RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
Board of Trustees (Regular meeting)
Monday, March 9, 2015
2323 North Broadway, #107
Santa Ana, CA 92706

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 G E N D A

1.0 PROCEDURAL MATTERS   4:30 p.m.

1.1 Call to Order

1.2 Pledge of Allegiance to the United States Flag

1.3 Approval of Additions or Corrections to Agenda   Action

1.4 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.

1.5 Approval of Minutes – Regular meeting of February 23, 2015   Action

1.6 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.

1.7 Presentation on Rancho Santiago Community College District (RSCCD) Sustainability Plan

2.0 INFORMATIONAL ITEMS AND ORAL REPORTS

2.1 Report from the Chancellor
- Accreditation

2.2 Reports from College Presidents
- Accreditation
- Enrollment
- Facilities
- College activities
- Upcoming events

2.3 Report from Student Trustee

2.4 Reports from Student Presidents
- Student activities

2.5 Reports from Academic Senate Presidents
- Senate meetings

3.0 INSTRUCTION

*3.1 Approval of Nursing Program Agreement – Silverado Senior Living-Newport Mesa   Action
The administration recommends approval of the clinical affiliation agreement with Silverado Senior Living-Newport Mesa, located in Costa Mesa, California.

*3.2 Approval of Nursing Program Agreement – Chamberlain College of Nursing   Action
The administration recommends approval of the articulation agreement with Chamberlain College of Nursing, based in Downers Grove, Illinois.

*3.3 Approval of Renewal of Nursing Program Agreement – College Hospital Partial Hospitalization Program   Action
The administration recommends approval of the renewal of the clinical affiliation agreement with College Hospital Partial Hospitalization Program, located in Santa Ana, California.

*3.4 Approval of Renewal of Nursing Program Agreement – Mission Hospital   Action
The administration recommends approval of the renewal of the clinical affiliation agreement with Mission Hospital, located in Mission Viejo and Laguna Beach, California.

* Item is included on the Consent Calendar, Item 1.6.

*3.5   Approval of Amendment #7 to Occupational Therapy Assistant (OTA)   Action
Agreement – Cedars-Sinai Medical Center
The administration recommends approval of the amendment to the agreement with Cedars-Sinai Medical Center in Los Angeles, California.

*3.6   Approval of Amendment #3 to OTA Agreement – Northridge Hospital   Action
Medical Center
The administration recommends approval of the amendment to the agreement with Northridge Hospital Medical Center in Northridge, California.

*3.7   Approval of Proposed Revisions for 2015-2016 Santa Ana College   Action
(SAC) Catalog
The administration recommends approval of the proposed revisions for the 2015-2016 SAC catalog as presented.

*3.8   Approval of Proposed Revisions for 2015-2016 Santiago Canyon   Action
College (SCC) Catalog
The administration recommends approval of the proposed revisions for the 2015-2016 SCC catalog as presented.

*3.9   Approval of Santa Ana College Community Services Program,   Action
Summer 2015
The administration recommends approval of the proposed SAC Community Services program for Summer 2015.

*3.10   Approval of Santiago Canyon College Community Services Program,   Action
Summer 2015
The administration recommends approval of the proposed SCC Community Services program for Summer 2015.

4.0   BUSINESS OPERATIONS/FISCAL SERVICES

*4.1   Approval of Payment of Bills   Action
The administration recommends payment of bills as submitted.

*4.2   Approval of 2015-2016 Tentative Budget Assumptions   Action
The administration recommends approval of the Tentative Budget Assumptions for the 2015-2016 fiscal year as presented.

*4.3   Approval of Agreement with McCarthy Building Companies, Inc. for   Action
Preconstruction Consulting Services for Science, Technology,
Engineering, and Math (STEM) Building at Santa Ana College
The administration recommends approval of the contract with McCarthy Building Companies, Inc. for preconstruction consulting services for the STEM building at SAC as presented.

* Item is included on the Consent Calendar, Item 1.6.

*4.4   Approval of Notice of Completion for Bid #1241 for Public Sidewalk   Action
Improvement at 17th Street at Santa Ana College
The administration recommends approval the Notice of Completion with
El Camino Construction & Engineering for public sidewalk improvement
at 17th Street at SAC as presented.

*4.5   Approval of Notice of Completion for Bid #1249 for Parking Lots 1-5   Action
Slurry and Striping at Santa Ana College
The administration recommends approval the Notice of Completion with
JB Bostick Company, Inc. for parking lots 1-5 slurry and striping at SAC
as presented.

*4.6   Approval of Agreement with Margolis Healy & Associates, LLC -   Action
Emergency Phone Study
The administration recommends approval of the agreement with Margolis
Healy & Associates LLC to assess RSCCD's emergency phone infra-
structure as presented.

5.0   GENERAL

*5.1   Approval of Resource Development Items   Action
The administration recommends approval of budgets, acceptance of
grants, and authorization for 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:
- Deputy Sector Navigator – Global Trade & Logistics $100,000
  (District)
- Deputy Sector Navigator – Information & Communication $100,000
  Technologies (ICT)/Digital Media (District)
- Deputy Sector Navigator – Retail Hospitality/Tourism/ $100,000
  Learn and Earn (District)
- Deputy Sector Navigator – Small Business (District) $100,000

*5.2   Approval of Sub-Agreement between RSCCD and Orange County   Action
Superintendent of Schools for AB 86 Adult Education Consortium
Planning Grant
The administration recommends approval of the sub-agreement and
authorization for the Vice Chancellor, Business Operations/Fiscal
Services or his designee to sign and enter into a related contractual
agreement on behalf of the district.

5.3   Adoption of Resolution No. 15-05 Authorizing Payment to Trustee   Action
Absent from Board Meeting
This resolution requests authorization of payment to Nelida Mendoza
Yanez for her absence from the February 23, 2015, board meeting due
to recovering from surgery.

* Item is included on the Consent Calendar, Item 1.6.

5.4 <u>Approval of Rancho Santiago Community College District
Sustainability Plan</u>

Action

The administration recommends approval of the RSCCD
Sustainability Plan.

5.5 <u>Reports from Board Committees</u>

Information

- Board Facilities Committee
- Orange County Community Colleges Legislative Task Force

5.6 <u>Board Member Comments</u>

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. Educational Administrators

RECONVENE

Issues discussed in Closed Session (Board Clerk)

<u>Public Comment</u>
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 <u>prior</u> 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 <u>Brown Act</u>. 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.

6.0 HUMAN RESOURCES

6.1 <u>Management/Academic Personnel</u>

Action

- Approval of Employment Agreements
- Approval of Revised Job Descriptions
- Approval of Changes of Title
- Approval of Interim Assignments
- Approval of Leaves of Absence
- Approval of Reductions in Force

6.1 <u>Management/Academic Personnel</u> – (cont.)
- Approval of 2014-2015 CEFA Permanent Salary Schedule
- Approval of 2015-2016 Institutional Tenure Review Recommendations
- Approval of Stipends
- Approval of FARSCCD Part-time/Hourly Column Changes
- Approval of Part-time Hourly New Hires/Rehires
- Approval of Non-paid Instructors of Record
- Approval of Non-paid Intern Services

6.2 <u>Classified Personnel</u>   Action
- Approval of Hourly On Going to Contract Assignments
- Approval of Out of Class Assignments
- Approval of Changes in Position
- Approval of Changes in Salary Placements
- Ratification of Resignations/Retirements
- Approval of Professional Growth Increments
- Approval of Leaves of Absence
- Approval of Temporary Assignments
- Approval of Changes in Temporary Assignments
- Approval of Additional Hours for On Going Assignments
- Approval of Changes of Assignment
- Approval of Substitute Assignments
- Approval of Miscellaneous Positions
- Approval of Instructional Associates/Associate Assistants
- Approval of Volunteers
- Approval of Student Assistant Lists

6.3 <u>Approval of Credit Instructional Calendar for 2015-2016</u>   Action
The administration recommends approval of the 2015-2016 Credit
Instructional Calendar.

6.4 <u>Approval of Non-Credit Instructional Calendar for 2015-2016</u>   Action
The administration recommends approval of the 2015-2016 Non-Credit
Instructional Calendar.

6.5 <u>Endorsement of Nomination as California Community Colleges</u>   Action
<u>Classified Employee of the Year</u>
The administration recommends the board of trustees endorse the
nomination of Ms. Veronica Duenas as the RSCCD nominee to the
statewide Classified Employee of the Year competition.

7.0 <u>ADJOURNMENT</u> - The next regular meeting of the Board of Trustees will be held on
March 23, 2015.

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

Board of Trustees
(Regular meeting and Board Planning Session)

Monday, February 23, 2015

M I N U T E S

1.0 **PROCEDURAL MATTERS**

1.1 Call to Order

The meeting was called to order at 4:33 p.m. by Mr. Larry Labrado. Other members present were Ms. Claudia Alvarez, Ms. Arianna Barrios, Mr. John Hanna, and Mr. Phillip Yarbrough. Mr. Jose Solorio arrived at the time noted. Ms. Nelida Mendoza Yanez was not in attendance due to recovering from surgery.

Administrators present during the regular meeting were Mr. John Didion, Mr. Peter Hardash, Dr. Erlinda Martinez, Dr. Raúl Rodríguez, and Mr. 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. Raquel Manriquez, Student President, Santa Ana College (SAC).

1.3 Approval of Additions or Corrections to Agenda

It was moved by Mr. Yarbrough and seconded by Ms. Alvarez to approve revised pages and addendum for Item 6.1 (Management/Academic Personnel) and an addendum for Item 6.2 (Classified Personnel). The motion carried with the following vote: Aye – Ms. Alvarez, Ms. Barrios, Mr. Hanna, Mr. Labrado, and Mr. Yarbrough. Student Trustee Voechting's advisory vote was aye.

1.4 Public Comment

There were no public comments.

1.5 Approval of Minutes

It was moved by Mr. Yarbrough and seconded by Ms. Alvarez to approve the minutes of the meeting held February 2, 2015. The motion carried with the following vote: Aye – Ms. Alvarez, Ms. Barrios, Mr. Hanna, Mr. Labrado, and Mr. Yarbrough. Student Trustee Voechting's advisory vote was aye.

1.6   Approval of Consent Calendar

It was moved by Mr. Yarbrough and seconded by Ms. Alvarez to approve the recommended action on the following items (as indicated by an asterisk on the agenda) on the Consent Calendar. The motion carried with the following vote: Aye – Ms. Alvarez, Ms. Barrios, Mr. Hanna, Mr. Labrado, and Mr. Yarbrough. Student Trustee Voechting's advisory vote was aye.

4.1   Approval of New Speech-Language Pathology Assistant (SLPA) Agreement – Children's Learning Connection, LLC
The board approved the agreement with Children's Learning Connection, LLC in Fountain Valley, California.

4.2   Approval of Contract between City of Santa Ana and Rancho Santiago Community College District (RSCCD) on behalf of Santa Ana College under Workforce Investment Act Grant
The board approved the contract with the City of Santa Ana as presented.

4.3   Approval of Memorandum of Understanding (MOU) with Strength in Support
The board approved the MOU with Strength in Support of Laguna Hills as presented.

5.1   Approval of Payment of Bills
The board approved payment of bills as submitted.

5.2   Approval of Budget Increases/Decreases and Budget Transfers
The board approved budget increases, decreases and transfers during the month of January 2015.

5.3   Approval of Agreement with Tilden-Coil Constructors, Inc. for Preconstruction Consulting Services for New Johnson Student Center Project at Santa Ana College
The board approved the agreement with Tilden-Coil Constructors, Inc. for preconstruction consulting services for the new Johnson Student Center project at SAC as presented.

5.4   Approval of Change Order #1 for Bid #1249 for Parking Lots 1-5 Slurry and Striping at Santa Ana College
The board approved change order #1 for Bid #1249 for parking lots 1-5 slurry and striping at SAC as presented.

5.5   Approval of CMAS Contract #4-13-73-0024A to Advantage West Government Product Solutions
The board approved the district's use of CMAS Contract #4-13-73-0024A, including renewals, extensions, modifications and supplements awarded to Advantage West Government Product Solutions, as presented.

1.6   Approval of Consent Calendar - (cont.)

5.6   Approval of Agreement with The Liquidation Company
The board approved the agreement with The Liquidation Company to conduct
auctions on an as needed basis as presented.

5.7   Approval of Utilization of Contract with Brocade Communications Systems,
Inc. for District-wide Networking Equipment
The board approved utilization of the contract as needed, with Brocade Commu-
nication Systems, Inc. and authorized resellers, pursuant to the State of Utah-
State Cooperative Contract Number AR214, awarded by the State of Utah on
behalf of the National Association of State Procurement Officials/Western
States Contracting Alliance (NASPO/WSCA) and approved for usage by the
State of California pursuant to California Participating Addendum Master Price
Agreement 7-14-70-01, for the purchase of data communications equipment and
associated original equipment manufacturer maintenance and training and any
future renewals, extensions and addendums, as presented.

5.8   Approval of Purchase Orders
The board approved the purchase order listing for the period December 12,
2014, through February 7, 2015.

6.1   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:
- Disabled Students Programs & Services (DSPS) (SAC) $1,290,030
- Disabled Students Programs & Services (DSPS) (SCC) $ 815,508
- SBA/CSUF – SBDC (District) – *Augmentation* $ 10,000
- Workforce Investment Act Title I – Youth Grant/Seeds $ 19,850
      to Trees – CASP (SAC)

6.2   Approval of Sub-Agreement between RSCCD and Chabot-Las Positas
Community College District for Information Communications
Technology/Digital Media Sector Navigator Grant
The board approved the sub-agreement 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.

6.3   Approval of Sub-Agreement between RSCCD and MOMS Orange County for
Early Head Start Grant
The board approved the sub-agreement 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.

1.6   Approval of Consent Calendar - (cont.)

    6.4   Approval of Sub-Agreement between RSCCD and South Orange County
          Community College District/Irvine Valley College for Career Technical
          Education Enhancement Fund (CTE EF) Grant
          The board approved the sub-agreement 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.

    6.5   Approval of Sub-Agreement between RSCCD and Santa Clarita Community
          College District for Information Communications Technology/Digital Media
          Sector Navigator Grant
          The board approved the sub-agreement 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.

2.0   BOARD PLANNING SESSION

2.1   Board of Trustee's Annual Planning Session

The planning session included the following documents and activities:

Mr. Didion presented an overview of the Board's Annual Planning Design, as
adopted on February 19, 2013. He indicated the district has a three-year (2013-2016)
strategic plan based on the district's goals and strategic objectives, and the progress
report presented to the board today is based on the last fiscal year (2013-2014). He
anticipates that this time next year, the board will be reviewing and providing input
on the upcoming planning process for the three-next cycle (2016-2019) of strategic
plans.

Mr. Didion stated that the District Council has reviewed the RSCCD goals and
objectives. Mr. Hanna asked who serves as committee members on the District
Council. Mr. Didion indicated that the chancellor, vice chancellors, college
presidents, academic senate presidents, student government representatives,
California School Employees Association (CSEA) president, and co-chairs of the five
district level participatory governance committees (Planning and Organization
Effectiveness, Fiscal Resources, Human Resources, Physical Resources, and
Technology Advisory Group) serve on the District Council. Mr. Hanna confirmed
with Mr. Didion that those represented had reviewed and approved the information
presented in the annual report.

Mr. Solorio arrived at this time.

2.1   Board of Trustee's Annual Planning Session – (cont.)

Ms. Nga Pham, Director of Research, RSCCD, provided a presentation on the 12 Measures of Success Report. This report is compiled by the Educational Services department on selected factors of institutional effectiveness and has been produced on an annual basis since 1998. Board members received clarification on data presented in the report from Ms. Pham and Mr. Didion.

Dr. Bonita Jaros, Professor/Coordinator, Institutional Effectiveness & Assessment, SAC; and Mr. Aaron Voelcker, Dean of Institutional Effectiveness, Library and Learning Support Services, SCC; provided a presentation on the Annual Progress Report on the RSCCD Goals. Dr. Jaros explained that the Planning and Organization Effectiveness Committee (POE) oversees the planning activities and monitors the implementation of the RSCCD Comprehensive Master Plan and the RSCCD Strategic Plan. Upon approval by the POE Committee, the master plan and strategic plan are then forwarded to District Council for approval.   Board members received clarification on data presented in the report from Mr. Didion, Mr. Hardash, Dr. Jaros, and Mr. Voelcker.   The following goals and objectives were discussed.

Goal 1: RSCCD will assess the educational needs of the communities served by RSCCD and will adjust instructional programs, offerings, and support services and will allocate resources as needed to optimize the alignment of students' needs with services and fiscal resources. Dr. Jaros discussed the following objectives: Objective 1A: Continue to determine the needs of the community; Objective 1B: Develop sustainable, alternative revenue streams to (address) student educational needs; and Objective 1C: Continue to monitor student educational preparation.

Goal 2: RSCCD will assess the educational needs of the communities served by RSCCD and then pursue partnerships with educational institutions; public agencies, non-profit organizations, and business/industry/labor to collabora-tively meet those needs. Mr. Voelcker discussed the following objectives: Objective 2A: Strengthen outreach and recruitment; develop new and sustain current relationships with key partners and stateholders; and Objective 2B: Support regional development by becoming the primary local source of skilled employees for high demand occupations.

Goal 3: RSCCD will annually improve the rates of course completion and completion of requirements for transfer, degrees, certificates, and diplomas. Dr. Jaros discussed the following objectives: Objective 3A: Consistently and accurately measure educational goal completion for university transfer, degrees, certificates and diplomas; Objective 3B: Academic support services, student support services and grants provide integrated approaches to student success and achievement; and Objective 3C: Identify economic barriers to student achievement.

2.1   Board of Trustee's Annual Planning Session – (cont.)

Goal 4: RSCCD will support innovations and initiatives that result in quantifiable improvement in student access, preparedness, and success. Mr. Voelcker discussed the following objectives: Objective 4A: Maintain and enhance the RSCCD's technological infrastructure; Objective 4B: Support faculty development in the areas of innovative pedagogies and curriculum design; and Objective 4C: Examine course success rates by population served and promote strategies that foster student equity.

Mr. Yarbrough left the meeting after the discussion of Goal 4.

Goal 5: RSCCD will use a cycle of integrated planning that will demonstrate the effective use of resources. Mr. Didion and Mr. Hardash discussed the following objectives: Objective 5A: Support and encourage focused green practices; Objective 5B: Utilize current processes to inform program, facilities, human resource and technology allocation; and Objective 5C: Evaluate the cycle of integrated planning.

3.0   INFORMATIONAL ITEMS AND ORAL REPORTS

3.1   Report from the Chancellor

Dr. Rodríguez provided a report to the board, which included SAC and SCC receiving reaffirmation of its accreditation standing from the Accrediting Commission for Community and Junior Colleges (ACCJC). Dr. Rodríguez thanked Dr. Martinez and Dr. Weispfenning for their presentations to the ACCJC board in January on behalf of Santa Ana College and Santiago Canyon College (SCC).

3.2   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

Dr. Martinez and Dr. Weispfenning reported SAC and SCC have received reaffirmation of their respective colleges' reaffirmation of accreditation.

Dr. Martinez reported staff is working on its response to the reaffirmation of SAC's accreditation standing with AACJC, and Substantive Change Reports for the Baccalaureate Pilot Project in Occupational Therapy Studies and Microbiology. She indicated that a number of programs at SAC have separate accreditation processes and last week an accreditation team visited the SAC nursing program as part of its accreditation process.

Dr. Weispfenning reported that staff is working on a response to the five recommendations given to the college by the accrediting commission. The response is due to the commission by March 2016.

3.3   Report from Student Trustee

Ms. Alana Voechting, Student Trustee, provided a report to the board.

3.4   Reports from Student Presidents

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

   Mr. Hector Soberano, Student President, Santiago Canyon College
   Ms. Raquel Manriquez, Student President, Santa Ana College

3.5   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 President, Santa Ana College

4.0   INSTRUCTION

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

5.0   BUSINESS OPERATIONS/FISCAL SERVICES

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

6.0   GENERAL

Items 6.1 through 6.5 were approved as part of Item 1.6 (Consent Calendar).

6.6   Adoption of Resolution Authorizing Payment to Trustee Absent from Board Meeting

It was moved by Mr. Hanna and seconded by Mr. Solorio to authorize payment to Nelida Mendoza Yanez for her absence from the February 2, 2015, board meeting due to surgery. The motion carried with the following vote: Aye – Ms. Alvarez, Ms. Barrios, Mr. Hanna, Mr. Labrado, and Mr. Solorio. Student Trustee Voechting's advisory vote was aye.

6.7   Reports from Board Committees

Ms. Alvarez provided a report on the February 5, 2015, Orange County Community Colleges Legislative Task Force meeting.

6.8   Board Member Comments

Since students have questions regarding firearms on campus, Ms. Voechting asked to meet with the chancellor to receive an update on this issue.

6.8   Board Member Comments – (cont.)

Ms. Barrios congratulated staff on receiving reaffirmation of accreditation at both colleges.

As a matter of public safety, Ms. Alvarez asked the chancellor to research why the lights at Centennial Park are not always on at night.

Ms. Alvarez thanked staff for its presentation for the Board Planning Session, and is happy to hear that SAC is working towards offering another pilot baccalaureate program.

Ms. Alvarez, Mr. Hanna, Mr. Labrado, and Mr. Solorio provided a report on the Association of Community College Trustees (ACCT) Community College National Legislative Summit held in Washington, D.C. on February 9-12, 2015.

In addition to the ACCT legislative summit, Ms. Alvarez reported she attended the ACCT Higher Education Policy Academy (February 9) and the Community College League of California (CCLC) National Legislative Summit California Delegation Breakfast (February 11) in Washington, D.C. As part of the summit, Ms. Alvarez and Mr. Hanna participated in a roundtable seminar for community college lawyers where most of the discussion was focused on Title IX requirements. Mr. Hanna gave information received at the seminar to Mr. Didion.

Mr. Hanna, Mr. Labrado, and Mr. Solorio reported they met with Congresswomen Loretta Sanchez, Mimi Walters, and Norma Torres.

Mr. Solorio thanked the academic senate for sharing concerns the faculty has regarding firearms on campus.

After reading the *Orange County Register* article dated February 18, 2015, regarding armed officers on SAC and SCC campuses, Mr. Labrado stated that Ms. Alvarez should have been credited in the article for her leadership in providing a safe and secure environment for students/staff.

Dr. Rodriguez reported the following will be discussed in closed session:
Conference with Real Property Negotiators (pursuant to Government Code Section 54956.8)

Property Address: 500 W. Santa Ana Blvd., California
Agency Negotiator: Dr. Raúl Rodríguez, Chancellor
Negotiating Parties: CIM Urban Reit Properties I LP
Under Negotiation: Price and Terms of Payment

RECESS TO CLOSED SESSION

Mr. Hanna and Ms. Voechting left the meeting at this time.

The board convened into closed session at 7:37 p.m. to consider the following items:

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. Educational Administrator Appointments
      (1) Dean

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

3. 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: Continuing Education Faculty Association

4. Public Employee Discipline/Dismissal/Release (pursuant to Government Code Section 54957[b][1])

5. Conference with Real Property Negotiators (pursuant to Government Code Section 54956.8)
   Property Address: 500 W. Santa Ana Blvd., California
   Agency Negotiator: Dr. Raúl Rodríguez, Chancellor
   Negotiating Parties: CIM Urban Reit Properties I LP
   Under Negotiation: Price and Terms of Payment

RECONVENE

The board reconvened at 8:02 p.m.

Closed Session Report

Ms. Alvarez reported the board discussed public employment, labor negotiations, public employee discipline/dismissal/release, and real property negotiations, and the board took action to suspend a Gardner/Utility Worker for ten days and release an Instructional Assistant at SCC from probation during closed session with the following vote: Aye – Ms. Alvarez, Ms. Barrios, Mr. Labrado, and Mr. Solorio. Mr. Hanna and Mr. Yarbrough left the meeting earlier and Ms. Mendoza Yanez was absent; therefore they did not vote on this action.

Public Comment

There was no public comment.

7.0 HUMAN RESOURCES

7.1 Management/Academic Personnel

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

- Approve Permission to Accept Outside Assignments
- Approve Appointments
- Approve Changes of Assignment
- Approve Adjusted Effective Date of Ratification of Resignations/Retirements
- Approve of FARSCCD Revised Permanent 2014/2015 FARSCCD Salary Schedule B
- Approve FARSCCD Beyond Contract/Overload Step Increases Effective Spring 2015
- Approve FARSCCD Part-time Step Increases Effective Spring 2015
- Approve Voluntary Reduced Workloads
- Approve Contract Extension Days
- Approve Adjusted Effective Dates of Leaves of Absence
- Approve Leaves of Absence
- Approve Stipends
- Approve Part-time Hourly New Hires/Rehires
- Approve Non-paid Instructors of Record
- Approve Non-paid Intern Services

7.2 Classified Personnel

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

- Approve New Appointments
- Approve Hourly On Going to Contract Assignments
- Approve Professional Growth Increments
- Approve Out of Class Assignments
- Approve Changes in Position
- Approve Changes in Salary Placement
- Approve Leaves of Absence
- Ratify Resignations/Retirements
- Approve Temporary to Hourly On Going Assignments
- Approve Temporary Assignments
- Approve Additional Hours for On Going Assignments
- Approve Substitute Assignments
- Approve Miscellaneous Positions

7.2 Classified Personnel - (cont.)
- Approve Instructional Associates/Associate Assistants
- Approve Volunteers
- Approve Student Assistant Lists

7.3 Public Disclosure of Collective Bargaining Agreement between Rancho Santiago Community College District and Continuing Education Faculty Association (CEFA)

It was moved by Ms. Alvarez and seconded by Mr. Solorio to approve the amendments to the collective bargaining agreement with CEFA. The motion carried with the following vote: Aye – Ms. Alvarez, Ms. Barrios, Mr. Labrado, and Mr. Solorio.

8.0 **ADJOURNMENT**

The next regular meeting of the Board of Trustees will be held on March 9, 2015.

There being no further business, Mr. Labrado declared this meeting adjourned at 8:03 p.m.

Respectfully submitted,

_____
Raúl Rodríguez, Ph.D.
Chancellor

Approved: _____
           Clerk of the Board

Minutes approved: March 9, 2015

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Santa Ana College - Science, Math, and Health Sciences Division

To: Board of Trustees	Date: March 9, 2015
Re: Approval of Nursing Program Agreement – Silverado Senior Living-Newport Mesa	
Action: Request for Approval	

BACKGROUND
Students in the nursing programs are required to participate in clinical rotation activities at sites throughout the community in order to gain practical field experiences and to apply knowledge and skills learned in college classes. The proposed clinical affiliation agreement with Silverado Senior Living-Newport Mesa, located in Costa Mesa, California, will yield appropriate clinical rotation activities for the program.

ANALYSIS
The clinical affiliation agreement covers the scope of program's operations of the facility as well as other issues relating to responsibilities for both parties. The agreement has been reviewed by college staff. The agreement carries no costs or other financial arrangements.

RECOMMENDATION
It is recommended that the Board of Trustees approve this clinical affiliation agreement with Silverado Senior Living-Newport Mesa, located in Costa Mesa, California.

Fiscal Impact: None	Board Date: March 9, 2015
Prepared by:	Omar Torres, Vice President of Academic Affairs, SAC
Submitted by:	Erlinda J. Martinez, Ed.D., President, Santa Ana College
Recommended by:	Raúl Rodríguez, Ph.D., Chancellor, RSCCD

STANDARD CLINICAL AFFILIATION AGREEMENT

This standard Clinical Affiliation Agreement (the "Agreement") is made and entered into between the **Rancho Santiago Community College District**, a public educational agency ("District") located at 2323 North Broadway, Santa Ana, California, and the **Silverado Senior Living – Newport Mesa** ("Clinical Facility") located at 350 W. Bay Street, Costa Mesa, California.

WHEREAS, District and Clinical Facility desire to contribute to community health education;

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

WHEREAS, District has obtained all necessary licenses, consents and/or approvals to conduct the Program from the State of California and any other applicable government agency;

WHEREAS, Clinical Facility operates a duly licensed health care agency at the address listed above and has obtained all necessary licenses, consents, and approvals;

WHEREAS, as part of the Program, students are required to participate in a clinical experience rotation;

WHEREAS, District desires to affiliate with the Clinical Facility in order that students may participate in a clinical experience rotation at the Clinical Facility; and

WHEREAS, District and Clinical Facility desire to enter into this Agreement to memorialize their respective rights, duties, and obligations with respect to the clinical experience rotation of students of the College's Program.

For purposes of this Agreement, the following definitions shall apply:

"District" shall refer to the Rancho Santiago Community College District, its member Colleges, the District's Governing Board, and each of their trustees, employees, agents, representatives, successors and assigns;

"College" shall refer to Santa Ana College, and each of its employees, agents, representatives and assigns;

"Clinical Facility" shall refer to the Silverado Senior Living – Newport Mesa, its parents, subsidies, related companies, and each of their officers, directors, employees, agents, representatives, successors, and assigns;

The "Program" shall refer to the Clinical training in health science programs; and

NOW, THEREFORE, in consideration of the following covenants, conditions and agreements, the parties hereto agree as follows:

TERMS

1. <u>Clinical Experience Rotation</u>. At its sole discretion, Clinical Facility agrees to provide students of the Program who are specified by College with a clinical experience rotation ("Rotation"), in accordance with standards established by governmental agencies and recognized professional accrediting agencies, and subject to the terms and conditions of this Agreement.

2. <u>Development of Curriculum</u>. College shall be fully responsible for the development, planning, and administration of the program, including, without limitation, programming, administration, matriculation, promotion and graduation. College acknowledges and agrees that the Rotation is intended to meet certain educational performance objectives, and College shall provide a copy of such performance objectives to Clinical Facility on or before student placement. Clinical Facility shall be fully responsible for the availability and appropriateness of the learning environment in relation to the program's written objectives.

3. <u>Exposure to Bloodbourne Pathogens</u>. Program students and college faculty will comply with the final regulations issued by the Occupational Safety and Health Administration governing employee exposure to bloodbourne pathogens in the workplace under Section VI(b) of the Occupational Safety and Health Act of 1970, which regulations became effective March 6, 1992 (the "Regulations"), including but not limited to responsibility as the employer to provide all program students with (a) information and training about the hazards associated with blood and other potentially infectious materials, (b) information and training about the protective measures to be taken to minimize the risk of occupational exposure to bloodbourne pathogens, (c) training in the appropriate actions to take in an emergency involving exposure to blood and other potentially infectious materials, and (d) information as to the reasons the program student should participate in hepatitis B vaccination and post-exposure evaluation and follow-up.

4. <u>Applicable Procedure: Acceptance</u>. College agrees to provide Clinical Facility with a list of the name(s) of students who will be participating in a rotation.

5. <u>Nondiscrimination</u>. The parties agree not to discriminate in the selection, placement or evaluation of any student or faculty member because of race, creed, national origin, religion, sex, marital status, age, handicap, and/or medical condition. The Rancho Santiago Community College District complies with all Federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, gender or disability. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. Harassment of any employee/student with regard to race, color, national origin, gender or disability is strictly prohibited. Inquiries regarding compliance and/or grievance procedures may be directed to District's Title IX Officer and/or Section 504/ADA Coordinator.

6. <u>Academic Year</u>. The academic year consists of Fall, and Spring semesters, Summer session and Winter break intersession.

SAC-15-018

7. <u>Rotation Schedule</u>. The rotation schedule shall be determined by College and Clinical Facility and may be amended from time to time by agreement of the parties. The number of students in each rotation shall be limited to a number mutually agreed upon by both parties, not to exceed the number specified by the accrediting agency(s).

8. <u>Orientation</u>. Clinical Facility and College shall provide an orientation for assigned students and faculty participating in each rotation.

9. <u>Compliance with Clinical Facility Rules</u>. Clinical Facility shall make available all applicable governing instruments, policies and procedures, rules and regulations of Clinical Facility to each student participating in a rotation, and student shall comply with these rules.

   In providing the students with the clinical rotation that is the subject of this Agreement, Clinical Facility shall comply with all applicable laws, rules, regulations, statutes, policies, procedures, and ordinances and shall be consistent with the professional standards of a health care agency.

10. <u>Confidentiality of Patient Records</u>. Students and faculty understand and agree that Clinical Facility's patient files are confidential.

11. <u>Clinical Coordinator (College)</u>. College agrees to designate a coordinator for each program. The coordinator, who may be an academic instructor, shall be responsible for all teaching activities.

12. <u>Clinical Advisor (Clinical Facility)</u>. Clinical Facility agrees to designate a clinical advisor or coordinator who shall provide input to the clinical performance and evaluation of student(s), be a resource person for College's faculty and students, and shall communicate with the clinical coordinator designated by College regarding the proposed curriculum and the performance of individual students and shall arrange formal orientation to the facility for the faculty and students.

13. <u>Supervision of Students</u>. The supervision and direction of students while on site at Clinical Facility shall be the responsibility of the Clinical Coordinator (College) or designee as guided by the instructional objectives. No direct, hands-on patient care shall be provided by participating students at Clinical Facility, except in accordance with all applicable laws, Clinical Facility and Medical Staff rules, regulations, policies and procedures. District recognizes the patients' rights to refuse care provided by a student at Clinical Facility.

14. <u>Removal of Students</u>. Clinical Facility retains the right to exclude any student at any time from any clinical area. Any student who is asked to leave by Clinical Facility shall do so promptly and without protest. Clinical Facility shall also have the right, at any time, to request College to remove a student permanently from the rotation. Except as otherwise proved under any approachable policies, procedures, rules, regulations, and/or under any law, any such removal shall not require compliance with any notice, hearing or other procedural requirements.

15. <u>Patient Care</u>. Nothing in this Agreement shall be construed as conferring any right or duty upon College, its students or faculty members, to control or direct patient care or operations at Clinical Facility. Clinical Facility shall maintain sole responsibility and accountability for patient care and shall provide adequate staffing in number and competency to ensure safe and continuous health care during the term of this Agreement.

16. <u>Student Evaluation</u>. In the case of direct supervision of the students by the Clinical Instructor (College), he/she shall be responsible for student(s) evaluation. Unless otherwise mutually agreed between the Clinical Coordinator (College) and the Clinical Advisor (Clinical Facility), Clinical Facility may be responsible for submitting input to the Clinical Coordinator evaluating and appropriately documenting the performance of each student in the clinical rotation. The appropriate forms shall be provided by the Clinical Coordinator. Nothing herein shall be construed as a guarantee by or obligation of Clinical Facility regarding the performance of any student during the rotation. College shall keep records on the progress and evaluation of each student's clinical experience during a rotation for a period of three (3) years following the end of the specific rotation in which the student is involved.

17. <u>Ongoing Communication</u>. College has the privilege of regularly scheduled meetings with Clinical Facility staff, including both selected unit personnel and administrative level representatives for the purpose of interpreting, discussing, and evaluating College's health care programs at a mutually agreed upon time.

18. <u>Materials</u>. College agrees to provide students with all educational material required during the clinical program.

19. <u>Medical Library</u>. Clinical Facility agrees to provide students with access to the Medical Library during its normal business hours.

20. <u>No Payments or Other Remuneration</u>. College agrees that no fees or monetary payments of any kind shall be exchanged between Clinical Facility, its agents and employees, and College, its agents, employees and students under the terms of this Agreement. Further, neither College, its staff members, nor other representatives, shall attempt to bill or collect from any patient or from any other source fees for services provided to patients by said student.

    The only exception shall be when Clinical Facility and College mutually agree to pay a Clinical Advisor a stipend for duties directly related to College's program.

21. <u>No Right to Employment</u>. The parties agree that the students of College shall not be considered employees, agents or volunteers of Clinical Facility, nor shall any student be entitled to any right, compensation, or other benefits normally afforded to employees of Clinical Facility, including but not limited to, Social Security, unemployment and workers' compensation insurance.

22. <u>Insurance Carried by the District</u>. 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 coverage's are in effect while the student is on-site at Clinical Facility.

23. 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.

24. Student Records. Any student participating in a rotation shall, at the request of Clinical Facility, provide a current statement from his or her physician that the student is in good health and capable of participating in the rotation. Clinical Facility, upon request, may require that any student returning from an extended absence caused by illness or injury submit to a physical examination or present a statement from a physician indicating that the student is capable of resuming clinical activities. Any such physical examination shall be the financial responsibility of the student.

Any student participating in a rotation shall provide verification of annual T.B. screening, immune status for mumps, rubeola, rubella, and chicken pox, hepatitis B (or signed waiver for hepatitis B), and influenza vaccine (or signed waiver for influenza vaccine). Any student participating in a rotation shall have completed criminal background screens and drug screens prior to being placed at the community.

25. Student Medical Care. To the extent that any first aid or emergency care is required in connection with an injury or illness incurred by a student during performance of his/her clinical training during a rotation, the student shall be treated by Clinical Facility as appropriate.

26. Confidentiality of Student Record. Clinical Facility shall keep confidential and shall not disclose to any person or entity (i) student application; (ii) student health records or reports; and/or (iii) any student records as defined in California Education Code Section 76210 and the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. paragraph 1232(g), concerning any student participating in the rotation, unless disclosure is authorized by (i) the student in writing, or (ii) disclosure is ordered by a court of competent jurisdiction.

Clinical Facility shall adopt and enforce whatever policies and procedures are necessary to protect the confidentiality of student records as defined herein. Any student and instructor participating in a rotation will sign Silverado's standard HIPAA/confidentiality statement prior to programming beginning.

27. Verification. College warrants and represents that it has obtained all necessary approvals and consents from any and all agencies to enable Clinical Facility to offer the rotation to College's students participating in the Program. If requested by Clinical Facility, College will provide Clinical Facility with verification that the Program is duly licensed, duly accredited and/or certified, as applicable, by appropriate agencies. District covenants and agrees that at all times during the term hereof it shall retain such licensure, accreditation and/or certification, and its Program and faculty members shall continue to meet any and all federal, state and local requirements.

28. 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 non-performance 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.

29. Governing Law. This Agreement shall be governed by and constructed in accordance with the laws of the State of California.

30. Assignment. Neither party hereto may assign this Agreement or delegate its duties hereunder without the prior written consent of the other party which can and may be withheld by either party in its sole and absolute discretion.

31. Effective Date Termination. This Agreement shall become effective on March 10, 2015, and shall remain in effect for five (5) years or until terminated by either party in accordance with this section. Either party may terminate this Agreement without cause by giving sixty (60) days prior written notice to the other party of its intention to terminate. In the event a rotation is in progress, any written notice to terminate with or without cause shall become effective at the expiration of the rotation. Notwithstanding the foregoing, in the event the Program is discontinued by College during its Term, this Agreement shall immediately terminate without further action by the parties hereto.

32. Notices. Any notices to be given hereunder by either party to the other may be effectuated only in writing and delivered either by personal deliver, or by U. S. mail. Mailed notices shall be addressed to the persons at the addresses set forth below, but each party may change the address by written notice in accordance with this paragraph. Notices delivered personally will be deemed communicated as of actual receipt; mailed notices will be deemed communicated as of ten (10) days after mailing.

To Clinical Facility:

_____

Silverado Senior Living – Newport Mesa
350 W. Bay Street
Costa Mesa, CA 92627

To College:

Director of Nursing
Santa Ana College
1530 17th Street
Santa Ana, CA   92706

With a copy to:

Rancho Santiago Community College District
2323 North Broadway
Santa Ana, CA   92706
ATTN: Vice Chancellor
Business Operations/Fiscal Services

33. <u>Entire Agreement</u>. This Agreement and all attachments hereto, constitute the entire agreement of the parties. There are no representations, covenants or warranties other than those expressly stated herein. No waivers or modification of any of the terms hereof shall be valid unless in writing and signed by both parties.

Clinical Facility

By: _____

Typed Name: _____

Title: _____

Date: _____

Rancho Santiago Community College District

By: _____

Typed Name: <u>Peter J. Hardash</u>

Title: <u>Vice Chancellor, Business Operations/Fiscal Services</u>

Date: _____

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Santa Ana College - Science, Math, and Health Sciences Division

To: Board of Trustees	Date: March 9, 2015
Re: Approval for Nursing Program Agreement – Chamberlain College of Nursing	
Action: Request for Approval	

BACKGROUND
This is an articulation agreement with Chamberlain College of Nursing, based in Downers Grove, Illinois, to be a provider of graduate educational and training for students pursuing careers in nursing education. This agreement allows Santa Ana College Associate Degree Nursing students to pursue a Bachelor's Degree in Nursing from Chamberlain College.

ANALYSIS
This agreement with Chamberlain College of Nursing, allows for students to transfer from Santa Ana College to Chamberlain College of Nursing to pursue a Bachelor's Degree in Nursing once prospective students meet Chamberlain College of Nursing's eligibility requirements. This agreement allows the Santa Ana College Nursing Program graduates to receive a discount of 10% off the Chamberlain College of Nursing program rates. The agreement covers the scope of program operations as well as other issues relating to responsibilities for both parties. The agreement has been reviewed by district and college staff. The agreement carries no costs or other financial arrangements and is in effect for five (5) years in one (1) year automatic renewal increments.

RECOMMENDATION
It is recommended that the Board of Trustees approve this articulation agreement
with Chamberlain College of Nursing, based in Downers Grove, Illinois.

Fiscal Impact: None	Board Date: March 9, 2015
Prepared by: Omar Torres, Vice President of Academic Affairs, SAC	
Submitted by: Erlinda J. Martinez, Ed.D., President, Santa Ana College	
Recommended by: Raúl Rodríguez, Ph.D., Chancellor, RSCCD	

ARTICULATION AGREEMENT

Between
Chamberlain College of Nursing and
Rancho Santiago Community College District
on Behalf of Santa Ana College

For Transfer of Santa Ana College's Associate of Science in Nursing degree.

Statement of Purpose
The purpose of this articulation is to provide a basis for a cooperative relationship between Chamberlain College of Nursing and Rancho Santiago Community College District on Behalf of Santa Ana College to benefit students who desire to complete a bachelor's degree. The intent is for Santa Ana College students completing the AS degree plan to move seamlessly to the BSN degree plan.

Transfer Agreement
Graduates from Santa Ana College with an Associate Degree in Nursing and proof of RN licensure may be awarded up to 82 proficiency credit hours through the Chamberlain College of Nursing Articulation Plan (CCAP). This includes 37 liberal arts and sciences credits and 45 nursing credits.

This articulation is made explicitly subject to the terms of Chamberlain's admission requirements, academic policies, program requirements, and course descriptions, including but not limited to the Chamberlain academic catalog, student handbook and academic policy regarding transfer of external credit (all of the foregoing collectively referred to herein as the "Chamberlain Policies"). In the event of any conflict between or among Chamberlain Policies or elsewhere in this articulation, the terms of the Chamberlain Policies shall prevail.

Addendum One: Santa Ana College Curriculum
Associate of Science in Nursing Course Requirements

Admission Information
Santa Ana College students are eligible for admission to Chamberlain College of Nursing provided they meet the following requirements:

a. Submit a complete application for admission to Chamberlain College of Nursing, and
b. Is a registered nurse with a current, active RN license in the U.S. or in a jurisdiction that is an associate member of the National Council of State Boards of Nursing (NCSBN), and
c. Has a minimum cumulative grade point average of 2.0 on a 4.0 scale.

* Please refer to http://www.chamberlain.edu/admissions/undergraduate/Bachelor-of-Science-in-Nursing-%28BSN%29-Degree/rn-to-bsn-online-degree-completion- for the most updated RN-BSN option Admissions information.

As Santa Ana College graduates complete the 47 credit hour requirement for the award of the BSN degree in nursing, they must meet the graduation requirements as approved by Chamberlain College of Nursing at the time of the student's admission to the Bachelors of Science program.

Term, Renewal and Changes

This Agreement has an initial term of one (1) year. Thereafter, this Agreement will automatically renew on a year to year basis for up to four (4) additional one year terms, unless either party gives the other party a minimum of thirty (30) days prior written notice of non-renewal. Notwithstanding the foregoing, either party may terminate this Agreement for a material breach by the other part upon giving the other party fifteen (15) days prior written notice specifically identifying the alleged breach, provided that the breaching party does not cure the breach within the fifteen (15) day cure period.

The Chamberlain and Santa Ana College Presidents, or their designees, must approve amendments to this Agreement and no such amendments or alterations will be effective unless in writing and signed by the authorized representative of each party.

Reduced Tuition Pricing

Santa Ana College employees and graduates who enroll in and attend a Chamberlain online post-licensure nursing program will receive a special tuition rate charged at 90% of the prevailing tuition rate for the applicable program. The special tuition rate is effective on the date of this Agreement as set forth above and will remain in effect during the term of this Agreement, except that the special tuition rate will not apply until the first term after the execution of this Agreement. Tuition and expenses are calculated each session and subject to change. A prepared financial statement is available each month and outlines the charges and balance due. Please refer to **chamberlain.edu/tuition** for the most updated information on tuition and expenses. Non-tuition expenses such as books, student activity fees, lab fees, and miscellaneous supplies that may be charged to students by Chamberlain are not eligible for the special tuition rate. Institution's employees and students are subject to all other requirements, rules, policies and procedures as set forth in the Chamberlain catalogs and addenda, as amended from time to time. This Agreement applies to all of Institution's employees who are Chamberlain students, whether new or continuing. Institution's student enrollment numbers shall be reviewed following each semester, or three times per year.

In no event will Santa Ana College 's employees and graduates who are Chamberlain students receive a credit, repayment, reparation or refund of any money previously paid or due for any class taken before or pending on the Effective Date of this Agreement.

Disclaimer, Limitation

Chamberlain hereby disclaims all warranties, including without limitation, any implied warranty of merchantability or fitness for a particular purpose. Notwithstanding anything to the contrary, Chamberlain's aggregate maximum liability arising from or in any way related to this articulation (whether in contract, tort, strict liability or otherwise) shall not exceed One Thousand Dollars ($1,000). In no event will Chamberlain be liable for any indirect, consequential, incidental, special or punitive damages of any kind.

Limited License, Promotion and Indemnification

Santa Ana College will provide opportunities for representatives of Chamberlain to visit Santa Ana College locations and disseminate information about Chamberlain College of Nursing's programs and this Agreement. The marketing plans may include but are not limited to:

- Introductory letter with brochure and microsite to current students announcing Education Agreement and nursing programs

SAC-15-017

- Brochures, inquiry cards, and posters with tear offs to be distributed and posted around Santa Ana College regions for the purpose of informing potential students of Chamberlain programs
- Annual meetings with chief contact to track progress on the partnership
- Press releases announcing partnerships
- Listing partnership on websites

Santa Ana College is hereby granted a limited, non-exclusive license to use the Chamberlain name, tradenames, trademarks, and logos during the terms of this Agreement for the sole purpose of fulfilling the terms of this Agreement; and Chamberlain is hereby granted a limited, non-exclusive license to use Santa Ana College's name, trade names, trademarks, and logos during the term of this Agreement for the sole purpose of fulfilling the terms of this Agreement.

Upon termination of this Agreement, the limited licenses set forth in this section will immediately terminate and each party shall (i) cease all such aforementioned use; and (ii) discard, destroy or delete any printed and electronic materials containing the name, tradename, trademark, or logo of the other party. Neither party shall use the name, tradename, logo, or trademark of the other party in any way that would cause confusion in the public mind as to the relationship between the parties and, except for the limited license set forth in this section, neither party shall by virtue of this Agreement gain any right, title, or interest in any name, tradename, trademark, or logo of the other party. Each part shall indemnify and hold harmless the other party from any and all damages and liability arising in any way related to its respective breach of the restrictions set forth in herein; provided that the indemnified party gives the indemnifying party prompt written notice of any indemnified claim and tenders defense of such claim to the indemnifying party. The indemnified party shall not settle any indemnified claim without the prior a written consent of the indemnifying party. This section shall survive termination of this Agreement for any reason.

Miscellaneous
This Agreement sets forth the entire and complete statement of intent between the parties as to the subject matter hereof. This Agreement shall not be altered, amended or construed by any prior or contemporaneous oral or written agreement or undertaking between the parties. This Agreement will be governed by the laws of the state of California without regard for its conflicts of laws principles. The relationship of the parties is and shall remain that of independent contractors and the parties shall not be or be deemed partners or joint ventures. Neither party shall have any authority to contract for or bind the other. Neither party may subcontract or assign this Agreement, except that Chamberlain may assign this Agreement to any parent.

Agreement Approvals
Each party signing this Agreement is authorized by their institution to enter into this Agreement on behalf of their institution.

Chamberlain College of Nursing, LLC   **Santa Ana College**

_____   _____
Larry Veeneman   Peter J. Hardash
National Senior Director of Admission   Vice Chancellor of Fiscal Services/Business Operations

_____   _____
Date   Date

Addendum One: Santa Ana College Curriculum

Associate of Science in Nursing
Major Requirements for the Associate Degree in Nursing

The following courses may be taken while on the entry list:		
Course		**Units**
Nursing-Registered 112	Nursing Concepts	1.5
Nursing-Registered 103	Pharmacological Concepts for Nursing	3.0
*Nursing Registered 200	Role Transition	(2.0)

*Must be taken by all advanced placement students

First Year		
First Semester		
Nursing-Registered 101	Nursing Process: Non-Critical Adults	4.5
Nursing-Registered 101L	Nursing Actions: Non-Critical Adults	5.0
Second Semester		
Nursing-Registered 102	Nursing Process: Women, Parents and Children	4.0
Nursing-Registyered 102L	Nursing Actions: Women, Parents and Children	4.6

Second Year		
Third Semester		
Nursing-Registered 201	Nursing Process: Critical Biological and Psychosocial System Needs I	4.0
Nursing-Registered 201L	Nursing Actions: Critical Biological and Psychosocial System Needs I	5.0
Fourth Semester		
Nursing-Registered 202	Nursing Process: Critical Biological and Psychosocial System Needs II	4.0
Nursing-Registered 202L	Nursing Actions: Critical Biological and Psychosocial System Needs II	5.4
		Total: 41.0

Graduation Requirements For the Associate Degree in Nursing:

Course	Units
Total nursing units required	41
**Biology 239, General Human Anatomy	4
Biology 249, Human Physiology	4
Biology 139, Health Microbiology	4

**English 101/101H	4
**Speech Communication 102 or 145/145H (at SAC) OR Communication 101 or 110 (at SCC)	3
**Sociology 100/100H	3
**Psychology 100/100H	3
**Select one course from the Associate Degree Plan A, Social and Behavioral Science category, American Institutions	3
**Select one course from the Associate Degree Plan A, Humanities category	3
	Total: 72

 **The asterisks before courses indicate they are not required for Option III - 30 unit option students.

Cultural Breadth, Computer Skills Competency, and Lifelong Understanding/Self-Development requirements are met for nursing students by completion of the major.

Math proficiency for graduation: Successful completion of the Santa Ana College Math Proficiency Exam or completion of Intermediate Algebra 080/081.

The California BRN stipulates that RN students must complete sixteen (16) units of natural, behavioral, and social sciences as well as six (6) units of communications skills, to qualify for examination and licensure.

Please note: Science courses must have been completed within five (5) years prior to the student being added to the waiting list for the nursing program.

Addendum Two: (Sample Course Match below)

Santa Ana College
Santa Ana College
1530 W. 17th Street Santa Ana, CA 92706
Semester
Western Association of Schools and Colleges

All courses evaluated using the (2013-2014) catalog.

Transfer of courses is considered on an individual basis. A grade of "C" or higher is required for all transfer credits. Courses transferring in for biology or chemistry credit must have been completed within the past 10 years in order to be considered for transfer credit. Applicants are required to provide official transcript(s). An official transfer credit evaluation will be completed upon receipt of these transcript(s). Please visit http: www.chamberlain.edu/student-consumer-information for additional information regarding transfer credit guidelines.

Course equivalency table is current as of (9/12/13). Course equivalencies are subject to change. Please see an admissions representative for the steps to complete an official transfer credit evaluation.

Transferring Institution - Santa Ana College			CCN Equivalent		
Course Number	Course Title	Credit Hrs.	Course Number	Course Title	Credit Hrs.
ART 101	Survey of Western Art History I: Prehistory Through the Middle Ages	3	HUMN 1TR	Humanities Elective	3
ART 102	Survey of Western Art History II: Renaissance Through the Twentieth Century	3	HUMN 1TR	Humanities Elective	3
ART 103	African Art History	3	HUMN 1TR	Humanities Elective	3
ART 104	Mexican and Chicano Art History	3	HUMN 1TR	Humanities Elective	3
ART 105	History of Modern Art	3	HUMN 1TR	Humanities Elective	3
ART 106	Asian Art History	3	HUMN 1TR	Humanities Elective	3
ART 108	Contemporary Art History: Art Since Mid-Century	3	HUMN 1TR	Humanities Elective	3
CHNS 101	Elementary Chinese I	5	HUMN 1TR	Humanities Elective	3
CHNS 102	Elementary Chinese II	5	HUMN 1TR	Humanities Elective	3
DNCE 100	Dance History and Appreciation	3	HUMN 1TR	Humanities Elective	3
DNCE 100H	Honors Dance History and Appreciation	3	HUMN 1TR	Humanities Elective	3
ENGL 102	Literature and Composition	4	ENGL 147	Advanced English	3
ENGL 102H	Honors Literature and Composition	4	ENGL 147	Advanced English Composition	3
ENGL 103	Critical Thinking and Writing	4	ENGL 147	Advanced English	3
ENGL 103H	Honors Critical Thinking and Writing	4	ENGL 147	Advanced English Composition	3
ENGL 211	Creative Writing I/Fiction	3	LTRE 2TR	Literature Elective	3
ENGL 212	Creative Writing II/Fiction	3	LTRE 2TR	Literature Elective	3
ENGL 214	Creative Writing I/Poetry	3	LTRE 2TR	Literature Elective	3
ENGL 215	Creative Writing II/Poetry	3	LTRE 2TR	Literature Elective	3
ENGL 220	Survey of the Bible as Literature	3	LTRE 2TR	Literature Elective	3

ENGL 231	Survey of English Literature	3	LTRE 2TR	Literature Elective	3
ENGL 232	Survey of English Literature	3	LTRE 2TR	Literature Elective	3
ENGL 233A	Shakespeare's Comedies and Romances	3	LTRE 2TR	Literature Elective	3

ENGL 233B	Shakespeare's Tragedies and History Plays	3	LTRE 2TR	Literature Elective	3
ENGL 233C	Shakespeare Theatre	3	LTRE 2TR	Literature Elective	3
ENGL 233D	Shakespeare's Theatre	3	LTRE 2TR	Literature Elective	3
ENGL 241	Survey of American Literature 1600-	3	LTRE 2TR	Literature Elective	3
ENGL 242	Survey of American Literature, 1865-Present	3	LTRE 2TR	Literature Elective	3
ENGL 243	The Modern American Novel	3	LTRE 2TR	Literature Elective	3
ENGL 245	The Image of African Americans in Literature and Films	3	LTRE 2TR	Literature Elective	3
ENGL 246	Survey of Chicano Literature	3	LTRE 2TR	Literature Elective	3
ENGL 270	Children's Literature	3	LTRE 2TR	Literature Elective	3
ENGL 271	Survey of World Literature	3	LTRE 2TR	Literature Elective	3
ENGL 272	Survey of World Literature	3	LTRE 2TR	Literature Elective	3
ENGL 278	Survey of Literature by Women	3	LTRE 2TR	Literature Elective	3
HIST 101	World Civilizations to the 16th Century	3	HIST 1TR	History Elective	3
HIST 101H	Honors-World Civilizations to the 16th Century	3	HIST 1TR	History Elective	3
HIST 102	World Civilizations Since the 16th Century	3	HIST 1TR	History Elective	3
HIST 102H	Honors World Civilizations Since the 16th Century	3	HIST 1TR	History Elective	3
HIST 105	Ancient Mesoamerican Civilization	3	HIST 1TR	History Elective	3
HIST 118	Social and Cultural History of the United States	3	HIST 1TR	History Elective	3
HIST 120	The United States to 1865	3	HIST 1TR	History Elective	3
HIST 120H	Honors the United States to 1865	3	HIST 1TR	History Elective	3
HIST 121	The United States Since 1865	3	HIST 1TR	History Elective	3
HIST 121H	Honors the United States since 1865	3	HIST 1TR	History Elective	3
HIST 124	Mexican-American History in the United States	3	HIST 1TR	History Elective	3
HIST 124H	Honors Mexican-American History in the United States	3	HIST 1TR	History Elective	3
HIST 125	Native Americans in the U.S	3	HIST 1TR	History Elective	3
HIST 127	Women in U.S. History	3	HIST 1TR	History Elective	3
HIST 133	History of California	3	HIST 1TR	History Elective	3
HIST 146	African American History from 1863 to the Present	3	HIST 1TR	History Elective	3
HIST 150	Latin American Civilization to Independence	3	HIST 1TR	History Elective	3
HIST 151	Modern Latin American Civilization	3	HIST 1TR	History Elective	3
HIST 153	History of Mexico	3	HIST 1TR	History Elective	3
HIST 163	Introduction to Southeast Asia History	3	HIST 1TR	History Elective	3

HIST 181	Survey of Chicana/Latina Women's History	3	HIST 1TR	History Elective	3
JAPN 101	Elementary Japanese I	5	HUMN 1TR	Humanities Elective	3
JAPN 102	Elementary Japanese II	5	HUMN 1TR	Humanities Elective	3
MATH 140	College Algebra	4	MATH 114	Algebra for College	4
MATH 150	Calculus for Biological, Management and Social Sciences	4	MATH 114	Algebra for College Students	4
MATH 170	Pre-Calculus Mathematics	4	MATH 114	Algebra for College	4
MATH 180	Analytic Geometry and Calculus	4	MATH 114	Algebra for College Students	4
MATH 180H	Honors Analytic Geometry and Calculus	4	MATH 114	Algebra for College Students	4
MATH 185	Analytic Geometry and Calculus	4	MATH 114	Algebra for College Students	4
MATH 219	Statistics and Probability	4	MATH 221	Statistics for Decision-	4
MATH 219H	Honors Statistics and Probability	4	MATH 221	Statistics for Decision-Making	4
MATH 280	Intermediate Calculus	4	MATH 114	Algebra for College	4
MATH 287	Introduction to Linear Algebra and Differential Equations	5	MATH 114	Algebra for College Students	4
PHIL 106	Introduction to Philosophy	3	PHIL 1TR	Philosophy Elective	3
PHIL 106H	Honors Introduction to Philosophy	3	PHIL 1TR	Philosophy Elective	3
PHIL 112	World Religions	3	RELI 1TR	Religion Elective	3
PHIL 118	History of Philosophy	3	PHIL 1TR	Philosophy Elective	3
SIGN 110	American Sign Language I	3	HUMN 1TR	Humanities Elective	3
SIGN 111	American Sign Language II	3	HUMN 1TR	Humanities Elective	3
SIGN 112	American Sign Language III	3	HUMN 1TR	Humanities Elective	3
SOCS 219H	Honors Statistics and Probability	4	MATH 221	Statistics for Decision-Making	4
SOCS 219	Statistics and Probability	4	MATH 221	Statistics for Decision-	4
SPAN 101	Elementary Spanish I	5	HUMN 1TR	Humanities Elective	3
SPAN 101H	Honors Elementary Spanish I	5	HUMN 1TR	Humanities Elective	3
SPAN 102	Elementary Spanish II	5	HUMN 1TR	Humanities Elective	3
SPAN 102H	Honors Elementary Spanish II	5	HUMN 1TR	Humanities Elective	3
SPAN 195A	Advanced Conversational Spanish	3	HUMN 1TR	Humanities Elective	3
SPAN 195B	Advanced Conversational Spanish	3	HUMN 1TR	Humanities Elective	3
SPAN 201	Intermediate Spanish I	5	HUMN 2TR	Humanities Elective	3
SPAN 201H	Honors Intermediate Spanish I	5	HUMN 2TR	Humanities Elective	3
SPAN 202	Intermediate Spanish II	5	HUMN 2TR	Humanities Elective	3
SPAN 202H	Honors Intermediate Spanish II	5	HUMN 2TR	Humanities Elective	3
SPAN 212	College Business Spanish	3	HUMN 2TR	Humanities Elective	3
SPAN 213	College Spanish Composition	3	HUMN 2TR	Humanities Elective	3
VIET 101	Elementary Vietnamese I	5	HUMN 1TR	Humanities Elective	3
VIET 102	Elementary Vietnamese II	5	HUMN 1TR	Humanities Elective	3

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Santa Ana College - Science, Math, and Health Sciences Division

To:	Board of Trustees	Date: March 9, 2015
Re:	Approval of Renewal for Nursing Program Agreement – College Hospital Partial Hospitalization Program	
Action:	Request for Approval	

BACKGROUND
Students in the nursing program are required to participate in clinical rotation activities at sites throughout the community in order to gain practical field experiences and to apply knowledge and skills learned in college classes. The proposed clinical affiliation agreement renewal with College Hospital Partial Hospitalization Program, located in Santa Ana, California, will yield appropriate clinical rotation activities for the programs.

ANALYSIS
The clinical affiliation agreement covers the scope of program's operations of the facility as well as other issues relating to responsibilities for both parties. The agreement has been reviewed by college and district. The agreement carries no costs or other financial arrangements.

RECOMMENDATION
It is recommended that the Board of Trustees approve this renewal of the clinical affiliation agreement with College Hospital Partial Hospitalization Program, located in Santa Ana, California.

Fiscal Impact:	None	Board Date: March 9, 2015
Prepared by:	Omar Torres, Vice President of Academic Affairs, SAC	
Submitted by:	Erlinda J. Martinez, Ed.D., President, Santa Ana College	
Recommended by:	Raúl Rodríguez, Ph.D., Chancellor, RSCCD	

STANDARD CLINICAL AFFILIATION AGREEMENT

This standard Clinical Affiliation Agreement (the "Agreement") is made and entered into between the Rancho Santiago Community College District, a public educational agency ("District") located at 2323 North Broadway, Santa Ana, California and College Hospital Partial Hospitalization Program ("Clinical Facility"), located at 1634 W. 19th Street, Santa Ana, California.

WHEREAS, District and Clinical Facility desire to contribute to community health education;

WHEREAS, District operates Santa Ana College ("College") and College is a duly accredited educational institution that conducts Nursing/Health Sciences program(s) (the "Program");

WHEREAS, District has obtained all necessary licenses, consents and/or approvals to conduct the Program from the State of California and any other applicable government agency;

WHEREAS, Clinical Facility operates a duly licensed health care agency at the address listed above and has obtained all necessary licenses, consents, and approvals;

WHEREAS, as part of the Program, students are required to participate in a clinical experience rotation;

WHEREAS, District desires to affiliate with the Clinical Facility in order that students may participate in a clinical experience rotation at the Clinical Facility; and

WHEREAS, District and Clinical Facility desire to enter into this Agreement to memorialize their respective rights, duties, and obligations with respect to the clinical experience rotation of students of the College's Program.

For purposes of this Agreement, the following definitions shall apply:

"District" shall refer to the Rancho Santiago Community College District, its member Colleges, the District's Governing Board, and each of their trustees, employees, agents, representatives, successors and assigns;

"College" shall refer to Santa Ana College, and each of its employees, agents, representatives and assigns;

"Clinical Facility" shall refer to College Hospital Partial Hospitalization Program, its parents, subsidies, related companies, and each of their officers, directors, employees, agents, representatives, successors, and assigns;

SAC-15-015

3.3 (2)

The "Program" shall refer to the Clinical training in health science programs; and

NOW, THEREFORE, in consideration of the following covenants, conditions and agreements, the parties hereto agree as follows:

TERMS

1. Clinical Experience Rotation. Clinical Facility agrees to provide students of the Program who are specified by College with a clinical experience rotation ("Rotation"), in accordance with standards established by governmental agencies and recognized professional accrediting agencies, and subject to the terms and conditions of this Agreement.

2. Development of Curriculum. College shall be fully responsible for the development, planning, and administration of the program, including, without limitation, programming, administration, matriculation, promotion and graduation. College acknowledges and agrees that the Rotation is intended to meet certain educational performance objectives, and College shall provide a copy of such performance objectives to Clinical Facility on or before student placement. Clinical Facility shall be fully responsible for the availability and appropriateness of the learning environment in relation to the program's written objectives.

3. Exposure to Bloodbourne Pathogens. Program students and college faculty will comply with the final regulations issued by the Occupational Safety and Health Administration governing employee exposure to bloodbourne pathogens in the workplace under Section VI(b) of the Occupational Safety and Health Act of 1970, which regulations became effective March 6, 1992 (the "Regulations"), including but not limited to responsibility as the employer to provide all program students with (a) information and training about the hazards associated with blood and other potentially infectious materials, (b) information and training about the protective measures to be taken to minimize the risk of occupational exposure to bloodbourne pathogens, (c) training in the appropriate actions to take in an emergency involving exposure to blood and other potentially infectious materials, and (d) information as to the reasons the program student should participate in hepatitis B vaccination and post-exposure evaluation and follow-up.

4. Applicable Procedure: Acceptance. College agrees to provide Clinical Facility with a list of the name(s) of students who will be participating in a rotation.

5. Nondiscrimination. The parties agree not to discriminate in the selection, placement or evaluation of any student or faculty member because of race, creed, national origin, religion, sex, marital status, age, handicap, and/or medical condition. The Rancho Santiago Community College District complies with all Federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, gender or disability. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. Harassment of any

SAC-15-015

3.3 (3)

employee/student with regard to race, color, national origin, gender or disability is strictly prohibited. Inquiries regarding compliance and/or grievance procedures may be directed to District's Title IX Officer and/or Section 504/ADA Coordinator.

