Santiago Canyon College
Educational Master Plan
2007 - 2012

Santiago Canyon College
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Orange, CA  92869-4512

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President of Santiago Canyon College

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MISSION OF SANTIAGO CANYON COLLEGE

Santiago Canyon College (SCC) is a diverse learning community dedicated to intellectual and personal growth. Our purpose is to foster a learning environment that helps students develop knowledge and understanding, critical thinking, sound decision making, cultural awareness, effective communication skills, and a commitment to local and global citizenship.

Santiago Canyon College offers a comprehensive curriculum that includes university transfer, associate degree and certificate programs. In addition, we provide community services, career education, basic skills development, and a range of support services for full and part-time students, including those with family and career responsibilities. At SCC we encourage students to plan, implement, and evaluate their educational progress through meaningful reflection and interaction with both the college and the community.
A Message from the President

It has been my pleasure to serve as President of Santiago Canyon College during the past five years. In that period, I have worked with an exceptional faculty and staff to meet many economic, curricula, technological, and physical plant challenges that are part of a new college; a college that is growing at a rate of more than 2% each year.

SCC compiled many successful accomplishments during the years 2002 – 2007. The following are among the most significant:

- Successful completion of a college-wide, two-year self study, with 87% of the faculty agreeing that “SCC provides clear and accurate information about its programs, degrees, and certificate programs to its students,” and 96% of the faculty, staff, and managers in agreement that, “The collegial governance structure of SCC follows an organized process.” The visit to SCC by the Accrediting Commission’s evaluation team resulted in a six-year accreditation reaffirmation.

- Award of a Title III grant that will continue to provide a comprehensive, uniform system for the college to design, develop, and implement student learning outcomes for all courses and programs.

- Co-recipient of a $337 million bond measure that district voters passed by 65%.

- Completion of three major new facilities: the Student Services and Learning Center, a Library, and a continuing education facility, the Orange Education Center.

- Re-organization of the administrative staff to include four additional deans, a vice-president of continuing education, promotion of the director of administrative services to a vice president position, and the addition of more than 40 full-time and 100 part-time teaching positions. A registrar, director of admissions, director of financial aid, and several new departments for student services were also added.

- The addition of a self-contained financial aid office and the introduction of an Academic Learning Center for credit and noncredit students, and a Tutoring and Academic Computer Lab.

- The 2006 State of California Community College Women’s Soccer Championship.

- Degrees increased to 26 and programs to 43; this makes it more convenient for students to complete degree and certificate programs entirely on the SCC campus.

The planning map laid out by the initial Educational Master Plan has been a large part of the success of the college. It has provided a useful system wherein each division, department, program, and discipline can conduct an in-depth analysis of their current status, develop new goals and objectives, and anticipate and estimate future needs in staffing, resources, and equipment. Furthermore, it has been the definitive means by which the faculty and administration has determined resource allocation and prioritization.

In conclusion, the future remains bright for Santiago Canyon College. The faculty and staff continue to be committed to being part of the successful growth of this energetic, exciting institution. They are dedicated to providing a positive and successful educational experience to students by promoting a learning community environment that is innovative, student-centered, technologically sound, and celebrates student achievement.

I am honored to be associated with this dynamic college, and look forward to being an integral part of its continued growth and exemplary service to our students and community.

Juan A. Vázquez
PLANNING PROCESS

Background
The initial Educational Master Plan (2001 – 2006) (EMP) began at the request of the Academic Senate who charged the faculty to begin work on an EMP. The first step was the development of five-year plans by respective departments, disciplines, and programs (DDPs). The second step was a series of workshops offered by the Academic Senate that helped each DDP write their vision, mission, goal statements, and the plans that represented their current and future roles in the SCC instructional paradigm.

In 2002, following the reorganization of the administrative staff, the hiring of new deans, and the appointment of an EMP Chair, the department chairs, deans, and vice presidents, with the assistance of the Academic Senate secretary, compiled and completed the first EMP. The draft EMP was then presented to the new President, Juan Vázquez and approved by the Academic Senate and the President’s Council. The EMP became the definitive guidebook for activities and resource allocation at SCC.

Preparation for the 2007-2012 EMP
In the spring of 2006, the initial planning for the next five-year EMP began. Mary Halvorson, Vice President of Academic Affairs, Rosi Enriquez, EMP Chair and President of Academic Senate, and members of the EMP committee met to plan a timeline, develop a template for updating the EMP, and make plans for a fall retreat. Separate templates for Academic Affairs, Student Services and Administrative Services were developed by the EMP Committee and approved by the Academic Senate. Added to the proposed EMP was the inclusion of Program and/or Student Learning Outcomes as recommended by the Accreditation visiting team.

A comprehensive EMP planning and preparation retreat was held in the fall of 2006, with members of the administration, faculty, and classified staff invited to begin the process of developing the EMP for 2007-2012. Working as teams, the participants analyzed and re-wrote the goals and objectives of the college and reviewed the proposed templates for the new EMP.

The process of developing and writing the EMP took place during the school year of 2006-2007. Included in the new EMP was a Technology Plan developed by the Technology Committee.

