadership Conference (Faculty Travel)	E.2	\$ -	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	2,000
	Conference Expense-MESA Leadership Conference (Student Travel)	E.2	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	5,000
	Conference Expenses-MESA trips & Conferences (Student Trips)	E.2	\$ -	\$ 18,778	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	18,778
	Contracted Services (SSTI)	E.3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,000	\$ -	30,000
	Other Participant Travel Exp. (Transfer Trips & Activities)	E.3	\$ -	\$ 18,325	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	18,325
	Conference Expenses-UMOJA Conference	E.5	\$ -	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ -	\$ -	2,000
	Conference Expenses-Equity Conferences & Coordination Activies	F.1	\$ -	\$ -	\$ -	\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ -	3,000
	Software Licenses & Fees (Research)	F.2	\$ -	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	5,000
	Contracted Services (Speaker & Consultant Fees Professional Dev)	F.3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	\$ -	\$ -	\$ -	10,000
	Conference Expenses-Professional Development	F.3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	\$ -	\$ -	\$ -	10,000
	Reproduction Printing Exp. (Professional Development)	F.3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ -	\$ -	\$ -	1,000
	Advertising (Marketing)	F.5	\$ 50,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	50,000
	Reproduction Printing Exp. (Foster Youth)	F.7	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	2,000
	Subtotal		\$ 52,000	\$ 45,103	\$ 5,000	\$ 3,000		\$ 21,000		\$ 30,000	\$ -	\$ 157,103

2015-16 Student Equity Plan Summary Budget
Rancho Santiago Community College
Santa Ana College

Part II: Planned Student Equity (SE) Expenditures

6000	Capital Outlay	Activity ID	Outreach	Student Services & Categoryicals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Other Exp. Paid for Students-CalWorks/EOPS Benefits for Add'l Students	E.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 105,400	105,400
	Other Exp. Paid for Students-Northern Trips	E.3	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	20,000
	Other Exp. Paid for Students- Fire Tech Transfer Trip	E.3	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	10,000
	Other Exp. Paid for Students-Freshmen Experience Cultural Event	E.4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,850	\$ -	1,850
	Subtotal		\$ -	\$ 30,000	\$ -	\$ -	\$ -	\$ -	\$ 1,850	\$ 105,400	\$ 137,250
Grand Total			\$ 153,986	\$ 637,410	\$ 234,944	\$ 302,685	\$ 172,005	\$ 235,632	\$ 495,350	\$ 135,400	\$ 2,381,713

Summary Evaluation

All data collected for evaluation purposes will be disaggregated by race, gender, income, disability status, veteran status, and foster youth status.

Goal	Method of Evaluation	Timeline	Dissemination
Access			
2. There will be an increase in the percentage of students under the age of 20 by increasing the number of Santa Ana and Garden Grove Unified High School students by 10%.	Number of students from the target demographic who are first time students to Santa Ana College.	Winter 2016 Summer 2016	President’s Cabinet, College Council, Academic Senate, Student Success and Equity Committee, Associated Student Government, Office of Community and School Relations, Office of Institutional Effectiveness
	Number of students from Fall cohort who persist to Spring	Spring 2016	
	Number of students from Fall cohort who persist to subsequent Fall	Fall 2016	
	Number of students from Spring cohort who persist to subsequent Fall	Fall 2016	
Course Completion			
2. There will be a 20% decrease in the gap of successful course completion between Latino students and the highest performing student group.	Course completion for Fall	Winter 2016	President’s Cabinet, College Council, Academic Senate, Student Success and Equity Committee, Associated Student Government, Academic Divisions, Student Services Divisions, Office of Institutional Effectiveness
	Course Persistence for Fall	Winter 2016	
	Course Completion for Spring and Winter Intersession, and Summer	Summer 2016	
	Course Persistence for Spring and Winter Intersession, and Summer	Summer 2016	
	Course Completion for 15-16 School Year	Summer 2016	
	Course Persistence for 15-16 School Year	Summer 2016	
Basic Skills Completion			
3. There will be an increase the English basic skills completion rate for Latinos by 10% by 2020.	Course Completion for English Basic Skills by semester	Winter 2016 Summer 2016	President’s Cabinet, College Council, Academic Senate, Student Success and Equity Committee, Associated Student Government, English Department, Student Services Divisions, Office of Institutional Effectiveness, Basic Skills Committee
	Course Completion for English Basic Skills for 15-16 school year	Summer 2016	
	English Basic Skills Completion for 2013-2016	Summer 2016	

4.13 (205)

4. There will be an increase in the Math basic skills completion rate for Latinos by 20% by 2020.	Course Completion for Math Basic Skills by semester	Winter 2016 Summer 2016	President’s Cabinet, College Council, Academic Senate, Student Success and Equity Committee, Associated Student Government, Math Department, Student Services Divisions, Office of Institutional Effectiveness, Basic Skills Committee
	Course Completion for Math Basic Skills for 15-16 school year	Summer 2016	
	Math Basic Skills Completion for 2013-2016	Summer 2016	
Degree and Certificate Completion			
2. The gap between the Santa Ana College population and certificate attainment for Veterans and Foster Youth will be eliminated.	Degree and Certificate Completion for 2015-16	Summer 2016	President’s Cabinet, College Council, Academic Senate, Student Success and Equity Committee, Associated Student Government, Academic Divisions, Student Services Divisions, Office of Institutional Effectiveness
Transfer			
2. There will be a 20% decrease in the transfer gap between Latino students and the highest performing subgroup.	Transfer and Matriculation for 14-15 school year	Winter 2016	President’s Cabinet, College Council, Academic Senate, Student Success and Equity Committee, Associated Student Government, Academic Divisions, Student Services Divisions, Office of Institutional Effectiveness
	Transfer and Matriculation for 14-15 school year	Fall 2016	

Engagement in the Planning process:

One of the goals for the 2015-16 Equity Plan is to engage the entire campus in a process of inquiry into student success and equity. As a part of that goal, the success indicator outcomes and our progress towards our goals will be made public to all interested parties as a part of the Student Success and Equity website and through the process of dissemination to interested parties. Each semester, a report will be generated for our governance bodies which assess our progress towards success indicators. These can be used by divisions, departments, shared governance committees and the Equity committee for the process of planning. The Office of Student Equity will be available to answer any questions and provide greater insight into the results as a part of that dissemination process.

To further the process of inquiry, planning conversations and research activities are taking place to incorporate disaggregated data into program review and student learning outcome analysis. One of the challenges involved in this process is to provide faculty and staff a method for being able to disaggregate student success data in meaningful ways and provide them with training to be able to use our research resources. Santa Ana College has purchased a contract with Tableau to provide faculty, staff and administration with usable data. In the coming year, the Office of Student Equity will be working with academic and student services departments to learn how to use these tools and to engage in the process of inquiry to achieve their departmental and programmatic student success goals. Questions that ask departments and programs to examine disaggregated data are already a part of the program review materials. In the next year, we will be working on ways to provide the campus with a process that will make this inquiry easier and more seamless.

In the coming calendar year, Santa Ana College will be engaging in a review and revision of the Educational Master Plan. Equity and Student Success are major goals for the college and so will be well represented in the drafting and implementation of the Plan. The Student Success and Equity Committee and the Student Equity sub-committee have made a commitment to use evaluation of the 14-15 plan and campus research to further inform the drafting of the 16-17 plan. Our initial equity plans have represented a good faith effort to engage the questions of an equitable campus. In all subsequent plans, the use of evaluation from previous activities will drive our continued efforts and operate as the impetus behind our actions. When planning for 16-17 commences in Spring 2016, the Equity committee will be using the evaluation of previous activities to make determinations about how to consolidate our efforts and hence make a larger impact on our equity goals.

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT**SANTA ANA COLLEGE – ACADEMIC AFFAIRS**

To:	Board of Trustees	Date: December 7, 2015
Re:	Approval of Proposed Revisions for the 2016 – 2017 Santa Ana College Catalog	
Action:	Request for Approval	

BACKGROUND

The attached memo is the annual summary of actions taken by the Santa Ana College Curriculum and Instruction Council during 2015. It includes new courses, course revisions, course deletions, and other curricula changes that are reflected in the catalog.

ANALYSIS

The catalog is the ongoing legal representation of course/program offerings and annual academic policies at Santa Ana College. Changes are recommended to the Board of Trustees by the Curriculum and Instruction Council that has faculty representation from each academic division as well as administrative representation.

RECOMMENDATION

It is recommended that the Board of Trustees approve the proposed revision for the 2016 – 2017 Santa Ana College Catalog.

Fiscal Impact:	None	Board Date: December 7, 2015
Prepared by:	James Kennedy, Vice President of Continuing Education, SAC	
Submitted by:	Erlinda J. Martinez, Ed.D., President, Santa Ana College	
Recommended by:	Raúl Rodríguez, Ph.D., Chancellor, RSCCD	

SANTA ANA COLLEGE

CURRICULUM & INSTRUCTION COUNCIL

DATE: December 7, 2015

TO: Erlinda J. Martinez, Ed.D., President

FROM: Monica Porter, Chair of Curriculum and Instruction Council

RE: Approval of Proposed Revisions for the 2016 – 2017 Santa Ana College Catalog

This memorandum is a summary of the proposed changes to the college catalog from the Santa Ana College Curriculum & Instruction Council. All changes to academic policies, courses, and programs are reviewed by the Division Curriculum Committees before action is taken by the Council.

The Curriculum & Instruction Council is chaired by Monica Porter. Membership includes two administrators, sixteen faculty, the University Articulation Coordinator, the Matriculation Representative, one student representative and the Curriculum Specialist.

The Curriculum & Instruction Council addresses the college-wide impact and changes in academic policies and monitors their acceptance by the CSU and UC systems and the Community College Chancellor's Office.

The following academic policies have been reviewed, revised, and are now recommended by the Curriculum and Instruction Council:

NEW COURSES

Forty-two (42) new courses were approved because of new and/or expanded programs or major changes in the discipline.

*(See Attachment #1)

REVISED COURSES

One hundred sixteen (116) course revisions were updated to reflect changes in title, units, hours, or content.

*(See Attachment #2)

DELETED COURSES

One hundred and eight (108) courses previously offered at SAC and CEC were removed from the catalog because they were outdated and/or had not been offered for three to five semesters.

*(See Attachment #3)

NEW PROGRAMS/CERTIFICATES

Three (3) new programs/certificates were approved.

*(See Attachment #4)

REVISED PROGRAMS/CERTIFICATES

Twelve (12) programs/certificates revisions were updated to reflect changes in title, units, hours, or content.

*(See Attachment #5)

DELETED PROGRAMS/CERTIFICATES

Five (5) programs/certificates previously offered at SAC and CEC were removed from the catalog because they were outdated and/or had not been offered for three to five semesters.

*(See Attachment #6)

*Listings are attached

NEW COURSES**CATALOG 2016 – 2017****SANTA ANA COLLEGE**

1	ACCT	36	QuickBooks II
2	AUTO	288	Diesel Engines: Light-Medium Duty Systems
3	BIOL	202	Cell Culture Tec
4	BIOL	190L	Introductory Biotech Lab
5	DSL	288	Diesel Engines: Light-Medium Duty Systems
6	KNPR	110	Kinesiology-Related Occupational Work Experience
7	MUS	152	Beginning Audio Production
8	NRN	160	Introduction to Pharmacology
9	NRN	161	Principles of Nursing Practice
10	NRN	162	Pharmacological Concepts
11	NRN	163	Simple Concepts
12	NRN	164	Family Health Concepts
13	NRN	165	Health Illness Concepts
14	NRN	261	Mental Health Concepts
15	NRN	262	Acute Concepts
16	NRN	263	Complex Concepts
17	NRN	161L	Principles of Nursing Practice Lab
18	NRN	163L	Simple Concepts Lab
19	NRN	164L	Family Health Concepts Lab
20	NRN	165L	Health Illness Concepts Lab
21	NRN	261L	Mental Health Concepts Lab
22	NRN	262L	Acute Concepts Lab
23	NRN	263L	Complex Concepts Lab
24	NRN	264L	Preceptorship Lab

25	TELV	152	Beginning Audio Production
26	THEA	256	Intermediate Motion Picture Performance Production
27	THEA	150A	Rehearsal and Performance in Production
28	THEA	150B	Technical Theatre in Production
29	WELD	155B	Intermediate Metal Fabrication
30	WELD	153B	Math/Blue Print Reading for Welders
31	WELD	155A	Beginning Metal Fabrication

CONTINUING EDUCATION

32	ABE	27	Academic Vocabulary for Language Arts
33	ABE	28	Academic Vocabulary for Math
34	ABE	29	Academic Vocabulary for Science
35	ABE	30	Academic Vocabulary for Social Studies
36	ABE	31	Academic Vocabulary for Technology
37	CNSL	305	Orientation to College
38	HSS	31	High School Equivalency Test Preparation
39	PRNT	557	Early Childhood Education
40	VBUS	257	Internet Basics for Communicating and Learning
41	VHLTH	800	Beginning Pharmacy Calculations
42	VHLTH	801	Advanced Pharmacy Calculations

REVISED COURSES**CATALOG 2016 – 2017****SANTA ANA COLLEGE**

1	ACCT	35	QuickBooks I
2	ACCT	101	Financial Accounting
3	ACCT	204	Managerial Cost Accounting
4	ART	103	Arts of Africa, Oceania, and Indigenous North America
5	ASL	110	American Sign Language I
6	ASL	111	American Sign Language II
7	ASL	114	Classifiers, Fingerspelling, and Numbering
8	ASL	116	Introduction to Deaf Studies
9	ASL	210	American Sign Language III
10	ASL	113	Introduction to Interpreting for the Deaf
11	AUTO	108	Oxyacetylene- Arc Welding
12	BIOL	149	Human Anatomy and Physiology
13	BIOL	190	Introduction to Biotechnology
14	BIOL	197	STEM Internship/Work Experience
15	BIOL	198	Topics
16	BIOL	199	Independent Study
17	BIOL	200	Environment of Man
18	BIOL	98	Topics
19	BUS	130	Personal Finance
20	BUS	140	Principles of Finance
21	BUS	160	Introduction to Stock and Bond Investments
22	CHEM	219	General Chemistry
23	CHEM	219H	Honors General Chemistry
24	CHEM	209	Introductory Chemistry

25	CHEM	210	General, Organic and Biochemistry
26	CMSD	111	Media, Race and Gender
27	CMSD	222	Writing Across Media
28	CMSD	201	Visual Reporting
29	DSL	108	Oxyacetylene- Arc Welding
30	ENGR	240	Dynamics
31	ENVR	200	Environment of Man
32	FDM	103	Fashion Selection
33	FDM	216	Computer Flat Pattern Design, Grading, and Marketing
34	FDM	105A	Beginning Sewing
35	GEOG	100	World Regional Geography
36	GEOG	101	Physical Geography
37	GEOG	102	Cultural Geography
38	GEOG	100H	Honors World Regional Geography
39	LIBR	110	Technical Services
40	MNFG	96	Manufacturing Technology Lab
41	MUS	122	Intermediate Voice
42	MUS	123	Advanced Voice
43	MUS	124	Advanced Vocal Production and Repertoire
44	MUS	135	Concert Chorale
45	MUS	141	Instrumental Ensembles
46	MUS	142	Creating Music on the Digital Audio Workstation
47	MUS	143	Intermediate Techniques on the Digital Audio Workstation
48	MUS	147	Digital Recording Studio Sound Design
49	MUS	163	Class Piano III
50	MUS	113B	Musicianship Skills
51	MUS	164A	Intermediate Piano Repertoire I

52	MUS	164B	Intermediate Piano Repertoire II
53	NRN	200	Role Transition
54	NRN	106A	Health Science Skills Laboratory-First Semester
55	NRN	106B	Health Science Skills Laboratory-Second Semester
56	NRN	106C	Health Science Skills Laboratory-First Year Refresher
57	NRN	206A	Health Science Skills Laboratory-Third Semester
58	NRN	206B	Health Science Skills Laboratory-Fourth Semester
59	NRN	206C	Health Science Skills Laboratory-Second Year Transition
60	NUTR	115	Nutrition
61	NUTR	116	Principles of Food Preparation
62	NUTR	115H	Honors Nutrition
63	PHIL	110	Critical Thinking
64	PHIL	110H	Honors Critical Thinking
65	TELV	100	Introduction to Electronic Media: TV, Radio, Film, and the Internet
66	TELV	103	History of Film to 1945
67	TELV	104	History of Film from 1945 to Present
68	TELV	230A	Broadcast News Production
69	TELV	230B	Broadcast News Production
70	TELV	230C	Broadcast News Production
71	TELV	230D	Broadcast News Production
72	THEA	151	Showcase
73	THEA	155	Children's Theatre Ensemble
74	THEA	133	Lighting Fundamentals
75	THEA	154	Performance Ensemble
76	WELD	108	Oxyacetylene- Arc Welding
77	WELD	125A	Intermediate Arc Welding Level I
78	WELD	125B	Intermediate Arc Welding Level II

79	WELD	129B	Advanced Arc Welding Level II
80	WELD	129C	Advanced Arc Welding Level III
81	WELD	129D	Advanced Arc Welding Level IV
82	WELD	139A	Inert Gas Welding Level I
83	WELD	139B	Inert Gas Welding Level II
84	WELD	140B	Welding Certification Training Level II
85	WELD	140C	Welding Certification Training Level III
86	WELD	141A	Welding Certification Exam Preparation Level I
87	WELD	141B	Welding Certification Exam Preparation Level II
88	WELD	153A	Math/Blue Print Reading for Welders
89	WELD	154B	Intermediate Pipe Welding
90	WELD	129A	Advanced Arc Welding Level I
91	WELD	139C	Inert Gas Welding Level III
92	WELD	140A	Welding Certification Training Level I
93	WELD	154A	Beginning Pipe Fundamentals
94	WELD	154C	Advanced Pipe Welding

CONTINUING EDUCATION

95	CTZN	20	Citizenship
96	ESL	399	ESL Literacy
97	ESL	407	ESL/Family Literacy Beginning 3
98	ESL	408	ESL/Family Literacy Intermediate
99	ESL	410	Beginning ESL 1
100	ESL	420	Beginning ESL 2
101	ESL	430	Beginning ESL 3
102	ESL	703	Academic ESL Beginning 3
103	HSENG	67	English Fundamentals 3

104	HSENG	68	English Fundamentals 4
105	HSENG	76	The Novel
106	HSENG	83	Composition 1
107	HSENG	84	Composition 2
108	HSENG	98	Building Vocabulary 3
109	HSMTH	172	Basic Consumer Math 1A
110	HSSOC	215	Introduction to Economics
111	HSSOC	222	Government 1
112	HSSOC	223	Government 2
113	HSSOC	228	World History
114	VBUS	400	Employability Skills
115	VBUS	258	Navigating the Internet
116	VBUS	559	Business Practices in Family Child Care

COURSE DELETIONS**CATALOG 2016 – 2017****SANTA ANA COLLEGE**

1	ACCT	160	Accounting with Sage MAS Software
2	ACCT	161	Accounting with Sage MAS Software- Advanced
3	ACCT	173	Microsoft Dynamics for Project Management and Control
4	ACCT	174	Microsoft Dynamics for Business Planning and Management
5	BA	016	Computer Office Modules
6	BA	034	Machine Calculation
7	BA	036	Data Entry
8	BA	038	Telephone Techniques
9	BA	047	Introduction to the Legal Office
10	BA	059	Work Experience for Court and Business Interpreting/ Translating
11	BA	101	Cooperative Work Experience Education-Occupational
12	BUSM	004	Goal Setting on the Job
13	BUSM	005	How to Delegate Effectively
14	BUSM	006	Improving Employee Performance
15	BUSM	010	Motivating Your Employees
16	BUSM	011	Coaching Your Employees
17	BUSM	013	Avoiding Burn-Out
18	BUSM	017	Employee Relations for Supervisors
19	BUSM	019	Managing Emotional Intelligence (EQ)
20	BUSM	019A	Managing Emotional Intelligence (EQ) Formerly: Business Seminars 019
21	BUSM	019B	Managing Emotional Intelligence: Self Awareness
22	BUSM	019C	Managing Emotional Intelligence: Social Awareness
23	BUSM	020	Workplace Boundaries
24	BUSM	020A	Workplace Boundaries

25	BUSM	020B	Workplace Boundaries: Personal Exploration
26	BUSM	026B	Advanced Business Writing
27	BUSM	028	Building Your Vocabulary
28	BUSM	029	Grammar and Punctuation Skills
29	BUSM	031	Learning to Listen
30	BUSM	031A	Learning to Listen Formerly: Business Seminars 031
31	BUSM	031B	Learning to Listen: Practice Application
32	BUSM	038	Creativity and Brainstorming
33	BUSM	040	The Effective Use of E-mail
34	BUSM	041	Workplace Morale
35	BUSM	046	Stress Reduction Techniques
36	BUSM	047	Memory Skills
37	BUSM	047A	Memory Skills Formerly: Business Seminars 047
38	BUSM	047B	Memory Skills: Practical Application
39	BUSM	049	Building Interpersonal Skills
40	BUSM	050	Overcoming Procrastination
41	BUSM	051	Personal and Financial Success
42	BUSM	052	Getting the Life and Job Satisfaction You Want
43	BUSM	065B	Word-Intermediate
44	BUSM	065C	Word Advanced
45	BUSM	066A	Excel-Beginning
46	BUSM	066B	Excel-Intermediate
47	BUSM	066C	Excel-Advanced
48	BUSM	067A	Access-Beginning
49	BUSM	067B	Access-Intermediate
50	BUSM	067C	Access-Advanced
51	BUSM	068A	PowerPoint-Beginning

52	BUSM	068B	PowerPoint-Intermediate
53	BUSM	068C	PowerPoint-Advanced
54	BUSM	069A	Outlook-Beginning
55	BUSM	069B	Outlook-Advanced
56	BUSM	070A	MS Publisher-Beginning
57	BUSM	070B	MS Publisher-Intermediate
58	BUSM	070C	MS Publisher-Advanced
59	BUSM	071A	Visio-Beginning
60	BUSM	071B	Visio-Intermediate
61	BUSM	073A	Adobe Acrobat Basics
62	BUSM	074A	Adobe Photoshop-Beginning
63	BUSM	074B	Adobe Photoshop-Intermediate
64	BUSM	074C	Adobe Photoshop-Advanced
65	BUSM	075A	Web Page Development-Beginning
66	BUSM	075B	Web Page Development-Intermediate
67	BUSM	076	Fundamentals of Geographic Information Systems (GIS)
68	BUSM	098	Learning to Listen: Practical Application
69	BUSM	098	Managing Emotional Intelligence: Self Awareness
70	BUSM	098	Managing Emotional Intelligence: Social Awareness
71	BUSM	098	Memory Skills: Practical Application
72	BUSM	098	Topics
73	BUSM	098	Workplace Boundaries: Personal Exploration
74	BUSM	001	Time Management
75	BUSM	007	Preparing for Supervision
76	BUSM	008	Elements of Supervision
77	BUSM	009	Problem Solving and Decision Making
78	BUSM	014	Situational Leadership

79	BUSM	015	Applied Supervision
80	BUSM	016	Managing Change
81	BUSM	018	Team Building Skills
82	BUSM	026A	Basic Writing Skills
83	BUSM	027	Business Writing for Results
84	BUSM	035	Business Seminar 035, Negotiation Techniques
85	BUSM	037	Business Seminar 037, Successfully with the Public and Customers
86	BUSM	039	Interpersonal Relationship in the Office
87	BUSS	023	Introduction to the Internet-Beginning
88	BUSS	080	Beginning WordPerfect for Windows
89	BUSS	081	Intermediate Word Perfect for Windows
90	BUSS	089	Introduction to the Internet-Intermediate
91	BUSS	096	Introduction to Windows 2000
92	BUSS	082	Advanced WordPerfect for Windows
93	CMSD	122	Editing for Print and Digital Media
94	CMSD	124	Magazine Writing for Print and Digital Media
95	FDM	098	Pants for Any Body
96	GEOL	163	Geological Field Studies of the Northern San Andreas Fault
97	HUD	251	Mentor Seminar
98	KNPR	215	Fitness Specialist Internship
99	KNSM	150	Athletic Training Internship
100	MNFG	N96	Machine Tool Laboratory
101	MNFG	N97	CAD/CAM Computer Laboratory
102	SCI	200	Environment of Man
103	TELV	098	Television/Video Communications Advanced Laboratory
104	TELV	141	On-Camera Appearance
105	TELV	161	Fundamentals of Audio for TV and Film

106	TELV	185	3D Animation
107	TELV	198-215	Advanced Single-Camera/ Digital Cinema Production
108	TELV	243	Intermediate Television Commercial Acting Workshop

NEW PROGRAMS/CERTIFICATES

CATALOG 2016 – 2017

SANTA ANA COLLEGE

1. Biology Degree for Transfer

CONTINUING EDUCATION

2. High School Equivalency Test Preparation Certificate of Completion
3. Transition to College Certificate of Competency

REVISED PROGRAMS/CERTIFICATES

CATALOG 2016 – 2017

SANTA ANA COLLEGE

1. Advanced Arc-Semi Automatic Welding Certificate of Achievement
2. Advanced Engine Performance Option Certificate of Achievement
3. Advanced Pipe Welding Technology Certificate of Proficiency
4. Automotive Technology Degree
5. Biotechnology Biomanufacturing Technician Certificate of Achievement
6. Biotechnology Degree
7. Biotechnology Laboratory Technician Certificate of Achievement
8. Biotechnology Laboratory Technician: QA/QC Microbiology Certificate of Achievement
9. Earth Science Degree
10. Kinesiology Degree
11. Welding Technology Certificate of Achievement
12. Welding Technology Degree

PROGRAMS/CERTIFICATES DELETIONS

CATALOG 2016 – 2017

SANTA ANA COLLEGE

1. 3D Animation Certificate B-Television/Video Communications Emphasis Certificate of Proficiency
2. Accounting with SAGE MAS Software Certificate of Achievement
3. Computerized Bookkeeping- SAGE MAS Software Certificate of Achievement
4. Microsoft Dynamics for Project Management and Business Planning Certificate of Proficiency
5. Television/Video Communications Certificate D-Computer Graphics and Animation for Video Certificate of Proficiency

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT**Santiago Canyon College
Academic Affairs**

To:	Board of Trustees	Date: December 7, 2015
Re:	Approval of Proposed Revisions for the 2016-2017 Santiago Canyon College Catalog	
Action:	Request for Approval	

BACKGROUND

The attached memo is a summary of actions taken by the Santiago Canyon College Curriculum and Instruction Council (CIC) during 2015. It includes new courses, course revisions, course deletions and other curricula changes that are reflected in the catalog.

ANALYSIS

The catalog is the ongoing legal representation of course/program offerings and annual academic policies at Santiago Canyon College. Changes are recommended to the Board of Trustees by the Curriculum and Instruction Council that has faculty representation from each academic division as well as administrative representation.

RECOMMENDATION

It is recommended that the Board of Trustees approve the proposed revisions for the 2016-2017 Santiago Canyon College Catalog as presented.

Fiscal Impact:	None	Board Date: December 7, 2015
Prepared by:	Aracely Mora, Ed.D., Vice President, Academic Affairs, SCC Joyce Wagner, Ph.D., Chair, Curriculum and Instruction Council, SCC	
Submitted by:	John Weispfenning, Ph.D., President, SCC	
Recommended by:	Raúl Rodríguez, Ph.D., Chancellor, RSCCD	



CURRICULUM AND INSTRUCTION COUNCIL

DATE: November 23, 2015

TO: John Weispfenning, Ph.D., President of Santiago Canyon College

FROM: Joyce Wagner, Ph.D., Chair of the Curriculum and Instruction Council
Aracely Mora, Ed.D., Vice President, Academic Affairs

RE: **PROPOSED REVISIONS FOR THE 2016-2017 CATALOG**

The following changes to the 2016-2017 college catalog are proposed by the Curriculum and Instruction Council (CIC) of Santiago Canyon College. All changes to academic policies, courses, and programs are reviewed and approved by departmental curriculum committees before action is taken by the CIC.

Santiago Canyon College's CIC is chaired by Dr. Joyce Wagner, Designee of the Academic Senate President. Membership also includes the Vice President of Academic Affairs, 17 faculty representatives (including the Chair of the Committee), an Articulation Officer, a Curriculum Specialist and a student representative.

The changes initiated at Santiago Canyon College for the 2016-2017 catalog are:

GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE (Plan A)

The following option was removed from the local general education requirement:

Area A: Natural Sciences

Biology 190 and 190L added.
Earth Sciences 130 and 200 added.
Geography 101L added.

Area C: Humanities

Music 104 added.

Area E2: Communication and Analytical Thinking

Computer Science 154 added.
Mathematics 086 added.

Area F1: Lifelong Understanding and Self-Development

Nutrition & Food 120 added.

Area G1: Mathematics Proficiency

Mathematics 086 added.

GENERAL EDUCATION REQUIREMENTS FOR THE CALIFORNIA STATE UNIVERSITY (Plan B)

The following options were removed from the CSU general education requirements:

Area B1: Physical Sciences

Earth Sciences 130 and 200 added.

Physics 250B and 250C added.

Area B2: Life Sciences

Biology 190 added.

Area B3: Laboratory Activity

Biology 190L added.

Physics 250B and 250C added.

Area E1: Lifelong Understanding and Self-Development

Nutrition & Food 120 added.

Area E2: Lifelong Understanding and Self-Development

Business 130 added.

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (Plan C)

The following options were removed from the UC and CSU general education requirements:

Area 3B: Humanities

Nutrition & Food 120 added.

Area 4: Social and Behavioral Sciences

Nutrition & Food 120 added.

Area 5A: Physical Science

Earth Sciences 130 and 200 added.

Area 5B: Biological Science

Biology 190 added.

Area 5C: Laboratory Activity

Biology 190L added.

Area 6A: Language Other than English

American Sign Language 111 and 210 added.

NEW PROGRAMS, DEGREES AND CERTIFICATES

(See Attachment #1)

Four (4) new program control numbers will be requested from the California Community colleges Chancellor's Office for the upcoming academic year in accordance with California Code of Regulations §55130.

REVISED PROGRAMS, DEGREES AND CERTIFICATES

(See Attachment #2)

Six (6) programs, degrees and certificates were revised because of changes in required or restricted elective courses, advisory committee recommendations, changes in requirements for four year schools, and recommendations from state agencies.

NEW COURSES:

(See Attachment #3)

Twenty (20) new courses were approved due to new and/or expanded programs or major changes in the discipline.

REVISED COURSES

(See Attachment #4)

One hundred and seven (107) course revisions were approved which reflected changes in title, units, hours, or content because of changes in requirements for four year schools and recommendations from advisory committees or state agencies.

DEACTIVATED COURSES

(See Attachment #5)

Two (2) courses were deactivated because they were outdated and/or had not been offered in three (3) or more years.

DISTANCE EDUCATION OFFERINGS

(See Attachment #6)

Sixty (60) courses were separately reviewed and approved in accordance with California Code of Regulations §55206. This course was designed with portions of the instruction which the instructor and student are separated by distance and interact through the assistance of communication technology in lieu of face-to-face interaction.

STAND ALONE

(See Attachment #7)

Twenty-three (23) nondegree-applicable courses, which are not part of an approved educational program, as permissible by California Education Code §70900-70902 and California Code of Regulations §55002, were approved as stand alone.

Cc: Corinna Evett, Academic Senate President, Santiago Canyon College
Aracely Mora, Vice-President of Academic Affairs, Santiago Canyon College
John Hernandez, Vice-President of Student Services, Santiago Canyon College
Jose Vargas, Vice-President of Continuing Education, Orange Education Center
Von Lawson, Dean of Business and Career Technical Education, Santiago Canyon College
Kari Irwin, Associate Dean of Business and Career Technical Education, Santiago Canyon College
Ruth Babeshoff, Dean of Counseling and Student Support Services, Santiago Canyon College
Aaron Voelcker, Dean of Institutional Effectiveness, Library & Learning Support, Santiago Canyon College
Marilyn Flores, Dean of Arts, Humanities and Social Sciences, Santiago Canyon College
Martin Stringer, Dean of Mathematics and Sciences and Athletics Director, Santiago Canyon College
Monica Porter, Chair of the Curriculum and Instruction Council, Santa Ana College
Erlinda Martinez, President of Santa Ana College
Elliot Jones, Academic Senate President, Santa Ana College
Jim Kennedy, Interim Vice-President of Academic Affairs, Santa Ana College

NEW PROGRAMS, DEGREES AND CERTIFICATES

Credit

Biology, A.S. Degree for Transfer
Child and Adolescent Development, A.A. Degree for Transfer
Early Childhood Education, A.S. Degree for Transfer

Non-Credit

High School Equivalency Test (HiSET), Certificate of Competency

REVISED PROGRAMS, DEGREES AND CERTIFICATES

Credit

American Sign Language, Certificate of Achievement (11905)
Biotechnology Biomanufacturing Technician, Certificate of Achievement (32598)
Biotechnology Laboratory Technician: Food Safety, Certificate of Achievement (32648)
Earth Sciences, A.S. Degree (11934)
General Biotechnology Technician, Certificate of Achievement (32602)
Geology, A.S. Degree for Transfer (32044)

Non-Credit

None

NEW COURSES**Credit**

Biology 190L, Introduction to Biotechnology Lab
 Biology 202, Cell Culture Techniques
 Child Development 215, Administration I: Programs in Early Childhood Education (DS6)
 Child Development 216, Administration II: Personnel and Leadership in Early Childhood Education (DS6)
 Child Development 220, The Child As Victim
 Child Development 250, Adult Supervision and Mentoring in Early Care and Education
 Child Development 298A, Practicum in Early Childhood Programs
 Child Development 298B, Practicum in Infant/Toddler Programs
 Child Development 298C, Practicum in School-Age Programs
 Earth Sciences 130, Environmental Geology
 Earth Sciences 200, Geology of California
 Mathematics 086L, Intermediate Algebra for Statistics and Liberal Arts Math Lab
 Mathematics 086, Intermediate Algebra for Statistics and Liberal Arts
 Mathematics N55, Beginning Algebra
 Mathematics N55L, Beginning Algebra Math Lab
 Nutrition & Food 120, Food and Culture
 Theatre Arts 198, Rehearsal and Performance: Musical - Leading Role
 Theatre Arts 198, Rehearsal and Performance: Musical - Minor/Supporting Role
 Theatre Arts 198, Rehearsal and Performance: One-Act Plays
 Theatre Arts 198, Rehearsal and Performance: Original One-Act Plays

Non-Credit

None

REVISED COURSES**Credit**

Accounting 101, Financial Accounting
 Accounting 102, Managerial Accounting
 Accounting 204, Managerial Cost Accounting
 Accounting 205, Intermediate Accounting I
 American Sign Language 110, American Sign Language I
 American Sign Language 111, American Sign Language II
 American Sign Language 113, Introduction to Interpreting for the Deaf
 American Sign Language 114, Classifiers, Fingerspelling, and Numbering
 American Sign Language 116, Introduction to Deaf Studies
 American Sign Language 210, American Sign Language III
 Apprenticeship Operating Engineers 013, Construction Safety Inspector Apprentice 3
 Apprenticeship Operating Engineers 014, Construction Safety Inspector Apprentice 4
 Apprenticeship Operating Engineers 015, Construction Safety Inspector Apprentice 5
 Apprenticeship Operating Engineers 016, Construction Safety Inspector Apprentice 6
 Apprenticeship Operating Engineers 041, Introduction to Apprenticeship
 Apprenticeship Operating Engineers 042, Grade Checking
 Apprenticeship Operating Engineers 043, Equipment Operator 3
 Apprenticeship Operating Engineers 044, Plan Reading
 Apprenticeship Operating Engineers 045, Equipment Operator 5
 Apprenticeship Operating Engineers 046, Hazmat 6
 Apprenticeship Operating Engineers 054, Tower Crane
 Apprenticeship Operating Engineers 079, Certified Welding Inspector
 Apprenticeship Operating Engineers 080, Structural Concrete Plan Reading
 Apprenticeship Operating Engineers 081, Structural Reinforced Concrete for Inspectors
 Biology 109L, Fundamentals of Biology Laboratory
 Biology 190, Introduction to Biotechnology
 Biology 194, Quality and Regulatory Compliance in Biosciences
 Biology 196, Food Safety and Microbiology
 Biology 221, Animal Diversity and Evolution
 Biology 290, Biochemistry and Molecular Biology
 Business 100, Fundamentals of Business
 Business 120, Principles of Management
 Business 121, Human Relations and Organizational Behavior
 Business 130, Personal Finance
 Business 170, Principles of Small Business Management
 Business 171, Business Plan for Small Business
 Business 222, Business Writing
 Chemistry 249, Organic Chemistry I
 Chemistry 259, Organic Chemistry II
 Child Development 107, Child Growth and Development (DS1)
 Child Development 108, Observation and Assessment for Early Learning and Development (DS3)
 Child Development 110, Child, Family and Community (DS2)
 Child Development 111A, Principles and Practices of Teaching Young Children
 Child Development 111B, Introduction to Curriculum for Young Children

REVISED COURSES (con't)Credit

Child Development 112, Health, Safety and Nutrition for Children
 Child Development 116A, Infant/Toddler Growth and Development (DS4)
 Child Development 116B, Care and Education of Infants and Toddlers (DS3)
 Child Development 120A, Development of the School Age Child (DS5)
 Child Development 120B, School Age Child Care Curriculum and Activities (DS5)
 Child Development 205, Introduction to Children with Special Needs
 Child Development 208, Curriculum and Strategies for Children with Special Needs
 Child Development 221, Teaching in a Diverse Society
 Communication 100, Introduction to Interpersonal Communication
 Counseling 101, Educational, Personal, Cultural, and Career Exploration
 Counseling 106, Inquiries Into Higher Education
 Counseling 110, University Transfer Research
 Counseling 111, Learning Skills Development
 Earth Sciences 100, Physical Geology
 Earth Sciences 100L, Physical Geology Laboratory
 Earth Sciences 111, Historical Geology
 Earth Sciences 120, Earth Sciences
 Earth Sciences 121, Earth Sciences for Educators
 Earth Sciences 150, Oceanography
 Earth Sciences 212, San Andreas Fault System Geology Field Study
 Earth Sciences 214, Orange County Geology Field Study
 Education 110, The Teaching Experience: Exploration
 Education 210, The Teaching Experience: Secondary Education
 English N60, Basics of Effective Writing
 French 102, Elementary French II
 French 201, Intermediate French I
 French 202, Intermediate French II
 Gemology 011, Introductory Colored Stones
 Gemology 012, Advanced Colored Stones
 Gemology 015, Colored Stones and Diamond Lab
 Gemology 020, Diamonds
 Gemology 030, Antique and Period Jewelry
 Gemology 050, Pearls
 Geography 101, Physical Geography
 Geography 101L, Physical Geography Laboratory
 History 101, World Civilizations to the 16th Century
 History 101H, Honors World Civilizations to the 16th Century
 Italian 102, Elementary Italian II
 Management 120, Principles of Management
 Management 121, Human Relations and Organizational Behavior
 Management 122, Business Communications
 Management 123, Supervision
 Management 135, Human Resource Management
 Marketing 112, Principles of Advertising
 Marketing 113, Principles of Marketing
 Marketing 114, Professional Selling

REVISED COURSES (con't)

Credit

Marketing 115, Consumer Behavior
Marketing 135, Web Marketing and Promotion
Marketing 172, Small Business Marketing and Advertising
Mathematics 070L, Geometry Math Lab
Mathematics 180, Single Variable Calculus I
Mathematics 180H, Honors Single Variable Calculus I
Mathematics 180L, Single Variable Calculus I Math Lab
Music 104, Rock Music History and Appreciation
Political Science 101, Introduction to American Government
Psychology 157, Introduction to Child Psychology
Reading 097, Advanced College Reading
Reading N96, Foundation for College Reading
Sociology 116, Social Problems
Sociology 116H, Honors Social Problems
Spanish 213, College Spanish Composition
Women's Studies 101, Introduction to Women's Studies
Women's Studies 102, Women in America: Work, Family, Self

Non-Credit

None

DEACTIVATED COURSES

Credit

Business 103, Cooperative Work Experience Education

Non-Credit

Parent Education 527, Pre-Kindergarten

DISTANCE EDUCATION OFFERINGS**Credit**

Accounting 101, Financial Accounting
 Accounting 102, Managerial Accounting
 Accounting 204, Managerial Cost Accounting
 Accounting 205, Intermediate Accounting I
 American Sign Language 110, American Sign Language I
 American Sign Language 111, American Sign Language II
 American Sign Language 210, American Sign Language III
 Biology 190, Introduction to Biotechnology
 Biology 190L, Introduction to Biotechnology Lab
 Biology 194, Quality and Regulatory Compliance in Biosciences
 Biology 196, Food Safety and Microbiology
 Biology 202, Cell Culture Techniques
 Business 100, Fundamentals of Business
 Business 120, Principles of Management
 Business 121, Human Relations and Organizational Behavior
 Business 130, Personal Finance
 Business 170, Principles of Small Business Management
 Business 171, Business Plan for Small Business
 Child Development 107, Child Growth and Development (DS1)
 Child Development 108, Observation and Assessment for Early Learning and Development (DS3)
 Child Development 110, Child, Family and Community (DS2)
 Child Development 111A, Principles and Practices of Teaching Young Children
 Child Development 111B, Introduction to Curriculum for Young Children
 Child Development 112, Health, Safety and Nutrition for Children
 Child Development 116A, Infant/Toddler Growth and Development (DS4)
 Child Development 116B, Care and Education of Infants and Toddlers (DS3)
 Child Development 120A, Development of the School Age Child (DS5)
 Child Development 120B, School Age Child Care Curriculum and Activities (DS5)
 Child Development 205, Introduction to Children with Special Needs
 Child Development 208, Curriculum and Strategies for Children with Special Needs
 Child Development 215, Administration I: Programs in Early Childhood Education (DS6)
 Child Development 216, Administration II: Personnel and Leadership in Early Childhood Education (DS6)
 Child Development 220, The Child As Victim
 Child Development 221, Teaching in a Diverse Society
 Child Development 250, Adult Supervision and Mentoring in Early Care and Education
 Child Development 298A, Practicum in Early Childhood Programs
 Child Development 298B, Practicum in Infant/Toddler Programs
 Child Development 298C, Practicum in School-Age Programs
 Communication 100, Introduction to Interpersonal Communication
 French 102, Elementary French II
 French 201, Intermediate French I
 French 202, Intermediate French II
 Geography 101, Physical Geography
 History 101, World Civilizations to the 16th Century

DISTANCE EDUCATION OFFERINGS(con't)

Credit

Italian 102, Elementary Italian II
Management 120, Principles of Management
Management 121, Human Relations and Organizational Behavior
Management 123, Supervision
Management 135, Human Resource Management
Marketing 112, Principles of Advertising
Marketing 113, Principles of Marketing
Marketing 114, Professional Selling
Marketing 115, Consumer Behavior
Marketing 135, Web Marketing and Promotion
Marketing 172, Small Business Marketing and Advertising
Mathematics 86, Intermediate Algebra for Statistics and Liberal Arts
Mathematics N55, Beginning Algebra
Nutrition & Food 120, Food and Culture
Political Science 101, Introduction to American Government
Psychology 157, Introduction to Child Psychology

Non-Credit

None

STAND ALONE**Credit**

Apprenticeship Operating Engineers 054, Tower Crane
 Apprenticeship Operating Engineers 079, Certified Welding Inspector
 Apprenticeship Operating Engineers 080, Structural Concrete Plan Reading
 Apprenticeship Operating Engineers 081, Structural Reinforced Concrete for Inspectors
 Child Development 108, Observation and Assessment for Early Learning and Development (DS3)
 Child Development 111A, Principles and Practices of Teaching Young Children
 Child Development 111B, Introduction to Curriculum for Young Children
 Child Development 112, Health, Safety and Nutrition for Children
 Child Development 116A, Infant/Toddler Growth and Development (DS4)
 Child Development 116B, Care and Education of Infants and Toddlers (DS3)
 Child Development 120A, Development of the School Age Child (DS5)
 Child Development 120B, School Age Child Care Curriculum and Activities (DS5)
 Child Development 215, Administration I: Programs in Early Childhood Education (DS6)
 Child Development 216, Administration II: Personnel and Leadership in Early Childhood Education (DS6)
 English N60, Basics of Effective Writing
 Gemology 015, Colored Stones and Diamond Lab
 Mathematics 086L, Intermediate Algebra for Statistics and Liberal Arts Math Lab
 Mathematics N55, Beginning Algebra
 Mathematics N55L, Beginning Algebra Math Lab
 Theatre Arts 198, Rehearsal and Performance: Musical - Leading Role
 Theatre Arts 198, Rehearsal and Performance: Musical - Minor/Supporting Role
 Theatre Arts 198, Rehearsal and Performance: One-Act Plays
 Theatre Arts 198, Rehearsal and Performance: Original One-Act Plays

Non-Credit

None

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT**SANTIAGO CANYON COLLEGE – COMMUNITY SERVICES PROGRAM**

To: Board of Trustees	Date: December 7, 2015
Re: Approval of Five Year Affiliation Agreement with New Orange Hills	
Action: Request for Approval	

BACKGROUND

The Community Services Program has developed a Certified Nurse Assistant Training Program designed to meet the needs of the community. The Nurse Assistant Training program requires students to complete 100 hours of supervised, clinical training at a local nursing facility. This arrangement is to allow the Santiago Canyon College Community Services Program to provide Nursing Assistant clinical training classes at New Orange Hills facilities free of charge to RSCCD from November 6, 2015 – June 30, 2020.

ANALYSIS

Through this agreement, New Orange Hills will provide classroom space, free-of-charge, to Santiago Canyon College Community Services Program to offer Nursing Assistant clinical training classes. It is anticipated that annually, the instructional cost to offer classes under this agreement will be approximately \$25,920 and the retained earnings will be approximately \$30,000. Attached is a copy of the Educational Affiliation Agreement.

RECOMMENDATION

It is recommended that the Board of Trustees approve the Affiliation Agreement with New Orange Hills to authorize SCC Community Services to provide Nursing Assistant clinical training classes at New Orange Hills facilities for the period of November 6, 2015 through June 30, 2020 as presented.

Fiscal Impact: \$30,000 annual revenue	Board Date: December 7, 2015
Prepared by: Jose Vargas, Vice President, Continuing Education, Santiago Canyon College	
Submitted by: John Weispfenning, Ph.D., President	
Recommended by: Raúl Rodriguez, Ph.D., Chancellor	

**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
EDUCATIONAL AFFILIATION AGREEMENT**

Certified Nursing Assistant Program

THIS AGREEMENT is made and entered into the **Friday of November 6, 2015** by and between **New Orange Hills**, hereinafter called the Agency, and **Rancho Santiago Community College District on behalf of Santiago Canyon College Community Services Department**, hereinafter called the District.

PART I. BASIS AND PURPOSE OF AGREEMENT

WITNESSETH:

WHEREAS, the District and Agency acknowledge a public obligation to contribute to Certified Nursing Assistant Program education for the benefit for students and to meet community needs.

WHEREAS, the District provides programs in Certified Nursing Assistant education, which require clinical experience for students enrolled in these programs.

WHEREAS, the Agency has facilities suitable for the clinical needs of the District programs in the Certified Nursing Assistant Program.

WHEREAS, it is to the benefit of both District and Agency that Certified Nursing Assistant Program students have opportunities for clinical experience to enhance their capabilities as practitioners.

NOW, THEREFORE, the District and Agency do covenant and agree as follows:

PART II. GENERAL RESPONSIBILITIES AND PRIVILEGES OF THE COLLEGE

A. For the Program in General

1. The District will assume full responsibility for offering Certified Nursing Assistant Program education programs eligible for accreditation by the appropriate State Board.
2. For Background clearance:
The District shall inform the Certified Nursing Assistant Program students of the Background Check requirement and their responsibility of payment.
4. For Student Workers' Compensation:
The District shall procure and maintain Workers' Compensation insurance to cover its employees and students while participating in the clinical experience, in compliance with statutory requirements of California law

B. For Program Planning

1. The District will initiate the development of mutually acceptable clinical instruction plans for using the Agency's clinical areas to meet the educational goals of Certified Nursing Assistant Program curricula. These plans will be made available to the Agency at a mutually agreed upon time prior to the beginning of the school term and subject to revision in instances of conflicts with agency patient care responsibilities and/or District interests.
2. The District has the privilege of regularly scheduled meetings with Agency staff, including both selected Agency personnel and administrative level representatives for the purpose of interpreting, discussing, and evaluating the educational programs in Certified Nursing Assistant.

C. For Certified Nursing Assistant Program Students

1. The District will be responsible for assuring that Certified Nursing Assistant Program students assigned to the Agency for clinical instruction meet both District and Agency standards of health and physical fitness, and shall provide certification that the Certified Nursing Assistant Program students have been immunized against the common communicable diseases.

PART III. GENERAL RESPONSIBILITIES AND PRIVILEGES OF THE AGENCY

A. For the Program in General

1. The Agency will maintain the standards, approvals, license and permits required by the State, county or any local government agency, necessary to which make it eligible for approval as a clinical area for instruction in accredited Certified Nursing Assistant Program programs. To further this, the Agency agrees to provide and maintain personnel who are in its opinion, capable and qualified in those divisions in which students are placed.
2. The administration of the service and patient care at the Agency shall be the responsibility of and under the control and supervision of the Agency and shall be administered through the Agency and shall be administered through the Agency staff.
3. The Agency will designate a staff member who will function as Education Coordinator for Certified Nursing Assistant Program education uses of the Agency facilities, including joint planning and representatives of all involved Certified Nursing Assistant Program programs.
4. The Agency will provide orientation for students and faculty to familiarize them with Agency policies and facilities before assigning them to duties at the Agency.

5. The Agency will permit its employees to participate in the educational program as resource persons and clinical experts provided such participation does not interfere with assigned duties.
6. The Agency will permit the faculty and students of the District to use its patient care and patient service facilities for clinical education according to approved curricula.
7. The Agency will confer with the District prior to making a commitment for new or expanded use of its clinical facilities by any other Certified Nursing Assistant Program that interfere with current student placement.
8. The Agency shall, at all times, retain full professional and administrative responsibility for patient care and all services rendered at the Agency.
9. The Agency shall provide as part of the orientation to students, instructors and District program coordinator, instruction about the Health Insurance Portability and Accountability Act of 1996. As part of the orientation, the Agency shall provide all students with rules, regulations, policies and procedures of the Agency, or an accurate summary of relevant rules, regulations, policies and procedures, and require their conformance to such rules, regulations, policies and procedures as a condition of their clinical experience participation.

B. For Services and Facilities

1. The Agency will permit the educational use of such supplies and equipment as are commonly available for patient care.
2. The Agency will permit use of the following facilities and services by District Certified Nursing Assistant Program students and faculty at such times and to the degrees considered feasible by the agency.
 - a. Locker, storage and dressing facilities.
 - b. Same food services as are available for Agency staff.
 - c. First aid treatment with written consent required for minors.
 - d. Access to sources of information for education purposes such as:
 1. Patient's chart.
 2. Procedure guides policy manuals.
 3. Medical dictionaries, pharmacology references, and other references suitable to the clinical area.
 4. Books and periodicals in the Medical library.

C. For the Control of District Personnel

1. The Agency may refuse access to its clinical areas to Certified Nursing Assistant Program students or district faculty who do not meet its employee standards for safety, health, cooperation, or ethical behavior pending investigation and resolution of the matter by the Agency and the District.

PART IV.

JOINT RESPONSIBILITIES AND PRIVILEGES

A. For publications

1. Publication by District faculty, or Agency staff members of any material relative to their clinical experience, that has not been approved for release by the District and Agency signers of this agreement, is prohibited.

B. Insurance:

Without limiting the indemnification obligations stated below, each party to the Agreement shall maintain and secure at its own expense comprehensive general liability, property damage insurance, and professional liability of not less than one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) in annual aggregate, and said policy shall remain in full force and effect during the term hereof. Thirty (30) days written notice shall be provided to the other party prior to cancellation, or reduction in said insurance. Upon request, the requesting party shall be provided a copy of said policy.

C. Indemnification

All parties to this Agreement shall agree to defend, indemnify, and hold harmless the other party, its officers, agents, employees, students and volunteers, from and against all claims, losses, liabilities, expenses (including reasonable attorneys' fees), judgments or settlements arising from injury to person or property, sustained or claimed to have been sustained, arising out of the activities, or the performance or nonperformance of obligations under this Agreement, of the indemnifying party, or those of any of its officers, agents, employees, students or volunteers. The provisions of this Article do not apply to any damage or losses caused solely by the negligence or intentional acts of the non-indemnifying party or any of its agents or employees.

D. Non-Discrimination

Neither the District nor the Agency shall discriminate against any person because of Race, color, religion, sex, creed, marital status, national origin, age or disability, or on any other basis prohibited by law.

PART V.

STATUS OF CERTIFIED NURSING ASSISTANT STUDENTS

- A. Certified Nursing Assistant Program students shall have the status as learners and shall not be considered to be Agency employees nor shall they replace Agency staff. Any service**

rendered by the student during the experience is to be considered in addition to planned patient care in that area. Clinical experience will be conducted as a laboratory learning experience. The Agency will provide regular staffing for patient care in areas where students are obtaining clinical experience.

- B. Certified Nursing Assistant Program students are subject to the authority, policies, and regulations of the District. They are also subject, during clinical assignment, to applicable agency regulations and must conform to the same standards as are for Agency employees in matters relating to the welfare of patients and general Agency operations.
- D. The District will be responsible for assuring that health care students assigned to the Agency for clinical instruction meet both District and Agency standards of health and physical fitness.

PART VI. PERIOD OF AGREEMENT, TERMINATION

- A. This agreement shall be effective as of the date signed, and shall continue in effect for five years, unless terminated earlier by written notice of either party. Either party to this Agreement may, in its sole discretion, terminate this Agreement with or without cause by giving the other party at least 30 days' prior written notice. In the event the Agreement is terminated for cause, all of the obligations of the terminating party shall be waived immediately upon written notice of termination. In the event of termination without cause, the parties agree to fulfill their respective obligations associated with the current term or semester, prior to such termination becoming effective.
- B. This agreement shall immediately terminate if the District's or the Agency's licenses, accreditation or certifications required for the program are terminated, revoked, reduced, or any type of disciplinary action is taken against the District or the Agency by an accreditation or regulatory agency.