6. <u>Academic Year</u>. The academic year consists of Fall, and Spring semesters, Summer session and Winter break intersession.

7. <u>Rotation Schedule</u>. The rotation schedule shall be determined by College and Clinical Facility and may be amended from time to time by agreement of the parties. The number of students in each rotation shall be limited to a number mutually agreed upon by both parties, not to exceed the number specified by the accrediting agency(s).

8. <u>Orientation</u>. Clinical Facility and College shall provide an orientation for assigned students and faculty participating in each rotation.

9. <u>Compliance with Clinical Facility Rules</u>. Clinical Facility shall make available all applicable governing instruments, policies and procedures, rules and regulations of Clinical Facility to each student participating in a rotation, and student shall comply with these rules.

   In providing the students with the clinical rotation that is the subject of this Agreement, Clinical Facility shall comply with all applicable laws, rules, regulations, statutes, policies, procedures, and ordinances and shall be consistent with the professional standards of a health care agency.

10. <u>Confidentiality of Patient Records</u>. Students and faculty understand and agree that Clinical Facility's patient files are confidential.

11. <u>Clinical Coordinator (College)</u>. College agrees to designate a coordinator for each program. The coordinator, who may be an academic instructor, shall be responsible for all teaching activities.

12. <u>Clinical Advisor (Clinical Facility)</u>. Clinical Facility agrees to designate a clinical advisor or coordinator who shall provide input to the clinical performance and evaluation of student(s), be a resource person for College's faculty and students, and shall communicate with the clinical coordinator designated by College regarding the proposed curriculum and the performance of individual students and shall arrange formal orientation to the facility for the faculty and students.

13. <u>Supervision of Students</u>. The supervision and direction of students while on site at Clinical Facility shall be the responsibility of the Clinical Coordinator (College) or designee as guided by the instructional objectives. No direct, hands-on patient care shall be provided by participating students at Clinical Facility, except in accordance with all applicable laws, Clinical Facility and Medical Staff rules, regulations, policies and procedures. District recognizes the patients' rights to refuse care provided by a student at Clinical Facility.

14. <u>Removal of Students</u>. Clinical Facility retains the right to exclude any student at any time from any clinical area. Any student who is asked to leave by Clinical Facility shall do so promptly and without protest. Clinical Facility shall also have the right, at any time, to request College to remove a student permanently from the rotation. Except as otherwise proved under any approachable policies, procedures, rules, regulations, and/or under any law, any such removal shall not require compliance with any notice, hearing or other procedural requirements.

15. <u>Patient Care</u>. Nothing in this Agreement shall be construed as conferring any right or duty upon College, its students or faculty members, to control or direct patient care or operations at Clinical Facility. Clinical Facility shall maintain sole responsibility and accountability for patient care and shall provide adequate staffing in number and competency to ensure safe and continuous health care during the term of this Agreement.

16. <u>Student Evaluation</u>. In the case of direct supervision of the students by the Clinical Instructor (College), he/she shall be responsible for student(s) evaluation. Unless otherwise mutually agreed between the Clinical Coordinator (College) and the Clinical Advisor (Clinical Facility), Clinical Facility may be responsible for submitting input to the Clinical Coordinator evaluating and appropriately documenting the performance of each student in the clinical rotation. The appropriate forms shall be provided by the Clinical Coordinator. Nothing herein shall be construed as a guarantee by or obligation of Clinical Facility regarding the performance of any student during the rotation. College shall keep records on the progress and evaluation of each student's clinical experience during a rotation for a period of three (3) years following the end of the specific rotation in which the student is involved.

17. <u>Ongoing Communication</u>. College has the privilege of regularly scheduled meetings with Clinical Facility staff, including both selected unit personnel and administrative level representatives for the purpose of interpreting, discussing, and evaluating College's health care programs at a mutually agreed upon time.

18. <u>Materials</u>. College agrees to provide students with all educational material required during the clinical program.

19. <u>Medical Library</u>. Clinical Facility agrees to provide students with access to the Medical Library during its normal business hours.

20. <u>No Payments or Other Remuneration</u>. College agrees that no fees or monetary payments of any kind shall be exchanged between Clinical Facility, its agents and employees, and College, its agents, employees and students under the terms of this Agreement. Further, neither College, its staff members, nor other representatives, shall attempt to bill or collect from any patient or from any other source fees for services provided to patients by said student.

The only exception shall be when Clinical Facility and College mutually agree to pay a

Clinical Advisor a stipend for duties directly related to College's program.

21. <u>No Right to Employment</u>. The parties agree that the students of College shall not be considered employees, agents or volunteers of Clinical Facility, nor shall any student be entitled to any right, compensation, or other benefits normally afforded to employees of Clinical Facility, including but not limited to, Social Security, unemployment and workers' compensation insurance.

22. <u>Insurance Carried by the District</u>. 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.

23. <u>Insurance Carried by Clinical Facility</u>. 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.

24. <u>Student Health Records</u>. Any student participating in a rotation shall, at the request of Clinical Facility, provide a current statement from his or her physician that the student is in good health and capable of participating in the rotation. Clinical Facility, upon request, may require that any student returning from an extended absence caused by illness or injury submit to a physical examination or present a statement from a physician indicating that the student is capable of resuming clinical activities. Any such physical examination shall be the financial responsibility of the student.

    Any student participating in a rotation shall provide verification of annual T.B. screening, immune status for rubeola, rubella, and chicken pox, hepatitis B (or signed waiver for hepatitis B).

25. <u>Student Medical Care</u>. To the extent that any first aid or emergency care is required in connection with an injury or illness incurred by a student during performance of his/her clinical training during a rotation, the student shall be treated by Clinical Facility as appropriate.

26. <u>Confidentiality of Student Record</u>. Clinical Facility shall keep confidential and shall not disclose to any person or entity (i) student application; (ii) student health records or reports; and/or (iii) any student records as defined in California Education Code Section 76210 and the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. paragraph 1232(g), concerning any student participating in the rotation, unless disclosure is authorized by (i) the student in writing, or (ii) disclosure is ordered by a court of competent jurisdiction.

    Clinical Facility shall adopt and enforce whatever policies and procedures are necessary to protect the confidentiality of student records as defined herein.

27. <u>Verification</u>. College warrants and represents that it has obtained all necessary approvals and consents from any and all agencies to enable Clinical Facility to offer the rotation to College's students participating in the Program. If requested by Clinical Facility, College will provide Clinical Facility with verification that the Program is duly licensed, duly accredited and/or certified, as applicable, by appropriate agencies. District covenants and agrees that at all times during the term hereof it shall retain such licensure, accreditation and/or certification, and its Program and faculty members shall continue to meet any and all federal, state and local requirements.

28. <u>Indemnification</u>. 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 non-performance 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.

29. <u>Governing Law</u>. This Agreement shall be governed by and constructed in accordance with the laws of the State of California.

30. <u>Assignment</u>. Neither party hereto may assign this Agreement or delegate its duties hereunder without the prior written consent of the other party which can and may be withheld by either party in its sole and absolute discretion.

31. <u>Effective Date Termination</u>. This Agreement shall become effective on March 24, 2015 and shall remain in effect until March 25, 2018 unless sooner terminated by either party in accordance with this section. Either party may terminate this Agreement without

cause by giving ninety (90) days prior written notice to the other party of its intention to terminate. In the event a rotation is in progress, any written notice to terminate with or without cause shall become effective at the expiration of the rotation. Notwithstanding the foregoing, in the event the Program is discontinued by College during its Term, this Agreement shall immediately terminate without further action by the parties hereto.

32. Notices. Any notices to be given hereunder by either party to the other may be effectuated only in writing and delivered either by personal deliver, or by U. S. mail. Mailed notices shall be addressed to the persons at the addresses set forth below, but each party may change the address by written notice in accordance with this paragraph. Notices delivered personally will be deemed communicated as of actual receipt; mailed notices will be deemed communicated as of ten (10) days after mailing.

To Clinical Facility:
Chief Operating Officer
College Hospital Partial Hospitalization Program
1634 19th Street, Suite C
Santa Ana, CA   92705

To College:
Director of Nursing
Santa Ana College
1530 West 17th Street
Santa Ana, CA   92706

With a copy to:
Rancho Santiago Community College District
2323 North Broadway
Santa Ana, CA   92706
ATTN: Vice Chancellor
Business Operations/Fiscal Services

33. Entire Agreement. This Agreement and all attachments hereto, constitute the entire agreement of the parties. There are no representations, covenants or warranties other than those expressly stated herein. No waivers or modification of any of the terms hereof shall be valid unless in writing and signed by both parties.

Clinical Facility

Rancho Santiago Community College District

By: _____

By: _____

Typed Name: _____

Typed Name: Peter J. Hardash

Title: _____

Title: Vice Chancellor, Business

Date: _____

Operations/Fiscal Services

Date: _____

SAC-15-015

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RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Santa Ana College - Science, Math, and Health Sciences Division

To: Board of Trustees	Date: March 9, 2015
Re: Approval of Renewal for Nursing Program Agreement – Mission Hospital	
Action: Request for Approval	

BACKGROUND
Students in the nursing program are required to participate in clinical rotation activities at sites throughout the community in order to gain practical field experiences and to apply knowledge and skills learned in college classes. The proposed clinical affiliation agreement renewal with Mission Hospital, located in Mission Viejo and Laguna Beach, California, will yield appropriate clinical rotation activities for the programs.

ANALYSIS
The clinical affiliation agreement covers the scope of program's operations of the facility as well as other issues relating to responsibilities for both parties. The agreement has been reviewed by college and district. The agreement carries no costs or other financial arrangements.

RECOMMENDATION
It is recommended that the Board of Trustees approve this renewal of the clinical affiliation agreement with Mission Hospital, located in Mission Viejo and Laguna Beach, California.

Fiscal Impact:	None	Board Date: March 9, 2015
Prepared by:	Omar Torres, Vice President of Academic Affairs, SAC	
Submitted by:	Erlinda J. Martinez, Ed.D., President, Santa Ana College	
Recommended by:	Raúl Rodríguez, Ph.D., Chancellor, RSCCD	

CLINICAL TRAINING
AFFILIATION AGREEMENT

(With School Instructor on Hospital Premises)

This Clinical Training Affiliation Agreement ("Agreement") is made and entered into as of the later of   February 11, 2015 or the execution of the Agreement by both parties (the "Effective Date") by and between Mission Hospital ("Hospital") and Rancho Santiago Community College District ("School").

RECITALS

A.   Hospital is a California nonprofit public benefit corporation that operates a general acute care hospital accredited in accordance with the standards of the Joint Commission and licensed by the California Department of Public Health.

B.   School is an institution of higher learning authorized pursuant to California law to offer health care program(s) and to maintain classes and such program(s) at hospitals for the purpose of providing clinical training for students in such classes.

C.   Hospital operates clinical facilities within Hospital which are suitable for School's clinical training programs ("the Program(s)") in the area of Nursing. School desires to establish the Program(s) at Hospital for the students of the School enrolled in the Program(s). Hospital desires to support the Program(s) to assist in training students of School.

D.   The purpose of this Agreement is to set forth the terms and conditions pursuant to which the parties will institute the Program(s) at Hospital.

AGREEMENT

NOW, THEREFORE, in consideration of the mutual covenants and promises set forth herein and for such other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

1.   RESPONSIBILITIES OF SCHOOL

1.1   Academic Responsibility. School shall develop the Program(s) curriculum and shall be responsible for offering a health care education program eligible, if necessary, for accreditation and approval by any state board or agency.

1.2   Number of Students. School shall designate and notify Hospital of the students who are enrolled and in good standing in the Program(s) to be assigned for clinical training at Hospital in such numbers as are mutually agreed upon between Hospital and School. School and Hospital will also mutually agree to the dates and length of the Program(s).

1.3   Orientation. School shall provide orientation to all students and ensure that all students receive clinical instruction and have necessary basic skills prior to the clinical experience at Hospital.

1.4   <u>Supervision</u>. School shall supervise all students in their clinical training at Hospital and provide the necessary qualified instructors for the Program(s) who must be satisfactory to Hospital. All such instructors shall be employees of School. School also shall be responsible for instruction, counseling, controlling, disciplining and all activities of students at Hospital.

1.5   <u>Documentation</u>. School shall maintain all attendance and academic records of students participating in the Program(s). School shall implement and maintain an evaluation process of the students' progress throughout the Program(s).

1.6   <u>Background Check.</u> ensure that each student obtains background check prior to training at Hospital. At a minimum, the background check shall include the following: verification of identity (social security trace); criminal background check in all counties of residence and employment for the last seven (7) years; motor vehicle records trace; and Office of Inspector General ("OIG") sanction trace.

1.7   <u>Health Clearance</u>. School shall ensure that each Student complies with Hospital's requirements for immunizations, tests, and required education including but not limited to: (a) an annual health examination, (b) Proof of TB skin test (Mantoux) within previous 12 months, repeated annually, If known skin test positive, baseline chest x-ray, annual symptom screen and repeat CXR if annual symptom review is positive. (c) Proof of immunization or immune titers to Rubeola, Rubella and Varicella, (d) proof of Tetanus, Diptheria, and Acellular Pertussis (Tdap) immunization, (e) proof of Hepatitis B vaccine, and (f) proof of annual Influenza vaccination, or declination statement for (b)-(f). School shall provide (a) proof of Aerosol Transmissible Disease (ATD) training including elements required by the Cal/OSHA ATD Standard, and (b) proof of Bloodborne Pathogen training prior to a student's and/or instructor's first clinical day and at least annually thereafter including elements required by the Cal/OSHA Bloodborne Pathogen Standard.

1.8   <u>Hospital Policies and Procedures</u>. School shall ensure that each student and instructor is aware of and understands all applicable Hospital policies and procedures and shall require each student and instructor to conform to all such Hospital policies, procedures, regulations, standards for health, safety, cooperation, ethical behavior, and any additional requirements and restrictions agreed upon by representatives of Hospital and School. School shall instruct students that they are not permitted to interfere with the activity or judgment of the health care providers at Hospital in administering care to patients in the context of training.

1.9   <u>Supplies and Equipment</u>. School shall provide and be responsible for the care and control of educational supplies, materials, and equipment used for instruction during the Program(s). School shall also be responsible, as between Hospital and School, for the cost of travel expenses and transportation, if any, incurred by students or instructors as a result of the Program(s).

1.10   <u>Confidentiality</u>. School shall instruct students regarding confidentiality of patient information, including compliance with and legal obligations pursuant to the Health Insurance Portability and Accountability Act of 1996, and the implementation regulations thereunder. No student shall have access to or have the right to review any medical record or quality assurance or peer review information except where necessary in the regular course of the Program(s). School shall ensure that all students maintain the confidentiality of any and all patient and other information received in the course of the Program(s). Further, School shall ensure that students do not discuss, transmit, or narrate in any form any patient information of a personal nature, medical or otherwise, except as a necessary part of the patient's treatment plan or the Program(s).

1.11   Insurance. School shall ensure that all students and instructors maintain professional liability insurance coverage (either independently or as an additional insured on School's policy) at a minimum of One Million Dollars ($1,000,000) per occurrence and Three Million Dollars ($3,000,000) in aggregate throughout the course of this Agreement. Further, School agrees to maintain professional and comprehensive general liability insurance at a minimum of One Million Dollars ($1,000,000) per occurrence and Three Million Dollars ($3,000,000) in aggregate throughout the course of this Agreement. Further, School shall ensure that such policies provide for notification to Hospital at least thirty (30) days in advance of any material modification or cancellation of such coverage. School also agrees to maintain statutory Workers' Compensation coverage on any individuals characterized as employees of School working at Hospital pursuant to this Agreement at all times during the course of this Agreement. School shall provide certificates evidencing all coverage referred to in this section within thirty (30) days of execution of this Agreement and thereafter, on an annual basis except that, with respect to students and instructors, such evidence will be provided prior to the date when any new student or instructor commences participation in the Program(s).

1.12   Indemnification. Except as otherwise may be provided in this Agreement, each party shall indemnify, hold harmless and defend the other party from any and all loss, liability, claim, lawsuit, injury, expense or damage whatsoever including but not limited to attorneys' fees and court costs, arising out of, incident to or in any manner occasioned by the performance or nonperformance by such indemnifying party, its agents, employees, officers, volunteers or subcontractors, of any covenant or condition of this Agreement or by the negligence, improper conduct or intentional acts or omissions of such indemnifying parties, its agents, employees, officers, volunteers, or subcontractors.

1.13   Accreditation. School shall at all times during the course of this Agreement be licensed or qualified to offer the Program(s) to students.

2.   RESPONSIBILITIES OF HOSPITAL

2.1   Access. Hospital shall permit nonexclusive access to the Program(s) to instructors and those students designated by School as eligible for participation in the Program(s) at Hospital, provided such access does not unreasonably interfere with the regular activities at Hospital. Hospital agrees to provide qualified students with access to clinical areas and patient care opportunities as appropriate to the level of understanding and education of such students and as appropriate to the provision of quality care and privacy of Hospital patients.

2.2   Implementation of Program(s). Hospital agrees to cooperate with and assist in the planning and implementation of the Program(s) at Hospital for the benefit of students from School.

2.3   Accreditation. Hospital shall maintain Hospital so that it conforms to the requirements of the California Department of Public Health and the Joint Commission.

2.4   Patient Care. Pursuant to the California Code of Regulations ("CCR"), Title 22, Section 70713, School understands and agrees that Hospital, with its Medical Staff, retains professional and administrative responsibility for Services rendered to Hospital patients. Further, School shall ensure its students and instructors conduct their activities hereunder consistent with relevant law and regulation, the Medical Staff Bylaws, the Medical Staff Rules and Regulations, Hospital policy and procedures, Emergency Medical Treatment and Active Labor Act ("EMTALA"), Title 22, the standards and requirements under the Joint Commission, professional standards,

Hospital philosophy and values and the Ethical and Religious Directives for Catholic Health Facilities. The parties understand and agree that this provision is intended to fulfill requirements of the Joint Commission and state law and is not intended to modify the independent contractor relationship nor indemnification requirements between the parties herein.

      2.5   Space and Storage. At Hospital's discretion, it will provide students with classroom space within Hospital and an acceptable amount of storage space for School's instructional materials for use in the Program(s), subject to reasonable availability.

      2.6   Removal of Students and Instructors. Hospital shall have the absolute right to determine who will administer care to its patients. In the event that any student or instructor, in the sole discretion of Hospital, fails to perform satisfactorily, fails to follow Hospital policies, procedures and regulations, or fails to meet Hospital standards for health, safety, security, cooperation or ethical behavior, Hospital shall have the right to request that School withdraw the student or instructor from the Program(s). School shall comply with Hospital's request within five (5) days of receipt of notice from Hospital and, with respect to instructors, School shall provide a replacement instructor acceptable to Hospital. Notwithstanding the foregoing, in the event of any emergency or if any student or instructor represents a threat to patient safety or personnel, Hospital may immediately exclude any student or instructor from Hospital until final resolution of the matter with School.

      2.7   Documentation. Hospital agrees to make available to instructors and qualified students of School a copy of its policies and procedures, rules and regulations, and other relevant information in order that students obtain the benefit of such documentation and in order that students comply with such policies and rules. Such copy is available at Hospital's facility for review.

      2.8   First Aid. Hospital shall be available to provide necessary emergency health care or first aid within its' capacity to students and instructors participating in the Program(s). Any emergency health care or first aid provided by Hospital shall be billed to the student, instructor or School at Hospital's normal billing rate for private-pay patients. Except as herein provided, Hospital shall have no obligation to furnish medical or surgical care to any student or instructor.

      2.9   Statement of Adequate Staffing. Hospital acknowledges that it has adequate staffing and that students participating in the Program(s) shall not be substituted for staff necessary for reasonable staffing coverage.

      2.10   Authority. Hospital shall maintain at all times full authority over and responsibility for care of its patients and may intervene and/or redirect students when appropriate or necessary.

3.   RELATIONSHIP OF THE PARTIES

      3.1   Term. The term of this Agreement shall commence as of the Effective Date and shall continue for three (3) year(s) unless terminated sooner as provided herein.

      3.2   Termination. Either party may terminate this Agreement at any time and for any reason upon at least thirty (30) days prior written notice to the other party. To the extent reasonably possible, Hospital will attempt to limit its termination of this Agreement without cause so as to allow the completion of student training for the then current academic year by any student who, at the date of mailing of said notice by Hospital, was satisfactorily participating in the Program(s).

3.3 <u>Independent Contractor</u>. In the performance of the obligations under this Agreement, it is mutually understood and agreed that School and School's instructors are at all times acting and performing as an independent contractor. Nothing in this Agreement is intended nor shall be construed to create between Hospital and School or Hospital and School's instructors an employer/employee relationship, a joint venture relationship, or a lease or landlord/tenant relationship. Students shall maintain the status of learners and neither this Agreement nor any acts pursuant to it shall be deemed to create an employment or agency relationship between Hospital and any student. Therefore, the parties understand and agree that Hospital is not responsible in any way, directly or indirectly, for any employment-related benefits for students or School's instructors. Such benefits not covered include, but are not limited to salaries, vacation time, sick leave, Workers' Compensation, and health benefits. The sole interest of Hospital is to assure that services to its patients are performed in a competent and satisfactory manner. No relationship of employer and employee is created by this Agreement and neither School, instructors, nor any student enrolled in School's Program(s), whether as a shareholder, partner, employee, independent contractor, subcontractor or otherwise, shall have any claim under this Agreement or otherwise against Hospital for vacation pay, sick leave, retirement benefits, Social Security, Workers' Compensation, disability or unemployment benefits. School shall indemnify and hold harmless Hospital from any and all liability for fees, compensation, wages and benefits of itself, its instructors or its students and from taxes on business income and other costs and expenses of an employer that Hospital would incur if, contrary to the parties' intention, School, its instructors or its students are determined to be employees of Hospital.

3.4 <u>Role of Students and Instructors</u>. It is not the intention of School or Hospital that any student or instructor occupies the position of third-party beneficiary of any obligations assumed by Hospital or School pursuant to this Agreement.

3.5 <u>Publicity</u>. Neither School nor Hospital shall cause to be published or disseminate any advertising materials, either printed or electronically transmitted, which identifies the other party or its facilities with respect to the Program(s) without the prior written consent of the other party.

3.6 <u>Records</u>. It is understood and agreed that all records, other than student evaluation records and information, shall remain the property of Hospital.

4. GENERAL PROVISIONS

4.1 <u>Entire Agreement; Amendment</u>. This Agreement including the attachments and exhibits hereto contains the complete and full agreement between the parties with respect to the subject matter hereof and shall supersede all other agreements relative to the subject matter hereof by and between the parties. This Agreement may be amended but only by an instrument in writing signed by both parties to the Agreement. The parties agree to amend this Agreement to the extent reasonably necessary for Hospital or its affiliates to comply with its tax-exempt bond obligations and covenants, to maintain tax-exempt status, and to qualify for tax-exempt financing.

4.2 <u>Assignment</u>. School shall not subcontract, assign its rights or delegate its duties under this Agreement without the prior written consent of Hospital. This Agreement shall be binding on and inure to the benefit of successors and permitted assigns of each party.

4.3 <u>Compliance</u>. School acknowledges and agrees to abide by Hospital's Corporate Responsibility Program ("CRP") and acknowledges that copies of the policies, procedures and handbooks describing the CRP are available to School and School's students. This CRP is

intended to prevent compliance violations and to promote education related to fraud, abuse, false claims including but not limited to the Deficit Reduction Act provisions, excess private benefit and inappropriate referrals. School hereby agrees, that it shall promptly report any regulatory compliance concerns either to an appropriate Hospital manager or through the Hospital's Corporate Responsibility Hotline (866-913-0275). Further, it is represented and warranted by School that all individuals providing service hereunder shall not at any time have been sanctioned by a health care regulatory agency and, finally, that investigatory activity relevant to this School shall be promptly reported through the hotline (above). Failure to abide by the CRP compliance requirements shall give Hospital the right to terminate this Agreement immediately at its sole discretion.

4.4   Governing Law. This Agreement shall be governed by and interpreted in accordance with the laws of the State of California. Any action arising out of this Agreement shall be instituted and prosecuted only in a court of proper jurisdiction in Orange County, California.

4.5   Non-Discrimination. Neither party shall discriminate against any student on the basis of race, age, religion, sex, color, creed, national origin, handicap, disability or sexual preference. In addition, the parties will fully comply with any and all applicable local, state and federal anti-discrimination regulations, statutes and judicial decisions.

4.6   Notices. Any and all notices permitted or required by this Agreement shall be in writing and shall be deemed to have been duly given (a) on the date personally delivered; (b) three business days after being mailed by United States post, certified and return receipt requested; or (c) one business day after being sent by nationally recognized overnight courier, properly addressed as follows or such other address as may later be designated by the party:

If to Hospital:	Mission Hospital 27700 Medical Center Road Mission Viejo, CA 92691 Attn: Kathleen Atchison, Manager of Professional Education
If to School:	Santa Ana College 1530 W. 17th Street Santa Ana, CA 92706 Attn: Nursing Department

4.7   Severability. The provisions of this Agreement shall be deemed severable and if any portion shall be held invalid, illegal or unenforceable for any reason, the remainder of this Agreement shall be effective and binding upon the parties.

4.8   Waiver. Any waiver of any terms, covenants and/or conditions hereof must be in writing and signed by the parties hereto. A waiver of any of the terms, covenants and/or conditions hereof shall not be construed as a waiver of any other terms, covenants and/or conditions hereof nor shall any waiver constitute a continuing waiver.

"HOSPITAL"

_____
By   Eileen Haubl
Its   Vice President and Chief Financial Officer
Date: _____

"SCHOOL"

_____
By   Peter J. Hardash
Its   Vice Chancellor of Fiscal Services/Business Operations
Date: _____

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Santa Ana College – Human Services and Technology Division

To:	Board of Trustees	Date: March 09, 2015
Re:	Approval of Amendment #7 to OTA Agreement – Cedars-Sinai Medical Center	
Action:	Request for Approval	

BACKGROUND
This is an amendment to an existing agreement that was approved by the RSCCD Board of Trustees in March, 2008.

ANALYSIS
This amendment shall remain in effect for one (1) year or until terminated by either party. The amendment has been reviewed by Dean Simon B. Hoffman and college staff. The amendment carries no costs or other financial arrangements.

RECOMMENDATION
It is recommended that the Board of Trustees approve this agreement amendment with Cedars-Sinai Medical Center in Los Angeles, California.

Fiscal Impact:	None	Board Date: March 09, 2015
Prepared by:	Omar Torres, Vice President of Academic Affairs	
	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	

January 13, 2015

Debbie Hyman, Academic Fieldwork Coordinator
Santa Ana College/Rancho Santiago Community College District
Occupational Therapy Assistant Program
1530 West 17th Street
Santa Ana, CA 92706-3398

Re: Contract – Affiliation – Seventh Amendment to Student Affiliation Agreement
Rancho Santiago Community College District – Occupational Therapy Assistant Program

Dear Ms. Hyman:

Upon execution by your University, this letter will serve as the Seventh Amendment to the Student Affiliation Agreement entered the 1st day of March, 2008 ("Agreement"), by and between Cedars-Sinai Medical Center, a California nonprofit public benefit corporation, and Rancho Santiago Community College District on behalf of Santa Ana College ("District"), with respect to the following:

1.   The first sentence of Article 2 of the Agreement is modified to read as follows:

"The term of this Agreement shall commence on the date first referenced above ("Commencement Date") and shall continue to remain in full force and effect until midnight of February 28, 2016, subject to renewal for additional one (1) year term based on the written agreement of the parties, unless sooner terminated in the manner set forth below."

2.   All other terms and provisions of the Agreement shall remain in full force and effect.

If this Amendment to the Agreement is acceptable to you, please return one signed executed agreement to Cedars-Sinai Medical Center, Department of Rehabilitation, **8631 W. 3rd St., Suite #915E, Los Angeles, CA 90048, Attn: Maria Cecilia Alpasan, Education and Quality Coordinator.**

Sincerely yours,

CEDARS-SINAI MEDICAL CENTER

_____
Joan August
Vice President, Service Line Operations

ACKNOWLEDGED AND AGREED TO
this _____ day of _____, 2015

Rancho Santiago Community College District

By: _____
Name: Peter J. Hardash
Title: Vice Chancellor
Business Operations & Fiscal Services

Form No. 3411-01 (Rev 1/01)

SAC-08-008G

3.5 (2)

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Santa Ana College – Human Services and Technology Division

To:	Board of Trustees	Date: March 09, 2015
Re:	Approval of Amendment #3 to OTA Agreement – Northridge Hospital Medical Center	
Action:	Request for Approval	

BACKGROUND
This is an amendment to an existing agreement that was approved by the RSCCD Board of Trustees in 2012.

ANALYSIS
The amendment extends the agreement for an additional one (1) year period. The amendment has been reviewed by Dean Simon B. Hoffman and college staff. The amendment carries no costs or other financial arrangements.

RECOMMENDATION
It is recommended that the Board of Trustees approve this agreement amendment with Northridge Hospital Medical Center in Northridge, California.

Fiscal Impact:	None	Board Date: March 09, 2015
Prepared by:	Omar Torres, Vice President of Academic Affairs	
	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	

THIRD AMENDMENT TO EDUCATIONAL AFFILIATION AGREEMENT

THIS THIRD AMENDMENT TO EDUCATIONAL AFFILIATION AGREEMENT ("Third Amendment") is made and entered into by and between Dignity Health, a California nonprofit public benefit corporation ("Dignity Health") doing business as Northridge Hospital Medical Center ("Hospital"), and Rancho Santiago Community College District ("District") on behalf of Santa Ana College and Santiago Canyon College ("Entity"), amending that certain Educational Affiliation Agreement entered into by the parties and dated effective January 19, 2012 (the "Agreement").

RECITALS

WHEREAS, Hospital and Entity desire to amend the Agreement to provide for certain changes in their obligations thereunder and to enter into this Third Amendment in order to document those mutually agreed upon changes.

THIRD AMENDMENT

NOW, THEREFORE, in consideration of the mutual covenants and promises set forth herein, and for such other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

1. The parties hereby amend the first sentence of Section 8 of the Agreement to read as follows:

> "Term. Notwithstanding the initial commencement and expiration dates of this Agreement, the term of this Agreement shall be renewed effective January 19, 2015 ('Renewal Effective Date') for one (1) year, commencing on the Renewal Effective Date, unless sooner terminated as otherwise provided for hereunder, and may be renewed by mutual written agreement of the parties."

2. All other terms and conditions of the Agreement shall remain unchanged, and except as expressly modified by this Third Amendment, the Agreement shall remain in full force and effect.

3. This Third Amendment may be executed in two or more counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same instrument. When signed in pen ink, this Third Amendment may be delivered between the parties by facsimile transmission or scanned email attachment, and said copy shall be treated in all respects as an original.

SIGNATURE PAGE FOLLOWS

1

PAS-[103221]-149957-675562
SAC-12-022C

3.6 (2)

SIGNATURE PAGE TO THIRD AMENDMENT TO EDUCATIONAL AFFILATION AGREEMENT

IN WITNESS WHEREOF, the parties have caused this Third Amendment to be executed at Northridge, California to be effective as of the Renewal Effective Date.

Hospital:

Dignity Health, a California nonprofit
public benefit corporation doing business as
Northridge Hospital Medical Center

By:_____

Its: _____

Date:_____, 2015

Entity:

Rancho Santiago Community College District
on behalf of Santa Ana College and Santiago
Canyon College

By:_____
___Peter J. Hardash, Vice Chancellor
Its:_Business Operations & Fiscal Services

Date:_____, 2015

2

NO. __3.7___

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

SANTA ANA COLLEGE – ACADEMIC AFFAIRS

To: Board of Trustees	Date: March 9, 2015
Re: Approval of Proposed Revisions for the 2015 – 2016 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 2014. It includes new courses, course revisions,
course deletions, program revisions, program 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 2015 – 2016
Santa Ana College Catalog.

Fiscal Impact: None	Board Date: March 9, 2015
Prepared by: Omar Torres, Vice President of Academic Affairs, 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: March 9, 2015

TO: Erlinda J. Martinez, Ed.D., President

FROM: Monica Porter, Chair of Curriculum and Instruction Council

RE: Approval of Proposed Revisions for the 2015 – 2016 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
Seventeen (17) new courses were approved because of new and/or expanded programs or major changes in the discipline.
*(See Attachment #1)

REVISED COURSES
One hundred eighty-three (183) course revisions were updated to reflect changes in title, units, hours, or content.
* (See Attachment #2)

DELETED COURSES
One hundred forty-five (145) 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)

3.7 (2)

NEW PROGRAMS/CERTIFICATES

Twelve (12) new programs/certificates were approved.
*(See Attachment #4)

REVISED PROGRAMS/CERTIFICATES

Eighty-five (85) programs/certificates revisions were updated to reflect changes in title, units, hours, or content.
* (See Attachment #5)

DELETED PROGRAMS/CERTIFICATES

Three (3) 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)

GENERAL EDUCATION REQUIREMENTS UPDATES

*(See Attachment #7)

*Listings are attached

NEW COURSES   CATALOG   2015 – 2016

SANTA ANA COLLEGE

1	BUS	107	Cooperative Work Experience - Internship
2	DNCE	120A	Introduction to Hip-Hop Dance
3	DNCE	120B	Intermediate Hip-Hop Dance
4	ENGR	136	Fabrication and Automation Techniques for Engineering Technology
5	ENGR	137	Engineering Design and Development
6	ENTR	140	Fashion E-commerce
7	FDM	140	Fashion E-commerce
8	FOT	029	Fire Inspector 1D: Field Inspector
9	FOT	136	Fire Inspector 2A: Fire prevention Administration
10	FOT	137	Fire Inspector 2B: Fire and Life Safety Requirements
11	FOT	138	Fire Inspector 2C: Inspecting New and Existing Fire & Life Safety Systems and Equipment
12	FOT	139	Fire Inspector 2D: Hazardous Materials, Operations and Processes
13	KNIA	293	Sand Volleyball
14	LAW	100	Introduction to Legal Studies
15	WELD	056A	Beginning Robotic Welding
16	WELD	056B	Intermediate Robotic Welding
17	WELD	056C	Advanced Robotic Welding

3.7 (4)

REVISED COURSES   **CATALOG   2015 – 2016**

SANTA ANA COLLEGE

1	ART	101	Survey of Western Art History I: Prehistory through the Middle Ages
2	ART	106	Asian Art History
3	BIOL	239	General Human Anatomy
4	BIOL	249	Human Physiology
5	BUS	100	Fundamentals of Business
6	BUS	104	Cooperative Work Experience - General
7	CHEM	219	General Chemistry
8	CHEM	219H	Honors General Chemistry
9	CJ	104	Prison Experience
10	CJ	210	Drug Abuse and Criminal Justice
11	CJA	006B	Arrest and Control Training
12	CJA	029A	Explosive Devices Training
13	CJA	038B	Basic SWAT
14	CMSD	102	Multimedia Storytelling
15	CMSD	105	Mass Media and Society
16	CMSD	105H	Honors Mass Media and Society
17	CMST	097	American English Conversational Skills
18	CMST	101	Introduction to Interpersonal Communication
19	CMST	102	Public Speaking
20	CMST	103	Introduction to Intercultural Communication
21	CMST	206	Gender Communication
22	CMST	101H	Honors Introduction to Interpersonal
23	CMST	103H	Honors Introduction to Intercultural
24	CMST	206H	Honors Gender Communication

3.7 (5)

25	CMST	N52B	Intermediate American English Pronunciation Skills
26	CMST	N59	Pronunciation Review
27	CMST	145	Group Dynamics
28	CMST	N52A	Beginning American English Pronunciation Skills
29	DNCE	130	Dance Improvisation
30	DSL	050	Transport Refrigeration
31	DSL	162	Air Conditioning and Heating
32	EDUC	100	Introduction to Education
33	ENGL	213	Creative Writing
34	ENGL	242	Survey of American Literature, 1865- Present
35	ENGR	132	Introduction to Robotics
36	ENVR	140	Environmental Geology
37	FAC	052	Flashover
38	FAC	063	Heavy Rescue Systems I
39	FDM	103	Fashion Selection
40	FOT	018	Ground Safety and Survival
41	FOT	080	Motion Picture/Television Safety Officer
42	FOT	135	Fire Prevention 3B: Plan Review
43	FOT	143	Fire Instructor 3:Master Instructor Competency Evaluation
44	FREN	101	Elementary French I
45	FREN	102	Elementary French II
46	FREN	201	Intermediate French I
47	FREN	202	Intermediate French II
48	FREN	201H	Honors Intermediate French I
49	FREN	202H	Honors Intermediate French II
50	GEOG	100	World Regional Geography
51	GEOG	101	Physical Geography

3.7 (6)

52	GEOG	102	Cultural Geography
53	GEOG	101L	Physical Geography Laboratory
54	GEOL	140	Environmental Geology
55	GEOL	201	Introduction to Historical Geology
56	GEOL	101L	Introduction to Geology Laboratory
57	HUD	111B	Introduction to Curriculum for young Children
58	KNAF	140A	Beginning Walking/Jogging for Fitness
59	KNAF	146A	Beginning Stability Ball
60	KNAF	146B	Intermediate Stability Ball Training
61	KNIA	125	Conditioning for Football
62	KNIA	133	Off Season Swimming
63	KNIA	201	Basketball Men
64	KNIA	202	Basketball Men
65	KNIA	204	Football- Men
66	KNIA	206	Swimming Men
67	KNIA	209	Water Polo-Men
68	KNIA	211	Softball -Woman
69	KNIA	212	Basketball -Woman
70	KNIA	216	Soccer-Men
71	KNIA	217	Swimming - Women
72	KNIA	220	Soccer -Women
73	KNIA	221	Water Polo-Woman
74	KNIA	223	Baseball
75	KNIA	227	Off Season Waterpolo
76	KNIA	231	Football Camp
77	KNIA	232	Football
78	KNIA	240	Advanced Basketball skills-Men

3.7 (7)

79	KNIA	261	Soccer -Women (0.5)
80	KNIA	261	Soccer Women (1.0)
81	KNIA	262	Soccer Men (0.5)
82	KNIA	262	Soccer Men (1.0)
83	KNIA	270	Softball
84	KNIA	271	Softball - Off Season
85	KNIA	291	Volleyball - Off Season
86	KNIA	134	Golf-Playing Lesson - Off Seasoning
87	KNIA	171	Wrestling - Off Season
88	KNIA	214	Golf-Women
89	KNIA	281	Track and Field - Off Season
90	MATH	060	Elementary Algebra
91	MATH	087	Math for Engineers I
92	MATH	160	Trigonometry
93	MATH	170	Pre-Calculus Mathematics
94	MATH	185	Analytic Geometry and Calculus II
95	MATH	204	Mathematical Concepts for Elementary School Teachers
96	MATH	280	Intermediate Calculus
97	MATH	287	Introduction to Linear Algebra and Differential Equations
98	MATH	180H	Honors Analytic Geometry and Calculus I
99	MATH	140	College Algebra
100	MATH	150	Calculus for Biological, Management and Social Sciences
101	MATH	180	Analytic Geometry and Calculus I
102	MKTG	111	Principles of Retailing
103	MNFG	028	Basic Metals Technology
104	MNFG	053	Technical Mathematics
105	MNFG	058	Basic Machining Concepts and Operations

3.7 (8)

106	MNFG	059	Advanced Turning Concepts and Operations
107	MNFG	068	Advanced Milling Concepts and Operations
108	MNFG	069	Job Shop Skills
109	MNFG	071	CNC Program Writing
110	MNFG	074	CNC Milling Center Set Up and Operation
111	MNFG	076	CNC Turning Center Set Up and Operation
112	MNFG	077	Mastercam -3D Toolpath and CAM Applications
113	MNFG	084	Advanced CNC Mill Set Up and Operation
114	MNFG	086	Advanced CNC Lathe Programming Setup and Operation
115	MNFG	094	CNC Horizontal Mill Setup and Operation
116	MNFG	095	Mastercam 5 Axis Mill Toolpath and Application
117	MNFG	114	Geometric Dimensioning and Tolerancing
118	MUS	168	Stylistic Interpretation of Piano Repertoire
119	MUSIC	111	Basic Music Theory and Musicianship I
120	PARA	146	Tort Law and Alternative Dispute Resolution
121	PARA	150	Legal Transactions
122	PHAR	057	Inpatient Pharmacy Services
123	PHAR	072	Pharmacy Technology Externship
124	PHYS	279	College Physics I
125	PSYC	200	Introduction to Biological Psychology
126	PSYC	219	Introduction to Research Methods in Psychology
127	READ	096	Individualized Reading Skills
128	READ	101	Introduction to Academic Reading
129	READ	151	Critical Thinking and Reading
130	TELV	142	Acting for the Camera
131	TELV	115B	Advanced Single - Camera Production and Editing
132	THEA	111	Intermediate Acting

3.7 (9)

133	THEA	131	Stagecraft
134	THEA	135	Technical Production
135	THEA	150	Theatre Production
136	THEA	152	Tour Ensemble
137	THEA	155	Children's Theatre Ensemble
138	THEA	198	Topics
139	THEA	199	Independent Study
140	THEA	250	Advanced Theatre Production
141	THEA	113	Acting for the Camera
142	THEA	118	Fundamentals of Scene Study
143	THEA	165	Introduction to Intelligent Lighting
144	THEA	166	Intermediate Programming
145	WELD	025A	Intermediate Arc Welding Level I
146	WELD	029A	Advanced Arc Welding Level I
147	WELD	039A	Inert Gas Welding Level I
148	WELD	040A	Welding Certification Training Level I

CONTINUING EDUCATION

149	ABE	046	Attitude for Success
150	ESL	394	ESL Writing A
151	ESL	392	Writing and Computers
152	ESL	395	ESL Writing B
153	ESL	530	American English Pronunciation
154	HSART	828	Understanding America Through Art
155	HSART	837	The Film as Art
156	HSENG	096	Building Vocabulary 1
157	HSENG	097	Building Vocabulary 2

158	HSENG	701	English 1
159	HSENG	702	English 2
160	HSENG	703	English 3
161	HSENG	704	English 4
162	HSENG	705	English 5
163	HSENG	706	English 6
164	HSENG	707	English 7
165	HSENG	708	English 8
166	HSS	221	Study Skills 1
167	HSS	222	Study Skills 2
168	HSS	770	Orientation to College
169	HSSCI	170	Biology 1A
170	HSSCI	171	Biology 1B
171	HSSCI	185	Earth Science 2
172	HSSCI	186	Life Science 2
173	HSSCI	188	Earth Science 1
174	HSSCI	190	Physical Science 1
175	HSSCI	191	Physical Science 2
176	SAFE	877	Health Issues and Concepts
177	VBUS	124	Introduction to Keyboarding I
178	VBUS	125	Introduction to Keyboarding II
179	VBUS	243	Introduction to Customer Service Skills
180	VBUS	450	Hardware & Software A+ Preparation, Review, and Practice
181	VBUS	259	Orientation to Computers
182	VHLTH	896	Paraprofessional Mental Health Help Worker
183	VHLTH	897	Paraprofessional Mental Health Worker III

3.7 (11)

COURSE DELETIONS   CATALOG   2015 – 2016

SANTA ANA COLLEGE

1	AUTO	098-05	A-8 Alternative Course - Engine Performance
2	AUTO	098-12	A-6 Alternative Course - Electrical Systems
3	AUTO	098-28	Advanced Clean Air Car Course
4	BIOL	134	Natural History of the Sonoran/Colorado Desert
5	BIOL	135	Natural History of the Mojave Desert
6	CJ	098	Street Gangs
7	CJ	198-05	Drug Abuse and Criminal Justice
8	CJA	001	8 Hour Agitator Course
9	CJA	001	Advanced Officer Training (AOT)
10	CJA	001	Advanced Officer Training (AOT) II
11	CJA	001	Arrest and Control Training/ACT
12	CJA	001	Arrest and Control Training/ACT II
13	CJA	001	Basic Police Dog Tracking
14	CJA	001	Correctional Services Assistant Academy
15	CJA	001	Correctional Services Assistant Academy II
16	CJA	001	Corrections Supplemental Core Course
17	CJA	001	Disaster Preparedness Training
18	CJA	001	Disaster Preparedness Training II
19	CJA	001	Dispatch and Records Functions
20	CJA	001	Drivers Training/Force Option
21	CJA	001	Emergency/First Aid Training
22	CJA	001	Emergency/First Aid Training
23	CJA	001	Explosive Devices Training
24	CJA	001	Fitness for Law Enforcement

3.7 (12)

25	CJA	001	Gangs, Cults & Hate Crimes
26	CJA	001	Gangs, Cults & Hate Crimes II
27	CJA	001	Hotel/Motel Drug Interdiction
28	CJA	001	ICS 300
29	CJA	001	ICS 300/400 16 hour
30	CJA	001	ICS 400
31	CJA	001	Instructor Skills
32	CJA	001	Intro to Money Laundering
33	CJA	001	Investigations and Report Writing
34	CJA	001	Level III Reserve Academy
35	CJA	001	Module I Academy
36	CJA	001	Mounted Unit Training
37	CJA	001	Narcotics Related Training
38	CJA	001	Narcotics Related Training II
39	CJA	001	Park Ranger Academy
40	CJA	001	Police K-9 Training
41	CJA	001	Police K-9 Training II
42	CJA	001	Recruit Basic Academy Level III
43	CJA	001	Supervision and Leadership
44	CJA	001	Tactical/Weapons Training
45	CJA	001	Tactical/Weapons Training II
46	CJA	001-49	Citizen's Academy
47	CJA	001-50	Basic SWAT Course
48	CJA	001-51	OCSD Basic Pre-Academy
49	CJA	001-53	Explorer Academy II
50	CJA	001-56	Module 1 Police Academy
51	CJA	006	Level III Reserve Academy

3.7 (13)

52	CJA	010C	Explorer Academy (OCLEEAA)
53	CJA	023	In-Service Peace Officer Training Modules
54	CJA	023	Level III Reserve Academy
55	CJA	023	S.S.O. Academy
56	CJA	040	Advanced Disaster Preparedness Training
57	CJA	040	Corrections Officer CORE Course
58	CJA	040	DRE Evaluator
59	CJA	040	Jail Academy COBSCC
60	CJA	040	Motorcycle Tactics Update
61	CJA	040	Narcotics Update -4 Hour
62	CJA	040	Pre-Academy Training Edition
63	CJA	041	Corrections Supplemental Core Course
64	CJA	041	Module II Basic Academy
65	CJA	055C	Park Ranger Academy III
66	CMPR	134B	Windows Vista Operating System
67	CMPR	134C	Microsoft Windows 7 Operating System
68	CMPR	141	UNIX Operating System
69	CMPR	142	Advanced Unix
70	CMPR	206	Visual Basic for Web Development
71	CMPR	243	UNIX System Programming
72	CMPR	244	Microsoft Exchange Server
73	CMPR	247B	Windows Server 2008
74	CMPR	247C	Windows Small Business Server (SBS) 2011- Standard
75	CMST	N50	Pronunciation Skills Laboratory
76	DNCE	103	Dance and Movement for Educators
77	DSL	095	Diesel Lab Experience
78	ENGL	212	Creative Writing II/Fiction

3.7 (14)

79	ENGL	214	Creative Writing I / Poetry
80	ENGL	215	Creative Writing II/ Poetry
81	ENGL	233D	Shakespeare's Theatre
82	FAC	061	Basic Fire Academy Validation
83	FDM	106A	Advanced Sewing I
84	FDM	106B	Advanced sewing II
85	FOT	030	City Emergency Response Team (CERT)
86	FOT	030	Driver Operator 1B1
87	FOT	085B	Paramedic Continuing Education
88	FOT	129	Fire Prevention 2A:Fire Protection Systems and Building Components
89	FOT	132	Fire Prevention 2B: Interpreting the UBC and CCR
90	FOT	133	Fire Prevention 2C: Special Hazard Occupancies
91	GEOL	111	Dinosaurs and the Geology of the Mesozoic Era
92	GEOL	161	Geological Field Studies of the Southern San Andreas Fault
93	GEOL	165	Geologic Field Studies of the Western Mojave Desert
94	GEOL	166	Geologic Field Studies of the Sierra Nevada
95	GEOL	167	Geologic Field Studies of the Eastern Mojave Desert
96	GEOL	176	Geologic Field Studies of the San Bernardino and San Gabriel Mountains
97	HUD	098	ECE Management
98	HUD	098	Principles of Parenting 2
99	HUD	098	Special Issues in School Age Child Care
100	HUD	102	Exploring Parenting
101	HUD	198	Adolescence
102	HUD	198	Appropriate Activities
103	HUD	198	Creative Resources for the Anti-Bias Classroom
104	HUD	198	ECE Issues
105	HUD	198	Mastering Technology for Early Childhood Administrators

3.7 (15)

106	HUD	198	Mentoring
107	HUD	198	Motivational Leadership in ECE Programs
108	HUD	198	Social Development
109	KNAF	156	Beginning Cardio Kickboxing
110	KNFI	126A	Beginning Upper Body Power Development
111	KNFI	126B	Intermediate Upper Body Power Development
112	KNFI	126C	Advanced Upper Body Power Development
113	KNFI	127A	Beginning Lower Body Power Development
114	KNFI	127B	Intermediate Lower Body Power Development
115	KNFI	127C	Advanced Lower Body Power Development
116	KNIA	103	Performance Evaluation for Athletes
117	KNIA	207	Basketball Off Season
118	MKTG	198	Introduction to E-Commerce
119	MNFG	098-20	Job Shop Skills Lab
120	MUS	125A	Song Writing Workshop
121	MUS	125B	Song Writing Workshop
122	MUS	132	The Jazz Singers
123	MUS	134	Vocal Jazz Workshop
124	MUS	151	Commercial Music Theory
125	MUS	165	Beginning Folk Guitar
126	MUS	166A	Beginning Electric Bass
127	MUS	166B	Intermediate Electric Bass
128	MUS	170	Piano Clinic
129	MUS	177	Latin Jazz Ensemble
130	MUS	179	Techniques Studies for Pianists
131	PHIL	144	Reasoning and Problem Solving
132	PHOT	190	Introduction to Digital Photography

3.7 (16)

133	TELV	114	Advanced Video Postproduction
134	TELV	165	DVD Authoring
135	TELV	187	Electronic Graphics for Television, Advanced Techniques
136	TELV	198	Introduction to Protocols
137	WELD	098	Welding Certification Exam Preparation
138	WELD	098-07	Welding Laboratory
139	WELD	098-08	Math/Blue Print Reading for Welders
140	WELD	020	Welding Laboratory

CONTINUING EDUCATION

141	ESL	140	Vocational ESL for Child Care Educators
142	ESL	393	Introduction to ESL/Family Literacy
143	HSART	500	Introduction to Theatre Arts
144	HSMTH	150	Algebra Support I
145	HSOTH	772	Positive Life Attitudes

NEW PROGRAMS/CERTIFICATES   CATALOG   2015 – 2016

SANTA ANA COLLEGE

1   Adobe Applications for Business Certificate of Proficiency

2   Adobe Web Projects for Business Certificate of Proficiency

3   Adobe Web Projects for Business Certificate of Proficiency

4   Automated Robotic Welding Systems Certificate of Proficiency

5   Computer Fundamentals for Business Certificate of Proficiency

6   Costume Design Certificate of Proficiency

7   Costume Design Certificate of Proficiency

8   Digital Graphic Design for Business Certificate of Proficiency

9   Lawschool Pathway Certificate of Achievement

10   Sustainable Building Operations Management Certificate of Achievement

11   Sustainable Building Operations Management Degree

12   Virtual Assistant – Advanced Office Applications and Technology Certificate of Proficiency

REVISED PROGRAMS/CERTIFICATES   CATALOG 2015 – 2016

SANTA ANA COLLEGE

1   3D Solid Modeling for Manufacturing Certificate of Proficiency

2   Apparel Product Development and Technical Design Certificate of Achievement

3   Apparel Product Development and Technical Design Certificate of Achievement

4   Apparel Product Development and Technical Design Degree

5   Associate in Arts in English for Transfer

6   Associate in Arts in Kinesiology for Transfer

7   Associate in Arts in Spanish for Transfer

8   Associate in Arts in Theater Arts for Transfer

9   Associate of Arts in Journalism for Transfer

11   Automotive Technology Degree

12   Automotive Business Technology Certificate of Achievement

13   Biological Science Degree

14   CNC Lathe Set Up and Operation Certificate of Achievement

15   CNC Lathe Set Up and Operation Option Degree

16   CNC Machine Set Up and Operation Option Certificate of Achievement

17   CNC Machine Set Up and Operation Option Degree

18   CNC Milling Machine Set Up and Operation Option Certificate of Achievement

19   CNC Milling Machine Set Up and Operation Option Degree

20   CNC Programmer A-Mastercam Option Certificate of Achievement

21   CNC Programmer A-Mastercam Option Degree

22   Conventional Machining Option Certificate of Achievement

23   Corrections Officer Program Certificate of Proficiency

24   Criminal Justice Option Degree

25   Dance Degree

3.7 (19)

26 Degree Program B-Broadcast Communications and Media Studies Emphasis Degree

27 Diesel and Heavy Equipment Technology Certificate of Achievement

28 Diesel and Heavy Equipment Technology Degree

29 Digital Music Production Certificate of Proficiency

30 Digital Publish Degree

31 Dressmaking and Alterations Option Certificate of Proficiency

32 Drive Train Service Option Certificate of Achievement

33 Early Childhood Options and Certificate

34 Engine Performance and Electrical Option Certificate of Achievement

35 Engineering Industrial Technology Certificate of Achievement

36 Engineering Industrial Technology Degree

37 Enrolled Agent Certificate of Proficiency

38 Entertainment Lighting Technology Certificate of Proficiency

39 Fashion Design Certificate of Achievement

40 Fashion Design Degree

41 Fashion Merchandising Certificate of Achievement

42 Fashion Merchandising Degree

43 Fire Prevention Officer Certificate of Achievement

44 Fire Prevention Officer Degree

45 Fitness Specialist Certificate of Achievement

46 General Accounting

47 General Business Applications and Technology Certificate of Achievement

48 General Business Applications and Technology Degree

49 Geography Degree

50 Law Enforcement Option Certificate of Achievement

51 Liberal Arts Degree

52 Microsoft Office Professional Certificate of Achievement

53   Microsoft Office Professional Degree

54   Mid-Range Engine Service Option Certificate of Achievement

55   Mid-Range Engine Service Option Degree

56   Music Degree

57   Occupational Therapy Assistant Degree

58   Office Management Certificate of Proficiency

59   Office Management Degree

60   Paralegal Certificate of Achievement

61   Paralegal Degree

62   Pharmacy Technology Advanced Certificate Option Certificate of Achievement

63   Pharmacy Technology Basic Certificate Option Certificate of Proficiency

64   Pharmacy Technology Degree

65   Photography Degree

66   Retail Management Certificate of Proficiency

67   Retail Management Degree

68   Television/Video Communication Degree

69   Television/Video Communications Certificate A - Television Production Certificate
      of Proficiency

70   Television/Video Communications Certificate B - Broadcast Journalism Certificate
      of Proficiency

71   Television/Video Communications Certificate C - Television Scriptwriter Certificate
      of Proficiency

72   Television/Video Communications Certificate D - Computer Graphics and Animation
      for Video Certificate of Proficiency

73   Television/Video communications Certificate- Media Studies Certificate of Proficiency

74   Theatre Arts - Technical Theatre Emphasis Degree

75   Theatre Arts - Performance Emphasis Degree

76   Transport Refrigeration/Temperature Control Option Certificate of Proficiency

77 Welding Technology Certificate of Achievement

78 Welding Technology Degree

CONTINUING EDUCATION

79 Academic ESL Beg-Int B Certificate of Completion

80 Academic ESL Int B Certificate of Completion

81 Communication ESL Int B Certificate of Completion

82 Communication ESL Transitioning B Certificate of Completion

83 Communication ESL Intro A Certificate of Completion

84 Communication ESL Intro B Certificate of Completion

85 Vocational ESL C Certificate of Completion

PROGRAMS/CERTIFICATES DELETIONS   CATALOG 2015 – 2016

SANTA ANA COLLEGE

1   Early Childhood Options Degree and Certificate

2   Education-Special Education Paraprofessional/Instructional Assistant Certificate of Proficiency

3   Kinesiology Coaching Certificate of Achievement

SANTA ANA COLLEGE   CATALOG   2015 – 2016

GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE – PLAN A

Area: C – Humanities

- CMSD 105 and CMSD 105H were added
- MUS 111 was added
- TELV 105 and TELV 105H were removed

Area: E – Language and Rationality

Category: 2 – Communication and Analytical Thinking

- MATH 083 was added
- MATH 084 was added
- PHIL 144 was removed
- READ 101 was added

Area: F - Lifelong Understanding and Self-Development

- KNAF 156 was removed
- KNFI 126A, 126B, 126C, 127A, 127B, and 127C were removed
- KNIA 103 and 207 were removed
- KNIA 293 was added

GENERAL EDUCATION REQUIREMENTS FOR THE CALIFORNIA STATE UNIVERSITY – PLAN B

Area: A – English Language Communication and Critical Thinking

    Category: A3 – Critical Thinking

- PHIL 144 was removed

Area: D – Social Sciences

    Category: D7 – Interdisciplinary Social or Behavioral Science

- CMSD 105 and CMSD 105H were added
- TELV 105 and TELV 105H were removed

Area: E – Lifelong Learning and Self-Development

    Category: E2

- KNAF 156 was removed
- KNFI 126A, 126B, 126C, 127A, 127B, and 127C were removed
- KNIA 103 and 207 were removed
- KNIA 293 was added

3.7 (25)

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM – PLAN C

Area: 4 – Social & Behavioral Sciences

- CMSD 105 and CMSD 105H were added
- TELV 105 and TELV 105H were removed

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Santiago Canyon College
Academic Affairs

To:	Board of Trustees	Date: March 9, 2015
Re:	Approval of Proposed Revisions for 2015-2016 Santiago Canyon College Catalog	
Action:	Request for Approval	

BACKGROUND

The attached memo represents the Curriculum and Instruction Council's annual summary of actions and catalog revisions for the 2015-2016 academic year. It includes the additions, revisions and deletions pertaining to general education requirements, programs, courses, distance education offerings and other curricular changes that are reflected in the catalog. Academic policies have been reviewed, revised, and are recommended for approval.

ANALYSIS

The catalog is the ongoing legal representation of course and 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 includes campus-wide representation from faculty from each academic division, a student, classified and administration.

RECOMMENDATION

It is recommended that the Board approve the proposed revisions for the 2015-2016 catalog as presented.

Fiscal Impact:	None	Board Date: March 9, 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 Rodriguez, Ph.D., Chancellor, RSCCD	

Santiago Canyon College

CURRICULUM AND INSTRUCTION COUNCIL

DATE: February 23, 2015

TO: John Weispfenning, President of Santiago Canyon College

FROM: Joyce Wagner, Chair of the Curriculum and Instruction Council

RE: **PROPOSED REVISIONS FOR THE 2015-2016 CATALOG**

The following changes to the 2015-2016 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 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 2015-2016 catalog are:

GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE (Plan A)
No revisions were added or removed from the local general education requirement.

GENERAL EDUCATION REQUIREMENTS FOR THE CALIFORNIA STATE UNIVERSITY (Plan B)
The following options were added to or removed from the CSU general education requirements:

> Area B4: Mathematics/Quantitative Reasoning
> Mathematics 290 and 295 added.

> Area E1: Lifelong Learning and Self-Development
> Library and Information Studies 103 added.

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (Plan C)
The following options were added to or removed from the UC and CSU general education requirements:

> Area 2A: Mathematical Concepts and Quantitative Reasoning
> Mathematics 290 and 295 added.

REVISED PROGRAMS, DEGREES AND CERTIFICATES (See Attachment #1)

A total of twenty-nine (29) 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.

DELETED PROGRAMS, DEGREES AND CERTIFICATES (See Attachment #2)

Three (3) programs, degrees and certificates were deleted because they were outdated and/or required courses that had not been offered in three (3) or more years.

NEW COURSES: (See Attachment #3)

Ten (10) new courses were approved due to new and/or expanded programs or major changes in the discipline.