The final draft was reviewed and approved by the Academic Senate, Student Success Council, and the College Council in the fall of 2007. After review by President Juan Vázquez, it was presented to the district Board of Trustees in October of 2007.
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The Educational Master Plan of Santiago Canyon College (SSC) provides the roadmap and guidelines for structured and planned growth. The flexible and ongoing process to complete the EMP involves the four college entities, Academic Affairs, Administrative Services, Student Services, and Continuing Education.

The final draft reflects the future plans of each department, discipline, and program (DDP), and carefully determines their needs and expectations for the next five year period. The plan includes projections of resource needs.

The annual update of the respective DDPs identifies current needs for faculty hiring, staff hiring, equipment, supplies, and facilities needs. Furthermore, each DDP clearly states its vision and mission statement, program and/or student learning outcomes, a comprehensive description of their present status, including courses, programs and staff members, and an assessment of progress during the previous five years.

When paired, the SCC Educational Master Plan and its supplemental planning packets provide the formal process, procedures, timelines, as well as the primary frame of reference for all college department, discipline, and program planning. More importantly, the EMP serves as the primary planning document to determine resource allocation in a fair and equitable manner.

As the foundation for the future, the EMP supports all of the departments, disciplines, and programs of the college, protects the integrity of collegial governance, shapes the mission of the college, positions the college proactively for the future, provides opportunities to create programs through constructive planning, strengthens the camaraderie and collegiality among all constituent groups, produces effective resource allocation, and creates an atmosphere of trust and cooperation.
HISTORY OF SANTIAGO CANYON COLLEGE

Located in East Orange, California, Santiago Canyon College’s designated service area is the cities of Orange, Anaheim Hills, and Villa Park. After serving as the Orange Campus for Santa Ana College, the college became fully accredited as Santiago Canyon College in January 2000, and provides both credit and noncredit classes for more than 16,000 residents of the area. Additionally, SCC is geographically well positioned to serve the growing communities of Riverside County because of its close proximity to extensive highway and toll way systems that connect Riverside and Orange counties.

Santiago Canyon College was first envisioned in 1971 when the Orange Unified School District joined with the Santa Ana Unified School District to form Rancho Santiago Community College District (RSCCD). The same year, the residents of the City of Orange voted to level a self-imposed tax to raise the funds necessary to purchase the initial 30 acres in East Orange that became the new college site, originally called the Orange Campus.

The Orange campus opened as the second campus of Rancho Santiago Community College in 1985. In May 1986, the Board of Trustees of RSCCD took the necessary action to make the Orange Campus the second college within the district, thereby creating a multi-college structure and named it Santiago Canyon College. At that time they also renamed the original campus of the district Santa Ana College.

During the 1998-1999 academic year, the SCC faculty defined departments and moved from a model of clustered divisions that were faculty led to distinct academic departments with department chairs. This pioneering group of faculty also was instrumental in the development of a more comprehensive instructional program for the fall of 1999. The Academic Senate was formed that year and worked closely with the faculty to define their governance structure and primary areas of academic and professional responsibility.

The college was reorganized into divisions to include academic deans, with the necessary support staff in the spring of 2001. The inaugural educational master plan (EMP) was completed that year and a new President was hired. Under his direction, the college reorganized its shared governance structure in the spring of 2002-2003 to include a College Planning and Allocation Council (CPAC) and a Classified Advisory Group. This new framework outlined the flow of communication among and between all constituency groups to ensure that all stakeholders were well represented in all governing committees of the college and actively participated in RSCCD and SCC governance. At this time, SCC developed a Collegial Governance Handbook that is reviewed and, if needed, updated annually by the Academic Senate, the Classified Advisory Group, and the College Planning and Allocation Council (CPAC).

CPAC, which was renamed College Council in 2006, meets twice monthly and includes representatives of all committees and councils as well as programs, disciples, departments, and constituencies, including the Associated Student Body, the Academic Senate, program administrators, and the Classified Advisory Group. The Classified Advisory Group, chaired by the college president, meets monthly to maintain open lines of communication and to ensure that all activities of the college are fully understood by the support staff.

SCC grew rapidly, at approximately 2% annually, during the years 1996-2007. The student population grew from 2571 (credit students) to over 12,000 (credit and noncredit students, with a projected population of 13,000 credit and noncredit students expected by 2010. New faculty members and support staff were added rapidly as the college population grew, and new course and student services were added.

In 2004, SCC had five permanent buildings, including a child development center, and approximately 25 relocatable buildings that housed classroom, laboratories, lecture halls, administrative staff, faculty offices, and all support services. The college also had a small Continuing Education Center housed in a leased building that had been a former elementary school for Orange Unified School District, a center in a church in Anaheim Hills, and classes in various other locations throughout the district.

By 2007, using funding generated from the passed bond Measure E and the state of California, the number of permanent buildings had grown to seven. The new buildings included a Student Services/Instruction Building (dedicated fall 2004), a 40,000 square foot library (dedicated fall 2006), and a 92,000 square foot continuing (adult) education center (dedicated spring 2005).

The college’s support services include a fully operational student services program that includes comprehensive counseling services, transfer and career centers, a financial aid office (which became independent in 2006), disabled student services, and programs, extended opportunity programs and services, and varied student activities under the direction of the Incorporated Student Council (ISC), formerly the Associated Student Body office.
SCC has also initiated partnerships with many schools in the Orange Unified School District designed to raise the awareness of families and potential students to the services of the college. As part of this extensive outreach program, the college regularly welcomes tours of local elementary, junior, and senior high school students, and was one of the founding campuses for the statewide KinderCaminata program. This program brings kindergarteners from local schools to the college campus to introduce them to the excitement and possibility of higher education.