IN WITNESS WHEREOF, the said parties have hereunto set their hands:

District: Rancho Santiago Community College
District

Agency: New Orange Hills

Rancho Santiago Community College District
2323 N. Broadway
Santa Ana, CA 92706

New Orange Hills
5017 E. Chapman Ave
Orange, CA 92869

Signature

Peter J. Hardash
Vice Chancellor
Business Operations & Fiscal Services

Date

Signature

Person

Responsible: Stephen N. Flood

Title: Administrator

Date

11/6/15

Rancho Santiago Comm Coll District

Board Meeting of 12/07/15

AP0020

Bank Code: 92 District Funds

Check Registers Submitted for Approval

Page: 1

Checks Written for Period 10/28/15 Thru 11/23/15

Register #	Fund Title	Amount	Voided Checks	Adjusted Amount	Beg Check #	End Check #
	General Fund Unrestricted	521,690.85	521,690.85	0.00	92*0451425	92*0455429
62941	General Fund Unrestricted	0.00	1,444.00	-1,444.00	92*0445204	92*0445204
63095	General Fund Unrestricted	0.00	2,258.00	-2,258.00	92*0447270	92*0447274
63101	General Fund Unrestricted	0.00	1,423.00	-1,423.00	92*0447860	92*0447860
63102	General Fund Unrestricted	0.00	1,444.00	-1,444.00	92*0447994	92*0447994
63103	General Fund Unrestricted	0.00	3,300.00	-3,300.00	92*0448038	92*0448105
63109	General Fund Unrestricted	0.00	2,120.80	-2,120.80	92*0448675	92*0448675
63178	General Fund Unrestricted	0.00	1,062.00	-1,062.00	92*0449921	92*0449921
63238	General Fund Unrestricted	85,365.90	870.00	84,495.90	92*0450596	92*0450695
63239	General Fund Unrestricted	82,834.43	0.00	82,834.43	92*0450696	92*0450776
63240	General Fund Unrestricted	80,440.28	2,028.00	78,412.28	92*0450777	92*0450876
63241	General Fund Unrestricted	96,873.16	600.00	96,273.16	92*0450877	92*0450976
63242	General Fund Unrestricted	121,837.81	1,668.00	120,169.81	92*0450977	92*0451102
63243	General Fund Unrestricted	2,368.00	0.00	2,368.00	92*0451103	92*0451113
63244	General Fund Unrestricted	3,891.40	0.00	3,891.40	92*0451115	92*0451117
63251	General Fund Unrestricted	3,564.80	0.00	3,564.80	92*0451163	92*0451164
63252	General Fund Unrestricted	303,289.67	0.00	303,289.67	92*0451165	92*0451254
63253	General Fund Unrestricted	32,814.51	0.00	32,814.51	92*0451261	92*0451319
63258	General Fund Unrestricted	981,229.30	0.00	981,229.30	92*0451330	92*0451367
63260	General Fund Unrestricted	3,188.30	0.00	3,188.30	92*0451414	92*0451422
63261	General Fund Unrestricted	20.00	0.00	20.00	92*0451423	92*0451423
63262	General Fund Unrestricted	1,423.00	0.00	1,423.00	92*0451424	92*0451424
63264	General Fund Unrestricted	88,758.00	0.00	88,758.00	92*0451725	92*0451824
63265	General Fund Unrestricted	97,569.85	0.00	97,569.85	92*0451825	92*0451924
63266	General Fund Unrestricted	88,544.00	0.00	88,544.00	92*0451925	92*0452024
63267	General Fund Unrestricted	113,475.04	0.00	113,475.04	92*0452025	92*0452124
63268	General Fund Unrestricted	100,303.00	0.00	100,303.00	92*0452125	92*0452224
63269	General Fund Unrestricted	108,540.00	1,444.00	107,096.00	92*0452225	92*0452324
63270	General Fund Unrestricted	114,115.90	0.00	114,115.90	92*0452325	92*0452424
63271	General Fund Unrestricted	106,965.62	0.00	106,965.62	92*0452425	92*0452524
63272	General Fund Unrestricted	108,335.00	0.00	108,335.00	92*0452525	92*0452624
63273	General Fund Unrestricted	112,480.90	0.00	112,480.90	92*0452625	92*0452724
63274	General Fund Unrestricted	115,618.64	0.00	115,618.64	92*0452725	92*0452824
63275	General Fund Unrestricted	88,324.58	0.00	88,324.58	92*0452825	92*0452912
63276	General Fund Unrestricted	16,732.00	0.00	16,732.00	92*0452913	92*0452929
63277	General Fund Unrestricted	93,098.00	0.00	93,098.00	92*0452930	92*0453029
63278	General Fund Unrestricted	98,795.00	0.00	98,795.00	92*0453030	92*0453129
63279	General Fund Unrestricted	96,318.50	0.00	96,318.50	92*0453130	92*0453229
63280	General Fund Unrestricted	103,427.01	0.00	103,427.01	92*0453230	92*0453329
63281	General Fund Unrestricted	90,773.50	0.00	90,773.50	92*0453330	92*0453429
63282	General Fund Unrestricted	113,098.50	0.00	113,098.50	92*0453430	92*0453529

Checks Written for Period 10/28/15 Thru 11/23/15

Register #	Fund Title	Amount	Voided Checks	Adjusted Amount	Beg Check #	End Check #
63283	General Fund Unrestricted	108,697.50	150.00	108,547.50	92*0453530	92*0453629
63284	General Fund Unrestricted	106,699.00	3,716.00	102,983.00	92*0453630	92*0453729
63285	General Fund Unrestricted	115,103.00	0.00	115,103.00	92*0453730	92*0453829
63286	General Fund Unrestricted	99,070.50	0.00	99,070.50	92*0453830	92*0453929
63287	General Fund Unrestricted	122,724.41	0.00	122,724.41	92*0453930	92*0454029
63288	General Fund Unrestricted	113,228.50	0.00	113,228.50	92*0454030	92*0454129
63289	General Fund Unrestricted	115,151.00	0.00	115,151.00	92*0454130	92*0454229
63290	General Fund Unrestricted	119,233.00	2,213.00	117,020.00	92*0454230	92*0454329
63291	General Fund Unrestricted	114,630.00	0.00	114,630.00	92*0454330	92*0454429
63292	General Fund Unrestricted	117,513.00	3,716.00	113,797.00	92*0454430	92*0454529
63293	General Fund Unrestricted	110,872.00	0.00	110,872.00	92*0454530	92*0454629
63294	General Fund Unrestricted	116,590.00	3,302.00	113,288.00	92*0454630	92*0454729
63295	General Fund Unrestricted	124,176.00	7,411.00	116,765.00	92*0454730	92*0454829
63296	General Fund Unrestricted	114,546.00	1,237.00	113,309.00	92*0454830	92*0454929
63297	General Fund Unrestricted	116,027.00	982.00	115,045.00	92*0454930	92*0455029
63298	General Fund Unrestricted	121,262.00	2,166.00	119,096.00	92*0455030	92*0455129
63299	General Fund Unrestricted	111,326.00	6,965.00	104,361.00	92*0455130	92*0455229
63301	General Fund Unrestricted	123,409.50	0.00	123,409.50	92*0455430	92*0455529
63302	General Fund Unrestricted	120,748.00	0.00	120,748.00	92*0455530	92*0455629
63303	General Fund Unrestricted	117,595.50	0.00	117,595.50	92*0455630	92*0455729
63304	General Fund Unrestricted	111,334.00	0.00	111,334.00	92*0455730	92*0455829
63305	General Fund Unrestricted	93,997.32	0.00	93,997.32	92*0455830	92*0455929
63306	General Fund Unrestricted	47,439.99	414.00	47,025.99	92*0455930	92*0455993
63310	General Fund Unrestricted	2,041,933.46	985,247.65	1,056,685.81	92*0456045	92*0456111
63311	General Fund Unrestricted	81,215.51	0.00	81,215.51	92*0456118	92*0456169
63317	General Fund Unrestricted	66,620.44	0.00	66,620.44	92*0456199	92*0456218
63318	General Fund Unrestricted	10,281.60	0.00	10,281.60	92*0456221	92*0456255
63322	General Fund Unrestricted	47,153.51	0.00	47,153.51	92*0456284	92*0456302
63323	General Fund Unrestricted	12,452.29	0.00	12,452.29	92*0456303	92*0456309
63324	General Fund Unrestricted	2,272.00	0.00	2,272.00	92*0456310	92*0456310
63328	General Fund Unrestricted	1,088,483.17	0.00	1,088,483.17	92*0456349	92*0456361
63329	General Fund Unrestricted	128,335.00	0.00	128,335.00	92*0456362	92*0456432
63330	General Fund Unrestricted	199,890.00	7,221.00	192,669.00	92*0456433	92*0456532
63331	General Fund Unrestricted	179,213.50	6,958.00	172,255.50	92*0456533	92*0456632
63332	General Fund Unrestricted	58,268.00	1,439.00	56,829.00	92*0456633	92*0456663
63333	General Fund Unrestricted	1,444.00	0.00	1,444.00	92*0456664	92*0456664
63334	General Fund Unrestricted	9,002.70	0.00	9,002.70	92*0456665	92*0456724
63340	General Fund Unrestricted	1,273.50	0.00	1,273.50	92*0456750	92*0456756
63341	General Fund Unrestricted	25,569.55	0.00	25,569.55	92*0456760	92*0456777
63347	General Fund Unrestricted	61,476.04	0.00	61,476.04	92*0456808	92*0456833
63348	General Fund Unrestricted	47,512.64	0.00	47,512.64	92*0456838	92*0456854

Register #	Fund Title	Amount	Voided Checks	Adjusted Amount	Beg Check #	End Check #
63349	General Fund Unrestricted	5,730.00	0.00	5,730.00	92*0456855	92*0456855
63353	General Fund Unrestricted	93,730.92	0.00	93,730.92	92*0456878	92*0456896
63354	General Fund Unrestricted	13,346.24	0.00	13,346.24	92*0456897	92*0456930
63355	General Fund Unrestricted	1,062.00	0.00	1,062.00	92*0456931	92*0456931
63362	General Fund Unrestricted	1,489.42	0.00	1,489.42	92*0456988	92*0456989
63364	General Fund Unrestricted	11,974.46	0.00	11,974.46	92*0456991	92*0456996
63370	General Fund Unrestricted	18,141.11	0.00	18,141.11	92*0457023	92*0457064
63371	General Fund Unrestricted	20,749.68	0.00	20,749.68	92*0457065	92*0457077
63372	General Fund Unrestricted	1,083.98	0.00	1,083.98	92*0457079	92*0457088
63373	General Fund Unrestricted	2,226.00	0.00	2,226.00	92*0457089	92*0457089
63376	General Fund Unrestricted	8,135.60	0.00	8,135.60	92*0457115	92*0457140
63377	General Fund Unrestricted	5,824.72	0.00	5,824.72	92*0457144	92*0457144
Total Fund 11 General Fund Unrestricted		<u>\$10,983,368.71</u>	<u>\$1,574,490.30</u>	<u>\$9,408,878.41</u>		

Register #	Fund Title	Amount	Voided Checks	Adjusted Amount	Beg Check #	End Check #
62787	General Fund Restricted	0.00	8.61	-8.61	92*0441052	92*0441052
63025	General Fund Restricted	0.00	2,107.02	-2,107.02	92*0446383	92*0446383
63244	General Fund Restricted	31,774.64	0.00	31,774.64	92*0451114	92*0451114
63252	General Fund Restricted	103,320.84	0.00	103,320.84	92*0451167	92*0451247
63253	General Fund Restricted	30,147.52	0.00	30,147.52	92*0451255	92*0451318
63259	General Fund Restricted	56,899.23	0.00	56,899.23	92*0451368	92*0451413
63309	General Fund Restricted	73,781.05	0.00	73,781.05	92*0456006	92*0456044
63311	General Fund Unrestricted	93,200.13	0.00	93,200.13	92*0456112	92*0456158
63316	General Fund Restricted	9,115.64	0.00	9,115.64	92*0456190	92*0456198
63318	General Fund Restricted	15,116.54	0.00	15,116.54	92*0456219	92*0456254
63321	General Fund Restricted	5,710.93	0.00	5,710.93	92*0456270	92*0456283
63323	General Fund Restricted	3,747.63	0.00	3,747.63	92*0456305	92*0456308
63327	General Fund Restricted	160,626.02	0.00	160,626.02	92*0456315	92*0456348
63339	General Fund Restricted	7,159.46	0.00	7,159.46	92*0456740	92*0456749
63341	General Fund Restricted	17,220.21	0.00	17,220.21	92*0456757	92*0456773
63346	General Fund Restricted	25,433.57	0.00	25,433.57	92*0456795	92*0456807
63348	General Fund Restricted	19,832.28	0.00	19,832.28	92*0456834	92*0456852
63352	General Fund Restricted	49,900.25	0.00	49,900.25	92*0456863	92*0456877
63354	General Fund Restricted	23,141.94	0.00	23,141.94	92*0456899	92*0456926
63361	General Fund Restricted	40,791.04	0.00	40,791.04	92*0456959	92*0456987
63363	General Fund Restricted	2,652.72	0.00	2,652.72	92*0456990	92*0456990
63369	General Fund Restricted	3,680.00	0.00	3,680.00	92*0457003	92*0457022
63371	General Fund Restricted	1,216.79	0.00	1,216.79	92*0457078	92*0457078
63372	General Fund Restricted	687.92	0.00	687.92	92*0457086	92*0457086
63375	General Fund Restricted	9,594.39	0.00	9,594.39	92*0457094	92*0457114
63377	General Fund Restricted	674.27	0.00	674.27	92*0457141	92*0457143
Total Fund 12 General Fund Restricted		\$785,425.01	\$2,115.63	\$783,309.38		

Register #	Fund Title	Amount	Voided Checks	Adjusted Amount	Beg Check #	End Check #
63253	GF Unrestricted One-Time Func	1,750.00	0.00	1,750.00	92*0451279	92*0451279
63311	General Fund Unrestricted	5,683.69	0.00	5,683.69	92*0456156	92*0456172
63318	GF Unrestricted One-Time Func	291.60	0.00	291.60	92*0456235	92*0456235
63354	GF Unrestricted One-Time Func	526.04	0.00	526.04	92*0456898	92*0456898
63371	General Fund Unrestricted	5,520.20	0.00	5,520.20	92*0457066	92*0457066
Total Fund 13 General Fund Unrestricted		\$13,771.53	\$0.00	\$13,771.53		

Register #	Fund Title	Amount	Voided Checks	Adjusted Amount	Beg Check #	End Check #
63245	Child Development Fund	6,993.28	0.00	6,993.28	92*0451118	92*0451126
63250	Child Development Fund	22,603.64	0.00	22,603.64	92*0451137	92*0451162
63256	Child Development Fund	12,602.90	0.00	12,602.90	92*0451323	92*0451326
63308	Child Development Fund	1,897.89	0.00	1,897.89	92*0455996	92*0456005
63315	Child Development Fund	5,380.55	0.00	5,380.55	92*0456184	92*0456189
63320	Child Development Fund	5,444.27	0.00	5,444.27	92*0456257	92*0456269
63326	Child Development Fund	1,459.36	0.00	1,459.36	92*0456312	92*0456314
63338	Child Development Fund	14,180.49	0.00	14,180.49	92*0456729	92*0456739
63345	Child Development Fund	6,221.86	0.00	6,221.86	92*0456785	92*0456794
63351	Child Development Fund	2,127.05	0.00	2,127.05	92*0456858	92*0456862
63360	Child Development Fund	18,792.52	0.00	18,792.52	92*0456949	92*0456958
63368	Child Development Fund	1,190.98	0.00	1,190.98	92*0457000	92*0457002
63374	Child Development Fund	3,321.07	0.00	3,321.07	92*0457090	92*0457093
Total Fund 33 Child Development Fund		\$102,215.86	\$0.00	\$102,215.86		

Checks Written for Period 10/28/15 Thru 11/23/15

Register #	Fund Title	Amount	Voided Checks	Adjusted Amount	Beg Check #	End Check #
63247	Capital Outlay Projects Fund	21,461.60	0.00	21,461.60	92*0451128	92*0451130
63257	Capital Outlay Projects Fund	19,216.94	0.00	19,216.94	92*0451327	92*0451329
63307	Capital Outlay Projects Fund	8,768.50	0.00	8,768.50	92*0455994	92*0455995
63314	Capital Outlay Projects Fund	76,124.96	0.00	76,124.96	92*0456181	92*0456183
63319	Capital Outlay Projects Fund	2,087.20	0.00	2,087.20	92*0456256	92*0456256
63337	Capital Outlay Projects Fund	2,950.00	0.00	2,950.00	92*0456728	92*0456728
63344	Capital Outlay Projects Fund	150,557.20	0.00	150,557.20	92*0456780	92*0456784
63350	Capital Outlay Projects Fund	123,715.43	0.00	123,715.43	92*0456856	92*0456857
63359	Capital Outlay Projects Fund	165,503.18	0.00	165,503.18	92*0456939	92*0456948
63367	Capital Outlay Projects Fund	4,450.00	0.00	4,450.00	92*0456999	92*0456999
Total Fund 41 Capital Outlay Projects Fun		<u>\$574,835.01</u>	<u>\$0.00</u>	<u>\$574,835.01</u>		

Register #	Fund Title	Amount	Voided Checks	Adjusted Amount	Beg Check #	End Check #
63313	Bond Fund, Measure E	44,346.00	0.00	44,346.00	92*0456179	92*0456180
63343	Bond Fund, Measure E	8,460.00	0.00	8,460.00	92*0456779	92*0456779
63358	Bond Fund, Measure E	11,897.00	0.00	11,897.00	92*0456936	92*0456938
Total Fund 42 Bond Fund, Measure E		\$64,703.00	\$0.00	\$64,703.00		

Register #	Fund Title	Amount	Voided Checks	Adjusted Amount	Beg Check #	End Check #
63249	Bond Fund, Measure Q	1,406,070.03	0.00	1,406,070.03	92*0451133	92*0451136
63312	Bond Fund, Measure Q	234,346.52	0.00	234,346.52	92*0456173	92*0456178
63336	Bond Fund, Measure Q	87,468.99	0.00	87,468.99	92*0456726	92*0456727
63357	Bond Fund, Measure Q	273,101.37	0.00	273,101.37	92*0456934	92*0456935
Total Fund 43 Bond Fund, Measure Q		<u>\$2,000,986.91</u>	<u>\$0.00</u>	<u>\$2,000,986.91</u>		

Register #	Fund Title	Amount	Voided Checks	Adjusted Amount	Beg Check #	End Check #
63248	Property and Liability Fund	28,078.91	0.00	28,078.91	92*0451131	92*0451132
63254	Property and Liability Fund	150.76	0.00	150.76	92*0451320	92*0451320
63325	Property and Liability Fund	615.25	0.00	615.25	92*0456311	92*0456311
63335	Property and Liability Fund	614.41	0.00	614.41	92*0456725	92*0456725
63342	Property and Liability Fund	2,267.00	0.00	2,267.00	92*0456778	92*0456778
63356	Property and Liability Fund	3,945.66	0.00	3,945.66	92*0456932	92*0456933
63366	Property and Liability Fund	7,567.00	0.00	7,567.00	92*0456998	92*0456998
Total Fund 61 Property and Liability Fund		\$43,238.99	\$0.00	\$43,238.99		

Checks Written for Period 10/28/15 Thru 11/23/15

Register #	Fund Title	Amount	Voided Checks	Adjusted Amount	Beg Check #	End Check #
63246	Workers' Compensation Fund	44.00	0.00	44.00	92*0451127	92*0451127
63255	Workers' Compensation Fund	44,477.91	0.00	44,477.91	92*0451321	92*0451322
Total Fund 62 Workers' Compensation Fu		<u>\$44,521.91</u>	<u>\$0.00</u>	<u>\$44,521.91</u>		

Checks Written for Period 10/28/15 Thru 11/23/15

63365	Student Financial Aid Fund	196.78	0.00	196.78	92*0456997	92*0456997
Total Fund 74 Student Financial Aid Fund		<u><u>\$196.78</u></u>	<u><u>\$0.00</u></u>	<u><u>\$196.78</u></u>		

SUMMARY

Total Fund 11 General Fund Unrestricted	9,408,878.41
Total Fund 12 General Fund Restricted	783,309.38
Total Fund 13 General Fund Unrestricted	13,771.53
Total Fund 33 Child Development Fund	102,215.86
Total Fund 41 Capital Outlay Projects Fund	574,835.01
Total Fund 42 Bond Fund, Measure E	64,703.00
Total Fund 43 Bond Fund, Measure Q	2,000,986.91
Total Fund 61 Property and Liability Fund	43,238.99
Total Fund 62 Workers' Compensation Fund	44,521.91
Total Fund 74 Student Financial Aid Fund	196.78
Grand Total:	<u><u>\$13,036,657.78</u></u>

Checks Written for Period 10/24/15 Thru 11/13/15

<u>Register #</u>	<u>Fund Title</u>	<u>Amount</u>	<u>Voided Checks</u>	<u>Adjusted Amount</u>	<u>Beg Check #</u>	<u>End Check #</u>
311510531	Bookstore Fund	40,256.59	0.00	40,256.59	31*0106354	31*0106375
311511107	Bookstore Fund	28,459.30	922.64	27,536.66	31*0106376	31*0106396
311511213	Bookstore Fund	26,444.97	581.69	25,863.28	31*0106397	31*0106419
Total Fund 31 Bookstore Fund		<u><u>\$95,160.86</u></u>	<u><u>\$1,504.33</u></u>	<u><u>\$93,656.53</u></u>		

**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
BUDGET BOARD REPORT
From 11/01/2015 To 11/18/2015
Board Meeting on 12/07/2015**

No. 5.2

BACKGROUND

The California Administration Code, Title 5, §58307 requires Board approval of budget transfers between major objects and budget adjustments, increases and decreases by major object code, for each fund.

ANALYSIS

This listing, broken down by fund, provides by major object code the total of budget transfers/adjustments for the period and fund indicated. Each budget transfer/adjustment supporting these totals is kept on file in the Business Operations and Fiscal Services department. Additional information will be provided upon request.

BUDGET TRANSFERS	From	To
<u>Fund 11: General Fund Unrestricted</u>		
1000 ACADEMIC SALARIES		44,341
2000 CLASSIFIED SALARIES	63,905	
3000 EMPLOYEE BENEFITS		9,309
4000 SUPPLIES & MATERIALS	6,458	
5000 OTHER OPERATING EXP & SERVICES		16,286
6000 CAPITAL OUTLAY		427
	<hr/>	<hr/>
Total Transfer Fund 11	\$70,363	\$70,363
<u>Fund 12: General Fund Restricted</u>		
1000 ACADEMIC SALARIES	52,241	
2000 CLASSIFIED SALARIES		56,426
3000 EMPLOYEE BENEFITS		45,617
4000 SUPPLIES & MATERIALS		25,053
5000 OTHER OPERATING EXP & SERVICES	229,138	
6000 CAPITAL OUTLAY		167,178
7000 OTHER OUTGO	11,916	
7900 RESERVE FOR CONTINGENCIES	979	
	<hr/>	<hr/>
Total Transfer Fund 12	\$294,274	\$294,274
<u>Fund 33: Child Development Fund</u>		
2000 CLASSIFIED SALARIES	6,153	
4000 SUPPLIES & MATERIALS		5,307
5000 OTHER OPERATING EXP & SERVICES	3,236	
6000 CAPITAL OUTLAY		4,082
	<hr/>	<hr/>
Total Transfer Fund 33	\$9,389	\$9,389
<u>Fund 41: Capital Outlay Projects Fund</u>		
5000 OTHER OPERATING EXP & SERVICES	46,006	
6000 CAPITAL OUTLAY		331,333
7900 RESERVE FOR CONTINGENCIES	285,327	
	<hr/>	<hr/>
Total Transfer Fund 41	\$331,333	\$331,333

**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
BUDGET BOARD REPORT
From 11/01/2015 To 11/18/2015
Board Meeting on 12/07/2015**

BUDGET INCREASES AND DECREASES		Revenue	Appropriation
<u>Fund 12: General Fund Restricted</u>			
8100	FEDERAL REVENUES	(473,859)	
8600	STATE REVENUES	5,577,005	
8800	LOCAL REVENUES	3,409	
1000	ACADEMIC SALARIES		878,972
2000	CLASSIFIED SALARIES		236,221
3000	EMPLOYEE BENEFITS		310,627
4000	SUPPLIES & MATERIALS		98,636
5000	OTHER OPERATING EXP & SERVICES		3,553,770
6000	CAPITAL OUTLAY		(104,462)
7000	OTHER OUTGO		132,791
Total Transfer Fund 12		\$5,106,555	\$5,106,555
<u>Fund 13: GF Unrestricted One-Time Funds</u>			
8800	LOCAL REVENUES	12,315	
6000	CAPITAL OUTLAY		12,315
Total Transfer Fund 13		\$12,315	\$12,315
<u>Fund 33: Child Development Fund</u>			
8600	STATE REVENUES	106,515	
5000	OTHER OPERATING EXP & SERVICES		73,863
6000	CAPITAL OUTLAY		32,652
Total Transfer Fund 33		\$106,515	\$106,515
<u>Fund 74: Student Financial Aid Fund</u>			
8600	STATE REVENUES	348,850	
7000	OTHER OUTGO		348,850
Total Transfer Fund 74		\$348,850	\$348,850
<u>Fund 79: Diversified Trust Fund</u>			
8800	LOCAL REVENUES	18,201	
4000	SUPPLIES & MATERIALS		4,000
5000	OTHER OPERATING EXP & SERVICES		7,701
6000	CAPITAL OUTLAY		6,500
Total Transfer Fund 79		\$18,201	\$18,201

The attached listing provides detailed transfers between major object codes equal to or greater than \$25,000, and all transfers affecting 79XX object to establish new revenue and expense budgets. In each case, a brief explanation is stated.

RECOMMENDATION

It is recommended the Board approve the budget transfers/adjustments as presented.

**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
BUDGET BOARD REPORT
From 11/01/2015 To 11/18/2015
Board Meeting on 12/07/2015**

This listing provides detailed transfers between major object codes equal to or greater than \$25,000, and all transfers affecting 79XX object to establish new revenue and expense budgets. In each case, a brief explanation is stated.

BUDGET TRANSFERS	From	To
<u>Fund 11: General Fund Unrestricted</u>		
B017223 11/09/15		
2000 CLASSIFIED SALARIES	29,602	
3000 EMPLOYEE BENEFITS	7,542	
4000 SUPPLIES & MATERIALS		4,638
5000 OTHER OPERATING EXP & SERVICES		32,506
	\$37,144	\$37,144
Total Reference B017223		
Reason: Adjustment		
Description: To fund accounts using part of L. Dulalas's PR savings		
<u>Fund 12: General Fund Restricted</u>		
B017198 11/05/15		
2000 CLASSIFIED SALARIES		35,978
3000 EMPLOYEE BENEFITS		35,390
5000 OTHER OPERATING EXP & SERVICES	71,368	
	\$71,368	\$71,368
Total Reference B017198		
Reason: Special Project Adjustment		
Description: Financial Aid Analyst position reorg #913		
B017201 11/05/15		
1000 ACADEMIC SALARIES	31,925	
2000 CLASSIFIED SALARIES		34,323
3000 EMPLOYEE BENEFITS		4,051
4000 SUPPLIES & MATERIALS		4,740
5000 OTHER OPERATING EXP & SERVICES	11,359	
7000 OTHER OUTGO		170
	\$43,284	\$43,284
Total Reference B017201		
Reason: Special Project Adjustment		
Description: Adjustments to equity carryover budget #2548		
B017231 11/10/15		
5000 OTHER OPERATING EXP & SERVICES	113,478	
6000 CAPITAL OUTLAY		113,478
	\$113,478	\$113,478
Total Reference B017231		
Reason: Special Project Adjustment		
Description: Cover 115 computers for D Bldg Humanities D-301, 306 & 307		
B017272 11/13/15		
5000 OTHER OPERATING EXP & SERVICES		979
7900 RESERVE FOR CONTINGENCIES	979	
	\$979	\$979
Total Reference B017272		
Reason: Special Project Adjustment		
Description: Allocate funds to allow data lines to be installed at SCC/SHWS		

**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
BUDGET BOARD REPORT
From 11/01/2015 To 11/18/2015
Board Meeting on 12/07/2015**

BUDGET TRANSFERS		From	To
B017289	11/17/15		
1000	ACADEMIC SALARIES		3,257
2000	CLASSIFIED SALARIES		6,569
4000	SUPPLIES & MATERIALS		25,765
5000	OTHER OPERATING EXP & SERVICES	25,617	
6000	CAPITAL OUTLAY		13,040
7000	OTHER OUTGO	23,014	
Total Reference B017289		\$48,631	\$48,631
Reason:	Special Project Adjustment		
Description:	Cover overtime, two new hires, equipment & instr. supplies		
Fund 41: Capital Outlay Projects Fund			
B017162	11/02/15		
6000	CAPITAL OUTLAY		189,407
7900	RESERVE FOR CONTINGENCIES	189,407	
Total Reference B017162		\$189,407	\$189,407
Reason:	Special Project Adjustment		
Description:	Allocate funds to contractor services		
B017240	11/12/15		
5000	OTHER OPERATING EXP & SERVICES	82,159	
6000	CAPITAL OUTLAY		82,159
Total Reference B017240		\$82,159	\$82,159
Reason:	Special Project Adjustment		
Description:	Allocate funds to AE fee & cost estimating		
B017241	11/12/15		
5000	OTHER OPERATING EXP & SERVICES		38,153
6000	CAPITAL OUTLAY	18,153	
7900	RESERVE FOR CONTINGENCIES	20,000	
Total Reference B017241		\$38,153	\$38,153
Reason:	Special Project Adjustment		
Description:	Cover tinting of windows at Sheriff Academy		
B017277	11/16/15		
6000	CAPITAL OUTLAY	13,080	
7900	RESERVE FOR CONTINGENCIES		13,080
Total Reference B017277		\$13,080	\$13,080
Reason:	Special Project Adjustment		
Description:	Allocate funds to project 3330; project was created twice		
B017286	11/17/15		
6000	CAPITAL OUTLAY		34,500
7900	RESERVE FOR CONTINGENCIES	34,500	
Total Reference B017286		\$34,500	\$34,500
Reason:	New Budget		
Description:	DO- Waterproof Mechanical Room		

**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
BUDGET BOARD REPORT
From 11/01/2015 To 11/18/2015
Board Meeting on 12/07/2015**

BUDGET TRANSFERS	From	To
B017287 11/17/15		
6000 CAPITAL OUTLAY		54,500
7900 RESERVE FOR CONTINGENCIES	54,500	
	\$54,500	\$54,500

Reason: New Budget
Description: DO- Construct Janitors Closet

BUDGET INCREASES AND DECREASES	Revenue	Appropriation
<u>Fund 12: General Fund Restricted</u>		
B017181 11/03/15		
8600 STATE REVENUES	40,387	
1000 ACADEMIC SALARIES		(1,167)
2000 CLASSIFIED SALARIES		106
3000 EMPLOYEE BENEFITS		642
4000 SUPPLIES & MATERIALS		2,049
5000 OTHER OPERATING EXP & SERVICES		982
7000 OTHER OUTGO		37,775
	\$40,387	\$40,387

Total Reference B017181
Reason: New Budget
Description: NEWB- SP# 2090 - SAC

B017191 11/04/15		
8600 STATE REVENUES	220,153	
5000 OTHER OPERATING EXP & SERVICES		220,153
	\$220,153	\$220,153

Total Reference B017191
Reason: New Budget
Description: FY 15/16 Basic Skills Initiative (SAC) allocation

B017192 11/04/15		
8600 STATE REVENUES	330,229	
5000 OTHER OPERATING EXP & SERVICES		330,229
	\$330,229	\$330,229

Total Reference B017192
Reason: New Budget
Description: FY 15/16 Basic Skills Initiative (CEC) allocation

B017208 11/06/15		
8600 STATE REVENUES	776,175	
2000 CLASSIFIED SALARIES		(27,646)
3000 EMPLOYEE BENEFITS		(7,550)
4000 SUPPLIES & MATERIALS		500
5000 OTHER OPERATING EXP & SERVICES		910,871
6000 CAPITAL OUTLAY		(100,000)
	\$776,175	\$776,175

Total Reference B017208
Reason: New Budget
Description: Allocations- needed for reorg- Requisitions approval

**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
BUDGET BOARD REPORT
From 11/01/2015 To 11/18/2015
Board Meeting on 12/07/2015**

BUDGET INCREASES AND DECREASES		Revenue	Appropriation
B017216	11/09/15		
8600	STATE REVENUES	111,108	
1000	ACADEMIC SALARIES		(6,986)
2000	CLASSIFIED SALARIES		221
3000	EMPLOYEE BENEFITS		7,694
4000	SUPPLIES & MATERIALS		7,762
5000	OTHER OPERATING EXP & SERVICES		14,974
6000	CAPITAL OUTLAY		4,000
7000	OTHER OUTGO		83,443
Total Reference B017216		\$111,108	\$111,108
Reason:	New Budget		
Description:	NEWB- SP#2250- SCC EOPS		
B017221	11/09/15		
8600	STATE REVENUES	177,839	
5000	OTHER OPERATING EXP & SERVICES		177,839
Total Reference B017221		\$177,839	\$177,839
Reason:	New Budget		
Description:	FY 15/16 Basic Skills Initiative (SCC) allocation		
B017252	11/12/15		
8600	STATE REVENUES	(36,018)	
1000	ACADEMIC SALARIES		(31,147)
3000	EMPLOYEE BENEFITS		(4,871)
Total Reference B017252		\$(36,018)	\$(36,018)
Reason:	Special Project Adjustment		
Description:	To fund Tutor Coordinator V. Nunez (1st BC)		
B017256	11/12/15		
8600	STATE REVENUES	36,018	
1000	ACADEMIC SALARIES		31,147
3000	EMPLOYEE BENEFITS		4,871
Total Reference B017256		\$36,018	\$36,018
Reason:	Special Project Adjustment		
Description:	To fund Tutor Coordinator V. Nunez (2nd BC)		
B017263	11/13/15		
8100	FEDERAL REVENUES	120,699	
1000	ACADEMIC SALARIES		67,500
2000	CLASSIFIED SALARIES		36,152
3000	EMPLOYEE BENEFITS		11,779
4000	SUPPLIES & MATERIALS		5,268
Total Reference B017263		\$120,699	\$120,699
Reason:	Special Project Adjustment		
Description:	Year 5 of Title III HSI-STEM2 grant		

**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
BUDGET BOARD REPORT
From 11/01/2015 To 11/18/2015
Board Meeting on 12/07/2015**

BUDGET INCREASES AND DECREASES		Revenue	Appropriation
B017283	11/16/15		
8600	STATE REVENUES	348,046	
1000	ACADEMIC SALARIES		99,241
2000	CLASSIFIED SALARIES		124,891
3000	EMPLOYEE BENEFITS		87,766
4000	SUPPLIES & MATERIALS		5,964
5000	OTHER OPERATING EXP & SERVICES		(19,816)
6000	CAPITAL OUTLAY		50,000
Total Reference B017283		\$348,046	\$348,046
Reason:	New Budget		
Description:	NEWB- SP#2490- OEC- SSSP non-credit		
B017284	11/16/15		
8600	STATE REVENUES	578,712	
1000	ACADEMIC SALARIES		267,711
2000	CLASSIFIED SALARIES		232,393
3000	EMPLOYEE BENEFITS		91,765
4000	SUPPLIES & MATERIALS		10,550
5000	OTHER OPERATING EXP & SERVICES		(4,102)
6000	CAPITAL OUTLAY		(19,605)
Total Reference B017284		\$578,712	\$578,712
Reason:	New Budget		
Description:	NEWB- SP#2490- CEC- SSSP non-credit		
B017292	11/17/15		
8100	FEDERAL REVENUES	19,209	
1000	ACADEMIC SALARIES		(10,895)
2000	CLASSIFIED SALARIES		28,822
3000	EMPLOYEE BENEFITS		8,105
4000	SUPPLIES & MATERIALS		145
5000	OTHER OPERATING EXP & SERVICES		(6,968)
Total Reference B017292		\$19,209	\$19,209
Reason:	New Budget		
Description:	FY 15/16 WIOA Title II, AEFLA Revised Budget (OEC) SP#1101		
B017293	11/17/15		
8100	FEDERAL REVENUES	(110,440)	
1000	ACADEMIC SALARIES		(71,210)
2000	CLASSIFIED SALARIES		7,046
3000	EMPLOYEE BENEFITS		(22,462)
4000	SUPPLIES & MATERIALS		(6,250)
5000	OTHER OPERATING EXP & SERVICES		(2,190)
6000	CAPITAL OUTLAY		(15,374)
Total Reference B017293		\$(110,440)	\$(110,440)
Reason:	New Budget		
Description:	FY 15/16 WIOA Title II, AEFLA Revised Budget (CEC) SP#1109		

**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
BUDGET BOARD REPORT
From 11/01/2015 To 11/18/2015
Board Meeting on 12/07/2015**

BUDGET INCREASES AND DECREASES

		Revenue	Appropriation
B017295	11/17/15		
8100	FEDERAL REVENUES	(21,114)	
1000	ACADEMIC SALARIES		4,265
2000	CLASSIFIED SALARIES		(35,891)
3000	EMPLOYEE BENEFITS		(21,796)
4000	SUPPLIES & MATERIALS		31,147
5000	OTHER OPERATING EXP & SERVICES		(839)
6000	CAPITAL OUTLAY		2,000
Total Reference B017295		\$(21,114)	\$(21,114)
Reason:	New Budget		
Description:	FY 15/16 WIOA Title II, AEFLA Revised Budget (OEC) SP# 1106		
B017299	11/17/15		
8100	FEDERAL REVENUES	(166,402)	
1000	ACADEMIC SALARIES		98,452
2000	CLASSIFIED SALARIES		(185,611)
3000	EMPLOYEE BENEFITS		(57,124)
4000	SUPPLIES & MATERIALS		16,004
5000	OTHER OPERATING EXP & SERVICES		(8,654)
6000	CAPITAL OUTLAY		(29,469)
Total Reference B017299		\$(166,402)	\$(166,402)
Reason:	New Budget		
Description:	FY 15/16 WIOA Title II, AEFLA revised budget (CEC) SP#1106		
B017301	11/17/15		
8100	FEDERAL REVENUES	(123,269)	
1000	ACADEMIC SALARIES		52,795
2000	CLASSIFIED SALARIES		(69,744)
3000	EMPLOYEE BENEFITS		(2,391)
4000	SUPPLIES & MATERIALS		(19,023)
5000	OTHER OPERATING EXP & SERVICES		(93,536)
6000	CAPITAL OUTLAY		8,630
Total Reference B017301		\$(123,269)	\$(123,269)
Reason:	New Budget		
Description:	FY 15/16 WIOA Title II, AEFLA revised budget (CEC) SP#1102		
B017306	11/18/15		
8600	STATE REVENUES	50,000	
5000	OTHER OPERATING EXP & SERVICES		50,000
Total Reference B017306		\$50,000	\$50,000
Reason:	New Budget		
Description:	NEWB- Adult Edu. Block Grant- (DO-ACT/CTI)		

**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
BUDGET BOARD REPORT**

From 11/01/2015 To 11/18/2015

Board Meeting on 12/07/2015

BUDGET INCREASES AND DECREASES		Revenue	Appropriation
B017307	11/18/15		
8600	STATE REVENUES	1,904,776	
1000	ACADEMIC SALARIES		239,212
2000	CLASSIFIED SALARIES		148,209
3000	EMPLOYEE BENEFITS		171,729
4000	SUPPLIES & MATERIALS		5,000
5000	OTHER OPERATING EXP & SERVICES		1,340,626
Total Reference B017307		\$1,904,776	\$1,904,776
Reason:	New Budget		
Description:	Adult Education Block Grant-New Budget (OEC)		
B017308	11/18/15		
8600	STATE REVENUES	1,024,377	
1000	ACADEMIC SALARIES		245,036
3000	EMPLOYEE BENEFITS		108,061
5000	OTHER OPERATING EXP & SERVICES		671,280
Total Reference B017308		\$1,024,377	\$1,024,377
Reason:	New Budget		
Description:	Adult Education Block Grant-New Budget (CEC)		
B017313	11/18/15		
8100	FEDERAL REVENUES	(107,918)	
1000	ACADEMIC SALARIES		(111,218)
2000	CLASSIFIED SALARIES		29,597
3000	EMPLOYEE BENEFITS		(40,185)
4000	SUPPLIES & MATERIALS		19,717
5000	OTHER OPERATING EXP & SERVICES		815
6000	CAPITAL OUTLAY		(6,644)
Total Reference B017313		\$(107,918)	\$(107,918)
Reason:	New Budget		
Description:	FY 15/16/ WIOA Title II, AEFLA Revised Budget (CEC) SP#1101		
B017318	11/18/15		
8100	FEDERAL REVENUES	(71,361)	
1000	ACADEMIC SALARIES		(12)
2000	CLASSIFIED SALARIES		(41,121)
3000	EMPLOYEE BENEFITS		(19,731)
4000	SUPPLIES & MATERIALS		12,773
5000	OTHER OPERATING EXP & SERVICES		(25,270)
6000	CAPITAL OUTLAY		2,000
Total Reference B017318		\$(71,361)	\$(71,361)
Reason:	New Budget		
Description:	FY 15/16 WIOA Title II, AEFLA revised budget (OEC) SP #1102		

**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
BUDGET BOARD REPORT
From 11/01/2015 To 11/18/2015
Board Meeting on 12/07/2015**

BUDGET INCREASES AND DECREASES		Revenue	Appropriation
<u>Fund 33: Child Development Fund</u>			
B017238	11/10/15		
8600	STATE REVENUES	106,515	
5000	OTHER OPERATING EXP & SERVICES		73,863
6000	CAPITAL OUTLAY		32,652
Total Reference B017238		\$106,515	\$106,515
Reason: Special Project Adjustment			
Description: Moving prior year revenue to unrestricted project			
<u>Fund 74: Student Financial Aid Fund</u>			
B017179	11/03/15		
8600	STATE REVENUES	154,200	
7000	OTHER OUTGO		154,200
Total Reference B017179		\$154,200	\$154,200
Reason: New Budget			
Description: Set up budget for Full Time Student Support Grant - SCC			
B017180	11/03/15		
8600	STATE REVENUES	192,600	
7000	OTHER OUTGO		192,600
Total Reference B017180		\$192,600	\$192,600
Reason: New Budget			
Description: Set up budget for Full Time Student Support Grant - SAC			

RECOMMENDATION

It is recommended the Board approve the budget transfers/adjustments as presented.

Checks Written for Period 10/24/15 Thru 11/13/15

<u>Register #</u>	<u>Fund Title</u>	<u>Amount</u>	<u>Voided Checks</u>	<u>Adjusted Amount</u>	<u>Beg Check #</u>	<u>End Check #</u>
711510531	Associated Students Fund	2,151.10	0.00	2,151.10	71*0007557	71*0007562
711511213	Associated Students Fund	6,706.69	0.00	6,706.69	71*0007563	71*0007566
Total Fund 71 Associated Students Fund		<u>\$8,857.79</u>	<u>\$0.00</u>	<u>\$8,857.79</u>		

Checks Written for Period 10/24/15 Thru 11/13/15

Register #	Fund Title	Amount	Voided Checks	Adjusted Amount	Beg Check #	End Check #
721511213	Representation Fee Trust Fund	438.00	0.00	438.00	72*0000062	72*0000062
Total Fund 72 Representation Fee Trust Fun		<u>438.00</u>	<u>\$0.00</u>	<u>\$438.00</u>		

Checks Written for Period 10/24/15 Thru 11/13/15

<u>Register #</u>	<u>Fund Title</u>	<u>Amount</u>	<u>Voided Checks</u>	<u>Adjusted Amount</u>	<u>Beg Check #</u>	<u>End Check #</u>
761510531	Community Education Fund	90,862.93	60,488.62	30,374.31	76*0006832	76*0006856
761511213	Community Education Fund	1,334.05	0.00	1,334.05	76*0006857	76*0006858
Total Fund 76 Community Education Fund		<u><u>\$92,196.98</u></u>	<u><u>\$60,488.62</u></u>	<u><u>\$31,708.36</u></u>		

Checks Written for Period 10/24/15 Thru 11/13/15

Register #	Fund Title	Amount	Voided Checks	Adjusted Amount	Beg Check #	End Check #
791510531	Diversified Trust Fund	5,074.78	0.00	5,074.78	79*0019671	79*0019677
791511107	Diversified Trust Fund	60,151.41	0.00	60,151.41	79*0019678	79*0019702
791511213	Diversified Trust Fund	2,794.30	0.00	2,794.30	79*0019703	79*0019716
Total Fund 79 Diversified Trust Fund		<u>\$68,020.49</u>	<u>\$0.00</u>	<u>\$68,020.49</u>		

Checks Written for Period 10/24/15 Thru 11/13/15

Register #	Fund Title	Amount	Voided Checks	Adjusted Amount	Beg Check #	End Check #
811510531	Diversified Agency Fund	6,472.29	0.00	6,472.29	81*0046042	81*0046050
811511107	Diversified Agency Fund	21,411.11	302.41	21,108.70	81*0046051	81*0046090
811511213	Diversified Agency Fund	10,005.81	0.00	10,005.81	81*0046091	81*0046108
Total Fund 81 Diversified Agency Fund		\$37,889.21	\$302.41	\$37,586.80		

SUMMARY

Total Fund 31 Bookstore Fund	93,656.53
Total Fund 71 Associated Students Fund	8,857.79
Total Fund 72 Representation Fee Trust Fund	438.00
Total Fund 76 Community Education Fund	31,708.36
Total Fund 79 Diversified Trust Fund	68,020.49
Total Fund 81 Diversified Agency Fund	37,586.80
Grand Total:	<u><u>\$240,267.97</u></u>

**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
BOARD REPORT - INTRAFUND AND INTERFUND TRANSFERS
From 11/01/2015 To 11/18/2015
Board Meeting on 12/07/2015**

BACKGROUND

Intrafund transfers are the transfers of monies within a fund of the district. Interfund transfers are the transfers of monies between funds of the district.

ANALYSIS

This listing provides details on each intrafund and interfund transfer for the period and funds indicated.

INTERFUND TRANSFERS

<u>Date</u>	<u>Reference#</u>	<u>Description</u>	<u>Amount</u>
11/10/15	J034602	Record budgeted interfund transfer Fund 11 to Fund 41	1,500,000.00
11/10/15	J034603	Record budgeted interfund transfer Fund 13 to Fund 41	1,500,000.00
11/10/15	J034604	Record budgeted interfund transfer Fund 13 to Fund 41- One-Time Mandates Revenue for OEC	14,425,722.00

RECOMMENDATION

It is recommended the Board approve the intrafund and interfund transfers as presented.

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT**DISTRICT OFFICE - BUSINESS OPERATIONS/FISCAL SERVICES**

To: Board of Trustees	Date: December 7, 2015
Re: Receive and Accept the District Audit Reports for the Fiscal Year ended June 30, 2015	
Action: Request to Receive and Accept	

BACKGROUND

Pursuant to Education Code Section 84040(b) and OMB Circular A-133, the governing board of each community college district shall provide for an annual audit of all funds, books, and accounts of the district. The District contracted with Vavrinek, Trine, Day & Co., LLP to provide the independent auditing services required.

The Financial Section of the District audit report is broken down into four major categories as follows: (1) the Independent Auditor's Report; (2) Management's Discussion and Analysis; (3) Basic Financial Statements; and (4) Notes to the Financial Statements. The report also contains: (1) Required Supplementary Information; (2) Other Supplementary Information; (3) Other Independent Auditor's Reports; and (4) and Schedule of Findings and Questioned Costs.

The audit includes the new requirements of GASB 68 to recognize for the first time a net pension liability for the District's "proportionate share" of the statewide liabilities for PERS and STRS.

Also included are the audits of the Measure E Revenue Bond Construction Fund Financial and Performance audits, Measure Q Revenue Bond Construction Fund and Performance audits, the Rancho Santiago Community College District Foundation, the Santa Ana College Foundation, and the Santiago Canyon College Foundation.

ANALYSIS

The auditors will present the results of the District's audits at the meeting. All of these reports were presented in draft form and discussed at the Board Fiscal Audit Review Committee meeting on November 30, 2015.

RECOMMENDATION

It is recommended that the Board of Trustees receive and accept the Rancho Santiago Community College District Audit Reports for the fiscal year ended June 30, 2015 as presented.

Fiscal Impact: Not Applicable	Board Date: December 7, 2015
Prepared by: Adam M. O'Connor, Assistant Vice Chancellor, Fiscal Services	
Submitted by: Peter J. Hardash, Vice Chancellor, Business Operations/Fiscal Services	
Recommended by: Raúl Rodríguez, Ph.D., Chancellor	

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
DISTRICT OFFICE - BUSINESS OPERATIONS/FISCAL SERVICES

To:	Board of Trustees	Date: December 7, 2015
Re:	Approval of Agreement with MHP, Inc. for On-Call Structural Engineering Services for various Facility Improvement Projects	
Action:	Request for Approval	

BACKGROUND:

This is a new agreement for on-call structural engineering consultant services. The District requires on an as-needed basis, the assistance of a structural engineering consultant to respond quickly when there are immediate investigations that need to occur. The District's intent is to utilize the on-call structural engineer in emergency situations following earthquake events or when needed to assess health and safety conditions as it relates to structural conditions. The consultant will be responsible to undertake building assessments to develop and provide any relevant analyses, investigations, evaluations and recommendations for repair and remediation. If necessary, the consultant may be required to create plans and specifications to be submitted to appropriate agencies, including, but not limited to, the City of Santa Ana, City of Orange, and DSA. The District is in need of expanding and updating current on-call service providers due to the volume of structural investigations and engineering work on-going and as needed.

ANALYSIS:

A Request for Qualifications (RFQ) #1314-57 for on-call structural engineering services was released and advertised on May 20, 2014 with a due date of June 16, 2014. Eleven firms responded, Brandow & Johnston, Inc. (Irvine), IDS Group, Inc. (Irvine), MHP, Inc. (Long Beach), Rodriguez Engineering, Inc. (Orange), Simpson Gumpertz & Heger (Newport Beach), Engineering Alignment Systems, Inc. (Santa Ana), Lionakis (Newport Beach), Saiful Bouquet Inc. (Orange), TTG Engineers (Anaheim), John A. Martin and Associates, Inc. (Los Angeles), VCA Engineers, Inc. (Irvine). A selection committee convened on September 15, 2014 and nine firms were deemed qualified for the short list. MHP, Inc. is one of the pre-qualified firms. MHP, Inc. is one of several structural engineers that provide on-call services. MHP, Inc. continues to be capable to respond in a timely fashion to District requests.

The services covered by this agreement shall commence December 8, 2015 and ends June 30, 2017. The services are based on a not-to-exceed fee in the amount of \$67,500, including \$2,500 in reimbursables.

This agreement is funded by Capital Facilities Funds.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the agreement with MHP, Inc. for On-Call Structural Engineering Services for various Facility Improvement Projects as presented.

Fiscal Impact:	\$67,500	Board Date: December 7, 2015
Prepared by:	Carri M. Matsumoto, Assistant Vice Chancellor, Facility Planning, District Construction and Support Services	
Submitted by:	Peter J. Hardash, Vice Chancellor, Business Operations/Fiscal Services	
Recommended by:	Raúl Rodríguez, Ph.D., Chancellor	

Board Agreement Summary

Board Date: 12/7/15

Project: On-call Structural Engineer

Site: District-wide

Consultant: MHP, Inc.

Type of Service: On-call structural engineering

Agreement Summary	No.	Amount	Reimbursables	Start	Duration	
					End	
Contract Amount		\$ 65,000.00	\$ 2,500.00	12/8/2015	6/30/2017	
Total Agreement Amount		\$ 67,500.00				
		<i>(Not to exceed)</i>				

DESCRIPTION:

On-call agreement for structural engineering

Total Proposed Amount:				\$	67,500.00
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Contract End Date:					6/30/2017
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RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
DISTRICT OFFICE - BUSINESS OPERATIONS/FISCAL SERVICES

To:	Board of Trustees	Date: December 7, 2015
Re:	Approval of Agreement with PENCO Engineering, Inc. for Land Surveying Consulting Services for the Science Center at Santa Ana College	
Action:	Request for Approval	

BACKGROUND:

This is a new agreement for topographic land survey consulting services for the Science Center at Santa Ana College. The work includes surveying and mapping of the existing campus where the new Science Center will be located and surrounding areas. These survey consulting services are required to inform the design team of the existing conditions for proper placement of the new building. The scope of work includes identifying and mapping elevations, slopes, boundaries, easements, and objects such as light poles or electrical equipment.

ANALYSIS:

A Request for Proposal #1516-123 for Topographic Land Survey Consultant Services for the Science Center was released to all six pre-qualified firms on October 7, 2015 with a due date of October 21, 2015. The District received responses from four firms; BKF Engineers (Irvine), Hall & Foreman (Tustin), NB Consulting Engineers, Inc. (Irvine), and PENCO Engineering, Inc. (Irvine). A selection committee convened to review the proposals on October 27, 2015. The selection and committee recommends PENCO Engineering, Inc. by consensus based upon a thorough review and the culmination of their RFP response, experience, team members, reference checks, approach to the project, fee, schedule and familiarity with similar project types. It is recommended that the District enter into an agreement with PENCO Engineering, Inc. for Land Surveying Consulting Services.

The services covered by this agreement shall commence December 8, 2015 and end June 30, 2016. The contract is a not to exceed fee of \$21,188 which includes \$517 of reimbursable expenses.

This project is funded by Measure Q.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the agreement with PENCO Engineering, Inc. for Land Surveying Consulting Services for the Science Center at Santa Ana College as presented.

Fiscal Impact:	\$21,188	Board Date: December 7, 2015
Prepared by:	Carri Matsumoto, Assistant Vice Chancellor, Facility Planning & District Construction and Support Services	
Submitted by:	Peter J. Hardash, Vice Chancellor, Business Operations/Fiscal Services	
Recommended by:	Raúl Rodríguez, Ph.D., Chancellor	

Board Agreement Summary

Board Date: 12/7/15

Project: Science Center

Site: **Santa Ana College**

Consultants: **PENCO Engineering, Inc.**

Type of Service: Land Surveying Consulting

Agreement Summary	No.	Amount	Reimbursables	Start	Duration	
						End
Original Contract Amount		\$20,671.00	\$ 517.00	12/8/2015		6/30/2016
Total Agreement Amount		\$21,188.00				

DESCRIPTION:

Agreement for land surveying consulting services for the new Science Center at Santa Ana College.

Total Proposed Amount: **\$21,188.00**

Contract End Date: **6/30/2016**

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
DISTRICT OFFICE - BUSINESS OPERATIONS/FISCAL SERVICES

To:	Board of Trustees	Date:	December 7, 2015
Re:	Approval of Agreement with Steinberg Architects for Architectural Services for District Capital Outlay Projects for Santa Ana College and Santiago Canyon College		
Action:	Request for Approval		

BACKGROUND:

This is a new agreement for architectural planning services associated with capital outlay projects in the District's Five-Year Capital Construction Plan according to the college facility master plans. Education Code Sections 81820-81823 require the governing board of each community college district to annually prepare and submit to the Facilities Planning and Utilization Unit of the Chancellor's Office (FPU) a five-year plan for capital construction. California Code of Regulations, Title 5, Section 57014 requires districts to receive approval of their Five-Year Capital Construction Plan from the FPU prior to receiving state funding for projects. Districts are also required to complete campus facility master plans before preparing their five-year construction plans. The facility master plans have already been completed by the colleges and are reviewed and updated as needed to correlate with the objectives of the college educational master plans.

On occasion, and in order to properly complete the update to the Five-Year Capital Construction Plan as planned, the District and colleges are in need of assistance to facilitate this planning process. This year some of the projects noted in the five-year plan require further college review, assessment and validation. Some of the project proposals are either currently identified in the plan or will be developed to be submitted to the State Chancellor's Office as part of the annual capital planning process. It is recommended that this review be undertaken with the assistance of an architect experienced with the State planning process and who can work with the colleges to undertake this review in a timely and efficient fashion to meet the deadlines.

The District's Five-Year Capital Construction Plan is submitted to the State FPU on July 1st of each year and is recommended to the Board of Trustees for approval annually in June. Therefore, in order to properly prepare to meet this deadline, the District needs assistance in this planning process to work with the colleges on validating and/or identifying their project proposals for development in the plan. All projects either local funded or state funded that are above \$400,000 are to be included in the plan regardless of funding sources, including any secondary effects of projects to other facilities. The planning process is scheduled to start in December in order to meet the State deadline and planning may continue into the following year 2016-2017. The projects outlined in last year's Five-Year Capital Construction Plan (2017-2021) included the following and are among the projects the architect will assist in reviewing with the colleges:

Final Project Proposals (FPPs): Santa Ana College – Russell Hall Replacement Project; and Santiago Canyon College – New Fine and Performing Arts Center

Initial Project Proposals (IPPs): Santa Ana College – New Fine and Performing Arts Complex, New Vocational Technology Complex, Renovation/New Library/LRC; and Santiago Canyon College – New Student Services Building

ANALYSIS:

A Request for Proposal #1516-125 for Architectural Services for Development of District Capital Outlay Proposals was released to five pre-qualified firms on October 16, 2015 with a due date of October 30 and November 4, 2015. The District received responses from three firms; DLR (Santa Monica), HPI Architecture (Newport Beach), Steinberg Architects (Los Angeles). A selection committee reviewed the proposals on November 2 and November 6, 2015, and interviewed DLR and Steinberg Architects on November 6, 2015. The selection and interview committee recommends Steinberg Architects by consensus based upon a thorough review and the culmination of their RFP response, experience, team members, reference checks, approach to the project, fee, schedule and familiarity with similar project types. It is recommended that the District enter into an agreement with Steinberg Architects.

The services covered by this agreement shall commence December 8, 2015 and ends December 31, 2017. The contract is a not to exceed fee of \$181,000.

This project is funded by Capital Outlay Funds.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the agreement with Steinberg Architects for Architectural Services for District Capital Outlay Projects for Santa Ana College and Santiago Canyon College as presented.

Fiscal Impact:	\$181,000	Board Date: December 7, 2015
Prepared by:	Carri M. Matsumoto, Assistant Vice Chancellor, Facility Planning, District Construction and Support Services	
Submitted by:	Peter J. Hardash, Vice Chancellor, Business Operations/Fiscal Services	
Recommended by:	Raúl Rodríguez, Ph.D., Chancellor	

Board Agreement Summary

Board Date: 12/7/15

Project: District Capital Outlay Projects

Site: **Santa Ana College &
Santiago Canyon College**

Consultants: **Steinberg Architects**

Type of Service: Architectural Services

Agreement Summary	No.	Amount	Reimbursables	Duration	
				Start	End
Original Contract Amount		\$181,000.00	\$ -	12/8/2015	12/31/2017
Total Agreement Amount		\$181,000.00			

DESCRIPTION:

Agreement for architectural services for the development of District Capital Outlay Projects

Total Proposed Amount: **\$181,000.00**

Contract End Date: **12/31/2017**

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

(Chancellor's Office)

To:	Board of Trustees	Date: December 7, 2015
Re:	Approval of Option 3 for Orange Education Center	
Action:	Request for Action	

BACKGROUND

The following options for the Orange Education Center (OEC) were presented to the board at its October 13, 2014, meeting as part of the presentation on the status of Measure E and Measure Q projects.

Option 1 – Renovate Existing Building (85,000 square feet (sf) – estimated project cost \$19.3 million)

- Upgrades to meet current structural, fire, life, safety, ADA and energy codes.
- No interior reconfiguration or major renovation. Patch and repair work only.
- This option will not address inefficiencies of building configuration or add any parking.
- Users will still experience same challenges.

Option 2 – New Building (60,000 sf – estimated project cost \$31.5 million)

- Demolish and build new building.
- Optimum program space layout.
- Increase parking and vehicular circulation.

Option 3 – Partial Demolition of Existing Building (50,000 sf – estimated project cost \$21million)

- Utilize existing building as much as possible and reconfigure spaces.
- Reduce building square footage to 50,000 sf and demolish portion of building.
- Relocation of some programs and services.
- Increase parking and improve vehicular circulation.

ANALYSIS

After the approval of Option 3 in 2014, the process for the development of Option 3 has continued. Through consultation with the Division of the State Architect (DSA) and architect and engineering firms, investigative and partial destructive testing plans were implemented for the OEC structure. Based on the information gleaned from that testing along with input and approval from all stakeholder groups on the programmatic needs of the facility, the architect completed the schematic design for the renovation. It was determined that to meet the demand for classes in the community and the resulting needs of the various instructional programs offered at the OEC, Option 3 had to be increased in square footage from the original target of 50,000 s.f. to 63,425 s.f. As a result of the increase in square footage and the increased costs of

construction, the current cost estimate to complete the renovation and construction of this facility is now approximately \$36 million.