REVISED COURSES (See Attachment #4)

Two hundred-thirty-one (231) 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)

Twenty-six (26) 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)

Twenty-eight (28) courses were separately reviewed and approved in accordance with California Code of Regulations §55206. These courses were 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)

Seventy-two (72) nondegree-applicable courses and degree-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
Ruth Babeshoff, Dean of Counseling and Student Support Services, Santiago Canyon College
Aaron Voelker, Dean Institutional Effectiveness, Library and Learning Support
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
John Zarske, Academic Senate President, Santa Ana College
Omar Torres, Vice-President of Academic Affairs, Santa Ana College
Raúl Rodríguez, Ph.D., Chancellor

REVISED PROGRAMS, DEGREES AND CERTIFICATES

Credit

Apprenticeship Carpentry, Drywall/Lather, A.S. Degree (11988)
Apprenticeship Carpentry, Drywall/Lather, Certificate of Achievement (21664)
Apprenticeship Carpentry, Framing, A.S. Degree (13232)
Apprenticeship Carpentry, Framing, Certificate of Achievement (21659)
Apprenticeship Carpentry, Plastering, A.S. Degree (31705)
Apprenticeship Carpentry, Plastering, Certificate of Achievement (31706)
Apprenticeship Carpentry, Tilt-Up, A.S. Degree (13233)
Apprenticeship Carpentry, Tilt-Up, Certificate of Achievement (21660)
Art, A.A. Degree (11911)
Biology, A.S. Degree (11856)
Biotechnology Biomanufacturing Technician, Certificate of Achievement (32598)
Biotechnology Laboratory Technician: Food Safety, Certificate of Achievement (32648)
Biotechnology, A.S. Degree (32599)
Chemistry, A.S. Degree (11933)
Cosmetology, A.S. Degree (11948)
Cosmetology, Certificate of Achievement (21674)
Digital Media Arts: Mobile Application Development and Design, Certificate of Achievement (11922)
Esthetician, Certificate of Proficiency
General Biotechnology Technician, Certificate of Achievement (32602)
Geology, A.S. Degree (11934)
Geology, A.S. Degree for Transfer (32044)
Graphic Design, A.S. Degree (11921)
History, A.A. Degree for Transfer (31720)
Kinesiology, A.A. Degree for Transfer (32434)
Liberal Arts: Mathematics and Sciences, A.S. Degree (18318)
Manicuring, Certificate of Proficiency
Psychology, A.A. Degree for Transfer (31041)
TV/Video Digital Media Studies, Certificate of Proficiency

Non-Credit

High School Subjects Secondary Education, Certificate of Competency (24389)

3.8 (4)

DEACTIVATED PROGRAMS, DEGREES AND CERTIFICATES

Credit

Mathematics, A.S. Degree 11931
TV/Video Digital Media Production Fundamentals, A.S. Degree
TV/Video Digital Media Production Fundamentals, Certificate of Achievement

Non-Credit

None

NEW COURSES

Credit

Apprenticeship Carpentry 098, Light Gage Welding AWS – B
Apprenticeship Carpentry 098, Tool/Equipment Applications (Finish and Framing)
Apprenticeship Carpentry 098, Tool/Equipment Applications (Drywall)
Apprenticeship Modular Furnishings Installation 098, Tool/Equipment Applications
Computer Information Systems 198, Advanced iOS/iPhone Mobile App Development
Computer Information Systems 198, Introduction to iPhone Mobile App Development
English 298, The Modern American Novel
Music 198, Musical Ensemble
Theatre Arts 198, Advanced Acting
Theatre Arts 198, Performance Ensemble

Non-Credit

None

REVISED COURSES

<u>Credit</u>

Accounting 035, QuickBooks
American College English 052, Expanding Academic Writing and Reading
American College English 053, Expanding Academic Speaking Skills
American College English N81, Improving Pronunciation
Anthropology 100, Introduction to Cultural Anthropology
Anthropology 100H, Honors Introduction to Cultural Anthropology
Anthropology 103, Introduction to Archaeology
Anthropology 104, Language and Culture
Apprenticeship Carpentry 002B, Slabs/Interior-Exterior Footings
Apprenticeship Carpentry 003A, Tilt-Up Introduction
Apprenticeship Carpentry 004A, Lifting, and Bracing Safety
Apprenticeship Carpentry 004B, Pour-in-Place Wall Forms
Apprenticeship Carpentry 004C, Print Reading
Apprenticeship Carpentry 005A, Wall-Column Forms/Cutting and Burning
Apprenticeship Carpentry 005B, Site Work/Curb and Gutter
Apprenticeship Carpentry 005C, Specialized Forms and Rigging
Apprenticeship Carpentry 021A, Orientation
Apprenticeship Carpentry 021B, Safety and Health Certifications
Apprenticeship Carpentry 021C, Basic Wall Framing
Apprenticeship Carpentry 022A, Commercial Floor Framing
Apprenticeship Carpentry 022B, Basic Stairs
Apprenticeship Carpentry 022D, Exterior Finish Details
Apprenticeship Carpentry 023B, Basic Roof Framing
Apprenticeship Carpentry 023C, Advanced Roof Framing
Apprenticeship Carpentry 024A, Basic Commercial Framing
Apprenticeship Carpentry 024B, Advanced Commercial Framing
Apprenticeship Carpentry 024C, Panelized Roofing
Apprenticeship Carpentry 024D, Transit Level/Laser
Apprenticeship Carpentry 025A, Foundations and Flatwork
Apprenticeship Carpentry 025C, Advanced Stairs
Apprenticeship Carpentry 025D, Advanced Print Reading
Apprenticeship Carpentry 026A, Tilt-Up Panel Construction
Apprenticeship Carpentry 026B, Wall Forming
Apprenticeship Carpentry 026C, Gang Forms/Columns
Apprenticeship Carpentry 026D, Abutments
Apprenticeship Carpentry 027C, Beam and Deck Forming
Apprenticeship Carpentry 027D, Stairs and Ramp Forming
Apprenticeship Carpentry 028A, Bridge Construction
Apprenticeship Carpentry 028C, Intermediate Commercial Framing
Apprenticeship Carpentry 029A, Rigging
Apprenticeship Carpentry 033A, Cabinet Millwork and Assembly
Apprenticeship Carpentry 033B, Cabinet Installation

Apprenticeship Carpentry 033C, Show Case/Loose Store Fixtures

Apprenticeship Carpentry 033D, Molding and Trims

Apprenticeship Carpentry 034A, Plastic Laminates

Apprenticeship Carpentry 034B, Solid Surface and Stone Countertops

Apprenticeship Carpentry 034C, Stair Trim

Apprenticeship Carpentry 034D, Doors and Door Hardware

Apprenticeship Carpentry 035C, Exit and Electrical Security Devices

Apprenticeship Carpentry 041AJ, Powered Industrial Truck Operator - Rough Terrain - Journeyworker

Apprenticeship Carpentry 041BJ, Powered Industrial Truck Operator - Industrial Terrain - Journeyworker

Apprenticeship Carpentry 075A, Light Gage Welding AWS - A

Apprenticeship Carpentry 075B, Light Gage Welding LAC

Apprenticeship Carpentry 076A, Basic Hand Finishing

Apprenticeship Carpentry 076B, Automatic Finishing Tools

Apprenticeship Carpentry 077A, Drywall Installation/Finish Trims

Apprenticeship Carpentry 077B, Advanced Hand Finishing

Apprenticeship Carpentry 077C, Advanced Automatic Finishing Tools

Apprenticeship Carpentry 078B, Advanced Metal Framing

Apprenticeship Carpentry 078C, Wet Wall Finishes

Apprenticeship Carpentry 078D, Ceiling and Soffit Finishing

Apprenticeship Carpentry 079A, Drywall/Acoustical Ceilings

Apprenticeship Carpentry 082B, Firestopping Procedures

Apprenticeship Carpentry 082C, Decorative Trims and Textures

Apprenticeship Carpentry 083, Door/Door Frames

Apprenticeship Carpentry 085, Supervisory Training

Apprenticeship Carpentry 086A, Exterior Insulation Finish Systems (EIFS)

Apprenticeship Carpentry 089, Freeform Lathing

Apprenticeship Carpentry 090, Residential Steel Stud Framing

Apprenticeship Carpentry Pile Driver 021, Orientation

Apprenticeship Carpentry Pile Driver 024A, Piles and Hammers A

Apprenticeship Carpentry Pile Driver 025A, Pile Caps and Columns A

Apprenticeship Carpentry Pile Driver 026A, Falsework A

Apprenticeship Carpentry Pile Driver 027A, Abutment A

Apprenticeship Carpentry Pile Driver 028A, Bridge and Deck Forms A

Apprenticeship Carpentry Pile Driver 029A, Structural Welding-AWS A

Apprenticeship Carpentry Pile Driver 030, Print Reading

Apprenticeship Carpentry Pile Driver 031A, Welding Fabrication A

Apprenticeship Carpentry Plasterer 025, Basic Plastering

Apprenticeship Carpentry Plasterer 026, Exterior Plastering

Apprenticeship Carpentry Plasterer 027, Dot and Screed Techniques

Apprenticeship Carpentry Plasterer 028, Interior Plastering

Apprenticeship Carpentry Plasterer 029, Tender and Plastering Equipment

Apprenticeship Carpentry Plasterer 030, Exterior Insulation Finish Systems (EIFS)

Apprenticeship Carpentry Plasterer 032, Plastering Equipment Application

Apprenticeship Carpentry Plasterer 033, Finish Applications

Apprenticeship Carpentry Plasterer 034, Theme Plastering

Apprenticeship Electrician 061, Electrical Safety and First Aid
Apprenticeship Maintenance Mechanic 054, AC,DC Motors and Motor Control Circuits
Apprenticeship Maintenance Mechanic 057, Electrical Safety/System Troubleshooting
Apprenticeship Maintenance Mechanic 058, Predictive Maintenance/Troubleshooting and Lighting
Apprenticeship Modular Furnishings Installation 030, Crew Lead Customer Service Training
Apprenticeship Operating Engineers 047, Operating Engineers Hazmat 40
Apprenticeship Operating Engineers 048, Disaster Site Worker
Apprenticeship Operating Engineers 049, OSHA Construction Training
Apprenticeship Operating Engineers 051, Operating Engineers Hazmat 8
Apprenticeship Operating Engineers 052, Mobile Cranes
Apprenticeship Operating Engineers 053, Special Inspector Education
Apprenticeship Operating Engineers 061, Concrete Transportation Construction Inspector
Apprenticeship Operating Engineers 062, Asphalt Inspection
Apprenticeship Operating Engineers 063A, ACI Laboratory Testing Technician I
Apprenticeship Operating Engineers 064A, ACI Laboratory Testing Technician II
Apprenticeship Operating Engineers 071A, Reinforced Concrete
Apprenticeship Operating Engineers 072A, Prestressed Concrete
Apprenticeship Operating Engineers 073A, Structural Steel/Welding
Apprenticeship Operating Engineers 074A, Structural Masonry
Apprenticeship Operating Engineers 075A, Soils Inspection and Testing
Apprenticeship Operating Engineers 076A, Structural Plan Reading for Inspectors
Apprenticeship Operating Engineers 077A, ICC Soils Special Inspector
Apprenticeship Surveying 121, Plane Surveying and Coordinate Geometry
Apprenticeship Surveying 122, Advanced Coordinate Geometry
Apprenticeship Surveying 123, Laptop Surveying/Aerial Photogrammetry
Apprenticeship Surveying 124, Plan Reading and Subdivision Surveying
Apprenticeship Surveying 125, Major Project Plans and Survey Layout
Apprenticeship Surveying 126, Control and Geodetic Surveying
Apprenticeship Surveying 127, U.S. Public Land Surveys
Apprenticeship Surveying 128, Property Surveys and Legal Descriptions
Art 110, Two-Dimensional Design
Art 111, Three-Dimensional Design
Art 129, Introduction to Web Design
Art 130, Introduction to Drawing
Art 131, Beginning Life Drawing
Art 141, Beginning Painting
Art 149, Introduction to Digital Photography
Art 159, Introduction to Mobile Application Development and Design
Art 229, Multimedia Applications for the Web
Art 230, Intermediate Drawing
Art 231, Intermediate Life Drawing
Art 232, Advanced Life Drawing
Art 233, Advanced Drawing

Art 241, Intermediate Painting
Art 242, Advanced Painting
Art 250, Advanced Studio Concepts
Art 259, Advanced Mobile Application Development and Design
Biology 109, Fundamentals of Biology
Biology 109H, Honors Fundamentals of Biology
Biology 109L, Fundamentals of Biology Laboratory
Biology 149, Human Anatomy and Physiology
Biology 212, Animal Diversity and Ecology
Biology 214, Plant Diversity and Evolution
Biology 221, Animal Diversity and Evolution
Biology 231, Plant Diversity and Ecology
Business 127, Introduction to E-Commerce
Chemistry 219, General Chemistry
Computer Science 257, Applied Robotics and Embedded Programming
Cosmetology 040, Cosmetology
Cosmetology 050, Manicuring
Cosmetology 070, Barbering
Cosmetology 080, Esthetician
Criminal Justice 101, Introduction to Criminal Justice
Education 113, Tutoring Reading in Elementary Schools
Electrician 080, Electrical Safety and First Aid
Electrician 081, Codeology
Electrician 082, NEC Study Level 1
Electrician 083, Code Calculations
Electrician 084, Math Skills for the Electrician
English 211, Creative Writing I/Fiction
English 212, Creative Writing II/Fiction
English 214, Creative Writing I/Poetry
English 215, Creative Writing II/Poetry
English 241, Survey of American Literature 1600-1865
English 242, Survey of American Literature, 1865-Present
English 270, Children's Literature
English N90, English Writing Center I
English N91, English Writing Center II
English N92, Extended Composition Strategies
French 101, Elementary French 1
French 102, Elementary French II
French 201, Intermediate French I
French 202, Intermediate French II
Geography 155, Introduction to Geographic Information Systems
Kinesiology 110, Women's Health Issues
Library & Information Studies 100, Library Research Fundamentals
Library & Information Studies 103, Online Internet Research
Management 135, Human Resource Management

Mathematics 290, Linear Algebra
Mathematics 295, Differential Equations
Mathematics N60, Elementary Algebra
Mathematics N60L, Beginning Algebra Math Lab
Music 121, Beginning Voice
Music 122, Intermediate Voice
Music 123, Advanced Voice
Music 124, Advanced Vocal Production and Repertoire
Philosophy 108, Ethics
Philosophy 111, Introductory Logic
Psychology 170, Multicultural Psychology
Psychology 230, Psychology and Effective Behavior
Public Works 061, Plan Interpretation and Cost Estimating
Public Works 086, Basic Code Enforcement Officer
Public Works 087, Intermediate Code Enforcement Officer
Public Works 088, Advanced Code Enforcement Officer
Public Works 089, Code Enforcement Officer-Supervision
Sign Language 114, Classifiers, Fingerspelling, and Numbering
Spanish 101, Elementary Spanish I
Spanish 101A, Elementary Spanish IA
Spanish 101B, Elementary Spanish IB
Spanish 101H, Honors Elementary Spanish I
Spanish 102, Elementary Spanish II
Spanish 115, Practical Communication in Spanish for Teachers
Spanish 195A, Advanced Conversational Spanish
Spanish 195B, Advanced Conversational Spanish
Spanish 201, Intermediate Spanish I
Spanish 202, Intermediate Spanish II
Survey/Mapping Sciences 155, Introduction to Geographic Information Systems
Water Utility Science 109, Water Distribution Systems

Non-Credit

High School Subjects: Arts 828, Understanding America Through Art
High School Subjects: Arts 837, The Film As Art
High School Subjects: Arts 845, Drawing and Painting 1
High School Subjects: Arts 846, Drawing and Painting 2
High School Subjects: Science 100, Chemistry 1B
High School Subjects: Science 182, Physiology 1A
High School Subjects: Science 183, Physiology 1B
High School Subjects: Science 184, Chemistry 1A
High School Subjects: Science 188, Earth Science 1
High School Subjects: Science 192, Basic Science 1
High School Subjects: Science 193, Basic Science 2

High School Subjects: Social Sciences 215, Introduction to Economics
High School Subjects: Social Sciences 216, World Cultures 1A
High School Subjects: Social Sciences 217, World Cultures 1B
High School Subjects: Social Sciences 218, U.S. History 1: Colonization to Industrialization
High School Subjects: Social Sciences 219, U.S. History 2: The Shaping of Modern America
High School Subjects: Social Sciences 222, Government 1: United States Federal Government and Politics
High School Subjects: Social Sciences 223, Government 2: California State/Local Government
High School Subjects: Social Sciences 224, World Geography 1A
High School Subjects: Social Sciences 225, World Geography 1B
Older Adults 457, Music Arts for Older Adults
Older Adults 518, Creative Cooking for Older Adults
Older Adults 802, Seminar for Older Adults
Older Adults 823, Manipulative Skills for Older Adults
Older Adults 894, Physical Fitness for Older Adults

DEACTIVATED COURSES

Credit

American College English N42, Developing Academic Writing and Reading
American College English N43, Developing Academic Speaking Skills
Apprenticeship Carpentry 002A, Building Layout/Transit/Laser Level
Apprenticeship Carpentry 003B, Printreading-Panel Layout
Apprenticeship Carpentry 003D, Printreading-Panel Construction
Apprenticeship Carpentry 022C, Intermediate Stairs
Apprenticeship Carpentry 023D, Metal Framing
Apprenticeship Carpentry 028D, Interior Elevations
Apprenticeship Carpentry 041, Powered Industrial Truck Operator
Apprenticeship Modular Furnishings Installation 027, Modular Install - Advanced Hospital
Apprenticeship Modular Furnishings Installation 028, Material Handling and Equipment-Modular Overhead Attachments
Apprenticeship Plastering 048, Plastering Replications
Mathematics N83L, Math Review
Mathematics N93L, Math Review
Public Works 055, Public Works Inspection I
Public Works 062, Public Works II
Public Works 065, Public Works Inspection II
Public Works 066, Asphalt and Concrete for the Public Works Inspector
Public Works 075, Public Administration
Public Works 081, Applied Project Management
Special Services N64A, Academic Coaching
Special Services N64B, Applied Academic Coaching
Water Utility Science 049, Reservoir Management and Water Sampling Techniques

Non-Credit

High School Subjects: English 030, AP English 1A
High School Subjects: Other 201, Spanish 1B
High School Subjects: Other 501, Spanish 1A

DISTANCE EDUCATION

Credit

Accounting 035, QuickBooks
Biology 109, Fundamentals of Biology
Biology 149, Human Anatomy and Physiology
Business 127, Introduction to E-Commerce
Geography 155, Introduction to Geographic Information Systems
Kinesiology 110, Women's Health Issues
Library & Information Studies 100, Library Research Fundamentals
Library & Information Studies 103, Online Internet Research
Management 135, Human Resource Management
Mathematics N60, Elementary Algebra
Philosophy 111, Introductory Logic
Psychology 170, Multicultural Psychology
Psychology 230, Psychology and Effective Behavior
Public Works 055, Public Works Inspection I
Public Works 061, Plan Interpretation and Cost Estimating
Public Works 062, Public Works II
Public Works 065, Public Works Inspection II
Public Works 075, Public Administration
Public Works 081, Applied Project Management
Spanish 101, Elementary Spanish I
Spanish 101A, Elementary Spanish IA
Spanish 101B, Elementary Spanish IB
Spanish 101H, Honors Elementary Spanish I
Spanish 102, Elementary Spanish II
Spanish 201, Intermediate Spanish I
Spanish 202, Intermediate Spanish II
Survey/Mapping Sciences 155, Introduction to Geographic Information Systems
Water Utility Science 109, Water Distribution Systems

Non-Credit

None

STAND ALONE

<u>Credit</u>

Apprenticeship Carpentry 041AJ , Powered Industrial Truck Operator - Rough Terrain - Journeyworker
Apprenticeship Carpentry 041BJ , Powered Industrial Truck Operator - Industrial Terrain - Journeyworker
Apprenticeship Carpentry 098, Tool/Equipment Applications (Finish and Framing)
Apprenticeship Carpentry 098, Tool/Equipment Applications (Drywall)
American College English 052, Expanding Academic Writing and Reading
American College English 053, Expanding Academic Speaking Skills
American College English N81 , Improving Pronunciation
Apprenticeship Modular Furnishings Installation 030, Crew Lead Customer Service Training
Apprenticeship Modular Furnishings Installation 098, Tool/Equipment Applications
Apprenticeship Operating Engineers 47, Operating Engineers Hazmat 40
Apprenticeship Operating Engineers 047J , Operating Engineers Hazmat 40 Journeyworker
Apprenticeship Operating Engineers 48, Disaster Site Worker
Apprenticeship Operating Engineers 048J , Disaster Site Worker Journeyworker
Apprenticeship Operating Engineers 49, OSHA Construction Training
Apprenticeship Operating Engineers 049J , OSHA Construction Training Journeyworker
Apprenticeship Operating Engineers 51, Operating Engineers Hazmat 8
Apprenticeship Operating Engineers 051J , Operating Engineers Hazmat 8 Journeyworker
Apprenticeship Operating Engineers 52, Mobile Cranes
Apprenticeship Operating Engineers 052J , Mobile Cranes Journeyworker
Apprenticeship Operating Engineers 53, Special Inspector Education
Apprenticeship Operating Engineers 053J , Special Inspector Education Journeyworker
Apprenticeship Operating Engineers 61, Concrete Transportation Construction Inspector
Apprenticeship Operating Engineers 061J , Concrete Transportation Construction Inspector Journeyworker
Apprenticeship Operating Engineers 62, Asphalt Inspection
Apprenticeship Operating Engineers 062J , Asphalt Inspection Journeyworker
Apprenticeship Operating Engineers 063A , ACI Laboratory Testing Technician I
Apprenticeship Operating Engineers 063AJ , ACI Laboratory Testing Technician I Journeyworker
Apprenticeship Operating Engineers 064A , ACI Laboratory Testing Technician II
Apprenticeship Operating Engineers 064AJ , ACI Laboratory Testing Technician II Journeyworker
Apprenticeship Operating Engineers 076AJ , Structural Plan Reading for Inspectors Journeyworker
Art 249, Intermediate Digital Photography
Computer Information Systems 198, Advanced iOS/iPhone Mobile App Development
Computer Information Systems 198, Introduction to iPhone Mobile App Development
Computer Science 257, Applied Robotics and Embedded Programming
Cosmetology 50, Manicuring
Cosmetology 70, Barbering
Cosmetology 80, Esthetician
Education 113, Tutoring Reading in Elementary Schools
Electrician 80, Electrical Safety and First Aid
Electrician 81, Codeology

Electrician 82, NEC Study Level 1
Electrician 83, Code Calculations
Electrician 84, Math Skills for the Electrician
English 213, Creative Writing
English 298, The Modern American Novel
English N90 , English Writing Center I
English N91 , English Writing Center II
English N92 , Extended Composition Strategies
Mathematics 199, Mathematics Independent Study
Mathematics N60 , Elementary Algebra
Mathematics N60L , Beginning Algebra Math Lab
Music 121, Beginning Voice
Music 122, Intermediate Voice
Music 123, Advanced Voice
Music 124, Advanced Vocal Production and Repertoire
Music 182, Musical Ensemble
Music 198, Musical Ensemble
Public Works 86, Basic Code Enforcement Officer
Public Works 87, Intermediate Code Enforcement Officer
Public Works 88, Advanced Code Enforcement Officer
Public Works 89, Code Enforcement Officer-Supervision
Public Works 199, Cooperative Work Experience Education
Spanish 115, Practical Communication in Spanish for Teachers
Theatre Arts 121, Beginning Performance Ensemble
Theatre Arts 122, Beginning Production Showcase
Theatre Arts 198, Advanced Acting
Theatre Arts 198, Performance Ensemble

Non-Credit

Older Adults 457, Music Arts for Older Adults
Older Adults 518, Creative Cooking for Older Adults
Older Adults 802, Seminar for Older Adults
Older Adults 823, Manipulative Skills for Older Adults
Older Adults 894, Physical Fitness for Older Adults

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Santa Ana College – Community Services Program

To: Board of Trustees	Date: March 09, 2015
Re: Approval of Santa Ana College Community Services Program – Summer 2015	
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 creative arts and financial management to computer software and travel tours, these programs are offered to the general public for a fee. The flexibility of the program allows for classes to be added or replaced that have the most cost-effective impact on the program and the community.

ANALYSIS
The proposed Summer 2015 schedule supports the mission of Santa Ana College as a leader and partner in meeting the intellectual, cultural, technological and workforce development needs of this diverse community. Adults and children in the Santa Ana College service area will be given access to 200 academic and professional development courses, personal enrichment and recreational activities. This summer a robust College for Kids Program will feature 50 academic and recreational activities. This comprehensive fee based menu provides educational opportunities for students to discover, prepare, develop and pursue lifelong learning.

RECOMMENDATION
It is recommended that the Board of Trustees review and approve the attached proposed Santa Ana College Community Services Program for Summer 2015.

Fiscal Impact:	$35,000 (estimated net income after expenses)	Board Date: March 09, 2015
Prepared by:	Michael T. Collins, Ed. D. Vice President of Administrative Services	
Submitted by:	Erlinda J. Martinez, Ed. D., President, Santa Ana College	
Recommended by:	Raúl Rodriguez, Ph.D., Chancellor, RSCCD	

COMMUNITY SERVICES – SUMMER 2015 PROGRAM

Category/Event Name	Instructor	Fee	Pay Rate
Active Adult			
Clay Sculpting	Semora McCampbell	$39	60/40
Whole Body Fitness	Lila Zai	$36	60/40
Senor Stretch	Francesca Fisher	$30	60/40
Readers Theater	Kathryn Kramer	$49	60/40
Elder Care-Gov't Grants & Subsidies	Carl Leiter	$25	60/40
VA Benefits for Elder Care	Carl Leiter	$25	60/40
Literary Tropes Workshop	Beth Black	$89	60/40
Golf-Fit	Geri-Fit, LLC	$89	60/40
Aqua Aerobics	Lila Zai	$49	60/40
Brain Fitness	Debbi Harper	$29	60/40
Genealogy	Leslie Urchin	$29	60/40
Animal Care			
Basic Dog Manners	Dog Services Unlimited	$80	50/50
Dog Obedience	Dog Services Unlimited	$92	50/50
Frisbee Dogs-CatchThe Fun!	Dog Services Unlimited	$34	50/50
Pet Tech Pet Saver	Jane Reick	$99	60/40
Pet Tech Hiking & Walking	Jane Reick	$49	60/40
Arts & Crafts			
Candlemaking	Quayum Abdul	$29	60/40
Soapmaking	Quayum Abdul	$29	60/40
Mosaic Stepping Stone Workshop	Kim Kahrillas	$70	60/40
Beads, Crystals, Semi-Precious Stones	Brigitte Burns	$29	60/40
Wire Wrapping	Brigitte Burns	$29	60/40
Knifty Knitting - Shawl	Brigitte Burns	$29	60/40
Creative Greeting Cards	Brigitte Burns	$29	60/40
Multi-Strand Design	Brigitte Burns	$29	60/40
Body Painting	Evangelina Rosales	$79	60/40
Watercolor Designs	Noeleen Harstein	$79	60/40
Wedding Floral Designs	Mina Asadirad	$65	60/40
High Wire Pendants	Daniel Hadeed	$49	60/40
Around the Home & Garden			
Electrical Repairs	Phil Famolaro	$99	60/40
Plumbing Repairs	Phil Famolaro	$99	60/40
Succulent Container Gardening	Anne, the Barefoot Gardener	$10	70/30
Miniature Gardens	Anne, the Barefoot Gardener	$10	70/30
Windowpane Designs	Beth Davidson	$70	70/30
Automotive			
BAR Update	James Rudd	$350	60/40
CCDET Smoke Opacity	James Rudd	$175	60/40
SSA Marine Certification	James Rudd	$150	60/40
DEAM Certification	James Rudd	$175	60/40
Electrical I & II	Glen Hammond	$200	60/40
EPA Certification	James Rudd	$215	60/40
Auto Wholesale Business	Ronald Williams	$85	60/40
HVAC I & II	Glen Hammond	$200	60/40
Auto Upholstery	Paul Dominguez	$89	60/40
Business & Careers			
Construction for Home Improvement	Phil Famolaro	$99	$40/hr
Contractor License	Phil Famolaro	$99	$40/hr
Home Inspection	Phil Famolaro	$99	$40/hr

3.9 (2)

COMMUNITY SERVICES – SUMMER 2015 PROGRAM

Category/Event Name	Instructor	Fee	Pay Rate
Leadership Development	Brad Snyder	$99	60/40
Communication Improvisation	Bri McWhorter	$89	60/40
Become A Notary Public	Notary Public Seminars, Inc.	$85	60/40
Renewing Notaries	Notary Public Seminars, Inc	$49	60/40
Loan Signing	Notary Public Seminars, Inc.	$89	60/40
Build Your Own Website	Michael Rounds	$39	60/40
E-Commerce for the Home Base Business	Michael Rounds	$39	60/40
Self-Publishing/E-Publishing	Michael Rounds	$39	60/40
Using Your Computer to Make Money	Nancy Miller	$39	60/40
How To Sell on eBay	Francis Greenspan	$79	60/40
Voice Overs-You're On The Air	Such A Voice	$29	60/40
Resume Writing & Interview Prep	Silvia Gonzalez	$29	60/40
Quickbooks Accounting	Miguel Figueroa	$79	60/40
Threading From A to Z	Sue Mikhael	$89	60/40
Become a Floral Designer	Mina Asadirad	$65	60/40
Home Based Business	LeeAnne Krusemark	$29	60/40
Typing/Word Processing Business	LeeAnne Krusemark	$15	60/40
Getting Published	LeeAnne Krusemark	$29	60/40
Meet the Publisher	LeeAnne Krusemark	$15	60/40
Makeup 101	Michelle Jackson	$65	60/40
Facebook & Social Media Marketing	Elimi Mitchell	$89	60/40
Grant Writing Fundamentals	John Drew	$69	60/40
Certification in Make Up Artistry	Evangelina Rosales	$195	60/40
Event Planning	Vella Johnson	$390	60/40
College For Kids			
Early Reader	Alpine Tutoring	$89	$35/hr
Reading Development & Comprehension	Alpine Tutoring	$89	$35/hr
Basic Math	Alpine Tutoring	$89	$35/hr
Study Skills & Test Taking	Alpine Tutoring	$89	$35/hr
Writing Academy	Alpine Tutoring	$92	60/40
English Composition	Phyllis Neal	$59	$30/hr
Seriously Awesome Sitters	Sabrina Bradley	$39	60/40
Cooking Around the World	Melissa Pritchard	$79	$35/hr
Horse Camp	Cheryl Skidmore	$44	60/40
Musical Theater	Chrissie Oppedisano	$89	$40/hr
Young Dance Camp	Chrissie Oppedisano	$89	$40/hr
SAT Prep	Angela Barber	$115	$35/hr
Teen Make-Up & Skin Care	Michelle Jackson	$39	60/40
Creative Artist Workshop	Semora McCampbell	$79	60/40
Robotic Engineering Camps	Berizohar Padilla	$125	60/40
Tech Builder's App Design	Freshi Media	$125	60/40
Computer Animation	Freshi Media	$125	60/40
Game Design	Freshi Media	$125	60/40
Stop Motion Animation	Freshi Media	$125	60/40
Acting/Modeling	Deborah Moseley	$89	60/40
Engineering Camp	Sam Kamel	$125	60/40
Online Driver's Ed	Erika Vieyra	$55	60/40
Spanish For Kids	Sonia Maldonado	$69	60/40
Fun with Plastikobots	Child Creativity Lab	$25	60/40
Creative Storyboard Design	Child Creativity Lab	$25	60/40
Popping the Creativity Can	Child Creativity Lab	$25	60/40
Wind Tunnel Challenge	Child Creativity Lab	$25	60/40
Uncork Creativity	Child Creativity Lab	$25	60/40
Artistic Self Portraits	Child Creativity Lab	$25	60/40

3.9 (3)

COMMUNITY SERVICES – SUMMER 2015 PROGRAM

Category/Event Name	Instructor	Fee	Pay Rate
Game Making Camp	Patricia Waterman	$125	60/40
3D Game Art Animation	Patricia Waterman	$125	60/40
Basketball Camp	Schea Cotton	$79	60/40
Skills & Drills Bootcamp	Schea Cotton	$79	60/40
Keyboarding	Nancy Haugen	$79	$35/hr
Computers	Debra Crowley	$79	$35/hr
Digital Photography	Debra Crowley	$79	$35/hr
Pre-Algebra	Maria Lopez-Sheldon	$99	$35/hr
Algebra	Maria Lopez-Sheldon	$99	$35/hr
Fractions, Decimals & Percents	Maria Lopez-Sheldon	$99	$35/hr
Geometry	Maria Lopez-Sheldon	$99	$35/hr
Aquatics Camp	Alfred Reyes	$34	60/40
Zumba	Atosa Doust	$59	60/40
Research Writing Skills	Phyllis Neal	$59	$30/hr
Embracing Leadership	Brad Snyder	$89	60/40
Beginning Guitar	Gabriel Baeza	$69	$25/hr
Jedi Engineering	Bob Lund	$140	60/40
Mine, Craft, Build using LEGO	Bob Lund	$140	60/40
Ninjaneering using LEGO	Bob Lund	$140	60/40
Martial Arts for Kids	John Bishop	$65	60/40
Golf for Kids	Joshua Sanchez	$125	60/40

Computers

MS Applications	Debra Crowley	$79	$35/hr
Photoshop Fundamentals	Debra Crowley	$79	$35/hr
Digital Photography	Debra Crowley	$79	$35/hr
Computer Basics	Dori Dumon	$39	$35/hr
Intro to MS Word	Dori Dumon	$39	$35/hr
Intro to MS Excel	Dori Dumon	$39	$35/hr
iPhones, iPads, I'm Lost	Robert Cohen	$39	60/40
Improving PC Performance	Robert Cohen	$39	60/40

Court Mandated

Alcohol & Drug Awareness	Pat Verwiel	$45	50/50
V.C. 14601.1 Suspended License Program	Berry Reed	$255	50/50
DEJ Deferred Dismissal Drug Program	Diego Fuentes	$260	50/50

Culinary Arts

Sushi Made Easy	Barb Sobel	$29	60/40
Summer Cooking with Tarla	Tarla Fallgatter	$29	60/40
Juicing For Life	Barb Sobel	$29	60/40
Healthy Cooking	Elaine Chen	$205	60/40
Mediterranean Cooking	Umit Samur	$29	60/40

Dance

Salsa	Salomon Rivera	$59	60/40
Belly Dance	JoEllen Larsen	$59	60/40
Caribbean & Latin Dance	Miguel Figueroa	$64	60/40
Advance Salsa	Miguel Figueroa	$64	60/40
Ballroom	Martin Parker	$59	60/40
West Coast Swing	Martin Parker	$59	60/40
Country Line Dancing	Martin Parker	$59	60/40
Romanian Style Dance	Umit Samur	$59	60/40

Health, Fitness & Beauty

Fighting Obesity	Lila Zai	$59	60/40

3.9 (4)

COMMUNITY SERVICES – SUMMER 2015 PROGRAM

Category/Event Name	Instructor	Fee	Pay Rate
Yoga	Taylor Cropper	$59	60/40
Basic First Aid & CPR	Sabrina Bradley	$25	60/40
Couples Massage	Barb Sobel	$39/$59	60/40
Zumba	Atosa Doust	$69	60/40
Open Court Badminton	Jeff Kamphuis	$29/$44	60/40
Evening of Massage	Barb Sobel	$39/$59	60/40
Kickboxing	Kirk Price	$59	60/40
Martial Arts	John Bishop	$59	60/40
Women's Self-Defense	John Bishop	$59	60/40
Head, Neck & Shoulder Massage	Barb Sobel	$29/$59	60/40
Language			
Conversational Spanish	Alpine Tutoring	$69	$35/hr
Conversational Italian	Alpine Tutoring	$69	$35/hr
Conversational French	Alpine Tutoring	$69	$35/hr
Money Matters			
Investment Bootcamp	Jalon O'Connell	$39/$59	60/40
Master Your Money	Jalon O'Connell	$44/$66	60/40
Maximize Your Social Security Benefits	Jalon O'Connell	$39/$59	60/40
Retirement Planning	Ronald Gable	$44/$66	60/40
Raising Financially Fit Kids	Dale Marcouillier	$29/$44	60/40
Online Workshops			
Internet & Basic Computer Literacy	Education To Go	$89	$52
Web Page Design, Graphics & Multimedia	Education To Go	$89	$52
Computer Troubleshooting & Networking	Education To Go	$89	$52
Computer Programming	Education To Go	$89	$52
Digital Photography & Digital Video	Education To Go	$89	$52
Languages (various)	Education To Go	$89	$52
Writing Courses	Education To Go	$89	$52
Entertainment Industry	Education To Go	$89	$52
Business Planning & Sales	Education To Go	$89	$52
Business Marketing & Accounting	Education To Go	$89	$52
Finance, Wealth & Career Building	Education To Go	$89	$52
Family, Parenting & Child Care	Education To Go	$89	$52
Personal Enrichment	Education To Go	$89	$52
Online Career Training Programs			
Business & Professional	Gatlin Education	$1795	$300
Healthcare & Fitness	Gatlin Education	$1795	$300
Hospitality & Gaming	Gatlin Education	$1795	$300
IT & Software Development	Gatlin Education	$1795	$300
Management & Corporate	Gatlin Education	$1795	$300
Media & Design	Gatlin Education	$1795	$300
Skilled Trades & Industrial	Gatlin Education	$1795	$300
Sustainable Energy & Going Green	Gatlin Education	$1795	$300
Real Estate			
Mortgage Refinance	Sandy Flores	$25	60/40
Buying Your First Home	Sandy Flores	$25	60/40
Investing in Multi-Family/Apartment Buildings	Gemini Patel	$49/$79	60/40

3.9 (5)

COMMUNITY SERVICES – SUMMER 2015 PROGRAM

Category/Event Name	Instructor	Fee	Pay Rate
Travel			
Chocolate Dipped LA	Good Times Travel Tours	$99	70/30
Hollywood Bowl	Good Times Travel Tours	$95	70/30
Catalina Island	Good Times Travel Tours	$109	70/30
Naples Gondola Cruise	Good Times Travel Tours	$109	70/30
Summer Breezes & Stinking Roses	Good Times Travel Tours	$150/deposit	
Central Coast Lighthouses	Good Times Travel Tours	$250/deposit	

3.9 (6)

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
Santiago Canyon College
Continuing Education - Community Services Program

To:	Board of Trustees	Date: March 9, 2015
Re:	Approval of Santiago Canyon College Community Services Program, Summer 2015	
Action:	Request for Approval	

BACKGROUND
The Summer 2015 Community Services Program reflects a comprehensive effort to meet the needs of the community by maintaining quality in community education programming through the development of new courses and promoting on-going revenue generating courses.

ANALYSIS
Santiago Canyon College (SCC) maintains a comprehensive educational Community Services Program that supports RSCCD's vision of "providing comprehensive educational opportunities" and responds to the diverse needs of the community. Community Services continues to expand its educational program by offering more than 150 cost effective classes in the SCC service area.

RECOMMENDATION
It is recommended that the Board of Trustees approve the attached proposed Community Services Program for Summer 2015.

Fiscal Impact: $25,000 revenue	Board Date: March 9, 2015
Prepared by: Jose Vargas, Vice President of Continuing Education	
Submitted by: John Weispfenning, Ph.D., President	
Recommended by: Raúl Rodriguez, Ph.D., Chancellor	

SANTIAGO CANYON COLLEGE
Community Services Program - Summer 2015

Category/Event Name	Instructor	Fee	Pay Rate SCC/Presenter
Animal Care			
Dog Obedience	Dog Services Unlimited	$86	50/50
Around the Home & Garden			
Interior Design for the Homeowner	TBA	$69	60/40
Floral Design	Mina Wholesale Flowers	$65	60/40
Basic Home Repairs	Rick Longobart	$89	50/50
Arts & Crafts			
Introduction to Drawing/Watercolor	Alpine Tutoring	$69	$35-$40/hour
Joy of Pastels	Alpine Tutoring	$69	$35-$40/hour
Business & Careers			
Introduction to Voiceovers	Voices for All	$29	60/40
Become a Notary Public	Notary Public Seminars	$85	60/40
Renew Your Notary	Notary Public Seminars	$50	60/40
How to Become a Mystery Shopper	Elaine Moran	$39	60/40
Human Resources Certification Series	Allison Pratt	$99	50/50
• Employment Retention	Allison Pratt	$39	50/50
• Performance Appraisals	Allison Pratt	$39	50/50
• Safe Terminations	Allison Pratt	$39	50/50
Sexual Harassment Avoidance	Allison Pratt	$59	60/40
Successful Home Based Business	LeeAnne Krusemark	$39	60/40
Word Processing Business	LeeAnne Krusemark	$15	60/40
Beginner's Guide to Getting Published	LeeAnne Krusemark	$39	60/40
Meet the Publisher	LeeAnne Krusemark	$19	60/40
Mystery Shopper	Elaine Moran	$39	60/40
Accounting for the Non-Accountants	Joseph Kibbe	$120	60/40
Introduction to QuickBooks	Joseph Kibbe	$99	60/40
Advanced CAD for Surveyors	Jeff Covey	$290	$54/hour
Backflow Prevention Device Repair	Gary Blackmore	$250	$50/hour
Personal Trainer Certificate	World Instructor Training	$625	$524/person
Wholesale Auto Dealer from Home	Ronald Williams	$85	60/40
How to Sell on EBay	Frances Greenspan	$59	60/40
College for Kids			
Musical Theater	Val Weaver Dance Center	$150	50/50
Dance Camps	Val Weaver Dance Center	$150	50/50
Hip Hop Camp	OC Dance Studio	$150	50/50
Cheerleading Camp	OC Dance Studio	$150	50/50
Sports Camp	Blueray Management	$125-$150	60/40
Premium Hoops Basketball Camp	Jeff Bonds	$150	$95/person
Swim Lessons	North Irvine Club	$60	25/75
Swim Camp	North Irvine Club	$100	25/75

3.10 (2)

Category/Event Name	Instructor	Fee	Pay Rate SCC/Presenter
College for Kids Continued			
Water Polo Camp	North Irvine Club	$100	25/75
Natural A's	Curtis Adney	$49	60/40
Keyboarding For Kids	Nancy Haugen	$79	$35-$40/hour
Computers For Kids	Nancy Haugen	$79	$35-$40/hour
Digital Photography for Kids	Julie Diebolt-Price	$89	$35-$40/hour
Photoshop For Kids	Julie Diebolt-Price	$78	$35-$40/hour
Spanish for Kids (ages 6-10)	Sonja Maldonado	$79	$35-$40/hour
Spanish Jump Start	Sonja Maldonado	$79	$35-$40/hour
Seriously Awesome Sitters	Sabrina Bradley	$39	60/40
Science Camps	Mad Science	$130	$89/person
Debate Camp	Jared Kubicka-Miller	$400	$35/hour
Study Skills & Test Taking	Readwrite Education	$59	$35-$40/hour
Reading Development	Readwrite Education	$89	$35-$40/hour
Speed Reading & Vocabulary	Readwrite Education	$69	$35-$40/hour
Frist Grade Prep	Courtney Depsky	$84	$35-$40/hour
Reading Development (Grades2-3)	Courtney Depsky	$84	$35-$40/hour
Reading Development (Grades4-5)	Amanda Robins	$84	$35-$40/hour
Language Arts/ Writing (Grades2-3)	Courtney Depsky	$84	$35-$40/hour
Language Arts/ Writing (Grades4-5)	Amanda Robins	$84	$35-$40/hour
Math Skills (Grades 2-3)	Courtney Depsky	$84	$35-$40/hour
Math Skills (Grades 2-5)	Amanda Robins	$84	$35-$40/hour
Pre-Algebra (Grades 6-8)	Alpine Tutoring	$84	$38-$40/hour
Algebra (Grades 8-10)	Alpine Tutoring	$84	$38-$40/hour
Geometry (Grades 9-11)	Alpine Tutoring	$84	$38-$40/hour
Pre-Calculus (Grades 10-12)	Alpine Tutoring	$84	$38-$40/hour
Writing (Grades 6-12)	Alpine Tutoring	$84	$38-$40/hour
Basic Math Review (Grades 3/4) (Grades 5/6)	Alpine Tutoring	$98	$38-$40/hour
Pre-Algebra/Algebra/Geometry Review	Alpine Tutoring	$98	$38-$40/hour
English Composition & Writing Skills	Phyllis Neal	$59	$35-$40/hour
Research Writing	Phyllis Neal	$59	$35-$40/hour
How to Write a College Essay	Jayne Munoz	$59	$35-$40/hour
Guitar for Kids	Ron Gorman	$79	50/50
Sew Simple	Carla Buchanan	$69	60/40
Modeling for Girls & Teens	Tara Myer	$59	$35-$40/hour
Teen Makeup & Skin Care	Michelle Jackson	$59	60/40
Acting Fundamentals	Tara Myer	$59	$35-$40/hour
Art Camp-Pastel Workshop	Young Rembrandts	$79	60/40
Engineering with Legos ®	Play-Well	$145	$96/person
Video Game Design (Beginning/Advanced)	Freshi Films LLC	$159	$104/person
App Development	Freshi Films LLC	$159	$104/person
Computer Animation	Freshi Films LLC	$159	$104/person
Lego/ Cartoon Flix	Incrediflix	$159	$96/person
Editing/ Digital Flix	Incrediflix	$159	$96/person
Mindstorm/ Remote Control Legos ®	Bricks 4 Kids	$150	$100/person

SANTIAGO CANYON COLLEGE
Community Services Program – Summer 2015

Category/Event Name	Instructor	Fee	Pay Rate SCC/Presenter
College for Kids Continued			
Robotics/ Clash of Bricks Legos ®	Bricks 4 Kids	$150	$100/person
Museum-on-Wheels	Child Creativity Lab	$99	60/40
Computers			
Computers for Beginners	Dori Dumon	$89	$35-45/hour
Introduction to Outlook & Email	Dori Dumon	$89	$35-45/hour
Introduction To Photoshop	Dori Dumon	$89	$35-45/hour
Microsoft Word - Part I/ Part II	Dori Dumon	$89	$35-45/hour
Introduction to MS Excel	Joe Kibbe	$89	$35-45/hour
Intermediate MS Excel	Joe Kibbe	$89	$35-45/hour
FaceBook & Social Media Marketing	Robert Cohen	$39	60/40
Blogging for Fun & Profit	Robert Cohen	$39	50/50
iPhones, iPads...and I'm Lost!	Robert Cohen	$39	60/40
Programming for Non-Programmers	Robert Cohen	$39	50/50
On-Line Courses	Education To Go	$79-$199	$52-$151
Dance			
Salsa	Salomon Rivera	$59	60/40
Zumba	Salomon Rivera	$59	60/40
Belly Dance	Jo Ellen Larsen	$89	60/40
Strictly Tango	Val Weaver Dance	$59	50/50
East Coast Swing	Val Weaver Dance	$59	50/50
Country Line Dancing	Val Weaver Dance	$72	50/50
Health, Beauty & Fitness			
Tai Chi Chuan	Karen Mack	$59	60/40
Yoga	Dana Conley	$79	60/40
Indoor Soccer	Lisa Hermen	$40	50/50
Lap Swim	North Irvine Club	$89-$69	$35/hour
Water Aerobics	North Irvine Club	$79	$35/hour
Circuit Training	SCC Instructor	$30	50/50
Evening of Massage	Barbara Sobel	$39/$69	60/40
Head, Neck & Shoulder Massage	Barbara Sobel	$39/$69	60/40
Make-up Classes	Michelle Jackson	$59/$69	60/40
Total Fitness	Jeffrey Nolasco	$36	$40/hour
Yoga for Everybody	Mariana Fischer-Militaru	$36	$40/hour
Plus Size Yoga	Mariana Fischer-Militaru	$79	60/40
Meditation for Everyday	Mariana Fischer-Militaru	$36	$40/hour
Language			
Spanish	Alpine Tutoring	$69	60/40
Fast Fun French	Katherine Watson	$59	60/40
Italian	Alpine Tutoring	$69	60/40

3.10 (4)

SANTIAGO CANYON COLLEGE
Community Services Program - Summer 2015

Category/Event Name	Instructor	Fee	Pay Rate SCC/Presenter
Money Matters			
Estate Planning for Everyone	Jalon O'Connell	$29	No Charge
Investment Bootcamp	Jalon O'Connell	$29	No Charge
Social Security: How to Maximize Your Benefits	Pinnacle Financial	$39/$59	60/40
Modern Retirement	Pinnacle Financial	$39/$59	60/40
Rejuvenate Your Retirement	Balanced Wealth Management	$39	60/40
Music			
Beginning Guitar	Ron Gorman	$89	50/50
Beginning Ukulele	Ron Gorman	$89	50/50
Personal Enrichment			
What Were You Born To Do	Curtis Adney	$49	60/40
Overcome Your Fear of Public Speaking	Nick Lazaris	$29	60/40
Assertiveness Skills for Success	Nick Lazaris	$29	60/40
Overcome Anxiety & Panic Forever	Nick Lazaris	$29	60/40
Ready for Love	Jo Ellen Larsen	$97	60/40
Identify Your Perfect Career	Sue Montelone	$39	60/40
Retired – Now What?	Elaine Moran	$29	60/40
Real Estate			
How to Sell Residential Real Estate	Robert Lindquist	$29	50/50
Special Interest			
Digital Photography	Julie Diebolt Price	$59	60/40
Novice Photographer Workshops	Julie Diebolt Price	$19/$29	60/40
Introduction to Digital Photography	Julie Diebolt Price	$149	60/40
CPR	Workshops on Wellness	$29	60/40
Basic First Aid	Workshops on Wellness	$29	60/40
Test Preparation			
SAT Preparation	Alpine Tutoring & Jayne Munoz	$94	$40/Hour
Online Driver's Education	Safety Drivers Ed	$59	50/50Math
Tutoring	Alicia Frost	$20	50/50
Travel			
Hollywood Bowl/Smokey Robinson	Good Times Travel	$95	$80-$89/pp
Day on Catalina Island	Good Times Travel	$109	$94-$103/pp
Taste of Europe	Good Times Travel	$109	$94-$103/pp
Multi-Day Tours TBA	Good Times Travel	TBA	TBA

3.10 (5)

Rancho Santiago Comm Coll District
Bank Code: 92 District Funds

Board Meeting of 03/09/15
Check Registers Submitted for Approval
Checks Written for Period 02/11/15 Thru 02/24/15

AP0020
Page: 1

Register #	Fund Title	Amount	Voided Checks	Adjusted Amount	Beg Check #	End Check #
61541	General Fund Unrestricted	3,489.61	0.00	3,489.61	92*0415772	92*0415777
61543	General Fund Unrestricted	2,725.20	0.00	2,725.20	92*0415785	92*0415792
61544	General Fund Unrestricted	2,367.24	0.00	2,367.24	92*0415793	92*0415799
61545	General Fund Unrestricted	3,929.23	0.00	3,929.23	92*0415800	92*0415806
61546	General Fund Unrestricted	2,437.12	0.00	2,437.12	92*0415807	92*0415813
61547	General Fund Unrestricted	9,542.12	0.00	9,542.12	92*0415814	92*0415818
61548	General Fund Unrestricted	123,193.86	0.00	123,193.86	92*0415819	92*0415822
61549	General Fund Unrestricted	621.90	0.00	621.90	92*0415823	92*0415827
61550	General Fund Unrestricted	3,562.51	0.00	3,562.51	92*0415831	92*0415837
61551	General Fund Unrestricted	3,563.41	0.00	3,563.41	92*0415838	92*0415846
61552	General Fund Unrestricted	3,200.76	0.00	3,200.76	92*0415847	92*0415850
61553	General Fund Unrestricted	1,120.30	0.00	1,120.30	92*0415851	92*0415857
61554	General Fund Unrestricted	13,967.03	0.00	13,967.03	92*0415858	92*0415862
61555	General Fund Unrestricted	2,650.20	0.00	2,650.20	92*0415863	92*0415872
61556	General Fund Unrestricted	3,252.20	0.00	3,252.20	92*0415873	92*0415882
61557	General Fund Unrestricted	3,027.00	0.00	3,027.00	92*0415883	92*0415891
61558	General Fund Unrestricted	1,788.50	0.00	1,788.50	92*0415892	92*0415901
61559	General Fund Unrestricted	3,639.50	0.00	3,639.50	92*0415902	92*0415923
61561	General Fund Unrestricted	193.96	0.00	193.96	92*0415937	92*0415937
61565	General Fund Unrestricted	1,466.02	0.00	1,466.02	92*0415946	92*0415947
61566	General Fund Unrestricted	315.11	0.00	315.11	92*0415950	92*0415953
61568	General Fund Unrestricted	28,683.98	0.00	28,683.98	92*0415964	92*0415965
61570	General Fund Unrestricted	7,460.21	0.00	7,460.21	92*0415969	92*0415971
61571	General Fund Unrestricted	2,684.00	0.00	2,684.00	92*0415974	92*0415983
61572	General Fund Unrestricted	3,200.50	0.00	3,200.50	92*0415984	92*0415993
61573	General Fund Unrestricted	399.05	0.00	399.05	92*0415994	92*0415998
61577	General Fund Unrestricted	1,660.34	0.00	1,660.34	92*0416020	92*0416021
61578	General Fund Unrestricted	1,001.73	0.00	1,001.73	92*0416022	92*0416027
61579	General Fund Unrestricted	4,455.31	0.00	4,455.31	92*0416030	92*0416033
61580	General Fund Unrestricted	6,176.85	0.00	6,176.85	92*0416035	92*0416036
61584	General Fund Unrestricted	1,749.35	0.00	1,749.35	92*0416053	92*0416060
61585	General Fund Unrestricted	787.97	0.00	787.97	92*0416066	92*0416066
61586	General Fund Unrestricted	9,610.86	0.00	9,610.86	92*0416070	92*0416079
61587	General Fund Unrestricted	2,923.85	0.00	2,923.85	92*0416081	92*0416087
61588	General Fund Unrestricted	15,500.00	0.00	15,500.00	92*0416089	92*0416089
61595	General Fund Unrestricted	8,522.60	0.00	8,522.60	92*0416125	92*0416164
61652	General Fund Unrestricted	8,471.26	0.00	8,471.26	92*0421454	92*0421458
61653	General Fund Unrestricted	37,546.52	0.00	37,546.52	92*0421460	92*0421460
61654	General Fund Unrestricted	230.47	0.00	230.47	92*0421465	92*0421465
61655	General Fund Unrestricted	3,531.50	0.00	3,531.50	92*0421470	92*0421478
61656	General Fund Unrestricted	2,501.00	0.00	2,501.00	92*0421479	92*0421488

Register #	Fund Title	Amount	Voided Checks	Adjusted Amount	Beg Check #	End Check #
61657	General Fund Unrestricted	7,885.70	0.00	7,885.70	92*0421489	92*0421518
61658	General Fund Unrestricted	22,821.08	0.00	22,821.08	92*0421519	92*0421522
61659	General Fund Unrestricted	1,795,503.44	0.00	1,795,503.44	92*0421523	92*0421524
61660	General Fund Unrestricted	2,864.26	0.00	2,864.26	92*0421525	92*0421533
61661	General Fund Unrestricted	106,460.02	0.00	106,460.02	92*0421534	92*0421536
61662	General Fund Unrestricted	671.14	0.00	671.14	92*0421537	92*0421539
61663	General Fund Unrestricted	2,061.43	0.00	2,061.43	92*0421545	92*0421552
61665	General Fund Unrestricted	1,384.67	0.00	1,384.67	92*0421570	92*0421570
61667	General Fund Unrestricted	1,171.07	0.00	1,171.07	92*0421574	92*0421581
61668	General Fund Unrestricted	274.97	0.00	274.97	92*0421583	92*0421590
61669	General Fund Unrestricted	580.88	0.00	580.88	92*0421597	92*0421598
61670	General Fund Unrestricted	1,310.39	0.00	1,310.39	92*0421599	92*0421607
61671	General Fund Unrestricted	20,485.00	0.00	20,485.00	92*0421613	92*0421614
61672	General Fund Unrestricted	19,836.76	0.00	19,836.76	92*0421615	92*0421620
61680	General Fund Unrestricted	4,424.50	0.00	4,424.50	92*0421645	92*0421660

Total Fund 11 General Fund Unrestricted　　　**$2,324,885.44**　　　**$0.00**　　　**$2,324,885.44**

Rancho Santiago Comm Coll District

Bank Code: 92 District Funds

Board Meeting of 03/09/15

Check Registers Submitted for Approval

Checks Written for Period 02/11/15 Thru 02/24/15

AP0020

Page: 3

Register #	Fund Title	Amount	Voided Checks	Adjusted Amount	Beg Check #	End Check #
61541	General Fund Restricted	316.55	0.00	316.55	92*0415773	92*0415773
61542	General Fund Restricted	1,261.60	0.00	1,261.60	92*0415778	92*0415784
61548	General Fund Restricted	10,687.56	0.00	10,687.56	92*0415821	92*0415821
61549	General Fund Restricted	686.91	0.00	686.91	92*0415825	92*0415830
61561	General Fund Restricted	814.15	0.00	814.15	92*0415935	92*0415936
61565	General Fund Restricted	2,557.46	0.00	2,557.46	92*0415944	92*0415945
61566	General Fund Restricted	270.23	0.00	270.23	92*0415948	92*0415949
61567	General Fund Restricted	3,035.00	0.00	3,035.00	92*0415954	92*0415963
61568	General Fund Restricted	22,000.00	0.00	22,000.00	92*0415966	92*0415966
61569	General Fund Restricted	49,394.88	0.00	49,394.88	92*0415967	92*0415968
61570	General Fund Restricted	7,799.77	0.00	7,799.77	92*0415970	92*0415973
61573	General Fund Restricted	2,861.10	0.00	2,861.10	92*0415995	92*0416001
61574	General Fund Restricted	2,959.12	0.00	2,959.12	92*0416002	92*0416009
61575	General Fund Restricted	26,941.61	0.00	26,941.61	92*0416010	92*0416016
61577	General Fund Restricted	4,429.64	0.00	4,429.64	92*0416018	92*0416019
61578	General Fund Restricted	1,157.74	0.00	1,157.74	92*0416025	92*0416028
61579	General Fund Restricted	1,820.33	0.00	1,820.33	92*0416029	92*0416034
61581	General Fund Restricted	333.44	0.00	333.44	92*0416037	92*0416045
61584	General Fund Restricted	305.08	0.00	305.08	92*0416056	92*0416057
61585	General Fund Restricted	2,942.84	0.00	2,942.84	92*0416061	92*0416069
61586	General Fund Restricted	6,370.74	0.00	6,370.74	92*0416071	92*0416075
61587	General Fund Restricted	488.00	0.00	488.00	92*0416080	92*0416080
61588	General Fund Restricted	48,350.00	0.00	48,350.00	92*0416088	92*0416090
61589	General Fund Restricted	3,664.26	0.00	3,664.26	92*0416091	92*0416097
61590	General Fund Restricted	3,413.36	0.00	3,413.36	92*0416098	92*0416107
61651	General Fund Restricted	229,674.80	0.00	229,674.80	92*0421452	92*0421452
61652	General Fund Restricted	12,342.30	0.00	12,342.30	92*0421453	92*0421455
61654	General Fund Restricted	1,732.66	0.00	1,732.66	92*0421461	92*0421469
61658	General Fund Restricted	1,309.45	0.00	1,309.45	92*0421520	92*0421520
61662	General Fund Restricted	3,556.31	0.00	3,556.31	92*0421538	92*0421544
61663	General Fund Restricted	120.07	0.00	120.07	92*0421546	92*0421548
61664	General Fund Restricted	5,059.46	0.00	5,059.46	92*0421553	92*0421565
61665	General Fund Restricted	14,790.48	0.00	14,790.48	92*0421566	92*0421572
61667	General Fund Restricted	2,176.74	0.00	2,176.74	92*0421575	92*0421582
61668	General Fund Restricted	226.10	0.00	226.10	92*0421584	92*0421589
61669	General Fund Restricted	2,098.84	0.00	2,098.84	92*0421591	92*0421596
61670	General Fund Restricted	743.16	0.00	743.16	92*0421602	92*0421604
61671	General Fund Restricted	17,078.60	0.00	17,078.60	92*0421608	92*0421612
61681	General Fund Restricted	6,987.50	0.00	6,987.50	92*0421661	92*0421665

| **Total Fund 12 General Fund Restricted** | | **$502,757.84** | **$0.00** | **$502,757.84** | | |

Register #	Fund Title	Amount	Voided Checks	Adjusted Amount	Beg Check #	End Check #
61546	GF Unrestricted One-Time Fund	700.53	0.00	700.53	92*0415812	92*0415812
61549	GF Unrestricted One-Time Fund	392.04	0.00	392.04	92*0415828	92*0415828
61576	GF Unrestricted One-Time Fund	18,441.88	0.00	18,441.88	92*0416017	92*0416017
61578	GF Unrestricted One-Time Fund	216.00	0.00	216.00	92*0416024	92*0416024
61652	GF Unrestricted One-Time Fund	33,386.74	0.00	33,386.74	92*0421456	92*0421459
61668	GF Unrestricted One-Time Fund	123.41	0.00	123.41	92*0421586	92*0421587
61671	GF Unrestricted One-Time Fund	14,675.00	0.00	14,675.00	92*0421611	92*0421611

Total Fund 13 GF Unrestricted One-Time	**$67,935.60**	**$0.00**	**$67,935.60**	

Register #	Fund Title	Amount	Voided Checks	Adjusted Amount	Beg Check #	End Check #
61560	Child Development Fund	4,678.47	0.00	4,678.47	92*0415924	92*0415934
61582	Child Development Fund	2,474.41	0.00	2,474.41	92*0416046	92*0416050
61591	Child Development Fund	9,386.74	0.00	9,386.74	92*0416108	92*0416117
61673	Child Development Fund	5,534.71	0.00	5,534.71	92*0421621	92*0421625
61674	Child Development Fund	1,682.95	0.00	1,682.95	92*0421626	92*0421634
61675	Child Development Fund	11,489.23	0.00	11,489.23	92*0421635	92*0421638
Total Fund 33 Child Development Fund		**$35,246.51**	**$0.00**	**$35,246.51**		

Register #	Fund Title	Amount	Voided Checks	Adjusted Amount	Beg Check #	End Check #
61563	Capital Outlay Projects Fund	13,852.39	0.00	13,852.39	92*0415939	92*0415942
61583	Capital Outlay Projects Fund	8,920.32	0.00	8,920.32	92*0416051	92*0416052
61594	Capital Outlay Projects Fund	80,333.69	0.00	80,333.69	92*0416123	92*0416124
61678	Capital Outlay Projects Fund	12,247.59	0.00	12,247.59	92*0421643	92*0421643
Total Fund 41 Capital Outlay Projects Fu		**$115,353.99**	**$0.00**	**$115,353.99**		

Register #	Fund Title	Amount	Voided Checks	Adjusted Amount	Beg Check #	End Check #
61562	Bond Fund, Measure E	4,221.61	0.00	4,221.61	92*0415938	92*0415938
61592	Bond Fund, Measure E	11,377.91	0.00	11,377.91	92*0416118	92*0416119
61676	Bond Fund, Measure E	203,497.47	0.00	203,497.47	92*0421639	92*0421640
61677	Bond Fund, Measure E	12,811.55	0.00	12,811.55	92*0421641	92*0421642
Total Fund 42 Bond Fund, Measure E		**$231,908.54**	**$0.00**	**$231,908.54**		

Register #	Fund Title	Amount	Voided Checks	Adjusted Amount	Beg Check #	End Check #
61593	Bond Fund, Measure Q	48,022.83	0.00	48,022.83	92*0416120	92*0416122
61666	Bond Fund, Measure Q	275,875.67	0.00	275,875.67	92*0421573	92*0421573
Total Fund 43 Bond Fund, Measure Q		**$323,898.50**	**$0.00**	**$323,898.50**		

Register #	Fund Title	Amount	Voided Checks	Adjusted Amount	Beg Check #	End Check #
61564	Property and Liability Fund	172.50	0.00	172.50	92*0415943	92*0415943
Total Fund 61 Property and Liability Fund		**$172.50**	**$0.00**	**$172.50**		

Rancho Santiago Comm Coll District   **Board Meeting of 03/09/15**   **AP0020**

Bank Code: 92 District Funds   **Check Registers Submitted for Approval**   **Page:** 10

Checks Written for Period 02/11/15 Thru 02/24/15

61679	Student Financial Aid Fund	239.51	0.00	239.51	92*0421644	92*0421644

Total Fund 74 Student Financial Aid Fund	**$239.51**	**$0.00**	**$239.51**

4.1 (10)

SUMMARY

Total Fund 11 General Fund Unrestricted	2,324,885.44
Total Fund 12 General Fund Restricted	502,757.84
Total Fund 13 GF Unrestricted One-Time Fund	67,935.60
Total Fund 33 Child Development Fund	35,246.51
Total Fund 41 Capital Outlay Projects Fund	115,353.99
Total Fund 42 Bond Fund, Measure E	231,908.54
Total Fund 43 Bond Fund, Measure Q	323,898.50
Total Fund 61 Property and Liability Fund	172.50
Total Fund 74 Student Financial Aid Fund	239.51
Grand Total:	**$3,602,398.43**

4.1 (11)

Rancho Santiago Comm Coll District

Bank Code: 31, 71, 72, 76, 79, 81

Board Meeting of 03/09/15

Check Registers Submitted for Approval

Checks Written for Period 02/07/15 Thru 02/23/15

AP0025

Page: 1

Register #	Fund Title	Amount	Voided Checks	Adjusted Amount	Beg Check #	End Check #
311502214	Bookstore Fund	494,545.49	0.00	494,545.49	31*0105302	31*0105360
Total Fund 31 Bookstore Fund		**$494,545.49**	**$0.00**	**$494,545.49**		

Rancho Santiago Comm Coll District

Bank Code: 31, 71, 72, 76, 79, 81

Board Meeting of 03/09/15

Check Registers Submitted for Approval

Checks Written for Period 02/07/15 Thru 02/23/15

AP0025

Page: 2

Register #	Fund Title	Amount	Voided Checks	Adjusted Amount	Beg Check #	End Check #
711502214	Associated Students Fund	2,469.08	0.00	2,469.08	71*0007379	71*0007380
711502321	Associated Students Fund	1,127.98	0.00	1,127.98	71*0007381	71*0007382
711502423	Associated Students Fund	5,897.69	0.00	5,897.69	71*0007383	71*0007383
Total Fund 71 Associated Students Fund		**$9,494.75**	**$0.00**	**$9,494.75**		

Rancho Santiago Comm Coll District

Bank Code: 31, 71, 72, 76, 79, 81

Board Meeting of 03/09/15

Check Registers Submitted for Approval

Checks Written for Period 02/07/15 Thru 02/23/15

AP0025

Page: 3

Register #	Fund Title	Amount	Voided Checks	Adjusted Amount	Beg Check #	End Check #
761502214	Community Education Fund	8,398.54	0.00	8,398.54	76*0006659	76*0006662
761502423	Community Education Fund	193,935.10	0.00	193,935.10	76*0006663	76*0006664
Total Fund 76 Community Education Fund		**$202,333.64**	**$0.00**	**$202,333.64**		

Rancho Santiago Comm Coll District

Bank Code: 31, 71, 72, 76, 79, 81

Board Meeting of 03/09/15

Check Registers Submitted for Approval

Checks Written for Period 02/07/15 Thru 02/23/15

AP0025

Page: 4

Register #	Fund Title	Amount	Voided Checks	Adjusted Amount	Beg Check #	End Check #
791502214	Diversified Trust Fund	15,756.98	0.00	15,756.98	79*0019087	79*0019104
791502321	Diversified Trust Fund	193,924.46	0.00	193,924.46	79*0019105	79*0019112
Total Fund 79 Diversified Trust Fund		**$209,681.44**	**$0.00**	**$209,681.44**		

Rancho Santiago Comm Coll District

Bank Code: 31, 71, 72, 76, 79, 81

Board Meeting of 03/09/15

Check Registers Submitted for Approval

Checks Written for Period 02/07/15 Thru 02/23/15

AP0025

Page: 5

Register #	Fund Title	Amount	Voided Checks	Adjusted Amount	Beg Check #	End Check #
811502214	Diversified Agency Fund	26,235.35	0.00	26,235.35	81*0045305	81*0045321
811502321	Diversified Agency Fund	5,738.40	0.00	5,738.40	81*0045322	81*0045334
Total Fund 81 Diversified Agency Fund		**$31,973.75**	**$0.00**	**$31,973.75**		

Rancho Santiago Comm Coll District

Bank Code: 31, 71, 72, 76, 79, 81

Board Meeting of 03/09/15

Check Registers Submitted for Approval

Checks Written for Period 02/07/15 Thru 02/23/15

AP0025

Page: 6

<u>**SUMMARY**</u>

Total Fund 31 Bookstore Fund	494,545.49
Total Fund 71 Associated Students Fund	9,494.75
Total Fund 76 Community Education Fund	202,333.64
Total Fund 79 Diversified Trust Fund	209,681.44
Total Fund 81 Diversified Agency Fund	31,973.75
Grand Total:	**$948,029.07**

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
DISTRICT OFFICE - BUSINESS OPERATIONS/FISCAL SERVICES

To: Board of Trustees	Date: March 9, 2015
Re: Approval of the 2015 -16 Tentative Budget Assumptions	
Action: Request for Approval	

BACKGROUND
Each year, the Board of Trustees approves Budget Assumptions that serve as the foundation used in the development of the district's annual budget.

ANALYSIS
The attached Tentative Budget Assumptions were thoroughly reviewed by the Fiscal Resources Committee (FRC) at the February 25, 2015 meeting and were unanimously recommended to District Council. District Council reviewed the assumptions at the March 2, 2015 meeting and unanimously recommended them to the Chancellor.

At this stage of the 2015-16 budget preparation cycle, the district is assuming the majority of new unrestricted revenues in the Governor's January Budget Proposal will remain intact. This includes a Base Allocation increase, 1.58% Cost of Living Adjustment (COLA), CDCP FTES Funding Equalization, and a large one-time Mandates Block Grant. Although the Governor's budget proposal includes a 2% growth allocation, the district is budgeting 1% based on the colleges' growth estimates. The revenue assumptions net approximately $13.2 million in additional ongoing funding and $7.8 million in additional one-time funding. For purposes of budget preparation, we are assuming $9.4 million of the $13.2 million in ongoing funds are all unrestricted revenues with no program-specific additional expenditures budgeted. The expense assumptions net approximately $11.5 million in additional costs including step and column movement, a projected 10% increase in health and welfare benefits, PERS and STRS rate increases, contributions to the Capital Outlay fund for Scheduled Maintenance needs, the hiring of fourteen new full-time faculty positions (in addition to twenty replacement positions), and increased utilities and Information Technology Services contract escalation costs. The Chancellor recommends the attached assumptions for approval by the Board of Trustees.