The governance program of the Rancho Santiago Community College District is led by a seven member Board of Trustees, each elected at large by the district’s voters for a staggered four-year term. Three of the trustees are assigned to represent the SCC population. The president of SCC represents the college on the Chancellor’s Cabinet and the twice-monthly board meetings. He also attends other meetings at the district office to ensure that the college is in compliance with statewide and district mandates regarding budgets, procedures, and actions. The faculty, staff, and student body of SCC are represented on all appropriate district committees and boards.

In the fall of 2005, SCC completed its second self study in preparation for a visit from the Accreditation team from the Western Association of Schools and Colleges. The team reviewed hundreds of documents, toured a wide variety of instructional and student support facilities both on and off-campus, visited dozens of classes, examined online instruction, and observed the operation of instructional and student support programs throughout the institution. The committee noted that the self-study report was a well-written and candid assessment of the college, and that one of the college’s greatest strengths was its spirit of community. Furthermore, the team found that in general, SCC demonstrated high level of quality in its educational programs and student services. At the conclusion of the visit SCC was awarded a full six-year re-accreditation.

The entire college was invited to an Educational Master Plan (EMP) retreat in the fall of 2006 to review its goals and objectives and prepare to re-write the EMP for the years 2007-2012. All departments, disciplines and programs (DDP), using a template approved by the Academic Senate, reviewed their programs and courses and re-wrote their EMP narratives, which included Program and/or Student Learning Outcomes. The final document reflects the future plans of each DDP, and determines their needs and expectations for the next five year period, including projections of resource needs. This task was completed and presented to the Board of Trustees in fall 2007.

In the spring of 2007 the growth of the student population had increased to the point where the college was offering 26 majors and 43 certificates, had the largest apprenticeship program in the state of California, and was providing noncredit classes in seven disciplines to students preparing for college credit level classes. All areas of the college were fully in use and the college was expecting ground to be broken for the new Science Building in fall 2007.

The Accrediting Commission of Community Junior Colleges (ACCJC), at its January 2006 meeting, acted to synchronize the comprehensive visits of the two colleges in the RSCCD district. To facilitate this change, the commission decided that SCC would complete an abbreviated self study report, accompanied by a visit of the commission representatives in the fall of 2008. To meet this new date, SCC began working on its abbreviated self study report in the spring of 2007.
MAJOR ACCOMPLISHMENTS 2002-2007

The following actions/statements represent a partial list of the accomplishments of Santiago Canyon College from 2002-2007. Additionally, each department, discipline, and program has listed their major accomplishments in their respective portion of this plan.

Accreditation

• A college-wide self-study for Reaffirmation of Accreditation was completed in the spring of 2005.

• Team members of ACCJC visited in fall 2005 and interviewed administrators, faculty, staff, Board of Trustee members, and the Chancellor.

• College received six-year re-affirmation of accreditation. Under the new schedule for the colleges of the Rancho Santiago Community College District, an abbreviated self-study, with a visit, will take place in fall 2008.

Athletics and Intramural Sports

• Hired an Associate Dean of Exercise Science and Athletics.

• Added Track and Field and Softball sports.

• Increased public offerings in Exercise Science department.

• The Women’s Soccer team captured its first state championship.

Continuing Education Center

• Opened a new 92,000 foot state-of-the art facility named The Orange Education Center.

• Student enrollment exceeded 14,000.

• The Substantive Change Proposal to move the Orange Education Center to its new location was approved in March 2005 by ACCJC.

• The on-site Child Development Center (CDC) had an average daily attendance of 175 children. Approximately 75% of the parents/guardians attend classes at OEC.

• Santiago Canyon College recognized by the California Community College Systems Office as having its own noncredit course inventory for the first time in 2005.

• The design of the OEC acknowledged by design experts to be noteworthy, and the designing architects received two awards from the American Institute of Architects (AIA) in the area of Tenant Renovation Projects for Education.

• Completed the installation of wireless connectivity so that laptops with wireless capability can access the Internet throughout OEC.

• Implemented educational and vocational counseling services for inmates within the Orange County Sheriff’s jail facilities.

Facility Growth and Use

• Added a Student Services and Instruction Building, a Library, and a permanent Continuing Education Center.

• Purchased additional land.

• Added more than 25 additional portable buildings.

• Science building planned; construction scheduled to begin fall of 2007.

• Alternative scheduling options to maximize use of facilities included block scheduling on Fridays and Saturdays, weekend college offerings, and short-term (8-week) courses.

• 16-week semester implemented in 2005-2006.

• Reorganized and remodeled the student lounge, cafeteria, and health center. Counseling and student support services expanded into vacated space to create dedicated Transfer Center, Job Placement Center, and five confidential counseling offices.

Faculty and Staff

• Welcomed a new president.

• Developed a new division structure with three new deans in 2002.

• Added a new dean position in fall 2007 for Library, Fine and Performing Arts, and Communication, and added a new dean in Continuing Education.

• Promoted Director of Administrative Services to Vice President.