In response to this new cost estimate, all possible options were re-evaluated to determine if there was a better option that could reduce the cost of the renovation and still meet the stakeholder needs. This re-evaluation included considering the potential sale of the OEC facility and the purchase of a new facility. This option does not work for a number of reasons: there is no better site available on the market; the OEC is undervalued in its current status and would have to be sold for less than what it is worth; any new site acquired would not meet the Field Act requirements and would have to be substantially renovated to meet the proper code compliance; we would lose even more time with a new project as we would have to start from scratch on a new site; and we would potentially jeopardize the center funding allocation from the state if we moved the site and started over. Numerous options for reducing the square footage of the site, including omitting the Child Development Center and cutting the number of classrooms, were explored along with different construction approaches (e.g., completely new construction, modular structures, and renovation). After detailed review of multiple options, there was unanimous agreement among all of the stakeholders that Option 3, with the enhanced square footage, was the best option to meet the current and future needs of our instructional and student support services programs at the OEC. Additionally, Option 3 provides the best opportunity to capture growth and pay back the investment in the facility in the shortest amount of time.

The current funds allocated to the OEC project include \$16 million that was allocated by the Board in 2014 and \$14 million in funding that was recommended through the shared governance process to be taken from one-time funds allocated to the district in the 2015-2016 budget. The shortfall in meeting the current cost estimate will be made up from one or a combination of the following sources: funds received through the legal process related to the original construction errors that were made in the OEC project in 2004; funds taken from the District Stabilization fund; other one-time or ongoing funds in possession of the District to be determined; and/or a reduction in the cost due to value engineering the project.

RECOMMENDATION

It is recommended that the board approve the revised Option 3 for the renovation of the Orange Education Center.

Fiscal Impact: To Be Determined	Board Date: December 7, 2015
Prepared by: Raúl Rodríguez, Ph.D., Chancellor	
Submitted by: Raúl Rodríguez, Ph.D., Chancellor	
Recommended by: Raúl Rodríguez, Ph.D., Chancellor	

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
DISTRICT OFFICE - BUSINESS OPERATIONS/FISCAL SERVICES

To:	Board of Trustees	Date: December 7, 2015
Re:	Approval of Amendment to Agreement with HPI Architecture for Professional Design Services for the Orange Education Center at Santiago Canyon College	
Action:	Request for Approval	

BACKGROUND:

This is an amendment to an existing agreement for additional architectural design services and an extension of time. On December 8, 2014 the Board of Trustees approved an agreement with HPI Architecture for professional design services for the Orange Education Center (OEC) of Santiago Canyon College located on North Batavia Street in the City of Orange. The architectural services covers all design phases, DSA approvals and through the construction administration phase, including DSA certification and close out. Additional design fee services for the project are required to reconcile square footage and estimated construction costs now that the programming phase has been completed and have progressed into schematic design. Through the course of schematic design the square footage of the building has increased from the original target of 50,000 square feet to 63,000 square feet based upon program meetings with the user groups undertaken in the program verification phase as well as due to constraints in the building structural grid. The building can be partially demolished but is constrained in the amount of demolition due to the structural design of the existing building.

The increase in square footage as well as an increase in construction cost estimates impacts the overall architectural design fee and needs to be adjusted accordingly. The construction budget has increased from a target of \$16 million to \$23 million based on the current Option 3 renovation and reduction of square footage with all current programs accommodated in the building as originally occupied, excluding the Warehouse and Publications operations. The target renovation construction budget increase has occurred due to: 1) renovation construction cost per square foot increases; 2) the increase in building square footage to reconcile assignable square footage (ASF) and gross square footage (GSF); 3) increases to meet the Child Development Center square footage exterior requirements and addition of costs for degreaser kitchen facilities to meet code; 4) new information regarding structural upgrades after further building destructive testing and investigation requirements by DSA; and 5) due to the constraints in demolition of the existing building due to the structural grid which limits the ability to reduce square footage.

ANALYSIS:

The amendment is to increase the contract by \$493,450 and to extend time. The revised total contract amount is \$2,216,650. The services covered by this agreement commenced on December 9, 2014 and the new end date has been revised from May 31, 2018 to July 31, 2019.

An analysis of hours and associated tasks was provided and evaluated to justify the additional fee requested. The District has reviewed the additional hours and found the added service fee to be fair and reasonable.

This project is funded by Measure E, Budget Stabilization, Redevelopment Funds, and One-Time Mandated Cost funds.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the amendment with HPI Architecture for the Orange Education Center at Santiago Canyon College as presented.

Fiscal Impact:	\$493,450	Board Date: December 7, 2015
Prepared by:	Carri M. Matsumoto, Assistant Vice Chancellor, Facility Planning, District Construction and Support Services	
Submitted by:	Peter J. Hardash, Vice Chancellor, Business Operations/Fiscal Services	
Recommended by:	Raúl Rodríguez, Ph.D., Chancellor	

Board Agreement Summary

Board Date: 12/7/15

Project: Orange Education Center

Site: Santiago Canyon College

Consultant: HPI Architecture

Type of Service: Professional Design Services

Agreement Summary	No.	Amount	Reimbursables	Start	Duration	
						End
Contract Amount		\$1,698,200.00	\$ 25,000.00	12/9/2014		5/31/2018
Amendment #1		\$493,450.00	N/A	12/9/2014		7/31/2019
Total Agreement Amount		\$ 2,216,650.00				
		<i>(Not to exceed)</i>				

DESCRIPTION:

Amendment #1 for Professional design services
for option 3

Total Proposed Amount: \$ **493,450.00**

Contract End Date: **7/31/2019**

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
DISTRICT OFFICE - BUSINESS OPERATIONS/FISCAL SERVICES

To:	Board of Trustees	Date: December 7, 2015
Re:	Accept the Completion of Bid #1261 for Door Hardware Upgrade at Building A (Administration) and B (Classrooms and Faculty) at Santiago Canyon College and Approve a Recording of a Notice of Completion	
Action:	Request for Acceptance and Approval	

BACKGROUND:

On April 27, 2015, the Board of Trustees approved a contract with Montgomery Hardware Co. for door hardware upgrades at Building A (Administration) and B (Classrooms and Faculty) at Santiago Canyon College (“Project”).

ANALYSIS:

The Project was completed on November 20, 2015. The District, upon approval by the Board of Trustees may record a Notice of Completion with the office of The Orange County Clerk-Recorder, as outlined under California Civil Code § 9204. Total cost of the project is \$56,570.

This project was funded by Scheduled Maintenance.

RECOMMENDATION:

It is recommended that the Board of Trustees Accept the Project as Complete and Approve the Filing of a Notice of Completion with the County as presented.

Fiscal Impact:	N/A	Board Date: December 7, 2015
Prepared by:	Carri M. Matsumoto, Assistant Vice Chancellor, Facility Planning, District Construction and Support Services	
Submitted by:	Peter J. Hardash, Vice Chancellor, Business Operations/Fiscal Services	
Recommended by:	Raúl Rodríguez, Ph.D., Chancellor	

RECORDING REQUESTED BY:
Rancho Santiago Comm. College District
2323 N. Broadway
Santa Ana, CA 92706-1640

NO FEES CHARGED PER GOVERNMENT CODE §6103

AND WHEN RECORDED MAIL TO:

Carri Matsumoto
Rancho Santiago Community College District
2323 N. Broadway
Santa Ana, CA 92706-1640

THIS SPACE FOR RECORDER'S USE ONLY

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

2323 N. Broadway
Santa Ana, CA 92706-1640

NOTICE OF COMPLETION

Notice is hereby given, pursuant to the provisions of Section §9204 of the Civil Code of the State of California, that the Rancho Santiago Community College District of Orange County, California, as owner of the property known as Santiago Canyon College, located at 8045 E. Chapman Ave., Orange, California, caused improvements to be made to the property to with: Bid #1261 Door Hardware Upgrade at Building A and B at Santiago Canyon College, the contract for the doing of which was heretofore entered into on the 27th day of April, 2015 , which contract was made with Montgomery Hardware Co. PO 15-0035835 as contractor; that said improvements were completed on the 20th day of November, 2015 and accepted by formal action of the governing Board of said District on the 7th day of December, 2015; that title to said property is vested in the Rancho Santiago Community College District of Orange County, California; that the surety for the above named contractor is Great American Insurance Company.

I, the undersigned, say: I am the Vice Chancellor of Rancho Santiago Community College District the declarant of the foregoing notice of completion; I have read said notice of completion and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on December 8, 2015 at Santa Ana, California.

Rancho Santiago Community College District of Orange County, California

by _____

Peter J. Hardash, Vice Chancellor
Rancho Santiago Community College District

State of California
County of Orange

On _____ before me, (Name and Title of Officer) _____, personally

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

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

WITNESS my hand and official seal.

Signature _____ (Seal)

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
DISTRICT OFFICE - BUSINESS OPERATIONS/FISCAL SERVICES

To:	Board of Trustees	Date: December 7 2015
Re:	Approval of Change Order #2 with Climatec, Inc. for the Energy Management System Upgrade Project at Santiago Canyon College	
Action:	Request for Approval	

BACKGROUND:

On April 27, 2015, the Board of Trustees approved an energy conservation services contract with Climatec, Inc. for a Scheduled Maintenance energy management system (EMS) upgrade project for Buildings A, B, C, E, L, and M at Santiago Canyon College.

ANALYSIS:

Change Order #2 extends the contract duration from November 16, 2015 to January 18, 2016. The scope under this change order includes unforeseen conditions and scope gaps exposed during the lighting control survey. The lighting system is not properly interconnected, as there is no ability to segment lighting controls to control on and off times through the EMS. Additionally, sections of the parking lot do not have infrastructure to control the lighting through the new system which will require new fiber infrastructure and data cabling to remote lighting control panels. The additional scope of work will push the project completion date but this addition will make the lighting more efficient and allow the campus to control these lighting areas on their EMS system improving lighting safety. The new project completion date is January 18, 2016. The increase to the contract amount associated with this change order is \$37,976. Pursuant to Administrative Regulation 6600, staff has approved this change order.

This project is funded by Scheduled Maintenance.

RECOMMENDATION:

It is recommended that the Board of Trustees approve Change Order #2 with Climatec, Inc. for the Energy Management System Upgrade project at Santiago Canyon College as presented.

Fiscal Impact:	\$37,976	Board Date: December 7, 2015
Prepared by:	Carri M. Matsumoto, Assistant Vice Chancellor, Facility Planning, District Construction and Support Services	
Submitted by:	Peter J. Hardash, Vice Chancellor, Business Operations/Fiscal Services	
Recommended by:	Raúl Rodríguez, Ph.D., Chancellor	



Rancho Santiago Community College District
 2323 North Broadway
 Santa Ana, CA 92706

Project Name: Santiago Canyon College EMS Upgrade
Contractor: Climatec LLC
Contract #: Agreement #: 0113.00, PO # 15-0036037

Board Date: 12/07/15
Project No.: RFP # 1415-94
Site: Santiago Canyon College
Change Order (CO) No. : 2

Contract Schedule Summary					
Notice to Proceed Date	Original Contract Duration (Days)	Original Contract Completion Date	Previous Extension Days Approved	Proposed CO Days Requested	New Revised Completion Date
4/28/2015	155	9/30/2015	47	63	1/18/2016

Change Order Summary				Allowance Budget
Description	Number	Amount	% of Contract	Amount
Original Contract Amount		\$418,923.00		\$40,000.00
Previous Change Orders	1	\$0.00	0.0%	Used \$40,000.00
Previous Change Orders	2	\$0.00	0.0%	Balance \$0.00
Previous Change Orders	3	\$0.00	0.0%	
Previous Change Orders	4	\$0.00	0.0%	
This Change Order	5	\$37,976.00	9.1%	
Total Change Order (s)		\$37,976.00	9.1%	
Revised Contract Amount		\$456,899.00		

Items in Change Order							
Item No.	Description	Requester	Reason	Ext. Day	Credit	Add	Net
1	The scope under this change order includes unforeseen conditions and scope gaps exposed during the lighting control survey. The lighting system is not properly interconnected, as there is no ability to segment lighting controls to control on and off times through the EMS. Additionally, sections of the parking lot do not have infrastructure to control the lighting through the new system which will require new fiber infrastructure and data cabling to remote lighting control panels. The additional scope of work will push the project completion date but this addition will make the lighting more efficient and allow the campus to control these lighting areas on their EMS system improving lighting safety.. The new project completion date is January 18, 2016.	District	2, 5	47	0	37976	\$ 37,976.00
Subtotal					\$ -	\$ 37,976.00	\$ 37,976.00
Grand Total							\$ 37,976.00

- 1- CODE REQUIREMENT
- 2 - FIELD CONDITION
- 3 - INSPECTION REQUIREMENT
- 4 - DESIGN REQUIREMENT
- 5 - OWNER REQUIREMENT

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

DISTRICT OFFICE - BUSINESS OPERATIONS/FISCAL SERVICES

To:	Board of Trustees	Date: December 7, 2015
Re:	Award of Bid #1272 for Building D Renovations Phase 2 at Santiago Canyon College	
Action:	Request for Approval	

BACKGROUND:

Building D located at Santiago Canyon College is in need of interior renovations given the age and condition of the interior finishes. This is the second phase of a multi-phased project (four phases anticipated). The first phase was completed in July 2015 and included replacement of interior finishes (painting, carpet replacement, ceiling tile replacement) in the Math department common areas, offices and conference room. The second phase of work consists of interior upgrades to 10 Math classrooms with new interior finishes for walls, floors, ceilings, and upgrades to accommodate power and data for new instructional media equipment. Additionally, the new painting will address existing staining to ceilings, flooring, and walls caused by previous roof leaks. The scope of work also includes converting the existing dance studio in D-125 to a new digital media art and exhibit center. The digital media program will be relocated from portable U-90 to D-125 once construction is complete to consolidate all art programs into the D building. This relocation will meet the college’s space utilization and program objectives.

ANALYSIS:

In accordance with the California Uniform Public Construction Cost Accounting Act, Bid #1272 for Building D Renovation Phase 2 at Santiago Canyon was advertised on September 16, 2015 and September 23, 2015 and a Notice Calling for Bids was sent to one hundred twenty (120) contractors from the District’s qualified contractors list on October 12, 2015.

A mandatory job walk was conducted on September 29, 2015. Bids were opened on November 9, 2015 as noted on the attached bid result form. The District received nine (9) bids for the project. Line Tech Contractors (Los Alamitos) submitted the lowest responsive bid in the amount of \$175,000. District staff conducted a due diligence review to ensure compliance with license and bid bond requirements. After review of the bids received, the District recommends approval of award of Bid #1272 to Line Tech Contractors.

The anticipated construction start will be December 18, 2015 and the estimated construction duration is 190 days.

The project is funded by Capital Outlay Funds.

RECOMMENDATION:

It is recommended that the Board approve the award of Bid # 1272 to Line Tech Contractors for Building D Renovations Phase 2 at Santiago Canyon College as presented.

Fiscal Impact:	\$175,000	Board Date: December 7, 2015
Prepared by:	Carri M. Matsumoto, Assistant Vice Chancellor, Facility Planning, District Construction and Support Services	
Submitted by:	Peter J. Hardash, Vice Chancellor, Business Operations/Fiscal Services	
Recommended by:	Raúl Rodriguez, Ph.D, Chancellor	



Facility Planning
2323 North Broadway, Rm 112
Santa Ana, CA 92706-1640

BID RESULTS

BID # 1272 Addendums Issued: 2	PROJECT: Building 'D' Interior Renovations Phase 2 at Santiago Canyon College	DUE DATE: 2:00 PM November 9, 2015
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BIDDER	TOTAL BID AMOUNT (Including Allowance)
Line Tech Contractors 10541 Calle Lee, #117 Los Alamitos, CA 90720	\$175,000
USTA Construction, Inc. 815 Western Avenue #4 Glendale, CA 91201	\$186,000
Bishop, Inc. 1429 W. Collins Avenue Orange, CA 92867	\$227,374
JM & J Contractors 17110 Santa Catherine Street Fountain Valley, CA 92708	\$280,000
R. Dependable Const., Inc. 1019 W. 3 rd Street San Bernardino, CA 92410	\$314,400
Astra Builders, Inc. 1227 S. Dale Avenue Anaheim, CA 92804	\$326,152
AGM Construction, Inc. 19139 Larrylyn Drive Whittier, CA 90603	\$358,484
Interlog Corporation DBA Interlog Construction 1295 N. Knollwood Circle Anaheim, CA 92801	\$410,000
Dalke & Sons Construction, Inc. 4585 Allstate Drive Riverside, CA 92501	\$448,680

9 TOTAL BIDDERS

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

DISTRICT OFFICE - BUSINESS OPERATIONS/FISCAL SERVICES

To:	Board of Trustees	Date: December 7, 2015
Re:	Award of Bid #1273 for Roof Repairs (U Portables) at Santiago Canyon College	
Action:	Request for Approval	

BACKGROUND:

The ‘U’ Portable Village at Santiago Canyon College consists of 27 portables utilized by the college for classrooms and a variety of program uses. These portables have remained on campus due to college needs beyond ten years and are in need of repair. The portables are in need of a roof restoration due to significant deterioration as a result of the age of the roof. A roofing assessment was completed on all 27 portables. The assessment revealed that repairs and deficiencies including unsealed roof joints, exposed roof penetrations, missing and damaged roofing screw connections, damaged gutters, improper roof patching, and unsealed roof joints need to be addressed should these portables remain in use to prevent against portable building damage. The deficiencies have contributed to multiple roof leaks across multiple portables. The roof restoration project scope of work consists of a three course liquid coating application designed to restore the existing metal roofing system, which would add approximately fifteen years to the expected useful life of the roof.

ANALYSIS:

In accordance with the California Uniform Public Construction Cost Accounting Act, Bid #1273 for roof repairs of U portables at Santiago Canyon was formally advertised on October 12, 2015 and October 19, 2015. A Notice Calling for Bids was sent to seventeen (17) roofing contractors from the District’s qualified contractors list on October 12, 2015.

A mandatory job walk was conducted on October 20, 2015. Bids were opened on November 9, 2015 as noted on the attached bid result form. The District received nine (9) bids for the project. C.I. Services, Inc. (Mission Viejo) submitted the lowest responsive bid in the amount of \$96,425. District staff conducted a due diligence review to ensure compliance with license and bid bond requirements. After review of the bids received, the District recommends approval of award of Bid #1273 to C.I. Services, Inc.

The anticipated construction start will be December 18, 2015 and the estimated construction duration is 66 days.

The project is funded by Scheduled Maintenance.

RECOMMENDATION:

It is recommended that the Board approve the award of Bid # 1273 to C.I. Services, Inc. for the Roof Repairs (U Portables) at Santiago Canyon College as presented.

Fiscal Impact:	\$96,425	Board Date: December 7, 2015
Prepared by:	Carri M. Matsumoto, Assistant Vice Chancellor, Facility Planning, District Construction and Support Services	
Submitted by:	Peter J. Hardash, Vice Chancellor, Business Operations/Fiscal Services	
Recommended by:	Raúl Rodriguez, Ph.D, Chancellor	



Facility Planning
2323 North Broadway, Rm 112
Santa Ana, CA 92706-1640

BID RESULTS

BID # 1273 Addendums Issued: 1	PROJECT: Roof Repairs (U Portables) At Santiago Canyon College	DUE DATE: 12:00 PM November 9, 2015
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BIDDER	TOTAL BID AMOUNT (Including Allowance)
C.I. Services, Inc. 26861 Trabuco Road #353 Mission Viejo, CA 92691	\$96,425
Brazo Urethane, Inc. 4331 W. Santa Ana Avenue Fresno, CA 93722	\$107,535
Chapman Coast Roof Co., Inc. 2301 E. Orangethorpe Avenue Fullerton, CA 92834	\$129,572
Best Contracting Services, Inc. 19027 S. Hamilton Avenue Gardena, CA 90248	\$130,400
Danny Letrner, Inc. DBA/Letrner Roofing Company 1490 N. Glassell Street Orange, CA 92867	\$131,800
Bishop, Inc. 1429 W. Collins Avenue Orange, CA 92867	\$152,700
Tecta-America Southern California, Inc. 1217 E. Wakeham Avenue Santa Ana, CA 92705	\$153,000
Commercial Roofing Systems, Inc. 11735 Goldring Road Arcadia, CA 91006	\$189,762
Universal Coatings, Inc. 3373 S. Chesnut Avenue Fresno, CA 93725	\$311,550

9 TOTAL BIDDERS

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT**BUSINESS OPERATIONS/ FISCAL SERVICES**

To:	Board of Trustees	Date: December 7, 2015
Re:	Approval of Lease Agreement with Compliance Management Systems, Inc.	
Action:	Request for Approval	

BACKGROUND

The District operates a business incubator for start-up digital media companies at the Digital Media Center (DMC). The incubator was developed as a result of grant funding received from the U.S. Department of Commerce, Economic Development Administration.

ANALYSIS

Compliance Management Systems, Inc. is a provider of services and cloud based software solutions that facilitate integration of knowledge management, quality risk management, and industry quality standards and best practices in delivering a fully integrated QMS framework. As a provider of Platform as a Service (PaaS) for Quality Management System (QMS) business process automation, CMS serves regulated and quality driven industries throughout the globe.

As a start-up, Compliance Management Systems, Inc. is looking to validate their business model by taking advantage of the valuable services provided for entrepreneurs at the DMC, including mentorship, access to student interns, access to investors, and office space. Through these services, the company hopes to grow and create much needed jobs in our community.

The recommended lease conforms to the District's standard lease agreement for DMC tenants and is for a period of one year: December 8, 2015 to December 7, 2016. The square footage for the rentable area included in this lease agreement is 197 square feet.

RECOMMENDATION

It is recommended that the Board of Trustees approve the lease agreement with Compliance Management and authorize the Vice Chancellor of Business Operations and Fiscal Services to execute the agreement on behalf of the District as presented.

Fiscal Impact:	\$4,018.80	Board Date: December 7, 2015
Prepared by:	Enrique Perez, Assistant Vice Chancellor, Educational Services	
Submitted by:	Peter J. Hardash, Vice Chancellor, Business Operations/Fiscal Services	
Recommended by:	Raúl Rodríguez, Ph.D., Chancellor	

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
DISTRICT OFFICE BUSINESS OPERATIONS/FISCAL SERVICES

To:	Board of Trustees	Date: December 7, 2015
Re:	Accept the 2014-15 Measure Q Citizens' Bond Oversight Committee Annual Report to the Community	
Action:	Request for Acceptance	

BACKGROUND

With the District's successful passage of Measure Q, approved by the electorate of the Santa Ana College Facilities Improvement District No. 1 of the Rancho Santiago Community College District (RSCCD) in November 2012, the Board of Trustees established a Citizens' Bond Oversight Committee to comply with the requirements of Proposition 39 at their February 4, 2013 meeting. This measure allows RSCCD to issue up to \$198 million in general obligation bonds to finance renovations, repairs and construction at Santa Ana College. One of the responsibilities and duties of the Citizens' Bond Oversight Committee is to report annually to the Board of Trustees and the community on the District's compliance on all the requirements of a Proposition 39 bond including the annual financial and performance audits. This annual report has been reviewed by the Measure Q Citizens' Bond Oversight Committee at its November 10, 2015 meeting and has unanimously approved the report.

ANALYSIS

This is the first Measure Q Citizens' Bond Oversight Committee Annual Report to the Community. A copy of the report was provided with the Board docket. Printed copies of this report will be available to the community upon request. The report, in pdf format, is also available on the district website at: <http://www.rscgd.edu/Bond-Projects/Measure-Q/Documents/Reports/rscgd-mq-bond-report-2015.pdf> or the link on the district's website at: <http://www.rscgd.edu/Pages/default.aspx>. This report covers bond funded activities and financial information for the July 1, 2014 – June 30, 2015 period.

RECOMMENDATION

It is recommended that the Board of Trustees accept the Measure Q Citizens' Bond Oversight Committee Annual Report to the Community for 2014-15 as presented.

Fiscal Impact:	None	Board Date: December 7, 2015
Prepared by:	Peter J. Hardash, Vice Chancellor of Business Operations/Fiscal Services	
Submitted by:	Peter J. Hardash, Vice Chancellor of Business Operations/Fiscal Services	
Recommended by:	Raúl Rodríguez, Ph.D., Chancellor	

2015 CITIZENS' BOND OVERSIGHT COMMITTEE

Eric Alderete, Chair
 Support Organization - SAC Foundation Representative
 Kenneth Nguyen, Co-Chair
 Community-at-Large Representative

MEMBERS:
 Rene Guzman • Senior Citizens' Organization Representative
 Zeke Hernandez • Business Organization Representative
 Nellie Caudillo Kaniski • Community-at-Large Representative
 Irma Avila Macias • Community-at-Large Representative
 Max Madrid • Community-at-Large Representative
 Eddie Marquez • Community-at-Large Representative
 Jorge Rocha • Community-at-Large Representative
 Vacant • SAC Student Representative
 Vacant • Taxpayers' Association Representative

For further information regarding the Measure Q Bond, please contact Peter Hardash, Vice Chancellor of Business Operations/Fiscal Services at (714) 480-7340.



RSCCD BOARD OF TRUSTEES: Lawrence R. "Larry" Labrado, President • Claudia C. Alvarez, Vice President • John R. Hanna, Clerk • Arianna P. Barrios • Nelida Mendoza Yanez • Jose Solorio • Phillip E. Yarbrough • Raquel Manriquez, Student Trustee • CHANCELLOR: Raúl Rodríguez, Ph.D. • SANTA ANA COLLEGE PRESIDENT: Erlinda J. Martinez, Ed.D.



www.rscdd.edu

The Rancho Santiago Community College District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities. The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he or she is perceived to have one or more of the foregoing characteristics, or based on an association with a person or group with one or more of these actual or perceived characteristics. Inquiries regarding compliance and/or grievance procedures may be directed to District's Title IX Officer and/or Section 504/ADA Coordinator.

RSCCD Title IX Officer and Section 504/ADA Coordinator: John Didion • 2323 N. Broadway • Santa Ana, CA 92706 • 714-480-7489



Preparing for
**SANTA ANA COLLEGE'S
 SECOND CENTURY**

2014-2015 Citizens' Bond Oversight Committee Annual
Report to the Community



5.14 (2)

MEASURE Q ACCOMPLISHMENTS

CURRENT PROJECTS	ESTIMATED COST	ESTIMATED COMPLETION
Central Plant & Infrastructure	\$68.17 million	Winter 2017
Dunlap Hall Renovation	\$17.22 million	Spring 2016
Johnson Student Center	\$28.49 million	Schedule Pending
Science Center	\$73.38 million	Schedule Pending
Johnson & Building J Demolition	\$1.8 million	Fall 2016
Parking Lot at 17th/Bristol Streets	\$2.5 million	Fall 2016

Central Plant – The construction of a new Central Plant and replacement of site utilities/infrastructure is targeted to start in October 2015. The project will include underground utility replacement, central plant construction, mechanical upgrades to seven buildings and the installation of a new Central Cooling Plant. A new campus-wide energy management system will also be installed. Also included in this project is the Centennial Circle, new hardscape, seating areas along central mall, and new drought-tolerant landscaping.

Dunlap Hall Renovations – Construction began in June 2014 to replace the aging guard rails around the pedestrian walkways on all levels, as well as to provide a new elevator tower and stair case. Existing restrooms will be remodeled to increase capacity and correct accessibility compliance standards. Architectural services for the roof replacement project were recently approved. The renovation project will be completed by November 2015, and the roof replacement project will commence. Dunlap Hall will be reoccupied in January 2016 for the start of spring semester 2016.

Johnson Student Center – Plans are underway to demolish the Johnson Center and the bookstore annex. The project is in the programming phase and architect is holding user group meetings to ensure that the new facility meets college needs. Impacted programs will be temporarily relocated to the Village.

Science Center – This 65,428-square-foot facility will house modern laboratories, general classrooms, lecture classrooms, and faculty offices. The architect held user group meetings to make certain that the facility meets instructional needs. This project is currently in the schematic design phase.

Johnson & Building J Demolition – Demolition is anticipated to begin by summer 2016.

Parking Lot at 17th/Bristol Streets – Measure E provided funding for the acquisition of this property and Measure Q will pay for the design and construction phases. This new surface parking lot provides approximately 180 parking spaces and is currently in the design phase. Construction is anticipated to begin during summer 2016.



MEASURE Q PROJECT SUMMARY

June 30, 2015

	Allocated Budget	Project Expenditures by Category 2014-2015					Total Project Expenses
		Agency Cost	Professional Services	Construction Services	Furniture & Equipment	Total Expended	
SANTA ANA COLLEGE							
Dunlap Hall Renovation	\$17,218,585	559	1,139,116	11,480,984		12,620,659	12,620,659
Johnson Student Center	28,498,138		177,508			177,508	177,508
Central Plant Infrastructure	68,170,000	316,138	3,835,399			4,151,537	4,151,537
17th & Bristol St. Parking Lot	2,500,000	200	58,882	52,996		112,078	112,078
Project Closeout/Certification	6,432,416					-	-
Science Center	73,380,861		228,035			228,035	228,035
Johnson & Bldg J Demolition	1,800,000						
TOTAL	198,000,000	316,897	5,438,940	11,533,980		17,289,816	17,289,816
Total Current Projects	\$198,000,000	316,897	5,438,940	11,533,980		17,289,816	17,289,816
Total Closed Out Projects	-						
Measure Q Bond Program	\$198,000,000						

All financial information subject to final audit report.

BALANCE SHEET

MEASURE Q BOND PROGRAM

June 30, 2015

ASSETS

Cash in County Treasury	\$ 54,058,672
Interest Receivable	20,591
Due From Other Funds	190,675
TOTAL ASSETS	\$ 54,269,938

LIABILITIES AND FUND BALANCE

LIABILITIES

Accounts Payable	\$ 1,417,222
TOTAL LIABILITIES	1,417,222

FUND BALANCE

Designated for Special Purposes	52,852,716
TOTAL FUND BALANCE	52,852,716

TOTAL LIABILITIES AND FUND BALANCE	\$ 54,269,938
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COMMITTEE CHAIR'S MESSAGE



Helping Move Santa Ana College into Its Next Century

I am pleased to share the first Measure Q Citizens' Bond Oversight Committee Annual Report to the Community. Measure Q was approved by voters in the Santa Ana College Facilities Improvement District No. 1 of the Rancho Santiago Community College District in November 2012. This measure authorizes Rancho Santiago Community College District (RSCCD) to issue up to \$198 million in general obligation bonds to fund renovation, repair and construction at Santa Ana College.

Shortly after voters said yes to RSCCD's request for local capital improvements funding, its Board of Trustees appointed the 12-member Citizens' Bond Oversight Committee (CBOC). As part of our responsibilities, the CBOC is charged to hold regular public meetings to review project plans and progress. The CBOC ensures that all bond funds are being used for construction and renovation projects not administrative, faculty or staff salaries. The committee also oversees an annual audit of all Measure Q expenditures.

With great pride, I am happy to report that the district received stellar ratings on all independent financial and compliance audits pertaining to the spending of Measure Q bond funds for the year ending June 30, 2015. The independent auditors have validated that all bond funds have been expended on appropriate Measure Q projects. The CBOC is pleased to report full compliance with all Measure Q Proposition 39 requirements.

In its advisory capacity, the CBOC pledges to continue working with the college district, monitoring all bond-related projects it undertakes. We invite you to review the highlights of work accomplished last year. You can stay up-to-date on future projects by visiting www.rscdd.edu/MeasureQ.

We are grateful to voters of the Santa Ana College Improvement District No. 1 in the cities of Anaheim, Costa Mesa, Fountain Valley, Garden Grove, Irvine, Newport Beach, and Santa Ana, for their support of Measure Q. This bond measure will fund capital improvements at Santa Ana College, preparing it to deliver quality education in its second century of service to the community.

Sincerely,
Eric Alderete
Chair, Measure Q Citizens' Bond Oversight Committee



RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
DISTRICT OFFICE - BUSINESS OPERATIONS/FISCAL SERVICES

To:	Board of Trustees	Date: December 7, 2015
Re:	Approval of Consultant Agreement with Comsec Associates, Inc. for Design, Bid Development, Evaluation and Related Services	
Action:	Request for Approval	

BACKGROUND

As a result of an identified need to have a safe and secure environment for our faculty, staff and students across all our campuses and sites, we are committed to using the most up to date technology. In the event of a widespread emergency the ability to effectively communicate is vital. Our current analog radio system does not provide effective communication across all our campuses and sites. Part of the ineffectiveness has been caused by new Federal regulations which mandated that we move from wide band to narrow band. This resulted in a loss of about 35% capacity and created real difficulty communicating between campuses and our sites.

In order to replace the current analog radio system to a state-of-the-art radio system, the District requires assistance in design, bid development, evaluation and related services from a firm that specializes in this field.

ANALYSIS

Advances in technology to digital radio systems have greatly increased the possibilities for communication and connection with our local police departments and school districts. With the technical nature of the systems there is a need to have specialized help in the design, procurement and testing of any system under consideration. Comsec Associates, Inc. has significant experience in designing, bid development, evaluation and related services of similar systems on small and large scales. Comsec Associates, Inc. will also advise and recommend a radio system which will operate across our campuses and sites and will provide the District with the opportunity to interconnect the system with adjacent school districts.

RECOMMENDATION

It is recommended that the Board of Trustees approve the consultant agreement with Comsec Associates, Inc. with the design, bid development, evaluation and related services for a District-wide digital radio system as presented.

Fiscal Impact:	\$18,295.00	Board Date: December 7, 2015
Prepared by:	Alistair Winter, Chief, District Safety & Security Tracey Conner-Crabbe, Director of Purchasing Services	
Submitted by:	Peter J. Hardash, Vice Chancellor, Business Operations/Fiscal Services	
Recommended by:	Raúl Rodríguez, Ph.D., Chancellor	

CONSULTANT SERVICES AGREEMENT

This AGREEMENT is made and entered into this 8th day of December in the year 2015, (“EFFECTIVE DATE”), between the RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT, hereinafter referred to as (“DISTRICT”), and COMSEC Associates, Inc. hereinafter referred to as “CONSULTANT”. The DISTRICT and the CONSULTANT are sometimes referred to herein as a “PARTY” and collectively as the “PARTIES”. This AGREEMENT is made with reference to the following facts:

WHEREAS, DISTRICT requires specialized services and/or advice in connection with certain consulting, financial, economic, accounting, estimate and/or administrative matters where such services and advice are not available to the DISTRICT without cost either internally or from other public agencies;

WHEREAS, CONSULTANT is specially experienced and competent to provide to the DISTRICT certain specialized services and/or advice in the foregoing areas; and

WHEREAS, DISTRICT desires to obtain specialized services and/or advice for District-wide Two-Way Radio Communications system, hereinafter referred to as the “PROJECT”; and

WHEREAS, CONSULTANT has indicated its willingness and commitment to provide its specialized services and/or advice to the DISTRICT on the terms hereinafter set forth in this AGREEMENT.

NOW, THEREFORE, the PARTIES hereto agree as follows:

ARTICLE I – SCOPE OF SERVICES AND RESPONSIBILITIES

1. The CONSULTANT shall provide to the DISTRICT on the terms set forth herein as well as those articulated in **EXHIBIT “A”** which is attached hereto and incorporated herein (“Services”). The PARTIES agree that the terms of this AGREEMENT shall be controlling over any of the terms contained within the CONSULTANT’s proposal or similar document.

2. Contract Term. The term of this AGREEMENT shall begin December 8, 2015 and shall end June 30, 2016, in accordance with the schedule as stated in **EXHIBIT “A”**. The PARTIES agree should all Services be completed by CONSULTANT and accepted, in writing, by DISTRICT prior to the end date stated within this Paragraph, the AGREEMENT shall automatically terminate.

3. CONSULTANT makes the following certifications, representations, and warranties for the benefit of the DISTRICT and CONSULTANT acknowledges and agrees that the DISTRICT, in deciding to engage CONSULTANT pursuant to this AGREEMENT, is relying upon the truth and validity of the following certifications, representations and warranties and their effectiveness throughout the term of this AGREEMENT and the course of CONSULTANT’s engagement hereunder:

a. CONSULTANT is qualified in all respects to provide to the DISTRICT all of the Services contemplated by this AGREEMENT and, to the extent required by any applicable laws, CONSULTANT has all such licenses and/or governmental approvals as would be required to carry out and perform, for the benefit of the DISTRICT, such Services as are called for hereunder.

b. CONSULTANT, in providing the Services and in otherwise carrying out its obligations to the DISTRICT under this AGREEMENT, shall, at all times, comply with all

applicable federal, state, and local laws, rules, regulations, and ordinances, including workers' compensation and equal protection and non-discrimination laws.

4. The CONSULTANT will perform its Services hereunder in a professional manner, using the degree of care and skill ordinarily exercised by, and consistent with, the current professional practices and standards of a professional practicing in California. The CONSULTANT will furnish, at its expense, those Services that are set forth in this AGREEMENT and **EXHIBIT "A"** and represents that the Services set forth in said EXHIBIT are within the technical and professional areas of expertise of the CONSULTANT or any sub-consultant the CONSULTANT has engaged or will engage to perform the Services. The DISTRICT shall request in writing if the DISTRICT desires the CONSULTANT to provide Services in addition to, or different from, the Services described in **EXHIBIT "A"**. The CONSULTANT shall advise the DISTRICT in writing of any Services that, in the CONSULTANT's opinion, lie outside of the technical and professional expertise of the CONSULTANT.

5. The CONSULTANT shall coordinate and perform all services set forth in the AGREEMENT through the DISTRICT's authorized representative.

ARTICLE II – COMPENSATION TO THE CONSULTANT

1. **Basic Services:** CONSULTANT agrees to perform Services set forth in this AGREEMENT and DISTRICT agrees to pay CONSULTANT for such Services in accordance with **EXHIBIT "A"**. Payment under this ARTICLE includes the cost of the Services necessary as set forth in **EXHIBIT "A"**.

2. **Additional Services:** Compensation for Additional Services shall be dependent upon CONSULTANT's compliance with the provisions outlined in ARTICLE VII below and shall be calculated in accordance with the rates set forth in **EXHIBIT "A"**.

3. **Reimbursable CONSULTANT Costs/Expenses:** DISTRICT recognizes that certain costs and expenses associated with the Services performed are reimbursable to the CONSULTANT. Provided that the CONSULTANT obtains the DISTRICT's prior written approval, costs and expenses will be reimbursed to the CONSULTANT in accordance with this ARTICLE. The DISTRICT's prior written authorization is an express condition precedent to any reimbursement to the CONSULTANT of such costs and expenses, and no claim for any additional compensation or reimbursement shall be valid absent such prior written approval by the DISTRICT and calculated in accordance with the rates set forth in **EXHIBIT "A"**. The CONSULTANT's mileage and travel time shall not be considered as an allowable reimbursable expense. The descriptive categories of expenses that may be considered for reimbursement are as follows, and any other reimbursable expenses must be approved in writing by the DISTRICT:

a. There are no reimbursable expenses for this Agreement.

4. The CONSULTANT shall invoice all fees and/or costs monthly for the Basic Services that are provided in accordance with this AGREEMENT from the time the CONSULTANT begins work on the PROJECT. The CONSULTANT shall submit one (1) invoice monthly to the DISTRICT detailing all the fees associated with the applicable progress to completion percentage, and Additional Services (if any) incurred for the monthly billing period. Invoices requesting payment for Additional Services must reflect the negotiated compensation previously approved by the DISTRICT and include a copy of the DISTRICT's written authorization notice approving the Additional Services and the additional compensation approved by the DISTRICT. No payments will be made by the DISTRICT to the CONSULTANT for monthly invoices requesting Additional Services absent the prior written authorization of the DISTRICT. The DISTRICT's prior written authorization is an express condition precedent to any payment by the DISTRICT for Additional Services and no claim by the CONSULTANT

for additional compensation related to Additional Services shall be valid absent such prior written approval by the DISTRICT.

5. The DISTRICT may withhold, or on account of subsequently discovered evidence, nullify the whole or a part of any payment to such extent as may be necessary to protect the DISTRICT from loss, including costs and attorneys' fees, on account of: 1) defective or deficient work product not remedied; 2) failure of the CONSULTANT to make payments properly to its employees or sub-consultants; or 3) failure of CONSULTANT to perform its Services in a timely manner so as to conform to PROJECT schedule.

ARTICLE III – TERMINATION

1. This AGREEMENT may be terminated by either PARTY upon fourteen (14) days written notice to the other PARTY in the event of a substantial failure of performance by such other PARTY, including insolvency of CONSULTANT; or if the DISTRICT should decide to abandon or indefinitely postpone the PROJECT.

2. In the event of a termination based upon abandonment or postponement by DISTRICT, the DISTRICT shall pay to the CONSULTANT for all Services performed and all expenses incurred under this AGREEMENT supported by documentary evidence, including payroll records, and expense reports up until the date of the abandonment or postponement plus any sums due the CONSULTANT for Board approved Additional Services. In ascertaining the Services actually rendered hereunder up to the date of termination of this AGREEMENT, consideration shall be given to both completed work and work in process of completion and to complete and incomplete drawings, reports and/or other documents whether delivered to the DISTRICT or in the possession of the CONSULTANT. In the event termination is for a substantial failure of performance, all damages and costs associated with the termination, including increased consultant and replacement consultant costs shall be deducted from payments to the CONSULTANT.

3. In the event a termination for cause is determined to have been made wrongfully or without cause, then the termination shall be treated as a termination for convenience in accordance with Article III, Section 4 below, and CONSULTANT shall have no greater rights than it would have had if a termination for convenience had been effected in the first instance. No other loss, cost, damage, expense or liability may be claimed, requested or recovered by CONSULTANT.

4. This AGREEMENT may be terminated without cause by DISTRICT upon fourteen (14) days written notice to the CONSULTANT. In the event of a termination without cause, the DISTRICT shall pay CONSULTANT for all Services performed and all expenses incurred under this AGREEMENT supported by documentary evidence, including payroll records, and expense reports up until the date of notice of termination plus any sums due the CONSULTANT for Board approved Additional Services.

5. In the event of a dispute between the PARTIES as to performance of the work or the interpretation of this AGREEMENT, or payment or nonpayment for work performed or not performed, the PARTIES shall attempt to resolve the dispute. Pending resolution of this dispute, CONSULTANT agrees to continue the work diligently to completion. If the dispute is not resolved, CONSULTANT agrees it will neither rescind the AGREEMENT nor stop the progress of the work, but CONSULTANT's sole remedy shall be to submit such controversy to determination by a court having competent jurisdiction of the dispute, after the PROJECT has been completed, and not before. The PARTIES may agree in writing to submit any dispute between the PARTIES to arbitration.

6. THE PARTIES UNDERSTAND AND AGREE THAT ARTICLE III OF THIS AGREEMENT SHALL GOVERN ALL TERMINATION RIGHTS AND PROCEDURES BETWEEN THE PARTIES. ANY TERMINATION PROVISION THAT IS ATTACHED TO THIS AGREEMENT AS AN EXHIBIT SHALL BE VOID AND UNENFORCEABLE BETWEEN THE PARTIES.

ARTICLE IV – [NOT USED]

ARTICLE V – ACCOUNTING RECORDS OF THE CONSULTANT

1. Records of the CONSULTANT's direct personnel and reimbursable expenses pertaining to any extra services provided by the CONSULTANT, which are in addition to those services already required by this AGREEMENT, and any records of accounts between the DISTRICT and CONSULTANT shall be kept on a generally recognized accounting basis and shall be available to the DISTRICT or DISTRICT's authorized representative at mutually convenient times.

ARTICLE VI – INDEMNITY AND INSURANCE

1. To the fullest extent permitted by law, CONSULTANT agrees to indemnify, defend, and hold DISTRICT entirely harmless from all liability arising out of:

a. Workers Compensation and Employers Liability: Any and all claims under Workers' Compensation acts and other employee benefit acts with respect to CONSULTANT's employees or CONSULTANT's subcontractor's employees arising out of CONSULTANT's work under this AGREEMENT; and

b. General Liability: Liability for damages for 1) death or bodily injury to person; 2) injury to, loss or theft of property; 3) any failure or alleged failure to comply with any provision of law or 4) any other loss, damage or expense arising under either 1), 2), or 3) above, sustained by the CONSULTANT or the DISTRICT, or any person, firm or corporation employed by the CONSULTANT or the DISTRICT upon or in connection with the PROJECT, except for liability resulting from the sole or active negligence, or willful misconduct of the DISTRICT, its officers, employees, agents or independent consultants who are directly employed by the DISTRICT; and

c. Professional Liability: Any loss, injury to or death of persons or damage to property caused by any act, neglect, default or omission of the CONSULTANT, or any person, firm or corporation employed by the CONSULTANT, either directly or by independent contract, including all damages due to loss or theft, sustained by any person, firm or corporation including the DISTRICT, arising out of, or in any way connected with the Services performed by CONSULTANT in accordance with this AGREEMENT, including injury or damage either on or off DISTRICT property; but not for any loss, injury, death or damages caused by the sole or active negligence, or willful misconduct of the DISTRICT.

2. The CONSULTANT, at its own expense, cost, and risk, shall defend any and all claims, actions, suits, or other proceedings, arising out of Article VI, Sections 1(a) and (b) above, that may be brought or instituted against the DISTRICT, its officers, agents or employees, on any such claim or liability, and shall pay or satisfy any judgment that may be rendered against the DISTRICT, its officers, agents or employees in any action, suit or other proceedings as a result thereof. With regard to the CONSULTANT's obligation to indemnify for acts of professional negligence as set forth in Article VI, Section 1(c) above, such obligation does not include the obligation to provide defense counsel or to pay for the defense of actions or proceedings brought against the DISTRICT, but rather to reimburse the DISTRICT for attorney's fees and costs incurred by the DISTRICT in defending such actions or proceedings.

3. THE PARTIES UNDERSTAND AND AGREE THAT ARTICLE VI, SECTIONS 1-2 OF THIS AGREEMENT SHALL BE THE SOLE DEFENSE, INDEMNITY AND HOLD HARMLESS

AGREEMENTS BETWEEN THE PARTIES, PROVIDED SAME IS IN COMPLIANCE WITH CALIFORNIA CIVIL CODE §§2772 THROUGH 2784.5, AS APPLICABLE. SHOULD ARTICLE VI, SECTIONS 1-2 OF THIS AGREEMENT BE IN CONFLICT WITH ANY OF THE AFORESAID STATUTES, ARTICLE VI, SECTIONS 1-2 OF THIS AGREEMENT SHALL BE READ TO INCLUDE AND BE CONSISTENT THEREWITH. ANY OTHER DEFENSE, INDEMNITY AND/OR HOLD HARMLESS PROVISIONS THAT ARE ATTACHED TO THIS AGREEMENT AS AN EXHIBIT SHALL BE VOID AND UNENFORCEABLE BETWEEN THE PARTIES.

4. ANY ATTEMPT TO LIMIT THE CONSULTANT'S LIABILITY TO THE DISTRICT IN AN ATTACHED EXHIBIT SHALL BE VOID AND UNENFORCEABLE BETWEEN THE DISTRICT AND THE CONSULTANT.

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

a. The CONSULTANT shall carry Workers' Compensation and Employers Liability Insurance in accordance with the laws of the State of California. However, such amount shall not be less than ONE MILLION DOLLARS (\$1,000,000).

b. Commercial general liability insurance with limits of not less than ONE MILLION DOLLARS (\$1,000,000) and automobile liability insurance with limits of not less than ONE MILLION DOLLARS (\$1,000,000) for bodily injury and property damage liability, per occurrence, including coverage for the following:

1. Owned, non-owned and hired vehicles;
2. Blanket contractual;
3. Broad form property damage;
4. Products/completed operations; and
5. Personal injury.

c. Professional liability insurance, including contractual liability, with limits of ONE MILLION DOLLARS (\$1,000,000), per claim. Such insurance shall be maintained during the term of this AGREEMENT and renewed for a period of at least five (5) years thereafter and/or at rates consistent with the time of execution of this AGREEMENT adjusted for inflation. In the event that CONSULTANT subcontracts any portion of CONSULTANT's duties, CONSULTANT shall require any such subcontractor to purchase and maintain insurance coverage as provided in this subparagraph. Failure to maintain professional liability insurance is a material breach of this AGREEMENT and grounds for immediate termination.

d. Each policy of insurance required in Article VI, Section 5(a), (b), and (c) above shall name the DISTRICT and its officers, agents and employees as additional insureds; and shall state that, with respect to the operations of CONSULTANT hereunder, such policy is primary and any insurance carried by the DISTRICT is excess and non-contributory with such primary insurance; shall state that not less than thirty (30) days' written notice shall be given to the DISTRICT prior to cancellation; and, shall waive all rights of subrogation. CONSULTANT shall notify the DISTRICT in the event of material change in, or failure to renew, each policy. Prior to commencing work, CONSULTANT shall deliver to the DISTRICT certificates of insurance as evidence of

compliance with the requirements herein. In the event CONSULTANT fails to secure or maintain any policy of insurance required hereby, the DISTRICT may, at its sole discretion, secure such policy of insurance in the name of and for the account of CONSULTANT, and in such event CONSULTANT shall reimburse the DISTRICT upon demand for the cost thereof.

ARTICLE VII – ADDITIONAL CONSULTANT SERVICES

1. CONSULTANT shall notify the DISTRICT in writing of the need for Additional Services required due to circumstances beyond the CONSULTANT's control. CONSULTANT shall obtain written authorization from the DISTRICT before rendering any Additional Services. The DISTRICT may also require CONSULTANT to perform additional services which are, in the DISTRICT's discretion, necessary. Compensation for all Additional Services shall be negotiated and approved in writing by the DISTRICT before CONSULTANT performs such Additional Services. CONSULTANT shall not be entitled to any compensation for performing Additional Services that are not previously approved by the DISTRICT in writing. Additional Services may include:

a. Making material revisions in reports or other documents when such revisions are required by the enactment or revision of laws, rules or regulations subsequent to the preparation and completion of such documents;

b. Preparing reports and other documentation and supporting data, and providing other Services in connection with PROJECT modifications required by causes beyond the control of the CONSULTANT which are not the result of the direct or indirect negligence, errors or omissions on the part of CONSULTANT;

c. If the DISTRICT requests additional scope to complete the Services articulated in **EXHIBIT "A"** where the requests for additional scope does not arise from the direct or indirect negligence, errors or omissions on the part of CONSULTANT. The CONSULTANT's compensation is expressly conditioned on the lack of fault of the CONSULTANT; and

d. Providing any other services not otherwise included in this AGREEMENT or not customarily furnished in accordance with the generally accepted practice in the CONSULTANT's industry.

ARTICLE VIII – REPORTS AND/OR OTHER DOCUMENTS

1. The reports and/or other documents that are prepared, reproduced, maintained and/or managed by the CONSULTANT or CONSULTANT's consultants in accordance with this AGREEMENT, shall be and remain the property of the DISTRICT (hereinafter "PROPERTY"). The DISTRICT may provide the CONSULTANT with a written request for the return of its PROPERTY at any time. Upon CONSULTANT's receipt of the DISTRICT's written request, CONSULTANT shall return the requested PROPERTY to the DISTRICT within seven (7) calendar days. Failure to comply with the requirements in this Article VIII shall be deemed a material breach of this AGREEMENT.

ARTICLE IX – MISCELLANEOUS

1. CONSULTANT, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONSULTANT understands and agrees that CONSULTANT and all of CONSULTANT's employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT's employees are normally entitled, including, but not limited to, State

Unemployment Compensation or Workers' Compensation. CONSULTANT assumes the full responsibility for the acts and/or omissions of CONSULTANT's employees or agents as they relate to the Services to be provided under this AGREEMENT. CONSULTANT shall assume full responsibility for payment of any applicable prevailing wages and all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes for the respective CONSULTANT's employees.

2. Nothing contained in this AGREEMENT shall create a contractual relationship with or a cause of action in favor of any third party against either the DISTRICT or CONSULTANT.

3. The DISTRICT and CONSULTANT, respectively, bind themselves, their partners, officers, successors, assigns and legal representatives to the other PARTY to this AGREEMENT with respect to the terms of this AGREEMENT. CONSULTANT shall not assign this AGREEMENT.

4. This AGREEMENT shall be governed by the laws of the State of California.

5. THIS AGREEMENT SHALL NOT INCLUDE OR INCORPORATE THE TERMS OF ANY GENERAL CONDITIONS, CONDITIONS, MASTER AGREEMENT OR ANY OTHER BOILERPLATE TERMS OR FORM DOCUMENTS PREPARED BY THE CONSULTANT. THE ATTACHMENT OF ANY SUCH DOCUMENT TO THIS AGREEMENT AS **EXHIBIT "A"** SHALL NOT BE INTERPRETED OR CONSTRUED TO INCORPORATE SUCH TERMS INTO THIS AGREEMENT UNLESS THE DISTRICT APPROVES OF SUCH INCORPORATION IN A SEPARATE WRITING SIGNED BY THE DISTRICT. ANY REFERENCE TO SUCH BOILERPLATE TERMS AND CONDITIONS IN THE PROPOSAL OR QUOTE SUBMITTED BY THE CONSULTANT SHALL BE NULL AND VOID AND HAVE NO EFFECT UPON THIS AGREEMENT. PROPOSALS, QUOTES, STATEMENT OF QUALIFICATIONS AND OTHER SIMILAR DOCUMENTS PREPARED BY THE CONSULTANT MAY BE INCORPORATED INTO THIS AGREEMENT AS **EXHIBIT "A"** BUT SUCH INCORPORATION SHALL BE STRICTLY LIMITED TO THOSE PARTS DESCRIBING THE CONSULTANT'S SCOPE OF WORK, RATE AND PRICE SCHEDULE AND QUALIFICATIONS.

6. Each of the PARTIES have had the opportunity to, and have to the extent each deemed appropriate, obtained legal counsel concerning the content and meaning of this AGREEMENT. Each of the PARTIES agrees and represents that no promise, inducement or agreement not herein expressed has been made to effectuate this AGREEMENT. This AGREEMENT represents the entire AGREEMENT between the DISTRICT and CONSULTANT and supersedes all prior negotiations, representations or agreements, either written or oral. This AGREEMENT may be amended or modified only by an agreement in writing signed by both the DISTRICT and the CONSULTANT.

7. Time is of the essence with respect to all provisions of this AGREEMENT.

8. If either PARTY becomes involved in litigation arising out of this AGREEMENT or the performance thereof, each PARTY shall bear its own litigation costs and expenses, including reasonable attorney's fees.

9. All exhibits referenced herein and attached hereto shall be deemed incorporated into and made a part of this AGREEMENT by each reference as though fully set forth in each instance in the text hereof with the exception of those documents or provisions that are subject to the exclusions specifically set forth in this AGREEMENT.

10. This AGREEMENT is not a valid or enforceable obligation against the DISTRICT until approved or ratified by motion of the Governing Board of the DISTRICT duly passed and adopted.

11. This AGREEMENT shall be liberally construed to effectuate the intention of the PARTIES with respect to the transaction described herein. In determining the meaning of, or resolving any ambiguity with respect to any word, phrase or provision of this AGREEMENT, neither this AGREEMENT nor any uncertainty or ambiguity herein will be construed or resolved against either PARTY (including the PARTY primarily responsible for drafting and preparation of this AGREEMENT), under any rule of construction or otherwise, it being expressly understood and agreed that the PARTIES have participated equally or have had equal opportunity to participate in the drafting hereof.

12. It is mutually understood and agreed that this AGREEMENT shall be binding upon the DISTRICT and its successors and upon the CONSULTANT, its partners, successors, executors, and administrators. Neither this AGREEMENT, nor any monies due or to become due thereunder, may be assigned by the CONSULTANT without the written consent and approval of the DISTRICT.

13. This AGREEMENT may be executed in any number of counterparts, each of which shall be deemed an original, and the counterparts shall constitute one and the same instrument, all of which shall be sufficient evidence of this AGREEMENT.

14. Confidentiality: The CONSULTANT shall not disclose or permit the disclosure of any confidential information, except to its agents, employees and other consultants who need such confidential information in order to properly perform their duties relative to this AGREEMENT.

15. Governing Law: This AGREEMENT shall be governed by the laws of the State of California.

16. Severability: If any portion of this AGREEMENT is held as a matter of law to be unenforceable, the remainder of this AGREEMENT shall be enforceable without such provisions.

17. Notices: All notices or demands to be given under this AGREEMENT by either PARTY to the other shall be in writing and given either by: (a) personal service; or (b) by U.S. Mail, mailed either by registered, overnight, or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the fifth day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either PARTY may be changed by written notice given in accordance with the notice provisions of this Paragraph. At the date of this AGREEMENT, the addresses of the PARTIES are as follows:

To the DISTRICT:

Rancho Santiago Community College District
Attn: Tracey Conner-Crabbe, Director of Purchasing Services
2323 North Broadway, Suite 109
Santa Ana, CA 92706
Telephone: (714) 480-7371
Facsimile: (714) 796-3907

To the CONSULTANT:

COMSEC Associates, Inc.
Attn: Steven Hronek, President
PO Box 708
La Canada, CA 91012
Telephone: (818) 492-9900
Facsimile: None

18. Tobacco Prohibited: any tobacco use (smoking, chewing, etc.) by anyone, is prohibited at all times on any DISTRICT property.

19. Profanity on any DISTRICT property is prohibited, including, but not limited to, racial, ethnic, or sexual slurs or comments which could be considered harassment.

20. Appropriate dress is mandatory. Therefore, tank tops, cut-offs and shorts are not allowed. Additionally, what is written or pictured on clothing must comply with the requirements of acceptable language as stated above in Paragraph 16.