Once a state budget is enacted by the Legislature by the end of June, any necessary changes to our state funding can be made in the district's proposed Adopted Budget for approval by the Board of Trustees on September 14, 2015.

RECOMMENDATION
It is recommended that the Board of Trustees approve the Tentative Budget Assumptions for the 2015-16 fiscal year as presented.

Fiscal Impact: TBD	Board Date: March 9, 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	

I. State Revenue
    A. Budgeting will continue to utilize the District's Budget Allocation Model Based on SB 361.

    B. FTES Workload Measure Assumptions:

Year		Base	Actual		Funded		Actual Growth
2011/12		28,182.19	27,711.41		27,711.41		-9.95%
2012/13		27,711.41	28,185.04		28,185.04		1.71%
2013/14		28,185.04	28,688.93	a	28,688.93	a	1.79%
2014/15	P1	28,688.93	28,975.82	b	28,975.82	b	1.00%

    a - based on 2013/14 Recalculation received 2/19/2015
    b - based on College Presidents' estimate as of 2/17/2015

    The Governor's January budget proposal includes 2% Restoration/Access/Growth funding, 1.58% COLA, an unrestricted increase to the Base Allocation and equalizing the CDCP FTES funding rate at the credit FTES rate.

Base Allocation Increase	**$2,400,000**
CDCP Funding Enhancement	**$7,000,000**
Projected COLA of 1.58%	**$2,300,000**
Projected Restoration/Access/Growth 1% (Est.)	**$1,300,000**
Projected Deficit (Estimated at 1.72%)	**($2,400,000)**
Base Increase for 2015/16	**$10,600,000**

    2015/16 Est. 1% R/A/Growth for FTES planning   29,266

    C. Education Protection Account (EPA) funding estimated at $21,783,177 based actual on 2014/15 Advance. These are not additional funds, rather the EPA is only a portion of general purpose funds that offsets what would otherwise be state aid in the apportionments. Our intention is to charge a portion of faculty salaries against this funding source in compliance with EPA requirements.

    D. Unrestricted lottery is projected at $128 per FTES ($3,807,597). Restricted lottery at $34 per FTES ($1,011,393). (2014/15 P1 of resident & nonresident factored FTES, 29,746.85 x 128 = $3,807,597 unrestricted lottery; 29,746.85 x 34 = $1,011,393. These rates are increased and with an increase in FTES there is a slight increase in revenue.

    E. Estimated reimbursement for part-time faculty compensation is estimated at $691,647 (2014/15 Advance). Unchanged.

    F. Categorical programs will continue to be budgeted separately; self-supporting, matching revenues and expenditures. No COLA has been proposed by the Governor for categorical programs. If the district were to settle with all bargaining groups for a COLA, this will increase expenditures without increased revenues for these categorical programs. Other categorical reductions would therefore be required to remain in balance with state funding. The colleges will need to budget for any program match requirements using unrestricted funds. Match requirements are unknown for 2015/16 SSSP funds. If there is a 1:1 match, this would require an additional expenditure of $2.8 million as we estimate an increase of restricted state revenue of $2.8 million.

    G. BOG fee waivers 2% administration funding estimated at 2014/15 Advance of $250,674. Unchanged

    H. Mandates Block Grant estimated at a total budget of $740,000. Unchanged. In addition, with a one-time $351.3 million allocation statewide for past Mandated Cost reimbursement, we expect approximately $8.7 million. These funds can be used for any one-time purposes including Scheduled Maintenance, Instructional Equipment, etc.

II. Other Revenue
    I. Non-Resident Tuition budgeted at $1,600,000. Increase of $100,000.

    J. Interest earnings estimated at $120,000. Unchanged

    K. Other miscellaneous income (includes fines, fees, rents, etc.) is estimated at $337,147. Unchanged

    L. Apprenticeship revenue estimated at $1,389,971 (2014/15 Advance). Unchanged. There is a proposal to increase the allocation for Apprenticeship, but at this time it is not known how this might affect our budget.

III. Appropriations and Expenditures

A. The Tentative Base Budget for 2015/16 will begin with a rollover in total 2014/15 Adopted Budget by site, as allocated by budget center. The 2015/16 Tentative Budget will be balanced if necessary by using a portion of the Budget Stabilization Fund.

B. The Cost of Living Allowance (COLA) estimated at 1.58%, $2.3 million.

C. Step and column movement is budgeted at an additional cost of approximately $1.4 million including benefits.
(FARSCCD approximate cost $475,000, CSEA approximate cost $480,000, Management/Other approximate cost $445,000)

D. Health and Welfare benefit premium cost increase is estimated at a minimum 10% for an additional cost of approximately $1.47 million for active employees and an additional cost of $630,000 for retirees, for a combined increase of $2,100,000.
State Unemployment Insurance local experience charges are estimated at $250,000 (2014/15 budgeted amount). Unchanged.
CalPERS employer contribution rate will increase in 2015/16 from 11.771% to 12.6% for an increase of $255,693.
   (Note: The cost of each 1% increase in the PERS rate is approximately $300,000.)
CalSTRS employer contribution rate will increase in 2015/16 from 8.88% to 10.73% for an increase of $1,048,025.
   (Note: The cost of each 1% increase in the STRS rate is approximately $550,000.)

E. The full-time faculty obligation (FON) for Fall 2015 is estimated at 346.80. The District is currently recruiting 34 faculty positions (two of which do not count toward the FON) for an estimated total of 32 positions counting toward the obligation. The District expects to meet its obligation in 2014-15. Penalties for not meeting the obligation amount to approximately $74,000 per FTE not filled.

The additional cost of new full-time faculty being hired for Fall 2015 is estimated at $1.5 million. SAC is filling 16 vacancies and adding six new positions. SCC is filling four vacancies and adding eight new positions. (The cost of the 14 new positions, along with shifts from categorical funding, is budgeted at Class VI, Step 10 at approximately $125,000 each, including benefits.

F. The current rate per Lecture Hour Equivalent (LHE) effective 1/1/15 for hourly faculty is $1,243. Incr. of 5.88% from 2013/14

G. Retiree Health Benefit Fund (OPEB/GASB 45 Obligation) - The District will continue to contribute 1% of total salaries plus a minimum of $500,000 (approx. $1.5 million) to fund the total actuarially determined Annual Required Contribution (ARC). The actual ARC for 2015/16 is $8,350,167.

H. Capital Outlay Fund - As indicated in I.H above, there is no specific state allocation for Scheduled Maintenance however the district will address capital outlay needs using a portion of the one-time mandated cost reimbursement.

I. Utilities cost increases of 5%, estimated at $200,000.

J. Information Technology licensing contract escalation cost of 7%, estimated at $125,000, plus cost of OneCampus license $22,000 for at total increase of $147,000.

K. Property and Liability Insurance cost estimated at $1,850,000. Slight increase of $50,000 due to additional FTES.

L. Partial implementation of the Public Safety Task Force recommendations including increased cost of Chief and Lieutenant positions and three new Sergeant positions, estimated at $432,137. **These new costs will be offset with cuts from other District Services.**

M. Other additional DS/Institutional Cost expenses:
   Trustee Election Expense $-0- for 15/16 (reduction of $400,000)
   Legal Expenses of $250,000 (in addition to $250k PY)
   International Student Recruitment China Office $-0- additional (PY $24,000 remains)

N. Child Development Fund - Program staff continues to develop a plan to reduce the budget deficit. At this time a contribution of $350,000 will continue to be budgeted as an interfund transfer from the unrestricted general fund.

Rancho Santiago Community College District
Unrestricted General Fund Summary
2015-16 Tentative Budget Assumptions Analysis
March 2, 2015

*	New Revenues		Ongoing Only	One-Time
B	Base Allocation Increase	1	$2,400,000	
B	CDCP FTES Funding Equalization	1	$7,000,000	
B	COLA 1.58%		$2,300,000	
B	Growth 1%		$1,300,000	
D	Unrestricted Lottery		$87,262	
H	Mandates Block Grant (one-time)	2		$7,810,000
I	Non-Resident Tuition		$100,000	
J	Interest Earnings			
K	Misc Income			
	Total		$13,187,262	$7,810,000

*	New Expenditures		Ongoing Only	One-Time
B	COLA 1.58%		$2,300,000	
C	Step/Column		$1,400,000	
D	Health and Welfare/Benefits at 10%		$2,100,000	
D	CalPERS Increase		$255,693	
D	CalSTRS Increase		$1,048,025	
E	Full Time Faculty Obligation Hires		$1,462,500	
E/F	Hourly Faculty Budgets (Convert to Full Time)		$0	
I.F	SSSP Match	3	$0	
H	Capital Outlay/Scheduled Maintenance Match		$750,000	$1,500,000
I	Utilities Increase		$200,000	
J	ITS Licensing/Contract Escalation Cost		$147,000	
K	Property and Liability Insurance		$50,000	
L	Public Safety Task Force Recommendations		$0	
M	Election Expense			($400,000)
M	Other Additional DS/Institutional Costs		$250,000	
	Total		$9,963,218	$1,100,000
	2015-16 Budget Year Surplus (Deficit)		$3,224,044	$6,710,000
	2014-15 Ongoing Base Structural Deficit		($8,394,806)	
	Total 2015-16 Net Revenue (Deficit)		($5,170,762)	$1,539,238

Note: Budget Stabilization Fund Balance at 6/30/2015 is estimated at $8,678,885.

1 *At this time, these revenues are budgeted 100% unrestricted with NO specifically-related additional expenditures budgeted.*

2 *Budgeted 100% unrestricted but is not guaranteed. There is concern that this allocation might be reduced significantly if there is an increase in Prop 98 funding in 2014/15.*

3 *Additional restricted revenue for SSSP estimated at $2.8 million. Match requirements are unknown for these new funds at this time. If the match is 1:1, the colleges will need to provide ~$2.8 million in allowable match from unrestricted funds.*

* *Reference to budget assumption number*

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

DISTRICT OFFICE - **BUSINESS OPERATIONS/FISCAL SERVICES**

To:	Board of Trustees	Date: March 9, 2015
Re:	Approval of Agreement with McCarthy Building Companies, Inc. for Preconstruction Consulting Services for the Science, Technology, Engineering, and Math (STEM) Building at Santa Ana College	
Action:	Request for Approval	

BACKGROUND:
This is a new agreement with McCarthy Building Companies, Inc. for preconstruction consulting services for the new Science, Technology, Engineering, and Math (STEM) building at Santa Ana College. The preconstruction services scope of work includes constructability reviews that coincide with the development of project drawings, value engineering, logistics planning, sequencing and scheduling, and target cost estimating. The project is currently under design and is in need of assistance by a qualified and competent consultant with experience in the area of construction of new facilities on an active campus. Given that the extremely active campus will be occupied during construction, it is imperative the District undertake a thorough due diligence effort to properly assess and engage experts in the area of construction to provide advice regarding the logistics of sequencing the construction work to ensure the safety of staff and students.

The preconstruction consultant is expected to work with the District's architect and project team to validate the target budget and have the ability to develop a guaranteed maximum price proposal. It is also understood that the preconstruction consultant is not necessarily guaranteed the work under a future construction services agreement with a guaranteed maximum price, but that this is for services in the preconstruction phase. The scope of work currently anticipates the demolition of three (3) existing buildings (approximately 14,600 gross square feet combined); construction of a new STEM Building (approximately 63,000 gross square feet); and parking lot improvements to Lots 6, 7, 8, and 9.

ANALYSIS:
A Request for Qualifications (RFQ) #1314-09 for Lease-Leaseback (LLB) services was advertised and released on September 20, 2013, November 27, 2013, and June 12, 2014. The District received twelve responses from C.W. Driver (Irvine), Hensel Phelps (Irvine), DPR Construction (Newport Beach), Tilden-Coil Constructors, Inc. (Riverside), McCarthy Building Companies, Inc. (Newport Beach), Swinerton (Irvine), Balfour Beatty Construction, LLC (Irvine), Pinner Construction Co. Inc. (Anaheim), Lundgren (Valencia), AECOM Tishman Roebbelen (Orange), Amoroso (Costa Mesa), West Coast Air (El Cajon). A selection committee convened to review the qualifications and proposals on several dates October 22, 2013, January 13, 2014, January 31, 2014, and July 8, 2014. A prequalified short list of lease-leaseback consultants was established and includes: C.W.

Driver, DPR, Hensel Phelps, Tilden-Coil, McCarthy, Swinerton, Balfour Beatty, and Pinner Construction.

A Request for Proposal (RFP) #1415-74 for preconstruction services for the Science, Technology, Engineering, and Math (STEM) Building at Santa Ana College was released on August 28, 2014 to all pre-qualified firms with a due date of September 15, 2014. The District received seven responses from Hensel Phelps, Swinerton, Tilden-Coil, Balfour Beatty, Pinner Construction, McCarthy, and DPR. A selection committee convened to review the proposals on September 16, 2014, and January 30, 2015. Interviews were held on September 29, 2014 with Hensel Phelps, McCarthy, DPR, and Balfour Beatty. The selection committee recommends McCarthy Building Companies, Inc. after a thorough review based upon the culmination of their RFP response and responsiveness, qualifications, interviews, experience, team members, approach to the project, fee, schedule, and familiarity with STEM type buildings. The committee reviewed the timeliness and completeness of responses; technical qualifications and competence; record of past performance; approach to work; ability to meet the anticipated schedule; and the ability to resource the project appropriately with cost control measures.

The schedule of preconstruction services is proposed from March 10, 2015 through the development of a guaranteed maximum price proposal or June 30, 2018.

The fiscal impact and budget for the project was based upon the list of scope of services, a schedule of activities, and an estimate of approximately 1,660 hours to complete all activities with an hourly rate range of $185 to $50 per hour. The services covered by this agreement shall commence March 10, 2015 and ends June 30, 2018. The contract is an hourly, not to exceed fee of $326,408 including $67,000 of reimbursable expenses.

This project is funded by Measure Q.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the contract with McCarthy Building Companies, Inc. for Preconstruction Consulting Services for the Science, Technology, Engineering, and Math (STEM) Building at Santa Ana College as presented.

Fiscal Impact:	$326,408 (includes reimbursables)	Board Date: March 9, 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: 3/9/15

Project: Science, Technology, Engineering, and Math (STEM)   Site: **Santa Ana College**

Consultants: **McCarthy Building Companies, Inc.**

Type of Service: Preconstruction Services

Agreement Summary	No.	Amount	Reimbursables	Duration Start	Duration End
Original Contract Amount		$259,408.00	$ 67,000.00	3/10/2015	6/30/2018
Total Agreement Amount		**$326,408.00**			

DESCRIPTION:
Preconstruction Services for the STEM project
at Santa Ana College

Total Proposed Amount:	**$326,408.00**
Contract End Date:	**6/30/2018**

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

DISTRICT OFFICE - BUSINESS OPERATIONS/FISCAL SERVICES

To:	Board of Trustees	Date: March 9, 2015
Re:	Approval of Notice of Completion for Bid #1241 for Public Sidewalk Improvement at 17th Street at Santa Ana College	
Action:	Request for Approval	

BACKGROUND:

On September 22, 2014, the Board of Trustees approved a contract with El Camino Construction & Engineering for the public sidewalk improvement project along 17th Street at Santa Ana College.

ANALYSIS:

The project was substantially completed on January 26, 2015, as defined per California Civil Code sections 3086 and 8180. The District, upon approval by the Board of Trustees will record a Notice of Completion with the office of The Orange County Clerk-Recorder, as outlined under California Civil Code sections 3093 and 8182. Total cost of the project was $233,170.

This project was funded by Measure E.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the Notice of Completion with El Camino Construction & Engineering for Public Sidewalk Improvement at 17th Street at Santa Ana College as presented.

Fiscal Impact:	N/A	Board Date: March 9, 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	

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 §3093 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 Santa Ana College, located at 1530 West 17th Street, Santa Ana, California, caused improvements to be made to the property to with: Bid #1241 for Public Sidewalk Improvement at 17th Street at Santa Ana College, the contract for the doing of which was heretofore entered into on the 22nd day of September, 2014, which contract was made with El Camino Construction & Engineering PO# 15-0033639 as contractor; that said improvements were completed on the 26th day of January, 2015, and accepted by formal action of the governing Board of said District on the 9th day of March, 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 American Contractors Indemnity 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 March 9, 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

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

State of California   )

               §

County of Orange   )

Subscribed and sworn to (or affirmed) before me on this
_____ day of _____, 20_____
by
_____

proved to me on the basis of satisfactory evidence to be the person who appeared before me.

Signature _____

Place Notary Seal Above

4.4 (2)

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

DISTRICT OFFICE - BUSINESS OPERATIONS/FISCAL SERVICES

To:	Board of Trustees	Date: March 9, 2015
Re:	Approval of Notice of Completion for Bid #1249 for Parking Lots 1-5 Slurry and Striping at Santa Ana College	
Action:	Request for Approval	

BACKGROUND:

On January 12, 2015, the Board of Trustees ratified a contract with JB Bostick Company Inc. for the parking lots 1-5 slurry and restriping project at Santa Ana College.

ANALYSIS:

The project was substantially completed on February 17, 2015, as defined per California Civil Code Sections 3086 and 8180. The District, upon approval by the Board of Trustees will record a Notice of Completion with the office of The Orange County Clerk-Recorder, as outlined under California Civil Code Sections 3093 and 8182. Total cost of the project was $41,382.

This project was funded by Capital Facilities Funds.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the Notice of Completion with JB Bostick Company Inc. for Parking lots 1-5 Slurry and Striping at Santa Ana College as presented.

Fiscal Impact:	N/A	Board Date: March 9, 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	

<u>**GOVERNMENT CODE 6103**</u>

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 §3093 of the Civil Code of the State of California, that the Rancho Santiago Community College District of Orange County, California, <u>as owner of the property known as Santa Ana College,</u> located at <u>1530 West 17th Street, Santa Ana, California,</u> caused improvements to be made to the property to with: <u> Bid #1249 for Parking Lots 1-5 Slurry and Striping at Santa Ana College</u>, the contract for the doing of which was heretofore entered into on the <u>12th day of January, 2015,</u> which contract was made with <u>JB Bostick Company, Inc. PO# 15-0034382</u> as contractor; that said improvements were completed on the <u>17th day of February, 2015,</u> and accepted by formal action of the governing Board of said District on the <u>9th day of March, 2015;</u> 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 <u>Developers Surety and Indemnity Company.</u>

I, the undersigned, say: I am the <u>Vice Chancellor of Rancho Santiago Community College District</u> 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 March 9, 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

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

State of California   )
                                §
County of Orange   )

Subscribed and sworn to (or affirmed) before me on this
_____ day of _____, 20_____
by
_____

proved to me on the basis of satisfactory evidence to be the person who appeared before me.

Signature _____

4.5 (2)

Place Notary Seal Above

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

DISTRICT OFFICE - BUSINESS OPERATIONS/FISCAL SERVICES

To:	Board of Trustees	Date: March 9, 2015
Re:	Approval of Agreement with Margolis Healy & Associates. LLC – Emergency Phone Study	
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 the District installed a number of emergency phone boxes across the various colleges and sites. These call boxes are strategically placed across our various locations to enable anyone to contact Safety & Security in the event of an emergency situation. They have been utilized over the years and are an important piece of equipment in providing as safe an environment as possible.

ANALYSIS
The current emergency phones have been installed for over 15 years, and as such technology and the equipment have evolved significantly. In addition to this it has been identified through monthly testing and in emergency drill situations that the current phones are sometimes slow to connect and leave the caller feeling isolated. There is a need to evaluate our current call boxes and to identify if they are still fit for purpose. It is also important that the current locations are examined and evaluated to make sure the call boxes are in suitable locations bearing in mind the extensive renovation our campuses have experienced. Margolis Healy & Associates are a professional services firm that specializes in higher education safety and security; they have significant experience conducting public safety management studies; safety and security program assessments; and safety and security strategic planning processes, amongst a range of other related services. Margolis Healy will conduct an evaluation of Rancho Santiago Community College District's current deployment of emergency call boxes (also known as blue-light phones) across all District locations to ascertain the various types of technology being used and to determine if, and where, opportunities exist to standardize and enhance technology to better meet the needs of the District and align with contemporary standards in higher education. Where deficiencies are identified they will make recommendations to change and a phased implementation plan over a course of two to three years.

RECOMMENDATION
It is recommended that the Board of Trustees approve the Agreement with Margolis Healy & Associates LLC, to assess the Rancho Santiago Community College's Emergency Phones infrastructure as presented.

Fiscal Impact:	$16,500 (one time)	Board Date: March 9, 2015
Prepared by:	Alistair Winter, Interim Director Safety and Security	
Submitted by:	Peter J. Hardash, Vice Chancellor, Business Operations/Fiscal Services	
Recommended by: Raúl Rodríguez, Ph.D., Chancellor		

MARGOLIS HEALY®
SOLUTIONS FOR SAFE CAMPUSES®

128 Lakeside Avenue, Suite 302
Burlington, Vermont 05401
866.817.5817 (toll free & fax)
www.nccpsafety.org

www.margolishealy.com

February 24, 2015

Alistair Winter
Interim Director Safety & Security
Rancho Santiago Community College District
2323 N Broadway
Santa Ana, CA 92706

RE: Emergency Phone Study

Dear Interim Director Winter,

Thank you for your continued confidence in Margolis Healy to be of value to the Rancho Santiago Community College District (RSCCD). Pursuant to our discussion, the enclosed proposal outlines our approach to review the current state of technology being used for emergency phones on all RSCCD campuses, their placement and how the College might develop a schedule to enhance this technology based on contemporary standards in higher education.

Using a refined methodology of document review, strategic interviews, and physical assessment, we will identify challenges and/or gaps associated with the overall technology and deployment of emergency phones and develop reasonable, justified recommendations to close those gaps.

Our team, as a reflection of our firm, consists of nationally recognized professionals and is focused strictly on educational environments. A guiding principal in how we serve our clients is the belief that the safety and security of our educational communities is an educational process in and of itself. Our work, therefore, is informed as much by conversation and dialogue as it is by technology and assessment.

We cultivate our relationship as trusted advisors and conduct our services through an iterative process that considers factors such as compliance, degree of risk, practicality, cost, disruption of operations and the mission and goals of the College. We are often referred to by our peers as national thought leaders on campus safety, security and emergency preparedness; known for the depth of our analysis, recommendations and training programs. In the fall of 2013, Attorney General Holder and the United States

Department of Justice awarded Margolis Healy the responsibility of establishing and leading the National Center for Campus Public Safety, created by Congress to serve as the national repository for university, college and K-12 safety and security needs.

We pride ourselves on building long-term relationships as trusted advisors to assist institutions attainment of safety, security, emergency preparedness and compliance goals and objectives. As our clients will attest, our firm has built our reputation on timely, within budget, client-specific assessments supported by professional, actionable recommendations. We are glad to provide additional details and references will be provided upon request.

The proposed scope, deliverables and related value remain open to continued refinement and discussion and we welcome the opportunity to discuss and further understand the needs of the College to ensure our services are aligned with your goals. Please contact me anytime by email, jkassa@margolishealy.com, or directly at 802-861-1344. On behalf of the Margolis Healy team, we look forward to hearing from you and for the opportunity to continue to serve the Rancho Santiago Community College District.

Warmest Regards,

/signed/

Jonathan M. Kassa, MPA
Senior Director of Operations

4.6 (3)

TABLE OF CONTENTS

I. SCOPE OF SERVICES

Assessment of Emergency Phones

Margolis Healy will conduct an evaluation of Rancho Santiago Community College District's current deployment of emergency call boxes (also known as blue-light phones) across all District locations to ascertain the various types of technology being used and to determine if, and where, opportunities exist to standardize and enhance technology to better meet the needs of the District and align with contemporary standards in higher education.

Based on interviews, discussion and input with key stakeholders, we will determine if additional opportunities to enhance the use of emergency phones with capabilities such as video monitoring is possible.

Margolis Healy will then conduct a review of the current placement of emergency phones (all District locations) through physical inspection and campus maps to assess the following factors:

1. The effectiveness of current phone placement as aligned with supporting the desired outcome;
2. The need for additional phones in higher risk areas (such as: low light areas, parking lots, walking paths and other remote locations);
3. Opportunities to relocate current phones to more advantageous positions/locations.

Based on years of collective experience, research, reflection and evaluation in educational safety and security, we have developed a unique, proprietary methodology for evaluating the school safety and security environment. We assess safety and security at educational institutions through our proprietary *3 Circles of Prevention System™*. We will review the following areas:

II. DELIVERABLES

We will deliver a report to the College that details our observations, findings and recommendations based on collective experience and contemporary standards. In addition, if campus maps are available, we will provide graphic illustration depicting where emergency phones might be removed and/or added in the future, and a phased implementation plan over a course of two to three years.

Deliverables will be in the form of a written report delivered in electronic format. We typically deliver a draft report within 30 – 45 days of our site visit, depending on the cooperation of school staff and external resources in providing us additional information, clarifying issues, and responding to questions. We typically provide 10 – 21 days for the institution to review the draft report and provide comments for clarification or editing,

and reserve the right to finalize the deliverable at our discretion. Upon receiving these comments, the final report is submitted to our copy editor and graphic designer for production. The final deliverable is provided in PDF format to the District's legal counsel, Senior Project Liaison, or designees.

Given the sensitive nature of our findings, we often recommend that deliverables be presented through the College's legal representatives in order to invoke the protection of legal privilege. The legal advisor may have a preference for the final format of the deliverables.

We will be available for meetings (in-person and/or phone) with school leadership at mutually agreed to dates and times (i.e., meetings for Board Members; Faculty Senate; Staff Council; Student Government Association, etc.), and we are also available to provide a formal presentation on the report's findings to a steering committee or relevant group. We back all recommendations with justifications and supportive reasoning.

The Margolis Healy team of professionals has extensive experience in education security, safety and emergency management. Our team is well prepared to perform these services for Rancho Santiago Community College District and to exceed expectations.

III. LOGISTICS

We will schedule a conference call to confirm timelines and deliverables, collect information for review prior to site-visit, and any last minute issues. We will provide a template schedule and assist with identifying people and functions to interview. During our multi-day site visit by the Margolis Healy team (typically two days, 2 – 3 team members), we request that all stakeholders identified by the College, or the team, be available throughout the engagement.

We ask for a Logistics Coordinator to provide a single point of contact for logistics and operational needs relative to our work at the College. It is critical that this person has an exceptional understanding of RSCCD operations and organizational structure. Typically, this person coordinates interviews and meetings, and serves as a point of contact for gathering information. They work closely with the assigned MHA delegation.

We appreciate securable, private office space on campus with power, phone and Internet access. This space should be easily accessible and large enough to accommodate the working needs of our team, to include conducting meetings and interviews with faculty, staff and students.

We will conduct any additional interviews or follow-up interviews via telephone, email, video conferencing, etc., to complete our assessment and begin an analysis of the collected data.

IV. DOCUMENT NEEDS

Required documents (if available) include, but are not limited to, the following:

- Policies, procedures related to emergency phones;

- Campus maps (particularly those that identify emergency phone locations);

- Product information including cut sheets of existing emergency phones;

- Documentation to determine total number of phones, location, type and connectivity (such as MB, POTS, Cellular).

Whenever possible, we prefer these documents in PDFs or MS Word files. We will make arrangements to provide you with either a login to our server or access to a DropBox account for the transfer of these documents.

V. SCHEDULE

SERVICES	ACTIVITY	DATE
Engagement	Retainer Executed	2nd QTR
Site Visit	Site Visit/Assessment	2nd QTR
Deliverables	Draft	Site Visit + 45 days
	Final	Draft Review + 15 days

Timelines for deliverables are dependent on draft review turnaround from the institution and support from staff during the study. This timeline is an estimate and subject to change following further discussion. MARGOLIS HEALY reserves the right to finalize the report at its discretion.

VI. VALUE OF SERVICES

Value for services proposed is indicated below, exclusive of all reasonable fees. To the extent lawful, Rancho Santiago Community College District agrees to cooperate in facilitating access to all necessary information and support to assist us with completing the scope of services. Failure to do so could result in increased costs and delays.

SERVICES	VALUE
ALL CAMPUS EMERGENCY PHONE ASSESSMENT	$14,500

We prefer to invoice for 30% upon execution of a contract, 50% upon completion of site-visit(s), and 20% upon submission of draft/final deliverables, or some combination thereof in the best interests of all parties. Payment is expected upon presentation of invoice. *Direct fees are estimated at 10% to 20% of value, not to exceed 20%.* We will invoice applicable direct fees on a monthly basis. Interest on overdue invoices is at the lesser amount of the maximum allowed by law or 3% per month after 30 days on any unpaid balance. Upon execution of a contract, we will schedule a conference call to discuss site visit dates, document needs, and other logistics necessary for the project's success.

If, for any reason, the College is unable to fulfill their portion of the project in the detail identified by the College and MARGOLIS HEALY as necessary to complete the effort, or should the school become unable to provide essential support, access or information, or in some way be unable to fulfill their responsibilities, then the College will either (1) pay MARGOLIS HEALY an additional amount at the rate of $495.00 per hour to meet the terms of the Agreement, or (2) forgo that portion of the project.

VII. ASSIGNED RESOURCES

We have assembled a qualified and experienced core and advisory team of professionals identified based on your objectives. They assist in the execution of projects and delivery of services in accordance with their professional standing and our prerequisite skills. We work with only the best and brightest colleagues to ensure that we exceed our client's expectations, and we select our associates carefully based on their experiences, qualifications, and reputations. As with all engagement and project efforts, actual staffing will be determined at the time of the College's decision to proceed. The assigned resources will be responsible for supporting the College on this project:

- Daniel R. Pascale, CPP, Senior Director of Security & Emergency Management Services
- Christopher Neuwirth, MA, MEP, CEM, Manager of Emergency Management Services
- Katherine Forman, MPA, Director for Client Relations

We reserve the right to include additional qualified associates on this project, or change those assigned, at our sole discretion. For a complete list of staff and associates please visit http://www.margolishealy.com.

4.6 (8)

DANIEL R. PASCALE, CPP, SENIOR DIRECTOR OF SECURITY & EMERGENCY MANAGEMENT SERVICES

Daniel Pascale is responsible for security and emergency management related services for MARGOLIS HEALY clients. In this role, he has worked with dozens of institutions to conduct emergency plan and program reviews, hazard, risk and vulnerability assessments, conducted executive training programs, both facility and campus-wide security assessments and to develop relevant emergency preparedness and security related policies and procedures.

Prior to joining MARGOLIS HEALY full-time in October 2012, Daniel Pascale was the Senior Director of Emergency Communications, Preparedness & Security Services for the University of Chicago. In this role he was responsible for overseeing all aspects of physical security systems including the design, procurement and implementation of security technology and contract security staff. In addition, Dan oversaw the UC Communications Center, mass notification systems and the UCPD Emergency Operations Plan and NIMS compliance. Prior to the University of Chicago, he served 10 years with Rutgers University in NJ where he held the position of Commander of Security Operations and later the Director of Emergency Management with the Division of Public Safety.

Dan is a Certified Protection Professional (CPP) and was selected as one of America's "Top 20 Security Professionals under 40" by Security Director News in July 2009. He has completed the Emergency Management Institutes Incident Command, Unified Command and Community Educator programs in addition to Basic and Enhanced Risk Assessment through the Department of Homeland Security and Texas Engineering Extension Service (TEEX). Dan has written several articles published in periodicals such as Security Management, Security Dynamics and Campus Security Report relating to event planning, risk analysis and physical security. Dan is a Past President of the NJ College & University Public Safety Association, former Chair of the ASIS International School Safety & Security Council and also served as a member of the NJ Governor's Campus Security Task Force in the wake of the Virginia Tech tragedy.

CHRISTOPHER NEUWIRTH, MA, MEP, CEM

Christopher Neuwirth, MA, MEP, CEM, FAcEM is a board-certified emergency manager responsible for campus emergency management programs, including the development of all-hazard emergency operations plans, hazard and vulnerability assessments, discussions and operations-based exercises, and emergency management training. Prior to joining Margolis Healy, he served the State of New Jersey as a representative in the state Emergency Operations Center coordinating resource management, information sharing, and private sector integration during disaster response and short-term recovery. In the aftermath of Hurricane Sandy, Chris was charged with managing the long-term public health recovery effort throughout New Jersey. Earlier in his career, he served as an emergency management planner and oversaw a regional emergency operations

4.6 (9)

center with an area of responsibility that included more than 200 public schools, two colleges, and a large university. Chris served as a Chief Officer for two career EMS agencies and as a police officer with the Los Angeles Police Department. He recently developed New Jersey's first comprehensive emergency manager training program and serves   as   the   lead   instructor.

Chris is a recognized emergency management expert with more than 15 years of experience. He holds a Bachelor's degree in neurobiology from Rutgers University, a Master's degree in Emergency and Disaster Management from American Military University and completed a post-graduate, international disaster science fellowship with the Emergency Management Academy. Chris also successfully completed many professional and technical programs from institutions such as the FEMA Emergency Management Institute, the Center for Domestic Preparedness, the New Mexico Tech Energetic Materials Research and Testing Center, and the New Jersey Regional Intelligence Academy.

KATHERINE FORMAN, DIRECTOR OF CLIENT RELATIONS

Katherine is responsible for all facets of client relations including scheduling, document management, and logistics. Prior to joining Margolis Healy, Ms. Forman worked as a Facilities Analyst for UVM's Campus Planning Services where she managed and maintained spatial information and reporting for the university including building floor plans, campus mapping and a comprehensive spatial database. Through her employment at UVM, Ms. Forman gained university and college emergency planning experience including pandemic planning and preparation. Before her employment at UVM, Ms. Forman worked for ESRI, the world's leading GIS software company, on a handheld mapping project for first responders. The effort allows responding firefighters the ability to view site locations and building floor plans on their handheld computers. In addition to her employment with MARGOLIS HEALY, Ms. Forman is a Conference Developer for Legal Issues in Higher Education, a national conference run through the Continuing Education Department at the University of Vermont (UVM). Ms. Forman is a graduate of the University of Vermont with a Bachelor of Arts Degree in Geography & Political Science with a certificate in Computer Software and also earned a Masters in Public Administration (Pi Alpha Alpha Honor Society). Katherine lives in Shelburne, Vermont with her husband and two young children

VIII. FIRM BACKGROUND

Margolis Healy & Associates, LLC. (MHA or Margolis Healy) is a professional services firm specializing in campus safety, security, and regulatory compliance for higher education and K-12. Building upon our more than five years history, we provide our clients with a variety of specialized services that include, but are not limited to, campus safety and security assessments, Title IX and Clery Act assessments; emergency management risk and hazard identification assessments; emergency operation plan development, gap analysis, emergency preparedness and crisis response systems and exercises ranging from tabletop to full-scale; implementation of lethal and less-than-lethal force options; litigation consultation; and special investigations/independent reviews. Our team of professionals brings a diverse set of skills and expertise to client institutions ranging from large public universities to private institutions, community colleges and K-12 private and public school districts.

Dr. Gary J. Margolis and Mr. Steven J. Healy founded Margolis Healy in January 2008 when they merged their practices, Margolis & Associates, LLC and Strategic Security Consulting, LLC, into Margolis Healy & Associates, LLC. With more than fifteen years each of providing consulting services to clients in the education, public and private sectors, their combined experience quickly earned Margolis Healy recognition as one of the leading professional services firms for safety and security needs in North America. In 2013, the U.S. Department of Justice Bureau of Justice Assistance awarded the firm funding authorized by Congress to establish and operate the National Center for Campus Public Safety. In early 2014, the firm was also awarded Vermont State funding to provide statewide School Resource Officer Coordinator services.

The Margolis Healy team has personally managed or been intimately involved with numerous high profile higher education cases. These cases include Clery Act and Title IX compliance issues at institutions such as Penn State or critical incidents on college campuses ranging from violent crimes at universities such as Virginia Tech to natural disasters (including the 9/11 tragedy and its impact on the schools in NYC). We have first-hand experience in strategic security planning, crisis response and recovery planning and campus public safety management at institutions of higher education. Dr. Margolis was contracted to review the Federal Emergency Management Department's Incident Action Guides to assure their relevancy to the higher education environment.

Shortly after the tragic mass-shooting incident at Virginia Tech in 2007, the U.S. Department of Education Office of Safe and Drug-Free Schools asked Mr. Healy to participate in the development of the first-ever emergency management guide for higher education. That document, *Action Guide for Emergency Management at Institutions of Higher Education*, is considered an essential playbook for campuses developing or refining their emergency management programs. In addition, Mr. Healy and Dr. Margolis are the lead authors of the International Association of Campus Law Enforcement Administrator's *Blueprint for Safer Campuses: An Overview of the Virginia Tech Tragedy and Implications for Campus Safety*. This document, unveiled at a press

conference sponsored by the Woodrow Wilson School of Public and International Affairs at Princeton University, is a roadmap for campus safety and security. Margolis Healy also manages competitive grants from the U.S. Department of Justice (Community Oriented Policing Services Office and Bureau of Justice Assistance) on topics ranging from behavioral threat assessment to crime prevention and study abroad safety, and, the Firm has been selected to operate the new, Congressionally funded National Center for Campus Public Safety.

Mr. Healy and Dr. Margolis have worked tirelessly to assemble the best and brightest in the campus safety and security, and regulatory compliance fields in order to provide Margolis Healy clients with outstanding service. The high-level of professionalism and breadth of experience each member of the Margolis Healy team has is second to none and allows us to provide each of our clients, no matter how difficult or challenging their case may be, with personalized attention and, most importantly, high-quality work. (Please see Appendix for organizational chart.)

THE MARGOLIS HEALY METHODOLOGY

Margolis Healy has developed a unique, proprietary methodology for evaluating safety and security needs at institutions of higher education based on years of educational campus safety and security experience, research, reflection and evaluation. We assesses safety and security at educational institutions through our proprietary 3 Circles of Prevention System™. We have extensive proprietary checklists that support our methodology.

The First Circle - Policies, Procedures and Education - asks to what extent relationships and services exist for early interception and intervention for problems and issues germane to faculty, staff and students. Such services may include, but not be limited to, drug and alcohol education and counseling; behavioral threat assessment teams; grievance policies; workplace violence policies and prevention systems; sexual assault, stalking and domestic violence victim advocacy; mediation services and grievance policies and procedures for faculty and staff; and other similar policies and services that address problems before they become a crisis.

The Second Circle - Physical Security Systems - explores the extent to which institutions of higher education have employed physical obstacles, delaying tactics and security technology to control, secure or regulate access to the physical plant. This may include, but not be limited to, systems that direct vehicular traffic; security cameras; networked or standalone door locking systems and hardware; campus lighting (interior and exterior); E911 capacity and PBX phone systems; mass notification systems (high and low technology); fire and life safety systems; visitor management policies and practices; inclusion of crime prevention through environmental design considerations; and access control and other security technology tools.

The Third Circle - Response Capacity - explores measures that enable the institution to respond to events and security and safety related needs in an organized, timely, and efficient manner. This may include, but not be limited to, a public safety

function with organized involvement of students, faculty and staff in the security of the campus; memoranda of understanding with area police, fire and emergency medical services; emergency response and recovery systems, policies and procedures that have been trained to; and adoption and implementation of the National Incident Management System (NIMS) and the Incident Command System (ICS). Combined, this third circle of prevention builds capacity for the human response to safety and security requirements.

Taken together, the various strategies (e.g., staffing, life safety and security technology, first response, and policies) depict the interconnected nature of campus safety and security. Changes or decisions made to one area impact the others. The deployment of security technology (cameras, door prop alarms, automated access control) may or may not have an effect on the number of public safety officers, which may or may not impact other security needs. MHA works with our clients to develop a reasonable campus safety and security program based on their current state and the desired future state.

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
Educational Services

To: Board of Trustees	Date: March 9, 2015
Re: Approval of Resource Development Items	
Action: Request for Action	

ANALYSIS

Items for the following categorical programs have been developed:

Project Title	Award Date	Amount
1. Deputy Sector Navigator - Global Trade & Logistics (District) Grant award from the California Community Colleges Chancellor's Office Workforce & Economic Development Division to support the Global Trade and Logistics Deputy Sector Navigator (SB 858 formerly SB 1070) to improve linkages and career-technical education pathways by providing in-region investments within education and industry partners to develop faculty collaboratives, certificate programs, articulation of curriculum between secondary and post-secondary educational systems in Global Trade career pathways. (14/15, 15/16). *No match required on SB 858 funds.*	02/02/15	$100,000
2. Deputy Sector Navigator - Information & Communication Technologies (ICT)/Digital Media (District) Grant award from the California Community Colleges Chancellor's Office Workforce & Economic Development Division to support the ICT/Digital Media Deputy Sector Navigator (SB 858 formerly SB 1070) to improve linkages and career-technical education pathways by providing in-region investments within education and industry partners to develop faculty collaboratives, certificate programs, articulation of curriculum between secondary and post-secondary educational systems in ICT/Digital Media career pathways. (14/15, 15/16). *No match required on SB 858 funds.*	02/2/15	$100,000

Fiscal Impact:	$400,000	Board Date: March 9, 2015
Prepared by:	Pat Carpenter, Administrative Secretary, Resource Development	
Submitted by:	Enrique Perez, J.D., Assistant Vice Chancellor or Educational Services	
Recommended by:	Dr. Raúl Rodríguez, Chancellor	

Project Title	Award Date	Amount

3. Deputy Sector Navigator - Retail Hospitality/Tourism/Learn and Earn (District)   02/02/15 $100,000

   Grant award from the California Community Colleges Chancellor's Office Workforce & Economic Development Division to support the Retail Hospitality/Tourism/Learn and Earn Deputy Sector Navigator (SB 858 formerly SB 1070) to improve linkages and career-technical education pathways by providing in-region investments within education and industry partners to develop faculty collaboratives, certificate programs, articulation of curriculum between secondary and post-secondary educational systems in Hospitality/Tourism career pathways. (14/15, 15/16). *No match required on SB 858 funds.*

4. Deputy Sector Navigator – Small Business (District)   02/2/15 $100,000

   Grant award from the California Community Colleges Chancellor's Office Workforce & Economic Development Division to support the Small Business Deputy Sector Navigator (SB 858 formerly SB 1070) to improve linkages and career-technical education pathways by providing in-region investments within education and industry partners to meet the needs of entrepreneurs through entrepreneurial studies, informational workshops/trainings, and articulation of curriculum between secondary and post-secondary educational systems in Small Business career pathways. (14/15, 15/16). *No match required on SB 858 funds.*

RECOMMENDATION

It is recommended that the Board approve these items and that the Vice Chancellor of Business Operations/Fiscal Services or his designee be authorized to sign and enter into related contractual agreements on behalf of the district.

Fiscal Impact:	$400,000	Board Date: March 9, 2015
Prepared by:	Pat Carpenter, Administrative Secretary, Resource Development	
Submitted by:	Enrique Perez, J.D., Assistant Vice Chancellor or Educational Services	
Recommended by:	Dr. Raúl Rodríguez, Chancellor	

SPECIAL PROJECT DETAILED BUDGET #2321
NAME: Deputy Sector Navigator Global Trade & Logistics In-Region Investments (District)
FISCAL YEAR 2014/2015 and 2015/2016

CONTRACT PERIOD: 07/01/2014 - 12/31/2015

CONTRACT AWARD: $100,000

PRIME SPONSOR: California Community Colleges Chancellor's Office

FISCAL AGENT: Rancho Santiago CCD

PRIME AWARD #: 14-157-008 Amend 1

CFDA No. n/a

PROJ ADM: Enrique Perez

PROJ DIR: Lynn Stewart

Date: 2/26/2015

GL Account String	Description	New Budget Debit	New Budget Credit
12-2321-000000-50000-8659	Other Reimb Categorical Allow : District Operations		100,000
12-2321-672000-50000-5865	Indirect Costs : District Operations (4%)	3,846	
12-2321-675000-53210-5895	Other Licenses & Fees : Ctr for Intl Trade Dev Offi	2,475	
	- CGBP exam fee for five faculty		
12-2321-684000-53210-2320	Classified Employees - Hourly : Ctr for Intl Trade	26,100	
12-2321-684000-53210-3325	Medicare - Non-Instructional : Ctr for Intl Trade D	378	
12-2321-684000-53210-3335	PARS - Non-Instructional : Ctr for Intl Trade Dev O	339	
12-2321-684000-53210-3435	H & W - Retiree Fund Non-Inst : Ctr for Intl Trade	261	
12-2321-684000-53210-3515	SUI - Non-Instructional : Ctr for Intl Trade Dev Of	13	
12-2321-684000-53210-3615	WCI - Non-Instructional : Ctr for Intl Trade Dev Of	627	
12-2321-684000-53210-4610	Non-Instructional Supplies : Ctr for Intl Trade	2,961	
12-2321-684000-53210-5100	Contracted Services : Ctr for Intl Trade Dev Office	63,000	
	Meetings/Trainings - DSN meetings, workshops, and training costs		
	Consultant Services - Speakers/business professional experts for training/workshops, outreach and specialized services that include:		
	- GTL career awareness workshops for middle school and high school $3,000		
	- High School Summer Global Business Academy - bridge program between high school and college for GTL pathways $5,000		
	- Counselor Training Professional Development Event $5,000		
	- To develop outreach and marketing materials & GTL occupations video project $5,000		
	- GTL Digital Media/Adobe workshops and certifications $12,000		
	- Certified Global Business Proessional (CGBP) Bootcamp $5,000		
	Subcontractors/Contracted Services: In-region investment grants to colleges/school districts to increase regional capacity in global trade and logistics education, faculty curriculum development, and training on curriculum models. Three to five sub-contract agreements ranging from $5,000 - $8,500/each.		
	Total 2321 - DSN Global Trade In-Region Investment Funds	**100,000**	**100,000**

Original Budget

In-Region Investment Funds, SB 858 formerly SB 1070

Prepared by: Maria Gil

Board Approval Date: March 9, 2015

Accountant: Melissa Tran

5.1 (3)

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SPECIAL PROJECT DETAILED BUDGET # 2323
NAME: Deputy Sector Navigator - In-Region Information & Communication Technologies (ICT)/Digital Media Sector Yr. 2 Grant
FISCAL YEAR 2014/2015 and 2015/2016

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CONTRACT PERIOD: 7/1/14 - 12/31/15   PROJ. ADM. Enrique Perez
CONTRACT INCOME: $100,000   PROJ. DIR. Gustavo Chamorro
CFDA #: N/A   Date: 02/25/15
Prime Sponsor: CCCCO
Fiscal Agent: Rancho Santiago CCD
Prime Award # : 14-158-006

GL Accounts	Description	Debit	Credit
12-2323-000000-50000-8659	Other Reimb Categorical Allow : District Oper		100,000
12-2323-672000-50000-5865	Indirect Costs : District Operations	3,846	
12-2323-675000-53330-5210	Conference Expenses : Digital Media Center **- Travel Expenses - in-state and out of state travel to EWD and related workforce development conferences**	11,154	
12-2323-684000-53330-4610	Non-Instructional Supplies : Digital Media Center **- Program supplies (USBs, copier paper, toner, easels, binders, etc.)**	1,000	
12-2323-684000-53330-5100	**Contracted Services : Digital Media Center**	84,000	
	Contracted Services : Digital Media Center **- Listo America to conduct workshops for middle and high school students focusing on MIT's Scratch and App Inventor, Hour of Code, and basics of web programming. $18,000**		
	Contracted Services : Digital Media Center **- Central Orange County CTEp to conduct workshops to train faculty on 3D Printing and Modeling technologies and microcontrollers. $14,000**		
	Contracted Services : Digital Media Center **- Golden West College to offer digital media/Adobe certification training workshops and exams. $12,000**		
	Contracted Services : Digital Media Center **- Mini-grants available for regional high school and community college prorjects focusing in the ICT/DM sector. $40,000**		
Total Project 2323 Econ Dev- In-Reg DSN ICT/Digital Media Yr. 2		**100,000**	**100,000**

SPECIAL PROJECT DETAILED BUDGET : 2324
NAME: Retail Hostiality/Tourism (RHT) In-Region Investments (District)
FISCAL YEAR 2014/2015 and 2015/2016

CONTRACT PERIOD: 07/01/14 - 12/31/15   PROJ. ADM. Enrique Perez
CONTRACT INCOME: $ 100,000   PROJ. DIR. Ruth Cossio-Muniz
CFDA #: N/A   Date: 02/25/15
Prime Sponsor: CCCCO
Fiscal Agent: Rancho Santiago CCD
Prime Award # : 14-161-002

| GL Account String | | | | | | New Budget | |
Fd	Prj	Tops	Dept	Code	Description	Debit	Credit
12	2324	000000	50000	8659	Other Reimb Categorical Allow : District Operations		100,000
12	2324	684000	53360	5100	**Contracted Services : Corporate Training**	87,654	
					- Strategic Planning collaborative core members in the LA/OC region; including Faculty $25,000		
					- Community College mini-grants $30,000		
					- LA/OC outreach, meeting costs, workshops and events promoting RHT careers $6,154		
					- Website developer to design, launch, and maintain website $5,000		
					- Video and online content development $3,500		
					- Faculty, Business Consultants to develop training content, curriculum for workshops & Strategic Planning actitivies $18,000		
12	2324	675000	53360	5210	Conferences Expenses **(In state travel to EWC and related RHT workforce development conferences)**	2,000	
12	2324	684000	53360	5300	Institutional Memberships	5,000	
12	2324	684000	53360	5880	Internet Services - Online Communications Tools	1,500	
12	2324	672000	50000	5865	Indirect Costs : District Operations	3,846	
					Retail/Hospitality/Tourism - In-Region Investments	**100,000**	**100,000**

SPECIAL PROJECT DETAILED BUDGET #2322
NAME: Deputy Sector Navigator Small Business In-Region Investments (District)
FISCAL YEAR 2014/2015 and 2015/2016

CONTRACT PERIOD: 07/01/2014 - 12/31/2015   PROJ ADM: Leila Mozaffari
CONTRACT AWARD: $100,000   PROJ DIR: Maricela Sandoval
PRIME SPONSOR: California Community Colleges Chancellor's Office   Date: 2/26/2015
FISCAL AGENT: Rancho Santiago CCD
PRIME AWARD #: 14-159-006 Amend 1
CFDA No. n/a

GL Account String	Description	New Budget Debit	New Budget Credit
12-2322-000000-10000-8659	Other Reimb Categorical Allow : Santa Ana College		3,072
12-2322-602000-15170-1483	Beyond Contr - Reassigned Time : Marketing	2,700	
12-2322-602000-15170-3115	STRS - Non-Instructional : Marketing	240	
12-2322-602000-15170-3325	Medicare - Non-Instructional : Marketing	39	
12-2322-602000-15170-3435	H & W - Retiree Fund Non-Inst : Marketing	27	
12-2322-602000-15170-3515	SUI - Non-Instructional : Marketing	1	
12-2322-602000-15170-3615	WCI - Non-Instructional : Marketing	65	
12-2322-000000-50000-8659	Other Reimb Categorical Allow : District Operations		96,928
12-2322-672000-50000-5865	Indirect Costs : District Operations (4%)	3,846	
12-2322-684000-53410-4210	Books, Mags & Ref Mat, Non-Lib : Small Business	4,000	
12-2322-684000-53410-4610	Non-Instructional Supplies : Small Business Dev	2,082	
12-2322-684000-53410-5100	Contracted Services : Small Business Dev Ctr Off - **Meetings/Trainings** - DSN meetings, workshops, and training costs $4,000 - **Subcontractors/Contracted Services**: In-region investment grants to colleges/school districts to increase regional capacity in small business/entrepreneurship education, faculty curriculum development, and training on curriculum models. Three to five sub-contract agreements ranging from $15,000 - $25,000/each. = $75,000	79,000	
12-2322-684000-53410-5950	Software License and Fees : Small Business Dev	5,000	
12-2322-684000-53410-5966	Transportation - Student : Small Buiness Dev Ctr - Transportation costs for students to participate in fieldtrips related to Small Business industry sector. $600/bus x 5 buses	3,000	
	Total 2322 - DSN Small Business - In-Region Funds	**100,000**	**100,000**

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Educational Services

To: Board of Trustees	Date: March 9, 2015
Re: Approval of Sub-Agreement between RSCCD and Orange County Superintendent of Schools for the AB 86 Adult Education Consortium Planning Grant	
Action: Request for Approval	

BACKGROUND

Rancho Santiago Community College District was awarded the AB 86 Adult Education Consortium Planning Grant (No. 13-328-043) from the Workforce and Economic Development Division of the California Community Colleges Chancellor's Office. The grant requires that RSCCD's adult education centers that include Centennial Education Center (CEC) and Orange Education Center (OEC) develop consortia to engage in regional planning for adult education. The consortia include RSCCD as the lead applicant and fiscal agent, and two school districts, Santa Ana Unified School District (SAUSD) and Orange Unified School District (OUSD), located within the geographical boundaries of the college district. The award amount is $326,047 and the project performance period is March 5, 2014 through June 30, 2015.

ANALYSIS

The enclosed sub-agreement (#DO-15-2259-02) with the Orange County Superintendent of Schools is to expand the AB86 Adult Education Planning activities within that district and ensure the participation of adult education teachers in AB 86 task force planning meetings, faculty development and curriculum development projects. The performance period of the sub-agreement is January 1, 2015 through June 30, 2015, with a total cost not to exceed $37,000.

The project director is Mary Walker and the project administrators are James Kennedy, Vice President of Continuing Education/CEC and Jose Vargas, Vice President of Continuing Education/OEC.

RECOMMENDATION

It is recommended that the Board approve this sub-agreement and that the Vice Chancellor, Business Operations/Fiscal Services or his designee be authorized to sign and enter into a related contractual agreement on behalf of the district.

Fiscal Impact: $37,000	Board Date: March 9, 2015
Prepared by: Maria Gil, Resource Development Coordinator	
Submitted by: Enrique Perez, J.D., Assistant Vice Chancellor of Educational Services	
Recommended by: Raúl Rodríguez, Ph.D., Chancellor	

GRANT SUB-AGREEMENT BETWEEN
RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
AND
Orange County Superintendent of Schools

This grant sub-agreement (hereinafter "**Agreement**") is entered into this 9th day of March 2015, between Rancho Santiago Community College District (hereinafter "**RSCCD**") and the Orange County Superintendent of Schools (hereinafter "**SUBCONTRACTOR**").

WHEREAS, **RSCCD** was awarded a "AB 86 Adult Education Consortium Planning Grant," grant agreement #13-328-043 (hereinafter **"Grant"**) from the California Community Colleges Chancellor's Office, Workforce and Economic Development Division, to disseminate planning and implementation funds to regional consortia of community college districts, K-12 school districts, and other partner agencies, to develop regional plans to better serve the educational needs of adults; and

WHEREAS, **SUBCONTRACTOR** has agreed to participate in the purpose of this **Grant**; and

WHEREAS, **RSCCD** has the right to enter into agreements with outside entities for various services with the approval of the Board of Trustees,

NOW, THEREFORE the **RSCCD** and **SUBCONTRACTOR** do covenant and agree as follows:

ARTICLE I

1. Statement of Work
   SUBCONTRACTOR will provide services as described in the Statement of Work, *Exhibit A,* related to Grant activities listed in the AB 86 Project Management Plan Narrative, *Exhibit B,* which by reference are incorporated into this Agreement. **SUBCONTRACTOR** agrees to comply with all provisions, to perform all work, and to provide all services set forth in this Agreement and the aforementioned Statement of Work in a professional, timely and diligent manner.

2. Period of Performance
   The period of performance for this Agreement shall be January 1, 2015, through June 30, 2015.

3. Total Cost
   The total cost to **RSCCD** for performance of this Agreement shall not exceed $37,000 USD.

4. Payment
   Disbursement of funds will begin upon **RSCCD's** receipt of the fully executed Agreement and a detailed invoice(s) requesting payment with appropriate back-up documentation, as required by **RSCCD**, and the Project Director's certification of progress reports and a final summary report. Final payment is contingent upon successful completion (or very significant progress towards completion) of all work plan activities and outcomes as described in the Statement of Work, *Exhibit A*. Invoice(s) referencing the Agreement contract number (refer

to footer in this agreement) should be submitted to the Project Director at the following
address:

  Mary Walker, AB 86 Project Director
  Interim Dean, Instruction and Student Services
  Santiago Canyon College, School of Continuing Education
  Education Provisional Facility
  1937 W. Chapman, Suite 200
  Orange, CA 92868

5. Reporting
    SUBCONTRACTOR is responsible for completion and submission of a Final Summary
    Report on or before June 30, 2015. Reports related to this Agreement should be submitted to
    Mary Walker, Project Director via email at walker_mary@sccollege.edu.

6. Expenditure of Grant Funds
    SUBCONTRACTOR agrees to comply with all Grant requirements and that it is solely
    responsible for the appropriate expenditure of all Grant funds received and for any
    misappropriation or disallowment of Grant funds.

7. Time Extensions
    RSCCD will not be requesting a time extension for program activities from the California
    Community Colleges Chancellor's Office. As a result, **SUBCONTRACTOR** will not be
    granted an extension. Therefore, **SUBCONTRACTOR** must spend up to the maximum
    amount of funds allocated through this Agreement within the timeframe of the Agreement.
    Under this Agreement, **SUBCONTRACTOR** will only be reimbursed for expenses that are
    incurred prior to **June, 30, 2015**.

8. Independent Contractor
    SUBCONTRACTOR agrees that the service provided hereunder is rendered in its capacity
    as an independent contractor and that it is not in any way an agent of **RSCCD**, nor shall its
    employees be entitled to any personnel benefits of **RSCCD** whatsoever.

9. Subcontract Assignment
    None of the duties of, or work to be performed by, **SUBCONTRACTOR** under this
    Agreement shall be sub-contracted or assigned to any agency, consultant, or person without
    the prior written consent of **RSCCD**. No subcontract or assignment shall terminate or alter
    the legal obligation of **SUBCONTRACTOR** pursuant to this Agreement.

    SUBCONTRACTOR shall insure that all subcontracts for services and contracted staff are
    procured in a manner consistent with state **SUBCONTRACTOR** guidelines.
    SUBCONTRACTOR shall itemize all sub-contractor and contracted staff costs in the
    budget so it is clear how the funds will be allocated and spent by **SUBCONTRACTOR**. By
    entering into this Agreement **SUBCONTRACTOR** agrees that it is the direct provider of
    intended services. Upon request, **SUBCONTRACTOR** shall submit to **RSCCD** copies of
    all sub-contracts for services and contracted staff, and other agreements, as well as
    documentation indicating the approving authority's approval, that relate to this Agreement.

10. <u>Record Keeping</u>
    SUBCONTRATOR agrees to maintain project records for possible audit for a minimum of three (3) years after final payment or until any audit findings have been resolved, unless a longer period of records retention is stipulated.

11. <u>Audit</u>
    SUBCONTRACTOR agrees that **RSCCD**, the Chancellor's Office, the Bureau of State Audits, any other appropriate state or federal oversight agency, or their designated representative(s), shall have the right to review and to copy any records and supporting documentation pertaining to the performance of this Agreement. **SUBCONTRACTOR** agrees to allow the auditor(s) access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records. Further, **SUBCONTRACTOR** agrees to include a similar right of **RSCCD**, the Chancellor's Office, the Bureau of State Audits, any other appropriate state or federal oversight agency, or their designated representative(s) to audit records and interview staff in any subcontract related to performance of this agreement.

12. <u>Mutual Indemnification</u>
    Both 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 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 of the non-indemnifying party or any of its agents or employees.

13. <u>Termination</u>
    Either party may terminate this Agreement, with or without cause upon thirty (30) days written notice served upon the other party. Notice shall be deemed served on the date of mailing. Upon termination, or notice thereof, the parties agree to cooperate with one another in the orderly transfer of contract responsibilities, records, and pertinent documents.

    The obligations of **RSCCD** under this Agreement are contingent upon the availability of State funds, as applicable, for the reimbursement of **SUBCONTRACTOR** expenditures, and inclusion of sufficient funds for the services hereunder in the budget approved by the **RSCCD** Board of Trustees each fiscal year this Agreement remains in effect. In the event that such funding is terminated or reduced, **RSCCD** shall provide **SUBCONTRACTOR** with written notification of such determination.

14. <u>Notices</u>
    All notices, reports and correspondence between the parties hereto respecting this Agreement shall by in writing and deposited in the United States Mail, postage prepaid, addressed as follows:

    RSCCD: Mary Walker, AB 86 Project Director
                                    Interim Dean, Instruction and Student Services

> Santiago Canyon College School of Continuing Education
> Education Provisional Facility
> 1937 W. Chapman, Suite 200
> Orange, CA 92868

SUBCONTRACTOR: Orange County Superintendent of Schools
                    Orange County Department of Education
                    Attn: Dr. Byron Fairchild, Director
                    ACCESS Business and Division Support Services
                    1669 E. Wilshire Avenue, Suite 604
                    Santa Ana, CA 92705
                    bfairchild@ocde.us
                    (714) 547-9986

ARTICLE II

1. Legal Terms and Conditions

Both **RSCCD** and **SUBCONTRACTOR** will implement the project in accordance with all the conditions defined in the Grant Agreement, RFA Specifications and the Grant Agreement Legal Terms and Conditions (Articles I, Rev. 12/2013 and Article II, Rev. 11/2012), as set forth in the RFA Instructions and incorporated into this Agreement by reference. As the Grant is subject to any additional restrictions, limitations, or conditions enacted in the State Budget and/or Executive Orders that may affect the provisions, terms, or funding of this Agreement in any manner, **RSCCD** may modify this Agreement through an amendment, as needed.

This Agreement represents the entire understanding between **RSCCD** and **SUBCONTRACTOR** with respect to the Grant. No change, modification, extension, termination or waiver of this Agreement, or any of the provisions herein contained, shall be valid unless made in writing and signed by duly authorized representatives of the parties hereto.

IN WITNESS WHEREOF, the parties hereto certify that they have read and understand all the terms and conditions contained herein and have caused this Agreement to be executed as of this 9th day of March 2015.

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT	SUBCONTRACTOR: ORANGE COUNTY SUPERINTENDENT OF SCHOOLS
By: _____	By: _____
Name: Peter J. Hardash	Name: _____
Vice Chancellor	
Title: Business Operations/Fiscal Services	Title: _____
Date: _____	Date: _____
	95-6000943
Board Approval Date: March 9, 2015	Employer/Taxpayer Identification Number (EIN)

EXHIBIT A

Statement of Work
Rancho Santiago Community College District (RSCCD)
& Orange County Department of Education (OCDE)

DESCRIPTION OF SERVICE:
Orange County Department of Education will provide services as allowed by criteria in the AB 86 Adult Education Planning Grant (Grant #13-328-043) which may include but are not limited to the following:

- Attend and participate in consortium and/or task force meetings.

- Participate in other AB86 events related to the attached *AB86 Project Management Plan Narrative (exhibit B)* approved by the California Community Colleges Chancellor's Office.

- Participate in curriculum development projects when applicable.

- Complete other AB86 tasks related to the attached *AB86 Project Management Plan Narrative (exhibit B)* approved by the California Community Colleges Chancellor's Office.

- Provide information required for quarterly and final reports.

- Invoice RSCCD for completed AB 86 approved activities.

- Hire and pay professional experts in the areas of CTE, DSPS, and others as needed.

AB 86 PROJECT MANAGEMENT PLAN NARRATIVE (B.3)

Organizational Structure

Consortia Membership

Rancho Santiago Community College District (RSCCD) and the two major K-12 school districts within its boundaries, Santa Ana Unified School District (SAUSD) and Orange Unified School District (OUSD), have maintained a strong working relationship and partnership in offering noncredit, adult education programs and classes in the community. Within our communities, adult education classes first began in Santa Ana in 1931. Soon after, in 1937, the first adult education classes began in Orange. In 1971, the RSCCD was formed and the adult education programs from both school districts were transferred to the RSCCD. At that time, the program served over 7,000 students and was considered a state-wide model. Currently, RSCCD is comprised of two separate colleges – Santa Ana College (SAC) and Santiago Canyon College (SCC). SAC School of Continuing Education and SCC Division of Continuing Education currently provide noncredit classes in Adult Basic Education (ABE), Adult Secondary Education (ASE-both High School Diploma and GED Test Preparation), English as a Second Language (ESL), and short-term Career Technical Education (CTE) at OUSD and SAUSD schools. These programs are possible because of the collaborative relationships which the community colleges and the K-12 districts have established.

Currently noncredit adult education classes in the AB86 defined areas (Elementary and Secondary Basic Skills, Citizenship, ESL, Workforce Preparation, Short-term CTE, Apprenticeship, and Adults with Disabilities) are offered at thirteen SAUSD school sites and eight OUSD school sites. Various types of contracts (e.g. Memorandums of Understanding, Use of Facilities Agreements, Instructional Service Agreements, and Consulting Agreements) are currently being used to define the roles and responsibilities of each party. At present, SAUSD and OUSD provide the classrooms, restroom facilities, etc., and RSCCD provides the instructor, curriculum, instructional materials, and corresponding supervision and support for the classes being offered.

Because of this strong relationship already in place, a natural, next step would be for these agencies, as part of this consortium, to look into expanding and enhancing class offerings in the AB 86 defined areas. The goal will be to serve all adult learners who could benefit from these noncredit, adult education courses and programs, including the parents and families of the children attending OUSD and SAUSD schools.