• Added a Vice President of Continuing Education.
• Hired 60+ new full-time faculty members.
• Increased the adjunct faculty to more than 100.
• Hired an Associate Dean of Financial Aid, an Associate Dean of Admissions, and a registrar.
• Hired various classified staff to support the expansion of departments and programs.

Financial Support
• New Library funded by the state of California.
• Title III Grant awarded, with a majority of the money allocated to support the development of basic skills.
• Co-recipient of $337 Measure M capital construction bond, passed by 65% of area voters.
• A $75,000 grant given by the Metropolitan Water District to develop a water conservation garden on campus.

Organizational Growth of SCC
• Completed its first Educational Master Plan (EMP) for 2002-2007. Via the EMP, all departments, divisions, and programs annually review their individual vision, mission, goals and objectives, program or student learning outcomes, and anticipate staff, facilities, and equipment needs.
• Re-organized its administrative and collegiate planning and allocation structures to include councils, committees, ad hoc groups, and task forces composed of faculty, administration, and classified staff.
• Linked educational planning and resource allocation.
• Published its first independent catalog (2005-2006).
• Increased course, degree, certificate, and apprenticeship offerings.
• Developed student learning outcomes (SLOs) for the general education requirements of the AA or AS degree.
• Began the process of incorporating SLOs into all courses and programs.

Overall Faculty Rating
(Staff Accreditation Survey – 2006)
• 87% of the faculty and staff believe that “SCC provides clear and accurate information about its courses, programs, degrees, and certificates.”
• 90% agree “The collegial governance structure of SCC follows an organized process.”

Overall Student Rating
(Student Survey 2006)
• 84% rated their overall experience at SCC as “good” or “excellent”
• 80% gave “good” or “excellent” rating to campus safety and the appearance and maintenance of the grounds.
• Graduates rated their overall experience as “good” or “excellent,” with ratings of “effectiveness of classroom learning” (93%), and “quality of instruction” (91%).

Programs and Learning Centers
• Developed an Academic Success Center to assist students transition from noncredit to credit classes.
• Added a Math Study Hall, Academic Computer Lab, Modern Language Lab, Tutoring Center, and Writing Center.
• Incorporated a successful Honor's Program. Increased Honors general education course offerings to facilitate transfer to UC and CSU schools.
• Piloted a Learning Community program with 12-linked classes (fall 2007)
• Academic and program reviews were initiated.
• Developed and implemented new courses and programs, including Study Abroad, Model United Nations, and a nationally recognized Forensic team.
• Business, Math, and Science began offering classes at local high schools.
• Career Education created new programs and certificates based on needs expressed by business and industry partners.
• Career Education initiated annual Water Industry training and professional development day for more than 600 participants.
• Apprenticeship program grew to be the largest program in the state.
• SCC Community Services program is healthy and meeting various community needs.

Scholarships
• Scholarships offered grew to over $50,000 in spring 2006, with 80 scholarships given to SCC students and 19 to Continuing Education students.
**Student Services**

- Admissions and Records initiated on-line registration and grade reporting programs.
- Added Adult Re-entry program, independent financial aid office, articulation office, and AmeriCorps.
- Counseling implemented e-SARS enabling students to schedule on-line new student orientation, counseling, and transfer center appointments.
- Received the Title IV institutional code from the U.S. Department of Education for awarding of federal financial aid.
- First CalWORKs Program Plan was developed and submitted to the State Chancellor’s Office.
- Received several competitive grants including Career Technical Education Teacher Preparation Pipeline Grant; AmeriCorps; Tobacco Free Communities; and High Risk Drinking Prevention Services.
- Student Services developed and implemented a Student Learning Outcomes framework.
- Expanded recruitment efforts to over 43 high schools throughout Orange and Riverside County, an effort that helped expand the number of students served through the priority matriculation program (Early Decision) by 38% since 2002.
- Established several annual outreach and recruitment events including, Senior Day, High School Counselor Breakfast, Parent Night, Young Men’s Conference, College Life 101, TrigStar, Community Science Night and Cash for College. Additionally, developed plans to establish outreach efforts to business/industry, as well as elementary and middle schools.
- CSU, UC, and private/out of state university transfers went from 799 in 2001-2002 to 1,287 in 2005-06.
- Offered the first Counseling online CSU transferable general education course (Counseling 116: Career/Life Planning & Personal Exploration) in fall 2004. Subsequent online courses include Counseling 111: Study Skills and Counseling 106: Inquiries into Higher Education which features a virtual campus tour.
- The SCC Matriculation Plan was revised and submitted to the State Chancellor’s Office in fall 2005.
- Developed a University of California Transfer Opportunity Program (UC TOP) for implementation in the fall 2007.
- Developed a plan to initiate and implement an alumni relations program to include the development of an Alumni Association.

**Technology**

- Technology Committee formed in 2004.
- TTIP funds were used to assist in training faculty and staff in new technology as well as the purchase of academic servers.
- ITS moved its offices into the new Library.
- SCC campus became fully wireless for students and staff.
- Five-year Technology plan developed in 2007.
- Technology Committee hosted its first Technology Day – fall 2005.
- Updated labs and software to enhance instruction.
- Initiated a Web Task Force and training for more than 100 staff and faculty.
RANCHO SANTIAGO
COMMUNITY COLLEGE DISTRICT GOALS AND
SANTIAGO CANYON COLLEGE GOALS AND OBJECTIVES

The mission statement, goals, and objectives of Santiago Canyon College are aligned with the vision statement and the goals of Rancho Santiago Community College District.