21. Images: If applicable, the CONSULTANT is prohibited from capturing on any visual medium images of any property, logo, student, or employee of the DISTRICT, or any image that represents the DISTRICT without express written consent from the DISTRICT.

22. This AGREEMENT is not a valid or enforceable obligation against the DISTRICT until approved or ratified by motion of the Governing Board of the DISTRICT duly passed and adopted.

ARTICLE X – ENTIRE AGREEMENT

1. All of the AGREEMENT between the PARTIES is included herein, and no warranties expressed or implied, representations, promises, or statements have been made by either PARTY unless endorsed hereon in writing, and no charges or waiver of any provision hereof shall be valid unless made in writing and executed in the same manner as the AGREEMENT.

2. Neither amendments to nor modifications of this AGREEMENT shall be effective unless signed by officials of the CONSULTANT and the DISTRICT having authority equal to or greater than that of the officials signing this AGREEMENT. The DISTRICT and the CONSULTANT hereby agree to the full performance of the covenants contained herein.

The PARTIES, through their authorized representatives, have executed this AGREEMENT as of the day and year first written above.

CONSULTANT:
<<NAME OF CONSULTANT>>

DISTRICT:
RANCHO SANTIAGO COMMUNITY COLLEGE
DISTRICT

By: _____

By: _____

Print Name: _____

Peter J. Hardash, Vice Chancellor Business
Operations and Fiscal Services

Its: _____

Date: _____

Date: _____

Address: _____

Phone: _____

Tax ID: _____

E-mail: _____

COPIES TO:

PURCHASING DEPARTMENT
Rancho Santiago Community College District
2323 N. Broadway, Suite 109
Santa Ana, CA 92706
Tracy Conner-Crabbe, Director of Purchasing Services

EXHIBIT “A”

1. **Compensation for Services:**

The DISTRICT shall compensate the CONSULTANT for the performance of all Services required under this AGREEMENT not-to-exceed Eighteen Thousand Two Hundred Ninety Five Dollars (\$18,295.00). Payments will be based on monthly invoices, payable in arrears, based on the actual level of completion of Services, in accordance with ARTICLE II, Paragraph 4 of this AGREEMENT. The CONSULTANT will not exceed the not-to-exceed fee without prior written authorization of the DISTRICT.

- a. There are no reimbursable expenses for this AGREEMENT.

2. **Project Description, Scope of Services and Schedule of Work**

The Rancho Santiago Community College District (“District”) has requested Comsec Associates, Inc. provide a proposal to assist the District with the procurement of a district-wide two-way radio communications system. This proposal has been prepared based upon our discussions with District personnel, review of available information, and experience with similar projects.

PROJECT DESCRIPTION

The District currently operates a UHF analog radio system with approximately 190 handheld radios and repeaters located at Santiago Canyon College and the Digital Media Center. The current radio communications system does not provide reliable communications throughout the facilities operated by the District, and is not interoperable with the radio communications systems of adjacent school districts.

To ensure reliable communications for the safety of students and employees, and to enhance employee productivity, the District has specified it requires a radio communications system which operates reliably throughout each campus, and between users on different campuses, which enables interoperability with adjacent school districts, and which provides the District with the future ability to interconnect its radio communications system with those of adjacent school districts to create a regional system of systems, with seamless roaming and interoperability for designated radio users throughout the entire regional network.

CONSULTANT SCOPE OF WORK

Perform Needs Assessment

Conduct interviews with radio users.

Gather information regarding how radios are currently used, identify known or perceived system deficiencies, and unaddressed operational communications needs.

Review available documentation.

Review technical documentation, including current equipment, current radio sites, FCC licenses, inter-site connectivity, District campuses and buildings, and the topography of the District.

Conduct site surveys as required.

We will conduct on-site assessments as necessary to ensure an accurate and complete specification is provided.

Assist District with Procurement

Discuss Needs Assessment findings with District project team.

Unless our findings are drastically different from the expectations of District management, this will be a telephonic review.

Prepare draft bid specification.

The draft bid specification will be prepared which will include: technical background information, the Scope of Work, and the District's communications needs which are required to be addressed by the bidder-proposed system.

Review final RFP or Bid Specification prior to release.

One last check prior to issuance to ensure the released document accurately reflects the District's requirements, and the technical specifications.

Assist with mandatory bidder meeting.

Attend mandatory bidder meeting to answer questions or issue clarifications.

Assist with bidder site visits.

Attend vendor visits to each campus, to the possible radio site(s) on each campus (specific sites to be predetermined through consultation with District), and to areas which District Staff identifies as currently having poor radio coverage.

Provide the District with responses to bidder questions.

As questions are received from bidders, we will confer with the District and provide accurate and timely responses.

Evaluate proposals.

Serve on evaluation panel as subject matter expert.

Interview bidders if necessary.

Serve on an interview panel as subject matter expert.

Assist with the negotiation of pricing and contract terms.

Serve as the subject matter expert for the contract negotiation team.

Assist District with system implementation oversight.

Review design documentation with District and vendor.

Prior to the vendor ordering equipment, at least one detailed design review session will be held with the vendor and the District to identify technical or operational issues, to scrub the equipment list, and to ensure the vendor has designed the radio communications system as specified by the District.

Based upon the results of the user needs assessment, recommend configuration for user equipment.

Control stations

Mobile radios

Portable radios

Antennas

Battery Chargers

Surveillance Kits and audio accessories

Carrying cases

Provide the District with technical advice, counsel, and consultative support through completion of the radio system replacement project which is the subject of this proposal.

Assist District with project completion review.

Review as-built documentation to ensure it is complete and accurate.

Review results of acceptance testing to confirm all contracted testing has been completed successfully, and the completed system meets all the District's requirements.

LIMITED SCOPE

This proposal and scope of work only include the replacement of the District radio system and user radio

equipment. Development of a governance model and the technical design of a regional system-of-systems with the surrounding school districts is beyond the scope of this proposal and would be completed as a separate project.

MEETINGS

In-person meetings will be required for: project kickoff, user needs assessments, site surveys, bidder meetings, vendor site walks, the vendor evaluation panel, contract negotiations, vendor project kickoff, to monitor the progress of the project, and final inspection prior to project acceptance. Whenever onsite meetings are not necessary, meetings will be conducted as conference calls or web conferences.

INDEPENDENT CONSULTANT

Comsec Associates, Inc., its officers and shareholders, have no ownership or fiduciary interest in any manufacturer, distributor, or dealer, of two-way radio equipment or systems.

PAYMENT SCHEDULE

This proposal includes the services listed above which will be provided to the District for a fixed price, with payments based upon progress milestones, and is inclusive of reasonable and necessary expenses.

Progress Milestone	Amount Due	Percentage
Amount Due Upon Completion of Needs Assessment	\$ 3,659.00	20%
Amount Due Upon Completion of Draft Bid Specification	\$ 3,659.00	20%
Amount Due Upon Issuance of RFP or Bid Specification by the District	\$ 3,659.00	20%
Amount Due Upon Selection of Vendor	\$ 3,659.00	20%
Amount Due Upon Completion of Design Review	\$ 1,829.50	10%
Amount Due Upon Completion of Review of As-Builts and Acceptance Test Results	\$ 1,829.50	10%
Total Project Cost	\$ 18,295.00	100%

EXPANDED SCOPE

The District has the option to expand the scope of this project, and extend the consulting engagement. Our current discounted rate for government projects is \$150 per hour (normal rate is \$195 per hour). Should the District wish to expand the scope of the project with additional services, thus extending the consulting engagement, work will be billed at the current discounted government rate.

PROPOSAL EXPIRATION

If accepted by the District, this proposal shall remain valid throughout the herein described radio system replacement project, and subsequent engagements, until final expiration on December 31, 2019.

CONTACT INFORMATION

Parties shall provide full and complete contact information for project personnel, including office telephone, cellular telephone, email address and mailing address.

EXHIBIT “B” – STATEMENT OF INTENT TO MEET DVBE, WBE, AND/OR MBE PARTICIPATION GOALS

The Rancho Santiago Community College District has a participation goal for disabled veteran business enterprises (“DVBE”) of 3 percent, minority business enterprises (“MBE”) of 15 percent, and women business enterprises (“WBE”) of 5 percent, per year. Although it is not specifically required, you are encouraged to include DVBE, MBE, and/or WBE participation.

The undersigned, on behalf of COMSEC Associates, Inc. (“Consultant”), certifies the following:

- Consultant **is** a certified Disabled Veteran Business Enterprise
- Consultant is **not** a certified Disabled Veteran Business Enterprise

- Consultant **is** a certified Minority Business Enterprise
- Consultant is **not** a certified Minority Business Enterprise

- Consultant **is** a certified Women Business Enterprise
- Consultant is **not** a certified Women Business Enterprise

Company: COMSEC Associates, Inc.

Name: Steven Hronek

Title: President

Signature: _____

Date: _____

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
DISTRICT OFFICE - BUSINESS OPERATIONS/FISCAL SERVICES

To:	Board of Trustees	Date:	December 7, 2015
Re:	Approval of RFP # 1271 Student Health Services - Electronic Medical Record Software & Hosting Service		
Action:	Request for Approval		

BACKGROUND

Student Health & Wellness Services at both Santiago Canyon College and Santa Ana College have always used conventional paper medical records for management of all patient care and associated student health services. Beginning in 2002, with passage of the sweeping federal law known as HIPAA, the Health Information Portability and Accountability Act, health care providers in general began converting to Electronic Medical Records (EMR). Virtual EMR helps providers adhere to mandates for health information portability, accountability and privacy. This year, both colleges' Student Health Services are planning to transition from paper charts to EMR, the current standard of care for college-based student health services.

In general, college and university-based healthcare providers who have converted to digital medical records (EMR) have found this has made a positive impact on their student health service. In the state of California, 74% of California Community College Student Health Services have transitioned to an EMR. In fact, electronic medical records yield improved information efficiency, reduce medical errors and streamline recordkeeping, making clinical services run more smoothly, thus giving students the best care possible. EMR Software will serve to improve RSCCD Student Health Services efficiency to current standards of health care.

As part of the transitioning to an EMR software, a formal Request for Proposal (RFP) is required.

ANALYSIS

An RFP package was developed and distributed via email to five (5) bidders and twelve (12) bidders via District's website. Proposals were received from four (4) leading health companies. A committee was formed consisting of representatives from Information Technology and both college Student Health Services to review and evaluate proposals and ultimately make recommendation.

Following a thorough document review, as well as detailed program presentations from three (3) of the four (4) interested EMR companies, it was concluded that the proposal from Point and Click Solutions, Inc., has the best value as well as being the lowest responsive and responsible bidder. Also, the software complies with the accessibility requirements of Section 508 of the Rehabilitation Act of 1973.

This is a five-year contract with an annual cost of \$6,000 plus \$5,840.00 for one-time implementation cost for SCC and an annual cost of \$7,600.00 plus \$6,960.00 one-time implementation cost for SAC. This purchase contract is funded exclusively through Restricted Health Services Fees (non-general fund). Attached are excerpts of the agreements for each college. Below are the four (4) RFP responses.

SITE	BIDDER			
	Five-Year Cost			
	Point & Click Solutions, Inc.	Pyramed Health Systems	Medicat, LLC	Nextgen Healthcare
SCC	\$ 35,840.00	\$ 39,653.41	\$ 38,000.00	\$ 64,660.00
SAC	\$ 44,960.00	\$ 52,701.48	\$ 67,000.00	\$ 106,260.00
Total	\$ 80,800.00	\$ 92,354.89	\$ 105,000.00	\$ 170,920.00

RECOMMENDATION

It is recommended that the Board of Trustees accept the RFPs and approve the award to Point and Click Solutions, Inc. for RFP #1268 – Student Health Services-Electronic Medical Record Software and Hosting Service as presented.

Fiscal Impact:	\$80,800.00 (5-years)	Board Date: December 7, 2015
Prepared by:	Tracey Conner-Crabbe, Director of Purchasing Services	
Submitted by:	Peter J. Hardash, Vice Chancellor, Business Operations/Fiscal Services	
Recommended by:	Raúl Rodríguez, Ph.D., Chancellor	

POINT AND CLICK SOLUTIONS, INC.

SOFTWARE HOSTING AGREEMENT

This Agreement, and any Attachments incorporated herein and made a part hereof (hereinafter the "Agreement"), by and between Rancho Santiago Community College District - **Santiago Canyon College**, (hereinafter "Client"), and Point and Click Solutions, Inc., a Massachusetts corporation, with its principal place of business located at 6 Lincoln Knoll Lane, Suite 101, Burlington, MA 01803 (hereinafter "PNC"), for the provision of a Hosted Practice Management System [PMS] and Electronic Health Record System [EHR] and related consulting, setup, training and support services, all as more fully described herein, is effective on the last date signed by a party below.

This contract contains the following sections:

- Section A [~~Pricing Proposal~~]
- Section B [Payment Schedule]
- Section C [Statement of Work]
- Section D [Client Requirements]
- Section F [Service Level Agreement]
- Section G [Standard Terms and Conditions]

PNC is a provider of software, hosting services and consulting services to Student Health Centers and Student Counseling Centers at Universities and Colleges.

PNC will provide Client with Services as identified in the Pricing Proposal Section

_____ Signature Point and Click Solutions Inc.	_____ Name	_____ Title	_____ Date
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_____ Signature Client	_____ Name	_____ Title	_____ Date
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Section A – Pricing Proposal

Santiago Canyon College

Hosted System Price Summary

This proposal and any discounts will be honored for one year from the proposal issue date of **10/12/2015**.

Additional items can be purchased any time and will be pro-rated. Additional purchases after one year from the proposal issue date will be based on the current price list at the time of the additional purchase.

This includes all server hardware, OS licenses, database licenses, application licenses, support and training.

Hosting Price Summary	
One Time Installation, Setup, Training & Travel Costs	\$5,840.00
Pro-Rated 1st Year Partial Subscription	\$6,000.00
Year 2 Anticipated Subscription	\$6,000.00
Year 3 Subscription	\$6,000.00
Year 4 Subscription	\$6,000.00
Year 5 Subscription	\$6,000.00
Total (5 Years)	\$35,840.00

**Section A – Pricing
Santiago Canyon College**

One Time Setup, Installation and Training Fees

Note: Some of the prices listed already have a discount built-in.

Installation and Setup Fees				
Qty	Server Software and Applications	Unit Price		Price
1	PMS/EHR Database, Open Registration, Open Schedule, Open Chart, Open Billing, Open Admin, Open Maint (Required) RFP Item #31	\$5,000.00	per enterprise	\$5,000.00
7	Medical Workstation Setup Fee RFP Item #31	\$190.00	per workstation	\$1,330.00
2	Counseling Only Workstation Setup Fee RFP Item #31	\$90.00	per workstation	\$180.00
1	Dispensary Setup Fee RFP Item #31	\$0.00	per enterprise	\$0.00
1	Inventory Setup Fee (includes Pharmedix Interface) RFP Item #31	\$0.00	per enterprise	\$0.00
1	OpenReport Std Setup Fee RFP Item #31	\$0.00	per enterprise	\$0.00
Interfaces				
1	SIS Registration Interface (demographics or insurance) - RFP Item #31	\$0.00	per interface	\$0.00
1	Bursar Interface RFP Item #31	\$0.00	per interface	\$0.00
1	Text Messaging Setup RFP Item #31	\$0.00	per enterprise	\$0.00
Migration Services				
1	MedPro Migration RFP Item #13	\$0.00	one time fee	\$0.00
Total				\$6,510.00

Qty	Onsite Travel Item	Unit Price		Price
1	Standard per Person Prepaid Staff and Travel Package - 1 person on site for 5 days during go live. Package includes staff time, air travel, lodging, meals, parking, auto rental, tolls and all fuel/mileage charges. This package also includes Point and Click's deployment delay insurance. If a site "go live" is delayed, one or two members of the team may stay for up to two additional business days at no additional cost to the facility. This includes the additional costs of staying through the weekend or flying out the following week. No receipts are submitted, travel is included. RFP Item #34	\$0.00		\$0.00
Travel Total				\$0.00

Special Installation and Setup Discount	-\$670.00
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Installation and Setup Grand Total	\$5,840.00
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**Section A – Pricing
Santiago Canyon College**

Hosting and Subscription Fees

These are recurring annual fees.

Note: Some of the prices listed already have a discount built-in.

Hosting and Subscription Cost				
Qty	Client Server Software Products	Unit Price		Price
1	Production Serv (PMS+EMR; not req for stby or test inst.) RFP Item #25, #34, #14, #20 Note: Effectively discounted to \$3,000.00 as shown below	\$5,000.00	per db instance per yr	\$5,000.00
7	Medical Workstation RFP Item #26	\$400.00	per workstation per yr	\$2,800.00
2	Counseling Only Workstation RFP Item #27	\$100.00	per workstation per yr	\$200.00
1	Dispensary Module RFP Item #28	\$0.00	per site per yr	\$0.00
1	Inventory Module (> 20k students) RFP Item #29, #8	\$0.00	per site per yr	\$0.00
1	OpenReport (Standard) RFP Item #15	\$0.00	per site per yr	\$0.00
Interfaces				
1	SIS Registration Interface (demographics) RFP #1, #2, #3, #6	\$0.00	per interface / site / yr	\$0.00
1	Bursar Interface RFP Item #5	\$0.00	per interface / site / yr	\$0.00
1	Text Messaging License	\$0.00	per interface / site / yr	\$0.00
Base Annual Maintenance and Support Total				\$8,000.00

Annual 3rd Party Subscriptions				
Qty	Optional Third Party Annual Subscriptions	Unit Price		Price
1	Ingenix Subscription (CPT+ICD9+HCPCS) [min 1 biller]	\$220.00	per biller per yr	\$220.00
1	Medispan Prescription Database	\$400.00	per prov per yr	\$400.00
2	DSM-V	\$100.00	per counselor per yr	\$200.00
Subscriptions Total				\$820.00

Annual Maint., Support and Subscription Grand Total	\$8,820.00
Special Recurring Discount	-\$2,820.00
Total with Discount	\$6,000.00

Pro-Rated 1st Year	
Subscription Start Date	1/1/16
1st Year Pro-Rated Months	12
Pro-Rated 1st Year Subscriptions	\$6,000.00

Years 2, 3, 4, and 5	
If additional products are purchased after the initial deployment, their subscription components will be added to the subscription total in subsequent years.	
Year 2 subscription due date	1/1/17
Year 2 Anticipated Subscriptions	\$6,000.00
Year 3 Subscriptions	\$6,000.00
Year 4 Subscriptions	\$6,000.00
Year 5 Subscriptions	\$6,000.00

POINT AND CLICK SOLUTIONS, INC.

SOFTWARE HOSTING AGREEMENT

This Agreement, and any Attachments incorporated herein and made a part hereof (hereinafter the "Agreement"), by and between Rancho Santiago Community College - **Santa Ana College**, (hereinafter "Client"), and Point and Click Solutions, Inc., a Massachusetts corporation, with its principal place of business located at 6 Lincoln Knoll Lane, Suite 101, Burlington, MA 01803 (hereinafter "PNC"), for the provision of a Hosted Practice Management System [PMS] and Electronic Health Record System [EHR] and related consulting, setup, training and support services, all as more fully described herein, is effective on the last date signed by a party below.

This contract contains the following sections:

- Section A [Pricing ~~Proposal~~]
- Section B [Payment Schedule]
- Section C [Statement of Work]
- Section D [Client Requirements]
- Section F [Service Level Agreement]
- Section G [Standard Terms and Conditions]

PNC is a provider of software, hosting services and consulting services to Student Health Centers and Student Counseling Centers at Universities and Colleges.

PNC will provide Client with Services as identified in the Pricing Proposal Section

_____ Signature Point and Click Solutions Inc.	_____ Name	_____ Title	_____ Date
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_____ Signature Client	_____ Name	_____ Title	_____ Date
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Section A – Pricing Proposal

Santa Ana College

Hosted System Price Summary

This proposal and any discounts will be honored for one year from the proposal issue date of **10/12/2015**.

Additional items can be purchased any time and will be pro-rated. Additional purchases after one year from the proposal issue date will be based on the current price list at the time of the additional purchase.

This includes all server hardware, OS licenses, database licenses, application licenses, support and training.

Hosting Price Summary	
One Time Installation, Setup, Training & Travel Costs	\$6,960.00
Pro-Rated 1st Year Partial Subscription	\$7,600.00
Year 2 Anticipated Subscription	\$7,600.00
Year 3 Subscription	\$7,600.00
Year 4 Subscription	\$7,600.00
Year 5 Subscription	\$7,600.00
Total (5 Years)	\$44,960.00

Section A – Pricing

Santa Ana College

One Time Setup, Installation and Training Fees

Note: Some of the prices listed already have a discount built-in.

Installation and Setup Fees				
Qty	Server Software and Applications	Unit Price		Price
1	PMS/EHR Database, OpenRegistration, OpenSchedule, OpenChart, OpenBilling, OpenAdmin, OpenMaint (Required) RFP Item #32, #35, #14	\$5,000.00	per enterprise	\$5,000.00
10	Medical Workstation Setup Fee RFP Item #32,	\$190.00	per workstation	\$1,900.00
6	Counseling Only Workstation Setup Fee RFP Item #32,	\$90.00	per workstation	\$540.00
2	OpenCheckin Setup Fee RFP Item #32,	\$500.00	per kiosk	\$1,000.00
1	Dispensary Setup Fee RFP Item #32,	\$0.00	per enterprise	\$0.00
1	Inventory Setup Fee (includes Pharmedix Interface) RFP Item #32,	\$0.00	per enterprise	\$0.00
1	OpenReport Std Setup Fee RFP Item #32,	\$0.00	per enterprise	\$0.00
Interfaces				
1	SIS Registration Interface (demographics) RFP Item #32	\$0.00	per interface	\$0.00
1	Bursar Interface RFP Item #32	\$0.00	per interface	\$0.00
1	Text Messaging Set up Item #32	\$0.00	per interface	\$0.00
Migration Services				
1	MedPro Migration RFP Item #13	\$0.00	one time fee	\$0.00
1	Titanium Migration RFP Item #15	\$0.00	one time fee	\$0.00
Total				\$8,440.00

Qty	Onsite Travel Item	Unit Price		Price
1	Standard per Person Prepaid Staff and Travel Package - 1 person on site for 5 days during go live. Package includes staff time, air travel, lodging, meals, parking, auto rental, tolls and all fuel/mileage charges. This package also includes Point and Click's deployment delay insurance. If a site "go live" is delayed, one or two members of the team may stay for up to two additional business days at no additional cost to the facility. This includes the additional costs of staying through the weekend or flying out the following week. No receipts are submitted, travel is included. RFP Item #35	\$0.00		\$0.00
Travel Total				\$0.00

Special Installation and Setup Discount	-\$1,480.00
Installation and Setup Grand Total	\$6,960.00

Section A – Pricing Santa Ana College

Hosting and Subscription Fees

These are recurring annual fees.

Hosting and Subscription Cost				
Qty	Client Server Software Products	Unit Price		Price
1	Production Serv (PMS+EMR; not req for stby or test inst.) RFP #21, #26, #35, #14 Note: Discounted to \$3,000.00 as shown below	\$5,000.00	per db instance per yr	\$5,000.00
10	Medical Workstation RFP Item #27	\$400.00	per workstation per yr	\$4,000.00
6	Counseling Only Workstation RFP Item #28	\$100.00	per workstation per yr	\$600.00
2	OpenCheckIn RFP Item #33	\$400.00	per site per yr	\$800.00
1	Dispensary Module RFP Item #29	\$0.00	per site per yr	\$0.00
1	Inventory Module (> 20k students) RFP Item #30, #8	\$0.00	per site per yr	\$0.00
1	OpenReport (Standard) RFP Item #16	\$0.00	per site per yr	\$0.00
Interfaces				
1	SIS Registration Interface (demographics) RFP Item #1, #2, #3, #6	\$0.00	per interface / site / yr	\$0.00
1	Bursar Interface RFP Item #5	\$0.00	per interface / site / yr	\$0.00
Base Annual Maintenance and Support Total				\$10,400.00

Annual 3rd Party Subscriptions				
Qty	Optional Third Party Annual Subscriptions	Unit Price		Price
1	Ingenix Subscription (CPT+ICD9+HCPCS) [min 1 biller]	\$220.00	per biller per yr	\$220.00
1	Medispan Prescription Database	\$400.00	per prov per yr	\$400.00
4	DSM-V	\$100.00	per counselor per yr	\$400.00
Subscriptions Total				\$1,020.00

Annual Maint., Support and Subscription Grand Total	\$11,420.00
Special Recurring Discount	-\$3,820.00
Total with Discount	\$7,600.00

Pro-Rated 1st Year	
Subscription Start Date	1/1/16
1st Year Pro-Rated Months	12
Pro-Rated 1st Year Subscriptions	
\$7,600.00	

Years 2, 3, 4, and 5	
If additional products are purchased after the initial deployment, their subscription components will be added to the subscription total in subsequent years.	
Year 2 subscription due date	1/1/17
Year 2 Anticipated Subscriptions	\$7,600.00
Year 3 Subscriptions	\$7,600.00
Year 4 Subscriptions	\$7,600.00
Year 5 Subscriptions	\$7,600.00

Purchase Order List

10/25/2015 thru 11/14/2015

P.O. #	Date	Fund	Department	Description	Vendor Name	Amount
16-P0038064	10/27/2015	12	Career Education Office	Contracted Services	CLOVER AGENCY INC	20,000.00
16-P0038214	10/27/2015	12	Ctr for Intl Trade Dev Office	Contracted Services	ONE ZERO DIGITAL MEDIA LLC	1,600.00
16-P0038216	11/03/2015	12	Center for Teacher Education	Contracted Services	ROMEO SHARON	400.00
16-P0038219	10/26/2015	13	Administrative Services Office	Advertising	CBS RADIO INC	75,260.00
16-P0038220	10/26/2015	12	Corporate Training Institute	Reproduction/Printing Expenses	WE DO GRAPHICS INC	3,747.60
16-P0038221	10/26/2015	12	EOPS	Books Paid for Students	DON BOOKSTORE	300,000.00
16-P0038222	10/27/2015	11	Business Operations' Office	Conference Expenses	ACCCA	175.00
16-P0038223	10/27/2015	12	School & Community Partnership	Conference Expenses	CALIF EDUC ROUND TABLE INTER	500.00
16-P0038224	10/27/2015	12	SAC Continuing Ed-Instruction	Books, Mags & Subscrip-Non-Lib	DON BOOKSTORE	307.80
16-P0038225	10/27/2015	12	Kinesiology - Intercoll Athlet	Instructional Supplies	ALL AMERICAN SPORTS CORP	32.94
16-P0038226	10/27/2015	12	Kinesiology - Physical Educ	Instructional Supplies	SO CAL TEAM SPORTS	6,247.57
16-P0038227	10/27/2015	11	Kinesiology - Physical Educ	Repair & Replacement Parts	NAT'L SPORTS APPAREL LLC	500.00
* 16-P0038228	10/27/2015	13	Academic Affairs Office	Class Schedules/Printing	ADVANCED WEB OFFSET INC	5,520.20
16-P0038229	10/27/2015	12	Counseling	Food and Food Service Supplies	ALBERTSON'S	199.00
16-P0038230	10/27/2015	12	EOPS	Food and Food Service Supplies	JAY'S CATERING	1,193.40
16-P0038231	10/27/2015	12	Biology	Equip-All Other >\$1,000<\$5,000	VWR FUNDING INC	6,468.18
16-P0038232	10/27/2015	11	Admin Services Office	Inst Dues & Memberships	SOUTH COAST HIGHER EDUCATION COUNCI	50.00
16-P0038233	10/27/2015	12	Physics	Instructional Supplies	OFFICE DEPOT BUSINESS SVCS	245.00
16-P0038234	10/27/2015	33	EHS Santa Ana College	Food and Food Service Supplies	NORTHGATE GONZALEZ MARKET	2,000.00
16-P0038235	10/27/2015	12	Library Services	Library Books	ROWMAN & LITTLEFIELD PUBLISHING GROUP	27.69
16-P0038236	10/27/2015	12	Library Services	Library Books	GALE GROUP	475.03
16-P0038238	10/27/2015	12	Library Services	Library Books	EBSCO SUBSCRIPTION SVCS	365.87
16-P0038239	10/27/2015	12	Admin Services Office	Instructional Supplies	CANDELA CORP	2,000.00
16-P0038240	10/27/2015	12	Athletics	Instructional Supplies	D3 SPORTS INC.	129.48
16-P0038241	10/28/2015	12	Health & Wellness	Non-Instructional Supplies	OFFICE DEPOT BUSINESS SVCS	147.19
16-P0038242	10/28/2015	33	EHS Administration	Instructional Supplies	ENVIRONMENTS INC	321.87
* 16-P0038243	10/28/2015	33	CDC Administration	Non-Instructional Supplies	LAKESHORE LEARNING MATERIALS	1,609.20
16-P0038244	10/28/2015	33	EHS Administration	Instructional Supplies	LAKESHORE LEARNING MATERIALS	1,084.07
* 16-P0038245	10/28/2015	33	EHS Administration	Instructional Supplies	US TOY CO CONSTRUCTIVE PLAYTHINGS	953.50
16-P0038246	10/28/2015	33	EHS Administration	Instructional Supplies	DISCOUNT SCHOOL SUPPLY	217.72
* 16-P0038247	10/28/2015	33	CDC Administration	Instructional Supplies	DISCOUNT SCHOOL SUPPLY	1,222.20
16-P0038248	10/28/2015	33	EHS Administration	Instructional Supplies	LAKESHORE LEARNING MATERIALS	1,240.57
16-P0038249	10/28/2015	62	Risk Management	Workers Compensation Insurance	ASCIP	41,226.00
16-P0038250	10/28/2015	11	Reprographics	Excess/Copies Usage	XEROX CORP	596.69
16-P0038251	10/28/2015	12	Continuing Education Division	Rental - Other (Short-term)	PAPER DEPOT DOCUMENT	324.00
16-P0038252	10/28/2015	12	Safety & Parking - DO	Contracted Services	COMMLINE INC	750.00
16-P0038253	10/28/2015	11	Facility Planning Office	Public Agencies' Assess & Fees	ORANGE COUNTY SANITATION DISTRICT	70,269.66
16-P0038254	10/28/2015	41	Facility Planning Office	Buildings - AE Fee	NAC ARCHITECTURE	8,340.00
16-P0038255	10/28/2015	43	Facility Planning Office	Buildings - Cost Estimating	JACOBUS & YUANG INC	107,995.00

Legend: * = Multiple Accounts for this P.O.

Purchase Order List

10/25/2015 thru 11/14/2015

P.O. #	Date	Fund	Department	Description	Vendor Name	Amount
16-P0038256	10/28/2015	41	Facility Planning Office	Bldgs - Blueprint/Reprod/Adver	NATASIA MELENDEZ	14,560.00
16-P0038257	10/28/2015	41	Administrative Services Office	Contracted Repair Services	ACCESS GENERAL CONTRACTING INC	11,790.00
16-P0038258	10/28/2015	41	Facility Planning Office	Bldg Impr - Contractor Svcs	BARTWOOD CONSTRUCTION INC	10,173.24
16-P0038259	10/28/2015	12	Pharmacy Technology	Contracted Services	VU MICHELLE DUNG	400.00
* 16-P0038260	10/28/2015	33	EHS Administration	Equip-Fed Prgm >\$1,000< \$5,000	SCHOOL HEALTH SUPPLY CO INC	4,467.49
16-P0038261	10/28/2015	12	Pharmacy Technology	Contracted Services	BENNETT CYNTHIA	400.00
16-P0038262	10/28/2015	12	Admin Services Office	Instructional Supplies	SWEETWATER SOUND	2,864.94
16-P0038263	10/28/2015	12	SAC Continuing Ed-Instruction	Instructional Supplies	DENNIS JAMES CLEEK	1,716.51
16-P0038264	10/28/2015	33	CDC Administration	Non-Instructional Supplies	COMMUNITY PLAYTHINGS	745.89
16-P0038265	10/29/2015	11	Maintenance	Contracted Repair Services	INDUSTRIAL TECHNICAL SERVICES	675.00
16-P0038266	10/29/2015	11	Human Resources Office	Fingerprinting	LIVESCAN N' MORE INC	780.00
16-P0038267	10/29/2015	12	Biology	Instructional Supplies	FISHER SCIENTIFIC	460.97
16-P0038268	10/29/2015	12	Humanities & Social Sci Office	Instructional Supplies	APPERSON	497.36
16-P0038269	10/29/2015	12	Center for Teacher Education	Non-Instructional Supplies	IMAGE PRINTING SOLUTIONS	447.09
16-P0038270	10/29/2015	12	Center for Teacher Education	Non-Instructional Supplies	IMAGE PRINTING SOLUTIONS	411.90
16-P0038271	10/29/2015	12	EOPS	Non-Instructional Supplies	CN SCHOOL AND OFFICE SOLUTIONS INC	808.70
16-P0038272	10/29/2015	12	Physics	Instructional Supplies	VWR FUNDING INC	1,073.15
16-P0038273	10/29/2015	12	Chemistry	Instructional Supplies	SIGMA ALDRICH INC	673.00
16-P0038274	10/29/2015	12	Center for Teacher Education	Non-Instructional Supplies	IMAGE PRINTING SOLUTIONS	3,287.60
16-P0038275	10/29/2015	12	Student Services Office	Reproduction/Printing Expenses	IMAGE PRINTING SOLUTIONS	1,282.24
16-P0038276	10/29/2015	12	Student Services Office	Food and Food Service Supplies	CRAVE RESTAURANT GROUP, LLC	398.22
16-P0038277	10/29/2015	12	Student Services Office	Non-Instructional Supplies	IMAGE PRINTING SOLUTIONS	411.56
16-P0038278	10/29/2015	12	Biology	Equip-All Other >\$1,000<\$5,000	UNITED TECHNOLOGY TRADE CORP	1,578.52
16-P0038279	10/29/2015	12	Physics	Instructional Supplies	PASCO SCIENTIFIC	4,367.28
16-P0038281	10/29/2015	11	CJ/Academies	Equip-All Other >\$200 < \$1,000	SEHI COMPUTER PRODUCTS	338.92
16-P0038282	10/29/2015	12	Student Equity	Supplies Paid for Students	DON BOOKSTORE	1,695.04
16-P0038283	10/29/2015	11	Custodial	Non-Instructional Supplies	BUCKEYE INTERNATIONAL INC	7,000.00
16-P0038284	10/29/2015	11	District Wide Technology	Equip-All Other >\$200 < \$1,000	HOME DEPOT	107.96
16-P0038285	10/29/2015	33	CDC Centennial Education Ctr	Food and Food Service Supplies	B & D DISTRIBUTING INC	6,000.00
16-P0038286	10/29/2015	12	Digital Media Center	Conference Expenses	CHAMORRO GUSTAVO	200.00
16-P0038287	10/30/2015	12	Foster Youth	Non-Instructional Supplies	DON BOOKSTORE	348.00
16-P0038288	10/30/2015	12	Digital Media Center	Conference Expenses	MICHAEL SALVIANI	600.00
16-P0038289	10/30/2015	12	Nursing	Software License and Fees	EDUCATIONAL GLOBAL TECH INC	750.00
16-P0038290	10/30/2015	11	Safety & Security Office	Equip-All Other >\$200 < \$1,000	CDW GOVERNMENT INC.	549.14
16-P0038291	10/30/2015	12	SAC Continuing Ed-Instruction	Non-Instructional Supplies	GRAINGER	710.08
16-P0038292	10/30/2015	11	Purchasing	Contracted Services	PAPER DEPOT DOCUMENT	75.00
16-P0038294	10/30/2015	11	Transportation	Contracted Repair Services	UNITED AUTOMOTIVE SVC INC	233.00
16-P0038295	11/02/2015	13	Publications	Reproduction/Printing Expenses	WE DO GRAPHICS INC	291.60
16-P0038296	11/02/2015	11	Publications	Non-Instructional Supplies	UNISOURCE PAPER CO	1,443.42

Legend: * = Multiple Accounts for this P.O.

Purchase Order List

10/25/2015 thru 11/14/2015

P.O. #	Date	Fund	Department	Description	Vendor Name	Amount
16-P0038297	11/02/2015	12	Academic Affairs Office	Instructional Supplies	TURNING TECHNOLOGIES LLC	359.00
16-P0038298	11/02/2015	11	Grounds	Non-Instructional Supplies	VARSITY BRANDS HOLDING CO INC	2,938.64
16-P0038299	11/02/2015	12	Continuing Education Division	Conference Expenses	ACCE ASSOC OF COMMUNITY & CONTINUING EDUC.	119.00
* 16-P0038300	11/02/2015	12	Safety & Parking - DO	Non-Instructional Supplies	COMMLINE INC	584.72
* 16-P0038301	11/02/2015	12	Continuing Education Division	Equip-All Other >\$200 < \$1,000	SEHI COMPUTER PRODUCTS	1,645.77
* 16-P0038302	11/02/2015	11	Continuing Education Division	Non-Instructional Supplies	SEHI COMPUTER PRODUCTS	3,651.02
16-P0038303	11/03/2015	11	Humanities & Social Sci Office	Non-Instructional Supplies	OFFICE DEPOT BUSINESS SVCS	300.00
16-P0038304	11/03/2015	12	Ctr for Intl Trade Dev Office	Non-Instructional Supplies	OFFICE DEPOT BUSINESS SVCS	500.00
* 16-P0038305	11/03/2015	12	Continuing Education Division	Equip-All Other >\$200 < \$1,000	SEHI COMPUTER PRODUCTS	600.68
16-P0038306	11/03/2015	41	Facility Planning Office	Bldg Impr - Materials OFIBO	IRVINE PIPE SUPPLY	5,182.32
16-P0038307	11/03/2015	41	Facility Planning Office	Bldg Impr-Blueprint/Reprod/Adv	FREEDOM COMMUNICATIONS, INC	2,086.00
16-P0038308	11/03/2015	12	Talent Search	Non-Instructional Supplies	OFFICE DEPOT BUSINESS SVCS	500.00
16-P0038309	11/03/2015	12	Science Learning Center	Non-Instructional Supplies	OFFICE DEPOT BUSINESS SVCS	500.00
16-P0038310	11/03/2015	11	Educational Services Office	Inst Dues & Memberships	RP GROUP	350.00
16-P0038311	11/03/2015	11	Admin Services Office	Inst Dues & Memberships	WACAC WESTERN ASSOC FOR COLLEGE	45.00
16-P0038312	11/03/2015	12	Nursing	Non-Instructional Supplies	OFFICE DEPOT BUSINESS SVCS	600.00
16-P0038313	11/03/2015	12	Art	Instructional Supplies	KELLY PAPER	200.00
16-P0038314	11/03/2015	12	Kinesiology - Physical Educ	Instructional Supplies	NAT'L SPORTS APPAREL LLC	1,262.82
16-P0038315	11/03/2015	12	Kinesiology - Physical Educ	Instructional Supplies	GOSSETT STEVEN P	973.35
16-P0038316	11/03/2015	11	President's Office	Inst Dues & Memberships	CCCCIO	300.00
16-P0038317	11/03/2015	12	Student Services Office	Non-Instructional Supplies	OFFICE DEPOT BUSINESS SVCS	10,000.00
16-P0038318	11/03/2015	12	Counseling	Non-Instructional Supplies	CAPP ASSOCIATES INC	1,477.29
16-P0038319	11/03/2015	12	Talent Search	Equip-All Other >\$200 < \$1,000	MARCO A. RAMIREZ	319.94
16-P0038320	11/03/2015	12	Continuing Education Division	Books, Mags & Subscrip-Non-Lib	AACRAO AMERICAN ASSOC OF COLLEGIATE	680.00
16-P0038321	11/03/2015	12	Business Division Office	Instructional Supplies	OFFICE DEPOT BUSINESS SVCS	500.00
16-P0038322	11/03/2015	11	Grounds	Rental-Equipment (Short-term)	EBERHARD EQUIPMENT	608.85
16-P0038323	11/03/2015	12	Upward Bound	Non-Instructional Supplies	OFFICE DEPOT BUSINESS SVCS	750.00
16-P0038324	11/03/2015	33	EHS Santa Ana College	Non-Instructional Supplies	SMART & FINAL	2,000.00
16-P0038325	11/03/2015	11	Administrative Services Office	Transportation - Student	AIRPORT VAN RENTAL INC	1,000.00
16-P0038326	11/03/2015	11	Student Life & Leadership	Non-Instructional Supplies	OFFICE DEPOT BUSINESS SVCS	19.97
16-P0038327	11/03/2015	12	Athletics	Instructional Supplies	ROGER DUNN GOLF SHOPS	2,456.30
16-P0038328	11/03/2015	12	Transfer Center	Books, Mags & Subscrip-Non-Lib	DON BOOKSTORE	4,996.00
16-P0038329	11/03/2015	12	Chemistry	Instructional Supplies	FISHER SCIENTIFIC	913.96
16-P0038330	11/03/2015	12	Inmate Education Program	Books, Mags & Subscrip-Non-Lib	NEW READERS PRESS	895.80
16-P0038331	11/03/2015	12	Center for Teacher Education	Transportation - Student	MICHELANGELO LEASING INC	603.75
16-P0038332	11/03/2015	11	Educational Services Office	Non-Instructional Supplies	INTELLIGENT DIRECT INC	178.20
16-P0038333	11/03/2015	12	Center for Teacher Education	Non-Instructional Supplies	DON BOOKSTORE	314.05
16-P0038334	11/03/2015	12	Center for Teacher Education	Transportation - Student	MICHELANGELO LEASING INC	1,128.75
16-P0038335	11/03/2015	12	Fire Academy	Instructional Agreements	DEPT OF FORESTRY & FIRE PROTECTION	1,688.00

Legend: * = Multiple Accounts for this P.O.

Purchase Order List

10/25/2015 thru 11/14/2015

P.O. #	Date	Fund	Department	Description	Vendor Name	Amount
16-P0038336	11/03/2015	11	Operations	Trash Disposal	CR & R INC	292.60
16-P0038337	11/03/2015	12	Digital Media Center	Food and Food Service Supplies	TOP HAT PRODUCTIONS	618.57
16-P0038338	11/03/2015	12	Physics	Instructional Supplies	DAVE SMITH ENTERPRISES INC	731.27
16-P0038339	11/03/2015	12	Center for Teacher Education	Contracted Services	PEREZ APOLINARIO ERWIN	400.00
16-P0038340	11/04/2015	11	Maintenance & Operations	Non-Instructional Supplies	WELLS FARGO BANK	160.00
16-P0038341	11/04/2015	12	Student Services Office	Transportation - Student	MICHELANGELO LEASING INC	1,402.80
16-P0038342	11/04/2015	11	Maintenance & Operations	Non-Instructional Supplies	TAYLOR FLAG & BANNER CO	725.90
16-P0038343	11/04/2015	11	Administrative Services Office	Non-Instructional Supplies	OFFICE DEPOT BUSINESS SVCS	500.00
16-P0038344	11/04/2015	41	Facility Planning Office	Buildings - AE Fee	NAC ACHITECTURE	5,330.00
16-P0038345	11/04/2015	11	Maintenance & Operations	Contracted Services	PYRO-COMM SYSTEMS INC	405.00
16-P0038346	11/04/2015	11	Maintenance	Contracted Repair Services	WEATHERITE CORP	3,520.00
16-P0038347	11/04/2015	12	Student Services Office	Contracted Services	TURTLESEA GROUP LLC	800.00
16-P0038348	11/04/2015	12	Student Support Services	Non-Instructional Supplies	DON BOOKSTORE	377.46
* 16-P0038349	11/04/2015	12	Biology	Instructional Supplies	FISHER SCIENTIFIC	3,175.33
16-P0038350	11/04/2015	12	Phillips Hall	Instructional Supplies	CALIF STAGE & LIGHTING	1,000.00
16-P0038351	11/05/2015	12	Talent Search	Contracted Services	UC SANTA BARBARA	150.00
16-P0038352	11/05/2015	12	Talent Search	Food and Food Service Supplies	MARCO A. RAMIREZ	500.00
16-P0038353	11/05/2015	41	Facility Planning Office	Bldg Impr - Contractor Svcs	BISHOP INC	19,326.00
16-P0038354	11/05/2015	11	Business Operations' Office	Legal Expenses	THE FELDHAKE LAW FIRM	125,000.00
16-P0038355	11/06/2015	12	Automotive Technology/Engine	Equip-Fed Prgm > \$5,000	PAG SANTA ANA B1 INC	29,808.00
16-P0038356	11/06/2015	12	Student Services Office	Other Exp Paid for Students	MARECEK LYNN MARIE	4,422.00
16-P0038357	11/06/2015	12	Center for Teacher Education	Non-Instructional Supplies	OFFICE DEPOT BUSINESS SVCS	1,500.00
16-P0038359	11/06/2015	11	Facility Planning Office	Non-Instructional Supplies	WELLS FARGO BANK	513.67
16-P0038360	11/06/2015	11	Maintenance	Maint/Oper Service Agreements	TRI-SIGNAL INTEGRATION INC	15,790.00
16-P0038361	11/06/2015	11	Maintenance	Maint/Oper Service Agreements	TRI-SIGNAL INTEGRATION INC	2,620.00
16-P0038362	11/06/2015	12	Student Services Office	Non-Instructional Supplies	OFFICE DEPOT BUSINESS SVCS	51.35
* 16-P0038363	11/06/2015	11	Continuing Education Division	Class Schedules/Printing	TREND OFFSET PRINTING	10,118.03
16-P0038364	11/06/2015	12	Media Systems	Instructional Supplies	PURELAND SUPPLY LLC	6,158.42
16-P0038365	11/06/2015	12	Media Systems	Instructional Supplies	GOLDEN STAR TECHNOLOGY, INC.	7,432.54
16-P0038366	11/09/2015	11	Maintenance	Non-Instructional Supplies	WOODWARD'S ACE HARDWARE	1,000.00
16-P0038367	11/09/2015	33	EHS Administration	Non-Instructional Supplies	YOUNG PS ACQUISITIONS, LLC	220.39
16-P0038368	11/09/2015	11	Maintenance	Repair & Replacement Parts	BURKE/WACO	2,841.75
16-P0038369	11/09/2015	61	Risk Management	Uninsured Losses/Loss Disposal	BISHOP INC	2,267.00
16-P0038370	11/09/2015	33	EHS Administration	Conference Expenses	NAT'L HEAD START ASSOC	675.00
16-P0038371	11/09/2015	11	Facility Planning Office	Conference Expenses	CCFC COMMUNITY COLLEGE FACILITY COALITION	300.00
16-P0038372	11/09/2015	33	EHS Administration	Conference Expenses	CUP SERVICES	150.40
16-P0038373	11/09/2015	11	Maintenance	Maint/Oper Service Agreements	WESTERN PACIFIC SVCS	290.00
16-P0038374	11/09/2015	11	International Student Program	Contracted Services	DE LA TORRE COMMERCIAL	1,178.00
16-P0038375	11/10/2015	42	Facility Planning Office	Site Improv - Contractor Svcs	TROPICAL PLAZA NURSERY	8,116.40

Legend: * = Multiple Accounts for this P.O.

Purchase Order List

10/25/2015 thru 11/14/2015

P.O. #	Date	Fund	Department	Description	Vendor Name	Amount
16-P0038376	11/10/2015	12	Student Services Office	Non-Instructional Supplies	UNISOURCE PAPER CO	2,160.00
16-P0038377	11/10/2015	11	Maintenance	Contracted Repair Services	PYRO-COMM SYSTEMS INC	4,000.00
16-P0038378	11/10/2015	41	Facility Planning Office	Site Improv - Contractor Svcs	ACADEMY ELECTRIC INC	2,400.65
16-P0038379	11/10/2015	12	Student Services Office	Food and Food Service Supplies	CORNER BAKERY/CBC RESTAURANT	891.41
16-P0038380	11/10/2015	12	Learning Support Center	Instructional Supplies	KATHARINE L. WALCZAK	67.45
16-P0038381	11/10/2015	12	Kinesiology - Physical Educ	Instructional Supplies	TRIAD SPORTS GROUP LLC	614.05
16-P0038382	11/10/2015	41	Facility Planning Office	Site Improv - Contractor Svcs	BISHOP INC	5,000.00
16-P0038383	11/10/2015	12	Health & Wellness Center	Conference Expenses	HSACCC HEALTH SVCS ASSOC-	375.00
16-P0038384	11/10/2015	11	Maintenance	Contracted Repair Services	PYRO-COMM SYSTEMS INC	8,000.00
16-P0038385	11/10/2015	12	Student Services Office	Conference Expenses	JAROSLAW P. JANIO	226.00
16-P0038386	11/10/2015	11	Nursing	Inst Dues & Memberships	NAT'L LEAGUE FOR NURSING	1,390.00
16-P0038387	11/10/2015	12	Library Services	Library Books	GALE GROUP	5,070.20
16-P0038388	11/10/2015	11	Apprenticeship	Contracted Services	VITAL LINK OF ORANGE COUNTY	2,000.00
16-P0038389	11/10/2015	11	Digital Media Center	Contracted Repair Services	WESTERN POWER SYSTEMS	1,952.45
16-P0038390	11/10/2015	12	Safety & Parking - DO	Equip-All Other >\$200 < \$1,000	CN SCHOOL AND OFFICE SOLUTIONS INC	1,536.00
16-P0038391	11/10/2015	11	International Student Program	Equip-Mod Furn>\$1,000 < \$5,000	CN SCHOOL AND OFFICE SOLUTIONS INC	1,845.72
16-P0038392	11/10/2015	11	Maintenance	Maint/Oper Service Agreements	INDUSTRIAL TECHNICAL SERVICES	6,895.00
16-P0038393	11/10/2015	12	Continuing Education Division	Non-Instructional Supplies	IMAGE PRINTING SOLUTIONS	743.60
* 16-P0038394	11/10/2015	12	Biology	Instructional Supplies	FISHER SCIENTIFIC	2,874.33
* 16-P0038395	11/10/2015	12	Biology	Equip-All Other >\$1,000<\$5,000	VWR FUNDING INC	4,655.66
16-P0038396	11/10/2015	12	Biology	Instructional Supplies	QIAGEN INC	2,013.16
16-P0038397	11/10/2015	12	Biology	Instructional Supplies	USA SCIENTIFIC INC	491.40
16-P0038398	11/10/2015	12	Biology	Equip-All Other >\$200 < \$1,000	CHEMGLASS LIFE SCIENCES LLC	725.98
16-P0038399	11/10/2015	12	Student Services Office	Non-Instructional Supplies	OFFICE DEPOT BUSINESS SVCS	2,000.00
16-P0038400	11/12/2015	12	Upward Bound	Other Exp Paid for Students	ZOOLOGICAL SOCIETY OF SAN DIEGO	329.00
16-P0038401	11/12/2015	12	Athletics	Instructional Supplies	D3 SPORTS INC.	645.20
16-P0038402	11/12/2015	43	Facility Planning Office	Bldgs - Blueprint/Reprod/Adver	C2 REPROGRAPHICS	1,095.01
16-P0038403	11/12/2015	12	EOPS	Other Exp Paid for Students	ALPHA GAMMA SIGMA HONOR SCHOLARSHIP SOCIETY	245.00
16-P0038404	11/12/2015	12	EOPS	Fees Paid for Students	PHI THETA KAPPA	1,080.00
16-P0038405	11/12/2015	12	EOPS	Fees Paid for Students	ALPHA GAMMA SIGMA HONOR SCHOLARSHIP SOCIETY	440.00
* 16-P0038406	11/12/2015	12	EOPS	Other Exp Paid for Students	CHEFS CATERING AND EVENT PLANNING	1,058.40
* 16-P0038407	11/12/2015	12	Safety & Parking - DO	Contracted Services	MARGOLIS HEALY & ASSOCIATES LLC	17,000.00
16-P0038408	11/12/2015	12	Safety & Parking - DO	Contracted Services	ORANGE COUNTY TRANSPORTATION	482.18
16-P0038409	11/12/2015	12	Diesel	Equip-Fed Prgm > \$5,000	CALIBER MOTORS INC	42,827.51
16-P0038410	11/12/2015	12	Inmate Education Program	Books, Mags & Subscrip-Non-Lib	WELLS FARGO BANK	38.85
16-P0038411	11/12/2015	12	Inmate Education Program	Books, Mags & Subscrip-Non-Lib	WELLS FARGO BANK	55.05
16-P0038412	11/12/2015	41	Facility Planning Office	Bldg Impr - Contractor Svcs	COAST ELECTRIC	2,013.60
16-P0038413	11/13/2015	11	Maintenance	Contracted Repair Services	WEATHERITE CORP	14,000.00
16-P0038414	11/13/2015	11	Maintenance	Contracted Repair Services	ACTION DOOR CONTROLS INC	833.76

5.17 (5)

Legend: * = Multiple Accounts for this P.O.

Purchase Order List

10/25/2015 thru 11/14/2015

P.O. #	Date	Fund	Department	Description	Vendor Name	Amount
16-P0038415	11/13/2015	11	Maintenance	Contracted Repair Services	HOFFMAN SOUTHWEST CORP	1,900.00
16-P0038416	11/13/2015	41	Facility Planning Office	Bldg Impr - Materials OFIBO	GLASBY MAINTENANCE SUPPLY	2,225.92
16-P0038417	11/13/2015	33	EHS Administration	Instructional Supplies	FIRST BOOK	1,192.24
16-P0038418	11/13/2015	12	Student Equity	Other Exp Paid for Students	DON BOOKSTORE	1,725.00
16-P0038419	11/13/2015	12	Student Equity	Books Paid for Students	DON BOOKSTORE	5,575.00
16-P0038420	11/13/2015	12	Student Development	Non-Instructional Supplies	OFFICE DEPOT BUSINESS SVCS	257.00
16-P0038421	11/13/2015	12	Manufacturing Technology	Instructional Supplies	MCMASTER CARR SUPPLY CO	300.00
16-P0038422	11/13/2015	11	Chemistry	Instructional Supplies	SPECTRUM CHEMICALS & LABORATORY PRODUCTS	500.00
16-P0038423	11/13/2015	12	SAC Continuing Ed-Instruction	Non-Instructional Supplies	OFFICE DEPOT BUSINESS SVCS	861.41
16-P0038424	11/13/2015	12	SAC Continuing Ed-Instruction	Books, Mags & Subscrip-Non-Lib	NEW READERS PRESS	396.72
16-P0038425	11/13/2015	12	Chemistry	Instructional Supplies	FREY SCIENTIFIC/EDUC PUBL SERVICE	994.89
16-P0038426	11/13/2015	12	Physics	Instructional Supplies	ELECTRONIX EXPRESS	289.69
16-P0038427	11/13/2015	11	Board of Trustees	Conference Expenses	ACCT ASSOC OF COMMUNITY	679.00
16-P0038428	11/13/2015	12	Career Education Office	Food and Food Service Supplies	F & S FOOD SERVICES INC	388.13
* 16-P0038429	11/13/2015	12	Ctr for Intl Trade Dev Office	Food and Food Service Supplies	PARADISE BAKERY & CAFE	260.93
16-P0041898	11/10/2015	11	Maintenance & Operations	Contracted Repair Services	DE LA TORRE COMMERCIAL	990.00
16-P0169286	10/26/2015	11	District Wide Technology	Software Support Service-Fixed	TOUCHNET INFORMATION SYSTEMS	14,000.00
16-P0169287	10/27/2015	11	District Wide Technology	Software Support Service-Fixed	ELLUCIAN INC.	51,900.00
* 16-P0169288	10/28/2015	11	Chancellor's Office	Lease Agreement - Equipment	XEROX CORP	2,078.09
16-P0169289	10/28/2015	12	Financial Aid Office	Contracted Services	SANTIAGO CANYON COLLEGE FOUNDATION	28,788.00
* 16-P0169290	10/27/2015	12	EOPS	Lease Agreement - Equipment	XEROX CORP	1,781.83
* 16-P0169291	10/29/2015	11	Risk Management	Lease Agreement - Equipment	XEROX CORP	2,107.30
* 16-P0169292	10/29/2015	11	Business Operations' Office	Lease Agreement - Equipment	XEROX CORP	1,668.51
* 16-P0169293	10/29/2015	11	Business Operations' Office	Lease Agreement - Equipment	XEROX CORP	1,668.51
16-P0169294	11/04/2015	61	Risk Management	Legal Expenses	NICOLE MILLER & ASSOC INC	50,000.00
16-P0169295	11/09/2015	11	Maintenance	Maint/Oper Service Agreements	PYRO-COMM SYSTEMS INC	540.00
16-P0169296	11/09/2015	11	Maintenance	Maint/Oper Service Agreements	PYRO-COMM SYSTEMS INC	540.00
16-P0169297	11/09/2015	11	Maintenance	Maint/Oper Service Agreements	PYRO-COMM SYSTEMS INC	540.00
16-P0169298	11/12/2015	12	Ctr for Intl Trade Dev Office	Contracted Services	O C SUPERINTENDENT OF SCHOOLS	5,200.00
16-P0169299	11/13/2015	12	Pathways to Teaching	Contracted Services	CSU FULLERTON AUXILIARY SVCS CORP	253,261.00
16-P0169300	11/13/2015	12	Pathways to Teaching	Contracted Services	SANTA ANA UNIFIED SCHOOL DIST	52,987.00
16-P0169301	11/13/2015	12	Pathways to Teaching	Contracted Services	PROJECT TOMORROW	60,600.00
16-P0169303	11/09/2015	11	Maintenance	Maint/Oper Service Agreements	PYRO-COMM SYSTEMS INC	820.00
16-P0169304	11/13/2015	12	Financial Aid Office	Contracted Services	SANTIAGO CANYON COLLEGE FOUNDATION	492,951.00
16-P0169306	11/13/2015	12	Pathways to Teaching	Contracted Services	ORANGE UNIFIED SCHOOL DISTRICT	82,884.00
16-P0169307	11/13/2015	12	Pathways to Teaching	Contracted Services	GARDEN GROVE UNIFIED SCHOOL DIST	11,679.00
16-P0169308	11/13/2015	12	Pathways to Teaching	Contracted Services	NORTH ORANGE COUNTY CCD	353,744.00
16-P0169309	11/09/2015	11	Maintenance	Maint/Oper Service Agreements	PYRO-COMM SYSTEMS INC	2,197.00
16-P0169311	11/09/2015	11	Maintenance	Maint/Oper Service Agreements	PYRO-COMM SYSTEMS INC	10,750.00

5.17 (6)

Legend: * = Multiple Accounts for this P.O.