As we meet to discuss the details of this next step, we will need to evaluate the following:

- specific areas where there is a need for instruction where classes are not being offered
- areas that have a high population density where new or more classes might be needed to serve this larger number of students
- expansion of student services (e.g. assessment, orientation, registration, counseling, and educational plans) at larger off-sites throughout the community
- obstacles hindering potential students from attending class (e.g. issues with

1

transportation, child care, work schedules, and disabilities)
- availability and condition of current adult education facilities
- need for additional facilities
- existing resources among consortium members and partners and how to best leverage them

After a careful analysis of these challenges and gaps, a plan will be developed and implemented with the intent to provide a broader access of classes and support services for students to achieve their goals.

In addition to identifying the educational gaps in our communities, the consortium is committed to streamlining the unique systems already in place. This will be done by aligning curriculum, assessment, orientation, educational plans, and outcomes as needed. As the consortium meets to plan educational programs and services, existing resources offered by the other members will be identified, so these resources may be shared by all. An example would be to identify the existing resources that can be shared to best serve the group of students with disabilities between the ages of 18 and 22.

Faculty will need to examine credit and noncredit curriculum and assessments to create a more seamless transition for students wishing to further their education. Although many of SAC and SCC Continuing Education noncredit classes are already aligned with credit classes, this is an opportunity to fine-tune and improve the following:
- Transition from noncredit ASE programs to college credit programs
- Alignment of K-12 high school courses with noncredit courses
- Alignment of noncredit ESL with ABE/ASE/college credit
- Transition from noncredit ESL to ABE/ASE/college credit
- Transition of noncredit short-term CTE to credit CTE or academic programs
- Transition from noncredit programs to employment (career pathways)
- Transition from one noncredit program to another noncredit program

Student services will be crucial in broadening students' awareness of their next step and how to reach their goal. The Student Success and Support Program (SSSP) is in the process of defining the guidelines for noncredit matriculation, and these will undoubtedly shape the noncredit educational plans and orientations which will improve the transition process from noncredit to credit programs.

Discussions will continue to take place regarding the needs of local businesses and apprenticeship programs to ensure the students are prepared with the necessary skills they need to succeed in these programs. We will need to study and evaluate how our noncredit adult education classes can better prepare students, whether it is in the area of basic skills, English language development, or pre-apprenticeship preparation. Best practices will need to be identified on how best to prepare students for college credit or their career paths.

Partnerships

Within the consortium, many successful partnerships with numerous organizations have been established and maintained over the years. Examples include:

2

- Delhi Community Center
- El Modena Community Center
- East Anaheim Community Center
- First United Methodist Church of Santa Ana
- Friendly Center
- Orange County Children's Therapeutic Art Center (OCCTAC)
- Orange County Sheriff's Department
- Rapid Manufacturing
- Recovery Education Institute (REI)
- Santa Ana City Jail
- Santa Ana Public Library
- Service Employees International Union (SEIU)
- Service Employment and Redevelopment (SER)
- Taller San Jose

ESL, Citizenship, Conversation, English for Work, Adult Basic Education, GED Test Preparation, and CTE computer classes are offered at these offsite locations. Although we haven't yet reached out to all of these organizations for the purpose of this planning document, we will be having an in-depth discussion of how best to solicit their expertise and feedback. Several of these entities have unique services that might be able to be expanded to serve more students trying to reach their personal, academic, and career goals.

In addition to the above, other parties have decided to become partners in this consortium to include their adult learners in this process. The Grant Development Coordinator at the Orange County Department of Education Division of Alternative Education (ACCESS) currently provides educational options for adults working toward completing their high school diploma, primarily during and following incarceration in the Orange County Probation Department. ACCESS is also piloting a high school diploma program that serves inmates who are part of the Prison Realignment Program and provides educational opportunities for young adults residing in the community who are on formal and informal supervision with the Orange County Probation Department. This is an excellent example of how two organizations are able to successfully offer similar programs (high school diploma) but to very unique populations with specific needs. This is an opportunity to share our programs with each other, align our curriculum, assessments, orientations and outcomes, and to discover what, if any, programs and classes we might be duplicating without need.

Garden Grove Unified School District (GGUSD), which overlaps a relatively small area in our consortium's boundaries, had initially asked for more time before choosing which consortium it would join as a member. Both RSCCD and GGUSD conduct classes in this overlapping, shared area. After some consideration, the GGUSD decided to join Coastline Community College as a member and to become a partner in our consortium.

Each of our partners brings a specific focus and set of services that will benefit our continuing and new students. Whether it is childcare, transportation subsidies, mental health support, medical and dental resources, or food, working together will help our students reach their potential both at home, school, and in the workplace. These organizations and agencies will bring a holistic perspective and increased services to

3

support our students on their academic journeys and career paths.

Shared Leadership Strategies

Our consortium will employ a variety of shared leadership strategies. First, we will have regular meetings to plan, discuss, and evaluate the specific topics at hand. Meeting leaders, program leaders, chairs, and co-chairs will be chosen based on group consensus. The group will agree upon the specifics of agenda items, recording of minutes, meeting days, times, and locations. A common vision might be established highlighting student success at the forefront. The focus of the meeting will be collaborative in nature, while members share their district's best practices and procedures and come to understand the other's unique terms, language, and even acronyms.

The consortium members will identify the policies and documents regarding the specifics of the collaborations. We might want to continue using the same Memorandums of Understanding, Use of Facilities Agreements, Instructional Service Agreements, and Consulting Agreements already in place, or depending on the situation, new or revised agreements might be created if needed.

A decision-making process will be established which will be determined by the consortium members. Clear guidelines will be given so all are aware of the procedures and timelines. Decisions regarding all matters including potential partners, advisory groups, and local businesses will be made on a consensus basis.

Collaboration between subject-area experts will be another important shared leadership strategy whether it is between K-12, noncredit, or credit participants. Alignment of curriculum, assessment, orientations, and outcomes will involve all interested parties.

Project Planning Roles and Responsibilities

To begin this process, the following members from each respective district have been identified to take the lead on this project: Dawn Miller, SAUSD Assistant Superintendent, Secondary Education; Kerrie Torres, OUSD Executive Director, Secondary Education; Jose Vargas, SCC Vice President, Division of Continuing Education; Jim Kennedy, SAC Interim Vice President, School of Continuing Education; Nilo Lipiz, SAC Continuing Education Dean of Instruction and Student Services; and Mary Walker, SCC Continuing Education Interim Dean of Instruction and Student Services. These members will participate in the voting process of selecting specific co-chairs, project directors, and anyone who might be responsible for the oversight of this project. As this project unfolds, the above roles may change. As of today, Vice President Jose Vargas will be the person responsible for the timely submission of the required reports for this grant.

For the January 31st deadline to submit the *Certificate of Eligibility*, Jim Kennedy reached out and contacted the responsible party at SAUSD, and Jose Vargas did the same at OUSD. At that time Dawn Miller and Kerrie Torres expressed their interest in participating as members of this consortium. For the purpose of this narrative, an initial rough outline was written by Mary Walker and subsequently emailed to the above

mentioned leaders.   Feedback was given, and the document was revised accordingly. A meeting was held on February 18, 2014 at the Orange Education Center to revise the narrative and continue the planning process.

Communication

Several forms of communication will be used to facilitate this planning process. To date, email and the telephone have been the primary tools used to communicate and disseminate information to the primary members. These were used to inform and collect the *Participate Member Signature Forms* and to initially edit this narrative. Subsequently, a meeting took place to revise this document and the specifics of this plan.

To communicate in these initial stages with local partners, email has been the main form of communication.   However future meetings will determine other important and useful communication tools. Local agencies and businesses will be invited to participate using the most appropriate connection (telephone, email, U.S. mail, in-person, phone conferences and, yes... texting!). Discussions will take place at general meetings and at any adhoc meetings if applicable. If agreed upon, a local website might be created and updated to keep the local and participating partners and members informed of the most current status of key tasks, issues, and planning.

To outreach to the community, a variety of communication tools might be utilized: emailing key personnel at the various institutions, contacting them by telephone, and/or mailing a letter of invitation or update via regular U.S. mail.   Providing links to the local AB86 website would be another excellent way to inform the community regarding updates. Relevant information may also be communicated in the form of district and school newsletters, letters home to parents in SAUSD and OUSD, newspaper articles, and on each school's and district's websites. Outreach personnel whose primary purpose is to share its programs and services to the community, may include updates on this AB86 planning process in their events and presentations when appropriate.

In summary, the ultimate goal of this collaborative effort with Rancho Santiago Community College District, Santa Ana Unified School District, Orange Unified School District, Orange County Department of Education ACCESS, Garden Grove Unified School District, and any future partners who join this consortium is to improve the lives of adult learners in our region.   We will accomplish this by pooling and aligning our resources and providing the classes that will help these students reach their educational, vocational, and personal goals.

5

No. <u>5.3</u>

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES

Adoption of Resolution Authorizing Payment to Trustee Absent from Board Meetings

<u>Resolution No. 15-05</u>

Whereas, California Education Code Section 72024(5d) provides that "a member (of the Board of Trustees) may be paid for any meeting when absent if the Board by Resolution duly adopted and included in its minutes find that at the time of the meeting he or she is performing services outside the meeting for the community college district, he or she was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the Board," and

Whereas, on February 23, 2015, the Board of Trustees of the Rancho Santiago Community College District held a regular board meeting; and

Whereas, Trustee Nelida Mendoza Yanez was not present at the board meeting; and

Whereas, the board has determined that Trustee Mendoza Yanez's absence was due to recovering from surgery;

NOW, THEREFORE, BE IT RESOLVED that Trustee Mendoza Yanez shall be paid at the regular rate of compensation for the board meeting on February 23, 2015.

Dated this 9th day of March 2015.

Ayes:
Noes:
Absent:
Abstain:

_____
Raúl Rodríguez, Ph.D.
Secretary to the Board of Trustees

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Office of the Chancellor

To:	Board of Trustees	Date:	March 9, 2015
Re:	Approval of the Rancho Santiago Community College District Sustainability Plan		
Action:	Request for Approval		

BACKGROUND

The Rancho Santiago Community College District (RSCCD) recognizes the environmental, economic and social benefits of resource efficiency and sustainability. Board Policy 6012 – Sustainable Practices sets forth this commitment. In support of this commitment the Sustainable RSCCD Committee (SRC) was formed in 2012. SRC is a participatory governance committee working with the campus committees and responsible for raising awareness within the district and making recommendations to the Chancellor concerning the conservation of energy and other resources and the implementation of sustainability practices that impact the district and community. In 2013 the SRC began dialogue about the development of a sustainability plan for the district and in early 2014 decided to move forward with development of a sustainability plan. The firm of Newcomb|Anderson|McCormick (NAM) was engaged to assist in this effort.

ANALYSIS

To create the Sustainability Plan, RSCCD followed the process and utilized the tools provided in the California Community Colleges Sustainability Template. The SRC managed and assisted with the development of the Sustainability Plan. The Plan sets forth a Vision Statement, Goals and Priorities and will serve as the roadmap for the district's sustainability efforts. At its meeting of February 18, 2015, the SRC approved the Rancho Santiago Community College District Sustainability Plan.

RECOMMENDATION

It is recommended that the Board of Trustees approved the Rancho Santiago Community College District Sustainability Plan.

Fiscal Impact: To be determined as plan is implemented		Board Date:	March 9, 2015
Prepared by:	Debra Gerard, Executive Assistant to the Chancellor		
Submitted by:	Raúl Rodríguez, Ph.D., Chancellor		
Recommended by:	Raúl Rodríguez, Ph.D., Chancellor		

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Rancho Santiago Community College District Sustainability Plan

Produced by sustainable rsccd

February 2015

ACKNOWLEDGMENTS

Trustees

- Claudia C. Alvarez
- Arianna P. Barrios
- John R. Hanna
- Lawrence R. "Larry" Labrado
- Jose Solorio
- Nelida Mendoza Yanez
- Phillip E. Yarbrough
- Alana V. Voechting, Student Trustee

Chancellor

- Raúl Rodríguez, Ph.D.

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- Erlinda Martinez, Ed.D., – Santa Ana College
- John Weispfenning, Ph.D., – Santiago Canyon College

Sustainable RSCCD Committee Members

- Delmis Alvarado, Classified Staff
- Kelsey Bain, Classified Staff
- Michael Collins, Ed.D., Vice President – Santa Ana College
- Douglas Deaver, Ph.D., Associate Professor Philosophy
- Leah Freidenrich, Professor Library & Information Science
- Peter Hardash, Vice Chancellor – Business Operations & Fiscal Services
- Judy Iannaccone, Director – Public Affairs & Publications
- Steve Kawa, Vice President – Santiago Canyon College
- James Kennedy, Vice President – Centennial Education Center
- Laurene Lugo, Classified Staff
- Carri Matsumoto, Assistant Vice Chancellor – Facilities
- Lisa McKowan-Bourguignon, Asst. Professor Mathematics
- Kimo Morris, Ph.D., Asst. Professor Biology
- Kyle Murphy, Student Representative – Santa Ana College
- Elisabeth Pechs – Orange County SBDC
- Jose Vargas, Vice President – Orange Education Center
- Nathan Sunderwood, Student Representative – Santiago Canyon College

Other Contributors

- Matt Sullivan, Consultant – Newcomb Anderson McCormick
- Danielle Moultak, Project Manager – Newcomb Anderson McCormick

TABLE OF CONTENTS

SECTION 1.

EXECUTIVE SUMMARY

As with many public sector agencies, the Rancho Santiago Community College District (RSCCD) recognizes the environmental, economic, and social benefits of resource efficiency and sustainability. The passage of the California Global Warming Solutions Act (AB-32) and the establishment of a Sustainability Policy by the California Community Colleges (CCC) Board of Governors have made it imperative for Community Colleges to develop an organized, comprehensive approach that incorporates the elements of sustainability, satisfies state regulations, takes advantage of available resources and complimentary programs, and adopts the Best Practices of others who are further along this path.

Sustainability is defined as "meeting the needs of the present without compromising the ability of future generations to meet their own needs." The purpose of this Sustainability Plan is to prepare the Rancho Santiago Community College District for the anticipated environmental and regulatory challenges of the 21st century, to guide the District towards becoming a more sustainable institution, and to prepare students for the green economy.

Vision Statement

The Rancho Santiago Community College District holds sustainability to be a foundational principle in its current and future development.

As a responsible steward of natural resources and the environment, the District will endeavor to minimize its impact on the environment by implementing best practices for conserving resources, reducing waste, implementing energy reduction and alternative energy generation strategies, constructing efficient buildings, and by developing partnerships that will further these activities.

Rancho Santiago Community College District is a two-campus district, comprised of Santa Ana College (SAC) and Santiago Canyon College (SCC), as well as two education centers, the Centennial Education Center and the Orange Education Center. The District has prepared this Plan to encompass the activities, goals, and priorities of each college and center. The following Sustainability Plan articulates the vision, goals, and objectives established by the District for sustainability, as well as the strategies to meet these goals. This Plan has been developed by the Sustainable RSCCD Committee (SRC). The SRC has developed this Sustainability Plan in coordination with the many different District stakeholders, including students, faculty, and staff, to ensure that the plan meets the different needs of the District.

SECTION 2.

BACKGROUND

2.1 HISTORY OF SUSTAINABILITY EFFORTS TO DATE

The Rancho Santiago Community College District has been proactive in the area of sustainability for the past several years. The Board of Trustees has established policies for District sustainability that have been incorporated in both the District Educational and Facilities Master Plans. The District has been active in recycling efforts, encouraging public transit use for students, faculty, and staff, and implementing energy and water saving projects and efficient new construction of campus facilities. Students have also been very active in this area through various clubs and sustainability events. While the District has made significant progress on the path to sustainability, it is poised to accomplish much more with the implementation of this Sustainability Plan. Section 4 of the Plan describes past activities and future plans in detail.

2.2 CREATION OF THE SUSTAINABILITY PLAN

To create this Sustainability Plan, RSCCD followed the process and utilized the tools provided in the California Community Colleges Sustainability Template. The process is illustrated in the flow chart at right. The implementation of the sustainability planning process and the resulting Sustainability Plan are described in the following sections.

Commitment from Campus Administration

Establish a Campus Sustainability Committee

Define Goals, Objectives, Criteria, and Timelines

Select and Prioritize Implementation Programs

Create and Execute Action Plans

Monitor and Regularly Report Progress to Campus
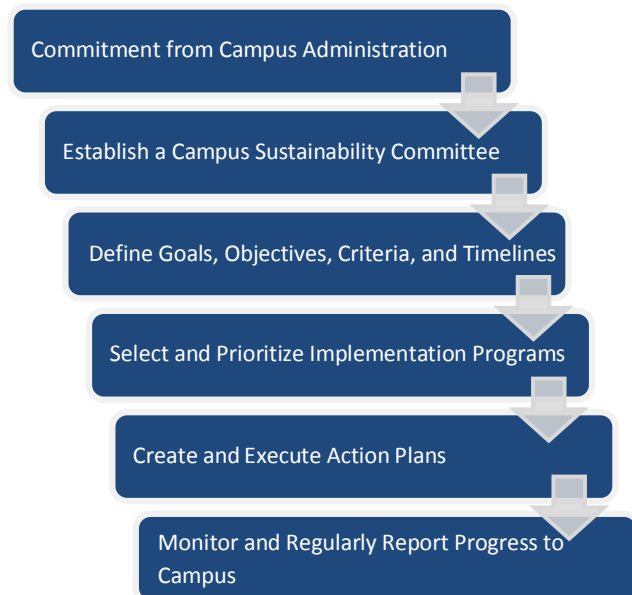
2.3 CAMPUS SUSTAINABILITY COMMITTEE

It was decided to utilize the Sustainable RSCCD Committee (SRC), which consists of faculty, staff and students representing the different campus stakeholders, to manage the process and develop this Sustainability Plan. The Committee is responsible for developing and implementing the sustainability programs and projects described in this plan to achieve the sustainability goals.

2.4 THE POLICY CONTEXT OF SUSTAINABILITY PLANNING

Sustainability can provide environmental, economic, and social benefits to campuses. However, there are other motivations for the District to pursue these practices.   The State of California has been on the forefront of efforts in establishing aggressive policies and standards for environmental protection and

reducing greenhouse gas (GHG) emissions that contribute to global warming. In 1970, the State adopted the California Environmental Quality Act (CEQA) with the goal to inform governments and the public about potential environmental impacts of projects. From 2005 onward, legislation has been passed to directly regulate GHG emissions by utilizing incentive mechanisms, cap-and-trade programs, and mandatory reporting while encouraging voluntary activities such as purchasing emissions offsets and offering renewable energy certificates (RECs). Compliance with state policies and regulations regarding these issues is an important factor for consideration by the Rancho Santiago Community College District.

The following outlines the numerous policy and regulatory drivers that contributed to the creation of this Plan.

2.4.1 CCC BOARD OF GOVERNORS ENERGY AND SUSTAINABILITY POLICY

To encourage the CCCs to a more sustainable future, the CCC Board of Governors approved the Energy and Sustainability Policy in January 2008, which puts forth goals for each campus to reduce their energy consumption from its 2001-02 baseline by 15 percent by 2011-12. It also sets goals for minimum efficiency standards of new construction and renovation projects and provides an incentive of 2 percent of construction cost for new construction projects and 3 percent of construction cost for modernization projects. The policy also sets goals for energy independence through the purchase and generation of renewable power and energy conservation through the pursuit of energy-efficiency projects, sustainable building practices, and physical plant management.

The CCC Board of Governors Energy and Sustainability Policy can be found here:
http://www.cccco.edu/Portals/4/Executive/Board/2008_agendas/january/3-1_Attachment_CCC%20Energy%20and%20Sustainability%20Policy%2011-9-07%20FINAL.pdf

2.4.2 CALIFORNIA STATE CLIMATE REGULATIONS

2.4.2.1 State of California Executive Order S-3-05

Executive Order S-3-05 was signed by the Governor of California in 2005, thereby identifying the California Environmental Protection Agency (Cal/EPA) as the primary state agency responsible for establishing climate change emission reduction targets throughout the state. The Climate Action Team, a multi-agency group comprised of various state agencies, was formed to implement the Executive Order S-3-05. Shortly thereafter in 2006, the team introduced GHG emission reduction strategies and practices to reduce global warming. These measures are aimed at meeting the Executive Order's long term goal of reducing GHG emission to 80 percent below 1990 levels by 2050.

2.4.2.2 Global Warming Solutions Act of 2006 (AB-32)

The Global Warming Solutions Act, or Assembly Bill 32 (AB-32), was adopted in 2006 by the California legislature, establishing two key requirements in regard to climate change reduction measures. The first requires that California GHG emissions be capped at 1990 levels by 2020, and the second establishes an enforcement mechanism for the GHG emissions reduction program with monitoring and reporting implemented by the California Air Resources Board (CARB).

In 2008, the Assembly Bill 32 Scoping Plan was released by CARB which describes measures to implement the requirements set by AB-32. In addition to partnering with local governments to encourage the establishment of regional emission reduction goals and community regulations, the Scoping Plan uses various mechanisms to reduce emissions state-wide, including incentives, direct regulation, and compliance mechanisms.

2.4.2.3   Assembly Bill 1493 (The Pavley Bill)

Assembly Bill 1493, widely known as "The Pavley Bill", was passed in 2002 and authorizes CARB to establish regulations to reduce the GHG emissions from passenger cars and light trucks by 18 percent by 2020 and 27 percent by 2030 from 2002 levels. This aggressive bill was temporarily blocked by the US EPA in March 2008 and later received a waiver of approval for implementation throughout California in June 2009.

2.4.2.4   Low Carbon Fuel Standard (LCFS)

The Low Carbon Fuel Standard (LCFS) was established in January 2007 by Executive Order S-01-07 and requires California fuel providers to decrease lifecycle fuel carbon intensity of transportation fuels by 10 percent from 2007 levels by 2020.

2.4.2.5   California Renewables Portfolio Standard

The California Renewables Portfolio Standard (RPS) was established in 2002 under Senate Bill 1078 and mandated that electrical corporations increase its total procurement of eligible renewable resources by at least 1 percent a year to reach a goal of 20 percent electricity generation from renewable resources. These goals were accelerated in 2006 under Senate Bill 107, which mandated that at least 20 percent of the total electricity sold be generated from renewable resources by the end of 2010. The RPS was further extended in 2008 by Executive Order S-14-08, which required that 33 percent of total electricity sales be generated from renewable resources by 2020. In April of 2011, this RPS standard of 33% renewable by 2020 was enacted into law through final passage of Senate Bill X 1-2 (Simitian) and extended to apply to both public and investor owned utilities.

2.4.2.6   Senate Bill 97

Senate Bill 97, passed in 2007, required the Governor's Office of Planning and Research (OPR) to develop and recommend amendments to CEQA Guidelines for addressing GHG emissions related to land use planning. The amendments to CEQA were approved and became effective in March 2010, thereafter requiring all CEQA documentation to include and comply with the new amendments established for addressing greenhouse gas emissions.

2.4.2.7   Senate Bill 375

Senate Bill 375 was passed in 2008 to reduce GHG emissions caused indirectly by urban sprawl throughout California. The bill offers incentives for local governments to execute planned growth and development patterns around public transportation in addition to revitalizing existing communities.

Metropolitan Planning Organizations (MPOs) work with CARB to reduce vehicle miles traveled by creating sustainable urban plans with a comprehensive focus on housing, transportation, and land use. Urban projects consistent with the MPO's Sustainable Community Strategy (SCS) can bypass the CEQA's GHG emission environmental review. This provides developers with an incentive to comply with local planning strategies which support the State's greater effort for overall emission reduction in the land use and transportation sector.

2.4.2.8   Assembly Bill 341

Starting July 1, 2012, businesses and public entities, including schools and school districts that generate four cubic yards or more of waste per week and multifamily units of five or more will be required to recycle, if they are not already doing so. AB 341 also establishes a statewide goal of 75% diversion of solid waste to landfills. The purpose of this new law is to reduce greenhouse gas emissions by diverting commercial solid waste to recycling efforts and expand opportunities for additional recycling services and recycling manufacturing facilities in California.

2.4.2.9   Regional Air Pollution Control Districts (APCD) and Air Quality Management Districts (AQMD)

In 1947, the California Air Pollution Control Act was passed and authorized the creation of Air Pollution Control Districts (APCDs) and Air Quality Management Districts (AQMDs) in every county. APCDs and AQMDs are tasked with meeting federal and state air pollution requirements set by the Clean Air Act and can develop regulations to achieve the necessary public health standards, though these regulations need approval from CARB and the US EPA. APCDs and AQMDs have jurisdiction over businesses and stationary sources of emissions and can offer varying levels of outreach, grants, and CEQA review and technical assistance to interested public and private parties. The APCDs and AQMDs do not have the authority to regulate mobile air pollution sources, which is the responsibility of CARB, and must defer to state or federal regulations provided by the California Air Resources Board and the U.S. Environmental Protection Agency.

SECTION 3.

VISION STATEMENT, GOALS, AND PRIORITIES

The Sustainable RSCCD Committee has developed the following Vision Statement to guide the District in its Sustainability Planning efforts.

The Rancho Santiago Community College District holds sustainability to be a foundational principle in its current and future development.

As a responsible steward of natural resources and the environment, the District will endeavor to minimize its impact on the environment by implementing best practices for conserving resources, reducing waste, implementing energy reduction and alternative energy generation strategies, constructing efficient buildings, and by developing partnerships that will further these activities.

To realize this Vision Statement, the SRC has defined the following sustainability goals and priorities. The goals and priorities for the Sustainability Plan reflect campus needs, interests, and available resources.

Goal No.	Area of Sustainability	Established Goal
1	Campus & Community Engagement	Encourage participation in and awareness of sustainability issues through effective education and engagement. Integrate sustainability into all facets of student life, including student government, clubs, and organizations.
2	Curriculum Development	Facilitate the inclusion of environmental sustainability and social responsibility into existing curriculum and develop new curricula and career-oriented certificate and training courses with an emphasis on sustainability.
3	Energy	Utilize 2012-2013 benchmark study to establish annual energy use and demand reduction goals (target 5% reduction). Plan appropriate energy efficiency, demand reduction, or clean self-generation measures by mid-2015 to meet reduction goals.
4	Facilities Design & Operation	Design and construct all major capital projects and renovations to meet LEED Silver "equivalent" standard and operate facilities to meet solid waste, energy, and water use reduction goals. Employ sustainable landscaping practices.
5	Solid Waste Management	Continue to implement the landfill diversion program, expand it to include all sectors of recycling and waste reduction to landfills, and strive to meet the statewide landfill recycling goal of 75% by 2020.

Goal No.	Area of Sustainability	Established Goal
6	**Sustainable Procurement**	Implement efforts to source campus food, materials, supplies, information technology, equipment, and resources from organizations committed to social responsibility and environmental sustainability.
7	**Transportation**	Reduce the reliance of students, faculty, and staff on single occupancy vehicle commutes by 5 percent within the next five years, and encourage the use of low and zero emissions vehicles.
8	**Water Management**	Perform water use benchmarking studies at both campuses and the District Office to better understand usage as compared to similar facilities and community college peers. Based on the results, establish annual water use reduction goals and plan appropriate measures to achieve goals.

The goals described above will apply to both Santa Ana College and Santiago Canyon College, the education centers, and the District Office. The goals are listed in alphabetical order, and are not necessarily listed by priority.

The goals and criteria established for the Sustainability Plan will be monitored during Plan implementation as described in Section 5, "Measure and Report Performance".

SECTION 4.

PROGRAMS AND PROJECTS FOR IMPLEMENTATION

Based on the goals and priorities described above, the SRC has selected the following programs and projects to actively improve campus sustainability. These programs and projects are also reflected in the Implementation Programs and Plans Checklist, located in Appendix 1, which outlines the details of each action item, its priorities, responsibility for implementation, schedules, and estimated cost of each program or project. Note that the paragraph numbering below corresponds to the Checklist items selected and are not necessarily in sequential order. The Checklist will be used by the SRC to manage the implementation process.

4.1 MANAGEMENT AND ORGANIZATIONAL STRUCTURE

In order to implement an effective Sustainability Plan, it will be important for RSCCD to have a policy mandate for sustainability, the institutional structure required to manage the process, and the financial and programmatic expertise to accomplish Plan goals. The District will implement the following programs to meet this requirement.

4.1.1   ADOPT A DISTRICT SUSTAINABILITY POLICY

The District Board of Trustees has adopted a District Sustainability Policy by delegating authority to the Chancellor to establish administrative regulations for sustainable practices in the following areas: environmental education and training; energy, waste management and recycling, resource conservation, facilities, grounds and landscape management; hazardous materials, transportation and air quality; and purchasing practices.

In addition, the Board of Trustees endorsed the creation of this Sustainability Plan which addresses District-wide and site-specific needs for each college.

4.1.3   APPOINT A CAMPUS SUSTAINABILITY COMMITTEE

The SRC was established as a District-wide committee in 2011 under the leadership of Chancellor Raúl Rodriguez, PhD. The membership, which is open to all interested stakeholders of RSCCD, represents students, faculty, staff, and administration. The Committee is organized into subcommittees, each focusing on one of four areas of interest—transportation, facilities, recycling, and communications. The SRC has also created a logo to represent their sustainable efforts on campus.

The SRC led the development of this Sustainability Plan, and will manage its implementation and monitor progress upon its adoption by the Board of Trustees.

In addition, SAC has established a Green Task Force, which consists of both faculty and students, and works to provide a greener SAC campus. SAC has also created an Environmental Task Force which serves as a sub-committee to the SAC Facilities Committee.

4.1.4   FUNDING AND RESOURCES TO SUPPORT SUSTAINABILITY ACTIVITIES

Rancho Santiago Community College District has worked hard to obtain funding for sustainable development, and to spend these funds responsibly. In 2002, voters approved Measure E, a $337 million general obligation bond to renovate existing campus buildings and construct new classrooms. In November 2012 Measure Q was also passed, authorizing RSCCD to issue up to $198M in general obligation bonds to finance renovation, repair and construction at Santa Ana College. These funds from both Measure E and Q have been and will be used to implement a wide variety of sustainability projects throughout the District.

With the passage of California Proposition 39 ("The Clean Energy Jobs Act") in November 2012, the California Community College system will receive roughly $30 million annually for five years to fund energy-efficiency and clean energy generation projects. In Fiscal Year 2013-2014 RSCCD's share of this funding was $1.02 million, which was utilized to install advanced LED lighting systems at Santa Ana College and retro-commission (RCx) the Santiago Canyon College Science Building, saving energy and money. The District's Year 2014-2015 Proposition 39 allocation, which amounted to approximately $800k, has been allotted for further LED lighting installments at the District Office and Santiago Canyon College. At the time of this publication, the District is moving forward with installing these projects, with plans for completion in spring 2015. The District will continue to wisely invest its Proposition 39 allocation in clean energy projects throughout the life of the program.

In addition to funding for capital improvement projects, RSCCD will continue to search for and leverage funding opportunities for all sustainability programs and projects as they become approved.

4.1.5   EMPLOY SUSTAINABILITY PROFESSIONALS AS REQUIRED

The District contracts with energy and sustainability consultants as necessary to ensure that expert knowledge and advice is considered when evaluating and implementing sustainability initiatives. The District has valued and successful relationships with several professional firms and relies on their expertise to ensure program and project success.

4.1.7   INTEGRATE SUSTAINABILITY PLANNING INTO CAMPUS MASTER PLAN

The District has integrated principles of sustainability into the RSCCD Facilities Master Plan, with guidance from the architects and consultants from HMC Architects. The Master Plan committee considered current offerings, potential future programs, current facility challenges, future instructional needs, and the state of infrastructure systems, while striving to incorporate sustainability into all aspects of campus life. The current Master Plan states that the District should update and implement facilities master plans, maximize college and community use of facilities, and incorporate green efforts into facilities development and other efforts when cost-effective.

4.2 ENERGY EFFICIENCY

Energy efficiency is one of the most cost effective ways to reduce a campus's energy use and carbon footprint. When implemented properly, efficiency measures can decrease energy use without compromising comfort and can improve indoor air quality and enhance student, faculty, and staff performance. Energy efficiency will be a higher priority than renewable or other on-site energy generation due to more favorable economics and to avoid over-sizing renewable energy systems.

The following energy-efficiency programs and projects will be implemented at the District.

4.2.1   SET ENERGY EFFICIENCY GOALS

It is important to set goals for the reduction of any resource in order to define success. Planning for energy conservation is important to the District. As such, the District performed an energy benchmark study in 2012-2013 using the Chancellor's Office Energy Calculator. Using this data as a baseline, the District will establish annual energy use reduction goals (targeting an overall annual reduction of 5%) and plan appropriate energy-efficiency, demand reduction, or clean self-generation measures to achieve these goals.

The District has stated that it will continue to participate in the California Community Colleges/Investor Owned Utility (CCC/IOU) Energy Efficiency Partnership, and will continue to leverage Proposition 39 funding, in order to help further their energy-efficiency goals and reduce energy usage and operating costs.

4.2.4   CONDUCT COMPREHENSIVE FACILITY ENERGY AUDITS

The District recognizes the need for energy audits to gain information about the current state of energy use at its facilities. Consequently, it is currently in the process of compiling baseline documentation to complete a comprehensive audit. The audit results will identify energy-efficiency projects and measures that, when implemented, will help to achieve the District's energy usage reduction goals as described above.

4.2.5   IMPLEMENT NEW AND EXISTING AUDIT RECOMMENDATIONS

An energy study was performed at the District Office in May 2013 by a consultant contracted by RSCCD. The study contained recommendations to improve the overall energy efficiency of the facility and to reduce energy costs and the associated carbon footprint of the building. The results of the study were reviewed by Southern California Edison (SCE) and Southern California Gas (SCG) Company and they determined that the projects will qualify for roughly $108,000 in utility rebates if implemented. Southland Industries is currently conducting a detailed site study to implement the projects.

4.2.8   IDENTIFY AND TAKE ADVANTAGE OF GRANT AND INCENTIVE PROGRAMS

The District has demonstrated an effective use of funding programs to finance many sustainability projects on campus. Funds from Measure Q will be used for the construction of new utility infrastructure and to complete a central plant project at Santa Ana College, which is projected to significantly increase campus energy efficiency. In addition, funds from Measure E were used to update and renovate campus buildings.

As described above, the District participates in the CCC/IOU Energy Efficiency Partnership and maximizes the energy efficiency incentive provided by SCE and SCG to help fund energy projects at the District. These incentives are leveraged to allow the District's Proposition 39 funds to go further and result in deeper energy savings and more comprehensive projects than would otherwise be feasible.

4.2.9   ENERGY EFFICIENT EQUIPMENT

A wide variety of energy-efficient equipment has been installed on both campuses and in the District Office in recent years. The following sections describe both completed projects and projects currently in progress, as well as new, planned projects to install more energy-efficient equipment and systems.

4.2.9.2   *Efficient Lighting and Lighting Controls*

Santa Ana College and Stantiago Canyon College are in the process of installing advanced LED lighting as part of the Building and Site Lighting Replacement projects. LED lighting retrofits have also been a part of the Proposition 39 funding program administered by the Chancellors Office. The District has also participated in an LED Lighting Demonstration Project to educate the public about efficient lighting.

4.2.9.3   *Install Energy Efficient HVAC Systems*

As briefly noted in section 4.2.8, a new chilled water central plant is planned for Santa Ana College. The central plant will provide chilled water to cool most of the conditioned spaces on campus, and save money and energy by taking advantage of cooling load diversity and off-peak production. The central plant will include a small building to house chillers, pumps, controls, and other equipment, a thermal energy storage (TES) tank for "off peak" chilled water production and storage, a chilled water distribution piping loop, and the integration of the system into the existing campus building HVAC systems. The location of the building and TES tank will be determined during design. The implementation of the central plant will also include several infrastructure improvements such as the replacement of all major utility lines and the retrofit of air handling units on campus buildings connected to the plant, improving efficiency, comfort, and reducing energy costs.

Santiago Canyon College has updated the HVAC control system in their Science Building and is currently re-commissioning the building for more energy-efficient operation. In addition, occupancy sensors will be installed to control the speed of exhaust fans based on building usage, and to modify the sequence of operations for various mechanical equipment, including air handlers, boilers, and fume hood equipment.

For Buildings D and C of Santiago Canyon College, the District plans to replace an inefficient chiller with a new energy-efficient unit and install new pumps equipped with Variable Frequency Drives (VFDs) which will improve efficiency and comfort. In addition, the existing split-system units and single-packaged systems will be replaced with more efficient units. The District also plans to install new variable hot water supply and return valve actuators to distribute reheat water more efficiently.

At the District office, existing chillers, the cooling tower, and pumps will be replaced with more efficient equipment. The equipment will be installed with VFDs to adjust the speed of fans and motors. The existing energy management system (EMS) will be replaced to provide greater ability to monitor and control equipment and reduce energy usage. In addition, the air distribution ducting will be modified to more efficiently ventilate the building.

In addition to the Santa Ana College central plant, various other energy-reducing projects have been implemented utilizing the Investor Owned Utilities (IOUs) incentive programs. These projects include:

Santa Ana College:

- Buildings A, F, and R Boiler Replacements
- Health Sciences Building upgrades
- Science Technology Engineering Math Building (STEM) upgrades
- Committed scheduled maintenance funds to upgrade inefficient boilers
- Campus-wide LED exterior and interior lighting upgrades funded by the Districts Proposition 39 allocation

Santiago Canyon College:

- Building D Chiller and Boiler Upgrades
- Building D & C HVAC Renovations
- Pool Pump VFDs
- Boiler replacement to meet new SCAQMD emissions standards

4.3 FACILITIES OPERATION

In addition to installing energy-efficient equipment, RSCCD strives to operate high-performing facilities, buildings, and energy infrastructure systems that are optimized for inhabitant comfort, productivity, and energy and resource efficiency. Current and planned activities in this area are described below.

4.3.1   ENCOURAGE AND SUPPORT ENERGY EFFICIENCY TRAINING OF STAFF

The Maintenance and Operations staff at both Santa Ana and Santiago Canyon Colleges have been trained to operate new EMS systems installed at their campuses. Further, ongoing training programs will be developed and implemented to ensure that the staff is up-to-date on equipment, system, and operational changes in the facilities.

4.3.2 INSTALL ENERGY MANAGEMENT SYSTEMS

The District will maximize use of computerized EMS systems to provide centralized reporting and control of campus energy related activities. The campus will strive to achieve optimum efficiency in the use of natural gas, electricity, or other energy resources to meet the heating, cooling, and lighting needs of the buildings and/or facilities. Except for areas requiring special operating conditions, such as electronic data processing facilities, or other scientifically critical areas, where rigid temperature controls are required, building and/or facility temperatures will be controlled between the limits stated below. For both campuses, the District will install new, more robust EMS with an expanded range of controls for the mechanical equipment and lighting systems to improve operational energy efficiency. As described in section 4.2.9.3, there are also plans to retrofit air handlers and install new high efficiency motors and fans at various buildings.

4.3.3 ADJUST TEMPERATURE SET POINTS AND SCHEDULE OPERATING TIMES

As part of a new construction program, the District, in coordination with the Colleges, will develop and implement a District-wide Owner Operating Requirement specification that will be used by the commissioning agents and EMS installer to ensure that EMS systems are customized according to campus needs and that HVAC equipment scheduling and maintenance is optimized. These specifications are incorporated into the Science Center Retro-Commissioning and District Operation Center HVAC renovations projects. The Owner Operating Requirements will include specifications for temperature set points and operating schedules.

4.3.4 OPTIMIZE BUILDING OCCUPANCY SCHEDULING

The Owner Operating Requirement will also provide specifications and requirements to optimize the building occupancy scheduling, including:

- Normal Occupancy Schedule
- Pre-occupancy Operating Period
- Non-occupancy Schedule
- Holiday Schedule
- Cleaning Schedule

4.3.5 OPTIMIZE HVAC EQUIPMENT SCHEDULING

To best optimize the equipment scheduling of the HVAC systems, the District will evaluate needs related to instruction so as to utilize entire buildings and shut off HVAC and lighting in buildings that are not being utilized.

In addition, the Owner Operating Requirement specification will include the following items to optimize HVAC equipment scheduling:

- Air Temperature Range
- Humidity Range
- Relative Building Pressure

- Air Filtration
- Ventilation
- Noise Criteria
- Supply Air Temperature Reset Range
- Preferred CO2 Range
- CO Alarm

4.3.6   ACTIVATE ENERGY-SAVING FEATURES FOR APPLIANCES AND COMPUTERS

Santiago Canyon College has made a commitment to utilize energy-saving features by installing motion sensors on its personal computers (PCs) which shut down the PC and ancillary equipment when not needed. The District has plans to evaluate other IT related energy savings technologies, including PC Power Management and Server Virtualization.

4.3.7   PURSUE MONITORING-BASED COMMISSIONING (MBCX)/RETRO-COMMISSIONING (RCX)

Working with the CCC/IOU Partnership, the District plans to develop a Retro-commissioning and Monitoring Based Commissioning (MBCx) implementation program to improve energy efficiency of major facilities operations. The program will involve installation of whole-building energy meters to determine trends in energy use. The process will identify baseline usage data, identify changes in building and systems operations that will reduce usage, and monitor the actual results of projects implemented to demonstrate increased efficiency. The RCx/MBCx program plan will be completed and adopted by end of 2015 and updated every two years.

In addition, Santiago Canyon College has developed a Measurement and Verification (M&V) Plan to evaluate energy system performance at the Science Building following the planned retro-commissioning of the building. The M&V process will evaluate the building and energy systems performance through energy simulation and engineering analysis. The retro-commissioning contractor will install the necessary metering equipment to measure energy use and will track performance by comparing predicted performance to actual performance.

4.4 SUSTAINABLE BUILDING PRACTICES

Construction and renovation of new and existing facilities provides a significant opportunity to reduce the environmental impacts of the built environment through sustainable building practices. The District will incorporate energy and resource efficient "Green Building" practices in the design and construction of all new and renovated facilities. The following implementation programs have been implemented or are planned by the District to meet this goal.

4.4.1   ESTABLISH A GREEN BUILDING STANDARD

In the Facilities Master Plan, the District has stated that it will work to develop green building design standards. Currently, the District is establishing the requirement that all major capital projects and

renovations meet LEED Silver "equivalent" standard and utilize utility "Savings by Design" programs. In addition, the District is developing standards for efficient landscaping and plant materials, irrigation equipment, low-flow plumbing fixtures, low wattage LED lighting, efficient HVAC equipment, glazing and fenestration, insulation, roofing, lowVOC (volatile organic compound) painting and coating, Energy Management Systems, lighting controls, and daylight harvesting strategies. The District has already implemented a policy to minimize the exposure of building occupants to unhealthy off-gassing from indoor materials through and to environmental tobacco smoke. The District prohibits smoking in all buildings except in designated exterior parking lots. The exterior parking areas are at least 25 feet away from entries, outdoor air intakes, and operable windows.

The Sustainable RSCCD Committee has recommended the development of sustainable design standards for the renovation of existing buildings to ensure such buildings are more efficient, cost effective, and comfortable for their occupants. Many buildings on campus have been constructed using sustainable design criteria.

The newest building at Santiago Canyon College is the 90,000-square-foot. Humanities Building, which is a US Green Building Council LEED Gold Building. Sustainable features of this building include a photovoltaic system, a block exterior which requires little maintenance, lighting features that coordinate day-lighting with interior lighting, and drought-tolerant landscaping. It was also designed with low-VOC-emitting products to reduce the quantity of indoor air contaminates that are odorous, irritating, and/or harmful to the comfort and well-being of occupants. To attain an Indoor Environmental Quality LEED credit, the building was designed with the following adhesives and sealants in accordance with South Coast Air Quality Management District (SCAQMD) requirements to limit VOCs: carpet, rubber flooring, drywall, cover base, structural glazing, PVC welding, ABS welding, and top and trim adhesive. The following materials do not exceed Green Seal GS-11 (VOC content limit) and Green Seal Plus requirements; painting and coatings, carpet systems, and composite woods. Both the Humanities Building and the Gymnasium were designed and installed with a fluid-applied roof coating that contain low Solar Reflective Index (SRI) values promoting cooler roofs to avoid heat islands effects, also in pursuit of LEED credits. The cooler roofs reduce building cooling loads. As noted in section 4.3.1, staff have been trained in efficient operations of all campus facilities.

4.4.2   IMPLEMENT SUSTAINABLE DESIGN PRACTICES

All District new construction, renovation, maintenance, and repair projects are planned with consideration of optimum energy-efficiency, low life-cycle operating costs, and compliance with the District's goals and all applicable energy codes and regulations. Energy efficient and sustainable design strategies are addressed early in the project planning and design phases to maximize cost effectiveness and are balanced with the academic program needs of the project.

Both campuses have made efforts to implement sustainable design practices and to research the best methods for implementation. At Santa Ana College, the Facilities Committee prepares a regular report which describes the sustainable building practices for buildings on campus. Santiago Canyon's Humanities building embodies sustainable design with its outdoor teaching spaces, which were implemented in pursuit of LEED credits. The outdoor teaching environments are designed such that the

exterior concrete benches are equipped with data connections and power to allow the use of electronic devices to facilitate teaching.

4.4.3   USE AN INTEGRATED SYSTEMS APPROACH IN BUILDING DESIGN

Sustainable building goals will be evaluated in a cost effective manner by identifying economic and environmental performance criteria, evaluating life cycle savings, and adopting an integrated systems approach to design. Such an approach treats the entire building as one system and recognizes that individual building features, such as lighting, windows, heating and cooling systems, will be evaluated and designed as interactive systems.

As an example, the new parking structure planned at Santa Ana College is a potential location for a central cooling plant, which could be integrated into the design. The parking structure also provides an opportunity for integrating a large-scale solar photovoltaic facility into the campus. In addition, the College is considering the feasibility of a rainwater harvesting system, which would use the upper deck as a collection area.

4.4.5   COMMISSION NEW BUILDINGS & MAINTAIN APPROPRIATE OPERATIONS TO SUPPORT FUNCTIONALITY

The District performs new building commissioning after construction to ensure that systems were installed and operating as designed. Individual systems are also commissioned to ensure that they run as efficiently as possible. As part of the Measure 'Q' construction program, Proposition 39 projects, and scheduled maintenance projects, the Facilities Department will require new and renovation projects to contain a comprehensive commissioning plan as part of the project specifications. At Santiago Canyon the Athletics and Aquatics Center (completed in 2012) and Humanities Building (completed in 2014) have both been through the commissioning process.

4.5 ON-SITE GENERATION AND RENEWABLE ENERGY

As described below, the District has evaluated the potential for renewable energy and clean on-site generation. These goals are balanced by the philosophy that renewable generation implementation should occur only after significant efficiency and conservation plans have been implemented to ensure that any self-generation or demand response programs or projects are sized appropriately.

4.5.1   EVALUATE CLEAN COGENERATION AND RENEWABLE ENERGY GENERATION

The Facilities Master Plan contains goals to explore renewable energy opportunities. This has resulted in the development of comprehensive Photovoltaic System Feasibility Study encompassing both SAC and SCC. The results of this study are currently under review by District Facilities staff.   In addition, a photovoltaic system has been recently installed on the 90,000-square-foot Humanities Building at Santiago Canyon College, which provides approximately 19% of the building's electricity.

4.5.2   EVALUATE LOAD SHIFTING TECHNOLOGIES

Load shifting technologies, such as thermal energy storage (TES), reduce HVAC energy and power consumption during peak hours. As part of the central plant project at Santa Ana, the campus is implementing an ice based TES system that will make use of load shifting technologies. The chiller will use off-peak energy for production of ice. This technology will reduce the energy costs required to produce the ice. The District will also implement load shifting technologies as part of the future central plant at the Santiago Canyon campus.

4.6 TRANSPORTATION, COMMUTING, AND CAMPUS FLEET & TRAVEL

Transportation at a typical community college accounts for over half of a GHG emissions from the campus. For this reason, Rancho Santiago CCD will strive to reduce Vehicle Miles Traveled (VMT) for students, faculty, and staff commuting to the campuses and encourage the use of low and zero emissions vehicles, public transportation, carpooling, and cycling in an effort to reduce greenhouse gas emissions and minimize the infrastructure costs related to parking. The District has set a goal to reduce the reliance of students, faculty, and staff on single occupancy vehicle commutes by 5 percent within the next five years. The following programs will be implemented to achieve this goal.

4.6.1   UNDERSTAND COMMUTE AND TRAVEL PATTERNS

In order to better understand commute and travel patterns, the District will conduct traffic counts and surveys to determine baselines for commuting trips and total Vehicle Miles Traveled to both colleges. The traffic counts and surveys will be updated periodically to monitor progress toward the reduction goals.

In addition, the employee and student Sustainability Survey (Appendix 2) conducted in 2014 included questions specific to transportation habits and requested suggestions on ways in which the District can facilitate increased use of alternative modes of transportation. Given these data and suggestions, the District is better prepared to implement and facilitate initiatives that will reduce the reliance on single-occupancy vehicle use. The survey results and individual responses were heavily considered during the development of this Sustainability Plan section.

4.6.2   ENCOURAGE AND ENHANCE PUBLIC TRANSPORTATION AND RIDESHARING OPTIONS

The District will or will continue to employ the following strategies to encourage and enhance public transportation and ride sharing options.

4.6.2.2   Increase Awareness

The District will be partnering with the South Coast Air Quality Management District (SCAQMD) to develop a program to raise awareness at both colleges about sustainable transportation options. This program, targeted to students, faculty, and staff, will encourage public transportation use by providing information and communicating the environmental and personal benefits of traffic alleviation.

4.6.2.3   Facilitate Public Transit Use

In spring of 2014 in conjunction with the preparation of this Sustainability Plan, the SRC conducted an online survey to students and staff campus to gain input on campus and District sustainability efforts. As identified in the Student, Faculty and Staff Sustainability Survey, students and employees alike identified the facilitation of public transit use as the most effective means to reducing their dependency on single-occupancy vehicles. Given these responses, the RSCCD Sustainability Committee will continue to work with the Orange County Transportation Authority (OCTA) to improve bus service to both District campuses and will explore options for discounted transit passes for RSCCD students and employees. Since this is a large concern of the District community, the SRC would like to create a District-Level committee inclusive of students, faculty, staff and possibility community members to spearhead all District transportation efforts.

Currently, Santa Ana College is served by two major bus routes that arrive every 10 minutes at peak times (Route 60 on 17th St and Route 57 on Bristol St). A third route arrives every 30 minutes (Route 51 on Flower). Santiago Canyon College, located in the City of Orange, is at the end of the only bus line that serves the campus. According to the Sustainability Survey, OCTA service is convenient for approximately 15% of students surveyed and only a handful of staff. Increasing and improving the OCTA service to the colleges is a high priority of the District.

4.6.2.4   Incentivize Public Transportation and Carpooling

The District currently operates a discounted student public bus pass program to encourage public transit use. The District is also exploring enhanced incentives to promote public transit and carpooling including:

- Promote current student transit passes through communication and/or promotional pricing (focusing on students whose home address is within a quarter of a mile of one of the bus routes serving the colleges)
- Explore a partnership with OCTA to offer student monthly passes (currently only 75-day and 120-day passes are available with a student discount, costing $115 and $185 respectively)
- Continue to explore partnering with Student Government to offer an on-going subsidized student transit pass program to facilitate students taking the bus to campus and reduce demand for parking
- Provide parking spaces in preferably located areas for carpools and electric/ hybrid vehicles

4.6.3   ENCOURAGE AND ENHANCE BICYCLING OPTIONS

Santa Ana College plans to partner with the City of Santa Ana on a bike-friendly city initiative to increase the use of bicycling as a means of transportation for staff and students. In 2013-2014, Santa Ana purchased additional bike racks to encourage alternative transportation options. The college hopes to continue encouraging bicycle use through the following measures:

- Add bike racks using the inverted-U style in locations recommended by transportation planning professionals
- Plan for and communicate the availability of showers on campus and the District Office

- Add bike lockers or other secure storage (possibly with an associated usage fee)

Approximately two years ago, Santiago Canyon added three bicycle racks on campus to the three existing ones. Since then, usage of the bike racks has noticeably increased.

In 2013, the District held a Ride to Work Day contest, to promote biking throughout both campuses and the District Office. The District will continue promoting bicycle use by sponsoring annual Bike to Work Day events.

4.6.4   IMPROVE CAMPUS FLEET & TRAVEL

Santa Ana College has worked to improve the campus fleet by replacing gas-powered maintenance carts with new, electric-powered carts. SAC also upgraded one of its security vehicles to a Prius hybrid vehicle and utilizes an electric Segway. The District will continue to upgrade its campus fleet with more fuel efficient vehicles as they are replaced.

4.6.5   ENHANCE STUDENT DISTANCE LEARNING

The District Educational Master Plan includes prioritizing the expansion and enhancement of distance-learning education course offerings. A full-time faculty coordinator was hired in July 2014 to manage the program, and an outreach and marketing plan will be developed to encourage student participation. To support distance education and other technology advancements, funding will be needed for faculty and staff to attend conferences and training workshops.

4.6.6   ENCOURAGE FUEL-EFFICIENT VEHICLES FOR COMMUTERS

The District has established a goal to encourage the use of low and zero emissions vehicles for commutes to campus. The surveys described above will assist the District in quantifying how many of these vehicles are already in use. Actions to encourage low and zero emissions vehicles include the following:

- Plans are underway for the installation of electric car charging stations at Santa Ana College and plans are underway for stations at Santiago Canyon College.
- RSCCD will also explore a preferential parking program consisting of "close-in" parking and reduced parking fees to encourage these vehicles for college commutes

4.7 WATER, WASTEWATER, AND SUSTAINABLE LANDSCAPING

Water conservation is an important component of sustainability and is aggressively pursued by both Santa Ana College and Santiago Canyon College. The current drought makes water conservation imperative. The District strives to reduce potable water use as well as waste water discharges to both the sewer and storm water systems. In addition, the District reduces waste water pollution by minimizing chemical fertilizers and pesticide use in association with landscaping practices.

The following implementation programs have been completed or are planned for the District.

4.7.1   ESTABLISH WATER CONSERVATION GOALS

The District will perform water use benchmarking studies at both campuses and the District Office to better understand usage as compared to similar facilities and community college peers. Based on the results, the District will establish annual water use reduction goals and plan new appropriate measures to achieve goals.

4.7.2   IMPLEMENT WATER CONSERVATION STRATEGIES

Both Santa Ana and Santiago Canyon have implemented water conservation strategies through various projects on their respective campuses. For example, Santiago Canyon College is currently working with the Irvine Ranch Water District (IRWD) to utilize reclaimed water to irrigate the athletic fields. Although the area is served by the IRWD, the recycled water is provided through a partnership from the City of Orange Water Department.

In addition, the new Humanities and Gymnasium buildings at SCC were designed with low-flush volume toilets with automatic operation resulting in reduced water usage. Low-flush urinals were also installed and plans have been made to install more when funding is available. Synthetic turf has also been installed on the softball field to reduce the need for water, fertilizer, and pesticides.

Santa Ana College has installed new efficient, low-flow irrigation systems in all of its new perimeter landscaping as well as efficient irrigation valves to reduce its water use on campus. A new tournament-quality artificial turf soccer field was recently installed to reduce the use of water, fertilizer, and pesticides, as well as GHG emissions related to lawn mowers.

Finally, the District would like to explore the feasibility of greywater systems, which capture and repurpose used water for flushing toilets or irrigation. It will aim to pilot a greywater system at one of the campuses.

4.7.3   REDUCE STORM WATER, SEWER DISCHARGES, AND WATER POLLUTION

Efforts to promote sustainable storm water management is a key component of the District's planning for environmental stewardship. Storm water management has been a concern of the District and an environmental issue in Southern California for many years. Drought and long dry seasons followed by frequent, sometimes heavy rains contribute to the flushing of pollutants into the Santa Ana River and the Pacific Ocean. The District Master Plan provides policies for the incorporation of best management practices and employs natural processes to filter and retain the flow of storm water. Opportunities for bioswales and rain gardens have also been explored. Rain gardens will be used to retain and percolate water for building roof drains. The incorporation of bioswales at SCC was investigated and designed by students as part of the Green Infrastructure Construction course. Bioswales will be incorporated in large areas of impervious paving, including roads and parking lots.

The City of Santa Ana storm water drainage system has a finite capacity, and efforts to retain or detain storm water on the campus significantly reduce the College's environmental impact. As future

development occurs, the District will explore the feasibility of harvesting storm water to replace potable water used for irrigation and other uses.

Erosion control systems and best management practices on the construction program have also been implemented. The District has employed a Storm Water Pollution Prevention Program consultant to inspect, monitor, and advise construction personnel and the District on best practices.

4.7.4   ADOPT SUSTAINABLE LANDSCAPING PRACTICES

Various sustainable landscaping projects have been implemented on both campuses, such as the Campus Landscape Improvement Program at Santa Ana College and the Coastkeeper Garden at Santiago Canyon College. The Coastkeeper Garden is a project where SCC leases some of its property to the non-profit Orange County Coastkeepers, who have built a demonstration garden open to the public featuring sustainable landscape techniques. SCC has also undergone campus landscaping projects using native or adaptive plant materials to reduce or eliminate irrigation requirements. Highly water efficient irrigation equipment is employed where irrigation is required. Moving forward, the District will continue to landscape with native plants and employ water-wise landscaping practices.

4.8 SOLID WASTE REDUCTION AND MANAGEMENT

The District strives to minimize solid waste to reduce greenhouse gas emissions and landfill deposits. If designed and implemented effectively, minimizing solid waste can save the District money and create revenue streams that can be reinvested in the campus. The District will employ the principles of "Reduce, Reuse, and Recycle" in its solid waste reduction program.

The following programs will be implemented at the District to manage solid waste and reduce landfill deposits.

4.8.1   CREATE WASTE REDUCTION GOALS

The District has established goals to improve existing landfill diversion programs, expand it to include all sectors of recycling and waste reduction to landfills, and strive to meet the statewide recycling goal of 75% by 2020. The District will monitor progress toward these goals by utilizing the diversion reports provided by its contracted waste haulers.

4.8.2   MAXIMIZE PROGRAMS OFFERED BY CONTRACTED WASTE HAULER

The District is severely limited on service offerings for recycling and green waste and food waste compositing based on options from its contracted waste hauler. Currently, all waste is picked up in single-stream form from the campuses and recycling is performed at the local Materials Recovery Facility (MRF), where recyclable material is separated from landfill waste. The SRC waste management subcommittee is working to establish a scope of services for expanded recycling options for the District and will rebid the contract to include these additional services by mid-2015.

4.8.3 REDUCE THE WASTE STREAM TO THE LANDFILL

The District and colleges will act to reduce the waste stream to the landfill by making resource conservation an integral part of its waste reduction and recycling programs. They will integrate the concept of resource conservation by employing the strategies of reduce, reuse, and recycle into its environmental programs. Santiago Canyon College has made efforts to avoid an increase in what goes to landfills despite the increase in student population and in facilities over the past few years.

4.8.3.1 Raise Awareness of Waste Reduction

The District and colleges will actively advocate, where appropriate, for resource conservation practices to be adopted at the local, state, and national levels. Both colleges have conducted awareness efforts to improve recycling, and the Santiago Canyon College Facilities Committee is planning to advertise recycling with promotional activities that explain its benefits.

4.8.3.2 Minimize Unnecessary Waste

The District will explore the installation of water bottle refilling stations or enhance current water fountains to better accommodate bottle refills. This will encourage the use of reusable bottles, thereby reducing the amount of plastic water bottles purchased and thrown in the waste stream.

The Santa Ana "Don" Bookstore and the Santiago Canyon "Hawk" Bookstore encourages the reuse of student textbooks through their textbook "buy-back" and "swap" programs where students are able to sell or exchange their books with the store or other students.

4.8.3.3 Reduce Paper Use

Santiago Canyon's Facilities Committee hopes to promote the use of electronic media in place of the enormous amount of paper used for syllabi and class handouts. SCC further reduces paper use by employing a standard of double-sided copies at the college printing center. In addition, any white paper discarded at the copy center, which is unused on one-side, is collected and used in the math tutoring center as scratch paper. As captured in the Sustainability Survey results, many faculty throughout the district request electronically submitted student assignments and incorporate other paper waste reduction measures, such as providing course materials online.

4.8.3.7 Support Producer Responsibility Programs

The District will consider modifying its current purchasing practices by purchasing from more providers who are environmentally and socially responsible. Currently, the District purchases recycled products, where financially feasible and plans to encourage suppliers, both private and public, to make more recyclable products and unbleached paper products available for purchase.

4.8.4 IMPROVE EXISTING RECYCLING PROGRAMS

As described above, the District is working with its contracted waste hauler to implement a source-

separated recycling program. This may require that the District work with the municipalities where each campus is located to negotiate enhanced services at each campus.

In addition to administrators, students are also concerned about recycling efforts on campus. Currently, community members come on campus and recycle bottles and cans from the trash receptacles for their own needs. Efforts are being made to build a more robust recycling program that would include construction debris, cardboard, mulching and green waste.

At Santiago Canyon, the Humanities building was designed such that free-standing recyclable and trash receptacles are strategically placed in certain key locations of the building to promote recycling, in pursuit of a Storage and Collection of Recyclables LEED credit. Throughout campus a Paper Collection and Recycling Program has also been implemented, and there are plans to place more recycling bins around campus.

4.8.6   GREEN WASTE AND FOOD WASTE COMPOSITING

Santiago Canyon's current contract agreement with its landscape contractor requires that none of the green waste goes to landfill but goes toward composting, thus reducing the waste stream to the landfill and GHG emissions.

Moving forward, the District would like to explore the possibility of a district-wide food-waste composting program.

4.8.7   ADOPT CONSTRUCTION AND DEMOLITION (C&D) RECYCLING

As part of the Measure 'E' and Measure 'Q' building program, all new construction projects contain construction waste management specifications requiring that contractors separate Construction and Demolition (C&D) recyclable material from the construction waste. The contractors separate C&D waste on-site in three categories: re-use or recycle on-site, transport to approved recyclers, and transport to legally designated landfills. The C&D recycling goal is 50% of material diverted from the landfill. The contractor is required to provide a monthly report to verify the target amounts.

4.8.8   CONSIDER FEASIBILITY OF ON-CAMPUS RECYCLING

In addition to working on the expansion of recycling options offered by the District's waste-hauler, SRC would like to explore the feasibility of on-campus recycling.

4.9 GREEN PURCHASING

Rancho Santiago CCD will establish districtwide purchasing policies to meet the goals of environmental, economic, and social sustainability and to use its market power to influence suppliers to be more sustainable.

4.9.1 SUSTAINABLE FOOD PURCHASING

The impacts of food sustainability are far reaching and complex. The District will take into account the sustainability of food served on campuses when making decisions regarding food purchasing. Food sustainability and quality was a concern highlighted by students and faculty in the spring 2014 Student Sustainability Survey. In response to these suggestions, Santa Ana and Santiago Canyon College will explore healthier cafeteria food options, including vegan, vegetarian, organic, and locally produced items.

4.9.2 GREEN PURCHASING PRACTICES

With assistance from the US Environmental Protection Agency's (EPA) Comprehensive Procurement Guidelines, RSCCD will create a Green Purchasing Policy in 2015 aimed at campus-wide, sustainable procurement.

4.9.2.1 Establish Requirements for Minimum Recycled Content

The Director of Purchasing for the District will work with departments to establish minimum recycled content standards for designated recycled products to maximize recycled product availability and recycled content.

4.9.2.2 Establish Standards for Green Purchasing

The District and colleges will use recycled products and recycled materials to meet their needs when possible. The District will require its contractors and consultants to use and specify recycled products in fulfilling contractual obligations whenever practical. A list of recycled products will be maintained and will be made available to all departments as a purchasing resource. Updates to the list will be made as new products become available. The District currently purchases Green Seal janitorial products and "green" custodial paper products and will continue to do so in the future.

4.10 STUDENT AND CURRICULUM DEVELOPMENT

The primary purpose of the California Community College system is to educate students and foster their success by preparing them for the careers of tomorrow. The mission of Rancho Santiago CCD is to deliver high quality instruction to students both within and beyond traditional geographical boundaries and to provide an open and welcoming culture that supports student completion and success. With the economics of environmental sustainability becoming increasingly important in all facets of society, the District has a responsibility to play a role in moving current and future generations toward a sustainable future.

To better prepare its students to pursue a career path within the "green" economy and become responsible stewards of the environment, RSCCD will strive to creatively integrate sustainability into existing course curricula within and beyond the STEM field, promote student enrollment in new and existing courses with emphasis on sustainability, and develop new curricula and career-oriented certificate and training programs with a focus on these topics.

In addition, as RSCCD moves forward with redesigning and retrofitting its campuses and facilities in greener ways, it will strive to utilize these projects as hands-on learning opportunities for students. These so-called "living laboratory" projects merge academics and campus facilities management to provide students with real-world skills and, for the District, a path to meet its sustainability goals. Through the Sustainability Plan initiatives elaborated upon below, faculty, staff, administrators, and students will have opportunities to collaborate, participate, and serve as effective agents for positive change.

4.10.1   CREATE A SUB-COMMITTEE IN THE ASSOCIATED STUDENT GOVERNMENT DEVOTED TO SUSTAINABILITY

Santiago Canyon College Associated Student Government (ASG) has recently established a student leadership position to promote and gain involvement of campus students in environmental issues and sustainability initiatives on campus. To support this role, the campus would like to consider creating a sub-committee devoted to sustainability. The roles and responsibilities for this sub-committee will need to be determined, one of which will be to attend regular meetings with the sustainability sub-committee of the Academic Senate, discussed in section 4.10.6.

4.10.2   PROVIDE PROFESSIONAL DEVELOPMENT AND CREATE A FACULTY FORUM

Since faculty drives change in curriculum, professional development and recognition are key drivers of sustainability curriculum development. Santa Ana and Santiago Canyon College will incorporate sustainability topics within professional forums and Flex Day workshops for faculty to share ideas around curriculum enhancements and revisions. From these events, the colleges will create a working committee of faculty tasked with the implementation and advancement of the RSCCD "Curriculum Development" goal outlined in Section 3 of the Plan.