The mission of the college is analyzed and updated, as appropriate, annually.

The following goals and objectives of SCC were updated during the college-wide Educational Master Plan retreat held in the fall of 2006 to be in alignment with the vision and goals of the district.
RSCCD GOALS AND SCC GOALS AND OBJECTIVES 2007-2012

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<td>1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.</td>
<td>Improve student success related to student learning outcomes through a student-centered learning environment.</td>
<td>Expand the curriculum to serve a growing and diverse student population.</td>
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<td>Provide diverse, innovative, and comprehensive instructional programs.</td>
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<td>Develop instructional strategies to meet the increasing demand for student basic skills instruction.</td>
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<td>Assess student success in the new American College English Program and the newly established Academic Success Center and Math Center.</td>
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<td>Institute an exemplary Writing Center.</td>
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<td>Institute the resources necessary to expand a quality Distance Education Program.</td>
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<td>Promote and encourage innovative learning environments such as linked courses and learning communities.</td>
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<td>Revised 7/28/07</td>
<td></td>
<td>Celebrate the success of students.</td>
</tr>
<tr>
<td>2. Increase access and retention for completion of programs, including transfer, vocational, and high school diploma programs, and prepare students for success in their academic, career, and personal life endeavors.</td>
<td></td>
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</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>Provide a comprehensive curriculum that meets the requirements of continuing education programs, vocational programs, degree and certificate programs, general education, and transfer. Provide access to quality career education/workforce programs and certificates to help students achieve personal life goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop alternative scheduling for all students, full and part-time, working and non-working. Seek enrollment of the non-traditional student in vocational programs. Increase the number of AA and AS degrees and transfer completion of vocational students. Separate the online schedule of classes for each college; but provide an easy link for students to also check the schedule at our sister college. Increase and improve access to college website functions. Commit to offering a full range of evening and weekend courses. Increase and improve services for night and weekend students. Continue to develop courses that promote access to the requirements of the AA degree and transfer degree requirements to UC, CSU, and private universities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Implement facilities master plans, and incorporate “green” efforts into facilities development and other efforts where possible and cost effective.</td>
<td>Follow the SCC Five Year Educational Master Plan to identify and evaluate future facility needs and completed projects.</td>
<td>Maintain an active involved college-wide facilities committee. Develop and/or improve the following facilities: Quads/plazas/gathering areas Multi-media and high tech classrooms Conference center space</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Increase services to address the needs of: Adult re-entry students (30+) Increasing Latino population Additional basic skills instruction Students transitioning between careers Students matriculating from non-credit to credit programs High School students within our district Working night students Single parents</td>
<td>Evaluate and implement needed student service programs. Establish and/or enhance available resources online to maintain flexible availability of schedules to students.</td>
<td></td>
</tr>
<tr>
<td>Bookstore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>Student Union</td>
<td>Gymnasium/additional sport fields</td>
<td></td>
</tr>
<tr>
<td>Marquee/Sign</td>
<td>Performing Arts Complex</td>
<td></td>
</tr>
<tr>
<td>Gymnasium/additional sport fields</td>
<td>Additional and improved parking</td>
<td></td>
</tr>
<tr>
<td>Performing Arts Complex</td>
<td>Landscaping/Art/Sculptures</td>
<td></td>
</tr>
<tr>
<td>Additional and improved parking</td>
<td>Cafeteria with increased space, hours, and food variety</td>
<td></td>
</tr>
</tbody>
</table>

Plan for Career Education Division and Program space needs.

Evaluate the efficiency and appropriateness of how facilities are used for student access, productivity, and program needs.

Evaluate and re-organize scheduling for effective facility usage.

Incorporate “green” efforts into facility development, and evaluate the impact of facilities expansion on parking and the need for additional staff.
4. Promote flexible, cost-effective educational programs and services, including the use of cutting-edge technology and educational program delivery via technology.

| Develop a comprehensive educational program with exemplary services to meet the diverse needs of the community. |
| Implement cutting edge technology to enhance the delivery of courses and programs. |
| Utilizing appropriate annual reports from the SCC Educational Master Plan, evaluate the success of college wide planning with resource support. |
| Follow the five-year technology plan to ensure that college wide technology applications are current, cost effective, and integrated with the District-wide technology vision. |
| Encourage the use of high tech media resources to enhance classroom instruction. |
| Assist the SCC Technology Committee to keep abreast of technical innovations and equipment. |
| Investigate implementation of online homework and tutoring. |

5. Pursue alternative funding sources to implement the district's vision and goals, and encourage the foundations to create plans for capital campaigns and alumni association development.