Grand Total:

2,702,745.10

5.17 (7)

Legend: * = Multiple Accounts for this P.O.

Printed: 11/17/2015 9:26:39AM

Environment: Colleague

LoginID: LNEVILS

Legend for All Funds at RSCCD	
Fund	Description
11	General Fund Unrestricted
12	General Fund Restricted
13	GF Unrestricted One-Time Funds
21	Bond Int & Red Fund, Series A
22	Bond Int & Red Fund, Series B
23	Bond Int & Red Fund, Series C
24	Bond Interest & Redemp Fund
31	Bookstore Fund
33	Child Development Fund
41	Capital Outlay Projects Fund
42	Bond Fund, Measure E
43	Bond Fund, Measure Q
51	Fixed Assets
52	Cash Flow Fund
61	Property and Liability Fund
62	Workers' Compensation Fund
63	Retiree Benefits Fund
71	Associated Students Fund
72	Representation Fee Trust Fund
74	Student Financial Aid Fund
76	Community Education Fund
79	Diversified Trust Fund
81	Diversified Agency Fund
91	Foundation Gen Op Fund Uninvst
92	Foundation Gen Op Fund Invest
93	Foundation Trust Fund Uninvest
94	Foundation Trust Fund Invested
95	Foundation Scholar Fund Uninvst
96	Foundation Scholar Fund Invest
97	Foundation Rest Rev Fund Uninv
98	Foundation Rest Rev Fund Invst
99	Foundation Endowment Fund

Legend: * = Multiple Accounts for this P.O.

**PURCHASE ORDERS SUPPLEMENT
PURCHASE ORDERS OF \$15,000 AND OVER
FROM OCTOBER 25, 2015 THROUGH NOVEMBER 14, 2015
BOARD MEETING OF DECEMBER 7, 2015**

P.O. #	Amount	Description	Department	Comment
16-P0038064	\$20,000.00	Consultant services to develop & implement regional alignment activities in relation to Career Technical Education Enhanced Fund Project	SCC-Business & Career Technical Education	Board approved: October 26, 2015
16-P0038219	\$75,260.00	Marketing campaign for Santa Ana College-2016 Intersession & Spring enrollment with CBS Radio via On-Air and Online from the week of 10/29/2015 to 1/04/2016	SAC-Administrative Services	
16-P0038221	\$300,000.00	Book vouchers for Santa Ana College EOPS students	SAC-EOPS	
16-P0038249	\$41,226.00	Additional Workers' Compensation Premium for 2014-2015 fiscal year	DO-Risk Management	
16-P0038253	\$70,269.66	2015-2016 Annual sewer fees for all district sites	DO-Facility Planning	
16-P0038255	\$107,995.00	Consulting services for cost estimating services for the Science Center at Santa Ana College	DO-Facility Planning	Board approved: October 26, 2015
16-P0038353	\$19,326.00	Plaster soffit demolition project at Santiago Canyon College - A & B Buildings	DO-Facility Planning	Received Quotations: 1) * Bishop, Inc. 2) Meyer Coatings, Inc. 3) Painting & Décor, Inc. * Successful Bidder
16-P0038354	\$125,000.00	Legal services in relation to facilities, construction and real estate matters	DO-Business Operations/Fiscal Services	Board approved: June 15, 2015

**PURCHASE ORDERS SUPPLEMENT
PURCHASE ORDERS OF \$15,000 AND OVER
FROM OCTOBER 25, 2015 THROUGH NOVEMBER 14, 2015
BOARD MEETING OF DECEMBER 7, 2015**

P.O. #	Amount	Description	Department	Comment
16-P0038355	\$29,808.00	2015 Mini Cooper 15M3 Coop S	SAC-Automotive Technology	Received Quotations: 1) * PAG Santa Ana B1, Inc. 2) Long Beach BMW Mini 3) Irvine Mini * Successful Bidder
16-P0038360	\$15,790.00	Fire life safety systems service, inspection & testing at Santiago Canyon College	SCC-Administrative Services	Received Quotations: 1) * Tri-Signal Integration, Inc. 2) Tyco SimplexGrinnell * Successful Bidder
16-P0038407	\$17,000.00	Professional services to provide Clery Act and Title IX compliance training	DO-Safety & Security	Board approved: October 26, 2015
16-P0038409	\$42,827.51	2016 Mercedes Benz Sprinter cargo van	SAC-Automotive Technology	Received Quotations: 1) * Mercedes-Benz of Anaheim 2) Mercedes-Benz of Temecula * Successful Bidder
16-P0169287	\$51,900.00	License subscription and implementation of Elucian Payment Center through Touchnet	DO-ITS	Board approved: September 28, 2015
16-P0169289	\$28,788.00	Sub-agreement with the Santiago Canyon College Foundation to implement the SCC STEM Scholars Academy project from the National Science Foundation	SCC-Financial Aid	Board approved: September 28, 2015
16-P0169294	\$50,000.00	Professional services to conduct background checks, surveillance and security consulting	DO-Risk Management	Board approved: April 14, 2014
16-P0169299	\$253,261.00	Sub-agreement with California State University-Fullerton to implement the OC-Teacher Pathway Partnership project	SCC-Pathway to Teaching	Board approved: August 17, 2015

**PURCHASE ORDERS SUPPLEMENT
PURCHASE ORDERS OF \$15,000 AND OVER
FROM OCTOBER 25, 2015 THROUGH NOVEMBER 14, 2015
BOARD MEETING OF DECEMBER 7, 2015**

P.O. #	Amount	Description	Department	Comment
16-P0169300	\$52,987.00	Sub-agreement with Santa Ana USD to implement the OC-Teacher Pathway Partnership project	SCC-Pathway to Teaching	Board approved: August 17, 2015
16-P0169301	\$60,600.00	Sub-agreement with Project Tomorrow to implement the OC-Teacher Pathway Partnership project	SCC-Pathway to Teaching	Board approved: August 17, 2015
16-P0169304	\$492,951.00	Sub-agreement with the Santiago Canyon College Foundation to implement the SCC STEM Scholars Academy project from the National Science Foundation	SCC-Financial Aid	Board approved: September 28, 2015
16-P0169306	\$82,884.00	Sub-agreement with Orange USD to implement the OC-Teacher Pathway Partnership project	SCC-Pathway to Teaching	Board approved: August 17, 2015
16-P0169308	\$353,744.00	Sub-agreement with North Orange CCD-Fullerton College to implement the OC-Teacher Pathway Partnership project	SCC-Pathway to Teaching	Board approved: August 17, 2015

Purchase Order List

10/24/2015 thru 11/13/2015

P.O. #	Date	Fund	Department	Description	Vendor Name	Amount
16-B0000994	10/29/2015	71	Student Activities	Other Operating Exp & Services	AMERICAN EXPRESS	3,401.69
16-B0000995	11/04/2015	76	Community Services	Other Operating Exp & Services	OFFICE DEPOT BUSINESS SVCS	300.00
16-B0000996	11/04/2015	79	Auxiliary Services Office	Food and Food Service Supplies	THE HACIENDA	303.45
Grand Total:						4,005.14

5.17 (12)

Legend: * = Multiple Accounts for this P.O.

Legend for All Funds at RSCCD	
Fund	Description
11	General Fund Unrestricted
12	General Fund Restricted
13	GF Unrestricted One-Time Funds
21	Bond Int & Red Fund, Series A
22	Bond Int & Red Fund, Series B
23	Bond Int & Red Fund, Series C
24	Bond Interest & Redemp Fund
31	Bookstore Fund
33	Child Development Fund
41	Capital Outlay Projects Fund
42	Bond Fund, Measure E
43	Bond Fund, Measure Q
51	Fixed Assets
52	Cash Flow Fund
61	Property and Liability Fund
62	Workers' Compensation Fund
63	Retiree Benefits Fund
71	Associated Students Fund
72	Representation Fee Trust Fund
74	Student Financial Aid Fund
76	Community Education Fund
79	Diversified Trust Fund
81	Diversified Agency Fund
91	Foundation Gen Op Fund Uninvst
92	Foundation Gen Op Fund Invest
93	Foundation Trust Fund Uninvest
94	Foundation Trust Fund Invested
95	Foundation Scholar Fund Uninvst
96	Foundation Scholar Fund Invest
97	Foundation Rest Rev Fund Uninv
98	Foundation Rest Rev Fund Invst
99	Foundation Endowment Fund

Legend: * = Multiple Accounts for this P.O.

P.O. #	Date	Fund	Department	Description	Vendor Name	Amount
GM-CAF000119	10/26/2015	31	Bookstore - Café	General Merchandise	BARRY'S DISTRIBUTING	\$190.38
GM-CAF000120	10/26/2015	31	Bookstore - Café	General Merchandise	RYAN DISTRUBUTORS	\$2,778.09
GM-CAF000121	11/2/2015	31	Bookstore - Café	General Merchandise	RYAN DISTRUBUTORS	\$2,012.42
GM-CAF000122	10/29/2015	31	Bookstore - Café	General Merchandise	PEPSI COLA CO	\$1,521.73
GM-CAF000123	11/3/2015	31	Bookstore - Café	General Merchandise	PEPSI COLA CO	\$922.02
GM-CAF000124	11/5/2015	31	Bookstore - Café	General Merchandise	PEPSI COLA CO	\$1,354.15
GM-CAF000125	11/10/2015	31	Bookstore - Café	General Merchandise	PEPSI COLA CO	\$608.09
GM-CAF000126	11/2/2015	31	Bookstore - Café	General Merchandise	BARRY'S DISTRIBUTING	\$268.92
GM-CAF000127	11/8/2015	31	Bookstore - Café	General Merchandise	BARRY'S DISTRIBUTING	\$178.26
GM-CAF000128	11/8/2015	31	Bookstore - Café	General Merchandise	RYAN DISTRUBUTORS	\$2,705.84
GM-CAF000130	11/13/2015	31	Bookstore - Café	General Merchandise	PEPSI COLA CO	\$881.30
GM-DON002219	10/26/2015	31	Bookstore - SAC	General Merchandise	BARRY'S DISTRIBUTING	\$167.88
GM-DON002222	10/26/2015	31	Bookstore - SAC	General Merchandise	PENS ETC.	\$938.22
GM-DON002223	10/27/2015	31	Bookstore - SAC	General Merchandise	D&H DISTRIBUTING	\$932.88
GM-DON002224	10/27/2015	31	Bookstore - SAC	General Merchandise	MICHAEL ROGER, INC.	\$399.00
GM-DON002225	11/2/2015	31	Bookstore - SAC	General Merchandise	DESIGN SOURCE USA, INC.	\$7,125.00
GM-DON002226	11/2/2015	31	Bookstore - SAC	General Merchandise	BARRY'S DISTRIBUTING	\$212.16
GM-DON002227	11/2/2015	31	Bookstore - SAC	General Merchandise	RYAN DISTRUBUTORS	\$4,042.16
GM-DON002228	10/29/2015	31	Bookstore - SAC	General Merchandise	PEPSI COLA CO	\$1,312.21
GM-DON002230	11/3/2015	31	Bookstore - SAC	General Merchandise	COLLEGE WEAR INC	\$1,611.90
GM-DON002232	11/4/2015	31	Bookstore - SAC	General Merchandise	PAPYRUS	\$387.03
GM-DON002233	11/9/2015	31	Bookstore - SAC	General Merchandise	PENS ETC.	\$658.12
GM-DON002234	11/3/2015	31	Bookstore - SAC	General Merchandise	PEPSI COLA CO	\$1,189.77
GM-DON002235	11/5/2015	31	Bookstore - SAC	General Merchandise	PEPSI COLA CO	\$1,066.36
GM-DON002236	11/10/2015	31	Bookstore - SAC	General Merchandise	PEPSI COLA CO	\$496.34
GM-DON002237	11/8/2015	31	Bookstore - SAC	General Merchandise	BARRY'S DISTRIBUTING	\$194.76
GM-DON002238	11/4/2015	31	Bookstore - SAC	General Merchandise	RYAN DISTRUBUTORS	\$1,944.80
GM-DON002239	11/12/2015	31	Bookstore - SAC	General Merchandise	RYAN DISTRUBUTORS	\$2,681.63
GM-DON002240	11/13/2015	31	Bookstore - SAC	General Merchandise	PEPSI COLA CO	\$789.28
GM-EXPR000987	10/27/2015	31	Bookstore - Express	General Merchandise	BARRY'S DISTRIBUTING	\$124.26
GM-EXPR000988	10/26/2015	31	Bookstore - Express	General Merchandise	RYAN DISTRUBUTORS	\$900.69
GM-EXPR000989	10/29/2015	31	Bookstore - Express	General Merchandise	PEPSI COLA CO	\$423.73
GM-EXPR000990	11/3/2015	31	Bookstore - Express	General Merchandise	PEPSI COLA CO	\$654.02
GM-EXPR000991	11/5/2015	31	Bookstore - Express	General Merchandise	PEPSI COLA CO	\$610.56
GM-EXPR000992	11/10/2015	31	Bookstore - Express	General Merchandise	PEPSI COLA CO	\$393.81
GM-EXPR000993	11/8/2015	31	Bookstore - Express	General Merchandise	BARRY'S DISTRIBUTING	\$127.38
GM-EXPR000994	11/2/2015	31	Bookstore - Express	General Merchandise	RYAN DISTRUBUTORS	\$1,026.06

P.O. #	Date	Fund	Department	Description	Vendor Name	Amount
GM-EXPR000995	11/13/2015	31	Bookstore - Express	General Merchandise	PEPSI COLA CO	\$312.88
GM-HAWK001760	10/27/2015	31	Bookstore - SCC	General Merchandise	BARRY'S DISTRIBUTING	\$177.06
GM-HAWK001761	11/2/2015	31	Bookstore - SCC	General Merchandise	GRAD AWARDS	\$1,000.00
GM-HAWK001762	11/2/2015	31	Bookstore - SCC	General Merchandise	LENNY & LARRY'S,INC	\$170.40
GM-HAWK001763	11/2/2015	31	Bookstore - SCC	General Merchandise	BROWN BAG SANDWICH CO	\$820.17
GM-HAWK001764	11/2/2015	31	Bookstore - SCC	General Merchandise	BROWN BAG SANDWICH CO	\$502.99
GM-HAWK001765	11/2/2015	31	Bookstore - SCC	General Merchandise	RYAN DISTRUBUTORS	\$1,039.65
GM-HAWK001766	11/2/2015	31	Bookstore - SCC	General Merchandise	RYAN DISTRUBUTORS	\$905.10
GM-HAWK001767	11/2/2015	31	Bookstore - SCC	General Merchandise	BROWN BAG SANDWICH CO	\$615.82
GM-HAWK001768	11/2/2015	31	Bookstore - SCC	General Merchandise	PEPSI COLA CO	\$1,181.67
GM-HAWK001769	11/3/2015	31	Bookstore - SCC	General Merchandise	LENNY & LARRY'S,INC	\$222.00
GM-HAWK001770	11/3/2015	31	Bookstore - SCC	General Merchandise	BARRY'S DISTRIBUTING	\$110.10
GM-HAWK001771	11/4/2015	31	Bookstore - SCC	General Merchandise	Hannahmax Baking	\$177.12
GM-HAWK001772	11/4/2015	31	Bookstore - SCC	General Merchandise	BROWN BAG SANDWICH CO	\$315.64
GM-HAWK001773	11/4/2015	31	Bookstore - SCC	General Merchandise	PEPSI COLA CO	\$1,172.37
GM-HAWK001774	11/5/2015	31	Bookstore - SCC	General Merchandise	EL DORADO TRADING GROUP	\$533.58
GM-HAWK001775	11/9/2015	31	Bookstore - SCC	General Merchandise	RYAN DISTRUBUTORS	\$1,016.74
GM-HAWK001776	11/9/2015	31	Bookstore - SCC	General Merchandise	BROWN BAG SANDWICH CO	\$459.03
GM-HAWK001777	11/12/2015	31	Bookstore - SCC	General Merchandise	PEPSI COLA CO	\$1,018.54
GM-HAWK001778	11/12/2015	31	Bookstore - SCC	General Merchandise	Hannahmax Baking	\$194.83
TR-DON000045	11/4/2015	31	Bookstore - SAC	Trade Book	NACSCORP	\$111.48
TR-DON000046	11/4/2015	31	Bookstore - SAC	Trade Book	BAR CHARTS INC	\$1,757.43
TX-CEC000327	10/27/2015	31	Bookstore - CEC	Textbook	CAMBRIDGE UNIVERSITY PRES	\$210.00
TX-CEC000328	11/2/2015	31	Bookstore - CEC	Textbook	CAMBRIDGE UNIVERSITY PRES	\$2,160.00
TX-CEC000329	11/10/2015	31	Bookstore - CEC	Textbook	PEARSON EDUCATION	\$8,097.00
TX-DON003345	10/26/2015	31	Bookstore - CEC	Textbook	NEBRASKA BOOK COMPANY	\$138.00
TX-DON003346	10/27/2015	31	Bookstore - CEC	Textbook	NEBRASKA BOOK COMPANY	\$753.55
TX-DON003347	10/27/2015	31	Bookstore - CEC	Textbook	MBS TEXTBOOK EXCHANGE	\$892.75
TX-DON003348	10/27/2015	31	Bookstore - CEC	Textbook	NEBRASKA BOOK COMPANY	\$17.16
TX-DON003349	11/2/2015	31	Bookstore - CEC	Textbook	NEBRASKA BOOK COMPANY	\$158.76
TX-DON003350	11/2/2015	31	Bookstore - CEC	Textbook	CENGAGE LEARNING	\$787.50
TX-DON003351	11/2/2015	31	Bookstore - CEC	Textbook	PEARSON EDUCATION	\$759.00
TX-DON003352	11/2/2015	31	Bookstore - CEC	Textbook	NEBRASKA BOOK COMPANY	\$589.55
TX-DON003353	11/2/2015	31	Bookstore - CEC	Textbook	MBS TEXTBOOK EXCHANGE	\$1,425.60
TX-DON003354	11/2/2015	31	Bookstore - CEC	Textbook	MBS TEXTBOOK EXCHANGE	\$268.50
TX-DON003355	11/3/2015	31	Bookstore - CEC	Textbook	MBS TEXTBOOK EXCHANGE	\$70.00
TX-DON003356	11/3/2015	31	Bookstore - CEC	Textbook	NEBRASKA BOOK COMPANY	\$1,056.40

5.17 (15)

P.O. #	Date	Fund	Department	Description	Vendor Name	Amount
TX-DON003357	11/3/2015	31	Bookstore - SAC	Textbook	MBS TEXTBOOK EXCHANGE	\$961.50
TX-DON003358	11/5/2015	31	Bookstore - SAC	Textbook	MCGRAW-HILL PUBLISHING CO	\$226.25
TX-DON003359	11/5/2015	31	Bookstore - SAC	Textbook	NEBRASKA BOOK COMPANY	\$83.05
TX-DON003360	11/5/2015	31	Bookstore - SAC	Textbook	MBS TEXTBOOK EXCHANGE	\$213.60
TX-DON003361	11/12/2015	31	Bookstore - SAC	Textbook	NEBRASKA BOOK COMPANY	\$29.50
TX-HAWK002586	10/27/2015	31	Bookstore - SCC	Textbook	PEARSON EDUCATION	\$183.45
TX-HAWK002587	11/2/2015	31	Bookstore - SCC	Textbook	AMAZON	\$16.10
TX-HAWK002589	11/4/2015	31	Bookstore - SCC	Textbook	AMAZON	\$10.24
TX-HAWK002590	11/10/2015	31	Bookstore - SCC	Textbook	AMAZON	\$11.81
TX-HAWK002591	11/12/2015	31	Bookstore - SCC	Textbook	PEARSON EDUCATION	\$269.90
Grand Total:						\$77,034.98

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Educational Services

To: Board of Trustees	Date: December 7, 2015
Re: Approval of Resource Development Items	
Action: Request for Approval	

ANALYSIS

Items for the following categorical programs have been developed:

	<u>Project Title</u>	<u>Award Date</u>	<u>Amount</u>						
1.	<p>California State Preschool Program (CSPP) Quality Rating and Improvement System (QRIS) Block Grant (District) – <i>Augmentation</i> RSCCD’s Child Development Services is a sub-awardee of a Quality Rating and Improvement System (QRIS) block-grant from the California Department of Education to support program quality improvement and Professional Learning Communities (PLCs) trainings and meetings for early childhood teachers and program staff to engage in dialogue on curriculum planning, program assessment, and family engagement. (15/16). <i>No match required.</i></p>	11/06/2015	\$37,604						
2.	<p>Early Head Start – Year 2 (District) Second year of a five-year non-competitive grant award from the U.S. Department of Health and Human Services, Administration for Children and Families, to support enrollment of children and families into Early Head Start programs. (15/16, 16/17)</p> <table border="0" style="margin-left: 40px;"> <tr> <td>Operations Budget</td> <td style="text-align: right;">\$1,764,088</td> </tr> <tr> <td>Training & Technical Assistance</td> <td style="text-align: right;"><u>\$43,536</u></td> </tr> <tr> <td>Total</td> <td style="text-align: right;">\$1,807,624</td> </tr> </table> <p><i>The match required is \$451,906 (20% of the total EHS costs that include federal and non-federal share) that consists of \$307,867 state-funded Child Development Center staff costs and \$144,039 unclaimed indirect costs.</i></p>	Operations Budget	\$1,764,088	Training & Technical Assistance	<u>\$43,536</u>	Total	\$1,807,624	01/01/2016	\$1,807,624
Operations Budget	\$1,764,088								
Training & Technical Assistance	<u>\$43,536</u>								
Total	\$1,807,624								
3.	<p>NSF – Fullerton Mathematics Teacher and Master Teacher Fellows Project (FULL MT2) – Year 6 (SAC) Final year of a six-year sub-award grant to the California State University, Fullerton from the National Science Foundation that includes Santa Ana College as sub-recipient for a collaborative program. SAC emphasizes STEM outreach and teacher recruitment for early college students. (15/16). <i>No match required.</i></p>	11/19/2015	\$20,000						

Fiscal Impact: \$8,945,030.00	Board Date: December 7, 2015
Item Prepared by: Maria Gil, Resource Development Coordinator	
Item Submitted by: Enrique Perez, J.D., Assistant Vice Chancellor, Educational Services	
Item Recommended by: Raúl Rodríguez, Ph.D., Chancellor	

	<u>Project Title</u>	<u>Award Date</u>	<u>Amount</u>						
4.	SBA/CSUF – SBDC (District) Annual allocation from the Small Business Administration through California State University, Fullerton, to fund the continuous performance of the district’s Small Business Development Center. (15/16, 16/17). <i>The match required is one-to-one at \$612,000 that consists of \$115,287 district-funded staff costs, \$190,713 state grant-funded staff costs, \$226,911 of unclaimed indirect costs and \$79,089 of third-party in-kind donations that include conference travel, books, equipment, supplies, postage, software license, phone usage, printing, marketing/advertising, outside facilities, trade show fees, and specialized consulting time.</i>	01/01/2016	\$612,000						
5.	Student Success and Support Program (SSSP) – Credit (SAC/District) Annual allocation from the California Community Colleges Chancellor’s Office to support activities related to orientation, assessment, counseling, advising, follow-up and other education planning services. (15/16) <table border="0" style="margin-left: 40px;"> <tr> <td>SAC SSSP</td> <td style="text-align: right;">\$4,532,174</td> </tr> <tr> <td>- Contribution to Research</td> <td style="text-align: right;"><u>\$26,554</u></td> </tr> <tr> <td>SAC P1</td> <td style="text-align: right;">\$4,505,620</td> </tr> </table> <i>The match requirement is 1:1.33. The project administrator and project directors identify and monitor the SSSP match expenses.</i>	SAC SSSP	\$4,532,174	- Contribution to Research	<u>\$26,554</u>	SAC P1	\$4,505,620	10/23/2015	\$4,532,174
SAC SSSP	\$4,532,174								
- Contribution to Research	<u>\$26,554</u>								
SAC P1	\$4,505,620								
6.	Student Success and Support Program (SSSP) – Credit (SCC/District) Annual allocation from the California Community Colleges Chancellor’s Office to support activities related to orientation, assessment, counseling, advising, follow-up and other education planning services. (15/16) <table border="0" style="margin-left: 40px;"> <tr> <td>SCC SSSP</td> <td style="text-align: right;">\$1,935,628</td> </tr> <tr> <td>- Contribution to Research</td> <td style="text-align: right;"><u>\$26,554</u></td> </tr> <tr> <td>SCC P1</td> <td style="text-align: right;">\$1,909,074</td> </tr> </table> <i>The match requirement is 1:1.33. The project administrator and project directors identify and monitor the SSSP match expenses.</i>	SCC SSSP	\$1,935,628	- Contribution to Research	<u>\$26,554</u>	SCC P1	\$1,909,074	10/23/2015	\$1,935,628
SCC SSSP	\$1,935,628								
- Contribution to Research	<u>\$26,554</u>								
SCC P1	\$1,909,074								

RECOMMENDATION

It is recommended that the Board approve these items and that the Vice Chancellor, Business Operations/Fiscal Services or his designee be authorized to enter into related contractual agreements on behalf of the district.

Fiscal Impact: \$8,945,030.00	Board Date: December 7, 2015
Item Prepared by: Maria Gil, Resource Development Coordinator	
Item Submitted by: Enrique Perez, J.D., Assistant Vice Chancellor, Educational Services	
Item Recommended by: Raúl Rodríguez, Ph.D., Chancellor	

SPECIAL PROJECT DETAILED BUDGET # 2520

NAME: Child Development Services – California State Preschool Program (CSPP) Quality Rating and Improvement System (QRIS) Block Grant (District)
FISCAL YEAR 2015/2016

CONTRACT PERIOD: 7/1/14 - 12/31/2015
 CONTRACT AMOUNT: \$174,600
 Augmentation (Amend 1) \$37,604
 TOTAL \$212,204

PROJ ADM: Enrique Perez
 PROJ DIR: Janneth Linnell
 DATE: November 20, 2015

PRIME SPONSOR: California Department of Education
 FISCAL AGENT: Orange County Superintendent of Schools/Orange County Department of Education
 PRIME AWARD #: N/A
 SUB-AWARD #: 41645

GL Account String	Description	Existing Budget		Revised Budget		Budget Change (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
33_2520_000000_50000_8699	Other Misc State Revenue : District Operation		174,600		212,204		37,604
33_2520_692000_53321_1470	Part-Time Child Dev Teachers : CDC Administra	23,745		12,900			10,845
33_2520_692000_53321_2320	Classified Employees - Hourly : CDC Administr	37,763		16,495			21,268
33_2520_692000_53321_2340	Student Assistants - Hourly : CDC Administrat	38,779		5,000			33,779
33_2520_692000_53321_3115	STRS - Non-Instructional : CDC Administration	4,157		1,385			2,772
33_2520_692000_53321_3325	Medicare - Non-Instructional : CDC Administra	1,109		426			683
33_2520_692000_53321_3335	PARS - Non-Instructional : CDC Administration	491		214			277
33_2520_692000_53321_3435	H & W - Retiree Fund Non-Inst : CDC Administr	1,153		344			809
33_2520_692000_53321_3515	SUI - Non-Instructional : CDC Administration	38		15			23
33_2520_692000_53321_3615	WCI - Non-Instructional : CDC Administration	2,765		825			1,940
33_2520_692000_53321_4210	Books, Mags & Subscrip-Non-Lib : CDC Administ	1,593		1,593			0
33_2520_692000_53321_4310	Instructional Supplies : CDC Administration	35,920		35,920			0
33_2520_692000_53321_4610	Non-Instructional Supplies : CDC Administrati	5,600		5,600			0
33_2520_692000_53321_5100	Contracted Services : CDC Administration	7,287		7,287			0
33_2520_692000_53321_6409	Equip-All Other >\$200 < \$1,000 : CDC Administ	14,200		11,991			2,209
33_2520_692000_53323_1470	Part-Time Child Dev Teachers : CDC Centennial	0		1,926		1,926	
33_2520_692000_53323_2320	Classified Employees - Hourly : CDC Centennia	0		10,599		10,599	
33_2520_692000_53323_2340	Student Assistants - Hourly : CDC Centennial	0		6,120		6,120	
33_2520_692000_53323_3115	STRS - Non-Instructional : CDC Centennial Edu	0		207		207	
33_2520_692000_53323_3215	PERS - Non-Instructional : CDC Centennial Edu	0		615		615	
33_2520_692000_53323_3315	OASDHI - Non-Instructional : CDC Centennial E	0		400		400	
33_2520_692000_53323_3325	Medicare - Non-Instructional : CDC Centennial	0		197		197	

6.1 (3)

SPECIAL PROJECT DETAILED BUDGET # 2520

NAME: Child Development Services – California State Preschool Program (CSPP) Quality Rating and Improvement System (QRIS) Block Grant (District)
FISCAL YEAR 2015/2016

CONTRACT PERIOD: 7/1/14 - 12/31/2015
 CONTRACT AMOUNT: \$174,600
 Augmentation (Amend 1) \$37,604
 TOTAL \$212,204

PROJ ADM: Enrique Perez
 PROJ DIR: Janneth Linnell
 DATE: November 20, 2015

PRIME SPONSOR: California Department of Education
 FISCAL AGENT: Orange County Superintendent of Schools/Orange County Department of Education
 PRIME AWARD #: N/A
 SUB-AWARD #: 41645

GL Account String	Description	Existing Budget		Revised Budget		Budget Change (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
33_2520_692000_53323_3335	PARS - Non-Instructional : CDC Centennial Edu	0		70		70	
33_2520_692000_53323_3435	H & W - Retiree Fund Non-Inst : CDC Centennia	0		186		186	
33_2520_692000_53323_3515	SUI - Non-Instructional : CDC Centennial Educ	0		6		6	
33_2520_692000_53323_3615	WCI - Non-Instructional : CDC Centennial Educ	0		448		448	
33_2520_692000_53325_1470	Part-Time Child Dev Teachers : CDC Santa Ana	0		4,356		4,356	
33_2520_692000_53325_1471	Sub Child Dev Teachr-Shortterm : CDC Santa An	0		7,535		7,535	
33_2520_692000_53325_2320	Classified Employees - Hourly : CDC Santa Ana	0		17,240		17,240	
33_2520_692000_53325_3115	STRS - Non-Instructional : CDC Santa Ana Coll	0		467		467	
33_2520_692000_53325_3215	PERS - Non-Instructional : CDC Santa Ana Coll	0		571		571	
33_2520_692000_53325_3315	OASDHI - Non-Instructional : CDC Santa Ana Co	0		259		259	
33_2520_692000_53325_3325	Medicare - Non-Instructional : CDC Santa Ana	0		413		413	
33_2520_692000_53325_3335	PARS - Non-Instructional : CDC Santa Ana Coll	0		230		230	
33_2520_692000_53325_3435	H & W - Retiree Fund Non-Inst : CDC Santa Ana	0		295		295	
33_2520_692000_53325_3515	SUI - Non-Instructional : CDC Santa Ana Colle	0		15		15	
33_2520_692000_53325_3615	WCI - Non-Instructional : CDC Santa Ana Colle	0		706		706	
33_2520_692000_53326_1470	Part-Time Child Dev Teachers : CDC Santiago C	0		2,055		2,055	
33_2520_692000_53326_2320	Classified Employees - Hourly : CDC Santiago	0		11,793		11,793	
33_2520_692000_53326_2340	Student Assistants - Hourly : CDC Santiago Ca	0		18,692		18,692	
33_2520_692000_53326_3115	STRS - Non-Instructional : CDC Santiago Canyo	0		220		220	
33_2520_692000_53326_3215	PERS - Non-Instructional : CDC Santiago Canyo	0		666		666	
33_2520_692000_53326_3315	OASDHI - Non-Instructional : CDC Santiago Can	0		652		652	
33_2520_692000_53326_3325	Medicare - Non-Instructional : CDC Santiago C	0		260		260	

6.1 (4)

SPECIAL PROJECT DETAILED BUDGET # 2520

NAME: Child Development Services – California State Preschool Program (CSPP) Quality Rating and Improvement System (QRIS) Block Grant (District)
FISCAL YEAR 2015/2016

CONTRACT PERIOD: 7/1/14 - 12/31/2015
 CONTRACT AMOUNT: \$174,600
 Augmentation (Amend 1) \$37,604
 TOTAL \$212,204

PROJ ADM: Enrique Perez
 PROJ DIR: Janneth Linnell
 DATE: November 20, 2015

PRIME SPONSOR: California Department of Education
 FISCAL AGENT: Orange County Superintendent of Schools/Orange County Department of Education
 PRIME AWARD #: N/A
 SUB-AWARD #: 41645

GL Account String	Description	Existing Budget		Revised Budget		Budget Change (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
33_2520_692000_53326_3335	PARS - Non-Instructional : CDC Santiago Canyo	0		80		80	
33_2520_692000_53326_3435	H & W - Retiree Fund Non-Inst : CDC Santiago	0		325		325	
33_2520_692000_53326_3515	SUI - Non-Instructional : CDC Santiago Canyon	0		7		7	
33_2520_692000_53326_3615	WCI - Non-Instructional : CDC Santiago Canyon	0		781		781	
33_2520_692000_53327_1470	Part-Time Child Dev Teachers : CDC Santa Ana	0		878		878	
33_2520_692000_53327_1471	Sub Child Dev Teachr-Shortterm : CDC Santa An	0		385		385	
33_2520_692000_53327_2320	Classified Employees - Hourly : CDC Santa Ana	0		16,403		16,403	
33_2520_692000_53327_2340	Student Assistants - Hourly : CDC Santa Ana C	0		3,879		3,879	
33_2520_692000_53327_3115	STRS - Non-Instructional : CDC Santa Ana Coll	0		94		94	
33_2520_692000_53327_3215	PERS - Non-Instructional : CDC Santa Ana Coll	0		682		682	
33_2520_692000_53327_3315	OASDHI - Non-Instructional : CDC Santa Ana Co	0		357		357	
33_2520_692000_53327_3325	Medicare - Non-Instructional : CDC Santa Ana	0		255		255	
33_2520_692000_53327_3335	PARS - Non-Instructional : CDC Santa Ana Coll	0		143		143	
33_2520_692000_53327_3435	H & W - Retiree Fund Non-Inst : CDC Santa Ana	0		215		215	
33_2520_692000_53327_3515	SUI - Non-Instructional : CDC Santa Ana Colle	0		9		9	
33_2520_692000_53327_3615	WCI - Non-Instructional : CDC Santa Ana Colle	0		517		517	
	Total 2520 - CSPP QRIS	174,600	174,600	212,204	212,204	112,209	112,209

6.1 (5)

SPECIAL PROJECT DETAILED BUDGET #1287
NAME: Early Head Start Operating Yr. 2 of 5 (District)
FISCAL YEAR: 2015/2016 and 2016/2017

CONTRACT PERIOD: 01/01/2016 - 12/31/2016

CONTRACT INCOME: \$1,764,088

CFDA No. 93.600

Prime Sponsor: U.S. Department of Health and Human Services/Administration for Children and Families

Fiscal Agent: Rancho Santiago CCD

Prime Award No.: 09CH9178

Sub Award No.: N/A

PROJ. ADM. Enrique Perez

PROJ. DIR. Janneth Linnell

Date: 11/19/2015

GL Account String	Description	New Budget	
		Debit	Credit
33-1287-000000-50000-8199	Other Federal Revenues : District Operations		1,764,088
33-1287-672000-50000-5865	Indirect Costs : District Operations - 4% of Modified Direct Costs <i>Direct Costs \$1,701,256 - \$130,462 (sub-contract amount in excess of \$25,000) = \$1,570,794 MDC x 4% = \$62,832</i>	62,832	
33-1287-692000-53328-1210	Academic Management : EHS Santa Ana College <i>- Jerelyn Cowan, Director II (30%)</i>	22,166	
33-1287-692000-53328-1270	Child Development Teachers : EHS Santa Ana College <i>(8) Master Teachers each at 25%: Luz Cordoba, MT BA-6 Alisa Daniels, MT BA-6 Juana Escalera, MT BA-3 Imelda Iniguez, MT AA-6 Paz Jorquera, MT AA-5 Jacqueline Karter, MT BA-12 Keo Salinas, MT MA-6 Sandra Shinn, MT BA-5</i>	88,813	
33-1287-692000-53328-1471	Sub Child Dev Teachr-Shortterm : EHS Santa Ana Coll	2,000	
33-1287-692000-53328-2130	Classified Employees : EHS Santa Ana College <i>- Isabel Mata, Administrative Clerk (50%) +2.5%Bil</i>	27,692	
33-1287-692000-53328-2320	Classified Employees - Hourly : EHS Santa Ana Colle <i>- Fausta Medina, Nutrition Specialist, \$16.94/hr. x 372 hrs. - (8) Interns x \$10/hr x 4 hrs/day x 207 days</i>	72,542	
33-1287-692000-53328-2340	Student Assistants - Hourly : EHS Santa Ana College <i>- (4) assistants x \$9/hr x 3 hrs/day x 207 days</i>	22,356	
33-1287-692000-53328-3115	STRS - Non-Instructional : EHS Santa Ana College	11,908	
33-1287-692000-53328-3215	PERS - Non-Instructional : EHS Santa Ana College	11,875	
33-1287-692000-53328-3315	OASDHI - Non-Instructional : EHS Santa Ana College	6,256	
33-1287-692000-53328-3325	Medicare - Non-Instructional : EHS Santa Ana Colleg	1,785	
33-1287-692000-53328-3335	PARS - Non-Instructional : EHS Santa Ana College	0	
33-1287-692000-53328-3415	H & W - Non-Instructional : EHS Santa Ana College	48,320	
33-1287-692000-53328-3435	H & W - Retiree Fund Non-Inst : EHS Santa Ana Colle	2,406	
33-1287-692000-53328-3515	SUI - Non-Instructional : EHS Santa Ana College	109	
33-1287-692000-53328-3615	WCI - Non-Instructional : EHS Santa Ana College	5,775	
33-1287-692000-53328-3915	Other Benefits - Non-Instruct : EHS Santa Ana Colle	7,076	
33-1287-692000-53328-4310	Instructional Supplies : EHS Santa Ana College <i>- \$500 x 8 home visitors</i>	4,000	
33-1287-692000-53328-4610	Non-Instructional Supplies : EHS Santa Ana College <i>- Non-instructional supplies for office use \$7,000 - \$400 x 8 home visitors</i>	10,200	

SPECIAL PROJECT DETAILED BUDGET #1287
NAME: Early Head Start Operating Yr. 2 of 5 (District)
FISCAL YEAR: 2015/2016 and 2016/2017

CONTRACT PERIOD: 01/01/2016 - 12/31/2016

CONTRACT INCOME: \$1,764,088

CFDA No. 93.600

Prime Sponsor: U.S. Department of Health and Human Services/Administration for Children and Families

Fiscal Agent: Rancho Santiago CCD

Prime Award No.: 09CH9178

Sub Award No.: N/A

PROJ. ADM. Enrique Perez

PROJ. DIR. Janneth Linnell

Date: 11/19/2015

GL Account String	Description	New Budget	
		Debit	Credit
33-1287-692000-53328-4710	Food and Food Service Supplies : EHS Santa Ana Coll - Homebase food and supplies for children	2,500	
33-1287-692000-53329-1210	Academic Management : EHS Administration - Janneth Linnell, CDC Exec. Director (30%) - My Le Pham, EHS Director II (100%) - Connie Van, Assoc. Director II - Parent Svs/ERSEA (100%) - J. Pruznick, Assoc. Director II - Educ./Disabilities (100%)	247,557	
33-1287-692000-53329-1270	Child Development Teachers : EHS Administration (8) Homebase Parent Educators each at 100%: - Marybel Arreguin-Lopez, MT BA-4 - Catherine Candela, MT BA-4 - Daisy Castaneda, MT BA-8 - Isela Cervantes, MT BA-4 - Ana Maria Fregoso, MT AA-12 - Consuelo Ortiz, MT MA-1 - Alicia Ramirez, MT BA-6 - Sandra Santamaria, MT AA-4	345,785	
33-1287-692000-53329-2130	Classified Employees : EHS Administration - TBD, EHS Administrative Secretary (50%) - Cherie Ericson, Accountant (50%) +5%L+ 4PG - Jessica Avalos, Adm. Clerk (100%) +2.5%Bil +3 PG	117,139	
33-1287-692000-53329-2320	Classified Employees - Hourly : EHS Administration - Juana Palomino, Senior Clerk, \$18.33/hr. x 655 hrs.	12,006	
33-1287-692000-53329-3115	STRS - Non-Instructional : EHS Administration	63,880	
33-1287-692000-53329-3215	PERS - Non-Instructional : EHS Administration	15,299	
33-1287-692000-53329-3315	OASDHI - Non-Instructional : EHS Administration	8,174	
33-1287-692000-53329-3325	Medicare - Non-Instructional : EHS Administration	11,034	
33-1287-692000-53329-3335	PARS - Non-Instructional : EHS Administration	0	
33-1287-692000-53329-3415	H & W - Non-Instructional : EHS Administration	209,404	
33-1287-692000-53329-3435	H & W - Retiree Fund Non-Inst : EHS Administration	7,609	
33-1287-692000-53329-3515	SUI - Non-Instructional : EHS Administration	380	
33-1287-692000-53329-3615	WCI - Non-Instructional : EHS Administration	18,262	
33-1287-692000-53329-3915	Other Benefits - Non-Instruct : EHS Administration	36,430	
33-1287-692000-53329-4310	Instructional Supplies : EHS Administration - \$587/classroom x 8 current rooms	4,695	
33-1287-692000-53329-4610	Non-Instructional Supplies : EHS Administration - \$1,875/classroom x 8 current rooms	15,000	
33-1287-692000-53329-4710	Food and Food Service Supplies : EHS Administration - Center food and supplies for children	7,000	
33-1287-692000-53329-5220	Mileage/Parking Expenses : EHS Administration	12,500	

SPECIAL PROJECT DETAILED BUDGET #1287
NAME: Early Head Start Operating Yr. 2 of 5 (District)
FISCAL YEAR: 2015/2016 and 2016/2017

CONTRACT PERIOD: 01/01/2016 - 12/31/2016

CONTRACT INCOME: \$1,764,088

CFDA No. 93.600

Prime Sponsor: U.S. Department of Health and Human Services/Administration for Children and Families

Fiscal Agent: Rancho Santiago CCD

Prime Award No.: 09CH9178

Sub Award No.: N/A

PROJ. ADM. Enrique Perez

PROJ. DIR. Janneth Linnell

Date: 11/19/2015

GL Account String	Description	New Budget	
		Debit	Credit
33-1287-692000-53329-5300	Inst Dues & Memberships : EHS Administration	3,400	
33-1287-692000-53329-5610	Lease Agreement - Equipment : EHS Administration	1,250	
33-1287-692000-53329-5100	Contracted Services : EHS Administration - Nutrition Svs Consultant, \$40/hour x 175 hours = \$7,000 - Mental Health Consultant/Family Services Interns Supervisor, \$50/hour x 420 hours = \$21,000 - Health Svs Consultant, \$55/hours x 181 hrs. = \$10,000 - PHFE Services - Parent Ed. and Development, \$16,000 - Child Plus Consultant, \$2,138 - Help Me Grow sub-agreement, \$155,462	211,600	
33-1287-692000-53329-5845	Excess/Copies Usage : EHS Administration	750	
33-1287-692000-53329-5850	Fingerprinting : EHS Administration	1,000	
33-1287-692000-53329-5940	Reproduction/Printing Expenses : EHS Administration	323	
33-1287-692000-53329-5950	Software License and Fees : EHS Administration	3,000	
Total 1287 - EHS Operating CY 2016		1,764,088	1,764,088

The match is 20% off the total cost of the project that includes the EHS award (federal share) and the non-federal share. The match (non-federal) required is \$451,906 and consists of state-funded Child Development Center staff and unclaimed indirect as listed below:

33-2120-692000-53328-1210	Academic Management : EHS Santa Ana College - Jerelyn Cowan, Director II (30%)	22,166
33-2120-692000-53328-1270	Child Development Teachers : EHS Santa Ana College (8) Master Teachers each at 50%: Luz Cordoba, MT BA-6 Alisa Daniels, MT BA-6 Juana Escalera, MT BA-3 Imelda Iniguez, MT AA-6 Paz Jorquera, MT AA-5 Jacqueline Karter, MT BA-12 Keo Salinas, MT MA-6 Sandra Shinn, MT BA-5	177,626
33-2120-692000-53328-3xxx	Benefits for SAC Director II @ 30% and (8) MT @ 50%	108,075
Sub-Total Personnel (salary and benefits) (state-funded)		307,867
Unclaimed Indirect @ 7.5% on federal and non-federal costs:		
(federal share #1287) total modified direct costs \$1,570,794 x 7.5%		117,809
(federal share #1288) total direct costs \$41,862 x 7.5%		3,140
(non-federal share #2120) total direct costs \$307,867 x 7.5%		23,090
Sub-Total Unclaimed Indirect		144,039
Match Total (Non-Federal Share)		451,906

SPECIAL PROJECT DETAILED BUDGET #1288
NAME: Early Head Start Training & Technical Assistance Yr. 2 of 5 (District)
FISCAL YEAR: 2015/2016 and 2016/2017

CONTRACT PERIOD: 01/01/2016 - 12/31/2016

CONTRACT INCOME: \$43,536

CFDA No. 93.600

Prime Sponsor: U.S. Department of Health and Human Services/Administration for Children and Families

Fiscal Agent: Rancho Santiago CCD

Prime Award No.: 09CH9178

Sub Award No.: N/A

PROJ. ADM. Enrique Perez

PROJ. DIR. Janneth Linnell

Date: 11/19/2015

GL Account String	Description	New Budget	
		Debit	Credit
33-1288-000000-50000-8199	Other Federal Revenues : District Operations		43,536
33-1288-672000-50000-5865	Indirect Costs : District Operations (4%)	1,674	
33-1288-692000-53329-4710	Food and Food Service Supplies : EHS Administration	1,000	
33-1288-692000-53329-5100	Contracted Services : EHS Administration - PHFE Services - Parent Ed. and Development, \$4,000 - Child Plus Consultant, \$862 - Father involvement trainings/courses \$2,200 - Technical assistance trainings for PC and EHS staff \$4,800 - Technical assistance and coaching for parent educators \$5,000	16,862	
33-1288-675000-53329-5210	Conference Expenses : EHS Administration <u>Out-of-State Travel</u> -NHSA Fall/Winter Leadership Conference, Washington DC: (2) attendees -NHSA Parent and Family Engagement, Washington DC: (4) attendees <u>In-State Travel</u> - Parent Engagement Conference, San Francisco, CA: (3) attendees - Health Institute Conference, Sacramento, CA: (1) attendee - PITC Modules Home Visiting Training, Berkeley, CA: (1) attendee - CHSA Policy and Leadership Conference, Long Beach, CA: (5) attendees - CHSA Annual Education conference, CA: (2) attendees - Region IX Head Start Association Stem Conference, CA: (2) attendees - OCDE Leadership Academy, Orange County, CA: (4) attendees	24,000	
Total 1288 - EHS T & TA CY 2016		43,536	43,536

SPECIAL PROJECT DETAILED BUDGET: #1606
NAME: NSF - Fullerton Mathematics Teacher & Master Teacher Fellows Project (FULL MT2) - Yr. 6
FISCAL YEAR: 2015/16

CONTRACT PERIOD: 8/01/15 to 7/31/16

PROJ. ADM./DIR: Cheryl Carrera

CONTRACT INCOME: \$5,834 - Year 5 Carryover from 14/15
 \$20,000 - Year 6 allocation

DATE: 11/20/15

\$25,834 - TOTAL

Prime Sponsor: National Science Foundation (NSF)

Fiscal Agent: CSUF

CFDA #: 47.076; Prime Award #: DUE-1035315; Subaward No.: S-5012-RSCCD

GL Accounts	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-1608-000000-10000-8199	Other Federal Revenues : Santa Ana College		5,834		25,834		20,000
12-1608-619000-16201-1280	Contract - Reassigned Time : Mathematics	-		11,401		11,401	
12-1608-619000-16201-1484	Int/Sum Beynd Contr-Reassigned : Mathematics	4,512		8,168		3,656	
12-1608-619000-16201-3115	STRS - Non-Instructional : Mathematics	484		2,100		1,616	
12-1608-619000-16201-3325	Medicare - Non-Instructional : Mathematics	65		286		221	
12-1608-619000-16201-3415	H & W - Non-Instructional : Mathematics	-		2,025		2,025	
12-1608-619000-16201-3435	H & W - Retiree Fund Non-Inst : Mathematics	45		197		152	
12-1608-619000-16201-3515	SUI - Non-Instructional : Mathematics	2		10		8	
12-1608-619000-16201-3615	WCI - Non-Instructional : Mathematics	108		473		365	
12-1608-619000-16201-3915	Other Benefits - Non-Instruct : Mathematics	-		156		156	
12-1608-619000-16201-4610	Non-Instructional Supplies : Mathematics	200		400		200	
12-1608-675000-16201-5210	Conference Expenses : Mathematics	418		618		200	
Total Project 1608 NSF-Fullerton Mathematics Teacher & Master Teacher		5,834	5,834	25,834	25,834	20,000	20,000

(10) 1.9

SPECIAL PROJECT DETAILED BUDGET #1322
NAME: SBA/CSUF 2015 - SMALL BUSINESS DEVELOPMENT CENTER (DISTRICT)
FISCAL YEARS 2015/2016 AND 2016/2017

Contract Period: 01/01/2016 - 12/31/2016

Contract Amount: \$612,000

CFDA #: 59.037

Prime Sponsor: U.S. Small Business Administration

Fiscal Agent: CSU Fullerton Auxiliary Services Corporation

Prime Award #: TBD

Sub-Award #: TBD

PROJ ADM: Enrique Perez

PROJ DIR: Leila Mozaffari

Date: 11/13/2015

		New Budget	
GL Account String	Description	Debit	Credit
11-0000-000004-50000-2130	Classified Employee : District Operations (Fixed)		85,975
11-0000-000004-50000-3415	H & W - Non-Instructional : District Operations (Fixed)		29,312
11-1322-684000-53410-2110	Classified Management : Small Business Dev Ctr Offi Leila Mozaffari, SBDC Director @ 67%	85,975	
11-1322-684000-53410-3215	PERS - Non-Instructional : Small Business Dev Ctr O	10,186	
11-1322-684000-53410-3315	OASDHI - Non-Instructional : Small Business Dev Ctr	5,444	
11-1322-684000-53410-3325	Medicare - Non-Instructional : Small Business Dev C	1,274	
11-1322-684000-53410-3415	H & W - Non-Instructional : Small Business Dev Ctr	7,550	
11-1322-684000-53410-3435	H & W - Retiree Fund Non-Inst : Small Business Dev	878	
11-1322-684000-53410-3515	SUI - Non-Instructional : Small Business Dev Ctr Of	44	
11-1322-684000-53410-3615	WCI - Non-Instructional : Small Business Dev Ctr Of	2,108	
11-1322-684000-53410-3915	Other Benefits - Non-Instruct : Small Business Dev	1,828	
	Total #1322 - SBA/CSUF 2016 SBDC (match)	115,287	115,287

The match required is one-to-one at \$612,000 that consists of the following:		Amount
(Cash Match)	SBDC Director salary and benefits @ 67% (District Funded)	115,287
(Cash Match)	Small Business DSN salary and benefits at 40% (state-funded #2329)	57,762
(Cash Match)	Small Business DSN - hourly Business Experts (state-funded #2317)	36,737
(Cash Match)	Global Trade DSN - hourly Business Experts (state-funded #2316)	26,739
(Cash Match)	GO-Biz CIP - hourly Business Experts (state-funded #2216)	60,000
(Cash Match)	Union Bank - hourly Business Experts (local-funds #3671)	9,475
(In-Kind Match)	Unclaimed indirect at 24% rate on grant-funded direct costs: \$588,462 x 24% = \$141,231	141,231
(In-Kind Match)	Unclaimed indirect at 28% on cash match direct costs: \$306,000 x 28% = \$85,680	85,680
(In-Kind Match)	Third party donations that include conference travel, books, equipment, supplies, postage, software license, phone usage, printing, marketing/advertising, outside facilities, trade show fees, and specialized consulting time.	79,089
	Total - SBA/CSUF 2015 SBDC (match)	612,000

SPECIAL PROJECT DETAILED BUDGET #1322
NAME: SBA/CSUF 2015 - SMALL BUSINESS DEVELOPMENT CENTER (DISTRICT)
FISCAL YEARS 2015/2016 AND 2016/2017

Contract Period: 01/01/2016 - 12/31/2016

Contract Amount: \$612,000

CFDA #: 59.037

Prime Sponsor: U.S. Small Business Administration

Fiscal Agent: CSU Fullerton Auxiliary Services Corporation

Prime Award #: TBD

Sub-Award #: TBD

PROJ ADM: Enrique Perez

PROJ DIR: Leila Mozaffari

Date: 11/16/2015

GL Account String	Description	New Budget	
		Debit	Credit
12-1322-000000-50000-8199	Other Federal Revenues : District Operations		612,000
12-1322-672000-50000-5865	Indirect Costs : District Operations (4%)	23,538	
12-1322-675000-53410-5210	Conference Expenses : Small Business Dev Ctr Office	4,781	
12-1322-684000-53410-2110	Classified Management : Small Business Dev Ctr Offi Leila Mozaffari, SBDC Director @ 33%	43,311	
12-1322-684000-53410-2130	Classified Employees : Small Business Dev Ctr Offic David Calderon, Business Services Coordinator @ 100% Luis Kings, Administrative Clerk @ 100% Chandra Donahoe, Administrative Clerk @ 100%	162,853	
12-1322-684000-53410-2320	Classified Employees - Hourly : Small Business Dev Business Experts @ \$45/hr. x 4,584 hours	206,280	
12-1322-684000-53410-3215	PERS - Non-Instructional : Small Business Dev Ctr O	48,862	
12-1322-684000-53410-3315	OASDHI - Non-Instructional : Small Business Dev Ctr	25,879	
12-1322-684000-53410-3325	Medicare - Non-Instructional : Small Business Dev C	6,052	
12-1322-684000-53410-3415	H & W - Non-Instructional : Small Business Dev Ctr	53,536	
12-1322-684000-53410-3435	H & W - Retiree Fund Non-Inst : Small Business Dev	4,175	
12-1322-684000-53410-3515	SUI - Non-Instructional : Small Business Dev Ctr Of	208	
12-1322-684000-53410-3615	WCI - Non-Instructional : Small Business Dev Ctr Of	10,019	
12-1322-684000-53410-3915	Other Benefits - Non-Instruct : Small Business Dev	4,971	
12-1322-684000-53410-4210	Books, Mags & Subscrip-Non-Lib : Small Business Dev	250	
12-1322-684000-53410-4610	Non-Instructional Supplies : Small Business Dev Ctr	3,675	
12-1322-684000-53410-4710	Food and Food Service Supplies : Small Business Dev	845	
12-1322-684000-53410-5100	Contracted Services : Small Business Dev Ctr Office	1,000	
12-1322-684000-53410-5220	Mileage/Parking Expenses : Small Business Dev Ctr O	2,965	
12-1322-684000-53410-5610	Lease Agreement - Equipment : Small Business Dev Ct	3,600	
12-1322-684000-53410-5800	Advertising : Small Business Dev Ctr Office	1,000	
12-1322-684000-53410-5845	Excess/Copies Useage : Small Business Dev Ctr Offic	1,000	
12-1322-684000-53410-5940	Reproduction/Printing Expenses : Small Business Dev	1,200	
12-1322-684000-53410-5950	Software License and Fees : Small Business Dev Ctr	2,000	
	Total #1322 - SBA/CSUF 2016 SBDC (funded)	612,000	612,000

SPECIAL PROJECT DETAILED BUDGET #2411, 2412, 2413, 2415, 2416, 2417
NAME: STUDENT SUCCESS and SUPPORT PROGRAM (SSSP) - SANTA ANA COLLEGE
FISCAL YEAR: 2015/2016

CONTRACT PERIOD: 07/01/2015 - 06/30/2016

PROJ ADM: Sara Lundquist

SSSP SAC Allocations: \$4,532,174
 To District-Research: (26,554)
SAC - SSSP = \$4,505,620

Date: 11/19/15

Prime Sponsor: CCC Chancellor's Office
Fiscal Agent: Rancho Santiago CCD
Prime Award No.: N/A