4.10.3   UTILIZE DIFFERENT PATHWAYS TO INTEGRATE SUSTAINABILITY IN THE CURRICULUM

The Community College Academic Senate Curriculum Committee indicates that faculty members at CCCs are currently integrating sustainability in the curriculum in three main ways: by adding a component to an existing course outline of record, creating a new course, or creating a new certificate or degree program. The District employs these strategies as described more fully below, and all strategies will require leadership from faculty for adoption.

4.10.3.1   Adding a Component to an Existing Course Outline of Record

Both Santa Ana and Santiago Canyon Colleges have several courses that incorporate principles of sustainability through the course curriculum, projects, and assignments:

Santiago Canyon College

Biology 109 – Fundamentals of Biology – Biology 109 focuses on the principles of biology and stresses the relationship of all organisms from anatomical, physiological and ecological points of view. Includes cell machinery, genetics, reproduction, embryology, animal behavior, botany, ecology, evolution and human physiology. The course dedicates lab exercise to environmental issues, which includes an in-depth

discussion of the human ecological "footprint," global warming, and the effects of the human population on the environment. Students are recommended to concurrently enroll in Biology 109L, which is the laboratory component of the course.

Biology 109L – Fundamentals of Biology Laboratory – This laboratory section includes experiments to identify and illustrate significant organisms and their structures. Emphasis is placed on the relationship of all organisms from an anatomical, physiological, and ecological framework.

Biology 200/ Environmental Studies 200 – The Environment of Man – Sustainability is fundamental to the class, as it touches on environmental problems such as energy, resources, pollution, land use, population and food, including economic and political factors.

Business 150 – Introduction to Information Systems and Applications – This course is an introduction to computer concepts and management information systems. Students learn to use application to solve business problems. Included in the course is a discussion on computer and technology recycling programs.

History 240 – Introduction to Peace and Conflict Studies – Historical, social and economic development of the world order along with a wide range approach integral to the examination of global studies and peace and conflict resolution. The study of peace and conflict areas to include the war system, war prevention, nonviolence, human rights, social justice, environmental sustainability and the role of the United Nations and other international governing bodies.

Public Works 069 – Green Infrastructure Construction – This course covers the use of green infrastructure (vegetation, soils, and natural processes) to manage storm water runoff and create healthier urban environments. Students will learn the principles and techniques of Low Impact Development (LID) and how storm water runoff controls/best management practices (BMPs) that utilize LID can help support sustainable communities while providing habitat, flood protection, cleaner air, and cleaner water. Students will also learn the process for selecting, siting, and sizing LID BMPs for various project types, as well as inspection and verification and operation and maintenance protocols. As part of the course curriculum, students participate in the *Campus RainWorks Challenge* sponsored by the United States Environmental Protection Agency (USEPA) where they design an innovative green infrastructure project on campus that demonstrates how managing storm water at its source can benefit the campus community and the environment.

Sociology 100 – Introduction to Sociology – Sociology 100 focuses on the scientific study of human societies and behavior focusing on the process of social interaction, patterns of social inequality, and the influence of social institutions on individuals as members of social groups. Environmentally sustainable practices are both formally and informally integrated in the classroom and coursework through education about the environment, social change, and volunteerism.

Santa Ana College

Anthropology 100 – **Introduction to Cultural Anthropology** – A cross-cultural survey of the major areas of cultural anthropology including subsistence patterns, economic and political systems, family and

kinship, religion, and cultural change. Also includes contemporary issues facing humankind such as the environment, resource depletion, ethnic conflict, globalization, and warfare. Emphasis is on understanding cultural diversity and cultural universals.

Automotive Technology 085 – Basic Clean Air Car Course – A Bureau of Automotive Repair recognized Basic Clean Air Car Course, which prepares students for the State Smog Technician Exam.

Biology 109 – Fundamentals of Biology – See above under Santa Ana College courses.

Biology 111 – Marine Biology – This course covers basic concepts of marine ecosystems including oceanographic principles, ecology and a survey of marine habitats and diversity of marine organisms. Half of the designated course hours are dedicated to laboratory experiments.

Biology 127 – Ecology – Introduction to the basic principles of ecology. Study of ecosystems, biomes, and the relationships of plants and animals in the natural world.

Biology 128 – Natural History of the California Coast – A field study course focused on the ecological study of plant and animal life of the southern and central California coast.

Biology 129 – Ecology of Southern California – Identification and study of the plants and animals of the ocean, mountain and desert regions of Southern California with emphasis on the organisms relationship to their environment. This is a field study course and includes overnight camping.

Biology 170/ Environmental Studies 170 – Environmental Challenge of the 21st Century – Examines the environmental impacts of increased human population on food, water and energy resources. Land use policies and environmental effects of pollution will also be analyzed.

Biology 200/ Environmental Studies 200 – The Environment of Man – See above under Santa Ana College courses.

Biology 212 – Animal Diversity and Ecology – A study of ecological principles, and relationships between animal diversity and ecosystems. Habitat, populations, ecological interactions, and environmental influences are stressed while surveying animal diversity and addressing structure, function, behavior, and adaptation of major taxonomic groups. Two-thirds of the designated course hours are devoted to laboratory experiments.

Biology 214 – **Evolution and Plant Diversity –** Principles and processes of evolution leading to biodiversity. Survey of the organisms, viruses, prokaryotes, fungi, algae, and plants with emphasis on evolutionary adaptations of the anatomy, physiology, and life cycles of these organisms. Two-thirds of the designated course hours are devoted to laboratory experiments.

Biology 259 / Environmental Studies 259 – Introduction to Environmental Biology – This course includes the study of ecosystems, population dynamics, and classification, diversity of plant and animal species, effects of pollutants at both the cellular and organismal levels and principles of ecology. Half of the designated course hours are dedicated to laboratory experiments.

Chemistry 109 – **Chemistry in the Community** – The non-science major will study practical applications of chemistry and the chemical principles behind them including: the scientific method, atomic structure, molecular models, and chemical reactions. Environmental and community issues will be the focus of student centered laboratories, discussions and field trips. Group work and computer activities will be used in this cooperative learning environment. May be repeated.

Engineering 143 – **Fundamentals of Construction Engineering/Construction (AEC) Drafting Standards** – An overview of residential, commercial, institutional, industrial, and heavy civil construction and associated codes, standards, and ethical boundaries. Areas of focus to include type of foundations, materials, contract documents, working drawings and vocabulary. Includes an introduction to LEED/Green Construction.

Engineering 165 – **Introduction to Energy** – See above under Santa Ana College courses.

Engineering 175 – **Introduction to Energy Analysis** – See above under Santa Ana College courses.

Engineering 203 – **Sustainable Construction and Facilities Management** – This course provides students the means to apply core sustainable principles to each step within the facilities planning, design and management process. It examines best practices for site and building: energy, conservation, reclamation, recycle-ability, air, water, waste, sound, ecological literacy, and management tools.

English 101 – Freshman Composition – This course emphasizes expository and argumentative essays and the completion of a research paper. In certain course sections, environmental topics are emphasized in course material, essays and presentations.

Environmental Studies 140/ Geology 140 – Environmental Geology – This course focuses on the study of urban geologic hazards: earthquakes, groundwater pollution, flood potential, landslides and creep, soil expansion, coastal erosion, and volcanic hazards.

Geography 102 – **Cultural Geography** – An introductory survey of the geography of culture, and the influences of the physical environment on culture, along with the impact of human activity on the environment, and the role of culture within societies and social groups. The course includes global patterns of population, migration, religion, language, agriculture, politics, customs, resources, and urban and rural settlement.

Geology 150 – Introduction to Oceanography – Introductory study of the ocean and its topography, sediments, circulation, shoreline processes, biological productivity and mineral resources.

Centennial Education Center / Orange Education Center

English as a Second Language (ESL) – ESL curriculum develops the ability of non-English speaking students in basic literacy skills, including letter and number recognition/production, simple personal

information, and basic oral communication in preparation for enhanced job opportunities. Sustainability topics, vocabulary, and lessons are incorporated within the curriculum.

4.10.3.3   Create a New Certificate or Degree Program

The following sustainability-related degree and certificate programs are currently offered by RSCCD:

Earth Science Degree – The associate degree curriculum in Earth Science prepares students for transfer to a four-year institution leading to a baccalaureate degree in Earth Science or Geology. A baccalaureate degree in Earth Sciences may provide the recommended content preparation for students interested in teaching science at the middle school level or are planning to go to law school in the area of Environmental Law or Public Policy. Students may also gain skills necessary for opportunities with Geotechnical or Environmental consulting firms or with government agencies such as the National Park Service.

Energy Analysis Degree & Certificate – This degree program trains students for work in energy analysis and auditing. Students completing training will be prepared for work performing Title 24 energy calculations or for work in utility companies, or private companies that do energy analysis and auditing. Course work includes: Engineering 165, Engineering 175 (described above).

Sustainable Facilities Management Certificate – The certificate in Sustainable Facilities Management at Santa Ana College is focused towards training the student in sustainable methods for improving the operational performance of offices, schools, hospitals, and other residential and commercial buildings. It will provide needed skilled and qualified workers, particularly as building technologies become more advanced.

Water Utility Science Degree & Certificate – The Water Utility Science program and certificate at Santiago Canyon offers a wide range of courses that directly apply to water distribution, treatment, and wastewater management. The program provides a great opportunity for students to be trained in a growing and important field centered on environmental sustainability. With completion of the program, students are prepared for entry-level jobs in the water distribution, treatment and water reclamation industries. The associate of science degree provides coursework and internship experience designed to provide an overview of a wide range of environmental career opportunities.

Moving forward, the faculty at Santa Ana and Santiago Canyon would like to explore the creation of additional certificate and degree programs inclusive of environmental sustainability. Students have also expressed their desire for development of more environmental programs. When asked what kinds of programs and services Santiago Canyon College should offer in the spring 2014 survey, most participants touched on developing programs in the areas of High Technology and Green Technology. For example, participants suggested that the college should not only expand upon its signature programs in Water and Surveying, but also develop green technology programs and create environmental studies and sustainable studies programs.

4.10.4   ADVOCATE FOR CHANGE AT THE STATEWIDE LEVEL

The Sustainable RSCCD Committee hopes to advocate for sustainability on a larger scale by sending

representatives from both the SRC and the Campus Facilities Committees to the annual Higher Education Sustainability Conference. This will provide a venue for learning, sharing experiences with other higher education institutions, and collaborating statewide on various sustainability initiatives and programs.

4.10.5   TRAINING OPPORTUNITIES FOR STUDENTS

Students can enhance the learning done in the classroom environment with hands on experience by applying what they have learned to the real world. The District will employ the following strategies to enhance student learning outside of the classroom.

4.10.5.2   Facilitate Hands-On Campus Projects

RSCCD would like to incorporate "living laboratory" opportunities for students, as explained in the introduction to section 4.10, wherever possible. It will continue to explore this concept by creating the appropriate working groups at both Santa Ana and Santiago Canyon College, consisting of instructors, facilities, and staff. Once these groups are established, the colleges would like to focus on integrating at least one "living laboratory" project within course curricula at each college, per semester. For further information regarding this topic and how to effectively incorporate it into the community college setting, please see Appendix 4, "The Campus as a Living Laboratory – Using the Built Environment to Revitalize College Education: A Guide for Community Colleges."

RSCCD is currently integrating hands-on learning projects in the following ways:

- The Green Infrastructure Construction (Public Works 069) course at SCC which, as described in detail above, has students participate in the *Campus RainWorks Challenge* where they design an innovative green infrastructure project on campus that demonstrates how managing storm water at its source can benefit the campus community and the environment.

- Biology faculty at Santa Ana oversee a group called the Green Task Force, which works to identify recycling projects and organizes Earth Day events. Recently, the Associated Student Government (ASG) committed to improving District recycling efforts and generating greater student interest. The Administrative Services Department agreed to provide recycling bins for cans and bottles to assist in this effort. Students will regularly empty them along with the current containers used for paper recycling. The students will then deliver the collections to recycling centers.

In addition, students have expressed interest in other facilities-related projects such as replacing old restroom faucets with more water efficient fixtures, working on drought-tolerant landscape and efficient-irrigation renovations, and the installation of water bottle filling stations to reduce the use of disposable water bottles. RSCCD looks forward to formally integrating these and similar opportunities into relevant course curriculum or student organizations.

4.10.5.4 Invite Notable Speakers

Santiago Canyon College 2014 Earth Day event featured several guest speakers who presented on a variety of sustainability topics.

4.10.5.5   Support Student Committees & Clubs

The District Master Plan states that the District will engage student organizations and clubs and support student activities designed to improve sustainability.

Student Clubs at Santa Ana College include the Collegiate Alliance for Positive Enviromnetal Stewardship (CAPES) Engineering Club. Students involved in CAPES participate in activities that focus on sustainable topics such as sustainable design and building with solar.

4.10.6   JOINT MEETING WITH FACULTY & STAFF (ACADEMIC SENATE) AND STUDENTS (ASSOCIATED STUDENT GOVERNMENT)

Both campuses would like to explore the possibility of holding regular sustainability meetings with individuals from the Academic Senate and the sustainability subcommittee within the Associated Student Government to foster on-going communication and collaboration between faculty, staff, and students.

4.11 CAMPUS AND COMMUNITY OUTREACH & AWARENESS

The sustainability of a college is highly dependent on the actions of individual students, faculty, administration, and staff. While the installation of energy-efficient equipment or provision of recycling receptacles can make a District more sustainable, fostering a campus culture centered on environmental sustainability and positively influencing behavior are crucial to the overall effectiveness of these programs. Additionally, it is important to maintain transparency and inform the campus and local community of the District's progress with sustainability plan implementation. This is hard work and contributions to the sustainability of the District should be recognized. The District will implement the following programs related to campus and community outreach and awareness.

4.11.1   CREATE A WEBSITE DEDICATED TO CAMPUS SUSTAINABILITY

The District has established a website to publicize the activities of the Sustainable RSCCD Committee. The website identifies committee members, contains meeting agendas and minutes, as well as describing other sustainability activities going at campuses and the District level. The Sustainable RSCCD Committee's web page can be found here:

http://rsccd.edu/Discover-RSCCD/Pages/Sustainable%20RSCCD%20Committee.aspx

4.11.3   SUSTAINABILITY EVENTS

Since 2013, the District has worked with student clubs to plan, organize, and hold Earth Day events at each campus.   Santa Ana College's annual sustainability event, "Sustain-a-Palooza," which started in 2013, has been a success, with overflowing crowds, informational presentations, speakers and involvement by a number of campus clubs.   At the 2014 event, a presentation to students was given to inform students of the RSCCD Sustainability Plan creation and vision.   Students were given the opportunity to provide input to the plan and suggestions for improved sustainability on campus. All of these suggestions have been reviewed by the Sustainable RSCCD Committee and considered for

implementation, and several have been incorporated into this Sustainability Plan. A list of the student input from the "Sustain-a-Palooza" event can be found in Appendix 3.

At Santiago Canyon College, students have organized an on-going, periodic campus clean-up day. Moving forward, both colleges hope to plan reoccurring volunteer days focused on the environment through student-run sustainability clubs.

The Transportation Subcommittee of the Sustainable RSCCD Committee proposes to designate a day in May of each year as "Ride Your Bike to Work Day". The District will publicize the event and provide prizes for participants to encourage bicycling to campus and reducing vehicle commutes.

4.11.4   CAMPUS SPECIFIC OUTREACH & AWARENESS

The SRC publishes a Sustainable RSCCD e-newsletter to inform the campus community about sustainability news and events.

In spring of 2014 in conjunction with the preparation of this Sustainability Plan, the SRC conducted an online survey to students and staff campus to gain input on campus and District sustainability efforts. Over 730 students and 200 faculty, staff and administrators completed the survey and provided valuable insight and recommendations for improved sustainability on campus. The SRC will use the survey responses to help the District achieve its sustainability goals. In addition, specific recommendations provided by students, faculty, and staff have been included in the Sustainability Plan for future implementation. The SRC will conduct similar surveys on an annual basis to measure the District's progress in the field of sustainability (using the 2014 survey as a baseline), provide a means for student and employee involvement, and to act as a tool informing students, faculty, and staff of the District's ongoing commitment. The Survey Results are attached in Exhibit 2 of the Plan.

4.11.5   COMMUNITY SPECIFIC OUTREACH & AWARENESS

The RSCCD Master Plan states that the District will work to foster community partnerships related to sustainability. Specific to this effort are the public transportation needs of the campus community and discussions held between the District and local transportation officials. Please see section 4.6 for the ways in which RSCCD plans to partner with community members and organizations to reach their transportation goals.

4.12 CREATE A CLIMATE ACTION PLAN

4.12.5   MAKE A COMMITMENT TO REDUCE GREENHOUSE GAS EMISSIONS

Moving forward, RSCCD may want to discuss the possibility of becoming a signatory to the American College and University Presidents' Climate Commitment (ACUPCC). Signatories of the ACUPCC agree to complete a greenhouse gas (GHG) inventory; create an action plan with targets and milestones for reducing emissions; integrate sustainability into curriculum; and make their plans, inventory, and progress reports publicly available.

SECTION 5.

MEASURE AND REPORT PERFORMANCE

As with any successful program, the ongoing progress and performance of sustainability plan activities should be *monitored and compared to goals and criteria*. This will require continuous participation of the Sustainable RSCCD Committee, students, faculty, and staff, and other participants in the process. To communicate results and ensure transparency and accountability, the *results of the Sustainability Plan activities should be communicated to the larger campus community on a regular basis*.

The following section describes the planned process for measuring and reporting sustainability activities and achievements.

5.1 MEASURING PERFORMANCE

In order to monitor the Districts progress towards its sustainability goals, the SRC plans to collect information on the following key metrics at the regular intervals described below. In addition, the table below indicates responsibility for the accomplishment of each goal to meet the timelines established.

Goal No.	Goal	Goal Description	Performance Metric and Frequency of Measurement	Responsibility
1	**Campus & Community Engagement**	Encourage participation in and awareness of sustainability issues through effective education and engagement. Integrate sustainability into all facets of student life, including student government, clubs, and organizations.	Develop and implement a program to raise awareness in the campus community to inspire behavioral changes to enhance sustainability. Increase community awareness and support of the college sustainability efforts through the use of targeted media. Develop a Campus & Community Engagement Plan by the Spring Semester of 2015 with implementation by the Fall Semester of 2015.	RSCCD Chancellor's Office President's Cabinet, each College Director of Public Affairs & Publications Associated Student Government
2	**Curriculum Development**	Facilitate the inclusion of environmental sustainability and social responsibility into existing curriculum and develop new curricula and career-oriented certificate and training courses with an emphasis on sustainability.	Develop an Implementation Plan to achieve Curriculum Goals by the Spring Semester of 2015.	Academic Senate College Curriculum Committee VP of Academic Affairs, each college

Goal No.	Goal	Goal Description	Performance Metric and Frequency of Measurement	Responsibility
3	**Energy**	Perform energy use benchmarking studies at both campuses and the District Office to better understand District energy use as compared to similar facilities and community college peers. Based on the results, establish annual energy use and demand reduction goals and plan appropriate energy efficiency, demand reduction, or clean self-generation measures to achieve goals.	Utilize 2012-2013 benchmark study to establish annual energy use and demand reduction goals (target 5% reduction). Plan appropriate energy efficiency, demand reduction, or clean self-generation measures by mid-2015 to meet reduction goals.	VP of Administrative Services, each college Facilities Committee Assistant Vice Chancellor Facility Planning, District Construction & Support Services Facilities Manager, each college
4	**Facilities Design & Operation**	Design and construct all major capital projects and renovations to meet LEED Silver "equivalent" standard and operate facilities to meet solid waste, energy, and water use reduction goals. Employ sustainable landscaping practices.	All major capital projects and renovations shall meet LEED Silver "equivalent" standard. Require this standard with all design and construction contracts starting immediately. Working with the CCC/IOU Partnership, develop a Retro-commissioning (RCx) and Monitoring Based Commissioning (MBCx) implementation program to improve energy efficiency of major facilities operations. RCx/MBCx program to be completed and adopted by end of 2015 and updated every two years.	VP of Administrative Services, each college Facilities Committee Assistant Vice Chancellor Facility Planning, District Construction & Support Services Facilities Manager, each college

Goal No.	Goal	Goal Description	Performance Metric and Frequency of Measurement	Responsibility
5	**Solid Waste Management**	Continue to implement the landfill diversion program, expand it to include all sectors of recycling and waste reduction to landfills, and strive to meet the statewide landfill-recycling goal of 75% by 2020.	Strive to meet the statewide landfill diversion goal of 75 percent by 2020. Establish 2014 as a baseline year for diversion measurement and develop a plan with appropriate measures by mid-2015 to meet goals. Evaluate diversion results annually and update program as needed to meet goals.	Vice Chancellor for Business Operations and Fiscal Services VP of Administrative Services, each college Facilities Committee Assistant Vice Chancellor Facility Planning, District Construction & Support Services
6	**Sustainable Procurement**	Implement efforts to source campus food, materials, supplies, information technology, equipment, and resources from organizations committed to social responsibility and environmental sustainability.	Develop procurement standards to achieve sustainable procurement goals by the Spring Semester 2015. Implement standards in all areas of procurement concurrent with adoption of standards.	VP of Administrative Services, each college Vice Chancellor for Business Operations/Fiscal Services Director of Purchasing, each College Director of Public Affairs & Publications

Goal No.	Goal	Goal Description	Performance Metric and Frequency of Measurement	Responsibility
7	**Transportation**	Reduce the reliance of students, faculty, and staff on single occupancy vehicle commutes by 5 percent within the next five years, and encourage the use of low and zero emissions vehicles.	Conduct annual traffic counts and surveys to determine baselines for commuting trips and total Vehicle Miles Traveled to both colleges. Update traffic counts and surveys annually to monitor progress toward 5% reduction goals. Develop programs and projects by the end of 2015 to meet goals.	RSCCD Chancellor's Office VP of Administrative Services, each college Assistant Vice Chancellor Facility Planning, District Construction & Support Services Director of Public Affairs & Publications Associated Student Government
8	**Water Management**	Perform water use benchmarking studies at both campuses and the District Office to better understand usage as compared to similar facilities and community college peers. Based on the results, establish annual water use reduction goals and plan appropriate measures to achieve goals.	Perform benchmarking studies by 2015. Establish annual water use reduction goals (minimum 5% below average for similar facilities) and plan appropriate measures to meet reduction goals by the end of-2015 for implementation.	VP of Administrative Services, each college Assistant Vice Chancellor Facility Planning, District Construction & Support Services Facilities Manager, each college

5.2 REPORTING PERFORMANCE

In order to keep the campus community informed of the progress of the Sustainability Plan activities, the SRC will publicize sustainability activities on the Sustainable RSCCD Committee web site. Additionally, the Committee will summarize activities, metrics, and progress towards goals in an annual report to the District Board of Trustees, which will be available publicly on the sustainability website.

5.2.1 CAMPUS WORKSHOPS

The Sustainable RSCCD Committee will hold periodic workshops open to all campus members throughout the planning and implementation phases of the project. This will be designed to encourage a two-way dialogue where information is provided to the campus community and feedback is solicited and incorporated into the plan.

APPENDICES

Appendix 1 – Programs and Plans Checklist
Appendix 2 – 2014 Sustainability Survey Results
Appendix 3 – 2014 Santa Ana College "Sustain-a-palooza" Student Input
Appendix 4 – "The Campus as a Living Laboratory – Using the Built Environment to Revitalize College Education: A Guide for Community Colleges"

Appendix 1
Programs and Plans Checklist

The completed Implementation Programs and Planning Checklist is attached. The checklist reflects the Programs and Projects identified in Section 4 of the Sustainability Plan. For each selected program or project, the priority, current status, associated plan goal, target completion date, and responsibility assignments is indicated on the Checklist Summary Report.

The Implementation Programs and Plans Checklist will be used by the Sustainable RSCCD Committee to manage the implementation of the Sustainability Plan.

Sustainability Template Plan Summary
Implementation Programs and Checklist

District: Rancho Santiago Community College District

Campus: Santiago Canyon College, Santa Ana College, District Office, Centennial Education Center, Orange Education Center

Project: Sustainability Plan

Date: 2/20/2015

Click Here to go to
Output Tab

Plan Section	Template Plan Section Description	# of Programs Available	# of Programs Selected	# of Selected Programs Ongoing & Completed
4.1	Management and Organizational Structure	7	5	5
4.2	Energy Efficiency	11	6	2
4.3	Facilities Operation	7	7	3
4.4	Sustainable Building Practices	5	4	0
4.5	On-Site Generation and Renewable Energy	5	2	0
4.6	Transportation, Commuting, and Campus Fleet & Travel	6	6	4
4.7	Water, Wastewater, and Sustainable Landscaping	4	4	2
4.8	Solid Waste Reduction and Management	8	7	2
4.9	Green Purchasing	3	2	0
4.10	Student and Curriculum Development	6	6	0
4.11	Campus and Community Outreach & Awareness	5	4	1
4.12	Create a Climate Action Plan	4	1	0
4.13	Other Programs and Projects for Implementation	0	0	0
	Totals	**71**	**54**	**19**

5.4 (44)

For questions, comments, or feedback, please contact Matt Sullivan, Newcomb | Anderson | McCormick, 415-896-0300, matt_sullivan@newcomb.cc

Sustainability Template Programs Chart

District: Rancho Santiago Community College District

Campus: Santiago Canyon College, Santa Ana College, District Office, Centennial Education Center, Orange Education Center
Project: Sustainability Plan
Date: 2/20/2015

5.4 (45)

District:	Rancho Santiago Community College District		
Campus:	Santiago Canyon College, Santa Ana College, District Office, Centennial Education Center, Orange Education Center		
Project:	Sustainability Plan		
Date:	2/20/2015		

Priority Implementation Plans Indicated Below

Selected Programs and Plans for Implementation are Summarized Below		
Section 4.1 MANAGEMENT AND ORGANIZATIONAL STRUCTURE		**Comments**
☑	4.1.1	Adopt a District Sustainability Policy	
☐	4.1.2	Appoint a Sustainability Coordinator, Establish an Office of Sustainability	
☑	4.1.3	Appoint a District Sustainability Committee	
☑	4.1.4	Funding and Resources to Support Sustainability Activities	
☑	4.1.5	Employ Sustainability Professionals, as required	
☐	4.1.6	Consider Sustainability in Endowment Investments	
☑	4.1.7	Integrate Sustainability Planning into Campus Master Plan	
☐	4.1.8	*Enter Other Program and Project 1, text will change color*	
☐	4.1.9	*Enter Other Program and Project 2, text will change color*	

See Sustainability Template Plan Section 7.1 for Details of Implementation Plans.

For questions, comments, or feedback, please contact Matt Sullivan, Newcomb | Anderson | McCormick, 415-896-0300, matt_sullivan@newcomb.cc

   Back to Summary Tab

5.4 (46)

District: Rancho Santiago Community College District
Campus: Santiago Canyon College, Santa Ana College, District Office, Centennial Education Center, Orange Education Center
Project: Sustainability Plan
Date: 2/20/2015

Priority Implementation Plans Indicated Below

Selected Programs and Plans for Implementation are Summarized Below	
Section 4.2 ENERGY EFFICIENCY	**Comments**
☑ 4.2.1 Set Energy Efficiency Goals	
☐ 4.2.2 Evaluate Mechanisms for the Implementation of Energy Efficiency Projects	
☐ 4.2.3 Conduct Facility Prioritization Survey	
☑ 4.2.4 Conduct Comprehensive Facility Energy Audits	
☑ 4.2.5 Implement New and Existing Audit Recommendations	
☐ 4.2.6 Implement Ongoing Energy Monitoring	
☐ 4.2.7 Participate in Demand Response Programs	
☑ 4.2.8 Identify and Take Advantage of Grant and Incentive Programs	
☐ 4.2.9.1 Establish an Energy Efficiency Purchasing Policy	
☑ 4.2.9.2 Efficient Lighting and Lighting Controls	
☑ 4.2.9.3 Install Energy Efficient HVAC Systems	
☐ *4.2.9 Enter Other Program and Project 1, text will change color*	
☐ *4.2.9 Enter Other Program and Project 2, text will change color*	

See Sustainability Template Plan Section 7.2 for Details of Implementation Plans.

For questions, comments, or feedback, please contact Matt Sullivan, Newcomb | Anderson | McCormick, 415-896-0300, matt_sullivan@newcomb.cc

  Back to Summary tab

5.4 (47)

District:	Rancho Santiago Community College District	
Campus:	Santiago Canyon College, Santa Ana College, District Office, Centennial Education Center, Orange Education Center	
Project:	Sustainability Plan	
Date:	2/20/2015	

Priority Implementation Plans Indicated Below

Selected Programs and Plans for Implementation are Summarized Below	
Section 4.3 FACILITIES OPERATION	**Comments**

☑	4.3.1	Encourage and Support Energy Efficiency Training of Staff	
☑	4.3.2	Install Energy Management Systems	
☑	4.3.3	Adjust Temperature Set Points and Schedule Operating Times	
☑	4.3.4	Optimize Building Occupancy Scheduling	
☑	4.3.5	Optimize HVAC Equipment Scheduling	
☑	4.3.6	Activate Energy-Saving Features for Appliances and Computers	
☑	4.3.7	Pursue Monitoring-Based(MBCx)/Retro-Commissioning (RCx)	
☐	4.3.8	*Enter Other Program and Project 1, text will change color*	
☐	4.3.9	*Enter Other Program and Project 2, text will change color*	

See Sustainability Template Plan Section 7.3 for Details of Implementation Plans.

For questions, comments, or feedback, please contact Matt Sullivan, Newcomb | Anderson | McCormick, 415-896-0300, matt_sullivan@newcomb.cc

 Back to Summary tab

5.4 (48)

District:	Rancho Santiago Community College District	
Campus:	Santiago Canyon College, Santa Ana College, District Office, Centennial Education Center, Orange Education Center	
Project:	Sustainability Plan	
Date:	2/20/2015	

Priority Implementation Plans Indicated Below

Selected Programs and Plans for Implementation are Summarized Below		
Section 4.4 SUSTAINABLE BUILDING PRACTICES		**Comments**
☑	4.4.1	Establish a Green Building Standard
☑	4.4.2	Implement Sustainable Design Practices
☑	4.4.3	Use an Integrated Systems Approach in Building Design
☐	4.4.4	Hire Sustainable Building Design Professionals
☑	4.4.5	Commission New Buildings & Maintain Appropriate Operations to Support Functionality
☐	4.4.6	*Enter Other Program and Project 1, text will change color*
☐	4.4.7	*Enter Other Program and Project 2, text will change color*

See Sustainability Template Plan Section 7.4 for Details of Implementation Plans.

For questions, comments, or feedback, please contact Matt Sullivan, Newcomb | Anderson | McCormick, 415-896-0300, matt_sullivan@newcomb.cc

Back to Summary tab

5.4 (49)

District:	Rancho Santiago Community College District	
Campus:	Santiago Canyon College, Santa Ana College, District Office, Centennial Education Center, Orange Education Center	
Project:	Sustainability Plan	
Date:	2/20/2015	

Priority Implementation Plans Indicated Below

Selected Programs and Plans for Implementation are Summarized Below			
Section 4.5 ON-SITE GENERATION AND RENEWABLE ENERGY			**Comments**
☑	4.5.1	Evaluate Clean Cogeneration and Renewable Energy Generation	
☑	4.5.2	Evaluate Load Shifting Technologies	
☐	4.5.3	Minimize Greenhouse Gas Intensity of Purchased Electricity	
☐	4.5.4	Evaluate Participation in Community Choice Aggregation	
☐	4.5.5	Identify and Take Advantage of Grant and Incentive Programs	
☐	*4.5.6*	*Enter Other Program and Project 1, text will change color*	
☐	*4.5.7*	*Enter Other Program and Project 2, text will change color*	

See Sustainability Template Plan Section 7.5 for Details of Implementation Plans.

For questions, comments, or feedback, please contact Matt Sullivan, Newcomb | Anderson | McCormick, 415-896-0300, matt_sullivan@newcomb.cc

 Back to Summary tab

5.4 (50)

District:	Rancho Santiago Community College District	
Campus:	Santiago Canyon College, Santa Ana College, District Office, Centennial Education Center, Orange Education Center	
Project:	Sustainability Plan	
Date:	2/20/2015	

Priority Implementation Plans Indicated Below

Selected Programs and Plans for Implementation are Summarized Below		
Section 4.6 TRANSPORTATION, COMMUTING, AND CAMPUS FLEET & TRAVEL		**Comments**
☑	4.6.1	Understand Commute and Travel Patterns
☑	4.6.2	Encourage and Enhance Public Transportation and Ridesharing Options
☑	4.6.3	Encourage and Enhance Bicycling Options
☑	4.6.4	Improve Campus Fleet & Travel
☑	4.6.5	Enhance Student Distance Learning
☑	4.6.6	Encourage Low or Feul-Efficient Vehicles for Commuters
☐	*4.6.7*	*Enter Other Program and Project 2, text will change color*

See Sustainability Template Plan Section 7.6 for Details of Implementation Plans.

For questions, comments, or feedback, please contact Matt Sullivan, Newcomb | Anderson | McCormick, 415-896-0300, matt_sullivan@newcomb.cc

Back to Summary tab

5.4 (51)

District:	Rancho Santiago Community College District		
Campus:	Santiago Canyon College, Santa Ana College, District Office, Centennial Education Center, Orange Education Center		
Project:	Sustainability Plan		
Date:	2/20/2015		

Priority Implementation Plans Indicated Below

Selected Programs and Plans for Implementation are Summarized Below			
Section 4.7 WATER, WASTEWATER, AND SUSTAINABLE LANDSCAPING			**Comments**
☑	4.7.1	Establish Water Conservation Goals	
☑	4.7.2	Implement Water Conservation Strategies	
☑	4.7.3	Reduce Storm Water, Sewer Discharges, and Water Pollution	
☑	4.7.4	Adopt Sustainable Landscaping Practices	
☐	*4.7.1*	*Enter Other Program and Project 1, text will change color*	
☐	*4.7.2*	*Enter Other Program and Project 2, text will change color*	

See Sustainability Template Plan Section 7.7 for Details of Implementation Plans.

For questions, comments, or feedback, please contact Matt Sullivan, Newcomb | Anderson | McCormick, 415-896-0300, matt_sullivan@newcomb.cc

 Back to Summary tab

5.4 (52)

District:	Rancho Santiago Community College District	
Campus:	Santiago Canyon College, Santa Ana College, District Office, Centennial Education Center, Orange Education Center	
Project:	Sustainability Plan	
Date:	2/20/2015	

Priority Implementation Plans Indicated Below

Selected Programs and Plans for Implementation are Summarized Below		
Section 4.8 SOLID WASTE REDUCTION AND MANAGEMENT		**Comments**
☑	4.8.1	Create Waste Reduction Goals	
☑	4.8.2	Maximize Programs Offered by Contracted Waste Hauler	
☑	4.8.3	Reduce Waste Stream to the Landfill	
☑	4.8.4	Improve Existing Recycling Programs	
☐	4.8.5	Collect and Sell All Recyclable Material	
☑	4.8.6	Green Waste and Food Waste Composting	
☑	4.8.7	Adopt Construction and Demolition (C&D) Recycling	
☑	4.8.8	Consider feasibility of Recycling	Med priority / medium-term
☐	4.8.9	*Enter Other Program and Project 2, text will change color*	

See Sustainability Template Plan Section 7.8 for Details of Implementation Plans.

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Back to Summary tab

5.4 (53)

District:	Rancho Santiago Community College District
Campus:	Santiago Canyon College, Santa Ana College, District Office, Centennial Education Center, Orange Education Center
Project:	Sustainability Plan
Date:	2/20/2015

Priority Implementation Plans Indicated Below

Selected Programs and Plans for Implementation are Summarized Below		
Section 4.9 GREEN PURCHASING		**Comments**
☑	4.9.1	Sustainable Food Purchasing
☑	4.9.2	Green Purchasing Practices
☐	4.9.3	Socially Responsible Purchasing
☐	*4.9.4*	*Enter Other Program and Project 1, text will change color*
☐	*4.9.5*	*Enter Other Program and Project 2, text will change color*

See Sustainability Template Plan Section 7.9 for Details of Implementation Plans.

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 Back to Summary tab

District:	Rancho Santiago Community College District	
Campus:	Santiago Canyon College, Santa Ana College, District Office, Centennial Education Center, Orange Education Center	
Project:	Sustainability Plan	
Date:	2/20/2015	

Priority Implementation Plans Indicated Below

Selected Programs and Plans for Implementation are Summarized Below		
Section 4.10 STUDENT AND CURRICULUM DEVELOPMENT		**Comments**
☑	4.10.1	Create a Sub-Committee in the Associated Student Government Devoted to Sustainability	
☑	4.10.2	Provide Professional Development and Create a Faculty Forum	
☑	4.10.3	Utilize Different Pathways to Integrate Sustainability in the Curriculum	
☑	4.10.4	Advocate for Change at the Statewide Level	
☑	4.10.5	Training Opportunities for Students	
☑	4.10.6	Joint Meeting with Faculty & Staff from Academic Senate and students from the Associated Student Goverment	Plan sustain-a-palooza event; Spring 2015; High
☐	4.10.7	*Enter Other Program and Project 2, text will change color*	

See Sustainability Template Plan Section 7.10 for Details of Implementation Plans.

For questions, comments, or feedback, please contact Matt Sullivan, Newcomb | Anderson | McCormick, 415-896-0300, matt_sullivan@newcomb.cc

  Back to Summary tab

5.4 (55)

District: Rancho Santiago Community College District
Campus: Santiago Canyon College, Santa Ana College, District Office, Centennial Education Center, Orange Education Center
Project: Sustainability Plan
Date: 2/20/2015

Priority Implementation Plans Indicated Below

Selected Programs and Plans for Implementation are Summarized Below		
Section 4.11 CAMPUS AND COMMUNITY OUTREACH & AWARENESS		**Comments**
☑	4.11.1	Create a Website Dedicated to Campus Sustainability
☐	4.11.2	Hold Workshops and Presentations
☑	4.11.3	Sustainability Events
☑	4.11.4	Campus Specific Outreach & Awareness
☑	4.11.5	Community Specific Outreach & Awareness
☐	*4.11.6*	*Enter Other Program and Project 1, text will change color*
☐	*4.11.7*	*Enter Other Program and Project 2, text will change color*

See Sustainability Template Plan Section 7.11 for Details of Implementation Plans.

For questions, comments, or feedback, please contact Matt Sullivan, Newcomb | Anderson | McCormick, 415-896-0300, matt_sullivan@newcomb.cc

Back to Summary tab

5.4 (56)

District:	Rancho Santiago Community College District	
Campus:	Santiago Canyon College, Santa Ana College, District Office, Centennial Education Center, Orange Education Center	
Project:	Sustainability Plan	
Date:	2/20/2015	

Priority Implementation Plans Indicated Below

Selected Programs and Plans for Implementation are Summarized Below		
Section 4.12 CREATE A CLIMATE ACTION PLAN		**Comments**
☑	4.12.5	Make a Commitment to Reduce Greenhouse Gas Emissions	
☐	4.12.6	Perform a Campus Greenhouse Gas Inventory	
☐	4.12.7	Create and Execute a Climate Action Plan with Prioritized Greenhouse Gas Reduction Measures	
☐	4.12.8	Regularly Monitor and Report Progress to Campus	
☐	4.12.9	*Enter Other Program and Project 1, text will change color*	
☐	4.12.10	*Enter Other Program and Project 2, text will change color*	

See Sustainability Template Plan Section 7.12 for Details of Implementation Plans.

For questions, comments, or feedback, please contact Matt Sullivan, Newcomb | Anderson | McCormick, 415-896-0300, matt_sullivan@newcomb.cc

Back to Summary tab

5.4 (57)

Sustainability Template Plan
Implementation Programs and Plans Checklist

District: Rancho Santiago Community College District
Campus: Santiago Canyon College, Santa Ana College, District Office,
Project: Sustainability Plan
Date: 2/20/2015

Back to Summary Tab

Priority Implementation Plans Indicated Below

Section 4.1	MANAGEMENT AND ORGANIZATIONAL STRUCTURE									
Section	Selected Program or Project	Action Items/Notes	Priority (select)	Status (select)	Linked to	Cost ($)	Associated GOAL(s)	Target Completion Date	Assigned To	Email address
4.1.1	Adopt a District Sustainability Policy		High	Complete			1		Chancellor	
4.1.3	Appoint a District Sustainability Committee		High	Complete			1		Chancellor	
4.1.4	Funding and Resources to Support Sustainability Activities	Measure E, Measure Q, and Prop 39 Funds; Utility Incentives	High	Ongoing			1-8	Ongoing	Assistant Vice Chancellor of Facility Planning, District Constructon, and Support Services (AVCF) & VP's of Administrative Services	
4.1.5	Employ Sustainability Professionals, as required		Med	Ongoing			3,4	Ongoing	AVCF	
4.1.7	Integrate Sustainability Planning into Campus Master Plan		High	Complete			3,4	Ongoing	AVCF	

Section 4.2	ENERGY EFFICIENCY									
Section	Selected Program or Project	Action Items/Notes	Priority (select)	Status (select)	Linked to	Cost ($)	Associated GOAL(s)	Target Completion Date	Assigned To	Email address
4.2.1	Set Energy Efficiency Goals	Annual energy use reduction goals to be established based on 2012-13 baseline data	High	Complete			3	Complete	AVCF & VP of Administrative Services	
4.2.4	Conduct Comprehensive Facility Energy Audits	DO currently in process of compiling baseline data for audit inconjunction with SCE & CCC-IOU Partnership	High	Ongoing			3	Ongoing	AVCF	
4.2.5	Implement New and Existing Audit Recommendations		High	In-Process			3	Ongoing	AVCF	
4.2.8	Identify and Take Advantage of Grant and Incentive Programs	Measure E, Measure Q, and Prop 39 Funds, CCC-IOU Partnership	High	In-Process			3	Ongoing	AVCF & VP of Administrative Services	
4.2.9.2	Efficient Lighting and Lighting Controls		High	In-Process			3	Ongoing	AVCF	
4.2.9.3	Install Energy Efficient HVAC Systems	Chilled Water Central Plant planned at SAC; Upgraded HVAC control system planned at SCC; DO plans to replace chillers, cooling tower, and pumps	High	In-Process			3	Ongoing	AVCF	

5.4 (58)

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District:	Rancho Santiago Community College District
Campus:	Santiago Canyon College, Santa Ana College, District Office,
Project:	Sustainability Plan
Date:	2/20/2015

Back to Summary Tab

Priority Implementation Plans Indicated Below

Section 4.3 FACILITIES OPERATION									
Section	**Selected Program or Project**	**Action Items/Notes**	**Priority (select)**	**Status (select)**	**Linked to**	**Cost ($)**	**Associated GOAL(s)**	**Target Completion Date**	**Assigned To**	**Email address**
4.3.1	Encourage and Support Energy Efficiency Training of Staff	M&O staff trained to operate EMS; ongoing training programs to be developed for specific systems as well	High	Ongoing			3,4	Ongoing	Site & Campus Facility Manager	
4.3.2	Install Energy Management Systems	EMS currently installed (SCC); Plans to install a new, more robust EMS at both campuses; Meet Title 24	High	In-Process			3,4	2017	AVCF	
4.3.3	Adjust Temperature Set Points and Schedule Operating Times	Development of facility design standards and demand-response program currently in progress with SCE	High	In-Process			3,4	Ongoing	AVCF, VP of Administrative Services, Facility Managers	
4.3.4	Optimize Building Occupancy Scheduling		High	Ongoing			3,4	Ongoing	Site & Campus Facility Manager	
4.3.5	Optimize HVAC Equipment Scheduling		High	Ongoing			3,4	Ongoing	Site & Campus Facility Manager	
4.3.6	Activate Energy-Saving Features for Appliances and Computers	Measures currently in place at SCC; District plans to evaluate and implement other IT -related energy savings technologies, including PC Power Mgmt and Server Virtualization	Med	In-Process			3,4	Medium-term	ITS, Site/Campus Facility Manager	
4.3.7	Pursue Monitoring-Based(MBCx)/Retro-Commissioning (RCx)	Working with the CCC/IOU Partnership, develop a Retro-commissioning (RCx) and Monitoring Based Commissioning (MBCx) implementation program to improve energy efficiency of major facilities operations.	Med	In-Process			3,4	Ongoing	AVCF	

Section 4.4 SUSTAINABLE BUILDING PRACTICES									
Section	**Selected Program or Project**	**Action Items/Notes**	**Priority (select)**	**Status (select)**	**Linked to**	**Cost ($)**	**Associated GOAL(s)**	**Target Completion Date**	**Assigned To**	**Email address**
4.4.1	Establish a Green Building Standard	District is currently developing District design standards and implementing those that are already in place	High	In-Process			3,4,8	2015	AVCF	
4.4.2	Implement Sustainable Design Practices		High	In-Process	On-going		1,3,4,6,8	Ongoing	AVCF, VP of Administrative Services	
4.4.3	Use an Integrated Systems Approach in Building Design		Med	Planned	On-going		1,3,4,6,8	Ongoing	AVCF	
4.4.5	Commission New Buildings & Maintain Appropriate Operations to Support Functionality	Two buildings completed in 2012 and 2014 have been commissioned; District is commmitted to commissioning all new buildings in the future as well	High	In-Process			3,4	Ongoing	AVCF, VP of Administrative Services, Site/Campus Facility Manager	

Section 4.5 ON-SITE GENERATION AND RENEWABLE ENERGY									
Section	**Selected Program or Project**	**Action Items/Notes**	**Priority (select)**	**Status (select)**	**Linked to**	**Cost ($)**	**Associated GOAL(s)**	**Target Completion Date**	**Assigned To**	**Email address**
4.5.1	Evaluate Clean Cogeneration and Renewable Energy Generation	Comprehensive photovoltic system feasibility study at SCC and SAC currently under review	Med	In-Process			3	Ongoing	AVCF, VP of Administrative Services	
4.5.2	Evaluate Load Shifting Technologies	In-process at SAC; planned at SCC as part of future central plant	Med	In-Process			3	Ongoing	AVCF, VP of Administrative Services	

5.4 (59)

Sustainability Template Plan
Implementation Programs and Plans Checklist

District:	Rancho Santiago Community College District
Campus:	Santiago Canyon College, Santa Ana College, District Office,
Project:	Sustainability Plan
Date:	2/20/2015

Back to Summary Tab

Priority Implementation Plans Indicated Below

Section 4.6 TRANSPORTATION, COMMUTING, AND CAMPUS FLEET & TRAVEL									
Section	Selected Program or Project	Action Items/Notes	Priority (select)	Status (select)	Linked to	Cost ($)	Associated GOAL(s)	Target Completion Date	Assigned To	Email address
4.6.1	Understand Commute and Travel Patterns	Conduct traffic counts and surveys to determine baseline for commuting trips and total Vehicle Miles Traveled to both campuses; Parking demand analysis updated for SAC	Med	In-Process			1,7	Ongoing	AVCF, VP of Administrative Services, Campus	
4.6.2	Encourage and Enhance Public Transportation and Ridesharing Options	Several iniatives currently planned or in place including: Increase Awareness, Facilitate Public Transit Use, and Incentivize Public Transportation and Carpooling	High	In-Process			1,7	Ongoing	VP of Administrative Services, Campus	
4.6.3	Encourage and Enhance Bicycling Options	Add bike racks; plan for and communicate the availability of showers for commuters; add bike lockers or other secured storage	High	Ongoing			1,7	Ongoing	VP of Administrative Services, Campus	
4.6.4	Improve Campus Fleet & Travel	District will continue to upgrade campus fleets with more fuel efficient vehicles	Med	Ongoing			7	Ongoing	VP of Administrative Services, Campus	
4.6.5	Enhance Student Distance Learning	Expand and enhance distrance-learning education course offerings; Full-time faculty coordinator hired (July 2014) to manage distance-learning program	High	Ongoing			1,7	Ongoing	VP of Administrative Services, Campus	
4.6.6	Encourage Low or Feul-Efficient Vehicles for Commuters		Med	Ongoing			1,7	Ongoing	VP of Administrative Services, Campus	

Section 4.7 WATER, WASTEWATER, AND SUSTAINABLE LANDSCAPING									
Section	Selected Program or Project	Action Items/Notes	Priority (select)	Status (select)	Linked to	Cost ($)	Associated GOAL(s)	Target Completion Date	Assigned To	Email address
4.7.1	Establish Water Conservation Goals	Perform benchmarking studies by mid-2015. Establish annual water use reduction goals (minimum 5% below average for similar facilities) and plan appropriate measures to meet reduction goals by end of 2015 for implementation.	High	Planned			8	2015	AVCF, VP of Administrative Services, Site-specific/Campus	
4.7.2	Implement Water Conservation Strategies	Several water conservation measures have been implemented throughout the District; Incuded in Facility Design Standards	High	Ongoing			8	Ongoing	AVCF, VP of Administrative Services, Site-specific/Campus	
4.7.3	Reduce Storm Water, Sewer Discharges, and Water Pollution	Plans to implement rain gardens and bio swales in place; Erosion control systems have been implemented as well as a Storm Water Pollution Prevention Program	High	Ongoing			8	Ongoing	AVCF, VP of Administrative Services, Site-specific/Campus	
4.7.4	Adopt Sustainable Landscaping Practices	Campus Landscape Improvement Program at SAC and the Coastkeeper Garden at SCC (implemented/on-going); District will continue to landscape with native plants and employ water-wise landscaping practices ; Incuded in Facility Design Standards	High	In-Process			8	Ongoing	AVCF, VP of Administrative Services, Site-specific/Campus	

5.4 (60)

District: Rancho Santiago Community College District
Campus: Santiago Canyon College, Santa Ana College, District Office,
Project: Sustainability Plan
Date: 2/20/2015

Back to Summary Tab

Priority Implementation Plans Indicated Below

Section 4.8 SOLID WASTE REDUCTION AND MANAGEMENT									
Section	Selected Program or Project	Action Items/Notes	Priority (select)	Status (select)	Linked to	Cost ($)	Associated GOAL(s)	Target Completion Date	Assigned To	Email address
4.8.1	Create Waste Reduction Goals	Establish 2014 as a baseline year for diversion measurement and develop a plan with appropriate measures by mid-2015 to meet goals. Evaluate diversion results annually and update program as needed to meet goals	High	Planned			5	Mid-2015	Site & Campus	
4.8.2	Maximize Programs Offered by Contracted Waste Hauler	SRC waste management subcommittee working to establish scope of services for expanded recycling throughout the District	High	In-Process			5	Mid-2015	Director of Purchasing, Campus	
4.8.3	Reduce Waste Stream to the Landfill	District plans to reduce waste stream to the landfill through the following: Raise Awareness of Waste Reduction; Minimize Unnecessary Waste; Reduce Paper Use; Support Producer Responsibility Programs	High	Ongoing			1,5,6	Ongoing	Director of Purchasing, Campus	
4.8.4	Improve Existing Recycling Programs		High	In-Process			1,5	Mid-2015	Campus	
4.8.6	Green Waste and Food Waste Composting	SCC current contract agreement with landscape contractor requires that all waste is composted; District plans to explore possibility of food-waste composting program district-wide	High	In-Process			5	Mid-2015	Director of Purchasing, Campus	
4.8.7	Adopt Construction and Demolition (C&D) Recycling	C&D recycling requirements currently in place	High	Complete			5	Complete	AVCF	
4.8.8	Consider feasibility of Recycling		Med	Planned			5	Mid-term	VP Administrative Services, Campus	

Section 4.9 GREEN PURCHASING									
Section	Selected Program or Project	Action Items/Notes	Priority (select)	Status (select)	Linked to	Cost ($)	Associated GOAL(s)	Target Completion Date	Assigned To	Email address
4.9.1	Sustainable Food Purchasing	Both colleges to explore healthier cafeteria food options, including vegan, vegetarian, organic, and locally produced items	High	Planned			1,6	Fall 2015	Director of Auxillary Services, Campus	
4.9.2	Green Purchasing Practices	RSCCD will create a Green Purchasing Policy in 2015 aimed at campus-wide, sustainable procurement	High	Planned			6	Fall 2015	Director of Purchasing, Campus	

5.4 (61)

District:	Rancho Santiago Community College District
Campus:	Santiago Canyon College, Santa Ana College, District Office,
Project:	Sustainability Plan
Date:	2/20/2015

Back to Summary Tab

Priority Implementation Plans Indicated Below

Section	Selected Program or Project	Action Items/Notes	Priority (select)	Status (select)	Linked to	Cost ($)	Associated GOAL(s)	Target Completion Date	Assigned To	Email address
Section 4.10 STUDENT AND CURRICULUM DEVELOPMENT										
4.10.1	Create a Sub-Committee in the Associated Student Government Devoted to Sustainability		High	Planned			1		Campus	
4.10.2	Provide Professional Development and Create a Faculty Forum	Flex Day workshops at SCC and SAC to incorporate sustainability topics; Working committee of faculty to be created tasked with the implementation and advancement of the RSCCD "Curriculum Development" goal	High	Planned			1,2	Spring 2015	Campus	
4.10.3	Utilize Different Pathways to Integrate Sustainability in the Curriculum	Sustainability has been integrated extensively within curriculum at both colleges; Plans in place to increase availability of these courses and to create new sustainability - oriented/ focused courses and programs	High	In-Process			1,2	Ongoing	Campus	
4.10.4	Advocate for Change at the Statewide Level	District hopes to send representatives to the Higher Ed Sustainability Conference	Med	Planned			1	2015	Campus	
4.10.5	Training Opportunities for Students	Facilitate Hands-On Campus Projects; Invite Notable Speakers; Support Student Committees and Clubs	High	In-Process			1,2	Ongoing	Campus	
4.10.6	Joint Meeting with Faculty & Staff from Academic Senate and students from the Associated Student Goverment		High	Planned			1	2015	Campus	

Section	Selected Program or Project	Action Items/Notes	Priority (select)	Status (select)	Linked to	Cost ($)	Associated GOAL(s)	Target Completion Date	Assigned To	Email address
Section 4.11 CAMPUS AND COMMUNITY OUTREACH & AWARENESS										
4.11.1	Create a Website Dedicated to Campus Sustainability		High	Complete			1		Campus	
4.11.3	Sustainability Events	Several sustainability events at SCC and SAC have occurred/ are on-going; Transportation subcommittee to plan "Bike to Work" day	High	In-Process			1,7	On-Going	Campus	
4.11.4	Campus Specific Outreach & Awareness	Sustainability Student, Faculty & Staff survey completed Spring 2014; To be repeated annually; Develop Campus & Community Engagement Plan by the Spring Semester of 2015 with implementation by the Fall Semester of 2015	High	In-Process			1	Spring 2015/ Fall 2015 (see notes)	Campus	
4.11.5	Community Specific Outreach & Awareness	Public transportation partnerships with the District (see 4.6); Campus & Community Engagement Plan by the Spring Semester of 2015 with implementation by the Fall Semester of 2015	High	In-Process			1,7	Spring 2015/ Fall 2015 (see notes)	Campus, Director of Public Affairs & Publications	

Section	Selected Program or Project	Action Items/Notes	Priority (select)	Status (select)	Linked to	Cost ($)	Associated GOAL(s)	Target Completion Date	Assigned To	Email address
Section 4.12 CREATE A CLIMATE ACTION PLAN										
4.12.5	Make a Commitment to Reduce Greenhouse Gas Emissions	Energy-Efficient Programs & Demand Reponse Program participation	Med	Planned			2,3,4,5,6,7	Ongoing	AVCF, VP of Administrative Services, Site/Campus Facility Manager	

5.4 (62...

For questions, comments, or feedback, please contact Matt Sullivan, Newcomb | Anderson | McCormick, 415-896-0300, matt_sullivan@newcomb.cc

Appendix 2
2014 Sustainability Survey Results

Attached are the questions and results of the online sustainability surveys distributed to students, faculty, and staff in spring of 2014.

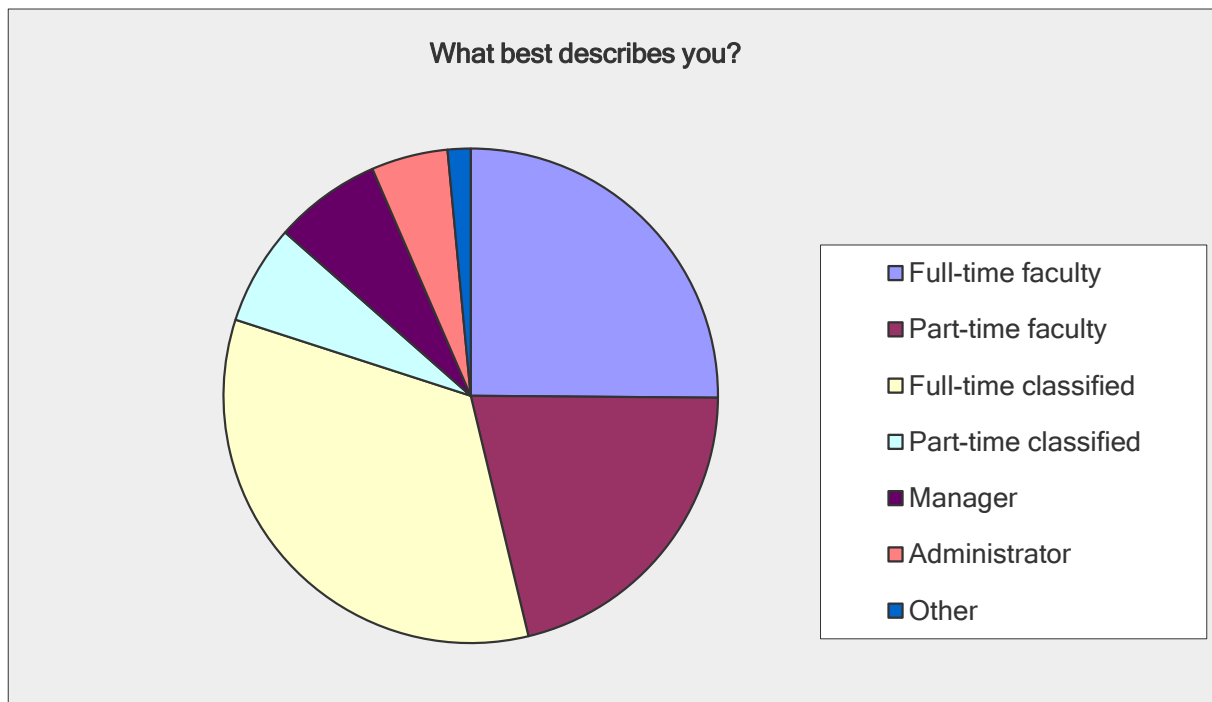Faculty, Administration & Staff Sustainability Survey

Where do you work?		
Answer Options	Response Percent	Response Count
District Office	16.7%	34
Santa Ana College	41.4%	84
Santiago Canyon College	25.6%	52
Centennial Education Center	9.4%	19
Orange Education Center	4.4%	9
Other	2.5%	5
	answered question	203
	skipped question	0

Where do you work?

- District Office
- Santa Ana College
- Santiago Canyon College
- Centennial Education Center
- Orange Education Center
- Other
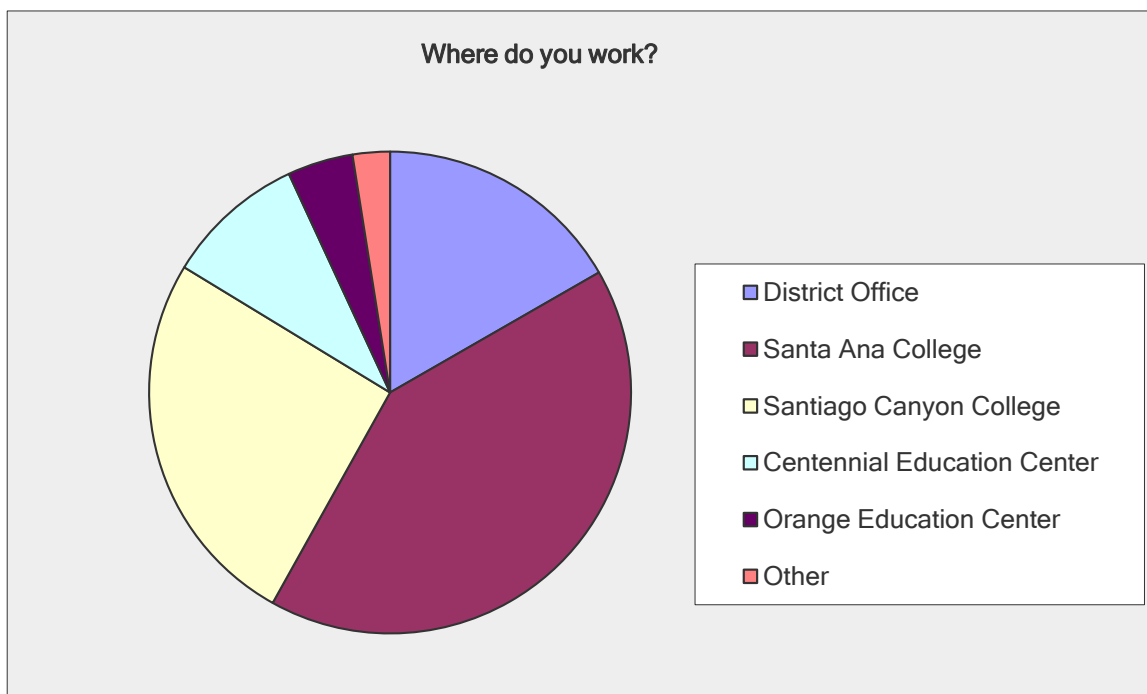
Faculty, Administration & Staff Sustainability Survey

What best describes you?		
Answer Options	**Response Percent**	**Response Count**
Full-time faculty	25.1%	50
Part-time faculty	21.1%	42
Full-time classified	33.7%	67
Part-time classified	6.5%	13
Manager	7.0%	14
Administrator	5.0%	10
Other	1.5%	3
	answered question	199
	skipped question	4

What best describes you?

- Full-time faculty
- Part-time faculty
- Full-time classified
- Part-time classified
- Manager
- Administrator
- Other

Faculty, Administration & Staff Sustainability Survey

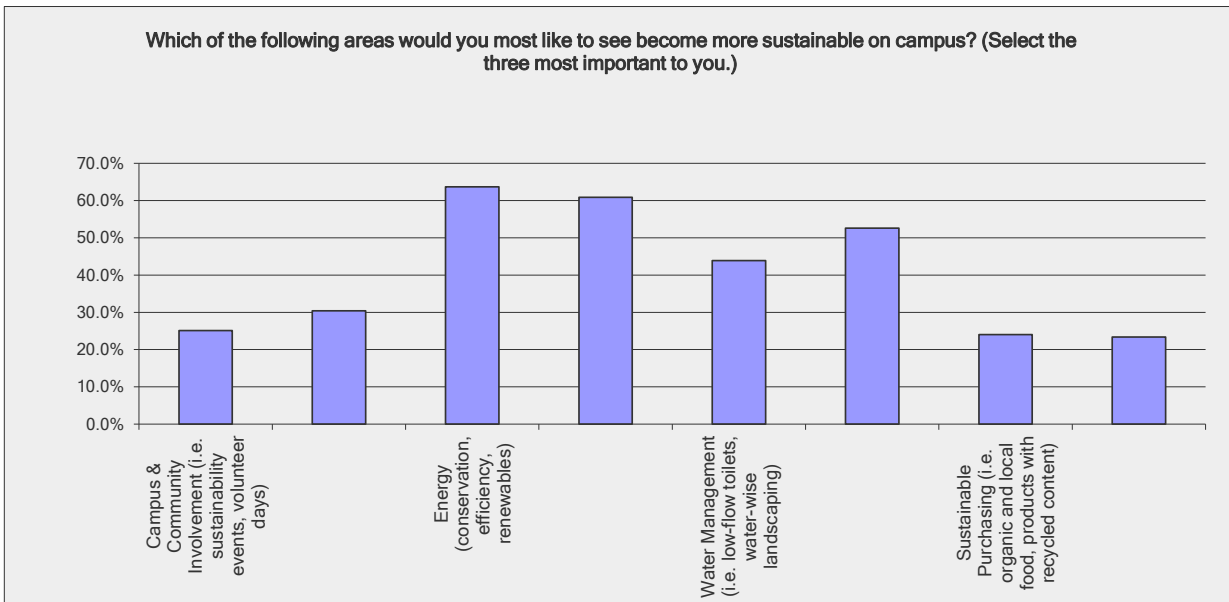| Overall, how would you rate the level of sustainability at the campus or location you work?		
Answer Options	Response Percent	Response Count
Great	3.5%	7
Good	30.3%	60
Neutral	39.9%	79
Poor	19.2%	38
Very Poor	7.1%	14
answered question		198
skipped question		5
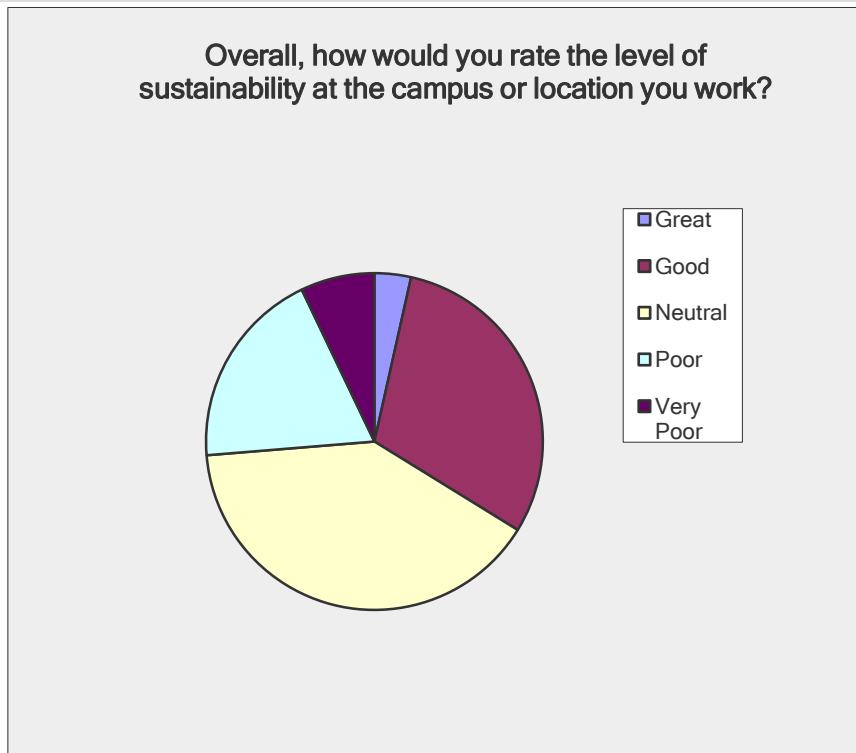
Overall, how would you rate the level of sustainability at the campus or location you work?