| Seek additional sources of income and support to expand SCC’s development in support of the District vision and goals. |
| Design and implement an alumni support program; provide foundation support for capital campaigns and |
| Increase awareness and investigate new and alternative sources for additional money for college grants, partnerships, and foundation support. |
| Support capital campaigns and programs seeking additional business and community funding. |
| **6. Maintain a positive, productive working environment for employees, recognizing and embracing diversity, and enhancing staff development opportunities that address innovation and technology.** | **Development of alternative funding sources.** | **Continue to pursue and build business and industry alliances for additional resources, equipment, and technology support.**  
**Expand outreach efforts for additional funding and support for SCC educational programs and activities.**  
**Develop a plan to expand fund raising efforts.**  
**Seek additional financial support from local and state businesses and industry.**  
**Continue to develop the SCC financial aid office and scholarship program.**  
**Enhance the system to track and contact graduates.**  
**Develop and implement an alumni association and activities.** |

| **Foster a positive, harmonious working/learning environment, encouraging enthusiasm, creativity, tolerance and appreciation of our diversity.** | **Promote faculty/staff involvement in college, district, and community sponsored functions.**  
**Promote and support professional development and training of faculty and staff.** |
<table>
<thead>
<tr>
<th>7. Expand partnerships with business, labor, community groups, universities, schools, and other public agencies in order to ensure student access and success, ensure robust economic development programs, and be responsive to workforce development needs and high demand career fields.</th>
<th>Expand relationships with other educational institutions, businesses, and public and private agencies to more effectively provide services to students and the community.</th>
<th>Continue to foster mutual support and articulation with unified school districts.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Continue to involve community businesses and industry in developing programs for high demand career fields.</td>
<td>Continue to foster mutual support and articulation with colleges and universities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Establish and maintain collaborative partnerships with other educational institutions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enhance college-wide participation in community sponsored activities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enhance contacts with chambers of commerce, homeowners associations and non-profit agencies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foster mutual involvement with business and industry, non-profit and advisory councils.</td>
</tr>
<tr>
<td>Develop on-going research regarding high demand career fields and high need disciplines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop a community liaison effort to identify and meet the needs of the workforce.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase course offerings and programs to meet high demand career opportunities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop programs to meet the employment needs of southern California, especially Orange County.</td>
<td></td>
<td></td>
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<tr>
<td>Hold regional conferences for students related to SCC career programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintain annual Career Education Technical Advisory Committee meeting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase SCC educational opportunities to business and industry.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create innovate business and industry institutes (Career Symposium).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expand the paradigm by developing partnerships with business and industry to create interactive programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Assess the educational needs of the communities we serve, and enhance awareness of the colleges, and community involvement through outreach and advocacy among community constituencies and leaders.</td>
<td>Survey the needs of the community and promote SCC through increased visibility of programs and services via an effective outreach program.</td>
</tr>
</tbody>
</table>
Part I: Community, Students, and Staff

Santiago Canyon College’s plans are fashioned by an awareness of the needs of its community and students. This section describes quantitative information about the demographics of the college service area, students, and staff that was used to create college-wide objectives.

What Does the Community Look Like?

Population Size: The service area of SCC includes the entire cities of Orange and Villa Park and a portion of Anaheim (primarily Anaheim Hills) as well as very small portions of Tustin and the county’s unincorporated area. As of Census 2000, the service area population was 195,337, 66% of whom resided in Orange and 25% in Anaheim. (Graph 1)

Population Ethnic and Age Distributions: The population at large is composed of 58% White and 27% Latino residents. The third largest ethnic group in the area is Asian (11%). The Latino population, however, is growing in proportion and size. There are proportionately more young Latinos in the service area than adult (over 18) Latinos. In fact, the enrollment of the Orange Unified School District’s Kindergarten through eighth grade pupils is 46% Latino, compared to 27% for the entire service area population. Of the cities in the service area, Orange has the highest population of Latino population, 32%. (Tables 1-3, Graphs 2 and 3)

Population Growth: The RSCCD Research Department predicts a growth rate of 2% per year for the service area, resulting in an estimated population of 234,000 in 2010. This growth will result from not only new housing in East Orange and unincorporated area, but from increasing density in the City of Orange. (Graph 4)

Students’ Cities of Residence: Of the fall 2006 semester enrollment, 41% resided within the SCC service area, 22% resided within the Santa Ana College (SAC) service area, and 37% resided outside the Rancho Santiago Community College District service area. Many of those who resided outside of the service area were enrolled in Apprenticeship programs. The largest number of students, 2673, or 26%, lives in the City of Orange. (Table 4)

What are the Characteristics of the Students?

Enrollment Trends: College credit enrollment has grown from 2,571 students in 1985 to 9,628 (Census week) for fall 2006. An additional 5,772 students are enrolled in noncredit classes. Approximately 1,400 of these students are enrolled at off-campus sites, primarily in the Apprenticeship program. (Graph 5)

Total enrollment for 2010 is projected to be 13,000. This number, however, is very dependent upon the District’s enrollment management decisions and a variety of variables, not the least of which is the amount of enrollment growth allowed to the District and its distribution between the District’s two colleges. (Graph 5)

Full-time equivalent students (FTES) by discipline, faculty “load” (FTES per full-time equivalent faculty – FTEF), and FTES projections for each discipline are provided on the following pages. The projections reflect FTES distribution among disciplines recommended by planning experts (Maas Companies, 1998). (Table 5)

Dual Enrollment in RSCCD’s Two Colleges: As a developing college, one of SCC’s challenges has been to offer a comprehensive program so that students can earn a degree and/or prepare to transfer to a university exclusively at SCC, without taking additional courses at SAC. SCC has been successful in this regard, reducing “dual enrollment” from 64% of its students in 1994 to 18% in fall 2006. The closer students live to SCC, the less likely they are to be concurrently enrolled at SAC. (Graph 6, Table 6)