GL Account	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-2411-000000-10000-8629	Other Gen Categorical Apport : Santa Ana Coll		384,763		301,944	82,819	
12-2411-620000-19205-2130	Classified Employees : A&R Office - Credit - Kamljeet Dhaliwal (50%) - Laura Lozano (50%) - Hang Le (70%) - Yvonne Maestas (50%) - Hung Nguyen (70%) - Guadalupe Pedroza (50%) - Pilar Traslavina (70%)	120,217		120,217		-	-
12-2411-620000-19205-2320	Classified Employees - Hourly : A&R Office -	27,000		27,000		-	-
12-2411-620000-19205-3215	PERS - Non-Instructional : A&R Office - Credi	16,802		16,802		-	-
12-2411-620000-19205-3315	OASDHI - Non-Instructional : A&R Office - Cre	8,964		8,964		-	-
12-2411-620000-19205-3325	Medicare - Non-Instructional : A&R Office - C	2,175		2,175		-	-
12-2411-620000-19205-3335	PARS - Non-Instructional : A&R Office - Credi	351		351		-	-
12-2411-620000-19205-3415	H & W - Non-Instructional : A&R Office - Cred	28,099		28,099		-	-
12-2411-620000-19205-3435	H & W - Retiree Fund Non-Inst : A&R Office -	1,500		1,500		-	-
12-2411-620000-19205-3515	SUI - Non-Instructional : A&R Office - Credit	76		76		-	-
12-2411-620000-19205-3615	WCI - Non-Instructional : A&R Office - Credit	3,599		3,599		-	-
12-2411-620000-19205-3915	Other Benefits - Non-Instruct : A&R Office -	2,771		2,771		-	-
<u>12-2411-620000-19205-6409</u>	Equip-All Other >\$200<\$1,000 : A&R Office	-		-		-	-
12-2411-620000-19205-6410	Equip-All Other >\$1,000<\$5,000 : A&R Office	105,988		-			105,988

6.1 (13)

SPECIAL PROJECT DETAILED BUDGET #2411, 2412, 2413, 2415, 2416, 2417
NAME: STUDENT SUCCESS and SUPPORT PROGRAM (SSSP) - SANTA ANA COLLEGE
FISCAL YEAR: 2015/2016

CONTRACT PERIOD: 07/01/2015 - 06/30/2016

PROJ ADM: Sara Lundquist

SSSP SAC Allocations: \$4,532,174
 To District-Research: (26,554)
SAC - SSSP = \$4,505,620

Date: 11/19/15

Prime Sponsor: CCC Chancellor's Office
Fiscal Agent: Rancho Santiago CCD
Prime Award No.: N/A

GL Account	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-2411-649000-19205-2130	Classified Employees : A&R Office - Credit - Christine Gorlato (25%) - Tina Pow (100%) - Gina Wilson (25%)	45,901		45,901		-	-
12-2411-649000-19205-2310	Classified Employees - Ongoing : A&R Office - 2 Intermediate clerks @ 19 hrs/wk	-		18,846		18,846	
12-2411-649000-19205-3215	PERS - Non-Instructional : A&R Office - Credi	5,438		7,671		2,233	
12-2411-649000-19205-3315	OASDHI - Non-Instructional : A&R Office - Cre	2,908		4,076		1,168	
12-2411-649000-19205-3325	Medicare - Non-Instructional : A&R Office - C	680		953		273	
12-2411-649000-19205-3415	H & W - Non-Instructional : A&R Office - Cred	9,661		9,661		-	-
12-2411-649000-19205-3435	H & W - Retiree Fund Non-Inst : A&R Office -	469		657		188	
12-2411-649000-19205-3515	SUI - Non-Instructional : A&R Office - Credit	24		33		9	
12-2411-649000-19205-3615	WCI - Non-Instructional : A&R Office - Credit	1,127		1,579		452	
12-2411-649000-19205-3915	Other Benefits - Non-Instruct : A&R Office -	1,013		1,013		-	-
Total Project 2411	SSSP - A/R Ed Plan	384,763	384,763	301,944	301,944	105,988	105,988

6.1 (14)

SPECIAL PROJECT DETAILED BUDGET #2411, 2412, 2413, 2415, 2416, 2417
NAME: STUDENT SUCCESS and SUPPORT PROGRAM (SSSP) - SANTA ANA COLLEGE
FISCAL YEAR: 2015/2016

CONTRACT PERIOD: 07/01/2015 - 06/30/2016

PROJ ADM: Sara Lundquist

SSSP SAC Allocations: \$4,532,174
 To District-Research: (26,554)
SAC - SSSP = \$4,505,620

Date: 11/19/15

Prime Sponsor: CCC Chancellor's Office
Fiscal Agent: Rancho Santiago CCD
Prime Award No.: N/A

GL Account	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-2412-000000-10000-8629	Other Gen Categorical Apport : Santa Ana Coll		1,652,376		1,646,603	5,773	
12-2412-619000-15320-1210	Academic Management : Counseling Instruction - Associate Dean (100% for 6 months)	55,565		55,565		-	-
12-2412-619000-15320-1280	Contract - Reassigned Time : Counseling Instr - Denise Gilmore (6.7%)	8,249		8,249		-	-
12-2412-619000-15320-1483	Beyond Contr - Reassigned Time : Counseling I - Joan Robledo - Angela Brown	4,969		4,969		-	-
12-2412-619000-15320-3115	STRS - Non-Instructional : Counseling Instruc	7,380		7,380		-	-
12-2412-619000-15320-3325	Medicare - Non-Instructional : Counseling Ins	999		999		-	-
12-2412-619000-15320-3415	H & W - Non-Instructional : Counseling Instru	16,654		16,924		270	
12-2412-619000-15320-3435	H & W - Retiree Fund Non-Inst : Counseling In	689		689		-	-
12-2412-619000-15320-3515	SUI - Non-Instructional : Counseling Instruct	34		34		-	-
12-2412-619000-15320-3615	WCI - Non-Instructional : Counseling Instruct	1,653		1,653		-	-
12-2412-619000-15320-3915	Other Benefits - Non-Instruct : Counseling In	84		84		-	-
12-2412-631000-15310-1230	Contract Counselors : Counseling - Robert Gallego (26%) - Haydee Gonzalez (50%) - Michelle Macintyre (40%) - Ana Meckes (80%) - Thu Nguyen (80%) - Leo Pastrana (60%) - Joanna Robledo (20%) - Revmundo Robledo (100%)	408,840		408,840		-	-

6.1 (15)

SPECIAL PROJECT DETAILED BUDGET #2411, 2412, 2413, 2415, 2416, 2417
NAME: STUDENT SUCCESS and SUPPORT PROGRAM (SSSP) - SANTA ANA COLLEGE
FISCAL YEAR: 2015/2016

CONTRACT PERIOD: 07/01/2015 - 06/30/2016

PROJ ADM: Sara Lundquist

SSSP SAC Allocations: \$4,532,174
 To District-Research: (26,554)
SAC - SSSP = \$4,505,620

Date: 11/19/15

Prime Sponsor: CCC Chancellor's Office
Fiscal Agent: Rancho Santiago CCD
Prime Award No.: N/A

GL Account	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-2412-631000-15310-1232	Contract Extension-Counselors : Counseling	10,000		10,000		-	-
12-2412-631000-15310-1236	Sub Counselors - Long Term : Counseling	31,929		31,929		-	-
12-2412-631000-15310-1430	Part-Time Counselors : Counseling	418,118		219,000			199,118
12-2412-631000-15310-1433	Beyond Contract - Counselors : Counseling	54,000		54,000		-	-
12-2412-631000-15310-1434	Int/Sum Beyond Contr-Counselor : Counseling	-		181,861		181,861	
12-2412-631000-15310-1435	Int/Sum - Counselors,Part-Time : Counseling	72,282		27,500			44,782
12-2412-631000-15310-2130	Classified Employees : Counseling - Student Services Coordinator (15-3 @ 100% for 7 months) - Trevor Kay, Stud. Serv. Specialist (eff 9/8/15 @ 100%)	128,262		79,342			48,920
12-2412-631000-15310-2320	Classified Employees - Hourly : Counseling	20,000		20,000		-	-
12-2412-631000-15310-3115	STRS - Non-Instructional : Counseling	98,485		92,302			6,183
12-2412-631000-15310-3215	PERS - Non-Instructional : Counseling	25,667		19,872			5,795
12-2412-631000-15310-3315	OASDHI - Non-Instructional : Counseling	13,684		10,581			3,103
12-2412-631000-15310-3325	Medicare - Non-Instructional : Counseling	16,710		15,083			1,627
12-2412-631000-15310-3335	PARS - Non-Instructional : Counseling	968		484			484
12-2412-631000-15310-3415	H & W - Non-Instructional : Counseling	138,450		117,932			20,518
12-2412-631000-15310-3435	H & W - Retiree Fund Non-Inst : Counseling	11,522		10,401			1,121
12-2412-631000-15310-3515	SUI - Non-Instructional : Counseling	579		522			57
12-2412-631000-15310-3615	WCI - Non-Instructional : Counseling	27,655		24,962			2,693
12-2412-631000-15310-3915	Other Benefits - Non-Instruct : Counseling	8,739		7,613			1,126
12-2412-631000-15310-4610	Non-Instructional Supplies : Counseling	5,000		15,000		10,000	
12-2412-631000-15310-4710	Food and Food Service Supplies : Counseling	-		5,000		5,000	

(9) 1.9

SPECIAL PROJECT DETAILED BUDGET #2411, 2412, 2413, 2415, 2416, 2417
NAME: STUDENT SUCCESS and SUPPORT PROGRAM (SSSP) - SANTA ANA COLLEGE
FISCAL YEAR: 2015/2016

CONTRACT PERIOD: 07/01/2015 - 06/30/2016

PROJ ADM: Sara Lundquist

SSSP SAC Allocations: \$4,532,174
 To District-Research: (26,554)
SAC - SSSP = \$4,505,620

Date: 11/19/15

Prime Sponsor: CCC Chancellor's Office
Fiscal Agent: Rancho Santiago CCD
Prime Award No.: N/A

GL Account	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-2412-631000-15310-5100	Contracted Services : Counseling	-		75,000		75,000	
12-2412-631000-15310-5220	Mileage/Parking Expenses : Counseling	-		1,500		1,500	
12-2412-631000-15310-5850	Fingerprinting : Counseling	1,756		1,500			256
12-2412-631000-15310-5880	Internet Services : Counseling	-		3,000		3,000	
12-2412-631000-15310-5940	Reproduction/Printing Expenses : Counseling	140		5,000		4,860	
12-2412-631000-15310-6409	Equip-All Other >\$200<\$1,000 : Counseling	-		-		-	-
12-2412-631000-15310-6410	Equip-All Other >\$1,000<\$5,000 : Counseling	18,400		60,000		41,600	
12-2412-631000-15310-6419	Equip-Software > \$5,000 : Counseling	2,100		2,019			81
12-2412-631000-19725-1430	Part-Time Counselors : Veterans Resource Cent	21,284		21,284		-	-
12-2412-631000-19725-1435	Int/Sum - Counselors,Part-Time : Veterans Res	10,642		10,642		-	-
12-2412-631000-19725-3115	STRS - Non-Instructional : Veterans Resource	3,426		3,426		-	-
12-2412-631000-19725-3325	Medicare - Non-Instructional : Veterans Resou	463		463		-	-
12-2412-631000-19725-3435	H & W - Retiree Fund Non-Inst : Veterans Reso	319		319		-	-
12-2412-631000-19725-3515	SUI - Non-Instructional : Veterans Resource C	16		16		-	-
12-2412-631000-19725-3615	WCI - Non-Instructional : Veterans Resource C	766		766		-	-
12-2412-642000-19524-2320	Classified Employees - Hourly : High Tech Cen	2,357		2,357		-	-
12-2412-642000-19524-3215	PERS - Non-Instructional : High Tech Center D	279		279		-	-
12-2412-642000-19524-3315	OASDHI - Non-Instructional : High Tech Center	146		146		-	-
12-2412-642000-19524-3325	Medicare - Non-Instructional : High Tech Cent	34		34		-	-
12-2412-642000-19524-3435	H & W - Retiree Fund Non-Inst : High Tech Cen	24		24		-	-
12-2412-642000-19524-3515	SUI - Non-Instructional : High Tech Center DS	1		1		-	-
12-2412-642000-19524-3615	WCI - Non-Instructional : High Tech Center DS	57		57		-	-

6.1 (17)

SPECIAL PROJECT DETAILED BUDGET #2411, 2412, 2413, 2415, 2416, 2417
NAME: STUDENT SUCCESS and SUPPORT PROGRAM (SSSP) - SANTA ANA COLLEGE
FISCAL YEAR: 2015/2016

CONTRACT PERIOD: 07/01/2015 - 06/30/2016

PROJ ADM: Sara Lundquist

SSSP SAC Allocations: \$4,532,174
 To District-Research: (26,554)
SAC - SSSP = \$4,505,620

Date: 11/19/15

Prime Sponsor: CCC Chancellor's Office
Fiscal Agent: Rancho Santiago CCD
Prime Award No.: N/A

GL Account	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-2412-675000-15310-5210	Conference Expenses : Counseling	3,000		10,000		7,000	
Total Project 2412	SSSP - Advise/Coun	1,652,376	1,652,376	1,646,603	1,646,603	335,864	335,864

(81) 1.18

SPECIAL PROJECT DETAILED BUDGET #2411, 2412, 2413, 2415, 2416, 2417
NAME: STUDENT SUCCESS and SUPPORT PROGRAM (SSSP) - SANTA ANA COLLEGE
FISCAL YEAR: 2015/2016

CONTRACT PERIOD: 07/01/2015 - 06/30/2016

PROJ ADM: Sara Lundquist

SSSP SAC Allocations: \$4,532,174
 To District-Research: (26,554)
SAC - SSSP = \$4,505,620

Date: 11/19/15

Prime Sponsor: CCC Chancellor's Office
Fiscal Agent: Rancho Santiago CCD
Prime Award No.: N/A

GL Account	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-2413-000000-10000-8629	Other Gen Categorical Apport : Santa Ana Coll		1,191,325		303,622	887,703	
12-2413-649000-19100-2110	Classified Management : Student Serv. Office - Project Manager (E-4 @ 100% for 7 months) - Director of College Research (F-4 @ 100% for 7 months)	62,532		62,532		-	-
12-2413-649000-19100-2130	Classified Employees : Student Services Offic - Research Analyst (100% for 6 months) - Marisol Sanchez, Senior Clerk (35%) - Ana Diaz, Special Project Specialist (50%)	63,925		63,925		-	-
12-2413-649000-19100-2320	Classified Employees - Hourly : Stud. Serv. Off - Short-term Research Assistant	10,838		10,838		-	-
12-2413-649000-19100-2340	Student Assistants - Hourly : Student Service - funds allocate in project 2415	-		-		-	-
12-2413-649000-19100-2350	Overtime - Classified Employee : Student Serv	500		500		-	-
12-2413-649000-19100-3215	PERS - Non-Instructional : Student Services O	14,981		14,981		-	-
12-2413-649000-19100-3315	OASDHI - Non-Instructional : Student Services	7,977		7,977		-	-
12-2413-649000-19100-3325	Medicare - Non-Instructional : Student Servic	2,023		2,023		-	-
12-2413-649000-19100-3335	PARS - Non-Instructional : Student Serv.	-		141		141	
12-2413-649000-19100-3415	H & W - Non-Instructional : Student Services	43,232		36,454			6,778
12-2413-649000-19100-3435	H & W - Retiree Fund Non-Inst : Student Servi	1,395		1,395		-	-
12-2413-649000-19100-3515	SUI - Non-Instructional : Student Services Of	70		70		-	-
12-2413-649000-19100-3615	WCI - Non-Instructional : Student Services Of	3,348		3,348		-	-
12-2413-649000-19100-3915	Other Benefits - Non-Instruct : Student Servi	1,711		1,711		-	-
12-2413-649000-19100-4610	Non-Instructional Supplies : Student Services	500		10,000		9,500	

6.1 (19)

SPECIAL PROJECT DETAILED BUDGET #2411, 2412, 2413, 2415, 2416, 2417
NAME: STUDENT SUCCESS and SUPPORT PROGRAM (SSSP) - SANTA ANA COLLEGE
FISCAL YEAR: 2015/2016

CONTRACT PERIOD: 07/01/2015 - 06/30/2016

PROJ ADM: Sara Lundquist

SSSP SAC Allocations: \$4,532,174
 To District-Research: (26,554)
SAC - SSSP = \$4,505,620

Date: 11/19/15

Prime Sponsor: CCC Chancellor's Office
Fiscal Agent: Rancho Santiago CCD
Prime Award No.: N/A

GL Account	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-2413-649000-19100-4710	Food and Food Service Supplies : Student Serv	5,000		5,000		-	-
12-2413-649000-19100-5100	Contracted Services : Student Serv. Office	-		20,000		20,000	
12-2413-649000-19100-5220	Mileage/Parking Expenses : Student Services O	200		3,000		2,800	
12-2413-649000-19100-5880	Internet Services : Counseling	-		5,000		5,000	
12-2413-649000-19100-5940	Reproduction/Printing Expenses : Student Serv	466		5,000		4,534	
12-2413-649000-19100-5950	Software License & Fees : Stud. Serv. Office	-		5,000		5,000	
12-2413-649000-19100-5999	Special Project Holding Acct : Student Servic	962,900		-			962,900
12-2413-649000-19100-6410	Equip-All Other >\$1,000<\$5,000 : Student Serv	-		35,000		35,000	
12-2413-649000-19550-2310	Classified Employees - Ongoing : Scholarships - Jose Corona, Stud. Prog. Specialist (19.4%)	3,842		3,842		-	-
12-2413-649000-19550-3215	PERS - Non-Instructional : Scholarships Offic	456		456		-	-
12-2413-649000-19550-3315	OASDHI - Non-Instructional : Scholarships Off	239		239		-	-
12-2413-649000-19550-3325	Medicare - Non-Instructional : Scholarships O	56		56		-	-
12-2413-649000-19550-3435	H & W - Retiree Fund Non-Inst : Scholarships	39		39		-	-
12-2413-649000-19550-3515	SUI - Non-Instructional : Scholarships Office	2		2		-	-
12-2413-649000-19550-3615	WCI - Non-Instructional : Scholarships Office	93		93		-	-
12-2413-675000-19100-5210	Conference Expenses : Student Services Office	5,000		5,000		-	-
Total Project 2413	SSSP - Coord/Training	1,191,325	1,191,325	303,622	303,622	969,678	969,678

6.1 (20)

SPECIAL PROJECT DETAILED BUDGET #2411, 2412, 2413, 2415, 2416, 2417
NAME: STUDENT SUCCESS and SUPPORT PROGRAM (SSSP) - SANTA ANA COLLEGE
FISCAL YEAR: 2015/2016

CONTRACT PERIOD: 07/01/2015 - 06/30/2016

PROJ ADM: Sara Lundquist

SSSP SAC Allocations: \$4,532,174
 To District-Research: (26,554)
SAC - SSSP = \$4,505,620

Date: 11/19/15

Prime Sponsor: CCC Chancellor's Office
Fiscal Agent: Rancho Santiago CCD
Prime Award No.: N/A

GL Account	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-2415-000000-10000-8629	Other Gen Categorical Apport : Santa Ana Coll		574,918		917,483		342,565
12-2415-649000-19615-2130	Classified Employees : Orientation/Coord/Trai - Malorie Gonzales (70%) - Daniel Marquez (70%) - Luisa Ruiz (70%) - Maria Sanchez (70%) - Quynh Nguyen (40%) - Rosa Harrizon (100%) - Outreach Specialist (70%) - Student Support Services Program Specliast (50%)	243,546		257,649		14,103	
12-2415-649000-19615-2310	Classified Employees - Ongoing : Orientation/ - Sandra Espinoza (eff 11/09/15) - Alexa Filatoff (eff 11/16/15)	23,018		25,074		2,056	
12-2415-649000-19615-2320	Classified Employees - Hourly : Orientation/C	20,000		20,000		-	-
12-2415-649000-19615-2340	Student Assistants - Hourly : Orientation/Coo	75,000		250,000		175,000	
12-2415-649000-19615-2350	Overtime - Classified Employee : Orientation/	5,000		5,000		-	-
12-2415-649000-19615-3215	PERS - Non-Instructional : Orientation/Coord/	34,356		32,801			1,555
12-2415-649000-19615-3315	OASDHI - Non-Instructional : Orientation/Coor	17,642		21,761		4,119	
12-2415-649000-19615-3325	Medicare - Non-Instructional : Orientation/Co	4,308		5,635		1,327	
12-2415-649000-19615-3335	PARS - Non-Instructional : Orientation/Coord/	186		1,012		826	
12-2415-649000-19615-3415	H & W - Non-Instructional : Orientation/Coord	88,561		95,858		7,297	
12-2415-649000-19615-3435	H & W - Retiree Fund Non-Inst : Orientation/C	3,721		5,635		1,914	
12-2415-649000-19615-3515	SUI - Non-Instructional : Orientation/Coord/T	149		193		44	
12-2415-649000-19615-3615	WCI - Non-Instructional : Orientation/Coord/T	8,929		13,525		4,596	

6.1 (21)

SPECIAL PROJECT DETAILED BUDGET #2411, 2412, 2413, 2415, 2416, 2417
NAME: STUDENT SUCCESS and SUPPORT PROGRAM (SSSP) - SANTA ANA COLLEGE
FISCAL YEAR: 2015/2016

CONTRACT PERIOD: 07/01/2015 - 06/30/2016

PROJ ADM: Sara Lundquist

SSSP SAC Allocations: \$4,532,174
 To District-Research: (26,554)
SAC - SSSP = \$4,505,620

Date: 11/19/15

Prime Sponsor: CCC Chancellor's Office
Fiscal Agent: Rancho Santiago CCD
Prime Award No.: N/A

GL Account	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-2415-649000-19615-3915	Other Benefits - Non-Instruct : Orientation/C	5,502		5,840		338	
12-2415-649000-19615-4610	Non-Instructional Supplies : Orientation/Coor	10,000		35,000		25,000	
12-2415-649000-19615-4710	Food and Food Services Supplies : Orientation	-		5,000		5,000	
12-2415-649000-19615-5100	Contracted Services : Orientation	-		25,000		25,000	
12-2415-649000-19615-5220	Mileage/Parking Expenses : Orientation	-		2,500		2,500	
12-2415-649000-19615-5651	Rental - Other (Short-term) : Orientation/Coo	5,400		-			5,400
12-2415-649000-19615-5940	Reproduction/Printing Expenses : Orientation/	10,000		15,000		5,000	
12-2415-649000-19615-5966	Transportation - Student : Orientation/Coord/	19,600		30,000		10,400	
12-2415-649000-19615-6410	Equip-All Other >\$1,000<\$5,000 : Orientation	-		60,000		60,000	
12-2415-675000-19615-5210	Conference Expenses : Orientation	-		5,000		5,000	
Total Project 2415	SSSP - Orientation	574,918	574,918	917,483	917,483	349,520	349,520

6.1 (22)

SPECIAL PROJECT DETAILED BUDGET #2411, 2412, 2413, 2415, 2416, 2417
NAME: STUDENT SUCCESS and SUPPORT PROGRAM (SSSP) - SANTA ANA COLLEGE
FISCAL YEAR: 2015/2016

CONTRACT PERIOD: 07/01/2015 - 06/30/2016

PROJ ADM: Sara Lundquist

SSSP SAC Allocations: \$4,532,174
 To District-Research: (26,554)
SAC - SSSP = \$4,505,620

Date: 11/19/15

Prime Sponsor: CCC Chancellor's Office
Fiscal Agent: Rancho Santiago CCD
Prime Award No.: N/A

GL Account	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-2416-000000-10000-8629	Other Gen Categorical Apport : Santa Ana Coll		307,867		380,808		72,941
12-2416-493010-19510-2210	Inst Assistants - Full-Time : Assessment - Giang Vu (60%)	30,582		30,582		-	-
12-2416-493010-19510-3211	PERS - Instructional : Assessment	3,623		3,623		-	-
12-2416-493010-19510-3311	OASDHI - Instructional : Assessment	1,946		1,946		-	-
12-2416-493010-19510-3321	Medicare - Instructional : Assessment	455		455		-	-
12-2416-493010-19510-3411	H & W - Instructional : Assessment	6,686		6,686		-	-
12-2416-493010-19510-3431	H & W - Retiree Fund Inst : Assessment	314		314		-	-
12-2416-493010-19510-3511	SUI - Instructional : Assessment	16		16		-	-
12-2416-493010-19510-3611	WCI - Instructional : Assessment	753		753		-	-
12-2416-493010-19510-3911	Other Benefits - Instructional : Assessment	810		810		-	-
12-2416-499900-19510-2210	Inst Assistants - Full-Time : Assessment - Guadalupe Fuentes (60%)	29,616		29,616		-	-
12-2416-499900-19510-3211	PERS - Instructional : Assessment	3,509		3,509		-	-
12-2416-499900-19510-3311	OASDHI - Instructional : Assessment	1,886		1,886		-	-
12-2416-499900-19510-3321	Medicare - Instructional : Assessment	441		441		-	-
12-2416-499900-19510-3411	H & W - Instructional : Assessment	12,862		12,862		-	-
12-2416-499900-19510-3431	H & W - Retiree Fund Inst : Assessment	304		304		-	-
12-2416-499900-19510-3511	SUI - Instructional : Assessment	15		15		-	-
12-2416-499900-19510-3611	WCI - Instructional : Assessment	730		730		-	-
12-2416-499900-19510-3911	Other Benefits - Instructional : Assessment	810		810		-	-

6.1 (23)

SPECIAL PROJECT DETAILED BUDGET #2411, 2412, 2413, 2415, 2416, 2417
NAME: STUDENT SUCCESS and SUPPORT PROGRAM (SSSP) - SANTA ANA COLLEGE
FISCAL YEAR: 2015/2016

CONTRACT PERIOD: 07/01/2015 - 06/30/2016

PROJ ADM: Sara Lundquist

SSSP SAC Allocations: \$4,532,174
 To District-Research: (26,554)
SAC - SSSP = \$4,505,620

Date: 11/19/15

Prime Sponsor: CCC Chancellor's Office
Fiscal Agent: Rancho Santiago CCD
Prime Award No.: N/A

GL Account	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-2416-632000-19510-1250	Contract Coordinator : Assessment - Maria Aguilar-Beltran (35%)	34,904		34,904		-	-
12-2416-632000-19510-1252	Contract Extension-Coordinator : Assessment - Maria Aguilar-Beltran (cont.ext.)	4,533		4,533		-	-
12-2416-632000-19510-1454	Int/Sum Beyond Contr-Coordinat : Assessment - Beverly Birnbaum	4,088		4,088		-	-
12-2416-632000-19510-2130	Classified Employees : Assessment - Cang Nguyen (60%) - Agangelina Contreras (25%) - Lupe Saavedra (25%)	53,659		53,659		-	-
12-2416-632000-19510-2310	Classified Employees - Ongoing : Assessment - Jazmin Martinez	13,799		13,799		-	-
12-2416-632000-19510-2320	Classified Employees - Hourly : Assessment	11,854		11,854		-	-
12-2416-632000-19510-3115	STRS - Non-Instructional : Assessment	4,670		4,670		-	-
12-2416-632000-19510-3215	PERS - Non-Instructional : Assessment	7,992		7,992		-	-
12-2416-632000-19510-3315	OASDHI - Non-Instructional : Assessment	4,276		4,276		-	-
12-2416-632000-19510-3325	Medicare - Non-Instructional : Assessment	1,809		1,809		-	-
12-2416-632000-19510-3335	PARS - Non-Instructional : Assessment	155		155		-	-
12-2416-632000-19510-3415	H & W - Non-Instructional : Assessment	28,482		28,482		-	-
12-2416-632000-19510-3435	H & W - Retiree Fund Non-Inst : Assessment	1,248		1,248		-	-
12-2416-632000-19510-3515	SUI - Non-Instructional : Assessment	63		63		-	-
12-2416-632000-19510-3615	WCI - Non-Instructional : Assessment	2,994		2,994		-	-
12-2416-632000-19510-3915	Other Benefits - Non-Instruct : Assessment	1,924		1,924		-	-

6.1 (24)

SPECIAL PROJECT DETAILED BUDGET #2411, 2412, 2413, 2415, 2416, 2417
NAME: STUDENT SUCCESS and SUPPORT PROGRAM (SSSP) - SANTA ANA COLLEGE
FISCAL YEAR: 2015/2016

CONTRACT PERIOD: 07/01/2015 - 06/30/2016

PROJ ADM: Sara Lundquist

SSSP SAC Allocations: \$4,532,174
 To District-Research: (26,554)
SAC - SSSP = \$4,505,620

Date: 11/19/15

Prime Sponsor: CCC Chancellor's Office
Fiscal Agent: Rancho Santiago CCD
Prime Award No.: N/A

GL Account	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-2416-632000-19510-4610	Non-Instructional Supplies : Assessment	6,358		25,000		18,642	
12-2416-632000-19510-4710	Food & Food Services Supplies : Assessment	-		5,000		5,000	
12-2416-632000-19510-5220	Mileage/Parking Expenses : Assessment	275		473		198	
12-2416-632000-19510-5630	Maint Contract - Office Equip : Assessment	1,283		1,027			256
12-2416-632000-19510-5880	Internet Services : Assessment	-		6,500		6,500	
12-2416-632000-19510-5940	Reproduction/Printing Expenses : Assessment	233		1,045		812	
12-2416-632000-19510-5950	Software License and Fees : Assessment	4,955		4,955		-	-
12-2416-632000-19510-6409	Equip-All Other >\$200<\$1,000 : Assessment	-		-		-	-
12-2416-632000-19510-6410	Equip-All Other >\$1,000<\$5,000 : Assessment	-		60,000		60,000	
12-2416-632000-19510-6419	Equip-Software > \$5,000 : Assessment	22,955		-			22,955
12-2416-675000-19510-5210	Conference Expenses : Assessment	-		5,000		5,000	
Total Project 2416	SSSP - Skills Assessment	307,867	307,867	380,808	380,808	96,152	96,152

6.1 (25)

SPECIAL PROJECT DETAILED BUDGET #2411, 2412, 2413, 2415, 2416, 2417
NAME: STUDENT SUCCESS and SUPPORT PROGRAM (SSSP) - SANTA ANA COLLEGE
FISCAL YEAR: 2015/2016

CONTRACT PERIOD: 07/01/2015 - 06/30/2016

PROJ ADM: Sara Lundquist

SSSP SAC Allocations: \$4,532,174
 To District-Research: (26,554)
SAC - SSSP = \$4,505,620

Date: 11/19/15

Prime Sponsor: CCC Chancellor's Office
Fiscal Agent: Rancho Santiago CCD
Prime Award No.: N/A

GL Account	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-2417-000000-10000-8629	Other Gen Categorical Apport : Santa Ana Coll		420,925		955,160		534,235
15310 Counseling						-	-
12-2417-631000-15310-1430	Part-Time Counselors : Counseling	-		324,581		324,581	
12-2417-631000-15310-1433	Beyond Contract - Counselors : Counseling	-		-		-	-
12-2417-631000-15310-1434	Int/Sum Beyond Contr-Counselor : Counseling	-		-		-	-
12-2417-631000-15310-1435	Int/Sum - Counselors,Part-Time : Counseling	-		42,568		42,568	
12-2417-631000-15310-2130	Classified Employees : Counseling - Students4Students - Stud. Serv. Coordinator (15-3 @ 50% for 7 months)	-		17,268		17,268	
12-2417-631000-15310-2320	Classified Employees - Hourly : Counseling	-		-		-	-
12-2417-631000-15310-3115	STRS - Non-Instructional : Counseling	-		38,670		38,670	
12-2417-631000-15310-3215	PERS - Non-Instructional : Counseling	-		2,046		2,046	
12-2417-631000-15310-3315	OASDHI - Non-Instructional : Counseling	-		1,095		1,095	
12-2417-631000-15310-3325	Medicare - Non-Instructional : Counseling	-		5,580		5,580	
12-2417-631000-15310-3335	PARS - Non-Instructional : Counseling	-		726		726	
12-2417-631000-15310-3415	H & W - Non-Instructional : Counseling	-		7,482		7,482	
12-2417-631000-15310-3435	H & W - Retiree Fund Non-Inst : Counseling	-		3,849		3,849	
12-2417-631000-15310-3515	SUI - Non-Instructional : Counseling	-		192		192	
12-2417-631000-15310-3615	WCI - Non-Instructional : Counseling	-		9,236		9,236	
12-2417-631000-15310-3915	Other Benefits - Non-Instruct : Counseling	-		394		394	
12-2417-631000-15310-4610	Non-Instructional Supplies : Counseling	-		431		431	
12-2417-631000-15310-5100	Contracted Services : Counseling	51,517		-			51,517

6.1 (26)

SPECIAL PROJECT DETAILED BUDGET #2411, 2412, 2413, 2415, 2416, 2417
NAME: STUDENT SUCCESS and SUPPORT PROGRAM (SSSP) - SANTA ANA COLLEGE
FISCAL YEAR: 2015/2016

CONTRACT PERIOD: 07/01/2015 - 06/30/2016

PROJ ADM: Sara Lundquist

SSSP SAC Allocations: \$4,532,174
 To District-Research: (26,554)
SAC - SSSP = \$4,505,620

Date: 11/19/15

Prime Sponsor: CCC Chancellor's Office
Fiscal Agent: Rancho Santiago CCD
Prime Award No.: N/A

GL Account	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-2417-631000-15310-5220	Mileage/Parking Expenses : Counseling	-		4,714		4,714	
12-2417-631000-15310-5940	Reproduction/Printing Expenses : Counseling	-		20,000		20,000	
12-2417-631000-15310-6409	Equip-All Other >\$200<\$1,000 : Counseling	-		30,000		30,000	
12-2417-631000-15310-6410	Equip-All Other >\$1,000<\$5,000 : Counseling	-		30,000		30,000	
12-2417-633000-15310-4210	Books, Mags & Subscrip-Non-Lib : Counseling	7,011		7,011		-	-
12-2417-675000-15310-5210	Conference Expenses : Counseling	-		10,000		10,000	
12-2417-633000-15310-5950	Software License and Fees : Counseling	3,000		6,941		3,941	
15340 MESA						-	-
12-2417-633000-15340-1232	Contract Extension - Counselors : MESA - Catherine Shaffer	-		2,970		2,970	
12-2417-633000-15340-3115	STRS - Non-Instructional : MESA	-		319		319	
12-2417-633000-15340-3325	Medicare - Non-Instructional : MESA	-		43		43	
12-2417-633000-15340-3435	H & W - Retiree Fd Non-Instructional : MESA	-		30		30	
12-2417-633000-15340-3515	SUI - Non-Instructional : MESA	-		1		1	
12-2417-633000-15340-3615	WCI - Non-Instructional : MESA	-		71		71	
15350 Transfer Center						-	-
12-2417-633000-15350-1232	Contract Extension-Counselors : Transfer Cent - Martha Vargas	3,795		3,795		-	-
12-2417-633000-15350-1430	Part-Time Counselors : Transfer Center	50,000		50,000		-	-
12-2417-633000-15350-1480	Part-Time Reassigned Time : Transfer Center	-		-		-	-
12-2417-633000-15350-2130	Classified Employees : Transfer Center - Transfer Center Specialist (100%) - Student Services Specialist (100%)	54,829		54,829		-	-

6.1 (27)

SPECIAL PROJECT DETAILED BUDGET #2411, 2412, 2413, 2415, 2416, 2417
NAME: STUDENT SUCCESS and SUPPORT PROGRAM (SSSP) - SANTA ANA COLLEGE
FISCAL YEAR: 2015/2016

CONTRACT PERIOD: 07/01/2015 - 06/30/2016

PROJ ADM: Sara Lundquist

SSSP SAC Allocations: \$4,532,174
 To District-Research: (26,554)
SAC - SSSP = \$4,505,620

Date: 11/19/15

Prime Sponsor: CCC Chancellor's Office
Fiscal Agent: Rancho Santiago CCD
Prime Award No.: N/A

GL Account	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-2417-633000-15350-2310	Classified Employees - Ongoing : Transfer Cen - Student Services Coordinator (100%)	14,881		14,881		-	-
12-2417-633000-15350-2320	Classified Employees - Hourly : Transfer Cent - Brittney Billszar - Cynthia Cervantes	36,374		36,374		-	-
12-2417-633000-15350-3115	STRS - Non-Instructional : Transfer Center	5,773		5,773		-	-
12-2417-633000-15350-3215	PERS - Non-Instructional : Transfer Center	8,258		8,258		-	-
12-2417-633000-15350-3315	OASDHI - Non-Instructional : Transfer Center	4,420		4,420		-	-
12-2417-633000-15350-3325	Medicare - Non-Instructional : Transfer Cente	2,341		2,341		-	-
12-2417-633000-15350-3335	PARS - Non-Instructional : Transfer Center	473		473		-	-
12-2417-633000-15350-3415	H & W - Non-Instructional : Transfer Center	29,194		29,904		710	
12-2417-633000-15350-3435	H & W - Retiree Fund Non-Inst : Transfer Cent	1,615		1,615		-	-
12-2417-633000-15350-3515	SUI - Non-Instructional : Transfer Center	81		81		-	-
12-2417-633000-15350-3615	WCI - Non-Instructional : Transfer Center	3,876		3,876		-	-
12-2417-633000-15350-3915	Other Benefits - Non-Instruct : Transfer Cent	1,576		1,576		-	-
12-2417-633000-15350-4610	Non-Instructional Supplies : Transfer Center	4,000		4,000		-	-
12-2417-633000-15350-4710	Food and Food Service Supplies : Transfer Cen	4,200		2,488			1,712
12-2417-633000-15350-5940	Reproduction/Printing Expenses : Transfer Cen	10		10		-	-
12-2417-633000-15350-5966	Transportation - Student : Transfer Center	800		-			800
12-2417-675000-15350-5210	Conference Expenses : Transfer Center	1,859		-			1,859
15360 ULINK						-	-
12-2417-633000-15360-1232	Contract Extension-Counselors : ULINK - Rochelle Zook	2,046		2,046		-	-

6.1 (28)

SPECIAL PROJECT DETAILED BUDGET #2411, 2412, 2413, 2415, 2416, 2417
NAME: STUDENT SUCCESS and SUPPORT PROGRAM (SSSP) - SANTA ANA COLLEGE
FISCAL YEAR: 2015/2016

CONTRACT PERIOD: 07/01/2015 - 06/30/2016

PROJ ADM: Sara Lundquist

SSSP SAC Allocations: \$4,532,174
 To District-Research: (26,554)
SAC - SSSP = \$4,505,620

Date: 11/19/15

Prime Sponsor: CCC Chancellor's Office
Fiscal Agent: Rancho Santiago CCD
Prime Award No.: N/A

GL Account	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-2417-633000-15360-3115	STRS - Non-Instructional : ULINK	220		220		-	-
12-2417-633000-15360-3325	Medicare - Non-Instructional : ULINK	30		30		-	-
12-2417-633000-15360-3435	H & W - Retiree Fund Non-Inst : ULINK	21		21		-	-
12-2417-633000-15360-3515	SUI - Non-Instructional : ULINK	2		2		-	-
12-2417-633000-15360-3615	WCI - Non-Instructional : ULINK	50		50		-	-
12-2417-633000-15360-4610	Non-Instructional Supplies : ULINK	2,006		2,006		-	-
12-2417-633000-15360-4710	Food and Food Service Supplies : ULINK	704		704		-	-
12-2417-633000-15360-5966	Transportation - Student : ULINK	396		-			396
15370 Puente						-	-
12-2417-633000-15370-1232	Contract Extension-Counselors : Puente <i>- Reina Samabria</i>	5,016		2,046			2,970
12-2417-633000-15370-3115	STRS - Non-Instructional : Puente	539		220			319
12-2417-633000-15370-3325	Medicare - Non-Instructional : Puente	73		30			43
12-2417-633000-15370-3435	H & W - Retiree Fund Non-Inst : Puente	51		21			30
12-2417-633000-15370-3515	SUI - Non-Instructional : Puente	3		2			1
12-2417-633000-15370-3615	WCI - Non-Instructional : Puente	121		50			71
12-2417-633000-15370-4610	Non-Instructional Supplies : Puente	1,552		1,552		-	-
12-2417-633000-15370-4710	Food and Food Service Supplies : Puente	1,808		1,808		-	-
12-2417-633000-15370-5966	Transportation - Student : Puente	1,868		1,129			739
15380 Fresh Exp/Learning Communities						-	-
12-2417-619000-15380-1280	Contract - Reassigned Time : Fresh Exp/Learn <i>- Lynn Marecek (33.3%)</i>	36,125		36,125		-	-

6.1 (29)

SPECIAL PROJECT DETAILED BUDGET #2411, 2412, 2413, 2415, 2416, 2417
NAME: STUDENT SUCCESS and SUPPORT PROGRAM (SSSP) - SANTA ANA COLLEGE
FISCAL YEAR: 2015/2016

CONTRACT PERIOD: 07/01/2015 - 06/30/2016

PROJ ADM: Sara Lundquist

SSSP SAC Allocations: \$4,532,174
 To District-Research: (26,554)
SAC - SSSP = \$4,505,620

Date: 11/19/15

Prime Sponsor: CCC Chancellor's Office
Fiscal Agent: Rancho Santiago CCD
Prime Award No.: N/A

GL Account	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-2417-619000-15380-1483	Beyond Contr - Reassigned Time : Fresh Exp/Le <i>- Steve Bautista</i>	12,424		12,424		-	-
12-2417-619000-15380-3115	STRS - Non-Instructional : Fresh Exp/Learning	5,209		5,209		-	-
12-2417-619000-15380-3325	Medicare - Non-Instructional : Fresh Exp/Lear	710		710		-	-
12-2417-619000-15380-3415	H & W - Non-Instructional : Fresh Exp/Learnin	7,723		7,723		-	-
12-2417-619000-15380-3435	H & W - Retiree Fund Non-Inst : Fresh Exp/Lea	490		490		-	-
12-2417-619000-15380-3515	SUI - Non-Instructional : Fresh Exp/Learning	25		25		-	-
12-2417-619000-15380-3615	WCI - Non-Instructional : Fresh Exp/Learning	1,175		1,175		-	-
12-2417-619000-15380-3915	Other Benefits - Non-Instruct : Fresh Exp/Lea	417		417		-	-
15390 Career Counseling Center						-	-
12-2417-634000-15390-5880	Internet Services : Career Counseling	-		23,500		23,500	
12-2417-634000-15390-5950	Software License and Fees : Career Counseling	4,559		4,559		-	-
19620 School & Community Partnership						-	-
12-2417-649000-19620-2310	Classified Employees - Ongoing : <i>- Guardian Scholar - Student Services Specialist (7 months)</i>	-		11,509		11,509	
12-2417-649000-19620-2320	Classified Employees - Hourly :	-		-		-	-
12-2417-649000-19620-3215	PERS - Non-Instructional :	-		1,363		1,363	
12-2417-649000-19620-3315	OASDHI - Non-Instructional :	-		714		714	
12-2417-649000-19620-3325	Medicare - Non-Instructional :	-		167		167	
12-2417-649000-19620-3335	PARS - Non-Instructional :	-		-		-	-
12-2417-649000-19620-3435	H & W - Retiree Fund Non-Inst :	-		115		115	
12-2417-649000-19620-3515	SUI - Non-Instructional :	-		6		6	

6.1 (30)

SPECIAL PROJECT DETAILED BUDGET #2411, 2412, 2413, 2415, 2416, 2417
NAME: STUDENT SUCCESS and SUPPORT PROGRAM (SSSP) - SANTA ANA COLLEGE
FISCAL YEAR: 2015/2016

CONTRACT PERIOD: 07/01/2015 - 06/30/2016

PROJ ADM: Sara Lundquist

SSSP SAC Allocations: \$4,532,174
 To District-Research: (26,554)
SAC - SSSP = \$4,505,620

Date: 11/19/15

Prime Sponsor: CCC Chancellor's Office
Fiscal Agent: Rancho Santiago CCD
Prime Award No.: N/A

GL Account	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-2417-649000-19620-3615	WCI - Non-Instructional :	-		276		276	
12-2417-649000-19620-4610	Non-Instructional Supplies :	-		-		-	-
12-2417-649000-19620-5940	Reproduction/Printing Expenses :	-		-		-	-
19540 Job/Career Placement Center						-	-
12-2417-647000-19540-1280	Contract - Reassigned Time : Job/Career Place <i>- Sandy Morris (16%)</i>	15,737		15,737		-	-
12-2417-647000-19540-1282	Contract Ext - Reassigned Time : Job/Career P	12,000		12,000		-	-
12-2417-647000-19540-2320	Classified Employees - Hourly : Job/Career PI	9,600		9,600		-	-
12-2417-647000-19540-3115	STRS - Non-Instructional : Job/Career Placeme	2,998		2,998		-	-
12-2417-647000-19540-3325	Medicare - Non-Instructional : Job/Career Pla	140		140		-	-
12-2417-647000-19540-3415	H & W - Non-Instructional : Job/Career Placem	3,708		3,833		125	
12-2417-647000-19540-3435	H & W - Retiree Fund Non-Inst : Job/Career PI	376		376		-	-
12-2417-647000-19540-3515	SUI - Non-Instructional : Job/Career Placemen	19		19		-	-
12-2417-647000-19540-3615	WCI - Non-Instructional : Job/Career Placemen	901		901		-	-
12-2417-647000-19540-3915	Other Benefits - Non-Instruct : Job/Career PI	200		200		-	-
Total Project 2417	SSSP - Student Follow Up	420,925	420,925	955,160	955,160	594,692	594,692
Total Student Success and Support Program (SAC)		4,532,174	4,532,174	4,505,620	4,505,620	2,451,894	2,451,894

6.1 (31)

SPECIAL PROJECT DETAILED BUDGET #2412, 2415, 2416, 2417
NAME: STUDENT SUCCESS and SUPPORT PROGRAM (SSSP) - SANTIAGO CANYON COLLEGE
FISCAL YEAR: 2015/2016

CONTRACT PERIOD: 07/01/2015 - 06/30/2016

SSSP SCC Allocations: \$1,935,628

To District-Research: (26,554)

SCC - SSSP = **\$1,909,074**

PROJ ADM: John Hernandez

PROJ DIR: Ruth Babeshoff

Date: 11/13/15

Prime Sponsor: CCC Chancellor's Office

Fiscal Agent: Rancho Santiago CCD

Prime Award No.: N/A

GL Accounts	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-2412-000000-20000-8629	Other Gen Categorical Apport : Santiago Canyo		950,866		1,347,047		396,181
<u>12-2412-675000-29305-5210</u>	Conference Expenses : Counseling & Student Su	-		6,571		6,571	
12-2412-631000-29325-1230	Contract Counselors : Counseling - Dora Escobar (100%) - Lacy Hedenberg (100%) - Vivien Vu (85%) - Contract Counselor (TB hired for 4 months)	200,000		286,620		86,620	
12-2412-631000-29325-1430	Part-Time Counselors : Counseling	63,128		148,683		85,555	
12-2412-631000-29325-1433	Beyond Contract - Counselors : Counseling	52,126		52,126		-	
12-2412-631000-29325-1434	Int/Sum Beyond Contr-Counselor : Counseling	85,000		85,000		-	
12-2412-631000-29325-1435	Int/Sum - Counselors,Part-Time : Counseling	61,446		61,446		-	
12-2412-631000-29325-1483	Beyond Contr - Reassigned Time : Counseling	3,000		3,000		-	
12-2412-631000-29325-2130	Classified Employees : Counseling - Cecilia Diaz (100%) - Zina Edwards (100%) - Ancie Dulalas (100%) eff 09/21/15 - Maria del Pilar Gutierrez-Lucera (100%) eff 11/02/15 - Andrea Garcia (60%) - Student Program Specialist - 100% @ 3 months - Special Projects Specialist - 100% @ 3 months	189,192		245,383		56,191	

6.1 (32)

SPECIAL PROJECT DETAILED BUDGET #2412, 2415, 2416, 2417
NAME: STUDENT SUCCESS and SUPPORT PROGRAM (SSSP) - SANTIAGO CANYON COLLEGE
FISCAL YEAR: 2015/2016

CONTRACT PERIOD: 07/01/2015 - 06/30/2016

SSSP SCC Allocations: \$1,935,628

To District-Research: (26,554)

SCC - SSSP = **\$1,909,074**

PROJ ADM: John Hernandez

PROJ DIR: Ruth Babeshoff

Date: 11/13/15

Prime Sponsor: CCC Chancellor's Office

Fiscal Agent: Rancho Santiago CCD

Prime Award No.: N/A

GL Accounts	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-2412-631000-29325-2320	Classified Employees - Hourly : Counseling - James Truong (24 hrs/wk @ 39 wks) - Ashley Wadman (25 hrs/wk @ 39 wks) - Carmen Herrera (25 hrs/wk @ 39 wks) - Lani Wood (22 hrs/wk @ 39 wks) - Veronica Palomo (ended 10/30/15) - Ivan Zambrano (25 hrs/wk x 23 wks eff 12/08/15)	18,577		81,132		62,555	
12-2412-631000-29325-2340	Student Assistants - Hourly : Counseling	23,625		12,500			11,125
12-2412-631000-29325-3115	STRS - Non-Instructional : Counseling	40,943		60,217		19,274	
12-2412-631000-29325-3215	PERS - Non-Instructional : Counseling	22,985		39,172		16,187	
12-2412-631000-29325-3315	OASDHI - Non-Instructional : Counseling	12,870		20,878		8,008	
12-2412-631000-29325-3325	Medicare - Non-Instructional : Counseling	10,154		14,115		3,961	
12-2412-631000-29325-3335	PARS - Non-Instructional : Counseling	411		949		538	
12-2412-631000-29325-3415	H & W - Non-Instructional : Counseling	43,012		135,008		91,996	
12-2412-631000-29325-3435	H & W - Retiree Fund Non-Inst : Counseling	7,168		9,860		2,692	
12-2412-631000-29325-3515	SUI - Non-Instructional : Counseling	347		487		140	
12-2412-631000-29325-3615	WCI - Non-Instructional : Counseling	17,204		23,663		6,459	
12-2412-631000-29325-3915	Other Benefits - Non-Instruct : Counseling	5,221		10,077		4,856	
12-2412-631000-29325-4610	Non-Instructional Supplies : Counseling	7,600		9,000		1,400	
12-2412-631000-29325-4710	Food and Food Service Supplies : Counseling	2,155		2,500		345	
12-2412-631000-29325-5100	Contracted Services : Counseling	30,650		-			30,650
12-2412-631000-29325-5880	Internet Services : Counseling	1,547		-			1,547
12-2412-631000-29325-5940	Reproduction/Printing Expenses : Counseling	4,000		5,000		1,000	

6.1 (33)

SPECIAL PROJECT DETAILED BUDGET #2412, 2415, 2416, 2417
NAME: STUDENT SUCCESS and SUPPORT PROGRAM (SSSP) - SANTIAGO CANYON COLLEGE
FISCAL YEAR: 2015/2016

CONTRACT PERIOD: 07/01/2015 - 06/30/2016

PROJ ADM: John Hernandez

SSSP SCC Allocations: \$1,935,628

PROJ DIR: Ruth Babeshoff

To District-Research: (26,554)

Date: 11/13/15

SCC - SSSP = \$1,909,074

Prime Sponsor: CCC Chancellor's Office

Fiscal Agent: Rancho Santiago CCD

Prime Award No.: N/A

GL Accounts	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-2412-631000-29325-5950	Software License & Fees : Counseling	-		18,000		18,000	
12-2412-631000-29325-6409	Equip-All Other >\$200 < \$1,000 : Counseling	32,000		-			32,000
12-2412-631000-29325-6410	Equip-All Other >\$1,000<\$5,000 : Counseling	15,660		15,660		-	-
12-2412-631000-29325-6419	Equip-Software > \$5,000 : Counseling	845		-			845
Total Project 2412	SSSP - Advise/Counseling	950,866	950,866	1,347,047	1,347,047	472,348	472,348

6.1 (34)

SPECIAL PROJECT DETAILED BUDGET #2412, 2415, 2416, 2417
NAME: STUDENT SUCCESS and SUPPORT PROGRAM (SSSP) - SANTIAGO CANYON COLLEGE
FISCAL YEAR: 2015/2016

CONTRACT PERIOD: 07/01/2015 - 06/30/2016

SSSP SCC Allocations: \$1,935,628

To District-Research: (26,554)

SCC - SSSP = \$1,909,074

PROJ ADM: John Hernandez

PROJ DIR: Ruth Babeshoff

Date: 11/13/15

Prime Sponsor: CCC Chancellor's Office

Fiscal Agent: Rancho Santiago CCD

Prime Award No.: N/A

GL Accounts	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-2415-000000-20000-8629	Other Gen Categorical Apport : Santiago Canyo		187,206		269,339		82,133
<u>12-2415-649000-29700-1483</u>	Beyond Contr - Reassigned Time : Outreach	-		5,000		5,000	
12-2415-649000-29700-2130	Classified Employees : Outreach - Frank Rivera (100%) - Victor Castro (100% eff 08/31/15)	110,146		104,487			5,659
12-2415-649000-29700-2320	Classified Employees - Hourly : Outreach - 4 counseling assistants (TBD)	4,000		45,780		41,780	
12-2415-649000-29700-2340	Student Assistants - Hourly : Outreach	21,800		12,500			9,300
<u>12-2415-649000-29700-3115</u>	STRS - Non-Instructional : Outreach	-		537		537	
12-2415-649000-29700-3215	PERS - Non-Instructional : Outreach	12,965		15,090		2,125	
12-2415-649000-29700-3315	OASDHI - Non-Instructional : Outreach	7,411		8,051		640	
12-2415-649000-29700-3325	Medicare - Non-Instructional : Outreach	1,733		2,287		554	
12-2415-649000-29700-3335	PARS - Non-Instructional : Outreach	-		298		298	
12-2415-649000-29700-3415	H & W - Non-Instructional : Outreach	18,177		24,567		6,390	
12-2415-649000-29700-3435	H & W - Retiree Fund Non-Inst : Outreach	1,351		1,702		351	
12-2415-649000-29700-3515	SUI - Non-Instructional : Outreach	56		79		23	
12-2415-649000-29700-3615	WCI - Non-Instructional : Outreach	3,244		4,086		842	
12-2415-649000-29700-3915	Other Benefits - Non-Instruct : Outreach	2,700		2,475			225
12-2415-649000-29700-4610	Non-Instructional Supplies : Outreach	500		2,200		1,700	
12-2415-649000-29700-4710	Food and Food Service Supplies : Outreach	1,943		12,500		10,557	
12-2415-649000-29700-5100	Contracted Services : Outreach	-		500		500	
12-2415-649000-29700-5220	Mileage/Parking Expenses : Outreach	1,000		5,400		4,400	

6.1 (35)

SPECIAL PROJECT DETAILED BUDGET #2412, 2415, 2416, 2417
NAME: STUDENT SUCCESS and SUPPORT PROGRAM (SSSP) - SANTIAGO CANYON COLLEGE
FISCAL YEAR: 2015/2016

CONTRACT PERIOD: 07/01/2015 - 06/30/2016

SSSP SCC Allocations: \$1,935,628

To District-Research: (26,554)

SCC - SSSP = \$1,909,074

PROJ ADM: John Hernandez

PROJ DIR: Ruth Babeshoff

Date: 11/13/15

Prime Sponsor: CCC Chancellor's Office

Fiscal Agent: Rancho Santiago CCD

Prime Award No.: N/A

GL Accounts	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-2415-649000-29700-5950	Software License & Fees : Outreach	-		3,000		3,000	
12-2415-649000-29700-5966	Transportation - Student : Outreach	180		5,800		5,620	
12-2415-649000-29700-6409	Equip-All Other >\$200 < \$1,000 : Counseling	-		500		500	
12-2415-649000-29700-6410	Equip-All Other >\$1,000<\$5,000 : Counseling	-		12,500		12,500	
Total Project 2415	SSSP - Orientation	187,206	187,206	269,339	269,339	97,317	97,317

6.1 (36)

SPECIAL PROJECT DETAILED BUDGET #2412, 2415, 2416, 2417
NAME: STUDENT SUCCESS and SUPPORT PROGRAM (SSSP) - SANTIAGO CANYON COLLEGE
FISCAL YEAR: 2015/2016

CONTRACT PERIOD: 07/01/2015 - 06/30/2016

SSSP SCC Allocations: \$1,935,628

To District-Research: (26,554)

SCC - SSSP = **\$1,909,074**

PROJ ADM: John Hernandez

PROJ DIR: Ruth Babeshoff

Date: 11/13/15

Prime Sponsor: CCC Chancellor's Office

Fiscal Agent: Rancho Santiago CCD

Prime Award No.: N/A

GL Accounts	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-2416-000000-20000-8629	Other Gen Categorical Apport : Santiago Canyo		120,596		130,508		9,912
12-2416-632000-29325-4610	Non-Instructional Supplies : Counseling	103		-			103
12-2416-632000-29325-5630	Maint Contract - Office Equip : Counseling	1,060		-			1,060
12-2416-632000-29325-5950	Software License and Fees : Counseling	2,096		-			2,096
12-2416-632000-29350-2130	Classified Employees : Testing Center - Therese Flores (100%) - Monique Marthell (100%)	75,874		91,810		15,936	
12-2416-632000-29350-3215	PERS - Non-Instructional : Testing Center	8,931		10,877		1,946	
12-2416-632000-29350-3315	OASDHI - Non-Instructional : Testing Center	4,837		5,860		1,023	
12-2416-632000-29350-3325	Medicare - Non-Instructional : Testing Center	1,131		1,370		239	
12-2416-632000-29350-3415	H & W - Non-Instructional : Testing Center	21,735		14,631			7,104
12-2416-632000-29350-3435	H & W - Retiree Fund Non-Inst : Testing Cente	780		945		165	
12-2416-632000-29350-3515	SUI - Non-Instructional : Testing Center	39		47		8	
12-2416-632000-29350-3615	WCI - Non-Instructional : Testing Center	1,872		2,268		396	
12-2416-632000-29350-3915	Other Benefits - Non-Instruct : Testing Cente	2,138		2,700		562	
12-2416-632000-29350-4610	Non-Instructional Supplies : Testing Center	-		2,200		2,200	
12-2416-632000-29350-5220	Mileage/Parking Expenses : Testing Center	-		1,000		1,000	
12-2416-632000-29350-5630	Maint Contract - Office Equip : Testing Center	-		1,100		1,100	
12-2416-632000-29350-5950	Software License and Fees : Testing Center	-		3,000		3,000	
Total Project 2416	SSSP - Skill Assessment	120,596	120,596	130,508	130,508	20,275	20,275

6.1 (37)

SPECIAL PROJECT DETAILED BUDGET #2412, 2415, 2416, 2417
NAME: STUDENT SUCCESS and SUPPORT PROGRAM (SSSP) - SANTIAGO CANYON COLLEGE
FISCAL YEAR: 2015/2016

CONTRACT PERIOD: 07/01/2015 - 06/30/2016

PROJ ADM: John Hernandez

SSSP SCC Allocations: \$1,935,628

PROJ DIR: Ruth Babeshoff

To District-Research: (26,554)

Date: 11/13/15

SCC - SSSP = \$1,909,074

Prime Sponsor: CCC Chancellor's Office

Fiscal Agent: Rancho Santiago CCD

Prime Award No.: N/A

GL Accounts	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-2417-000000-20000-8629	Other Gen Categorical Apport : Santiago Canyo		53,654		162,180		108,526
12-2417-631000-29305-5950	Software License and Fees : Counseling	-		7,694		7,694	
12-2417-631000-29320-5950	Software License and Fees : Career Center	7,694		-			7,694
12-2417-633000-29305-2130	Classified Employees : Counseling & Student S - Rudy Tjiptahadi (100% @ 6 months) - Research Analyst (100% @ 6 months) - Student Program Specialist (100% @ 3 months)	51,073		78,992		27,919	
12-2417-633000-29305-3215	PERS - Non-Instructional : Counseling & Stude	2,473		9,358		6,885	
12-2417-633000-29305-3315	OASDHI - Non-Instructional : Counseling & Stu	1,322		5,002		3,680	
12-2417-633000-29305-3325	Medicare - Non-Instructional : Counseling & S	309		1,170		861	
12-2417-633000-29305-3415	H & W - Non-Instructional : Counseling & Stud	8,530		26,775		18,245	
12-2417-633000-29305-3435	H & W - Retiree Fund Non-Inst : Counseling &	213		807		594	
12-2417-633000-29305-3515	SUI - Non-Instructional : Counseling & Studen	11		40		29	
12-2417-633000-29305-3615	WCI - Non-Instructional : Counseling & Studen	512		1,936		1,424	
12-2417-633000-29305-3915	Other Benefits - Non-Instruct : Counseling &	449		1,688		1,239	
12-2417-633000-29355-2130	Classified Employees : Transfer Center	(15,566)		15,566		31,132	
12-2417-633000-29355-3215	PERS - Non-Instructional : Transfer Center	(1,832)		1,832		3,664	
12-2417-633000-29355-3315	OASDHI - Non-Instructional : Transfer Center	(986)		986		1,972	
12-2417-633000-29355-3325	Medicare - Non-Instructional : Transfer Cente	(231)		231		462	
12-2417-633000-29355-3415	H & W - Non-Instructional : Transfer Center	(6,262)		6,262		12,524	
12-2417-633000-29355-3435	H & W - Retiree Fund Non-Inst : Transfer Cent	(159)		159		318	
12-2417-633000-29355-3515	SUI - Non-Instructional : Transfer Center	(8)		8		16	

6.1 (38)

SPECIAL PROJECT DETAILED BUDGET #2412, 2415, 2416, 2417
NAME: STUDENT SUCCESS and SUPPORT PROGRAM (SSSP) - SANTIAGO CANYON COLLEGE
FISCAL YEAR: 2015/2016

CONTRACT PERIOD: 07/01/2015 - 06/30/2016

SSSP SCC Allocations: \$1,935,628

To District-Research: (26,554)

SCC - SSSP = **\$1,909,074**

PROJ ADM: John Hernandez

PROJ DIR: Ruth Babeshoff

Date: 11/13/15

Prime Sponsor: CCC Chancellor's Office

Fiscal Agent: Rancho Santiago CCD

Prime Award No.: N/A

GL Accounts	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-2417-633000-29355-3615	WCI - Non-Instructional : Transfer Center	(382)		382		764	
12-2417-633000-29355-3915	Other Benefits - Non-Instruct : Transfer Cent	(338)		338		676	
12-2417-649000-29305-4610	Non-Instructional Supplies : Counseling & Stu	1,590		475			1,115
12-2417-649000-29305-4710	Food and Food Service Supplies : Counseling &	1,313		-			1,313
12-2417-649000-29305-5220	Mileage/Parking Expenses : Counseling & Stude	300		15			285
12-2417-649000-29305-5966	Transportation - Student : Counseling & Stude	200		-			200
12-2417-675000-29305-5210	Conference Expenses : Counseling & Student Su	3,429		2,464			965
Total Project 2417	SSSP - Student Follow-up	53,654	53,654	162,180	162,180	120,098	120,098
Total Fund 12 Restricted	SSSP - Santiago Canyon College	1,312,322	1,312,322	1,909,074	1,909,074	710,038	710,038

6.1 (39)

SPECIAL PROJECT DETAILED BUDGET #2414
NAME: STUDENT SUCCESS and SUPPORT PROGRAM (SSSP) CREDIT - DISTRICT RESEARCH
FISCAL YEAR: 2015/2016

CONTRACT PERIOD: 07/01/2015 - 06/30/2016

CONTRACT INCOME: \$53,108

Contribution from SAC @ \$26,554

Contribution from SCC @ \$26,554

PROJ. ADM. Nga Pham

Date: 11/13/15

Prime Sponsor: CCC Chancellor's Office

Fiscal Agent: Rancho Santiago CCD

Prime Award No.: N/A

GL Accounts	Description	Allocated Budget		Revising Budget		Changes (+/-)	
		Debit	Credit	Debit	Credit	Debit	Credit
12-2414-000000-50000-8629	Other Gen Categorical Apport : District Opera		24,283		53,108		28,825
12-2414-679000-53340-2130	Classified Employees : Research <i>- Marta Gheorghe (50%)</i>	14,852		33,552		18,700	
12-2414-679000-53340-3215	PERS - Non-Instructional : Research	1,749		4,010		2,261	
12-2414-679000-53340-3315	OASDHI - Non-Instructional : Research	942		2,141		1,199	
12-2414-679000-53340-3325	Medicare - Non-Instructional : Research	221		501		280	
12-2414-679000-53340-3415	H & W - Non-Instructional : Research	5,279		10,738		5,459	
12-2414-679000-53340-3435	H & W - Retiree Fund Non-Inst : Research	152		345		193	
12-2414-679000-53340-3515	SUI - Non-Instructional : Research	8		17		9	
12-2414-679000-53340-3615	WCI - Non-Instructional : Research	365		829		464	
12-2414-679000-53340-3915	Other Benefits - Non-Instruct : Research	338		675		337	
12-2414-679000-53340-4610	Non-Instructional Supplies : Research	77		-			77
12-2414-679000-53340-5950	Software License and Fees : Research	300		300		-	-
Total Project 2414 Matriculation - Inst Research		24,283	24,283	53,108	53,108	28,902	28,902

6.1 (40)

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Educational Services

To: Board of Trustees	Date: December 7, 2015
Re: Approval of Memorandum of Understanding between RSCCD and SAUSD	
Action: Request for Approval	

BACKGROUND

Child Development Services provides child care services for children and families within the district through a contract with the California Department of Education, Early Education and Support Division. The temporary closure of the Orange Educational Center (OEC) impacted the number of children served within this contract. This Memorandum of Understanding will minimize the impact of OEC closure by providing RSCCD with a facility for the care and education of fourteen (14) infant and toddler children daily.