Faculty, Administration & Staff Sustainability Survey

Which of the following areas would you most like to see become more sustainable on campus? (Select the three most important to you.)
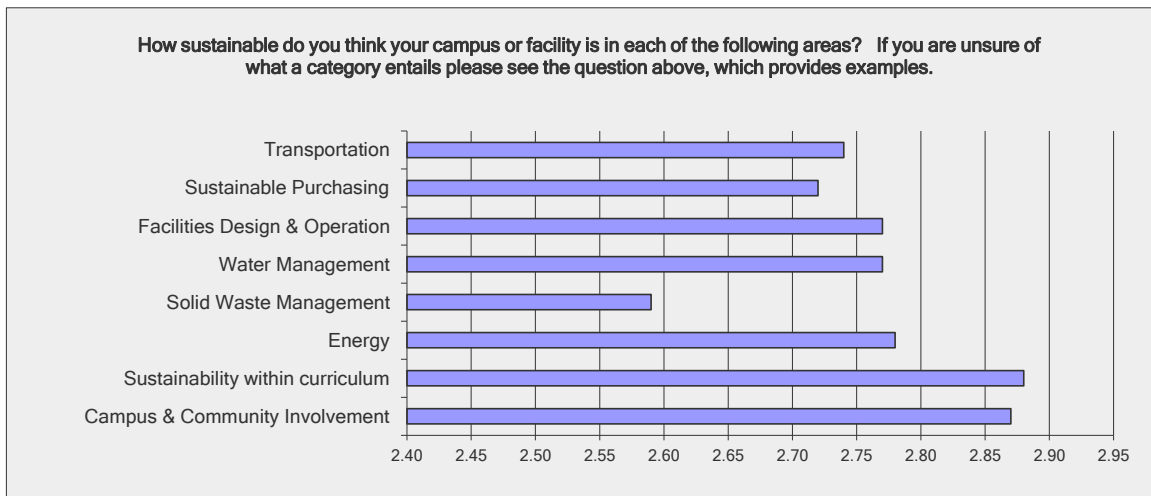
Answer Options	Response Percent	Response Count
Campus & Community Involvement (i.e. sustainability events, volunteer days)	25.1%	43
Sustainability within curriculum (i.e. more sustainability course options and career-oriented	30.4%	52
Energy (conservation, efficiency, renewables)	63.7%	109
Solid Waste Management (recycling, composting, reduction, reuse)	60.9%	105
Water Management (i.e. low-flow toilets, water-wise landscaping)	43.9%	75
Facilities Design & Operation (i.e. "green" buildings, sustainable landscaping)	52.6%	90
Sustainable Purchasing (i.e. organic and local food, products with recycled content)	24.0%	41
Transportation (i.e. public transit, bike options)	23.4%	41
Other (please specify)		15
answered question		173
skipped question		32

Which of the following areas would you most like to see become more sustainable on campus? (Select the three most important to you.)

Faculty, Administration & Staff Sustainability Survey

How sustainable do you think your campus or facility is in each of the following areas?   If you are unsure of what a category entails please see the question above, which provides examples.

Answer Options	Very poor	Poor	Neutral	Good	Great	Rating Average	Response Count
Campus & Community Involvement	11	44	76	38	3	2.87	172
Sustainability within curriculum	12	30	98	31	1	2.88	172
Energy	13	45	78	34	0	2.78	170
Solid Waste Management	26	44	73	26	0	2.59	169
Water Management	14	43	82	30	1	2.77	170
Facilities Design & Operation	21	38	72	35	3	2.77	169
Sustainable Purchasing	13	41	97	18	1	2.72	170
Transportation	20	36	82	30	1	2.74	169
						answered question	176
						skipped question	27

How sustainable do you think your campus or facility is in each of the following areas?   If you are unsure of what a category entails please see the question above, which provides examples.


5.4 (68)

Faculty, Administration & Staff Sustainability Survey

What specific sustainability measures or programs would you like to see at your campus, facility, or district-wide? Please list all ideas that come to mind.	
Answer Options	Response Count
	100
answered question	100
skipped question	103

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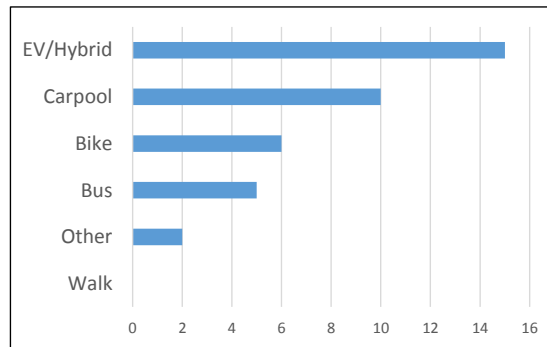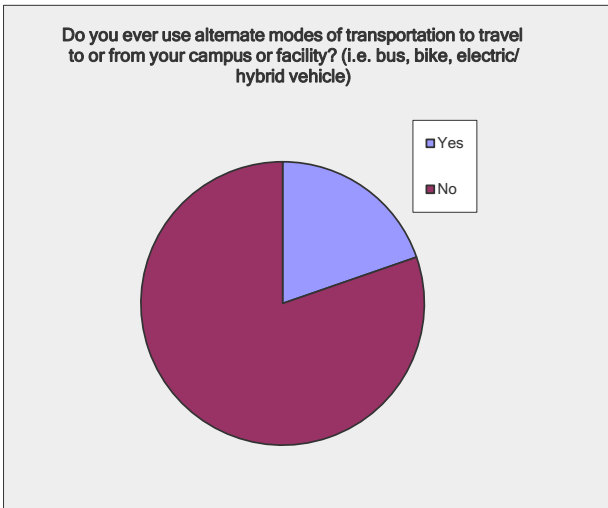| Areas of Sustainability Mentioned	Response Count
Sustainable Procurement	2
Curriculum Development	7
Water Management	10
Campus & Community Engagement	13
Transportation	20
Energy	25
Facilities Design & Operation	43
Solid Waste Management	51
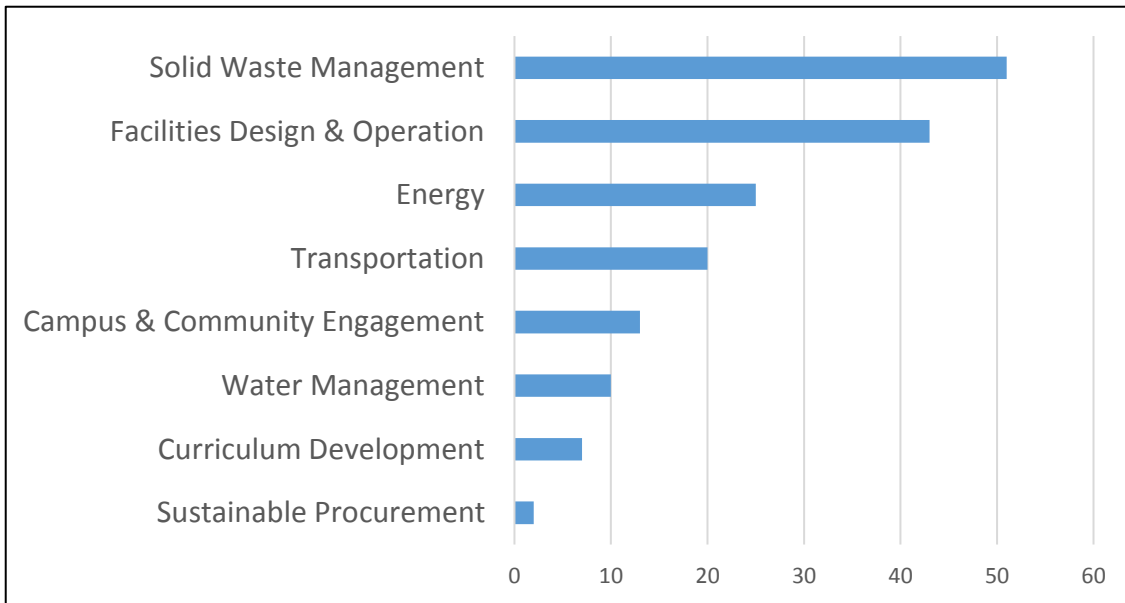
Faculty, Administration & Staff Sustainability Survey

Do you ever use alternate modes of transportation to travel to or from your campus or facility? (i.e. bus, bike, electric/ hybrid vehicle)		
Answer Options	Response Percent	Response Count
Yes	19.7%	34
No	80.3%	139
If yes, please elaborate in the space below.		37
answered question		173
skipped question		30

Alternative Modes of Transportation Mentioned	Count
Walk	0
Other	2
Bus	5
Bike	6
Carpool	10
EV/Hybrid	15

Do you ever use alternate modes of transportation to travel to or from your campus or facility? (i.e. bus, bike, electric/ hybrid vehicle)
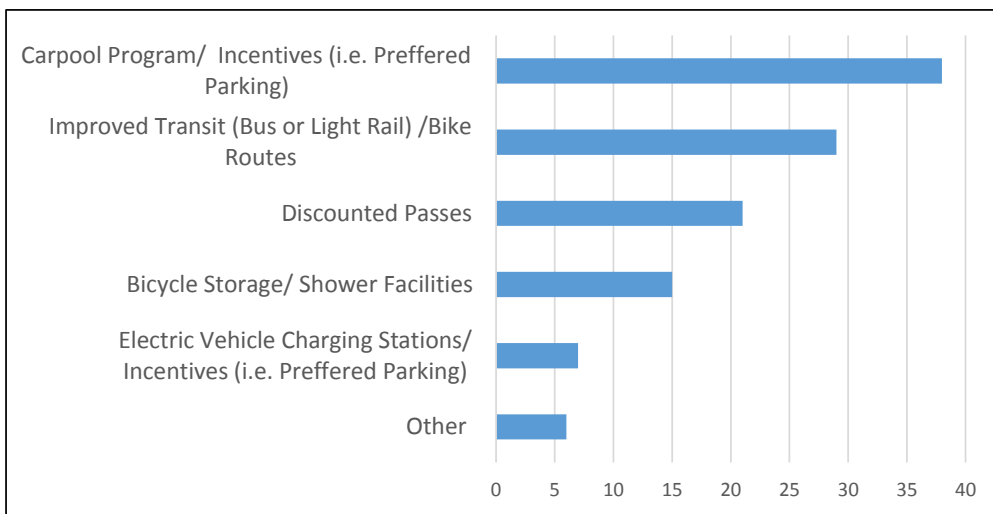
Faculty, Administration & Staff Sustainability Survey

| What programs or changes would encourage you to use or increase your use of alternative transportation to and from your campus or facility? (i.e. discounted bus pass, improved bus routes and frequency, better bike storage, carpool program)	
Answer Options	Response Count
	117
answered question	117
skipped question	86

Category	Count
Other	6
Electric Vehicle Charging Stations/ Incentives (i.e. Preffered Parking)	7
Bicycle Storage/ Shower Facilities	15
Discounted Passes	21
Improved Transit (Bus or Light Rail) /Bike Routes	29
Carpool Program/ Incentives (i.e. Preffered Parking)	38

Faculty, Administration & Staff Sustainability Survey

If you are a faculty member, do you integrate sustainability into your curriculum or promote sustainability within the classroom?		
Answer Options	Response Percent	Response Count
Yes	21.7%	35
No	13.7%	22
N/A	64.6%	104
If yes, what is the course name?		29
	answered question	161
	skipped question	42

If you are a faculty member, do you integrate sustainability into your curriculum or promote sustainability within the classroom?
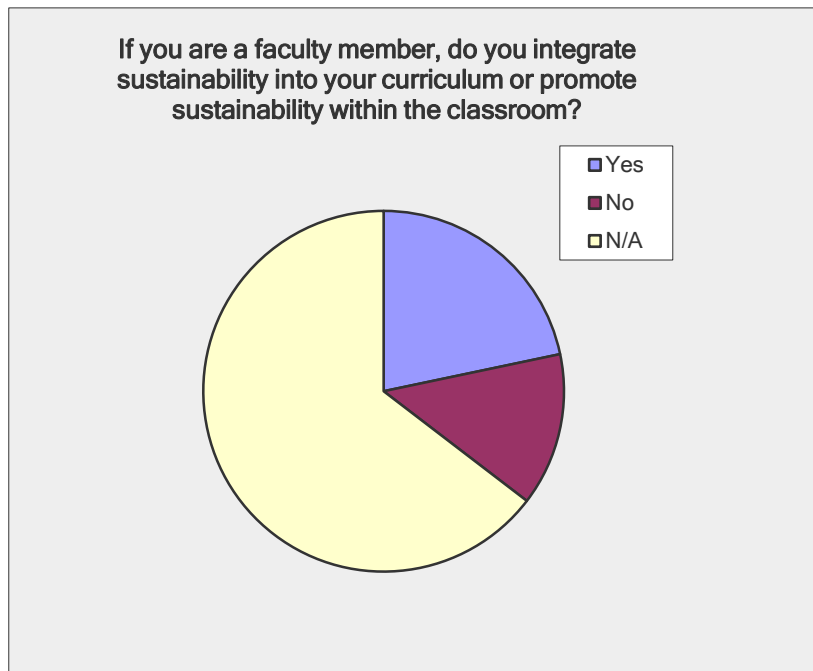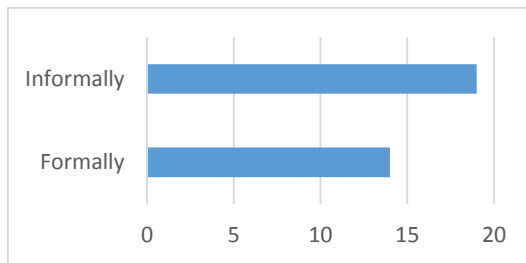
Faculty, Administration & Staff Sustainability Survey

Please explain the sustainability practice(s) and/or coursework you mentioned in Q7. Are they formally (included in syllabus) or informally integrated within the classroom?	
Answer Options	Response Count
	32
answered question	**32**
skipped question	**171**

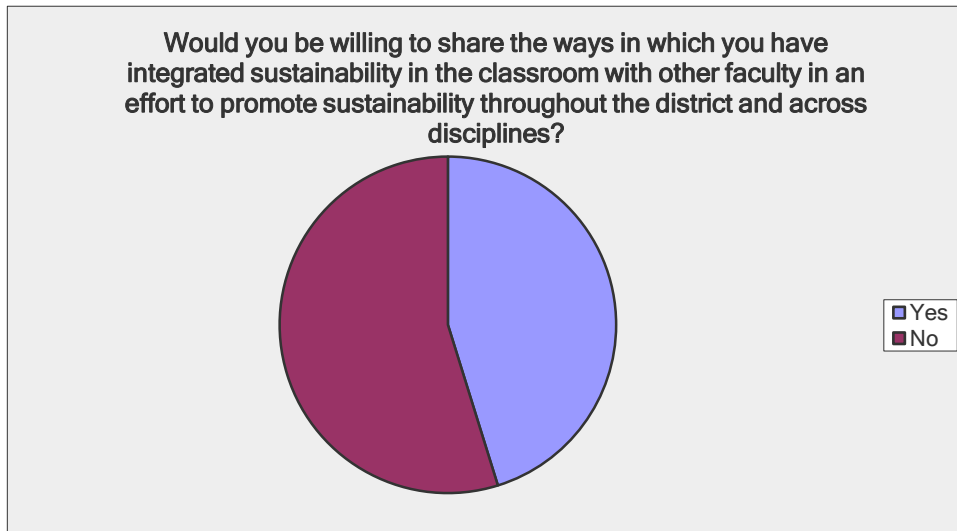| Category	Count
Formally	14
Informally	19

Faculty, Administration & Staff Sustainability Survey

Would you be willing to share the ways in which you have integrated sustainability in the classroom with other faculty in an effort to promote sustainability throughout the district

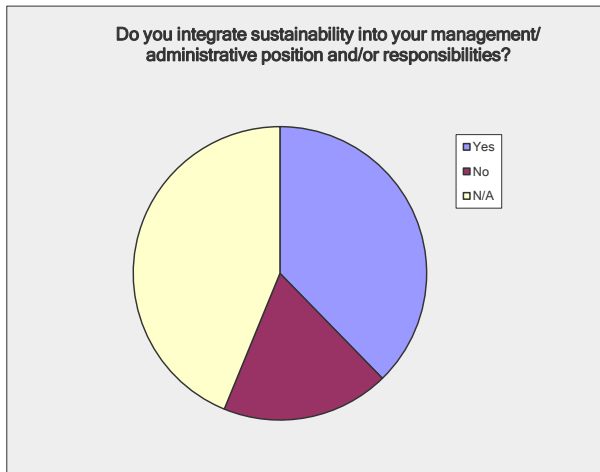| Answer Options	Response Percent	Response Count
Yes	45.2%	14
No	54.8%	17
If yes, please provide your name and email address below.		9
answered question		31
skipped question		172

Would you be willing to share the ways in which you have integrated sustainability in the classroom with other faculty in an effort to promote sustainability throughout the district and across disciplines?


- Yes
- No

Faculty, Administration & Staff Sustainability Survey

Do you integrate sustainability into your management/ administrative position and/or responsibilities?

Answer Options	Response Percent	Response
Yes	37.7%	61
No	18.5%	30
N/A	43.8%	71
If yes, please elaborate in the space below.		44
	answered question	162
	skipped question	41

Do you integrate sustainability into your management/ administrative position and/or responsibilities?

| Category	Count
Transportation	1
Water conservation	3
Other	5
Energy Conservation	9
Reduce class/office material use	17
Recycle	25
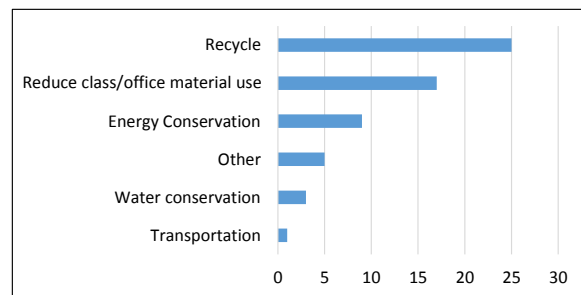
Faculty, Administration & Staff Sustainability Survey

What could the administration, faculty, or staff do to help promote sustainability among students, on campus, and as a district?	
Answer Options	**Response Count**
	102
answered question	102
skipped question	101

Areas of Sustainability Mentioned	Count
Energy	2
Sustainable Procurement	2
Water Management	3
Facilities Design & Operation	6
Transportation	7
Curriculum Development	12
Solid Waste Management	24
Campus & Community Engagement	40
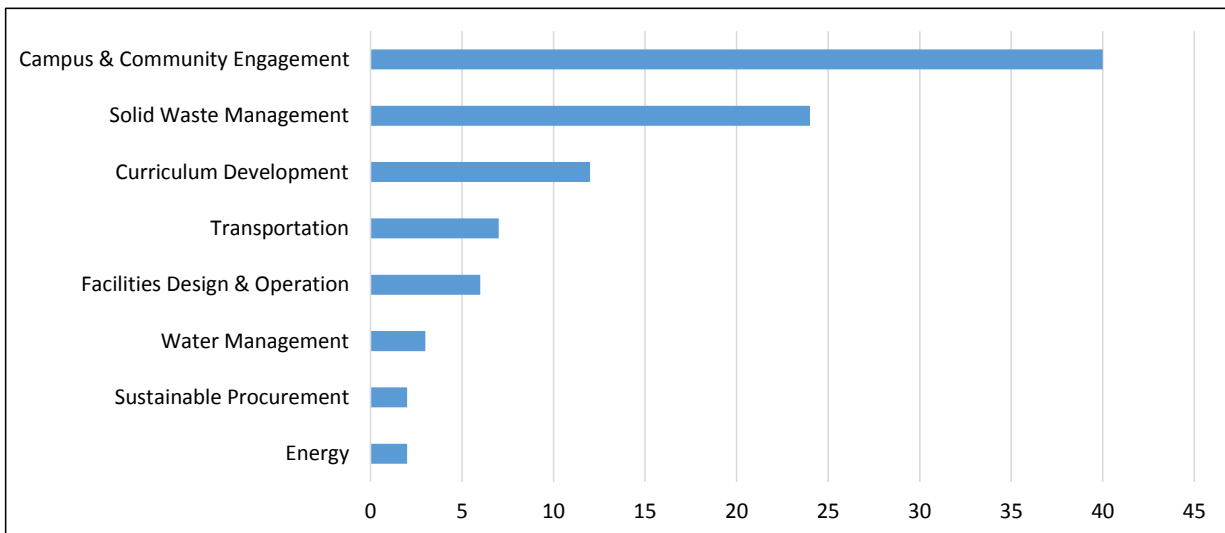
Faculty, Administration & Staff Sustainability Survey

Would you like to be involved in a committee of students, faculty, classified staff, and administrators to help make the district more sustainable?

Answer Options	Response Percent	Response Count
Yes	27.2%	40
No	72.8%	107
If yes, please provide your name and email address below.		34
	answered question	147
	skipped question	56

Would you like to be involved in a committee of students, faculty, classified staff, and administrators to help make the district more sustainable?
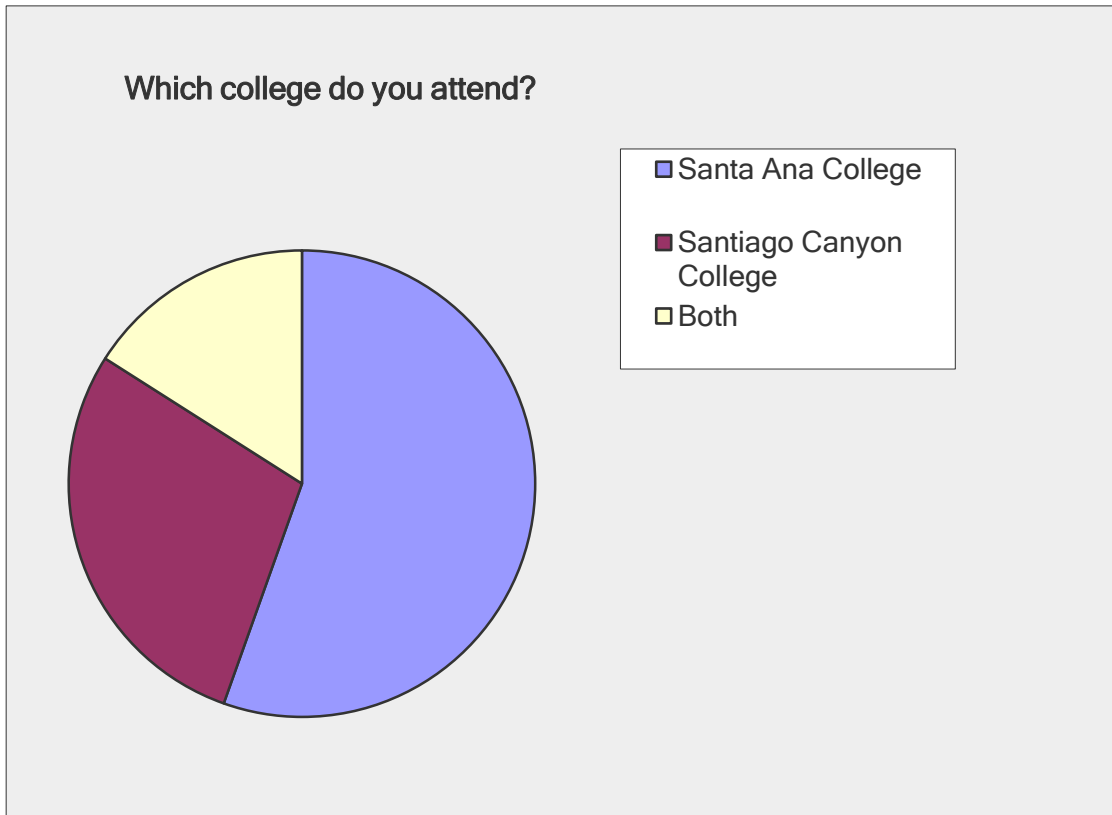
Yes No
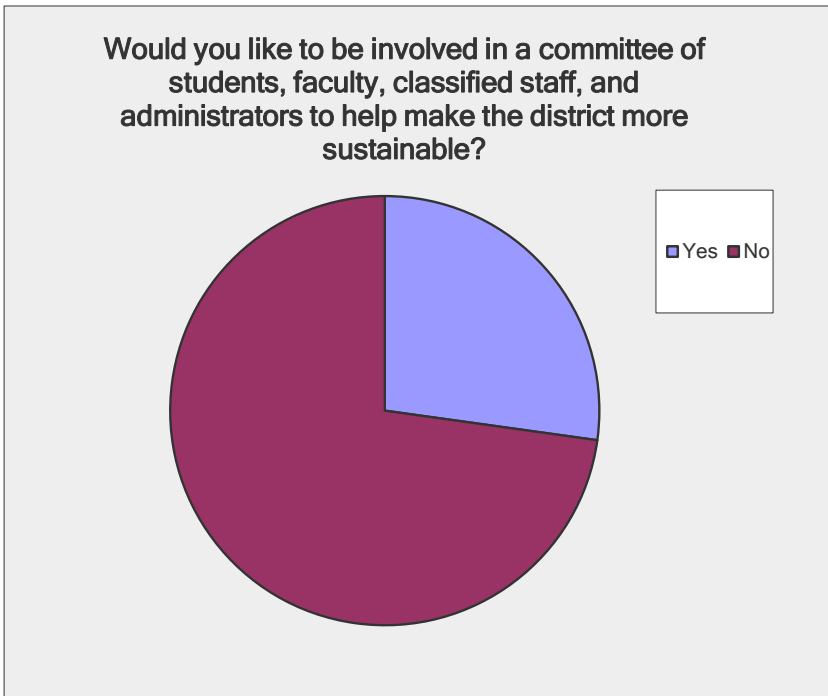
Student Sustainability Survey

Which college do you attend?		
Answer Options	Response Percent	Response Count
Santa Ana College	55.5%	406
Santiago Canyon College	28.6%	209
Both	16.0%	117
	answered question	732
	skipped question	0

Which college do you attend?

Student Sustainability Survey

Overall, how would you rate the level of sustainability on campus?

Answer Options	Response Percent	Response Count
Great	20.6%	148
Good	49.8%	358
Neutral	24.5%	176
Poor	3.9%	28
Very Poor	1.3%	9
answered question		719
skipped question		13
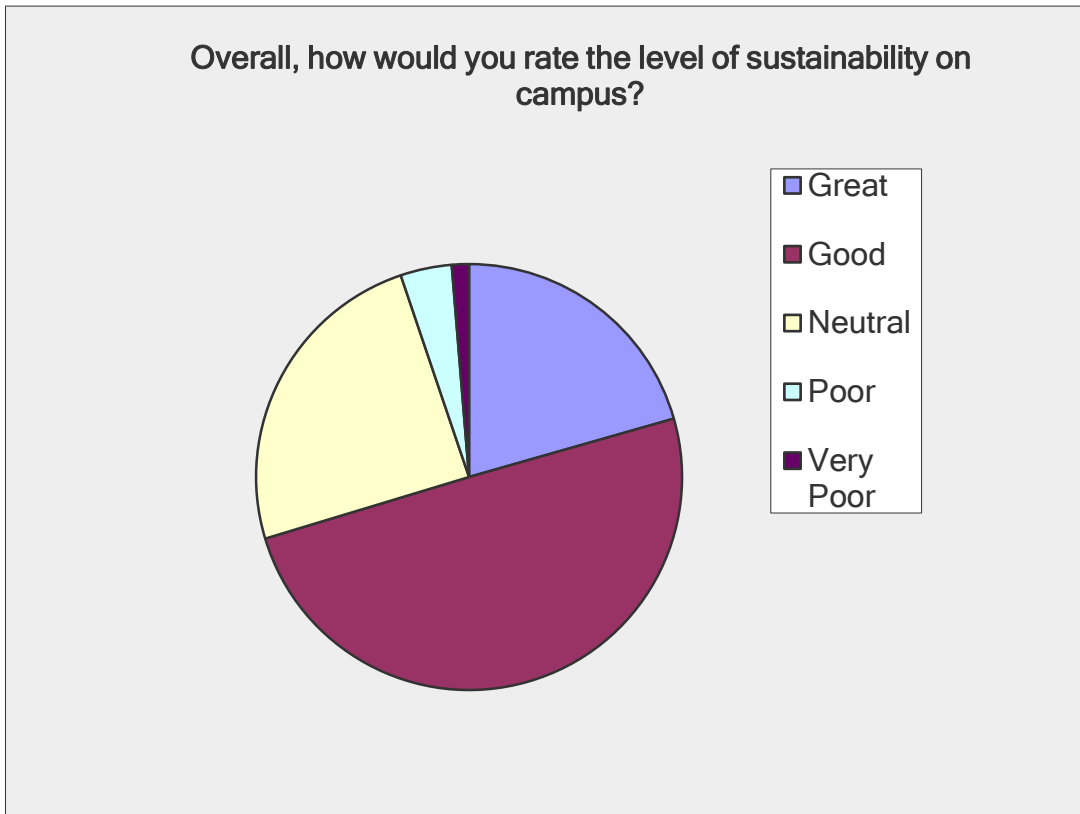
Overall, how would you rate the level of sustainability on campus?

- Great
- Good
- Neutral
- Poor
- Very Poor

Student Sustainability Survey

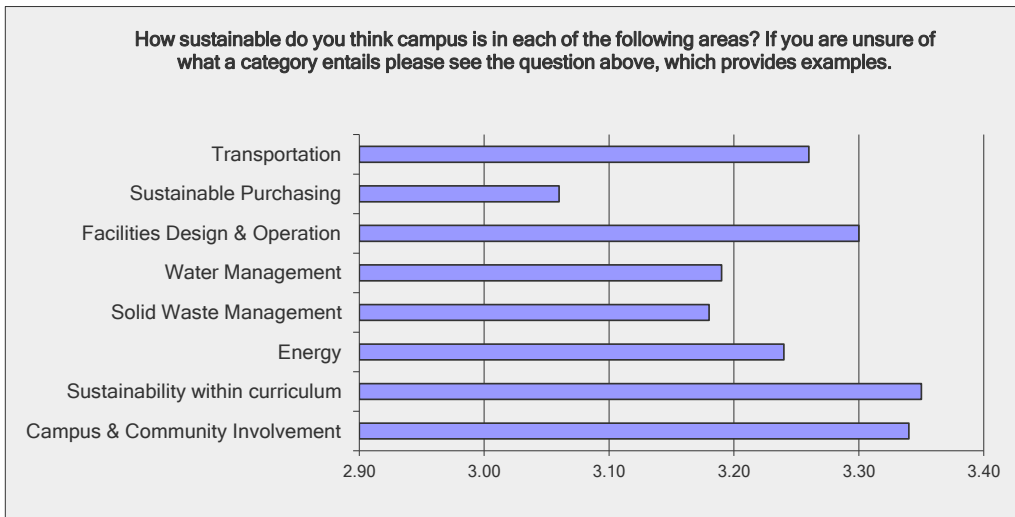| Which of the following areas would you most like to see become more sustainable on campus? (Select the three most important to you.)		
Answer Options	**Response Percent**	**Response Count**
& Campus & Community Involvement (i.e. sustainability events, volunteer days)	40.9%	246
Sustainability within curriculum (i.e. more sustainability course options and career-oriented programs)	54.1%	325
Energy (conservation, efficiency, renewables)	36.9%	222
Solid Waste Management (recycling, composting, reduction, reuse)	36.8%	221
Water Management (i.e. low-flow toilets, water-wise landscaping)	31.8%	191
Facilities Design & Operation (i.e. "green" buildings, sustainable landscaping)	39.4%	237
Sustainable Purchasing (i.e. organic and local food, products with recycled content)	38.1%	229
Transportation (i.e. public transit, bike options)	28.0%	168
Other (please specify)		30
	answered question	601
	skipped question	131
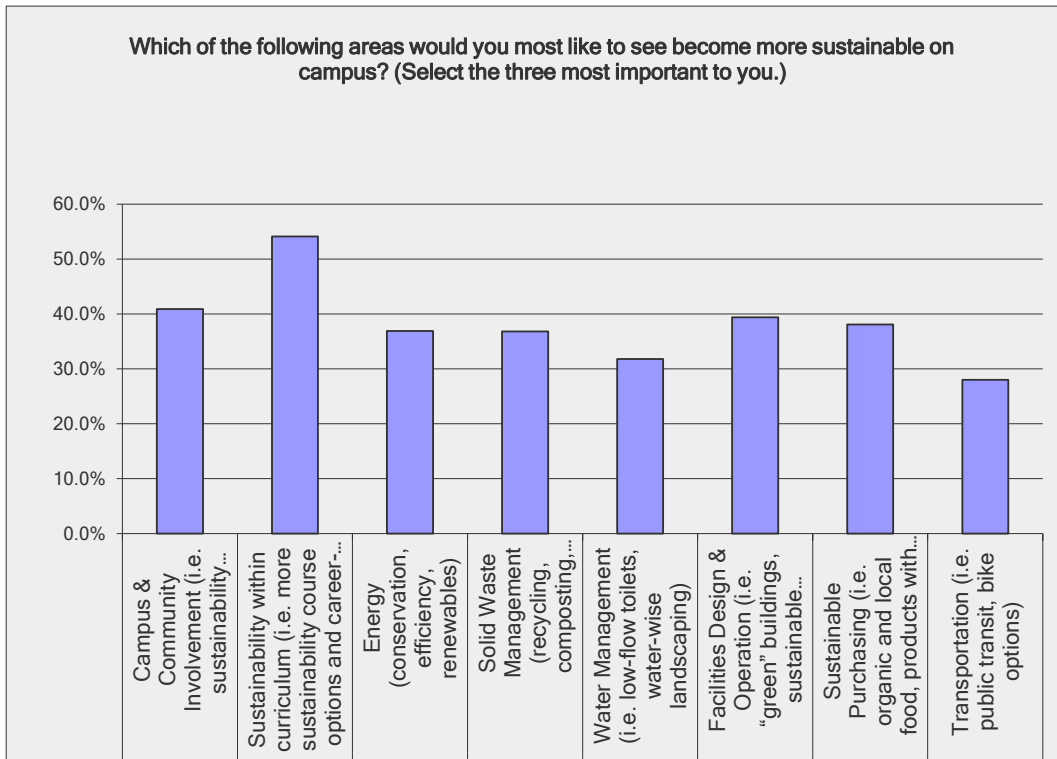
Which of the following areas would you most like to see become more sustainable on campus? (Select the three most important to you.)

5.4 (80)

Student Sustainability Survey

How sustainable do you think campus is in each of the following areas? If you are unsure of what a category entails please see the question above, which provides examples.

Answer Options	Very poor	Poor	Neutral	Good	Great	Rating Average	Response Count
Campus & Community Involvement	17	67	269	203	53	3.34	609
Sustainability within curriculum	17	86	229	212	61	3.35	605
Energy	13	99	267	181	44	3.24	604
Solid Waste Management	26	93	269	176	39	3.18	603
Water Management	25	91	274	175	41	3.19	606
Facilities Design & Operation	19	94	239	192	60	3.30	604
Sustainable Purchasing	37	108	276	144	36	3.06	601
Transportation	18	79	284	171	51	3.26	603
						answered question	**616**
						skipped question	**116**

How sustainable do you think campus is in each of the following areas? If you are unsure of what a category entails please see the question above, which provides examples.
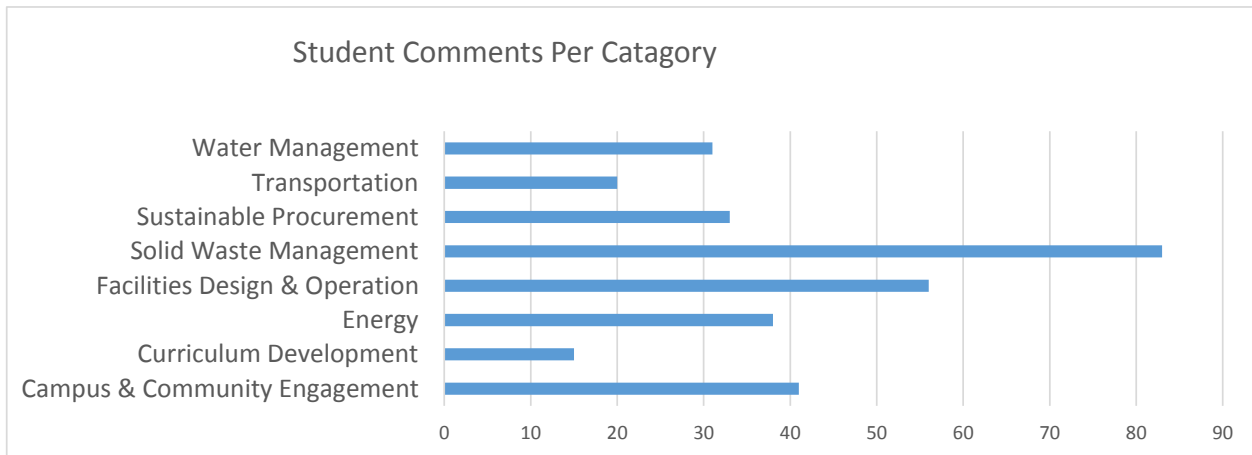
Student Sustainability Survey

What specific sustainability measures or programs would you like to see on campus? Please list all ideas that come to mind.

Answer Options	Response Count
	296
answered question	296
skipped question	436

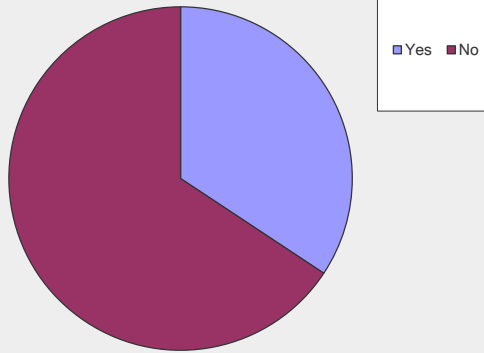| Areas of Sustainability	Response Count
Campus & Community Engagement	41
Curriculum Development	15
Energy	38
Facilities Design & Operation	56
Solid Waste Management	83
Sustainable Procurement	33
Transportation	20
Water Management	31

Student Comments Per Catagory
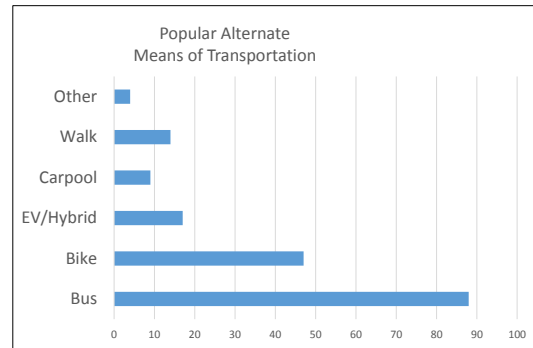
Student Sustainability Survey

Do you ever use alternate modes of transportation to travel to or from campus? (i.e. bus, bike, electric/ hybrid vehicle)

Answer Options	Response Percent	Response Count
Yes	34.3%	199
No	65.7%	381
If yes, please elaborate in the space below.		160
answered question		**580**
skipped question		**152**

Do you ever use alternate modes of transportation to travel to or from campus?
(i.e. bus, bike, electric/ hybrid vehicle)

■ Yes ■ No

Category	Count
Bus	88
Bike	47
EV/Hybrid	17
Carpool	9
Walk	14
Other	4

Popular Alternate Means of Transportation

Other
Walk
Carpool
EV/Hybrid
Bike
Bus

0 10 20 30 40 50 60 70 80 90 100

5.4 (83)

Student Sustainability Survey

|	
What programs or changes would encourage you to use or increase your use of alternative transportation to and from your campus or facility? (i.e. discounted bus pass, improved bus routes and frequency, better bike storage, carpool program)	
Answer Options	**Response Count**
	375
answered question	375
skipped question	357

Category	Count
Other	7
Electric Vehicle Charging Stations	13
Improved/ Increased Bicycle Storage	89
Carpool Program/ Preffered Parking	92
Improved Bus Transit /Bike Routes	97
Discounted Transit Pass/ Incentives	152

Alternative Transportation Improvement Suggestions
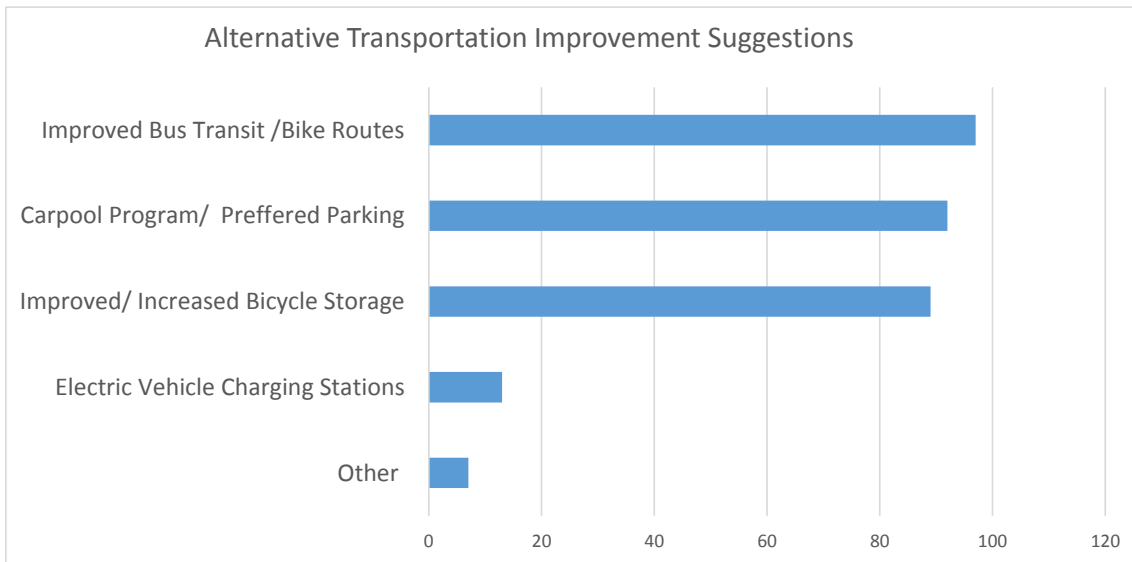
Student Sustainability Survey

Are interested in finding out more about sustainability on campus and how to get involved?		
Answer Options	Response Percent	Response Count
Yes	31.3%	177
No	68.7%	388
If yes, please provide your name and email address below.		121
	answered question	565
	skipped question	167

Are interested in finding out more about sustainability on campus and how to get involved?
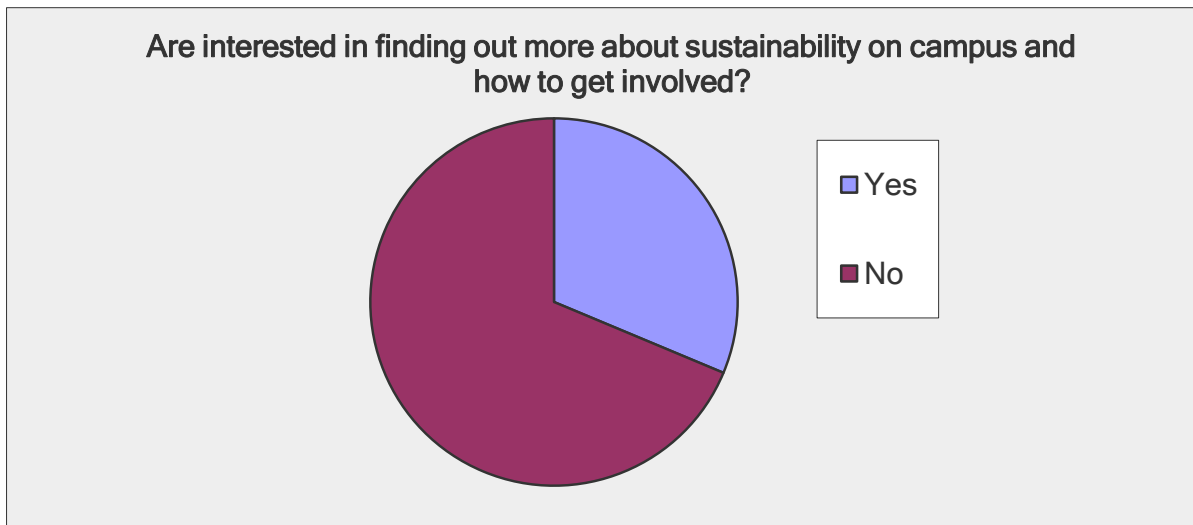
Appendix 3
2014 Santa Ana College "Sustain-a-palooza" Student Input

Attached is a list of the student input given during the 2014 "Sustain-a-palooza" event held at Santa Ana College.

Student Sustainability Suggestions
Santa Ana College - Sustain-a-Palooza Event
4/23/2014

Topic	Suggestion	Count	Total
Waste	School-wide recyling program, recyling cans next to all trash cans and in every classroom, on campus recycling center	15	**26**
	Trash cans by parking lots	1	
	Eliminate usage of plastic bags on campus (ie college stores)	1	
	Compost program	5	
	Hold reoccuring volunteer days focused on restoring/ cleaning up local environment/ trash pick-up on campus	2	
	More cigarette trash disposal	1	
	Solar powered trash compactors	1	
Water	Conserve water in school experiments, like chemistry labs (dry labs instead)	2	**25**
	Provide filtered water (hot and cold) for drinking and instant food; more water fountains	12	
	Waterless urinals	1	
	Reclaimed water for irrigation and toilets	2	
	Hand sensored faucets; Eliminate water flowing unnecessarily	2	
	More efficient restrooms	3	
	Establish culture of water conservation by educating campus community	1	
	Water wise landscaping	2	
Energy	Renewable energy generation on campus	7	**21**
	Solar powered outlets	1	
	Energy efficient lighting, more natural light	5	
	Raise AC set points (often too cold in buildings), thermally efficient buildings, solar powered AC, turn off AC during winter	6	
	Turn off computers at night	1	
	Outfit gym with equipment to harness Kinetic Energy	1	
Transportation	Carpool program- created/ facilitied within the classroom; reward those who carpool	4	**15**
	Fuel-efficient maintanence/ campus vehicles	1	
	Better public transit to and from campus / Student pass program / College Shuttle Bus	5	
	More parking so you don't waste gas going around the lot several times	3	
	Better bike racks, conducive to safer bike locking	1	
	Outfit parking with equipment to harness kinetic energy	1	
Landscaping	Plant more trees and flowers; campus tree-planting project	7	**14**
	More gardens like Coastkeepers, student gardens, organic gardens	3	
	Shaded outdoor study area	1	
	More native California plants on campus/ desert landscaping	2	
	Campus/ community garden; harvest fruit and vegetables	1	
Curriculum/ Student Involvement	More sustainability lectures and classes/ regular documentary screenings - knowledge and awareness are going to be the largest contributing factors to the sustainability of our planet	2	**10**
	Hold student events such as green day, hiking trips, ocean clean ups	3	
	Sustainability reward program - honor/ celebrate those who are making a difference!	1	
	Paperless classes : Do not require students to print notes/ capacity to submit more homework online	3	
	Contribute to the local community through course projects or field trips/ volunteer days	1	
Procurement (Food and Products)	Organic/ healthier food options on campus	6	**16**
	Re-evaluate/ eliminate contracts with Pepsi/Sysco	1	
	Host farmer's market on campus	1	
	Recycled/ hemp product options	1	
	Community engagement through purchasing / Sustainable purchasing	2	
	Recycled toilet paper and paper towels (from recycled materials)	2	
	Used materials repurposing	1	
	Reduce use of plastic containers	1	
	No flyers! Use a screen or teleprompter attached to smart code reader for flyer download	1	
		Total	**127**

Appendix 4
"The Campus as a Living Laboratory – Using the Built Environment to Revitalize College Education: A Guide for Community Colleges"

The American Association of Community Colleges, the Sustainable Education & Economic Development (SEED) Center, and Center for Green Schools at the U.S. Green Building Council (USGBC) created a helpful guide that highlights the eight essential elements to building effective living labs. It will be a valuable resource for RSSCD as SAC and SCC further explore and integrate the concept.

THE CAMPUS AS A LIVING LABORATORY

Using the Built Environment to Revitalize College Education

A GUIDE FOR COMMUNITY COLLEGES

ACKNOWLEDGMENTS

5.4 (90)

AUTHORS

Todd Cohen
Program Director and Consultant, AACC's SEED Center

Brian Lovell
Managing Member, The Watt Doctors, LLC, and Co-principal Investigator, National Science Foundation ATE Building Efficiency for a Sustainable Tomorrow (BEST) Center

SPECIAL THANKS

ABOUT THIS GUIDE

As community colleges redesign and retrofit campuses in greener ways, many forward-thinking institutions are using these projects as hands-on learning opportunities for students. These so-called "living laboratories" merge academics and campus facilities management to provide students with real-world skills and, for the institution, a path to meet its sustainability goals.

This guide is designed for community college personnel who are interested in launching or advancing effective living laboratory models on their campuses. Faculty, sustainability officers, and facilities staff, in particular, will find the information, best practices, and links useful.

ABOUT SEED

AACC's SEED Center helps build the capacity of community colleges in educating for and building a sustainable economy. For more information about building campus living laboratories or to get connected to college leaders at the institutions highlighted in this guide, please contact sustainability@aacc.nche.edu or visit www.theseedcenter.org.

TABLE OF CONTENTS

INTRODUCTION

Over the past decade, St. Clair County Community College (SC4) in Michigan has transformed its 25-acre campus into a sustainable "living laboratory." Green roofs dot the tops of buildings, a bioswale cleans tens of thousands of gallons of rainwater, and solar panels, wind turbines, and a geothermal field generate energy to power computer labs and other facilities. These green projects serve a dual purpose: to reduce the college's carbon footprint and provide students with critical real-world, hands-on learning opportunities.

The installations are accessible to students and faculty to research, repair, and in some cases, take apart and reinstall. For SC4, this is being done in conjunction with traditional class-room learning to make instruction more relevant to students who are pursuing careers in clean technology sectors or simply have a passion for addressing sustainability and climate change.

The opportunity for wider adoption of these living laboratories across community colleges is vast. Most colleges do not consider experiential learning opportunities as part of regular facilities improvement strategies, and sustainability-focused course projects are often employed only by faculty in environmental programs.

It will require careful planning and collaboration—especially between facilities staff and faculty—for more colleges to develop these living laboratories in a way that maximizes all students' learning experiences and yields benefits for the college's bottom line. This guide highlights eight essential elements to building effective campus-wide living labs. It tackles some of the biggest challenges in these efforts, from breaking down internal institutional silos to addressing student safety to engaging industry. There is no single path to implementing living labs, but interviews with leaders of the most successful institutions revealed these common elements.

5.4 (92)

THE CAMPUS AS A LIVING LABORATORY

The campus facilities provide an array of dynamic sustainability learning opportunities for students across academic and technical programs.

FOOD SERVICES
Redesign college composting procedures, analyze cost of recyclable bottles and flatware, turn waste into bio-diesel fuel

CONSTRUCTION AND LAND USE
Assess waste remediation practices, benchmark facilities against LEED criteria, restore native plants

TRANSPORTATION
Develop business plan for alternative-fuel campus fleet

BUILDINGS
Install building sensors, monitor energy use, calculate return on investment for renewable sources

GROUNDS
Assess campus pesticide use, build rainwater harvesting tank

PARKING
Develop financial models for lighting retrofits, study student attitudes toward ride-sharing

WHY CAMPUS LIVING LABS?
A Vehicle for the 21st Century Community College

Increasing enrollment, decreasing budgets, aging infrastructure, and pressure to improve student completion rates are pushing community college leaders to re-examine how they allocate resources, deliver curriculum, and keep students on campus and engaged. Living labs that couple academic rigor with applied learning on sustainability-related campus infrastructure projects provide an opportunity for community colleges to address many of these objectives simultaneously. Specifically, living labs can:

1. Facilitate experiential learning and make curricula relevant

It's well documented that experiential education—in particular, through hands-on, project-based learning—facilitates student success.[i,ii,iii] When students are able to practice concepts learned in the classroom, they are more engaged, comprehend material better, and develop skills desired by employers.[iv] More than three-quarters of community college students, however, say they have not participated in experiential education as part of a course, and only 13% of faculty require it.[v]

Using the campus built environment to educate for sustainability lends itself perfectly to this pedagogical approach. Classroom instruction centered on creating healthier ecosystems, social systems, and economies[1] is inherently multidisciplinary and can be supplemented with enticing project learning experiences found across any college campus.

At Alfred State College (NY), applied technology students master math skills as they calculate energy flow from their campus' net-zero model home. "To determine how to optimize the home's small wind energy source for maximum efficiency, for example, students are using algebra, geometry,

1 These elements are referred to as sustainability's triple bottom line: assessing financial, social, and environmental impacts of corporate and institutional decision making.

and basic math," said Craig Clark, dean. "But because the learning is contextualized within exciting projects—saving home energy and conserving resources—it's so much more interesting for them."

Living lab experiences also enable students across college programs to understand the interdependence of local sustainability challenges (e.g., how more efficient campus landscaping can reduce water usage, which will lower a college's utility bills, conserve community resources, and produce more climate-resilient regions). This understanding helps students become more than just skilled workers; they become better consumers, homeowners, and change agents who can move communities to become models of sustainability.

2. Reduce the carbon footprint

Through intiatives like the American College & University Presidents' Climate Commitment, hundreds of community colleges are pursuing climate neutrality in campus operations. Engaging students and faculty in the process through living lab educational experiences can help institutions reach this goal more quickly. For example, when Georgia Piedmont Technical College's (GPTC's) building automation students tracked patterns in the college's heating and cooling system use, they noticed that both systems often ran simultaneously and at times when no one was on campus. The students' recommendations—to specify scheduling changes and sub-meter facilities—saved the college hundreds of thousands of dollars in energy costs and have made a significant dent in the institution's greenhouse gas emissions.

Green Spaces and Student Productivity

- 80% of institutions of higher education have conducted at least some green retrofits and operational improvements
- 63% of these institutions report that these spaces have improved student productivity and test scores

Reference: 2013 McGraw-Hill report: *New and Retrofit Schools: The Cost Benefits and Influence of a Green School on its Occupants*

3. Use institutional resources efficiently

It's a simple case of institutional resource management: New labs are costly and community colleges have depleted coffers. Why not leverage a college's existing facilities or new green installations for use as the labs themselves? Colleges spend nearly $10 billion a year on building construction and renovation[vi] (and these projects are increasingly green).[vii] "It occurred to me that between our older and newer energy-efficient buildings, we had every conceivable mechanical and electrical system right here on campus," said Tom Donovan, SC4's director of physical plant. SC4's newer buildings incorporate highly complex energy monitoring and controls that provide abundant data about real-time building performance. "Through these technologies, we're creating not only energy savings for the college, but also lesson plans for students on important topics like building automation and energy efficiency."

4. Improve college completion

The living lab model can support colleges in their efforts to create pathways to college completion. At Gateway Technical College (WI), the initial campus living lab work with Trane allowed students to learn on the college's new energy-efficient HVAC system and resulted in a dynamic workforce partnership. "The project work with Trane allowed our instructors to better understand needed skill sets and hone HVAC training for in-demand, clean technology occupations," said Dr. Bryan Albrecht, president of Gateway. "This, in turn, has led to the development of coherent career pathways in engineering and, ultimately, more students leaving with industry-recognized credentials and jobs."

Students help to install solar panels atop Alfred State's net-zero model home.

EIGHT ELEMENTS TO BUILDING A LIVING LAB

Based on feedback from community colleges actively implementing living laboratory pedagogy in their curriculum, the following eight elements emerged as key components for successful adoption. The elements are not linear or prescriptive, but provide a framework to assist colleges in adding facilities-based, experiential learning opportunities on their campuses.

ELEMENT 1: Engage the right campus participants

Successful integration of a living laboratory curriculum hinges on the active involvement of a number of key campus stakeholders. At their core, living labs bring together facilities staff and faculty—two groups that rarely interact—to study the campus infrastructure and make improvements. Asked about the facilities/faculty divide, one college director of technical education commented that he had been teaching energy efficiency for 20 years and had never even met the campus' energy manager.

The living lab experience doesn't work without this relationship. The facilities director holds the key (often literally) to improving institutional energy efficiency and making campus facilities accessible laboratories for faculty to develop sustainability learning. Understanding the facilities world—and making facilities directors feel comfortable that the projects will be safe and well-defined—is crucial.

Building a dedicated group of academic leaders, trustees, operational staff, and students will also help transform the living lab from a single-course project to a strategic initiative that supports the college's broader sustainability priorities.

Living Lab Initiatives: Key College Participants

Instructor: Those who have an understanding of and passion for sustainability concepts and are eager to create project-based learning experiences.

Division chair: Critical for prioritizing resource requests related to experiential activities.

Academic dean or vice president of academic affairs: Important for promoting living lab pedagogy across the institution and engaging faculty from relevant programs.

Facilities director: Will work with faculty to identify opportunities and ultimately approve student access to facilities and grounds.

Human resources director: Engagement will help to resolve student liability—a critical early barrier.

GPTC's Starnes Center, where the college's living lab initiatives began.

UNDERSTANDING AND COMMUNICATING WITH YOUR FACILITIES DIRECTOR	
COMMON FACILITIES DIRECTOR CONCERNS	**MESSAGING THAT WORKS**
Campus building systems are highly complex and dangerous—not the place for students.	Many living lab projects (e.g., energy audits, cost-benefit analyses of solar panels) require only minimal direct access to equipment for students. Those projects that do require special access (e.g., students to climb on roofs) will include direct oversight by faculty or facilities staff.
We're understaffed. Now I have to oversee students working on this?	Student projects can actually relieve some important workload items—such as campus waste inventories and equipment logging and tracking—and can provide better data and success stories to the administration and community.
Our budget is too tight.	Living lab projects can build internal capacity with untapped resources (e.g., students). They are also designed to deeply engage corporations, which can mean an influx of technical assistance, equipment, and other donations that support facility operations.
Sounds great, but I operate in "reactive mode" and spend my time responding to emergency hot and cold calls, water leaks, and equipment malfunctions.	Living lab projects tend to attract the attention of college leaders and the media and often, as a result, more resources for creative ideas. This can allow for more time to think proactively and strategically about energy savings and campus resource conservation.

Gearing Up

GEORGIA PIEDMONT TECHNICAL COLLEGE
(DeKalb County, GA)

After some preliminary successes, Georgia Piedmont Technical College (GPTC) building automation and refrigeration faculty decided to embark on a more formalized living lab effort with input from a campus-wide committee. Instructors met with the vice president of academic affairs, the department chair, the human resources manager, the academic dean, the college's financial officer, and the facilities director. The instructors presented the benefits of living laboratory pedagogy, including better student retention of concepts, improved communication and team-building skills, applied and independent learning, and improved analytical skills. Two key concerns raised by the committee were student liability and the potential disruption of normal building operations, including the risk of students breaking expensive equipment.

In response to the committee's concerns, the instructors created a plan detailing a set of stipulations to be put into place before the projects commenced:

- All work would start with a small building (29,000 square feet).
- Student work would be clearly documented and defined within the course materials and would be required as a graded component, much like a traditional lab.
- The work would have to support either course or institutional student learning outcomes.
- All living laboratory experiences would have to be supervised by faculty and coordinated with the facilities director.
- A safety course would be a prerequisite to student participation.

The committee, and later the president, approved the plan. These early meetings with key decision-makers laid an important foundation to create buy-in, allay fears, and set clear deliverables and measurable outcomes.

ELEMENT 2: Identify key collegiate programs

Hands-on, applied education is generally associated with technical training, but there also are many opportunities to incorporate living labs into academic programs. The items at right are examples of program areas well-suited to living laboratory integration:

In coordination with Gateway's grounds team, a student in the horticulture program uses natural techniques to enrich soil on the Kenosha campus.

Academic Programs

Agriculture: sustainable farming practices, nutrient cycling, erosion control, pollution management, assessing campus guidelines and sustainable materials to use for water, pesticide, and nutrient management

Business and Accounting: business case for college-wide green purchasing policies and for sustainable facilities retrofits, cost analysis, simple payback and return on investment calculations, full-cost accounting

Engineering: campus building energy audits, energy modeling to optimize building renovations, heat transfer through composite walls, designing renewable energies applications (see also the U.S Environmental Protection Agency's green engineering library)

Environmental Science: campus carbon footprint measurement, greenhouse gas emissions inventory, facility waste management

Physics: solar radiation effects, heat and mass transfer, unit conversions, gas inventories

Psychology: sustainability awareness and education influencing student behavior toward energy efficiency

Technical Programs

Building Automation: facility historical log analysis, building scheduling and occupancy monitoring

CAD: building shell and construction drawings, building information modeling

Construction: existing campus stormwater filtering and waste remediation practices (see also USGBC's Hands-On LEED: Guiding College Student Engagement for specific LEED-related student activities)

Electrical: branch and feeder circuit location, code violation identification, building electrical consumption tracking, identification of peak demand charges

Green-Related Technical Programs: rainwater harvesting product design, solar photovoltaics installation, alternative fuel research

HVAC: inventory and location of mechanical systems, heat gain calculation, efficiency analyses, preventive maintenance

Industrial Maintenance: campus preventive maintenance program assessment

For more information on projects within any of these disciplines, see the appendix of resources.

Examples:

Agricultural Programs:
Gateway Technical College's associate degree program in horticulture teaches students about sustainable plant production, including limiting the use of chemicals, growing in compostable pots, and using organically based fertilizers. Students work with the college's buildings and grounds team to incorporate these practices into the campus landscaping efforts, starting with the space around the college's child care center.

HVAC and Industrial Programs:
Forty-five **Davidson County Community College** (NC) HVAC and industrial design students installed a heat pump with one of the highest energy-efficiency ratings and an energy recovery ventilator that allows for more homeowner control of ventilation into their green-home campus renovation project. The home now houses international students.

Business and Innovation Programs:
Students at **Indian River State College's** (FL) 65,000-square-foot LEED Silver Brown Center for Innovation and Entrepreneurship regularly analyze the building's energy tracking monitors to understand distributed power generation and use. Students use that information to compare the types of vertical wind turbines and solar panels that power much of the facility and how much energy they produce. They also use the information to understand how weather patterns such as heavy air, sun intensity, and wind affect air-conditioning use and solar electricity production.

ELEMENT 3: Build credibility through engagement and data

As with any initiative to manage institutional change, early wins are essential to build momentum. Best-practice colleges have focused on these early indicators to demonstrate success and build interest among a wider audience:

Documenting energy and utility savings through student involvement: When **Georgia Piedmont Technical College's** (GPTC's) building automation faculty and students documented the hundreds of thousands of dollars of potential savings from some simple scheduling changes, their work became a convincing argument for a full campus living lab initiative. "Once we realized that there were dollars to be saved, everyone became very intrigued," said the former facilities director. "Senior leadership buy-in after that was really pretty simple."

Engaging the right partners: Forming partnerships was a key element in the creation of **Milwaukee Area Technical College's** (MATC's) 32-acre, 540 kW solar photovoltaic educational lab. The college brought in more than 30 entities, including Johnson Controls, the Midwest Renewable Energy Association, and Milwaukee Public Schools, to design the

project to meet energy and job training objectives. "Having diverse and influential players in the room was important to ensure that the project ultimately serves a range of constituent needs," said Dr. Michael Burke, president of MATC. "Critically, it also brought a level of excitement that convinced our board that resources were being well-spent."

Measuring student outcomes: Conducting student assessments before and after the living lab projects is critical. At **GPTC**, instructors assess students at both intervals on their technical skills (reading blueprints and engineering drawings) and interpersonal skills (communication and teamwork). The assessments enable the instructors to continually improve the experience for students and demonstrate to senior leadership that the living lab is a worthy investment.

Bringing money to the table: Johnson County Community College (KS) faculty and students approached the facilities department with $400,000 (generated through the students' own initiated "green fee") and an idea to equip campus buildings with building sensors. The students' money was used to purchase the sensors, which the facilities department agreed to install. Students across various programs are now using the sensors as part of class assignments to monitor building performance.

A St. Clair County Community College engineering professor explains to his students the design features of one of the college's green roofs.