“Feeder” High Schools of New Freshmen: In fall 2006, the largest number of freshman (n=180) matriculated to SCC from El Modena High School, and the high schools that sent the next greatest number of students were Villa Park (n=143) and Orange (n=139). While 826 graduates from high schools within the service area matriculated to SCC, 267 chose to attend SAC. Twenty-eight percent of Orange Unified’s graduates matriculated to SCC. (Table 7)

Ethnicity, Gender, and Age (Credit Students): While 27% of SCC students are 21 years of age or younger (i.e. “of traditional college age”), another 36% are in the 22 to 29 age range, 12% are in their thirties, 8% are in their forties, and 15% are 50 or over. Forty-seven percent of students are White and 31% are Latino. This distribution reflects the ethnic composition of the community. While there are more male students than female students overall, the distribution of on-campus enrollment, without the Apprenticeship enrollment, is about equal. (Graph 7)

Part-time/Full-time Status, Educational Goal and Employment Status: In fall 2006, a sizeable portion for a community college (32% of the enrollment) was enrolled in 12 units or more; 16% were enrolled in between eight and 11.9 units, and 52% in fewer than eight units. The relatively large proportion of full-time students is consistent with the fact that 45% of the student body reported a goal to obtain an Associates of Arts/Science degree and/or transfer to a university. 84% also is employed to some degree—half working at least 30 hours.
a week. Only 16% of SCC's students reported that they are not employed. (Graphs 8, 9, 10)

**Computer Access:** It is important in education today, for planning purposes, to understand students' and community's levels of familiarity with computers. Recent surveys have revealed that 96% of SCC credit students report having access to a computer, and 92% use the Internet regularly. (Graphs 11 and 12)

**Other (Credit Students):** A majority (51%) of the credit students attend classes during the day only. Seven percent already have a bachelor's degree, and 75% are freshmen status. Additional information is provided in the tables and charts in this chapter, and demographic information and enrollment trends are also available for the enrollments within each discipline. (Tables 8, 9)

**Continuing Education Student Characteristics (Noncredit Students):** Of the 5,008 students enrolled in noncredit courses in the fall of 2005, 50% were Latino and 22% chose not to report their ethnicity. 40% were at least 40 years of age, and 32% were 25 years or younger. Many noncredit students are enrolled in the older adult program, as well as English-as-a-Second Language, high school subjects and adult basic education. (Table 10)

**Student Retention and Success:** Overall, of all the new first-time freshmen students who aspired to obtain and A.A. degree and/or transfer, about 70% (fall 2002 to fall 2006) returned for a second subsequent semester. About 70% of the grades received were successful (A, B, C, or CR), 15% received a D, F, or NCR, and 16%-20% withdrew from the class. Successful course completion is slightly lower for transferable and basic skills course, a fact that can be addressed in planning for improvement. Course completion rates are provided by discipline. (Graphs 13-15, Table 11)

In the 2005-06 academic year, 633 students were awarded an associate's degree and 210 vocational certificates were awarded. In 2006-2007, transfer records were found for 1463 former SCC students at CSU, UC, private, or out-of-state universities immediately following their last semester of attendance at SCC. (Graphs 16 and 17)

These measures of student progress are traditionally used to measure student success and improvement in success rates.

**What Are the Characteristics of the SCC Faculty and Staff?**

**Ethnicity:** Of the 115 full-time faculty employed at SCC in fall 2006, 67% were White, 17% were Latino, and 6% were Asian. The classified staff is more diverse; 43% of the 106 full-time staff was Latino. There was a total of 246 full-time staff. (Table 12, Graph 18)

**Age and Gender:** It is of concern that over one-quarter of the faculty are at least 55 years of age, more than half of those over the age of 60. The replacement of the many near-future retirements of this workforce needs to be planned strategically. A full third of the classified staff is under the age of 30; 75% are 50 years of age or younger. (Table 15)

Of all full- and part-time faculty (802 on record), 45% are female; of the classified staff, 69% are female. (Table 14)

**Conclusions**

Of the many conclusions identified by the SCC planning participants after reviewing this information, some that were addressed in the college-wide objectives included:

- The increasing Latino population of the service areas needs to be addressed in planning outreach programs, educational programs, and hiring of new faculty.
- Because almost all students report having access to computers and are computer literate, programs and services should include computer delivery whenever appropriate.
- The College will need to schedule classes and services creatively and plan strategically for facilities given the amount of growth expected and the fact that most students' schedules are complicated by employment.
- Transfer programs are strong, as is the Apprenticeship program. There is a need to develop career education programs and ensure that needed skills for careers are integrated into the curriculum.
- Articulation with high schools and universities is important.
- As the College continues to develop, it will be increasingly important to engage in program review, program evaluation, and strategic planning.

**PART II: An Economic Overview**

Santiago Canyon College must prepare students to enter the global economy. Local, regional, and state economies are competitive within the global economy, and SCC contributes greatly to helping Orange County's workforce remain competitive. In planning for new program development and improvement of existing programs, SCC must maintain an understanding of its local economy, as well as its strengths and weaknesses.
Orange County Economic Trends

If Orange County were a country, it would rank 37th in the world economy ahead of Israel and Singapore. Nationally, the county is the 14th top producing economy with its gross county product totaling approximately $157 billion.