ANALYSIS

The attached non-financial Memorandum of Understanding between Rancho Santiago Community College District and Santa Ana Unified School District outlines procedural guidelines for RSCCD to implement an infant and toddler program at a SAUSD facility. It contains program content, purpose along with specific roles of each entity for the implementation of an early care and education program to care for the children of parenting high school students at Valley High School.

RECOMMENDATION

It is recommended that the board approve this Memorandum of Understanding between RSCCD and SAUSD for Early Care and Education Services at Valley High School.

Fiscal Impact: \$63,155	Board Date: December 7, 2015
Prepared by: Janneth Linnell, Executive Director, Child Development Services	
Submitted by: Enrique Perez, J.D., Assistant Vice Chancellor of Educational Services	
Recommended by: Raúl Rodríguez, Ph.D., Chancellor	

**MEMORANDUM OF UNDERSTANDING
BETWEEN
SANTA ANA UNIFIED SCHOOL DISTRICT
AND
RANCHO SANTIAGO COMMUNITY COLLEGE
FOR THE PROVISION OF
EARLY CARE AND EDUCATION SERVICES
FOR CHILDREN OF PARENTING STUDENTS AT A SANTA ANA UNIFIED SCHOOL
DISTRICT CAMPUS**

This non-financial Memorandum of Understanding (MOU) between the Santa Ana Unified School District (SAUSD) and Rancho Santiago Community College District (RSCDD) contains program content, purpose along with specific roles of each entity for the implementation of Early Care and Education Services for children of parenting students at Valley High School.

TERM

The term shall commence on January 4, 2016 and end on June 30, 2021 unless terminated in accordance with this MOU.

PURPOSE

The purpose of this MOU is to establish procedural guidelines for RSCCD to implement Early Care and Education Services for children of parenting students at Valley High School.

POPULATION TO BE SERVED

RSCCD shall serve up to fourteen (14) children, ages six weeks to thirty-six months, at Valley High School.

The selection of children shall be based on the California General Childcare Program, Early Head Start guidelines and residency within SAUSD boundaries.

GOAL

The goal of this MOU is to improve the outcomes for SAUSD parenting students and their children by providing access to a quality Early Care and Education Services.

SAUSD RESPONSIBILITIES

SAUSD will:

- A. Provide classroom space and play yard area adequate for the number of children in the program that meets the minimum Community Care Licensing (CCL) requirements and other licensing standards for fourteen (14) infant and toddlers.
- B. Assist RSCCD with the recruitment of parenting students' children within the SAUSD

boundaries through referrals from the CAL-SAFE program.

- C. Provide food and formula appropriate for the children's age that meets or exceeds the United States Department of Agriculture (USDA), Child and Adult Care Food Program (CACFP) or National School Lunch Program (NSLP) guidelines at no cost to RSCCD by absorbing the children in NSLP.
- D. Provide custodial services to the classroom within the same parameters and frequency as the other SAUSD infant and toddler classrooms to ensure health and safety standards at no cost to RSCCD.
- E. Collaborate with RSCCD Child Development Services to provide cohesive and integrated Early Care and Education Services.

RSCCD RESPONSIBILITIES

RSCCD shall:

- A. Utilize California General Childcare and Early Head Start Program funds, and any other funds, as may become available to operate the RSCCD Early Care and Education Services.
- B. Collaborate with SAUSD staff and the Early Childhood Education Department to provide cohesive and integrated Early Care and Education Services.
- C. Meet all of California Department of Social Services, Title 22, Head Start Performance Standards, Head Start Act, and California Department of Education, Title 5 regulations that relate to California General Childcare Program.
- D. Maintain rules regarding classroom visitors.

SERVICES

RSCCD shall provide Early Care and Education Services for children as early as six weeks (or as deemed appropriate by a health care provider) to thirty-six months in one classroom with two defined care spaces. Each care space shall serve a maximum of eight children, for a total of fourteen children per day. The staff to child ratio, required at all times, shall be (one teacher: eight children) and (one adult: three children under the age of eighteen months and one adult: four children for children that are eighteen months and older).

Services shall be provided as follows:

A. Curriculum

RSCCD will implement a responsive, child centered emergent approach that will utilize the High Scope Infant Toddler curriculum. High Scope Infant Toddler curriculum is based on the strengths and interests of the children; it is offered in a way that appeals to children at their individual stage of development and is reflective of their linguistic and cultural diversity. The High Scope Infant Toddler curriculum will be used to support an active learning process where infants and toddlers are encouraged to discover the world around them by exploring and playing through direct, hands-on experiences with people, objects, events, and ideas. The teaching staff will support and scaffold learning through play. The curriculum will be used in

conjunction with the California Infant Toddler Foundations and Framework to focus on not only active learning, appropriate adult child interactions, but also stimulating physical environments, schedules and routines appropriate for young children. Standardized authentic child assessment tools will be used by the teachers to assess each child's developmental level and design learning experiences that encourage further development of skills and knowledge.

B. Developmental Screening

RSCCD shall provide a full developmental screening using the Ages and Stages Questionnaire and the Ages and Stages Questionnaire Social Emotional, when appropriate, for each child in the program. The screening shall be conducted within the first quarter of the child's enrollment. Referrals and community resources will be provided when deemed necessary by the results.

FACILITIES

It is mutually understood that RSCCD shall provide services at the following facility:

Valley High School, 19-4
1801 South Greenville Street
Santa Ana, CA 92704

USE OF SAUSD PROPERTY

SAUSD intends to permit RSCCD the rent-free use of a classroom and appropriate classroom materials for Early Care and Education Services pursuant to this MOU.

INSURANCE

Both parties shall insure or self-insure its activities in connection with this Agreement and obtain, keep in force and maintain during the term hereof insurance or self-insurance insuring against the peril of bodily injury, personal injury, property damage and including a contractual liability endorsement with a limit of liability at least one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) in the aggregate; California Workers' Compensation Insurance on their employees performing any services under this Agreement. Certificates of insurance, or other satisfactory documentation, evidencing that the insurance coverage specified herein is in full force and effect throughout the term of this Agreement may be requested by either party.

INDEMNIFICATION

All parties to this Agreement shall agree to defend, indemnify, and hold harmless the other party, its officers, agents, employees, and volunteers, from and against all loss, cost and expense arising out of any liability or claim of liability, sustained or claimed to have been sustained, arising out of the activities or the performance or nonperformance of obligations under this Agreement, of the indemnifying party, or those of any of its officers, agents, employees or volunteers. The provision of the Article do not apply to any damage or losses caused solely by the negligence or intentional acts of the non-indemnifying party or any of its agents or employees

TERMINATION

- A. SAUSD and/or RSCCD may terminate this MOU without penalty immediately with cause or after thirty (30) calendar days' written notice to the other party without cause, unless otherwise specified. Notice shall be deemed served on the date of mailing. Cause shall be defined as any breach of this MOU, any misrepresentation, or fraud on the part of any party. Exercise by SAUSD and/or RSCCD of the right to terminate this MOU shall relieve SAUSD and/or RSCCD of all further obligations under this MOU.
- B. Upon termination, or notice thereof, the Parties agree to cooperate with each other in the orderly transfer of service responsibilities, case records, and pertinent documents.
- C. The obligations of SAUSD and/or RSCCD under this MOU are contingent upon the availability of Federal and/or State funds, as applicable, and inclusion of sufficient funds for the services hereunder in the budget approved by the SAUSD Board of Education and RSCCD Board of Trustees each fiscal year this MOU remains in effect or operation. In the event that such funding is terminated or reduced, SAUSD and/or RSCCD may immediately terminate or modify this MOU, without penalty. The decision of SAUSD and/or RSCCD shall be binding. SAUSD and/or RSCCD shall provide written notification of such determination. SAUSD and/ or RSCCD shall immediately comply with the decision.

WHEREFORE, the parties hereto have executed the Memorandum of Understanding in the county of Orange.

By: _____
Stefanie P. Phillips, Ed.D., CBO
Deputy Superintendent, Operations
Santa Ana Unified School District

By: _____
Peter Hardash
Vice Chancellor, Operations and Fiscal Services
Rancho Santiago Community College District

Dated: _____

Dated: _____

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
Educational Services

To: Board of Trustees	Date: December 7, 2015
Re: Approval of Renewal Agreement with the Sheraton Cerritos for the Los Angeles/ Orange County Regional Consortium monthly meetings for January – June 2016	
Action: Request for Approval	

BACKGROUND

Rancho Santiago Community College District is in its third year of hosting the Los Angeles/Orange County Regional Consortium (LAOCRC) program grant through the State Chancellor's Office. The mission of this regional leadership grant is to bridge the skills and jobs gap by connecting the Community College System to business and industry, educational systems and other stakeholders in the workforce development community of practitioners.

ANALYSIS

Through the LAOCRC grant, the Rancho Santiago Community College District convenes monthly meetings for community college workforce development professionals to align programs and curriculum to the needs of business and industry. The monthly meetings are held at the Sheraton Cerritos, a central location for both Los Angeles and Orange County participants. This request is to continue holding the meetings at the Sheraton Cerritos from January – June 2016.

The contract binds RSCCD to a \$1,540.00 minimum food & beverage cost per meeting, with room rental and audio-visual support estimated at \$1,460 per meeting, resulting in a total cost of \$18,000: e.g., \$3,000 per meeting x 6 monthly meetings. As these estimates are based on the assumption of 70 attendees, the actual cost may increase based on the final attendee numbers.

All costs are paid by program grant funds.

Program Administrator: Enrique Perez

Program Director: Sarah Santoyo

RECOMMENDATION

The administration recommends approval of the Sheraton Cerritos renewal agreement for the Los Angeles/Orange County Regional Consortium January-June 2016 monthly meetings.

Fiscal Impact: \$18,000.00	Board Date: December 7, 2015
Prepared by: Sarah Santoyo, Director of Grants	
Submitted by: Enrique Perez, Asst. Vice Chancellor, Educational Services	
Recommended by: Raúl Rodríguez, Ph.D., Chancellor	



Sheraton Cerritos

H O T E L
TOWNE CENTER
Sheraton Cerritos Hotel

GROUP SALES AGREEMENT

This Agreement is made and entered into as of **October 28, 2015**, by and between **Interstate Management Company, LLC**, as agent for **Sunstone Court Lessee, Inc, dba Sheraton Cerritos Hotel** (hereinafter referred to as "Hotel") and **Rancho Santiago Community College District** (hereinafter referred to as "Group"). Group agrees that the terms of this Agreement are based upon the information provided by **Rancho Santiago Community College District** below. In the event that the information provided by Group materially change or is incorrect, then this Agreement may be terminated pursuant to Section 4.

SECTION ONE: DESCRIPTION OF THE EVENT

Customer

Rancho Santiago Community College District

Sarah Santoyo / Chelsea Duclos

2323 N. Broadway, Suite 330
Santa Ana, CA 92706
United States

Phone: 714-480-7466

Fax :

Email : Santoyo_Sarah@rsccd.edu
Duclos_chelsea@sccollege.edu

Property

Sheraton Cerritos Hotel

Veronica Carreon
Catering Sales Manager
12725 Center Court Dr S
Cerritos, CA, 90703
United States

Phone: 562-809-1500

Fax : 562-403-2081

Email : veronica.carreon@sheratoncerritos.com

SECTION TWO: MEETING ROOM / BALLROOM AND CATERING SERVICES

2.1 **MEETING ROOMS:** Upon the signature of this Agreement, Hotel reserves and Group guarantees payment for the following meeting room(s) space for the specified days/times:

Date	Function Description	Start – End Time	Function Space	Set Up	# PPL	Room Rental
Thu, 21-Jan-2016	Program Approval Registration / Breakfast	8:00AM- 8:30AM	Crystal BC	Rounds	35	
	Program Approval Meeting	8:30AM- 9:30AM	Crystal BC	Existing	70	
	LAOCRC Registration/Breakfast	9:30AM- 10:00AM	Crystal BC	Existing	35	
	LAOCRC Meeting	10:00AM- 11:00AM	Crystal BC	Existing	70	
	Special Presentation	11:00AM- 12:00PM	Crystal BC	Existing	70	
Thu, 18-Feb-2016	Program Approval Registration / Breakfast	8:00AM- 8:30AM	Crystal BC	Rounds	35	
	Program Approval Meeting	8:30AM- 9:30AM	Crystal BC	Existing	70	
	LAOCRC Registration/Breakfast	9:30AM- 10:00AM	Crystal BC	Existing	35	
	LAOCRC Meeting	10:00AM- 11:00AM	Crystal BC	Existing	70	
	Special Presentation	11:00AM- 12:00PM	Crystal BC	Existing	70	
Thu, 17-Mar-2016	Program Approval Registration / Breakfast	8:00AM- 8:30AM	Crystal BC	Rounds	35	
	Program Approval Meeting	8:30AM- 9:30AM	Crystal BC	Existing	70	
	LAOCRC Registration/Breakfast	9:30AM- 10:00AM	Crystal BC	Existing	35	

	LAOCRC Meeting	10:00AM- 11:00AM	Crystal BC	Existing	70
	Special Presentation	11:00AM- 12:00PM	Crystal BC	Existing	70
Thu, 19-May-2016	Program Approval Registration / Breakfast	8:00AM- 8:30AM	Crystal BC	Rounds	35
	Program Approval Meeting	8:30AM- 9:30AM	Crystal BC	Existing	70
	LAOCRC Registration/Breakfast	9:30AM- 10:00AM	Crystal BC	Existing	35
	LAOCRC Meeting	10:00AM- 11:00AM	Crystal BC	Existing	70
	Special Presentation	11:00AM- 12:00PM	Crystal BC	Existing	70
Thu, 16-Jun-2016	Program Approval Registration / Breakfast	8:00AM- 8:30AM	Crystal BC	Rounds	35
	Program Approval Meeting	8:30AM- 9:30AM	Crystal BC	Existing	70
	LAOCRC Registration/Breakfast	9:30AM- 10:00AM	Crystal BC	Existing	35
	LAOCRC Meeting	10:00AM- 11:00AM	Crystal BC	Existing	70
	Special Presentation	11:00AM- 12:00PM	Crystal BC	Existing	70

- ❖ Hotel reserves the right to assign and change specific meeting room space at its discretion. Group must obtain final approval from Hotel before publishing meeting room names.
 - ❖ Client may not change start and end time of Event without approval from Hotel.
 - ❖ Group will be arranging for the delivery and set-up of equipment and facilities for the meeting room. Group must notify Hotel in writing in advance of any delivery and set-up and shall coordinate all such deliveries/set ups with sufficient advance notice to Hotel. Group will be responsible and shall indemnify Hotel for any damage it (or its employees, agents or contractors) cause to persons or property located at Hotel.
 - ❖ Changes or additions made to room set up on day of event will be subject to a minimum labor fee of \$250.00 plus service charge and sales tax. Final cost will be determined by the banquet manager after reviewing the final specifications.
 - ❖ **CHARGES:** Separate breakout space will be available at the rate of \$150.00 per day/breakout as needed. Group has until 30 days prior to each meeting arrival to confirm breakout rooms, may release up to (1) one breakout room without penalty. Meeting room rental is subject to all applicable local and state taxes. If Group modifies the room block or food and beverage functions, the Hotel reserves the right to increase meeting room rental charges accordingly.
- 2.2 **CATERING SERVICES:** A minimum of \$1,540.00 in food and beverage must be spent at Group's function (the "F&B Revenues") on each event. These F&B Revenues do not include room rental, meeting space rental, service charges, tax and labor charges, audio-visual, parking or any other miscellaneous charges incurred. Group is required to pay Hotel the full F&B Revenues, regardless of whether Group actually charges that amount. Group is required to pay Hotel any amounts exceeding the F&B Revenues.
- 2.3 **FOOD & BEVERAGE POLICY**
- ❖ Due to licensing and insurance requirements, all food and beverage to be served on Hotel property must be supplied and prepared by Hotel. In addition, no remaining food or beverage shall be removed from the premises. At the conclusion of the function, such food and beverage becomes the property of Hotel.
 - ❖ Menu prices will be confirmed 2 months prior to scheduled function.
 - ❖ Food and beverage prices are subject to a 24% service charge and applicable taxes, subject to change without notice.
 - ❖ Final menu selections must be submitted to Hotel's Catering Officer at least 2 weeks in advance; otherwise, items selected cannot be guaranteed. At the time final menu selections are made, Group shall review, approve and initial the final menu. Other than specifically stated in the approved menu (or otherwise agreed in a separate writing signed by Group and the General Manager or his designee, Hotel will not be responsible for any specific dietary requests or requirements.
 - ❖ The Catering Office must be notified of the guaranteed attendance no later than noon 7 days prior to the scheduled function. Guaranteed attendance for functions scheduled Monday or Tuesday must be received by noon on the preceding Friday. Guarantees of attendance are not subject to reduction and Hotel will charge the Group's Master Account, at a minimum, the amount due in accordance with the guaranteed attendance.

- ❖ Group will have available an authorized representative at the event who will be presented a check prior to the conclusion of the event. Such representative shall verify that all charges are correct and consistent with this Agreement and any changes and shall sign off on such check.

SECTION THREE: BILLING/CREDIT PROCEDURES

- 3.1 **FUNCTION PAYMENT:** Rancho Santiago Community College District will be responsible for all other charges incurred pursuant to this Agreement, including function room rentals, audio visual charges, catered group food and beverage, and ancillary charges. All charges that are billed through the Hotel via Rancho Santiago Community College District Master Account will be subject to a 24% service charge plus current state tax. Any remaining balance is to be made in cash, by credit card, certified or bank check, at least seven (7) business days prior to Event. If any such payment is not made, Hotel may, at its option, deem the Event to be canceled, in which case cancellation charges will apply as noted below and the Hotel will retain any deposits on hand and apply them to the cancellation charges
- 3.2 **MASTER ACCOUNT PAYMENT:** The Hotel must be notified in writing at least forty-five days prior to Group's arrival of those individuals authorized to sign on behalf of the Group for charges to the Master Account.

SIGNING AUTHORITY: The following individual(s) have the proper authority to sign for the Group's Master Account and/or bind the Group:

Name: _____ Signature: _____

Name: _____ Signature: _____

- ❖ **DIRECT BILLING APPROVED:** Direct Billing has been arranged for this event. Please provide any special billing address and contact below.

Contact: Sarah Santoyo/Chelsea Duclos
Company: Rancho Santiago Community College District
Address: 2323 N. Broadway, Suite 330, Santa Ana, CA 92706

Any outstanding balance of the Master Account will be due and payable upon receipt of our invoice. If payment is not received within thirty (30) days, a Finance Charge of 1-1 1/2% per month (18% Annual Rate) [or the maximum allowed by law, whichever is less]* will be added to the unpaid balance commencing on the invoice date.

SECTION FOUR: CANCELLATION/MODIFICATION

- 4.1 **HOTEL'S CANCELLATION:** If Hotel cancels this Agreement or is unable to provide the requested rooms or meeting space, the Hotel will work with Group to arrange alternative accommodations and space at the prices set forth herein. Hotel will arrange for comparable space in the same vicinity of the Hotel and shall provide, without charge, necessary transportation between the alternative site and the Hotel. Hotel's liability is limited to these remedies and Hotel shall not be liable for any consequential, punitive or special damages.
- 4.2 **GROUP'S CANCELLATION/MODIFICATION:** Group and Hotel have entered into a binding commitment. The Hotel is committed to providing the services specified in this Agreement and the Hotel has offered special rates and other concessions based upon anticipated revenues for Group's event. The anticipated revenue includes the revenue from the total revenue received from the food and beverage services Group may have requested and any ancillary services, such as in-room movies, telephone tolls, room service and other charges (the "Total Anticipated Revenues").

If Group decides to cancel this Agreement, reduce the size of Group's meeting and/or attendance, or reduce the amount of food and beverage services, Group agrees that the Hotel will suffer damages. Such damages will be a result of Hotel's inability to offer your unused space or services to another group and /or the cost to the Hotel of trying to re-sell this space/services. The exact amount of damages will be difficult to determine. Therefore, Group agrees that the following liquidated damages clause is a reasonable effort by the parties to agree in advance on the amount of damages. It is agreed that these amounts will be due regardless of the Hotel's ultimate ability to re-sell some or all of the space or services.

Cancellation: Group agrees that if it cancels this Agreement for any reason, the Hotel will suffer damages. The closer in time the cancellation occurs, the greater the damages will be. Therefore, Group agrees to pay Hotel at the time of cancellation a liquidated damages fee, as follows:

Less than 365 days, more than 181 days prior to arrival date: \$ 385.00 per event [\$ amount equal to 25% of Lost Revenues]

Less than 180 days, more than 91 days prior to arrival date: \$ 770.00 per event [\$ amount equal to 50% of Lost Revenues]

Less than 90 days prior to arrival date: \$ 1,540.00 per event [\$ amount equal to 100% of Lost Revenues]

- 4.3 **MULTIPLE CONTRACTS:** Hotel may cancel upon written notice to Group any future events booked by Group, or any entity or person affiliated with Group, whether included in this Agreement or pursuant to any agreements or orders signed prior to or after this Agreement,

in any of the following circumstances: (1) Group fails to pay any amounts when due under this Agreement or any other agreement or arrangement with the Hotel; (2) Group causes any damage, in the Hotel's sole discretion, to the Hotel property or reputation; (3) Group violates, in Hotel's opinion, any term of this Agreement.

SECTION FIVE: MISCELLANEOUS

- 5.1 **SIGNS AND DISPLAYS/USE OF HOTEL NAME:** Group shall not display signs in Hotel nor use the name/logo of the Hotel in any promotional brochures or ads without prior approval of the General Manager of Hotel. It is further agreed that no sign, banner or display shall be affixed to any part of Hotel. The hotel prohibits the use of the following including but not limited to, flower petals, glitter, bubbles, confetti, silly string. No displaying or hanging items of any kind on the walls, chandeliers, ceiling, mirrors, wall fixtures and tracking, in the guestrooms or banquet space. Any damages caused as a result of any unauthorized use of décor and/or damages to the walls, fixtures or carpet will be billed to Group and applicable clean up fees may apply. Any items to be brought in and used on hotel property must receive written authorization from the hotel in advance of program commencement.
- 5.2 **SECURITY:** Hotel may, in its sole discretion, require Group to take certain security measures in light of the size or nature of the function, which may include the requirement to hire sufficient security personnel from the Hotel or Hotel may allow Group to retain an outside service that meets required bonding and insurance requirements and is approved by the Hotel prior to the function. If Group hires an outside service in accordance with the above, Group must provide Hotel with a copy of the agreement, which shall indemnify the Hotel and its owner, and their parent, subsidiary and affiliated companies and their employees, representatives and agent, from and against any liabilities related to the security services.
- 5.3 **SHIPPING AND PACKAGES:** In the event Group will be shipping packages to Hotel, Group must notify Hotel at least one week in advance. All packages sent to Hotel must include the name of Group, date of program and number of items. Shipment should arrive no earlier than three (3) days prior to event. Hotel has no liability for the delivery, security or condition of the packages.
- 5.4 **PARKING:** Hotel parking is complimentary self parking, no valet services offered.
- 5.5 **HOTEL CONTACT/NOTICES:** All notices, offers, acceptances, requests and other communications hereunder shall be in writing and shall be deemed to delivered if hand delivered or sent by Federal Express, or certified or registered mail to the Group contact on the first page of this Agreement, or, if to Hotel, to the following address: Hotel Address: 12725 Center Court Drive, Cerritos, CA 90703 Attn: Veronica Carreon. Hotel may change Hotel's designated contact at any time upon notice. Hotel will not be bound by any notice unless delivered to Hotel in the manner specified herein.

SECTION SIX: GENERAL PROVISIONS

- 6.1 **DAMAGE CLAUSE:** In the event that damage to any Hotel property occurs as a result of any guest related to Group, Group assumes all liability and expense and agrees that, in addition to any other rights as against such guest or others, Hotel may charge Group's Master Account or directly bill Group for all such charges. Group shall indemnify, defend and hold harmless Hotel and its officers, directors, partners, affiliates, members and employees from and against all demands, claims, damages to persons and/or property, losses and liabilities, including reasonable attorney fees (collectively "Claims") arising out of or caused by Group's negligence or intentional misconduct. Group does not waive, by reason of this paragraph, any defense that it may have with respect to such Claims.
- 6.2 **GROUP'S PROPERTY:** Group agrees Hotel will not be responsible for the safe-keeping of equipment, supplies, written material or other valuable items left in function rooms, guest rooms or anywhere on Hotel property other than the Hotel safe. State laws will govern Hotel's liability for items stolen in guestrooms or items kept in Hotel's safe. Group is responsible for securing any such aforementioned items and hereby assumes responsibility for loss thereof. Group may not rely on any verbal or written assurances provided by Hotel staff, other than as provided in this Agreement.
- 6.3 **INSURANCE:** Property of Group is the sole responsibility of the Group and/or its owner. Group agrees that it has procured sufficient insurance to cover the loss of such property and waives any claims under Hotel's insurance policy for the loss of Group's property or the property of any of its attendees or invitees.
- 6.4 **FORCE MAJEURE:** The performance of this Agreement is subject to any circumstances making it illegal or impossible to provide or use Hotel facilities, including Acts of God, war, government regulations, disaster, strikes, civil disorder or curtailment of transportation facilities. This Agreement may be terminated for any one of the above reasons by written notice from Hotel.
- 6.5 **DISPUTE RESOLUTION:** Hotel and Group agree to use its best efforts to resolve any disputes under this Agreement through informal means. In the unlikely event that formal action must be taken, this Agreement will be interpreted in accordance with the laws of the State in which the Hotel is situated and the exclusive venue for any dispute arising out of this Agreement shall be in the county or city in which the Hotel is situated. The prevailing party to any litigation shall be entitled to recover, in addition to damages, all legal costs and reasonable attorney fees as fixed by the Court, both at the trial and appellate levels, and in any bankruptcy case and post judgment proceedings.

To the extent allowed by law, the parties hereto hereby waive the right to a jury trial in any action or proceeding regarding this Agreement.

- 6.6 **ENTIRE AGREEMENT:** This Agreement and any exhibits hereto constitutes the entire agreement between the parties and supersedes any previous communications, representations or agreements, whether written or oral. Any changes to this Agreement must be made in writing and signed by authorized representative of each party.
- 6.7 **MISCELLANEOUS:** The persons signing this Agreement each warrants that they are authorized to bind the party for which they are signing. Any provision of this Agreement that is deemed unenforceable shall be ineffective to the extent of such unenforceability without invalidating or rendering the remainder of this Agreement invalid. Each party shall execute such other and further documents as may be necessary to carry out the intention as well as to comply with the provisions of this Agreement.
- 6.8 **NO ASSIGNMENT:** Group may not assign or transfer this Agreement or any part thereof without the written consent of Hotel. Any attempted assignment or transfer by Group without such consent may, at the option of Hotel, be deemed to be a cancellation of this Agreement by Group, in which case Group shall remain liable for all cancellation charges set forth herein.
- 6.9 **PAYMENT:** Payment of all invoices is due upon receipt. Invoices remaining unpaid after 30 days of the invoice date will incur an interest charge of the lesser of 18% or the highest amount allowed by law. Group shall be responsible for all collection and/or attorney fees or other costs in collecting all amounts due hereunder. No payment by Group or receipt by Hotel of a lesser amount than any amount due shall be deemed to be other than on account of the amount due, and no endorsement or statement on any check or any letter accompanying any payment shall be deemed an accord and satisfaction, and Hotel may accept such check or payment without prejudice to Hotel's right to recover the balance of all amounts due or pursue any other remedies available to Hotel under this Agreement or in law or in equity. Any remaining balance is to be made in cash, by credit card, certified or bank check, at least seven (7) business days prior to Event. If any such payment is not made, Hotel may, at its option, deem the Event to be canceled, in which case cancellation charges will apply as noted above and the Hotel will retain any deposits on hand and apply them to the cancellation charges.
- 6.10 **COMPLIANCE WITH LAWS:** Group shall comply with all Federal, State and local laws, rules and regulations with respect to its activities on Hotel property, including obtaining any permits required for Group's activities during the event. Hotel may require Group to present proof of such compliance prior to the event. Group relies upon Group's attendance projections in reserving the appropriate room(s) and in observing all federal, state and local regulations regarding room capacity limitations and health, safety and fire codes. Hotel reserves the right to take all necessary actions to cause the event to be in compliance with all laws, rules and regulations, including (1) closing the Event, (2) requiring certain guests to leave the event, (3) restricting access to the event, (4) restricting the consumption of alcoholic beverages, and (5) monitoring the event. If the Hotel decides, in its discretion, to take any of the actions above, it shall do so without penalty and Group shall remain liable for all obligations under this Agreement.
- 6.11 **RIGHT OF INSPECTION/ENTRY:** Hotel will have the right to enter and inspect all functions. If Hotel observes any illegal activity or activity that may result in harm to persons or objects, Hotel has the right to immediately cancel the event, in which case all of Group's guests and invitees must immediately vacate the meeting room premises. In such event, Group will remain liable for all fees and charges related to the function pursuant to the terms of this Agreement.

SECTION SEVEN: ACCEPTANCE OF CONTRACT

If a signed original of this Agreement has not been received by the Hotel prior to **Friday, October 30, 2015**, Hotel shall have the right to contract with other parties for the use of the room block, meeting room and catering services without further notice to Group. In the event Hotel has a request for the rooms requested by Group prior to **Friday, October 30, 2015**, and Hotel has not received Group's signed Agreement, Hotel will contact the Group for a decision. In such event, if Hotel does not receive Group's signed Agreement within five (5) business days, Hotel will have the right to contract with another party without any further notice to Group.

IN WITNESS WHEREOF, Hotel and Group have executed this Agreement in manner and form sufficient to bind them as of the date and year set forth on page one of this Agreement:

**Interstate Management Company, LLC,
AS AGENT FOR Sunstone Court Lessee, Inc,
DBA Sheraton Cerritos Hotel**

Rancho Santiago Community College District

By: _____
Signature

By: _____
Signature

Name: Veronica Carreon

Name: _____

Title: Catering Sales Manager

Title: _____

Date: _____

Date: _____

DIRECTOR OF CATERING: _____ Initial

STARWOOD PREFERRED PLANNER POINTS

☐ CLIENT ACCEPTED POINTS:

Starwood Preferred Planner points, awarded through the Starwood Preferred Guest Program is available to qualified meeting planners for business contracted through the sales and catering departments of participating Starwood Hotels and Resorts Worldwide, Inc. The client acknowledges that such points have been offered in connection with the rooms and services purchased under this Contract, and that client consents to the awarding of such points as set forth below. If the signatory of this Agreement is one of the individuals listed below, such signatory, by signing this Agreement, represents and warrants that he/she is authorized by client to accept such points. Once full payment is received by the Hotel for the rooms and services purchased under this Contract, points will be awarded according to the Starwood Preferred Planner Program Rules to the following person(s) and/or charitable organization(s) up to a maximum of three recipients:

Member Name or Charity Organization	Starwood Preferred Guest Membership Number

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

(Office of the Chancellor)

To:	Board of Trustees	Date: December 7, 2015
Re:	Authorization of Signatures	
Action:	Request for Action	

BACKGROUND

A list of the District's authorized signatures is kept on file at the Orange County Department of Education.

ANALYSIS

The attached list designates those individuals authorized to sign various documents on behalf of the district.

RECOMMENDATION

It is recommended that the board approve the list of authorized signatures.

Fiscal Impact: None	Board Date: December 7, 2015
Prepared by: Anita Lucarelli, Executive Assistant to the Board of Trustees	
Submitted by: Raúl Rodríguez, Ph.D., Chancellor	
Recommended by: Raúl Rodríguez, Ph.D., Chancellor	

AUTHORIZATION OF SIGNATURES

RANCHO SANTIAGO COMMUNITY COLLEGE SCHOOL DISTRICT

I, _____, Clerk of the governing Board of the above named School District of Orange County, California, hereby certify that the said Board at a regular meeting thereof, held on the 7th day of December, 2015, adopted by a majority vote of said Board, a resolution that the following named persons, effective December 7th, 2015, be authorized to sign payroll notices of employment/changes of status (NOE/CS), time sheets, vendor orders for payment and warrant registers as indicated, and that all previous authorization of signatures are rescinded. This resolution further states that the authorization is subject to the following provisions:

<u>NAME (TYPED)</u>	<u>SPECIMEN SIGNATURE</u>	AUTHORIZED TO SIGN:			
		<u>PAYROLL</u>	<u>VENDOR PAYMENTS</u>		
		TIME			
		<u>NOE/CS</u>	<u>SHEET</u>	<u>ORDERS</u>	<u>REGISTERS</u>
John Didion _____	_____	__x__	__x__	__x__	__x__
Peter J. Hardash _____	_____	__x__	__x__	__x__	__x__
Adam O'Connor _____	_____	__x__	__x__	__x__	__x__
Erlinda J. Martinez _____	_____	__x__	__x__	__x__	__x__
Raúl Rodríguez _____	_____	__x__	__x__	__x__	__x__
John Weispfenning _____	_____	__x__	__x__	__x__	__x__

AUTHORIZATION OF SIGNATURES (cont.)

I further certify that the signatures following are those of the members of the governing board not mentioned above.

<u>NAME (TYPED)</u>	<u>SIGNATURE</u>
Claudia C. Alvarez	_____
Arianna P. Barrios	_____
John R. Hanna	_____
Lawrence R. Labrado	_____
Jose Solorio	_____
Nelida Mendoza Yanez	_____
Phillip E. Yarbrough	_____

IN WITNESS WHEREOF, I have hereunto set my hand this 7th day of December, 2015.

Clerk _____

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

(Chancellor's Office)

To: Board of Trustees	Date: December 7, 2015
Re: List of 2016 Conferences and Legislative Executive Visits for Board Members	
Action: Information	

BACKGROUND

On October 8, 2012, the Board of Trustees approved BP 2735 Board Member Travel which includes the following:

The Board President, in conjunction with the Chancellor, will prepare a list of conferences and legislative executive visits that Board members may wish to attend or will assist Board members in their continuing education and fulfillment toward the mission of the district. The Chancellor, in consultation with the Board President, shall prepare a budget for board travel.

RECOMMENDATION

Board Policy 2735 and a list of conferences and legislative executive visits that board members may wish to attend is provided as information.

Fiscal Impact: To Be Determined by Conferences/Legislative Visits Attended	Board Date: Dec. 7, 2015
Prepared by: Anita Lucarelli, Executive Assistant to the Board of Trustees	
Submitted by: Raúl Rodríguez, Ph.D., Chancellor	
Recommended by: Raúl Rodríguez, Ph.D., Chancellor	

BP 2735 Board Member Travel

Reference:

Education Code Section 72423

Members of the Board shall have travel expenses reimbursed whenever they travel as representatives of and perform services directed by the Board. Such board travel and reimbursement for travel by Board members outside of the district boundaries must receive prior approval from the Board of Trustees. The Executive Committee of the Board of Trustees, in consultation with the Chancellor, may provide prior authorization for such travel when needed, pending full Board approval. Standard district travel procedures and rates will be used for reimbursement.

The Board President, in conjunction with the Chancellor, will prepare a list of conferences and legislative executive visits that Board members may wish to attend or will assist Board members in their continuing education and fulfillment toward the mission of the district. The Chancellor, in consultation with the Board President, shall prepare a budget for board travel.

Revised: October 8, 2012 (Previously BP9011)

Conferences Board Members may wish to attend in 2014

Friday - Sunday, January 29-31, 2016

All day **Effective Trusteeship Workshop** (estimated cost: \$880-\$1,330)
Sheraton Grand Hotel, Sacramento, California

Sunday & Monday, January 31-February 1, 2016

All day **CCLC Annual Legislative Conference** (estimated cost: \$900-\$1,350)
Sheraton Hotel, Sacramento, California

Monday, February 8, 2016

10am-5pm **ACCT New Trustee Academy** (registration fee: \$100)
Marriott Wardman Park Hotel, Washington, D.C.

Monday – Thursday, February 8-11, 2016

ACCT National Legislative Summit (estimated cost: \$2,250-\$3,150)
Marriott Wardman Park Hotel, Washington, D.C.

Friday-Monday, February 20-22, 2016

CCID Annual Conference (estimated cost: \$2,250)
Orlando, Florida

Friday-Sunday, April 2016

SSCCC Spring General Assembly (student trustee) (estimated cost: \$1000)
Location TBD

Thursday - Saturday, April 28-30, 2016

ACCT Governance Leadership Institute (estimated cost: \$2,500)
Hyatt Regency, Miami, Florida

Thursday – Sunday, April 28-May 1, 2016

CCLC Annual Trustees Conference (estimated cost: \$1,625)
Marriott, Desert Springs, California

Thursday – Saturday, June 2016

NALEO Annual Conference (estimated cost: \$3,100)
Location TBD

Friday-Saturday, August 14-16, 2016

CCLC Student Trustee Workshop (estimated cost: \$500)
Westin South Coast Plaza, Costa Mesa, California

Wednesday-Saturday, October 5-8, 2016

ACCT Annual Leadership Congress (estimated cost: \$3000)
New Orleans, Louisiana

November 2016

SSCCC Fall 2016 General Assembly (student trustee) (estimated cost: \$1000,
Location TBD depending on location)

November 2016

CCLC Annual Convention and Partnership Conferences (estimated cost: \$3,700,
Location TBD depending on location)

ACCT – Association of Community College Trustees

CCID – Community Colleges for International Development, Inc.

CCLC – Community College League of California

NALEO - National Assoc. of Latino Elected & Appointed Officials

SSCCC – Student Senate for California Community Colleges

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Office of the Chancellor

To:	Board of Trustees	Date: December 7, 2015
Re:	Appointment to the Measure Q Citizens' Bond Oversight Committee	
Action:	Request for Action	

BACKGROUND

Measure Q was approved by the electorate of the Santa Ana College Improvement District No. 1 of the Rancho Santiago Community College District (RSCCD) on November 6, 2012. This measure authorizes RSCCD to issue up to \$198 million in general obligation bonds to finance renovation, repair and construction at Santa Ana College. Under the auspices of Proposition 39, the Board must appoint community members who satisfy various categories of membership to serve on the Citizens' Bond Oversight Committee (Committee).

ANALYSIS

The district accepts applications from those interested in serving on the Committee on an ongoing basis, so there is a pool of candidates to fill vacancies that may arise.

Ms. Carolyn Cavecche, President and CEO of the Orange County Taxpayers Association (OCTax) has submitted an application to serve on the Committee as the taxpayers' representative. The bylaws of the Committee, which the Board approved at its meeting of October 14, 2013, require a taxpayers' representative on the Committee. This position is currently vacant. The taxpayers' representative must represent a bona fide taxpayer organization and there are few who qualify to serve in this position. In her position with OCTax, Ms. Cavecche is a qualified candidate for the taxpayers' representative.

Mr. Manuel Pena, an active member of the Santa Ana Community, has submitted an application to serve on the committee. Mr. Pena is the founder of the Orange County Hispanic Chamber of Commerce, and a member of Westend C.O.P., Fundacio de Sobreviventes de Trafico Humano and Los Amigos of Orange County. Mr. Pena is a qualified candidate for a community at-large representative.

RECOMMENDATION

It is recommended that the Board of Trustees approve the appointments to the Measure Q Citizens' Bond Oversight Committee as presented.

Fiscal Impact:	None	Board Date:	December 7, 2015
Prepared by:	Debra Gerard, Executive Assistant to the Chancellor		
Submitted by:	Raúl Rodríguez, Ph.D., Chancellor		
Recommended by:	Raúl Rodríguez, Ph.D., Chancellor		

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

To: Board of Trustees	Date: December 7, 2015
Re: RSCCD Board of Trustees Self-Evaluation	
Action: Receive and Review	

BACKGROUND

Board Policy 2745 provides for the Board of Trustees to conduct an annual self-evaluation by December of each year.

ANALYSIS

An evaluation survey was approved by the Board on October 12, 2015 and was distributed to individuals identified in Board Policy 2745. The survey responses were presented to the Board at the November 9, 2015, meeting. Subsequent to that meeting, the individual Board members completed the self-evaluation instrument. Those responses are now provided to the Board for review and discussion.

RECOMMENDATION

It is recommended that the Board of Trustees review the evaluation responses and complete the self-evaluation process for 2015.

Fiscal Impact: None	Board Date: December 7, 2015
Prepared by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Submitted by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Recommended by: Raúl Rodriguez, Ph.D., Chancellor	

**Rancho Santiago Community College District (RSCCD)
Board of Trustees Self-Evaluation of
Internal Operations and Goals, 2015**

November 2015

The RSCCD Board of Trustees recognizes that it can better achieve its internal board operation and performance goals if it annually reviews itself. After reviewing feedback obtained from an online questionnaire last month (disseminated to various community, faculty/staff and students who interact with Board members in committee work and meetings), Board members (7 out of 8) assessed their own activities using the same survey instrument; those data are included in this report, along with five years' prior data for comparison purposes.

Summary of Findings

Overall, members look favorably upon Board operations—respondents exclusively assigned ratings of “strongly agree” or “agree” to 40 of the 44 categories assessed (excluding “don’t know/not applicable”). Other findings include:

- Members expressed “don’t know/not applicable” in eight instances this year (compared to 15 categories in 2012 survey) regarding Board members’ knowledge about community college and state-related issues.
- Board members believe their greatest strengths are:
 - Working well with each other and mutual respect of each other’s opinions, even when those opinions differ,
 - Serving the needs of students and the community being their top priorities,
 - Valuing the shared governance process in working together with faculty and staff to improve all areas of the district, and
 - Focusing on their role of policy-making and oversight entity and supporting the chancellor in making difficult decisions.
- Board members identify major accomplishments that include:
 - Supporting, advocating and approving the establishment of the baccalaureate degree at SAC,
 - Passing a balanced budget, and
 - Funding for 24/7 security coverage and armed forces to ensure students and employees safety.
- Board members would like to address the following issues in the upcoming year:
 - Continue to build better relationships with the community, staff and students to support their needs and concerns,
 - Share district/colleges’ accomplishments with the community and district employees,
 - Create policies and processes to ensure decisions are based on overall district needs, not just specific employee groups/programs/colleges, and
 - Be more alert on various issues going on in the district.
- Six of the seven respondents stated the questionnaire used is “very useful” or “somewhat useful” to their self-evaluation process.

Detailed responses, as well as comparisons with responses from the prior five years’ surveys, and respondents’ comments, follow.

Detail of Findings

RSCCD Board of Trustees Self-Evaluation Results, 2015

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Not Applicable
Board Organization and Operation					
Board meetings are conducted in a manner in which the purposes are achieved effectively and efficiently.	5	2	0	0	0
Board members respect each others' opinions.	5	2	0	0	0
The board conducts its meetings in compliance with state laws, including The Brown Act.	4	2	0	0	1
Board members understand that they have no legal authority beyond board meetings.	4	2	0	0	1
Board members regularly seek the opinion of the student trustee.	2	4	1	0	0
Policy Role					
Board meetings focus on policy issues that relate to board responsibilities.	2	5	0	0	0
The board focuses on policy in board discussion, not administrative matters.	0	6	0	0	1
The board is knowledgeable about the mission and purpose of the institution.	4	3	0	0	0
The board clearly delegates the administration of the colleges to the chancellor.	6	1	0	0	0
The board ensures compliance with federal and state laws and measures for emergency response.	3	4	0	0	0
Strategic Planning					
The board understands the budget process.	0	7	0	0	0
The board gives adequate attention to the mission, goals, and future planning of the district.	1	6	0	0	0
The board regularly develops and reviews goals for continuous improvement.	2	5	0	0	0
The board has adopted a planning and evaluation process which assures that the educational needs of students and the community are effectively and efficiently met.	3	4	0	0	0
The board understands the colleges' educational programs and services.	3	4	0	0	0
The board is appropriately involved in defining the vision and goals of the district.	3	3	1	0	0
The board understands the financial audit and accepts responsibility for implementation of its recommendations.	2	5	0	0	0
The board understands the fiscal condition of the organization and provides fiscal oversight to assure the financial stability of the district.	1	6	0	0	0
The board understands the accreditation process and accepts responsibility for implementation of its recommendations.	3	4	0	0	0

RSCCD Board of Trustees Self-Evaluation Results, 2015 (cont.)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Not Applicable
Board Relations with the Chancellor, Presidents, Faculty, and Staff					
The board reaches decisions on the basis of the study of available background data and consideration of the recommendation of the chancellor.	3	4	0	0	0
The board keeps the chancellor informed of community contacts.	1	6	0	0	0
The board follows a procedure for annual evaluations of the chancellor.	3	4	0	0	0
The board understands the difference between its policy and oversight roles and the roles of the chancellor and staff.	3	4	0	0	0
The board and chancellor have a positive, cooperative relationship.	4	3	0	0	0
The board understands its role and that of the chancellor, presidents, faculty, and staff.	6	1	0	0	0
The board sustains a strong board/chancellor partnership and provides ongoing support for the chancellor to foster a strong partnership.	5	2	0	0	0
The board completes the chancellor evaluation process and uses the results to strengthen the chancellor's performance and relationships.	4	2	0	0	1
The board follows communication procedures with staff.	4	2	0	0	1
Trustees work directly with community leaders and elected officials (local, state, national) to address issues/legislation that affect the college district.	3	2	1	0	1
Community Relations/Advocacy					
Board members are knowledgeable about community college and state-related issues.	4	3	0	0	0
The board acts as an advocate for community colleges.	5	2	0	0	0
Board members participate actively in community activities.	5	2	0	0	0
Board agendas include legislative and state policy issues that will impact the district.	5	2	0	0	0
Board members act on behalf of the entire community.	4	3	0	0	0
The board recognizes and celebrates positive accomplishments of the district and colleges.	5	2	0	0	0
The board works to build a positive image of the district in the community.	5	2	0	0	0
Board members adhere to policies for dealing with college, community citizens, and the media.	4	3	0	0	0
The community and district employees are aware of who the elected trustees are and their role in district governance.	2	4	1	0	0
Board Leadership, Ethics, and Standards of Conduct					
The board understands collective bargaining and its role in the process.	0	6	0	0	1
The board practices appropriate collegial consultation (participatory governance).	3	4	0	0	0
The board maintains confidentiality of privileged information.	1	5	0	0	1
The board makes decisions in the best interest of students, the colleges, and the entire district.	5	2	0	0	0
The board operates ethically without conflict of interest following established board policies.	4	3	0	0	0
Board members participate in trustee development activities.	4	3	0	0	0

RSCCD Board of Trustees Self-Evaluation Results, 2010-2015

	# "strongly agree" or "agree"					
	2015 Survey	2014 Survey	2013 Survey	2012 Survey	2011 Survey	2010 Survey
	n=7	n=6	n=8	n=6	n=8	n=7
Board Organization and Operations						
Board meetings are conducted in a manner in which the purposes are achieved effectively and efficiently.	7	6	8	6	8	7
Board members respect each others' opinions.	7	6	8	5	8	7
The board conducts its meetings in compliance with state laws, including The Brown Act.	6	6	8	6	7	6
Board members understand that they have no legal authority beyond board meetings.	6	6	7	6	8	7
Board members regularly seek the opinion of the student trustee.	6	6	8	5	5	5
Policy Role						
Board meetings focus on policy issues that relate to board responsibilities.	7	6	8	6	8	7
The board focuses on policy in board discussion, not administrative matters.	6	6	8	5	7	7
The board is knowledgeable about the mission and purpose of the institution.	7	6	7	5	8	6
The board clearly delegates the administration of the colleges to the chancellor.	7	6	8	6	8	7
The board ensures compliance with federal and state laws and measures for emergency response.	7	6	8	6	8	7
Strategic Planning						
The board understands the budget process.	7	6	7	4	7	6
The board gives adequate attention to the mission, goals, and future planning of the district.	7	6	8	4	7	6
The board regularly develops and reviews goals for continuous improvement.	7	6	6	4	5	6
The board has adopted a planning and evaluation process which assures that the educational needs of students and the community are effectively and efficiently met.	7	6	7	5	6	6
The board understands the colleges' educational programs and services.	7	6	8	4	7	5
The board is appropriately involved in defining the vision and goals of the district.	6	6	7	4	7	7
The board understands the financial audit and accepts responsibility for implementation of its recommendations.	7	6	7	6	7	6
The board understands the fiscal condition of the organization and provides fiscal oversight to assure the financial stability of the district.	7	6	7	5	8	7
The board understands the accreditation process and accepts responsibility for implementation of its recommendations.	7	6	8	6	7	7

RSCCD Board of Trustees Self-Evaluation Results, 2010-2015 (cont.)