5.4 (96)

SUCCESS STORY:
Engaging Facilities Staff in the Classroom
BY TOM DONOVAN, PHYSICAL PLANT DIRECTOR, ST. CLAIR COUNTY COMMUNITY COLLEGE

I regularly lecture in our college's alternative energy classes and take the students to our warehouse to see the front-end building automation system work in real time. It is very exciting to see the reactions of the students. Many cannot believe that such a system exists and that you can control an entire building from one computer. As the system continually adjusts temperature settings in a remote room, for example, the students start to see how the concepts they learned in class play out.

For me personally, it is a wonderful added part of the job to teach. Sometimes I get questions from students that I've never thought about before.

The key to all of this is the relationship I have with the faculty. We've moved beyond regularly scheduled living lab planning meetings and now we email one another to discuss different classroom exercise ideas or articles about emerging clean technologies. All of the speed bumps we encountered early on are long gone, and it's just become part our culture.

Lane Community College's new LEED Platinum downtown campus.

ELEMENT 4: Integrate it into the curriculum

Incorporating effective living laboratory exercises into the curriculum requires creativity and careful planning by the instructional staff.

Instructors should find ways to connect the course's student learning outcomes (SLOs) to learning projects involving campus buildings or grounds. For example, a physics course could include a project in which students calculate annual incident solar radiation absorption at a certain location on campus. The project could be enhanced by asking students how much energy could be reasonably captured annually with solar arrays at the location and how many tons of greenhouse gases would be eliminated. This project would support several physics SLOs related to energy, reflectivity, incident angle of radiation, and absorption. For specific classroom resources and examples, see links in the appendix.

Explicit instructions are critical to even simple living laboratory experiences. The syllabus should include topics related to the experience and handouts should incorporate at minimum:

- A full description of the project, including the topic's connection to the college's broader sustainability goals, if they exist
- Student learning outcomes
- Where and when the work will take place
- Expectations for on-site behavior
- Safety issues to keep in mind
- Student work expectations

SUCCESS STORY:

How Living Laboratory Pedagogy Can Be Effectively Used Across the Curriculum

LANE COMMUNITY COLLEGE (Eugene, OR)

In the first year of the college's associate degree program in energy management technician training, all students take courses to ensure that they have a strong technical understanding of building construction and operations. Classes focus on how the building shell, HVAC, lighting, and systems affect energy efficiency. Students pursuing concentrations such as renewable energy learn how to choose, size, and install renewable energy systems for photovoltaic and solar domestic hot-water systems.

To reinforce the concepts of energy efficiency, each year students study a building on campus or in the community. Built in 1965, the campus provides an array of opportunities to analyze older building systems to determine how to improve energy efficiency of existing facilities. Under the supervision of a faculty member, students conduct energy, water, and lighting audits and log data at the facilities. Students prepare formal technical reports that include results of the audits, evaluation of the data, simple payback calculations, and a life-cycle cost analysis. The reports are presented to the facilities department and include potential improvements to energy efficiency. In some cases, the measures may have few or no budget implications, and others may require a comprehensive, long-range implementation plan.


Lane Community College students set up data loggers to monitor building efficiency. Each logger must be configured with the right sensor type and information for a specific installation location.

In December 2012, the college opened the Downtown Center to house the energy and water education programs. The building is LEED Platinum and showcases the latest in green building design, construction, and operations. From the earliest design phases, faculty have used the building's shell, five comfort systems, and light lab as tools to prepare students for careers in the new green economy.

Leveraging LEED on Campus Through Student Participation

The LEED green building rating system can serve as a tool to facilitate project-based learning opportunities for students and can support efforts to transform the campus into a living laboratory. Whether through a course, internship, or volunteer opportunity, students can research LEED credits, assess their impact on buildings, conduct energy and water audits, develop and implement recycling programs, administer building-occupant and transportation surveys, and facilitate design charrettes. Learn more at USBG's Center for Green Schools.
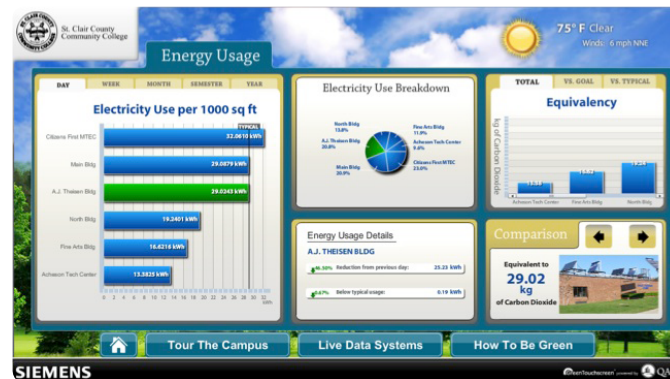
St. Clair County Community College's real-time green touch screen allows students to monitor campus energy usage from an accessible campus kiosk. The information is also available online for an external audience.

ELEMENT 5: Expand beyond individual programs of study

Instructors who are new to sustainability-focused, project-based learning should begin with small projects within a single course. As instructors gain experience, they can begin to broaden their project scope by collaborating with other faculty and staff on interdisciplinary projects, exposing students to the inherent synergies of sustainability (and shedding light on the range of clean-technology professions). Interdisciplinary projects like this will build students' systems-thinking skills—a core competency desired by companies in these industries.

SUCCESS STORY:

Cross-Disciplinary Living Lab Initiative

GEORGIA PIEDMONT TECHNICAL COLLEGE

When GPTC's living lab initiative became interdisciplinary, students' retention of core concepts improved (as measured by course assessments), and companies involved in the effort (including large building automation companies and smaller technology contracting firms) hired many of the graduating students.

Living lab projects at GPTC began to spill over into new buildings and program areas. The Starnes Center for adult education was selected for an interdisciplinary pilot project because it was close to the main campus, was relatively small (less than 30,000 square feet), lacked accurate floor plans, and was extremely inefficient (it had no central control system and so heating and cooling systems ran continuously). Instructors from accounting, HVAC, building automation, drafting, engineering, and green technologies formed a project design team, designed the project elements for each student group, and defined the parameters for collaboration between the groups.

The accounting students formed a hypothetical company responsible for "greening" the Starnes Center. They obtained quotes from mock subcontracting firms comprised of student teams from each major, with accounting students acting as the general contractor and other student teams as subcontractors. The instructors played the role of building owner. All interactions were patterned on real-world practices, and students received technical training on the products and technologies from a faculty and industry team.

The project's outputs included:

- Energy models in eQuest software
- 3-D rendering of the facility
- Scale drawings of the building
- Comprehensive project proposals in professional format
- Energy conservation proposals
- Automation system design proposal and drawings
- Sustainable technologies systems proposals with ROI calculations
- HVAC systems inventory and load calculations
- Business plan

At the end of the semester, students presented these products and plans to the college's facilities department and a panel of industry representatives. Students will now help to design, install, and monitor the approved energy conservation measures at the Starnes Center. In addition, the college is moving forward with plans to replicate this student-led work at other buildings across GPTC's campus.

GPTC Cross-Disciplinary Living Lab: Project Team (Student) Responsibilities

Accounting: overall project management, cost analysis, proposals to building owner
Air-Conditioning: HVAC systems inventory, efficiency assessments, heat gain/loss calculations
Building Automation: automation system assessment, design, installation
Drafting: scale drawing of building in AutoCAD
Engineering: Level III Energy Audit with eQuest modeling and energy conservation measures recommendations
Green Technologies: proposals for rainwater harvesting, solar array, solar thermal heating

5.4 (97)

Living Labs as a Bridge From Noncredit to Credit

The living lab model can serve as a vehicle to bridge noncredit programming in clean technology to credit-based degrees. For a stand-alone, noncredit course developed quickly in response to a perceived need, collaborating with corporations and credit-based instructors on a living lab can bring the attention and support needed to justify a related program for credit. Alternatively, the effort can expose faculty to the connection between programs leading to better integrated curricula. At one college, the living lab laid a foundation to integrate a noncredit solar photovoltaics course, which was at risk for elimination, into an existing HVAC associate degree program. Through the integration, the college is able to continue its important renewable energy instruction.

GPTC students install a communications network to track building conditions as a required, graded component of their course work. Both students have since graduated and are project managers at two building control companies in the region.

A building automation student mounts a sensor in GPTC's Green Technologies Academy.

ELEMENT 6: Build partnerships with industry

Most successful campus-based living laboratory projects are conducted with industry partners. Businesses ranging from lumber companies to commercial cleaners to solar panel manufacturers to food services will naturally be hired to implement green- or sustainability-related projects on campus. Companies like these, however, are also showing an interest in leveraging their equipment and services to support student learning.

St. Clair County Community College students use data loggers to measure and analyze water temperatures as part of the new Siemens solar-powered hot water system in the college's Acheson Technology Center.

SUCCESS STORY:

Energy Service Companies (ESCOs) as Partners

SIEMENS AND ST. CLAIR COUNTY COMMUNITY COLLEGE (Port Huron, MI)

ESCOs like Siemens Industry, Inc., Trane, and Johnson Controls, Inc., provide colleges a comprehensive set of energy efficiency, renewable energy, and distributed generation services. These partnerships often yield benefits beyond efficiency savings.

Siemens and St. Clair County Community College have worked together for more than 10 years to build a comprehensive campus sustainability initiative. Siemens helped SC4 conceptualize its campus living lab and has served as a single point of contact to implement a range of renovations and retrofits. Almost all of them serve as educational opportunities, including:

- A new building automation system with tagged, labeled, and color-coded piping and wiring to help students and faculty understand how the pieces of the new energy-efficient HVAC system work together and flow through the college's main mechanical room
- A window wall for students to view the new equipment
- A kiosk that shows temperature, flow rates, and other data to allow observers to see the building automation system in action and understand how the building's comfort is controlled
- A donated wind turbine accessible to students and faculty

Siemens also worked with SC4 faculty and administrators to add courses on energy analysis of commercial buildings and facility management, and planned a site visit for SC4 faculty at Lane Community College's nationally recognized AAS program in energy management to support implementation of the new coursework.

"Siemens recognizes that deep relationships with campus partners mean supporting experiential learning opportunities for students and staff that leverage complex technology and facility infrastructure improvement projects," said Charles Cohen, building technologies sustainability education director.

" Most important, students who have been trained on these living labs, solving real sustainability problems, no doubt have the hard and soft skills that are urgently needed in our industry. "

-Siemens executive

SUCCESS STORIES:
Living Lab Internships and Co-ops

MERCED COLLEGE (Merced, CA) AND HONEYWELL INTERNATIONAL, INC.

As part of a campus energy retrofit, Merced College partnered with Honeywell and local subcontractors to launch an enhanced college curriculum focused on teaching conservation strategies using the building upgrades as case studies. Students across programs now use the school's energy statistics in a series of structured classroom assignments that help them understand how technology and behavior change can affect a building's performance.

Honeywell has since hired two students as paid interns, including Joe Newman, within Merced's engineering math and science department. Under the guidance of the company and the department's dean, Newman is responsible for developing energy management reports for Merced's facilities department. He also leveraged the campus excitement from the living lab assignments to launch a Honeywell-sponsored recycling program. "The internship was a real eye-opening experience," said Newman. "It was a way to connect the theoretical knowledge with practical skills and see how major campus construction projects actually get done."

LANE COMMUNITY COLLEGE AND LOCAL UTILITIES

Lane Community College's energy management program includes a co-op requirement that provides students with relevant field experience that integrates theory and practice while providing opportunities to develop skills, explore career options, and network with professionals and employers in the field. The program has organized co-ops at many organizations and companies, including the local utility and an architectural firm. Through these co-ops, students learn to conduct energy audits, log data, and administer lighting surveys.

Students install a 1 kW solar PV system on the Lane Community College science building roof.

ELEMENT 7: Engage support beyond the campus

Don't have any suitable projects on your campus? Try finding one in your community. Communities across the country are undertaking sustainability efforts that range from fuel-efficient public transportation systems to the adoption of new green-building codes. Colleges can integrate living lab projects into courses using these off-campus opportunities.

"One of the best places to conduct off-campus energy audits [as part of an internship process] is at public buildings," said Roger Ebbage, a faculty member at Lane Community College. "Elementary schools, middle schools, and libraries, in particular, often cannot afford to hire a professional energy services firm to conduct an energy, water, or light audit." Final assignments for Lane's energy management students include a report to the school district or city identifying opportunities to save energy including a cost-benefit analysis of different system solutions.

SUCCESS STORY:
Community Colleges and Habitat for Humanity

YAVAPAI COLLEGE (Prescott, AZ)

Arizona's first net-zero energy house was built as a cooperative effort between Yavapai College's residential building technology (RBT) program and its local Habitat for Humanity affiliate. Green features of the building include a water-managed foundation, airtight frame construction, high-performance windows, solar hot water, and photovoltaic panels. The house was designed to meet the standards of several national green-building rating systems and won five awards, including an Energy Value Housing Award from the National Association of Home Builders Research Center. The project supported RBT learning outcomes, including mastering energy-saving strategies and technologies.

USGBC Student Group

The USGBC Students program is a national initiative of the Center for Green Schools that equips college students with tools and resources to transform their campuses, communities, and careers. Members of USGBC Students integrate sustainability themes into their coursework and advocate for green university practices and policies on campus. Contact studentgroups@usgbc.org to learn more about starting a student group at your school.

Yavapai College's residential building technology students complete work on a neighborhood Habitat for Humanity green home.

ELEMENT 8: Open your labs to the community

Effective campus living laboratories have an impact beyond the student body. If designed and promoted well, they can serve as a learning model for community members and enhance the college's reputation as a regional sustainability leader (which, in turn, can drive more prospective student interest). Some of the innovative ways that colleges are generating community excitement about their living lab work include:

Tours and field trips: Alfred State College conducts regular tours of its campus green demonstration home that students designed and built. Labor unions, K-12 students and teachers, community-based organizations, and interested homeowners are taken through the building to see the green construction and supporting technology, including a monitoring and control system screen in the entryway that shows the home's real-time energy consumption trends.

Signage: To draw attention to the sustainability efforts on campus, Delta College (MI) developed signs with a landscape architecture firm to identify and explain green features to campus visitors and students. The signs for the new sustainable stormwater management system, for example, highlight the redesigned watercourse, natural filtration system, and habitat restoration.

Web presence: Davidson County Community College captured its 1,000-square-foot green home renovation project in a series of YouTube videos referenced on its college sustainability page. The series allows the viewer to see how students progressed and completed the building.

Workshops: Continuing education classes, workshops, or lectures incorporating the college's living laboratory projects can enhance the college's reputation. Butte College (CA), the nation's first grid-positive college, conducts regular workshops for homeowners and business leaders on topics such as green home and business facility improvements, energy and utility bill savings, and landscape design for water reduction and wastewater reuse. Different parts of the campus are used as demonstration projects.

Delta College's sustainability awareness signs, found at various green campus locations, are used in conjunction with classroom learning and independent study.

Lane Community College's building engineer leads a tour of the new health and wellness building for the public to learn about energy-efficient designs in lighting and space.

CONCLUSION

Living laboratories can be a new paradigm for how community colleges promote student success and serve their communities. By creating these hands-on learning opportunities, colleges will be preparing students with the analytical, interpersonal, and technical skills required to succeed in a variety of careers from conventional green jobs to finance, farming, and construction management. Living labs can also instill in students the desire and ability to think critically about our most daunting sustainability challenges.

Our hope is that as more colleges follow the elements highlighted in this guide, these living laboratories will become a common core strategy for community colleges making the 21st century transformation.

For more information about building campus living laboratories, or to get connected, formally, to a mentor at one of the institutions highlighted in this guide, please contact sustainability@aacc.nche.edu or visit www.theseedcenter.org.

APPENDIX: RESOURCES

The following organizations provide resources specific to the design and execution of higher education living laboratories.

Advanced Technology Environmental and Energy Center (ATEEC)
www.ateec.org. ATEEC is a National Science Foundation Advanced Technological Education Center (ATE). The site has curricular materials for a range of clean technology fields.

American College & University President's Climate Commitment (ACUPCC)
www.presidentsclimatecommitment.org. Resources for designing, implementing, and financing living laboratory models. Well over 100 community colleges are signatories of the ACUPCC network, each submitting their own campus climate plans. As of the summer of 2013, 51 have reported a total of 54 completed green building projects and 49 have reported 696 completed energy efficiency projects. Descriptions and case studies of these activities are available for download.

American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE)
www.ashrae.org. Resources, events, and scholarships for colleges with engineering, HVAC, or building automation programs. ASHRAE local chapters work with community colleges to integrate sustainability practices into campus facilities maintenance and related curriculum.

Association for the Advancement of Sustainability in Higher Education (AASHE)
www.aashe.org. Resources, case studies, and guidelines for higher education institutions to implement sustainability initiatives including living lab models. See www.sustainabilityscience.org/files/StoriesfromtheField.pdf for specific living lab case studies.

Building Efficiency for a Sustainable Tomorrow (BEST)
www.bestcte.org. BEST is a National Science Foundation ATE Center focused on building automation and efficiency. BEST offers professional development and online resources for college educators.

Experiential Learning Center at Truckee Meadows Community College
www.learnpbl.com. Resources on and examples of experiential learning practices.

National Association of College and University Business Officers (NACUBO)
www.nacubo.org. Resources and professional development events for operational staff interested in integrating sustainability into campus operations.

National Council for Science and the Environment (NCSE)
www.ncseonline.org. Resources for deans and faculty teaching sustainability and environmental disciplines.

National Renewable Energy Laboratory (NREL)
www.nrel.gov/sustainable_nrel. U.S. Department of Energy site with education materials on a range of clean technology areas.

National Wildlife Federation (NWF)
www.nwf.org/Campus-Ecology.aspx. Reports and case studies of higher education institutions' sustainability efforts. Their Greenforce Initiative, with Jobs for the Future, supports a number of community college sustainability best practices.

Second Nature's Campus Green Builder
www.campusgreenbuilder.org. Campus carbon reduction resources and community of action for campus sustainability initiatives.

Sustainability Improves Student Learning (SISL)
www.serc.carleton.edu/sisl/index.html. A collaboration of academic associations dedicated to sustainability education. Includes classroom activities.

U.S. Department of Education Energy Efficiency and Renewable Energy
www1.eere.energy.gov/education/index.html. Resources on a range of clean technology industry sectors, including a section for educators.

U.S. Green Building Council (USGBC)
www.centerforgreenschools.org. Resources, case studies, and events for colleges that are incorporating LEED into their curriculum.

ENDNOTES

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ii. Kolb, D.A., Boyatzis, & R.E., Mainemelis, C. (2000). Experiential Learning Theory: Previous Research and New Directions. In Robert J. Sternberg & Li-fang Zhang (Eds) *Perspectives on Cognitive, Learning, and Thinking Styles*. Retrieved from http://www.d.umn.edu/~kgilbert/educ5165-731/Readings/experiential-learning-theory.pdf

iii. Yarnall, Louise, & Ostrander, Jane. (2012). The Assessment of 21st-Century Skills in Community College Career and Technician Education Programs. In C. Secolsky & D.B. Dennison (Eds.) *Handbook of Measurement, Assessment, and Evaluation in Higher Education*. New York, NY: Routledge.

iv. Hart Research Associates. (April 10, 2013). *It Takes More Than a Major: Employer Priorities for College Learning and Student Success An Online Survey Among Employers Conducted On Behalf Of: The Association Of American Colleges And Universities*. Retrieved from http://www.aacu.org/leap/documents/2013_EmployerSurvey.pdf

v. Center for Community College Student Engagement. (2012). *A Matter of Degrees: Promising Practices for Community College Student Success (A First Look)*. Retrieved from http://www.ccsse.org/docs/Matter_of_Degrees.pdf

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RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

HUMAN RESOURCES DOCKET
MANAGEMENT/ACADEMIC
March 9, 2015

MANAGEMENT

Employment Agreement/Attachment #1

Lawson, Cassell Avon
Dean, Business & Career Technical
  Education Division
Santiago Canyon College

Revised Job Description/Attachment #2

Dean, Fine & Performing Arts Division
Santa Ana College
Grade Level B (No Change)

Change of Title

Martinez-Flores, Marilyn   Effective: November 18, 2014
From: Dean of the Library, Arts,
  Humanities & Social Sciences Division
To: Dean of the Arts, Humanities &
  Social Sciences Division
Santiago Canyon College
Grade Level B (No Change)

Interim Assignment

Pacheco, Manuel   Effective: February 9 – June 30, 2015
District Safety & Security Supervisor   Hourly Placement: H-1 $37.93/Hour
Santiago Canyon College

Leave of Absence

Davis, Stuart   Effective: April 4 – May 8, 2015
Director, Information Systems   Reason: FMLA
Information Technology Services
District Office

Reduction in Force

Sandoval, Maricela   Effective: March 15, 2015
Business Programs & Services Manager
Small Business Development Center
District Office

FACULTY

2014/2015 CEFA Permanent Salary Schedule/Attachment #3

2015/2016 Institutional Tenure Review Recommendations/Attachment #4

Stipend

Castaneda, Daisy	Effective: January 1, 2015
Master Teacher	Reason: Remove Assistant
SAC Early Childhood Education Center	Director Stipend
Child Development Services	Amount: $3,600.00/Year
District Office	

FARSCCD Part-time Step Increase

Malouf, Terri	Effective: February 9, 2015
Instructor, Mathematics	From Hourly Rates: II-3 $56.79/$51.11
Mathematics and Sciences Division	To Hourly Rates: II-4 $59.62/53.67
Santiago Canyon College	

FARSCCD Part-time/Hourly Column Changes

Fernandez, Cathy E	Effective: February 9, 2015
Counselor	From Hourly Rates: III-5 $65/73/$55.88/$32.87
Counseling Division	To Hourly Rates: IV-5 $69.02/$58.67/$34.51
Santa Ana College	

Quach, Nick	Effective: February 2, 2015
Instructor, Computer Science	From Hourly Rate: I-5 $59.62
Business Division	To Hourly Rate: II-5 $62.60
Santa Ana College	

Torres, Jose D. J.	Effective: February 9, 2015
Instructor, Spanish	From Hourly Rates: III-5 $65.73/$59.16
Humanities & Social Sciences Division	To Hourly Rates: IV-5 $69.02/$62.12
Santa Ana College	

Tran, Thi Y	Effective: February 9, 2015
Instructor, Nursing	From Hourly Rates: I-5 $59.62/$53.67
Science, Mathematics and	To Hourly Rates: II-5 $62.60/$56.35
Health Sciences Division	
Santa Ana College	

Williamson, Kai Rhonda	Effective: February 9, 2015
Instructor, Paralegal	From Hourly Rates: I-4 $56.79/$51.11
Business Division	To Hourly Rates: II-4 $59.62/$53.67
Santa Ana College	

FACULTY (CONT'D)

Part-time Hourly New Hires/Rehires

Bufkin, Lindsay
Instructor, Fire Technology/Wellness
Human Services & Technology Division
Santa Ana College

Effective: February 19, 2015
Hourly Rates: II-3 $56.79/$51.11

Duong, Linda
Librarian
Fine & Performing Arts Division
Santa Ana College

Effective: March 7, 2015
Hourly Rate: II-3 $48.27

Hopkins, Linda C
Instructor, IEP/Health & Safety (equivalency)
Continuing Education Division (OEC)
Santiago Canyon College

Effective: March 02, 2015
Hourly Rate: II-2 $43.51

Novak, Adam
Instructor, Fire Technology/EMS
Human Services & Technology Division
Santa Ana College

Effective: February 19, 2015
Hourly Rates: I-3 $54.08/$48.67

Szyndlar, Nick
Instructor, Fire Technology/Wellness
Human Services & Technology Division
Santa Ana College

Effective: February 19, 2015
Hourly Rates: I-3 $54.08/$48.67

Vanderpool, Michelle M
Instructor, IEP/Parenting
Continuing Education Division (OEC)
Santiago Canyon College

Effective: March 2, 2015
Hourly Rate: II-2 $ 43.51

Non-paid Instructor of Record

Rhoades, Kevin G
Instructor, Vocational/Construction Technology
  Taller San Jose
Continuing Education Division (CEC)
Santa Ana College

Effective: March 2, 2015

Non-paid Intern Service

Yates, Madison
Higher Education Intern
Student Development
Santiago Canyon College

Effective: March 10 – June 30, 2015
College Affiliation: CSU, Fullerton
Discipline: Higher Education

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
EDUCATIONAL ADMINISTRATOR EMPLOYMENT AGREEMENT

1. **Parties.** The Rancho Santiago Community College District ("District"), on the one hand, and **Cassell Avon Lawson**, 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, Business and Career Technical Education**. 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 **March 2, 2015** and ending **June 30, 2016**. 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.

IRV #4819-5241-6004 v5

6.1 (4)

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 **$123,562.12** 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

6.1 (6)

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 if 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

6.1 (7)

IRV #4819-5241-6004 v5

ATTACHMENT "A"

ALTERNATIVE DISPUTE RESOLUTION PROCEDURE

Covenant to Mediate And Arbitrate All Employment Disputes. We, the undersigned, do hereby agree and covenant to submit all manner of causes of action, controversies, differences, claims or demands of any kind relating to or growing out of this contract of employment to a two-step dispute resolution process administered by Judicial Arbitration & Mediation Services/Endispute (hereinafter "J.A.M.S."). This two-step process shall begin with mediation before a retired judge or justice from the J.A.M.S. panel followed, if necessary, by binding arbitration before the same or another retired judge or justice from the J.A.M.S. panel to be agreed upon. The Employee and the District hereby agree that any dispute, claim or controversy arising out of the employment relationship, including, but not limited to, alleged violations of the individual Employment Agreement, alleged violation(s) of federal, state and/or local statutes, including those prohibiting harassment and discrimination, (Title VII of the Civil Rights Act of 1964 as amended; The Age Discrimination In Employment Act; The Americans With Disabilities Act; The Equal Pay Act, The Civil Rights Acts of 1866, 1871 and 1991; Title IX in 20 U.S.C. section 1681; The Rehabilitation Act of 1983; The Fair Employment and Housing Act, etc.) and any other claims, including alleged violations of any federal and/or state constitutional provisions and of any provisions in 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 parties to this agreement fully and completely understand that the effect of this agreement will result in the waiver of any right to trial by jury that may otherwise have been available to the parties absent this agreement and also waiver of any right to appeal. With this understanding, the parties freely, knowingly and voluntarily enter into this agreement with knowledge of it consequences including the waiver of trial by jury and the waiver of any right to appeal.

Step 1 Mediation.

Initiating Mediation. Any party to this agreement may demand mediation by serving a written demand in person or by registered, certified or federal express mail and also serving a copy of the demand and of the dispute resolution agreement on the Chief Operating Officer, Operations Manager or Contract Dispute Resolution Administrator at the nearest or most convenient office of J.A.M.S, within thirty (30) calendar days of an act or omission causing a dispute between the parties. The written demand shall set forth the names, addresses, telephone number and fax numbers of all parties to the contract of employment and brief synopsis of the claim, controversy, difference, or disputed matters and a proposed solution to the problem.

Selection of Mediator. Within ten (10) days of service of the demand upon J.A.M.S., the Administrator will contact all interested parties to select a mutually agreeable mediator. If the parties have no particular mediator in mind, or cannot agree on a mediator, the Administrator will submit a list of mediators, and their resumes numbering one more than there are parties.

A-1

Each party may then strike one name and the Administrator will designate the mediator from the list of remaining names.

Enforcement of Agreement. Failure of any party to participate in this mediation process or to designate or strike a name for mediator will not operate to delay or prevent this mediation process. The parties hereby agree that the mediation provisions of this agreement may be enforced by the same manner as an arbitration agreement. The mediation provisions may be enforced by petition to any court or general jurisdiction for the appointment of a mediator in the same manner as a petition for the appointment of an arbitrator. Further the parties agree the court may award attorney's fees and costs to the prevailing party in any proceeding to enforce this mediation agreement.

Hearings -- Scheduling/Parties Present. After the mediator has been selected, the parties shall promptly agree upon a date and time for the initial conference with the mediator, but no later than thirty (30) days after the date the mediator was selected. The parties understand and agree that, besides counsel retained at each party's own expense, a representative from each side with full settlement authority will be present at all mediation conferences unless excused by the mediator. In addition, each party may bring such additional persons as needed to respond to questions, contribute information and participate in the negotiations. The number of additional persons may be agreed upon in advance with the assistance and advice of the mediator.

Discovery. In the event any party has substantial need for information in the possession of another party to prepare for the mediation conference(s), the parties shall attempt in good faith to agree upon procedures for the expeditious exchange of information with the help if the mediator, if required. The parties will have no right to formal discovery at this time.

Position Papers. No later than one week before the first scheduled mediation session, each party shall deliver a concise written summary of its position together with any appropriate documents, views and a proposed solution to the matters in controversy to the mediator and also serve a copy on all other parties.

Participation by Mediator. Once familiar with the case, the mediator will, if requested by the parties, given an opinion of the probable outcome of the case and the range of value, both in terms of settlement and arbitration hearing, if the matter were to be litigated before an arbitrator. The mediator will, without an instruction from the parties to the contrary, give recommendations on terms of possible settlement conditions to be imposed upon the parties (if appropriate). The mediator's opinion shall be based on the material and information then available to all parties, excluding any information given to the mediator in confidence during a separate caucus. The opinions and recommendations of the mediator are not binding on the parties.

Fees and Costs. The fees and costs of the mediation shall conform to the then current fee schedule at J.A.M.S. and, in the absence of an agreement to the contrary, will be borne by the District.

A-2

Confidentiality of Proceedings. The mediation process is to be considered settlement negotiation for the purpose of all state and federal rules protecting disclosures made during such conferences from later discovery or use in evidence. The parties hereto agree that the provisions of California Evidence Code § 1119 shall apply to any mediation conducted hereunder. Subdivisions (a), (b), and (c) of California Evidence Code § 1119 provide as follows:

Except as otherwise provided in this chapter:

(a) No evidence of anything said or any admissions made for the purpose of, in the course of, or pursuant to, a mediation or a mediation consultation is admissible or subject to discovery, and disclosure of the evidence shall not be compelled, in any arbitration, administrative adjudication, civil action, or other noncriminal proceeding in which, pursuant to law, testimony can be compelled to be given.

(b) No writing, as defined in Section 250, that is prepared for the purpose of, in the course of, or pursuant to, a mediation or a mediation consultation, is admissible, or subject to discovery, and disclosure of the writing shall not be compelled, in any arbitration, administrative adjudication, civil action, or other noncriminal proceeding in which, pursuant to law, testimony can be compelled to be given.

(c) All communications, negotiations, or settlement discussions by and between participants in the course of a mediation or a mediation consultation shall remain confidential.

The entire procedure is confidential, and no stenographic or other record shall be made except to memorialize a settlement record. All conduct, statements, promises, offers, views and opinions, oral or written, made during the mediation by any party or a party's agent, employee, or attorney are confidential. No fact used or referenced in the mediation or settlement process will be inadmissible or non-discoverable simply because it was used or referenced in the mediation process.

Termination of Mediation Process. The mediation process shall continue until the matter is resolved or the mediator makes a good faith finding that all settlement possibilities have been exhausted and there is no possibility of resolution, short of referring the matter to the adjudication phase of this dispute resolution process. Notwithstanding the foregoing, the employee or the District may terminate the mediation process after the mediator has incurred fourteen (14) hours of time on the process.

Step 2. Arbitration

Should any disputes remain existent between the parties after completion of the mediation resolution process set forth above, then the parties shall, within thirty (30) calendar days after termination of the mediation process, submit such disputes to binding arbitration administered by J.A.M.S.

Initiating Arbitration. Arbitration shall be initiated in the following manner:

    a. Unless barred by the statute of limitations, any party bound by this arbitration agreement may initiate an arbitration at any time after mediation procedures as hereinabove described have been exhausted by serving, as in a civil action, all parties with notice of the nature of the claim and a demand for arbitration. A claim shall be waived and forever barred if on the date the demand for arbitration is received, the claim, if asserted in a civil action, would be barred by the applicable state (federal) statute of limitations, and

    b. The claimant shall file a copy of the Demand for Arbitration and Notice of Claim at any regional office of J.A.M.S., together with the appropriate filing fee as provided in the existing fee schedule.

    c. If the responding party desires to file a response and/or counterclaim, they must do so within thirty (30) days of service of the demand. Failure to file a counterclaim or response will not operate to delay the arbitration proceedings.

    d. After the filing of the claim, response and counterclaim, no further claims or counterclaims may be made except on motion to the arbitrator.

Appointment and Powers of Arbitrator. The case shall be submitted to a single arbitrator chosen by the parties from a list of retired judges and justices at J.A.M.S. Should the parties be unable to agree on a choice of arbitrator within thirty (30) days from the demand for arbitration, then either party may request the Contract Arbitration Administrator at said service to furnish a list of three names and each side may strike one name, thereby nominating the remaining person as replacement arbitrator. If more than one name remains, the Contract Arbitration Administrator of J.A.M.S. will choose an arbitrator from the list of remaining names.

If the designated arbitrator shall die, become incapable of, unwilling to, or unable to serve or proceed with the arbitration, the party or parties appointing said arbitrator shall have the power to appoint another in his or her stead under the procedures prescribed herein, and such substituted arbitrator shall have all such powers as if he or she had been originally appointed herein.

The arbitrator shall have full power to make such regulations and to give such orders and directions in all respects, as he or she shall deem expedient, as well as in respect to the matters and differences referred to them and also with respect to the mode and times of executing and performing any of the acts, deeds, matters, and things which may be awarded or directed to be done.

Should either party refuse or neglect to appoint said arbitrator or to furnish the arbitrator with any papers or information demanded, the arbitrator is empowered by both parties to proceed ex parte.

The arbitrator shall have the authority and power to request the production of any books or records in the possession or control of either of the parties and to order that either party shall in the meantime have access to and be permitted to inspect and take copies of all or any of the same relating to the matters in difference. This authority and power is subject to, and no greater than, the provisions for document discovery in the California Civil Procedure Code, is subject to appropriate objections by either party, and in no way extends to privileged or protected materials.

The arbitrator shall have the authority and power to proceed ex parte in the event that either party shall fail, after reasonable notice, to attend hearings before him or her.

The arbitrator may grant any remedy or relief that the arbitrator deems just and equitable and within the scope of the agreement of the parties, including, but not limited to, specific performance of a contract. An arbitrator may include an injunction or orders for specific performance of part or all of an award.

Costs and Fees. Each party shall be responsible for its own costs and expense of the arbitration, and the costs and fees of J.A.M.S. shall be borne by the District.

Pre-Hearing. Once the arbitrator is chosen, the Contract Arbitration Administrator at J.A.M.S. may be authorized and directed upon application of any party to schedule a pre-hearing conference with the arbitrator for the purpose of narrowing the issues, establishing a discovery schedule, arranging an acceptable procedure for any law and motion proceedings and in all respects arranging for the most expeditious hearing possible of the matters in dispute.

Discovery. Discovery shall be at the discretion of the arbitrator and allowed only upon a showing of good cause, utilizing the following guidelines:

(a) The arbitrator shall have discretion to order pre-hearing exchange of information, including but not limited to, the production of requested documents and exchanges of summaries of testimony of proposed witnesses.

(b) The deposition of the claimant(s) and respondent(s) shall be allowed as a matter of right. One set of form interrogatories approved by the Judicial Council shall be allowed. There shall be an early and prompt designation and exchange of the names and addresses of expert witnesses who may be called upon to testify at the arbitration hearing. The experts' depositions and all other discovery including additional depositions shall be allowed only upon a showing of good cause. It shall in no event exceed the discovery permitted by the California Code of Civil Procedure.

Evidence. Judicial Rules relating to the Order of Proof, the conduct of the hearing and the presentation and admissibility of evidence will not be applicable in this proceeding. Any relevant evidence, including hearsay, shall be admitted by the arbitrator if it is the sort of evidence upon which responsible persons are accustomed to rely in the conduct of serious affairs, regardless of the admissibility of such evidence in a court of law.

Time Limits. The award shall be made in writing by the arbitrator on or before the thirtieth day following the conclusion of the arbitration.

Reasoned Opinion. In rendering the award, the arbitrator must set forth the findings of fact and the conclusion(s) based thereon.

Applicable Law. The arbitration shall follow the substantive law of California and any relevant federal law. This shall include the provisions of statutory law dealing with arbitration, as it may exist at the time of the demand for arbitration, insofar as said provisions are not in conflict with this agreement and specifically excepting therefrom sections of the statutory law dealing with discovery and sections requiring notice of hearing date by registered or certified mail.

Notice. Each party shall be deemed to have consented that any papers, notices or process necessary or proper for the initiation or continuation of an arbitration under these rules; for any court action in connection therewith; or for the entry of judgment on any award made under these rules, may be served on a party by mail, addressed to the party or representative at the last known address, or by personal service, provided that reasonable opportunity to be heard with regard thereto has been granted to the party. The arbitrator and/or the parties may consent to the use of FAX transmission, e-mail, or other written forms or electronic communication to give the notices required by these rules.

Finality of Award. The award of the arbitrator shall be final and binding upon the parties without appeal or review except as permitted by the arbitration laws of California. Application may be had by any party to any court of general jurisdiction for entry and enforcement of judgment based on said award.

I have carefully read the contents of this Alternative Dispute Resolution Procedure and knowingly agree to be bound by its contents.

_____   _____
EMPLOYEE   DATE

_____   _____
FOR THE DISTRICT   DATE

A-6

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
JOB DESCRIPTION
DEAN/FINE AND PERFORMING ARTS DIVISION

GENERAL RESPONSIBILITIES

Under the direction of the Vice President of Academic Affairs the Dean of Fine and Performing Arts will lead and administer all aspects of the Division including the design, delivery, staffing, administrative support, supervision and evaluation of division programs, and support staff, related special events, the District television station, Art Gallery, and public access television as well as student enrollment, progress, and discipline, and all related records and reports.

SPECIFIC RESPONSIBILITIES

DEVELOPMENT AND DELIVERY OF DIVISION PROGRAMS

Provides direction and support to faculty in the development, revision and evaluation of departmental curriculum and materials, services on the Division Curriculum Committee, and may serve on the District Curriculum/Instruction Council.

Reviews and approves Division curriculum development proposals, course outlines, program changes, textbook recommendations, field trip requests, credit by examination requests, and program requirement waivers.

Reviews instructional programs for compliance with applicable state and federal law, regulations and guidelines, District policy and procedure, and responsiveness to the needs of a culturally diverse community.

PERSONNEL

Effectively recommends the hire, transfer, suspension, lay-off, recall, promotion, assignment, discipline, training, professional development, assignment, direction and evaluation of work, and adjustment of grievances of all Division personnel; also responsible for administering collective bargaining agreements, employment and promotion selection procedures, compliance with District policies, rules and regulations regarding personnel, evaluation of the performance of academic and classified staff assigned to the Division, and providing direction and assistance wherever a need for improvement is identified.

STUDENTS

Responsible for the discipline of students enrolled in Division courses, adjustment of grievances, scheduling, evaluation and reporting, and the resolution of student problems and complaints.

BUDGETING/FUNDING

Responsible for timely and accurate preparation, submission and administration of Division Budget.

PLANNING

Responsible for evaluating proposed offerings, enrollment history, budget, demand and program requirements to determine the number and nature of offerings, scheduling of classes, staffing and available facilities, supplies, equipment and materials. Monitors enrollment, cancels and changes classes in response to utilization.

COMMUNITY CONTACT/REPRESENTATION

Must be a highly visible educational leader seeking positions of significant leadership in community institutions as well as community support organizations and on State boards and committees to articulate, enhance and improve District programs, offerings, funding, assets, and educational leadership position and reputation at the state and national levels.

OTHER PROFESSIONAL RESPONSIBILITIES

Significant responsibility for chairing and supervision of District-wide committees and task forces; performs other duties and special projects as assigned.

ESSENTIAL FUNCTIONS

Supervise all aspects of the planning, funding, coordinating, staffing, delivery, and evaluation of programs in the Division. Supervise the performance of all personnel functions for assigned staff. Use enrollment management tools and data for decision making. Utilize the District integrated information system, Datatel to facilitate organizational and management practices as they apply to the analysis and evaluation of programs, and operational practices. Work with Department Chairs to monitor student learning outcomes and assessment activities at the program, course, and institutional levels; apply knowledge of accreditation standards of the Accrediting Commission for Community and Junior Colleges and the Western Association of Schools and Colleges, or

ESSENTIAL FUNCTIONS (CONT'D)

similar accreditation group; demonstrate knowledge of and oversee online learning that include course management systems such as Blackboard. Apply current complex principles and practices of instructional program development and administration; principles and practices of budget preparation and administration; principles of supervision, training and performance evaluation and pertinent federal, state, and local laws, codes and regulations including the Education Code; comprehensive knowledge of the principles and practices of curriculum development and instructional teaching strategies, management principles and practices including understanding of human resources; current trends, research and development in post-secondary education, specifically community colleges.

REQUIRED SKILLS AND QUALIFICATIONS

Minimum Qualifications: Must possess a Master's degree from an accredited college or university and one year of formal training, internship, or leadership experience reasonably related to this administrative assignment.

Required Skills: Ability to prevent and resolve professional and personal conflicts and problems, evaluate instructional content and strategies, analyze and apply laws, rules and regulations involving programs, staff and students, and articulate Division and District plans, goals, programs and requirements at the District, community, state and national levels.

Board Approval Date: 03/09/15

6.1 (16)

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
2014/2015 CEFA PERMANENT SALARY SCHEDULE
EFFECTIVE JULY 1, 2014

INSTRUCTION	I	II
STEP	LESS THAN MASTER'S	MASTER'S OR GREATER
1		
2	$42.83	$43.90
3	$43.90	$45.00
4	$45.00	$46.13

Non-credit counselors salary paid by the district during 2008-2009 shall continue at the same rate until the schedule below increases to the 2008-2009 rate of pay. If any of the non-credit counselors leave the unit and return at a later date, their rate of pay will continue at what it was as of 2008-2009, or the schedule below, whichever is greater.

COUNSELING	I	II
STEP	LESS THAN MASTER'S	MASTER'S OR GREATER
1		
2	$36.40	$37.31
3	$37.31	$38.25
4	$38.25	$39.20

NON-INSTRUCTION	I	II
STEP	LESS THAN MASTER'S	MASTER'S OR GREATER
1		
2	$21.42	$21.96
3	$21.96	$22.51
4	$22.51	$23.07

COORDINATION	I	II
STEP	LESS THAN MASTER'S	MASTER'S OR GREATER
1	$35.70	$36.60

New employees shall be placed on Step 1 or 2 of the appropriate class. Advancement to the next step shall occur upon completion of three (3) semesters of service. A semester of service means that an instructor teaches at least 75% of the semester length. Continuing employees shall receive a step advancement upon completion of three (3) semesters of service subsequent to their last step advancement.

Time worked as a substitute, summer school employee, site administrator or in the credit program shall not count toward step placement.

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
2015/2016
INSTITUTIONAL TENURE REVIEW RECOMMENDATIONS

NAME	DIVISION	LOCATION	RECOMMENDATION
Perez Zuniga, Elvia	Child Development Services	DO	Tenure
Axtell, Christina	Humanities & Social Sciences	SAC	Contract II
Baquero, Jaymie	Kinesiology, Health & Athletics	SAC	Contract II
Beltran, Jennie	Science, Mathematics, & Health Sciences	SAC	Contract II
Benson, Kyla	Human Services & Technology	SAC	Contract III (1st yr)
Bradley, Kyle	Science, Mathematics, & Health Sciences	SAC	Contract II
Buechler, Michael	Human Services & Technology	SAC	Contract II
Campbell, Alondo	Humanities & Social Sciences	SAC	Contract III (1st yr)
Cannon, Christopher	Fine & Performing Arts	SAC	Tenure
Castillo, Ricardo	Humanities & Social Sciences	SAC	Tenure
Clark, Stephanie	Fine & Performing Arts	SAC	Contract II
Deluna, Daniel	Humanities & Social Sciences	SAC	Contract II
Diller, Jeffrey	Humanities & Social Sciences	SAC	Contract II
English, Noemi	Human Services & Technology	SAC	Contract II
Funaoka, Marygrace	Human Services & Technology	SAC	Contract II
Gonzalez, Adrianna	Continuing Education (CEC)	SAC	Contract II
Hager, Benjamin	Science, Mathematics, & Health Sciences	SAC	Contract III (1st yr)
Hardy, Michelle	Human Services & Technology	SAC	Contract II
Jang, Charles	Science, Mathematics, & Health Sciences	SAC	Contract II
Janus, Louise	Student Services (DSPS)	SAC	Tenure
Jin, Jungwon	Fine & Performing Arts	SAC	Tenure
Jones, Louise	Science, Mathematics, & Health Sciences	SAC	Contract II
Knight, Annie	Fine & Performing Arts	SAC	Contract II
Lastra, Stacey	Science, Mathematics, & Health Sciences	SAC	Contract II
Lechuga, Janet	Science, Mathematics, & Health Sciences	SAC	Contract III (1st yr)
Lockhart, Ann	Student Services (DSPS)	SAC	Tenure
Mandir, Joshua	Science, Mathematics, & Health Sciences	SAC	Contract II
Marquez, Phillip	Fine & Performing Arts	SAC	Tenure
Marr, John	Fine & Performing Arts	SAC	Contract II
Mathis, Jane	Student Services (DSPS)	SAC	Tenure
McCallick, Mark	Business	SAC	Contract II
McKowan-Bourguignon, Lisa	Science, Mathematics, & Health Sciences	SAC	Tenure
Medina, Moises	Humanities & Social Sciences	SAC	Contract II
Moore, George	Humanities & Social Sciences	SAC	Contract II
Morris, Aaron	Science, Mathematics, & Health Sciences	SAC	Tenure
Nguyen, Thu Thi	Counseling	SAC	Contract II
Nyssen, Adam	Kinesiology, Health & Athletics	SAC	Contract III (1st yr)
Pastrana, Leo	Counseling	SAC	Contract II
Patton, Carrie	Continuing Education (CEC)	SAC	Contract III (1st yr)
Pierce, Cathryn	Fine & Performing Arts	SAC	Contract II
Robinson, Kristen	Business	SAC	Tenure
Robledo, Joanna	Counseling	SAC	Contract III (1st yr)
Rocke, Brandon	Humanities & Social Sciences	SAC	Contract II
Romero, Martin	Science, Mathematics, & Health Sciences	SAC	Contract II
Rudd, James	Human Services & Technology	SAC	Contract II
Russo, Stacy	Fine & Performing Arts (Library)	SAC	Tenure
Shweiri, Gabriel	Business	SAC	Tenure
Sos, Brian	Student Services (DSPS)	SAC	Tenure
Sosta, Rachel	Humanities & Social Sciences	SAC	Tenure
Sweeney, George	Science, Mathematics, & Health Sciences	SAC	Tenure
Turner, Mark	Student Services (DSPS)	SAC	Contract II
Walczak, Katharine	Humanities & Social Sciences	SAC	Contract II
Bailey, Denise	Mathematics & Sciences	SCC	Tenure
Campitelli-Smith, Melissa	Student Support Services	SCC	Tenure
Crabill, Phillip	Counseling & Student Support Services	SCC	Contract III (1st yr)
Gause, Tiffany	Arts, Humanities & Social Sciences/Library	SCC	Contract III (1st yr)
James, Scott	Academic Affairs	SCC	Contract II
Jones, Vanessa	Mathematics & Sciences	SCC	Contract II
Lui, Anson	Mathematics & Sciences	SCC	Tenure
Malone, Charlie	Arts, Humanities & Social Sciences	SCC	Contract II
McLean, Stephen	Business & Career Technical Education	SCC	Contract II
Miller, Robert	Arts, Humanities & Social Sciences	SCC	Tenure
Vu, Binh	Arts, Humanities & Social Sciences	SCC	Tenure
Wada, Jeffrey	Mathematics & Sciences	SCC	Tenure
Yorba, Joe	Math & Sciences	SCC	Contract II

Prepared by Penny Wilkerson, HR, 03/03/15

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

HUMAN RESOURCES DOCKET
CLASSIFIED
MARCH 9, 2015

CLASSIFIED
Hourly On Going to Contract

Godoy, Giovanni	Effective: February 21, 2015
From: Custodian/ Facilities Support Serv./ District	Grade 4, Step 1 + 5% Swing
	$45,734.85
To: Custodian (CL14-0612)/ School of Continuing Education/SAC	

Out of Class Assignment

Dao, Quyhn Giao	Effective: 02/24/15 – 06/30/15
Sr. Account Clerk/ Fiscal Services/ District	Grade 10, Step 3 $45,992.36
Nakagawa, Phyllis	Effective: 02/24/15 – 06/30/15
Intermediate Account Clerk/ Fiscal Services/ District	Grade 6, Step 3 + 2.5%L + 7PG (2000) $42,005.26
Sandoval Maricela	Effective: 03/16/15 – 06/30/15
Assist Dir, SB Initiative/ District	Grade L, Step 2 $67,332.50
Tjiptahadi, Rudy	Effective: 02/09/15 – 06/30/15
Research Analyst/ Academic Affairs/ SCC	Grade 16, Step 4 + 2.5%L + 6PG (3000) $70,601.29

Change in Position

Hurtado, Veronica	Effective: March 16, 2015
From: HS Comm. Outreach Specialist/ Student Services/ SAC	Grade 15, Step 6 + 5%L + 7PG (2750) $71,301.96
To: Student Services Coordinator (CL14-0598) Counseling/ SCC	

Change in Position cont'd

Sandoval, Maricela From: Bus. Prog. & Serv. Mgr. (Laid Off) To: High School & Community Outreach Specialist/ Admissions & Records/ SCC	Effective: March 16, 2015 Grade 13, Step 6 $61,611.69

Change in Salary Placement

Arvizu, Gloria Learning Center Specialist/ School of Continuing Education/SAC	Effective: March 1, 2015 Grade 8, Step 4 + 3PG (1500) $45,873.97 *Correction*
Truong, Kevin Accountant/ Fiscal Services/ District	Effective: 02/24/15 Grade 13, Step 5 $58,650.91 *Correction*

Ratification of Resignation/Retirement

Espitia, Diane Student Program Specialist/ Continuing Education/ SCC	Effective: February 20, 2015 Reason: Retirement
Nguyen, Ngoc Tam High School & Community Outreach Specialist/ Admissions & Records/ SCC	Effective: February 21, 2015 Reason: Resignation

CLASSIFIED HOURLY
Professional Growth Increment

Diaz, Ana Administrative Clerk/ Admin. Services/ SAC	Effective: April 1, 2015 Grade 10, Step A + 3PG (750) $19.97/Hour + $62.50/Mo. PG

Out of Class Assignment

Macias, Jazmin Senior Cashier/ Bookstore/ SAC	Effective: 02/23/15 – 06/30/15 Grade 6, Step A $16.94/Hour

Leave of Absence

Chavez, Mayra   Effective: 02/18/15 – 03/16/15
Instructional Assistant/ Math & Science/   Reason: Maternity Leave
SCC

Ratification of Resignation/Retirement

Gonzalez, Haydee   Effective: January 12, 2015
Transfer Center Specialist/ Counseling/   Reason: Resignation
SAC

Lucio, Gloria   Effective: February 19, 2015
Sr. Cashier/ Bookstore/ SAC   Reason: Retirement

Nguyen, Nancy Diem   Effective: January 09, 2015
Transfer Center Specialist/ Counseling/   Reason: Resignation
SAC

TEMPORARY ASSIGNMENT

Khan, Rabia   Effective: 03/10/15 – 06/30/15
Senior Clerk/ Student Affairs/ SAC

Palencia, Claudia   Effective: 03/10/15 – 06/30/15
Intermediate Clerk/ Educ. Services/ District

Perez Cruz, Leticia   Effective: 03/10/15- 06/30/15
Instructional Assistant/ Math & Science/
SAC

Pham, Duc   Effective: 03/10/15 – 06/07/15
Instructional Assistant/ Math & Science/
SAC

Tallian, Stacey   Effective: 03/11/15 – 06/30/15
Learning Facilitator/ Science & Math/ SAC

Additional Hours for On Going Assignment

Aguirre, Marysol   Effective: 02/24/15 – 06/30/15
Counseling Assistant/ School of   Not to exceed 19 consecutive days in any
Continuing Education/SAC   given period.

Additional Hours for On Going Assignment cont'd

Geddes, Christopher
Custodian/ Facilities Planning/ District

Effective: 02/23/15 – 06/30/15
Not to exceed 19 consecutive days in any
given period.

Hunt, Michael
Custodian/ Facilities Planning/ District

Effective: 02/23/15 – 06/30/15
Not to exceed 19 consecutive days in any
given period.

Osea, Mark
Learning Facilitator/ Math & Science/ SCC

Effective: 02/21/15 – 05/23/15
Not to exceed 19 consecutive days in any
given period.

Ramirez, Liliana
Student Program Specialist/ Student
Affairs/ SAC

Effective: 03/10/15 – 06/30/15
Not to exceed 19 consecutive days in any
given period.

Change of Assignment

Palencia, Claudia
Intermediate Clerk/ Educ. Services/ District

Effective: 01/01/15 – 03/09/15

Substitute Assignments

Aguirre, Marysol
Counseling Assistant/ School of
Continuing Education/SAC

Effective: 02/24/15 – 06/30/15
Not to exceed 19 consecutive days in any
given period.

Do, Vinh
Sr. Custodian Utility Worker/ Admin.
Services/ SCC

Effective: 02/24/15 – 06/30/15

Gamboa, Dillon
Cashier/ Bookstore/ SCC

Effective: 03/02/15 – 05/01/15

Hess, Jodi
Cashier/ Bookstore/ SCC

Effective: 03/02/15 – 05/01/15

Zamora, Cristina
Auxiliary Services Specialist/ Auxiliary
Services/ SAC

Effective: 03/02/15 – 04/24/15

MISCELLANEOUS POSITIONS

Rudd, James   Effective: 02/20/15
Community Services Presenter/ Admin.
Services/ SAC

Serrato, Eleanor   Effective: 02/25/15 – 06/30/15
Child Dev. Intern I/ Child Dev. Services/
SAC

Instructional Associates/Associate Assistants

Criminal Justice

Castellano, Rocky   Effective: 03/10/15

Carrillo, Michael   Effective: 03/10/15

Orellana, Cathleen   Effective: 03/10/15

Fire Technology

Frazier, Richard   Effective: 03/10/15

VOLUNTEERS

Saldana, Eloisa   Effective: 03/10/15 – 06/30/15
Student Driver/ Science & Math/ SAC

SANTA ANA COLLEGE
STUDENT ASSISTANT LIST

Castillo, Monica Yanire	Effective: 02/03/15-06/30/15
Cato, Rosalvia Soledad	Effective: 02/11/15-06/30/15
Favela, Crystal Janet	Effective: 02/10/15-06/30/15
Gonzalez, Erica Jeannette	Effective: 02/09/15-06/30/15
Medina, Celene	Effective: 02/09/15-06/30/15
Mercado, Jennifer	Effective: 02/11/15-06/30/15
Rivera, Elizabeth	Effective: 02/11/15-06/30/15
Sault, Monica Juanita	Effective: 02/09/15-06/30/15
Sierra, Karina	Effective: 02/17/15-06/30/15
Villa, Daniel Escarzega	Effective: 02/09/15-06/30/15

SANTIAGO CANYON COLLEGE
STUDENT ASSISTANT NEW HIRE LIST

Niveo Samao, Samira	Effective: 02/05/15 – 06/30/15
Sanchez, Monica	Effective: 02/23/15 – 06/30/15
Solis, Brian	Effective: 02/23/15 – 06/30/15
Villeda, Aileen	Effective: 02/19/15 – 06/30/15

NO. 6.3

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Human Resources and Educational Services

To: Board of Trustees	Date: March 9, 2015
Re: Approval of Credit Instructional Calendar for 2015 - 2016	
Action: Request for Approval	

BACKGROUND

The administration and the Faculty Association of Rancho Santiago Community College District (FARSCCD) have developed the attached 2015 – 2016 instructional calendar for the college credit program. The calendar is presented to the Board of Trustees each year for approval.

ANALYSIS

The proposed calendar continues the 16-week compressed calendar for the fall and spring semesters and includes a 4-week winter intersession in January. The spring semester will begin in February and conclude in June.

RECOMMENDATION

It is recommended that the Board of Trustees approve the 2015 – 2016 Credit Instructional Calendar.

Fiscal Impact: None	Board Date: March 9, 2015
Item Prepared by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Item Submitted by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Item Recommended by: Raúl Rodriguez, Ph.D., Chancellor	

RSCCD CREDIT INSTRUCTIONAL CALENDAR 2015 - 2016

	Sun	Mon	Tue	Wed	Thu	Fri	Sat	
AUGUST	16	17	18	19	20	21	22	*Faculty Projects: August 17-19; Common Days 20 & 21*
	23	24	25	26	27	28	29	***Start Fall 2015 Semester - August 24***
	30	31	1	2	3	4	5	
SEPTEMBER	6	7	8	9	10	11	12	*Labor Day: September 7*
	13	14	15	16	17	18	19	
	20	21	22	23	24	25	26	
	27	28	29	30	1	2	3	
OCTOBER	4	5	6	7	8	9	10	
	11	12	13	14	15	16	17	*End of 8th week*
	18	19	20	21	22	23	24	
	25	26	27	28	29	30	31	
NOVEMBER	1	2	3	4	5	6	7	
	8	9	10	11	12	13	14	*Veterans Day: November 11*
	15	16	17	18	19	20	21	
	22	23	24	25	26	27	28	*Thanksgiving: November 26-28*
	29	30	1	2	3	4	5	
DECEMBER	6	7	8	9	10	11	12	***End Fall 2015 Semester***
	13	14	15	16	17	18	19	
	20	21	22	23	24	25	26	*Winter Break: December 14 - January 3*
	27	28	29	30	31	1	2	
JANUARY	3	4	5	6	7	8	9	***Start Four-week Intersession - January 4***
	10	11	12	13	14	15	16	
	17	18	19	20	21	22	23	*Martin Luther King Holiday: January 18*
	24	25	26	27	28	29	30	
	31	1	2	3	4	5	6	*Faculty Projects: Feb. 1-3; Common Days Feb. 4 & 5*
FEBRUARY	7	8	9	10	11	12	13	***Start Spring 2016 Semester - February 8***
	14	15	16	17	18	19	20	*Lincoln's Birthday: February 12*
	21	22	23	24	25	26	27	*President's Day: February 15*
	28	29	1	2	3	4	5	
MARCH	6	7	8	9	10	11	12	
	13	14	15	16	17	18	19	
	20	21	22	23	24	25	26	*Cesar Chavez Day (observed): April 1*
	27	28	29	30	31	1	2	*End of 8th week*
APRIL	3	4	5	6	7	8	9	*Spring Break*
	10	11	12	13	14	15	16	
	17	18	19	20	21	22	23	
	24	25	26	27	28	29	30	
MAY	1	2	3	4	5	6	7	
	8	9	10	11	12	13	14	*Memorial Day: May 30*
	15	16	17	18	19	20	21	*Santiago Canyon College Commencement: June 2*
	22	23	24	25	26	27	28	*Santa Ana College Commencement: June 3*
	29	30	31	1	2C	3C	4	***End Spring 2016 Semester***
JUNE	5	6	7	8	9	10	11	
	12	13	14	15	16	17	18	***Start Summer 2016 - June 13***
	19	20	21	22	23	24	25	
	26	27	28	29	30	1	2	
JULY	3	4	5	6	7	8	9	*Independence Day: July 4*
	10	11	12	13	14	15	16	
	17	18	19	20	21	22	23	
	24	25	26	27	28	29	30	
AUGUST	31	1	2	3	4	5	6	***End Summer 2016***

Board Approved: March 9, 2015

6.3 (2)

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Human Resources and Educational Services

To: Board of Trustees	Date: March 9, 2015
Re: Approval of Non-Credit Instructional Calendar 2015-2016	
Action: Request for Approval	

BACKGROUND

In conjunction with the Faculty Association of Rancho Santiago Community College District (FARSCCD) and the Continuing Education Faculty Association (CEFA), the 2015-2016 non-credit instructional calendar has been developed.

ANALYSIS

The calendar has been developed in accordance with the FARSCCD and CEFA contracts and relevant Title 5 regulations.

RECOMMENDATION

It is recommended that the Board of Trustees approve the 2015-2016 Non-Credit Instructional Calendar.

Fiscal Impact: None	Board Date: March 9, 2015
Prepared by: John Didion, Executive Vice Chancellor, Human Res. & Educational Services	
Submitted by: John Didion, Executive Vice Chancellor, Human Res. & Educational Services	
Recommended by: Raúl Rodríguez, Ph.D., Chancellor	

RSCCD NON-CREDIT INSTRUCTIONAL CALENDAR 2015 - 2016

	Sun	Mon	Tue	Wed	Thu	Fri	Sat	
AUGUST	9	10	11	12	13	14	15	
	16	17	18	19	20	21	22	
	23	**24**	**25**	**26**	**27**	**28**	29	*Faculty Projects: August 24-28*
SEPTEMBER	30	**31**	1	2	3	4	5	***Instruction Begins, Fall Semester - August 31***
	6	**7**	8	9	10	11	12	*Labor Day: September 7*
	13	14	15	16	17	18	19	
	20	21	22	23	24	25	26	
OCTOBER	27	28	29	30	1	2	3	
	4	5	6	7	8	9	10	
	11	12	13	14	15	16	17	
	18	19	20	21	22	23	24	
	25	26	27	28	29	30	31	
NOVEMBER	1	2	3	4	5	6	7	
	8	9	10	**11**	12	13	14	*Veterans Day: November 11*
	15	16	17	18	19	20	21	
	22	**23**	**24**	**25**	**26**	**27**	**28**	*Thanksgiving Break: November 23-28*
DECEMBER	29	30	1	2	3	4	5	
	6	7	8	9	10	11	12	
	13	14	15	16	17	18	**19**	***End Fall 2015 Semester - Dec 19***
	20	21	22	23	24	25	26	*Winter Recess: Dec 20-Jan 10*
JANUARY	27	28	29	30	31	1	2	
	3	4	5	**6**	**7**	**8**	9	*Faculty Projects: Jan 6, 7, 8*
	10	**11**	12	13	14	15	16	***Instruction Begins, Spring Semester - January 11***
	17	**18**	19	20	21	22	23	*Martin Luther King Day: January 18*
	24	25	26	27	28	29	30	
FEBRUARY	31	1	2	3	4	5	6	
	7	8	9	10	11	**12**	13	*Lincoln's Birthday: February 12*
	14	**15**	16	17	18	19	20	*President's Day: February 15*
	21	22	23	24	25	26	27	
MARCH	28	29	1	2	3	4	5	
	6	7	8	9	10	11	12	
	13	14	15	16	17	18	19	
	20	21	22	23	24	25	26	
APRIL	27	28	29	30	31	**1**	**2**	*Cesar Chavez Day Observed: April 1*
	3	**4**	**5**	**6**	**7**	**8**	**9**	*Non Instructional Day: April 2nd*
	10	11	12	13	14	15	16	*Spring Break April 4-9 (Subject to Change)*
	17	18	19	20	21	22	23	
	24	25	26	27	28	29	30	
MAY	1	2	3	4	5	6	7	
	8	9	10	11	12	13	14	*Memorial Day: May 30*
	15	16	17	18	19	20	21	*CEC Commencement: May 27*
	22	23	24	25	26	27	28	***End of Spring 2016 Semester - June 2***
JUNE	29	**30**	31	1	**2**	3	4	*OEC Commencement: June 2*
	5	**6**	7	8	9	10	11	***Summer Session Begins: June 6***
	12	13	14	15	16	17	18	
	19	20	21	22	23	24	25	
JULY	26	27	28	29	30	1	2	
	3	**4**	5	6	7	8	9	*Independence Day Observed: July 4*
	10	11	12	13	14	15	16	
	17	18	19	20	21	22	23	
	24	25	26	27	28	29	30	***End of Summer 2016 Session: August 6th***
AUGUST	31	1	2	3	4	5	**6**	

RSCCD noncredit programs operate on an open-entry/open-exit year-round calendar. Term dates may be adjusted throughout the academic year in response to changing district, site and student needs.

Board Approved: March 9, 2015

6.4 (2)

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Office of the Chancellor

To: Board of Trustees	Date: March 9, 2015
Re: Endorsement of Nomination as California Community Colleges Classified Employee of the Year	
Action: Request for Endorsement	

BACKGROUND

The California Community College Board of Governors established the Classified Employee of the Year Award to honor community college classified employees who demonstrate the highest level of commitment to professionalism and community colleges. Recipients are nominated by members of their college/district community and endorsed by their local Board of Trustees. Award recipients are selected by representatives of the Board of Governors for California Community Colleges, the Chancellor's Office and the Foundation for California Community College.

ANALYSIS

At the January 20, 2015 meeting, CSEA Chapter 579 members selected Veronica Duenas to be the Rancho Santiago Community College District (RSCCD) nominee for selection as the Classified Employee of the Year by the California Community College Board of Governors. Ms. Duenas was honored by the Board as the 2014 District Office Classified Employee of the Year in May 2014.

The board is asked to formally nominate Veronica Duenas as the RSCCD nominee to the statewide Classified Employee of the Year competition.

RECOMMENDATION

It is recommended that the Board of Trustees endorse the nomination of Veronica Duenas as the RSCCD nominee to the statewide Classified Employee of the Year competition.

Fiscal Impact:	None	Board Date:	March 9, 2015
Prepared by:	Debra Gerard, Executive Assistant to the Chancellor		
Submitted by:	Raúl Rodríguez, Ph.D., Chancellor		
Recommended by:	Raúl Rodríguez, Ph.D., Chancellor		