	# "strongly agree" or "agree"					
	2015 Survey	2014 Survey	2013 Survey	2012 Survey	2011 Survey	2010 Survey
	n=7	n=6	n=8	n=6	n=8	n=7
Board Relations with the Chancellor, Presidents, and Staff						
The board reaches decisions on the basis of the study of available background data and consideration of the recommendation of the chancellor.	7	6	8	5	7	7
The board keeps the chancellor informed of community contacts.	7	6	8	5	6	6
The board follows a procedure for annual evaluations of the chancellor.	7	6	8	4	6	6
The board understands the difference between its policy and oversight roles and the roles of the chancellor and staff.	7	6	8	6	8	7
The board and chancellor have a positive, cooperative relationship.	7	6	8	6	8	7
The board understands its role and that of the chancellor, presidents, faculty, and staff.	7	6	8	6	8	7
The board sustains a strong board/chancellor partnership and provides ongoing support for the chancellor to foster a strong partnership.	7	6	8	6	8	7
The board completes the chancellor evaluation process and uses the results to strengthen the chancellor's performance and relationships.	6	6	8	4	5	6
The board follows communication procedures with staff.	6	6	7	4	6	5
Trustees work directly with community leaders and elected officials (local, state, national) to address issues/legislation that affect the college district.	5	6	7	6	8	6
Community Relations/Advocacy						
Board members are knowledgeable about community college and state-related issues.	7	5	8	6	8	6
The board acts as an advocate for community colleges.	7	6	8	6	8	7
Board members participate actively in community activities.	7	6	8	5	6	6
Board agendas include legislative and state policy issues that will impact the district.	7	6	8	6	8	6
Board members act on behalf of the entire community.	7	6	7	6	7	7
The board recognizes and celebrates positive accomplishments of the district and colleges.	7	6	8	6	7	6
The board works to build a positive image of the district in the community.	7	6	8	6	8	7
Board members adhere to policies for dealing with college, community citizens, and the media.	7	6	8	5	6	6
The community and district employees are aware of who the elected trustees are and their role in district governance.	6	6	8	6	3	6
Board Leadership, Ethics, and Standards of Conduct						
The board understands collective bargaining and its role in the process.	6	6	8	6	7	6
The board practices appropriate collegial consultation (participatory governance).	7	6	8	6	7	7
The board maintains confidentiality of privileged information.	6	6	8	5	7	7
The board makes decisions in the best interest of students, the colleges, and the entire district.	7	6	8	6	8	7
The board operates ethically without conflict of interest following established board policies.	7	6	8	6	7	7
Board members participate in trustee development activities.	7	6	8	6	7	6

2015 Respondents' Comments

Board's greatest strengths:

- Focusing on the Board policy-making and oversight roles. Working to ensure the community is included in district and college priorities. Working as a Board in collegial fashion, respecting differences of opinion. Making student success the first priority. Providing support for the Chancellor under trying circumstances. Not succumbing to provocations by an employee but instead continuing to work together with faculty for the benefit of the students and the community. Respecting all employee groups and students. Willing to acknowledge need for improvement in areas, such as communication as part of shared governance process.
- The Board is professional, efficient and responsive to both colleges' needs and their surrounding communities. The Board has a presence in the community and advocates strongly in the best interest of the students. The Board is also willing and has made necessary difficult decisions even if they are unpopular at the time.
- Working together
- The board consists of many years of combined experience in various local, state and federal government entities. This translates to diverse knowledge in variety of topics relating to community educational platforms. In addition, the Board is genuinely interested in serving students to the best of their abilities. Trustees are professionals who are experts in their respective professions. Trustees disagree often, however, always maintain their tact and professionalism.

Major accomplishments of the Board in the past year:

- Providing the leadership that resulted in establishment of a baccalaureate degree at Santa Ana College. Ensuring student, employee and community safety by providing 24 hours a day security coverage at both campuses and providing for armed security officers to protect against armed attacks on campus. Passing a prudent budget that serves students and begins to restore some of the classes cut during the Great Recession.
- But for the Board's courage to lead and take the necessary steps to submit a Bachelor's Degree program application and in so doing, agreeing to disagree with academic senate leaders, SAC students would be deprived of the golden opportunity we now celebrate thanks to the Board's leadership. Professionalizing and making the necessary improvements to our safety department to achieve the essential level of preparedness for the unthinkable emergency scenarios including active shooters on campus, crime in general and natural disasters.
- Balanced budget, being selected as one of the community colleges to offer a BA degree.
- The Board overcame many challenges in 2015. However, I am unable to recall exact facts at this time (I apologize for not keeping track of this).

Areas in which the Board could improve:

- Create a policy and process for the Board to ensure the District Foundation is acting consistent with the mission and goals of the District. Better communicate District successes to employees and the community. Structure discussions on needed changes or problems in the context of board policies or compliance with laws and regulations.
- The Board could be more active in the community as a whole and do a better job in advertising the districts/colleges' success stories.
- They could improve on making decision based on district needs not the individual programs or colleges.
- Trustees must always be on alert to avoid any situation which may seem like a "Brown Act violation".

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

HUMAN RESOURCES DOCKET
MANAGEMENT/ACADEMIC

December 7, 2015

REVISED PAGE

MANAGEMENT

Employment Agreement/Attachment #1

Kosko, Christine F.
Dean, Instruction & Student Services
Continuing Education Division
Santa Ana College

New Job Description/Attachment #2

Associate Dean, Counseling
Academic Administrator
Grade Level D

Appointments

Bhandari, Archana
Director, Academic Support
Information Technologies Services
District Office

Effective: November 30, 2015
Salary Placement: D-3 \$115,307.07/Year
(CL15-0679)

Gonzalez, Yezid H.
Director, Network & Communications
Information Technologies Services
District Office

Effective: November 30, 2015
Salary Placement: D-7 \$134,890.84/Year
(CL15-0675)

Lopez, Carlos L.
Vice President
Academic Affairs
Santa Ana College

Effective: January 5, 2016
Salary Placement: A-7 \$167,007.69/Year
(AC15-0474)

Salcido, Steven M.
Assistant Dean
Financial Aid, Scholarships & Veterans
Santiago Canyon College

Effective: January 25, 2016
Salary Placement: E-1 \$95,986.77/Year
(AC15-0476)

Change of Assignment

Gouldsmith, Kenneth R.
From: Senior District Safety Officer
To: Sergeant, District Safety & Security
District Safety & Security
Santiago Canyon College

Effective: December 8, 2015
Salary Placement: K-1 \$67,382.70/Year
(CL15-0609)

MANAGEMENT (CONT'D)

End of Interim Assignment

Donn, Denise C.
Interim Assistant Dean, Financial Aid,
Scholarships & Veterans
Santiago Canyon College

Effective: November 30, 2015

FACULTY

Extensions of Hire for Temporary Long-term Substitutes per E.C. 87481 & 87482

Breder, William
Long-term Substitute, Math
Mathematics & Sciences Division
Santiago Canyon College

Effective: February 1 – June 4, 2016
Placement: II-5 \$62.60/Lecture Hour

Kramer, Jessica
Long-term Substitute Instructor, Math
Mathematics & Sciences Division
Santiago Canyon College

Effective: February 1 – June 4, 2016
Placement: II-3 \$56.79/Lecture Hour

Ratification of Resignation/Retirement

Freidenrich, Sandra Leah
Librarian
Institutional Effectiveness, Library &
Learning Support Services Division
Santiago Canyon College

Effective: June 2, 2016
(Last Day in Paid Status)
Reason: Retirement

Contract Extension

Morris-Pfyl, Sandy
Professor/Career Specialist/Job Developer
Counseling Division
Santa Ana College

Effective: December 14, 2015 – June 30, 2016
Contract Extension: 20 Days
Contract Extension Rate: V-16 \$491.78/Day

Changes of Classification

Camarco, Lisa
Professor, Kinesiology
Mathematics & Sciences Division
Santiago Canyon College

Effective: August 17, 2015
From: V-15 \$95,896.06/Year
To: VI-15 \$98,529.99/Year

FACULTY (CONT'D)

Changes of Classification

Carr-Rollitt, Lucy
Professor/Learning Disability Specialist
Enrollment & Support Services Division
Santiago Canyon College

Effective: August 17, 2015
From: II-15 \$87,891.44/Year,
II-5 \$62.60/LHE
To: Class III-15 \$90,550.30/Year,
III-5 \$65.73/LHE

Coyne, Claire
Professor, Geology
Science, Mathematics & Health
Sciences Division
Santa Ana College

Effective: August 17, 2015
From: Class II-15 \$87,891.44/Year,
II-5 \$62.60/LHE
To: Class III-15 \$90,550.30/Year,
III-5 \$65.73/LHE

Ettinger, Becky
Professor, Nursing
Science, Mathematics & Health
Sciences Division
Santa Ana College

Effective: August 17, 2015
From: Class VI-16 \$101,017.11/Year
To: Class VII-16 \$103,787.71/Year

Evelt, Corinna
Professor, English
Arts, Humanities & Social
Sciences Division
Santiago Canyon College

Effective: August 17, 2015
From: Class IV-16 \$95,702.49/Year
To: Class V-16 \$98,354.11/Year

Gonis, Jr., Andrew
Professor, Criminal Justice
Human Services &
Technology Division
Santa Ana College

Effective: August 17, 2015
From: Class VI-A - \$104,744.70/Year
To: Class VII-A \$107,518.39/Year

Malone, Charlie
Assistant Professor, American
Sign Language
Arts, Humanities & Social
Sciences Division
Santiago Canyon College

August 17, 2015
From: Class V-12 \$88,399.41/Year
To: Class VI-12 \$91,062.42/Year

Miller, Robert
Associate Professor, Art
Arts, Humanities & Social
Sciences Division
Santiago Canyon College

Effective: August 17, 2015
From: Class III-15 \$90,550.30/Year,
III-5 \$65.73/LHE
To: Class IV-15 \$93,213.30/Year,
IV-5 \$69.02/LHE

FACULTY (CONT'D)

Changes of Classification (cont'd)

Nguyen, Thu Thi
Counselor
Counseling Division
Santa Ana College

Effective: July 31, 2015
From: Class III-12 \$91,157.60/Year,
III-5 \$65.73/LHE
To: Class IV-12 \$94,074.07/Year,
IV-5 \$69.02/LHE

Nyssen, Adam
Assistant Professor, Kinesiology
Kinesiology, Health &
Athletics Division
Santa Ana College

Effective: August 17, 2015
From: Class IV-10 \$80,765.27/Year
To: Class V-10 \$83,427.23/Year

Romero, Martin
Assistant Professor, Mathematics
Science, Mathematics &
Health Sciences Division
Santa Ana College

Effective: August 17, 2015
From: Class VI-12 \$91,062.42/Year
To: Class VII-12 \$93,835.08/Year

Shields, Jolene
Associate Professor, ABE/HSS
Continuing Education Division
Santiago Canyon College

Effective: August 17, 2015
From: Class III-12 \$83,085.83/Year,
III-5 \$65.73/LHE
To: Class IV-12 \$85,743.66/Year,
IV-5 \$69.02/LHE

Steckler, Mary
Professor, Nursing/Coordinator,
Skills Laboratory
Science, Mathematics &
Health Sciences Division
Santa Ana College

Effective: August 17, 2015
From: Class V-16 \$98,354.11/Year
To: Class VI-16 \$101,017.11/Year

Valtairo, Rowena
Associate Professor, Nursing
Science, Mathematics &
Health Sciences Division
Santa Ana College

Effective: August 17, 2015
From: Class V-16 \$98,354.11/Year
To: Class VII-16 \$103,787.71/Year

Association Released Time

Barembaum, Morrie
Professor, Astronomy
Mathematics & Sciences Division
Santiago Canyon College

Effective: February 1 – June 4, 2016
Released Time: 3.5 LHE

FACULTY (CONT'D)

Association Released Time (cont'd)

Eastmond, Thomas Stephen
Professor, Physical Sciences
Science, Mathematics & Health
Sciences Division
Santa Ana College

Effective: February 1 – June 4, 2016
Released Time: 9.0 LHE

Hicks, Raymond
Professor, ESL
Humanities & Social Sciences Division
Santa Ana College

Effective: February 1 – June 4, 2016
Released Time: 5.0 LHE

McMillian, Jeffrey
Professor, Chemistry
Science, Mathematics & Health
Sciences Division
Santa Ana College

Effective: February 1 – June 4, 2016
Released Time: 0.5 LHE

Resnick, Barry
Counselor
Counseling & Student Support
Services Division
Santiago Canyon College

Effective: February 1 – June 4, 2016
Released Time: 13.0 LHE

Smith, Mark
Associate Professor, Anatomy &
Physiology
Mathematics & Sciences Division
Santiago Canyon College

Effective: February 1 – June 4, 2016
Released Time: 1.0 LHE

Leaves of Absence

Huynh-Dang, KC
Professor, Pharmacy Technology
Human Services &
Technology Division
Santa Ana College

Effective: August 17 – December 12, 2015
Reason: Banked Leave - 7.5 LHE Withdrawal

Lopez, Jorge
Associate Professor, Biology
Science, Mathematics &
Health Sciences Division
Santa Ana College

Effective: February 1 – June 4, 2016
Reason: Banked Leave - 2.5 LHE Withdrawal

FACULTY (CONT'D)

Leaves of Absence (cont'd)

Mansfield, Patricia
Professor, Biology
Science, Mathematics &
Health Sciences Division
Santa Ana College

Effective: August 17 – December 12, 2015
Reason: Banked Leave - 2.25 LHE Withdrawal

Scoggin, Sally
Professor/Coordinator, ESL
Centennial Education Center
Continuing Education Division
Santa Ana College

Effective: August 24 – December 19, 2015
Reason: Banked Leave - 2.58 LHE Withdrawal

Adjustment to Effective Date for Leave of Absence

Gonzalez, Haydee
Assistant Professor/Counselor
Counseling Division
Santa Ana College

Effective: October 9 – December 18, 2015
Reason: Maternity Leave

Beyond Contract/Overload Step Increase

McLean, Stephen
Assistant Professor, Water Utility Science
Business & Career Technical
Education Division
Santiago Canyon College

Effective: August 17, 2015
From: IV-3 \$62.60/Lecture Hour
To: IV-4 \$65.73/Lecture Hour

Stipends

Coto, Jennifer
Counseling
Counseling & Student Support
Services Division
Santiago Canyon College

Effective: August 24, 2015
Amount: \$500.00
Reason: Counseling
(Project #1604)

Doolittle, Glenn
International Business
Business Division
Santa Ana College

Effective: August 24, 2015
Amount: \$2,700.00
Reason: Curriculum Development-Marketing,
Small Business Development Center
(Project #2322)

FACULTY (CONT'D)

Stipends (cont'd)

El Said, Nahla
Chemistry
Mathematics & Sciences Division
Santiago Canyon College
Effective: September 1, 2015
Amount: \$500.00
Reason: Staff Development
(Project #1604)

Foley, Denise
Biology
Mathematics & Sciences Division
Santiago Canyon College
Effective: September 1, 2015
Amount: \$500.00
Reason: Staff Development
(Project #1604)

Kubicka-Miller, Jared
Communication
Arts, Humanities & Social
Sciences Division
Santiago Canyon College
Effective: August 17, 2015
Amount: \$6,000/Year
Reason: Coaching Forensics Programs

Manzano, F. Richard
Paralegal
Business Division
Santa Ana College
Effective: November 5, 2015
Amount: \$5,000.00
Reason: Curriculum Development-Paralegal,
Small Business Development Center
(Project #2322)

Rabii-Rakin, Narges
History
Arts, Humanities & Social
Sciences Division
Santiago Canyon College
Effective: August 17, 2015
Amount: \$6,000/Year
Reason: Coaching Model United Nations Program

Robinson, Kristen
Paralegal
Business Division
Santa Ana College
Effective: November 5, 2015
Amount: \$5,000.00
Reason: Curriculum Development-Paralegal,
Small Business Development Center
(Project #2322)

Smith, Mark
Biology
Mathematics & Sciences Division
Santiago Canyon College
Effective: September 30, 2015
Amount: \$1,000.00
Reason: Course & Curriculum Development
(Project #2501)

Swift, Cynthia
Physics
Mathematics & Sciences Division
Santiago Canyon College
Effective: September 1, 2015
Amount: \$500.00
Reason: Staff Development
(Project #1604)

FACULTY (CONT'D)

Stipends (cont'd)

Vu, Binh
Music
Arts, Humanities & Social
Sciences Division
Santiago Canyon College
Effective: August 17, 2015
Amount: \$6,000/Year
Reason: Coaching Performing Arts Programs

Vargas, Martha
Counseling
Counseling Division
Santa Ana College
Effective: August 24, 2015
Amount: \$3,400.00
Reason: Program Facilitation
(Project #2103)

Wada, Jeffrey
Chemistry
Mathematics & Sciences Division
Santiago Canyon College
Effective: September 1, 2015
Amount: \$3,000.00
Reason: Staff Development
(Project #1604)

Part-time Hourly New Hires/Rehires

Ano, Caroline
Instructor, HSS/ABE
Continuing Education Division (OEC)
Santiago Canyon College
Effective: November 30, 2015
Hourly Lecture Rate: I-2 \$42.83

Ardell, Julie
Instructor, Speech Language Pathology Asst.
Human Services & Technology Division
Santa Ana College
Effective: February 2, 2016
Hourly Lecture/Lab Rates: II-3 \$56.79/\$51.11

Crossland, Paige I
Instructor, Counseling
Counseling & Student Support Svc Division
Santiago Canyon College
Effective: November 16, 2015
Hourly Lecture/Lab Rates: II-3 \$56.79/\$48.27

Evans, Erin
Instructor, Sociology (equivalency)
Arts, Humanities & Social Sciences Division
Santiago Canyon College
Effective: February 1, 2016
Hourly Lecture Rate: IV-3 \$62.60

Head, Sara A
Instructor, Vocational/Business Skills
Continuing Education Division (CEC)
Santa Ana College
Effective: November 10, 2015
Hourly Lecture Rate: II-2 \$43.90

FACULTY (CONT'D)

Part-time Hourly New Hires/Rehires (cont'd)

Hoeger, Jennifer L
Instructor, ESL
Continuing Education Division (CEC)
Santa Ana College
Effective: November 30, 2015
Hourly Lecture Rate: II-2 \$43.90

Kilgore, Kevin S
Instructor, Criminal Justice/Cultural
Diversity-Discrimination
Human Services & Technology Division
Santa Ana College
Effective: December 7, 2015
Hourly Lecture/Lab Rates: I-3 \$54.08/\$48.67

Knowles, Megan D
Instructor, Theatre Arts
Fine & Performing Arts Division
Santa Ana College
Effective: February 4, 2016
Hourly Lecture/Lab Rates: II-3 \$56.79/\$51.11

Lillywhite, Beth Ann
Instructor, Older Adults (equivalency)
Continuing Education Division (OEC)
Santiago Canyon College
Effective: January 4, 2016
Hourly Lecture Rate: II-4 \$45.00

Nagel, Noah B
Instructor, Criminal Justice/Use of Force
Human Services & Technology Division
Santa Ana College
Effective: December 7, 2015
Hourly Lecture/Lab Rates: I-3 \$54.08/\$48.67

Ng, Michael
Instructor, ESL
Continuing Education Division (OEC)
Santiago Canyon College
Effective: November 30, 2015
Hourly Lecture Rate: II-2 \$43.90

Reynaga, Daisy D
Instructor, Biology (equivalency)
Science, Math & Heal Sciences Division
Santa Ana College
Effective: February 2, 2016
Hourly Lecture/Lab Rates: II-3 \$56.70/\$51.11

Shen, Yihauo Clark
Instructor, Public Works
Business & Career Technical Education Division
Santiago Canyon College
Effective: February 1 2016
Hourly Lecture Rate: IV-3 \$62.60

Smith, Kevin M
Instructor, Fire Technology/Fire Prevention
Human Services & Technology Division
Santa Ana College
Effective: November 6, 2015
Hourly Lecture/Lab Rates: II-3 \$56.79/\$51.11

FACULTY (CONT'D)

Part-time Hourly New Hires/Rehires (cont'd)

Snyder, Katie M
Instructor, HSS/Reading and/or Writing
Continuing Education Division (CEC)
Santa Ana College

Effective: November 19, 2015
Hourly Lecture Rate: II-2 \$43.90

Telford, Jennifer A
Instructor, Fire Technology/Wellness
Human Services & Technology Division
Santa Ana College

Effective: November 17, 2015
Hourly Lecture/Lab Rates: I-3 \$54.08/\$48.67

Walker, Heather D
Instructor, Art History
Fine & Performing Arts Division
Santa Ana College

Effective: February 4, 2016
Hourly Lecture Rate: II-5 \$62.60

Non-paid Instructors of Record

Burgos, Gonzalo
Instructor, Apprenticeship/Carpentry
Business & Career Technical Education Division
Santiago Canyon College

Effective: December 7, 2015

Gorski, Daniel
Instructor, Apprenticeship/Operating Engineers
Business & Career Technical Education Division
Santiago Canyon College

Effective: November 16, 2015

Nichols, Gerald
Instructor, Apprenticeship/Power Lineman
Business & Career Technical Education Division
Santiago Canyon College

Effective: December 7, 2015

**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
EDUCATIONAL ADMINISTRATOR EMPLOYMENT AGREEMENT**

1. **Parties.** The Rancho Santiago Community College District (“District”), on the one hand, and **Christine Kosko** (“Administrator”), on the other hand, hereby enter into this Educational Administrator Employment Agreement (“Agreement”) pursuant to sub-section “a” of Section 72411 of the *Education Code*. District and Administrator are referred to herein individually as “Party” and collectively as “Parties.”

2. **Position.** District hereby employs Administrator in the position of **Dean, Instruction and Student Services of the Centennial Education Center/Continuing Education Division under Santa Ana College** (“Position”). Administrator is an “academic employee” as defined in sub-section “a” of Section 87001 of the *Education Code*, is an “educational administrator” as defined in sub-section “b” of Section 87002 of the *Education Code*, and is a “management employee” as defined in sub-section “g” of Section 3540.1 of the *Government Code*.

3. **Term.** District agrees to employ Administrator, and Administrator agrees to serve in the Position, for the period commencing **November 10, 2015** and ending **June 30, 2017**. If, prior to June 30 of any other year other than the last year of this Agreement the District does not send or deliver a written notice to Administrator that this Agreement shall not be extended for an additional year, then this Agreement automatically shall be extended for one more year. Any notice of non-reemployment in the position must be given by the District at least six (6) months in advance of the date of termination of this Agreement. If notice of non-reemployment is not given by the District at least six (6) months in advance of the date of termination of this Agreement, then the Agreement shall be extended for one (1) additional year pursuant to Education Code Section 72411(c).

4. **General Terms and Conditions of Employment.** This Agreement is subject to all applicable laws of the State of California, the regulations of the Board of Governors of the California Community Colleges, and the rules, regulations, policies, and procedures of the District. These laws, rules, regulations, policies, and procedures, which may be amended, augmented, or repealed from time-to-time, are incorporated into this Agreement.

5. **Duties and Responsibilities.** Administrator agrees to perform all of the duties, and accepts all of the responsibilities, as specified in the job description for the Position, and all duties and responsibilities which may be delegated or assigned to Administrator by the Board of Trustees, the Chancellor, or any supervising administrators. Administrator is expected to devote full efforts and energies to the Position. At any time during the term of this Agreement, the Board of Trustees may adopt or amend the job description for the Position. Administrator may undertake outside professional activities, including consulting, speaking, and writing, either with or without compensation, provided that such activities do not impair the effectiveness of Administrator or interfere with Administrator’s duties. In those cases in which Administrator engages in outside professional activities which generate compensation for services provided, Administrator shall utilize vacation days.

6. **Transfer, Reassignment, or Title Change.** The Chancellor, with the approval of the Board of Trustees, may transfer or reassign Administrator to any position within the District for which Administrator is qualified, and may change the title of the Position, during the term of this Agreement, but there shall be no loss of compensation by Administrator due to such discretionary transfer, reassignment, or title change.

7. **Salary.** District shall pay an annual salary to Administrator in the amount of **\$133,636.27** per academic year (July 1 through June 30), pro-rated if less than a full academic year, paid on a monthly basis. District reserves the right to increase the salary of Administrator during the term of this Agreement, but any such increase shall not be construed as an indication that this Agreement will be renewed or extended. Administrator agrees that District also reserves the right to decrease the salary of Administrator during the term of this Agreement as long as such decrease, on a percentage basis, is no more than what is implemented on a general basis for regular, full-time faculty of the District. Administrator is an exempt employee and is not eligible for overtime pay or compensatory time off.

8. **Work Year.** Administrator is a full-time employee of the District with a work year of 12 months per year. Administrator is entitled to be absent during District-designated holidays.

9. **Health and Welfare Benefits.** District shall provide Administrator with the same health and welfare benefits as currently approved or as subsequently modified by the Board of Trustees for all District administrators.

10. **Vacation.** Administrator shall accrue two and one-quarter vacation days for each month of service. Administrator may not accumulate more than 54 days of unused vacation as of July 1 of any academic year.

11. **Leaves.** Administrator shall be entitled to leaves of absence as provided by law or Board Policy, as may be amended from time-to-time.

12. **Teaching Assignments.** Subject to Board approval, and presuming that Administrator meets minimum qualifications, Administrator may serve as an instructor in no more than one class per semester for additional compensation, provided that such teaching does not impair Administrator's service in the Position.

13. **Professional Meetings and Activities.** Prior approval by the Chancellor shall be obtained for Administrator to attend any meeting or activity related to Administrator's employment in the Position. The reasonable and necessary expenses of attendance by Administrator at such a meeting or activity shall be paid by District only if approved by the Chancellor and the Board of Trustees.

14. **Evaluation.** Administrator shall be evaluated in writing at any time by Administrator's immediate supervisor, pursuant to Board Policy and procedures, utilizing established goals and objectives, self-assessments, the job description for the Position, and input from other employees.

15. **Retreat Rights.** If Administrator's first date of paid service was prior to July 1, 1990, Administrator's rights to faculty tenure are governed by the laws of the State of California

in effect as of June 30, 1990. The retreat rights for Administrator, if hired on or after July 1, 1990, and if Administrator does not have faculty tenure in the District, shall be in accordance with Section 87458 of the *Education Code*. Administrator has the responsibility to present the necessary transcripts and materials to District pursuant to Board policy and procedures in order to maintain any current faculty service area or acquire faculty service areas.

16. **Return to Tenured Faculty Position.** If Administrator has tenure in the District, and if Administrator has not been dismissed pursuant to Section 20 of this Agreement, then Administrator will be entitled to return to a tenured faculty position upon termination or expiration of this Agreement.

17. **Dismissal or Imposition of Penalties During the Term of this Agreement.** Pursuant to Section 72411.5 of the *Education Code*, if Administrator does not have faculty tenure in the District, then the grounds for dismissal or for imposition of penalties on Administrator during the term of this Agreement shall be dishonesty, insubordination, incompetence, unsatisfactory performance, unprofessional conduct, inability to perform, persistent or serious violation of law or of Board Policy or procedures, or any material and substantial breach of this Agreement. Administrator shall be entitled to due process protections as required by law.

18. **Dismissal or Imposition of Penalties During the Term of this Agreement If Tenured.** Pursuant to Section 72411.5 of the *Education Code*, if Administrator has faculty tenure in the District, then the grounds for dismissal or for imposition of penalties on Administrator during the term of this Agreement shall be in accordance with the statutory provisions applicable to tenured faculty members as set forth in Section 87732 of the *Education Code*. Administrator shall be entitled to due process protections as required by law.

19. **Resignation.** Administrator may resign from District employment at any time during the term of this Agreement upon 90 days prior written notice to the Board of Trustees, or upon a shorter period of time as may be approved by the Board of Trustees.

20. **Buy-Out of Agreement.** Pursuant to Section 53260 of the *Government Code*, except if District terminates this Agreement pursuant to Sections 17 or 18 of this Agreement, the maximum cash settlement that Administrator may receive shall be an amount equal to the monthly salary of Administrator multiplied by the number of months left on the unexpired term of this Agreement. However, if the unexpired term of this Agreement is greater than 18 months, the maximum cash settlement shall be an amount equal to the monthly salary of Administrator multiplied by 18. Any cash settlement shall not include any other non-cash items except health benefits which may be continued for the same duration of time as covered in the settlement or until Administrator finds other employment, whichever comes first. If the unexpired term is greater than 18 months, then the maximum time for continued health benefits paid for by District shall be 18 months.

21. **Medical Examination.** Upon request of the Board of Trustees or the Chancellor, Administrator agrees to undergo a comprehensive physical and/or psychiatric examination to determine if Administrator is able, with or without reasonable accommodation, to perform the essential functions of the Position. The costs of any such examination shall be paid for by District. A confidential written report regarding any such examination shall be filed with the

Board of Trustees or the Chancellor indicating whether Administrator is able, with or without reasonable accommodation, to perform the essential functions of the Position.

22. **Severability.** If any provision of this Agreement is ruled to be contrary to law, all other provisions of this Agreement shall continue to remain in full force and effect.

23. **Entire Agreement.** This Agreement contains the entire agreement and understanding between the Parties. There are no terms, conditions, or oral understandings not contained in this Agreement.

24. **Amendment.** This Agreement may be modified or superseded only by a written amendment executed by both Parties.

25. **Mandatory Mediation and Arbitration.** Except as otherwise prohibited by law, the Parties agree that any dispute, claim, or controversy arising out of the Parties' employment relationship, including, but not limited to, alleged violations of federal, state, or local statutes, including those prohibiting harassment and discrimination, and any other claims, including alleged violations of any provisions of the *Education Code*, which cannot be resolved through informal and confidential discussions, shall be submitted to mediation, and if mediation is unsuccessful, to binding arbitration before a neutral Arbitrator. The mediator and any necessary Arbitrator shall be selected through Judicial Arbitration & Mediation Services/Endispute (JAMS). Attachment "A" to this Agreement sets forth the procedures to be utilized and is hereby incorporated by reference into this Agreement as if fully set forth within. The Parties agree that they have carefully read Attachment "A," knowingly agree to all of its contents, and knowingly agree to the covenant to mediate and arbitrate all employment disputes contained in Attachment "A".

26. **Ratification.** The Parties agree that this Agreement is not binding or enforceable unless and until it is duly ratified by the Board of Trustees.

The Parties have duly executed this Agreement on the dates indicated below.

For District

Date

Administrator

Date

**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
JOB DESCRIPTION
ASSOCIATE DEAN OF COUNSELING**

GENERAL RESPONSIBILITIES

General Responsibility to the Dean of Counseling for the supervision and administration of all programs and services provided at the college through the Office of the Associate Dean of Counseling. Includes all assigned personnel and all related records and reports; performs other duties as assigned with a special focus on the Student Success and Support Program.

SPECIFIC RESPONSIBILITIES

DEVELOPMENT AND DELIVERY OF DIVISION PROGRAMS AND SERVICES

Supervises assigned staff and oversees detailed operations in student registration, orientation, educational planning, and follow-up. This entails leading staffing efforts, developing products to ensure the most efficient and far reaching availability of foundational counseling services through 1:1, small group, and virtual delivery modes; leading student tracking, reporting, and accountability efforts to ensure that funding is maximized so that students can receive the most robust and effective services possible. Works continuously with division personnel and partners college-wide, including ITS to achieve the functions above.

PERSONNEL

Responsible for or effectively recommends the hire, transfer, suspension, layoff, recall, promotion, assignment, discipline, training, professional development, direction, evaluation of work, and adjustment of grievances of assigned classified personnel; is responsible for administering collective bargaining agreements, employment and promotion selection procedures, compliance with District policies, rules, and regulations regarding personnel, evaluation of performance, and the provision of direction and assistance whenever a need for improvement is identified.

STUDENTS

Supports the Dean in providing discipline, as required, of Division students, adjustment of grievances, resolution of problems and complaints as needed.

BUDGET/FUNDING

Supports the Dean in preparing, submitting, tracking, and administering the Counseling Department, and components of the matriculation and testing programs.

PLANNING

Leads the Division in planning all programs and services related to the Student Support and Success Program linked to the core services of assessment, orientation, advisement/educational planning and follow-up. Schedules and staffs counseling services.

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
JOB DESCRIPTION
ASSOCIATE DEAN OF COUNSELING (CONT'D)

COMMUNITY CONTACT/REPRESENTATION

A highly visible educational leader seeking leadership in a community institution to secure resources and student services, and enhance the District's reputation as an institution.

OTHER PROFESSIONAL RESPONSIBILITIES

Participates in, supervises or advises on District committees and task forces and assists in District articulation and dissemination of related information.

ESSENTIAL FUNCTIONS

- A. Supervises all aspects of the planning, funding, staffing, scheduling, delivery and evaluation of Division programs linked to student success.
- B. Supervise the performance of all personnel functions for assigned staff in the service area and hire staff for the Division as required.

REQUIRED SKILLS AND QUALIFICATIONS

Minimum Qualifications: Must possess a master's degree and one year of formal training, internship, or leadership experience reasonably related to this administrative assignment, and possess the minimum qualifications to serve as a faculty member at the community college level.

Required Skills: Ability to resolve conflicts and problems, evaluate staff, curriculum, and services, analyze and apply laws and policies, supervise staff, communicate effectively, and assure accuracy of records and reports.

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

**HUMAN RESOURCES DOCKET
CLASSIFIED
DECEMBER 7, 2015**

CLASSIFIED

Miscellaneous Pay Schedule

Attachment #1

New Appointment

Naguib Estefanous, Nancy
Senior Clerk (CL15-0704)
Financial Aid/ SAC

Effective: November 9, 2015
Grade 8, Step 1 \$38,26.78

Small, Eric
Applications Specialist III (CL15-717)
ITS/ District

Effective: November 23, 2015
Grade 19, Step 1 \$68,273.43

Hourly Ongoing to Contract

Harrizon, Rosa
From: Student Services Specialist
To: Student Services Specialist
(CL15-0692) Student Services/ SAC

Effective: November 9, 2015
Grade 10, Step 1 + 2.5%L \$42,731.42

Temporary to Contract

Ford, Michelle
Program Specialist (CL15-0693)
DSPS/Student Health/ SCC

Effective: November 23, 2015
Grade 8, Step 1 \$38,276.78

Out of Class Assignment

Tse, Edna
Administrative Secretary/ Continuing Ed./
SCC

Effective: 11/02/15 – 01/29/16
Grade 12, Step 6 + 5% L + 7PG (3500)
\$64,978.09

Wild Christopher
Bookstore Operations Specialist/ SAC

Effective: 12/08/15 – 06/30/16
Grade 13, Step 5 \$58,650.91

Change in Position

Tran, Melissa
From: Accountant
To: Sr. Accountant (CL15-0652)
Fiscal Services / District
Effective: November 12, 2015
Grade 15, Step 5 + 7.5%L +3PG (1500)
\$71,683.53

Truong, Kevin
From: Sr. Accountant
To: Accountant/ Fiscal Services/ District
Effective: November 12, 2015
Grade 13, Step 5 + 2.5%L \$60,117.18

Ratification of Resignation/Retirement

Cruz, Jana
Information Systems Specialist/ Auxiliary
Services/ District
Effective: December 30, 2015
Reason: Retirement

CLASSIFIED HOURLY

New Appointments

Espinoza, Sandra
Student Services Specialist (CL15-0689)
Student Affairs/ SAC
Effective: November 9, 2015
19 Hours/Week 12 Months/Year
Grade 10, Step A \$19.97/Hour

Lee, Patrick
District Safety Officer (CL15-0658)
District Safety/ District
Effective: November 20, 2015
16 Hours/Week 12 Months/Year
Grade 9, Step A \$19.10/Hour

Martinez, Mario
Instructional Assistant (CL15-0682)
Continuing Educ./ SCC
Effective: October 27, 2015
Up to 19 Hours/Week School Session
Grade 5, Step A + 2.5%Bil \$16.76/Hour

Temporary to Hourly Ongoing

Filatoff, Alexa
Student Services Specialist (CL15-0689)
Student Affairs/ SAC
Effective: November 16, 2015
19 Hours/Week 12 Months/Year
Grade 10, Step A \$19.97/Hour

Lepe, Maria
Administrative Clerk (CL15-0714)
Educational Services/ DMC
Effective: November 10, 2015
19 Hours/Week 12 Months/Year
Grade 10, Step A \$19.97/Hour

Temporary to Hourly Ongoing cont'd

Pugelli, William
Instructional Assistant (CL-15-0726)
Continuing Ed./ SCC

Effective: November 16, 2015
Up to 19 Hours/Week School Session
Grade 5, Step A \$16.35/Hour

Change in Position/Location

Aguirre, Marysol
From: AR Spec I
To: Instructional Assistant (CL15-0694)
School of Continuing Education/ SAC

Effective: November 12, 2015
Grade 5, Step A + 6PG (1500)
\$16.35/Hour + \$125/Mo. PG

Cole, Stephanie
Special Projects Specialist
From: Academic Affairs/SCC
To: Student Services/SCC (Reorg 909)

Effective: January 1, 2016
19 Hours/Week 12 Months/Year
Grade 11, Step A \$20.86/Hour

Ratification of Resignation/Retirement

Ramirez, Anadelle
Instructional Assistant (School of
Continuing Education/ SAC)

Effective: November 12, 2015
Reason: Resignation

Rodriguez, Barbara
Admissions & Records Spec. I/ SAC

Effective: October 22, 2015
Reason: Retirement
Correction

TEMPORARY ASSIGNMENT

Carapia, Jerry
District Safety Officer/ District

Effective: 12/08/15 – 06/30/16

Fonseca Chavez, Dulce
Instructional Assistant/ Student Affairs/
SAC

Effective: 12/08/15 – 06/30/16

Galazyn, David
Student Services Coordinator/ Student
Affairs/ SAC

Effective: 12/08/15 – 06/30/16

TEMPORARY ASSIGNMENT cont'd

Marcos Ramirez, Rodrigo
Student Services Specialist/ Student
Affairs/ SAC

Effective: 12/08/15 – 06/30/16

Zambrano Reynoso, Ivan
Counseling Assistant/ Student Services/
SCC

Effective: 12/08/15 – 06/30/16

Additional Hours for Ongoing Assignment

Felipe, Robert
Instructional Assistant/ Continuing Ed./
SCC

Effective: 11/04/15 – 06/30/16
Not to exceed 19 consecutive days in any
given period.

Gilbert, Jessica
Administrative Clerk/ Admin. Services/
SCC

Effective: 12/08/15 – 06/30/16
Not to exceed 19 consecutive days in any
given period.

Lee, Patrick
District Safety Officer/ District

Effective: 11/20/15 – 06/30/16
Not to exceed 19 consecutive days in any
given period.

Substitute Assignments

Carapia, Jerry
District Safety Officer/ District

Effective: 11/23/15 – 06/30/16

Lee, Patrick
District Safety Officer/ District

Effective: 11/20/15 – 06/30/16
Not to exceed 19 consecutive days in any
given period.

MISCELLANEOUS POSITIONS

Lee, Jennifer
Community Services Presenter/
Continuing Ed./ SCC

Effective: 03/12/16

Longobart, Rick
Community Services Presenter/
Continuing Ed./ SCC

Effective: 11/07/15

COMMUNITY SERVICE PRESENTERS

Stipends Effective July 11 – August 10, 2015 cont'd

Dumon, Dori	Amount: \$ 450.00
Fischer Militaru, Mariana	Amount: \$ 923.19
Gorman, Ron	Amount: \$ 645.97
Greenspan, Frances	Amount: \$ 205.32
Haugen, Nancy	Amount: \$ 320.00
Kibbe, Joseph	Amount: \$ 540.00
Krusemark, LeeAnne	Amount: \$ 182.70
Larsen, JoEllen	Amount: \$ 109.97
Mack, Karen	Amount: \$ 205.32
Maldonado, Sonia	Amount: \$ 625.00
Moran, Elaine	Amount: \$ 90.83
Munoz, Jayne	Amount: \$ 562.50
Neal, Phyllis	Amount: \$ 450.00
Nolasco, Jeff	Amount: \$ 240.00
Pratt, Allison	Amount: \$ 516.78
Rivera, Rodrigo	Amount: \$ 287.45
Robins, Amanda	Amount: \$ 210.00
Watson, Katherine	Amount: \$ 307.98
Williams, Wayne	Amount: \$ 588.47

Stipends Effective August 11 – September 10, 2015

Fischer Military, Mariana	Amount: \$ 687.50
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Stipends Effective August 11 – September 10, 2015 cont'd

Friebert, Martin	Amount: \$ 495.00
Nolasco, Jeff	Amount: \$ 180.00

Stipends Effective October 11 – November 10, 2015

Bradley, Sabrina	Amount: \$ 174.00
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VOLUNTEERS

Sharma, Priti Volunteer/ Student Services/ SAC	Effective: 12/08/15 – 06/30/16
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**SANTA ANA COLLEGE
STUDENT ASSISTANT LIST**

Benavides, Marisela	Effective: 10/28/15-06/30/16
Mariscal Rubio, Sandra S.	Effective: 10/29/15-06/30/16
Barrero, Myriam	Effective: 11/02/15-06/30/16
Huanosto, Maria C.	Effective: 11/04/15-06/30/16
Tran, Tram B	Effective: 11/04/15-06/30/16
Cardenas, Joseduardo	Effective: 11/05/15-06/30/16
Gonzalez, Brenda	Effective: 11/06/15-06/30/16

**Santiago Canyon College
STUDENT ASSISTANT NEW HIRE LIST**

Carranza, Gabriel	Effective: 11/05/2015 – 06/30/2016
Estrada, Deja	Effective: 11/04/2015 – 06/30/2016
Moore, Spencer	Effective: 11/10/2015 – 06/30/2016
Ruggles, Katherine	Effective: 11/03/2015 – 06/30/2016
Salmeron, Kirk	Effective: 11/03/2015 – 06/30/2016

				<i>Attachment #1</i>
RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT MISCELLANEOUS PAY SCHEDULE 2015 - 2016				
PROFESSIONAL EXPERTS:				
CHILD DEVELOPMENT				
Child Care Associate I			(Effect: 7/1/09)	\$10.00
Child Care Associate II			(Effect: 7/1/09)	\$12.00
Child Care Associate III			(Effect: 7/1/09)	\$15.00
Child Development Intern I			(Effect: 1/1/16)	\$10.25
Child Development Intern II			(Effect: 1/1/16)	\$11.25
Child Development Intern III			(Effect: 1/1/16)	\$12.25
Child Development Center Associate Substitute Teacher			(Effect: 1/1/08)	\$13.00
Child Development Center Substitute Teacher			(Effect: 1/1/08)	\$17.50
EdUPlay Coordinator			(Effect: 7/1/09)	\$25.00
COMMUNITY SERVICES				
Community Services Presenter I			(Effect: 1/24/00)	\$38.50
Community Services Presenter II			(Effect: 1/24/00)	\$42.00
Community Services Presenter III			(Effect: 8/27/96)	\$100/stipend unit
CONTRACT EDUCATION				
Presenter I			(Effect: 1/1/07)	\$29.50
Presenter II			(Effect: 1/1/07)	\$39.00
Presenter III			(Effect: 1/1/07)	\$52.20
Presenter IV			(Effect: 1/1/07)	\$63.00
Presenter V			(Effect: 1/1/07)	\$68.25
INSTRUCTIONAL SUPPORT				
Coaching Assistant			(Effect: 8/19/14)	\$18.00
Instructional Associate Assistant				
Exercise Science/ Fine & Perf. Arts/ Real Est.			(Effect: 1/1/07)	\$22.00
Criminal Justice/Fire Technology/Basic Skills/OTA			(Effect: 7/1/12)	\$25.00
Instructional Associate				
Exercise Science/ Fine & Perf. Arts/ Real Est.			(Effect: 1/1/07)	\$30.00
Criminal Justice/Fire Technology/Nursing			(Effect: 1/1/07)	\$35.00
Real Time Captionist I			(Effect: 8/1/10)	\$27.00
Real Time Captionist II			(Effect: 8/1/10)	\$32.00
Real Time Captionist III			(Effect: 8/1/10)	\$40.00
Sign Language Interpreter I			(Effect: 8/1/10)	\$18.00
Sign Language Interpreter II			(Effect: 8/1/10)	\$20.00
Sign Language Interpreter III			(Effect: 8/1/10)	\$25.00
Sign Language Interpreter IV			(Effect: 8/1/10)	\$30.00
Sign Language Interpreter V			(Effect: 8/1/10)	\$36.00
Sign Language Interpreter VI			(Effect: 8/1/10)	\$40.00
Sign Language Interpreter VII			(Effect: 8/1/10)	\$45.00
SMALL BUSINESS DEVELOPMENT CENTER				
Business Expert Professional			(Effect: 7/1/04)	\$40.00
Business Expert Professional II			(Effect: 04/17/07)	\$45.00
MISCELLANEOUS				
Clerical Assistant			(Effect: 1/1/16)	\$10.00
Facility Planner I			(Effect: 1/1/07)	\$75.00
Facility Planner II			(Effect: 7/1/08)	\$115.00
Health Educator			(Effect: 1/1/07)	\$23.00
Model			(Effect: 1/1/07)	\$22.00
Physician/Psychiatrist			(Effect: 1/1/16)	\$90.00
Pre-Employment Articulation Testing			(Effect: 7/1/96)	\$24.50
Scorekeeper			(Effect: 1/1/07)	\$15.00
Regional Consortia Chair			(Effect: 7/1/13)	\$68.00
Residential Assistant I			(Effect: 1/1/16)	\$10.00
Residential Assistant II			(Effect: 1/1/16)	\$11.00
Residential Assistant III			(Effect: 6/18/13)	\$12.00
Site Director I			(Effect: 7/1/12)	\$43.38
Site Director II			(Effect: 7/1/12)	\$48.63
Sports Information Assistant			(Effect: 1/1/07)	\$20.00
Stage Assistant			(Effect: 1/1/07)	\$18.00
Translator			(Effect: 1/1/07)	\$35.00
STUDENT WORKERS				
Student Assistant I			(Effect: 1/1/16)	\$10.00
Student Assistant II			(Effect: 1/1/16)	\$10.75
Student Assistant III			(Effect: 1/1/16)	\$11.50
Student Assistant IV			(Effect: 1/1/16)	\$12.25
Student Assistant V			(Effect: 1/1/16)	\$13.00
Student Assistant VI			(Effect: 1/1/16)	\$14.25
Board approved: 12/07/2015				

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Human Resources

To:	Board of Trustees	Date: December 7, 2015
Re:	Approval of Hay Group Consultant Agreement	
Action:	Request for Approval	

BACKGROUND

For over 20 years the Rancho Santiago Community College District has contracted with the Hay Management Group to conduct job evaluations and appeals for the Classified employees of the District.

ANALYSIS

The Hay Group has not made changes to their schedule of fees since October 1, 2011. This existing agreement shall remain in effect until terminated by either party.

RECOMMENDATION

It is recommended that the Board of Trustees approve this agreement with the Hay Group Consultant Inc.

Fiscal Impact: Not to exceed \$15,000.00	Board Date: December 7, 2015
Prepared by: : John Didion, Executive Vice Chancellor, Human Res. and Ed. Services	
Submitted by: John Didion, Executive Vice Chancellor, Human Res. and Ed. Services	
Recommended by: Dr. Raúl Rodríguez, Chancellor	

HAY GROUP CONSULTANT AGREEMENT

THIS AGREEMENT is made and entered at Santa Ana, County of Orange, State of California, by and between the Rancho Santiago Community College District, hereinafter called the District, and the Hay Group, hereinafter called the Consultant.

W I T N E S S E T H:

WHEREAS, Government Code Section 53060 authorized the District to contract with persons to furnish services and advice to District in financial, economic, accounting, engineering, legal or administrative matters if such persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, Consultant represents that he/she is especially trained, experienced, and competent to provide such special services and to give the advice called for by this Agreement; and

WHEREAS, District has determined that it does not have on its staff employees qualified to provide such services, and has determined that it has a need to enter into this Agreement with Consultant for the special services and advice described herein;

NOW, THEREFORE, it is mutually agreed by the parties hereto as follows:

Article 1. Employment of Consultant. District hereby employs consultant to perform necessary professional services and advise as hereinafter set forth.

Article 2. Consultants Services.

- a) Consultant hereby agrees to perform the professional services set forth in Exhibit A, attached hereto and incorporated herein by reference, to the satisfaction of District.
- b) Consultant shall keep Executive Vice Chancellor, Human Resources & Educational Services, or his/her designee, fully informed as to the progress of the work and shall submit to District such oral and written reports as District may specify.

Article 3. Consultant's Fee. District shall pay to Consultant for the performance of services rendered pursuant to this Agreement based on the hourly charges per Hay Group's schedule of charges.

Article 4. Payments. Payment of Consultant's fee shall be made within 30 days of receipt of invoice or approved performance, whichever is later, pursuant to the following schedule.

Article 5. Time of Performance and Term of Agreement. The services called for under this Agreement shall be provided by Consultant during the period commencing on December 8, 2015. It shall be expressly understood by Consultant that time is of the essence of this Agreement and District may terminate this Agreement in the event of unexcused delay in Consultant's performance hereunder.

Article 6. Employee Benefits, Hold Harmless, and Indemnification. Consultant shall be responsible for all salaries, payments, and benefits for all of its officers, agents, and employees in performing services pursuant to this Agreement. All parties to this Agreement shall agree to defend, indemnify, and hold harmless the other party, its officers, agents, employees, and volunteers, from and against all loss, cost, and expense arising out of any liability or claim of liability, sustained or claimed to have been sustained, arising out of the activities, or the performance or nonperformance of obligations under this Agreement, of the indemnifying party, or those of any of its officers, agents, employees, or volunteers. The provisions of this Article do not apply to any damage or losses caused solely by the negligence or intentional acts of the non-indemnifying party or any of its agents or employees.

Article 7. Workers' Compensation Insurance. Consultant agrees to procure and maintain in full force and effect Workers' Compensation Insurance covering its employees and agents while these persons are participating in the activities hereunder. In the event a claim under the provisions of the California Workers' Compensation Act is filed against District by a bona fide employee of Consultant participating under this Agreement. Consultant agrees to defend and hold harmless the District from such claim.

Article 8. Insurance. Consultant shall, at his expense, carry adequate insurance to fully protect both the Consultant and the District from any and all claims of any nature for damage to property or for personal injury, including death, which may arise while the Consultant is traveling to or from a work-related location. Said insurance shall include automobile liability insurance in the minimum amount of \$100,000.00 per person and \$300,000.00 per event.

Article 9. Audit and Inspection of Records. At any time during the normal business hours and as often as District may deem necessary, Consultant shall make available to District for examination at District's place of business all data, records, investigation reports and all other materials respecting matters covered by this Agreement and Consultant will permit District to audit, and to make audits of all invoices, materials, payroll, records of personnel and other data related to all matters covered by this Agreement.

Article 10. Confidentiality and Use of Information.

- a) Consultant shall hold in trust for the District, and shall not disclose to any person, any confidential information. Confidential information is information which is related to the District's research, development, trade secrets and business affairs; but does not include information which is generally known or easily ascertainable by nonparties through available public documentation
- b) Consultant shall advise District of any and all materials used, or recommended for use, by Consultant to achieve the project goals, that are subject to any copyright restrictions or requirements. In the event Consultant shall fail to so advise District and, as a result of the use of any programs or materials developed by Consultant under this Agreement, District should be found in violation of any copyright restrictions or requirements, Consultant agrees to indemnify, defend and hold harmless, District against any action or claim brought by the copyright holder.

Article 11. Administration of Agreement. This Agreement shall be administered on behalf of the parties hereto, and any notice desired or required to be sent to a party hereunder shall be addressed as follows:

For District: John Didion, Executive Vice Chancellor
Human Resources & Educational Services
Designated Project Manager

Address: Rancho Santiago Community College District
2323 North Broadway
Santa, Ana, CA 92706

Peter J. Hardash, Vice Chancellor
Business Operations/Fiscal Services

Address: Rancho Santiago Community College District
2323 North Broadway
Santa Ana, CA 92706

For Consultant: Leah Springer
Project Representative

Address: Hay Group
Suite 550
55 Second Street
San Francisco, CA 94105

Article 12. Ownership of Work Product. All products of work performed to this Agreement including, but not limited to, notes, tables, graphs, reports, files, computer programs, and source code, will be the sole property of District and no reproduction of any portions of the work product may be made in any form without the express written consent of District.

Article 13. Termination for Cause. District may terminate this Agreement and will be relieved of all obligations under this Agreement should Consultant fail to perform any of the terms and conditions hereof at the time and places set forth herein. In the event of such termination, Consultant shall be paid the reasonable value of services rendered up to the date of such termination, less any payments theretofore made, as determined by District and the Consultant hereby expressly waives any and all claims for damages or compensation arising under this Agreement in the event of such termination, except as set forth herein. In the event this Agreement is terminated by District for cause, all finished or unfinished documents, data, studies, drafts, surveys, drawings, maps, reports, and other materials prepared by Consultant shall, at the option of District, become the property of the District.

Article 14. Termination for Convenience of District. District may terminate this Agreement at any time and for any reason by giving written notice to Consultant of such termination and specifying the effective date thereof: at least thirty (30) days before the effective date of such termination. In that event, all finished and unfinished documents and other materials described in Article 13 hereinabove shall, at the option of the District, become District's sole and exclusive property. If the Agreement is terminated by District as provided in this Section, Consultant shall be entitled to receive compensation for any satisfactory work completed up to the effective date of termination pursuant to specific request by District for the performance of such work.

Article 15. Status of Consultant. It is agreed that District is interested only in the results obtained from service hereunder and that Consultant shall perform as an independent contract with sole control of the manner and means of performing the services required under this Agreement. Consultant shall complete this Agreement according to its own methods of work, which shall be in the exclusive charge and control of consultant and which shall not be subject to control or supervision by the District, except as to the result of the work. Consultant is, for all purposes arising out of this Agreement, an independent contractor, and neither Consultant nor its employees shall be deemed an employee of the District for any purpose. It is expressly understood and agreed that consultant and its employees shall in no event be entitled to any District benefits to which District employees are entitled, including but not limited to overtime, retirement benefits, insurance, vacation, worker's compensation benefits, sick or injury leave or other benefits.

Article 16. Attorney's Fees. If suit is brought by either party to this Agreement to enforce any of its terms, the party against whom judgment was rendered in such suit shall pay all litigation expenses incurred by the prevailing party, including attorney's fees, court costs, expert witness fees, and investigation expenses.

Article 5. Time of Performance and Term of Agreement. The services called for under this Agreement shall be provided by Consultant during the period commencing on December 8, 2015 and ending on June 30, 2016. It shall be expressly understood by Consultant that time is of the essence of this Agreement and District may terminate this Agreement in the event of unexcused delay in Consultant's performance hereunder.

Article 6. Employee Benefits, Hold Harmless, and Indemnification. Consultant shall be responsible for all salaries, payments, and benefits for all of its officers, agents, and employees in performing services pursuant to this Agreement. All parties to this Agreement shall agree to defend, indemnify, and hold harmless the other party, its officers, agents, employees, and volunteers, from and against all loss, cost, and expense arising out of any liability or claim of liability, sustained or claimed to have been sustained, arising out of the activities, or the performance or nonperformance of obligations under this Agreement, of the indemnifying party, or those of any of its officers, agents, employees, or volunteers. The provisions of this Article do not apply to any damage or losses caused solely by the negligence or intentional acts of the non-indemnifying party or any of its agents or employees.

Article 7. Workers' Compensation Insurance. Consultant agrees to procure and maintain in full force and effect Workers' Compensation Insurance covering its employees and agents while these persons are participating in the activities hereunder. In the event a claim under the provisions of the California Workers' Compensation Act is filed against District by a bona fide employee of Consultant participating under this Agreement. Consultant agrees to defend and hold harmless the District from such claim.

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Article 9. Audit and Inspection of Records. At any time during the normal business hours and as often as District may deem necessary, Consultant shall make available to District for examination at District's place of business all data, records, investigation reports and all other materials respecting matters covered by this Agreement and Consultant will permit District to audit, and to make audits of all invoices, materials, payroll, records of personnel and other data related to all matters covered by this Agreement.

Article 17. Assignment. No portion of this Agreement or any of the work performed hereunder may be assigned by Consultant without the express written consent of District, and without such consent all services hereunder are to be performed solely by Consultant, its officers, agents and employees.

Article 18. Modification or Variance. No modification to the Agreement or variance from the provisions hereof shall be valid unless made in writing and executed by both of the parties hereto.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date hereinabove first written.


DISTRICT:

CONSULTANT:

Rancho Santiago Community College District

Hay Group

Peter Hardash
Vice Chancellor
Business Operations/Fiscal Services



Leah Springer

Date

11/10/2015
Date

EXHIBIT A

As requested the Hay Group will provide professional services to the Rancho Santiago Community College District concerning the District's job classification and job measurement issues.

A. These services shall include the following types of efforts:

1. Maintain internally equitable classification ranking
2. Review of position classifications
3. Job documentation
4. Assist in organizational structure strategy
5. Update classification descriptions
6. Increase employee understanding of the job classification system
7. Train District employees in job measurement
8. Provide compensation survey data

B. Further, Consultant shall perform the following specific tasks:

1. Conduct Classification Studies of Job Families
2. Conduct Reviews of Reclassification Requests

EXHIBIT B

Revised 10/01/2015

Hay Group	
Schedule of Fees	
Consultant's Level	Hourly Fee Range
Vice President, Public Sector Consulting	\$915
Senior Consultant	\$685-\$765
Consultant	\$470-\$560
Associate Consultant	\$360-\$415
Analyst	\$270-\$305

All fee ranges listed above are exclusive of 12% administrative fee. In addition to the hourly consultant fees, support services and expenses are invoiced as incurred.

Expenses which would be invoiced based on services requested include:

- Mileage at \$0.57 per mile;
- Travel, lodging and meals at cost;
- Books, training materials or reports; and
- Express mail and postage at cost.

EXHIBIT B

Revised 10/01/2015

Hay Group	
Schedule of Fees	
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Expenses which would be invoiced based on services requested include:

- Mileage at \$0.57 per mile;
- Travel, lodging and meals at cost;
- Books, training materials or reports; and
- Express mail and postage at cost.

AUTHORIZATION FOR BOARD TRAVEL/CONFERENCES (with actual and necessary expenses and cash advances as requested)

BOARD MEMBERS (to be approved)

COMMUNITY COLLEGE LEAGUE OF CALIFORNIA
ADVISORY COMMITTEE ON LEGISLATION
Sacramento, California – January 30, 2016

1 Board Member
(John Hanna)

COMMUNITY COLLEGE LEAGUE OF CALIFORNIA
LEGISLATIVE CONFERENCE 2016
Sacramento, California– January 31 – February 1, 2016

3 Board Members
(John Hanna)
(Jose Solorio)
(Phillip Yarbrough)

ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES
COMMUNITY COLLEGE NATIONAL LEGISLATIVE
SUMMIT
Washington, D.C. – February 8-12, 2016

2 Board Members
(John Hanna)
(Raquel Manriquez)