Total employment in Orange County is 1,538,300 (May 2007, EDD). By 2014, employment is projected to reach 1,887,000 (EDD Employment Projections), an increase of 18%.

2004 Orange County Employment Distribution by Industry Sector was:

- Trade/Transport./Utilities ....................... (264,900 jobs)
- Prof./Business Services .......................... (254,900 jobs)
- Manufacturing ........................................ (183,500 jobs)
- Financial/Real Estate ............................... (168,600 jobs)
- Leisure/Hospitality .................................... (162,900 jobs)
- All others ................................................ (157,300 jobs)
- Government ...........................................(153,400 jobs)
- Educ./Health Services .............................. (131,000 jobs)
- Construction/Mining ............................... (92,800 jobs)

From May 2006 to May 2007, the annual job gain was 10,900 jobs. If that average were to be maintained through 2014, the projection of 1,887,000 jobs will be difficult to achieve.

As of May 2007, approximately three years into the EDD Employment Projections time frame, (2004-2014), the projections seem to be slowing down, with a couple of notable exceptions.


- Educational and health services recorded the largest year-over gain with the addition of 6,600 jobs.
  - Health care and social assistance reported an increase of 6,100 jobs, with 52% of the gain in ambulatory health care services.
  - Educational services grew by 500 jobs.

- Government employment rose by 3,200 jobs.
  - Minor job losses in federal government were offset primarily by the addition of 2,700 jobs in local government, which accounted for 84% of the increase.
  - Local government education contributed the largest portion of the gain with the addition of 1,100 jobs. State government added 600 jobs.


- Financial activities posted the largest year-over decline with the loss of 3,400 jobs.
  - A gain of 1,200 jobs in the real estate, rental, and leasing sector was offset by the loss of 4,600 jobs in the finance and insurance sector.
  - While the largest job cutbacks were concentrated in credit intermediation (down 3,200 jobs), the insurance sector also reported job losses (down 1,200 jobs).

Growth Clusters

Industry clusters reveal the diversity of employment within the Orange County economy and are the county’s major economic drivers. The Business and Professional Service industry cluster is the largest employment cluster in the county and in 2005 accounted for approximately 160,000 jobs, and reported an average annual wage of $44,533. This cluster includes such industries as payroll services, architectural services, engineering services, graphic design, advertising agencies, and temporary help services.

The Construction cluster is another major driver in the county employing approximately 110,000 jobs in 2005, with an annual average salary of $47,425. This cluster includes industries such as new single-family housing, commercial and institutional building, nonresidential electrical contractors, and residential plumbing, heating and air conditioning.

These clusters are important to the Orange County economy because they demonstrate significant growth prospects, high overall wage levels, high value jobs, higher multiplier effects, significant wealth generation opportunities and capacity, and the ability to absorb costs associated with an Orange County location. Because these clusters bring such beneficial effects to the economy, they are considered the engine that will push Orange County’s ongoing economic expansion. They also represent attractive career options for SCC students and should be considered when developing programs that will prepare students to make careers in these clusters.

1 Orange County 2007 Community Indicators Report, Orange County Business Council
2 U.S. Conference of Mayors, U.S. Metro Economies, January 2007 (www.usmayors.org/metroeconomies/)
The following growth clusters in the Orange County economy should be targets for new instructional program development:

- Professional Services
- Construction
- Healthcare
- Biomedical
- Software and New Media
- Communications
- Tourism

**Growth Occupations (Tables 17 and 18)**

Top jobs for college graduates put a stress on management, accounting and financial analysis, software design and development, computer programming, information technology, sales, and education.

The ten occupations in Orange County with the fastest projected absolute growth from 2004-2014 are dominated by Computer and Mathematical Science Occupations (network systems and data communications analysts, computer software engineers and applications, database administrators, computer software engineers, systems software, network and computer systems administrators), with some Education Occupations (special education teachers, preschool, kindergarten, elementary school, and middle school), Health Care Occupations (Home Health Aides), Architecture and Engineering Occupations (biomedical engineers), and Arts, Design, Entertainment, Sports, and Media Occupations (fashion designers).

The ten occupations in Orange County with the largest projected absolute growth between 2004-2014 are Sales and Related Occupations (retail salespersons and cashiers), Food Preparation and Serving Related Occupations (Waiters and Waitresses, Combined Food Preparation and Serving Workers, Including Fast Food), Office and Administrative Support Occupations (Office Clerks and Customer Service Representatives), Building and Grounds Cleaning and Maintenance Occupations (Landscape and Grounds keeping Workers, and Janitors and Cleaners) and Transportation and Material Moving Occupations (Laborers and Freight, Stock, and Material Movers, Hand) and Management Occupations (General and Operations Managers).

**Trends to Consider in Planning at SCC:**

- Shift away from manufacturing to services industry
- Declining job security and stability
- Contract work, or “perma-lance” work (permanent freelance)
- Growing wage inequity
- Aging population and the effect it has and will have on numerous industries, from consumer products to healthcare to biotechnology research and development.
- Immigration and importing of high technology workers that are in high demand locally (i.e. B-visa program)
- Globalization of commerce
- Effects of technology on the workplace, especially information technology and the use of the Internet to do business
- Energy supply and demand
- Environmental considerations such as waste disposal, population density and health, and Eco-economies.

**Recommended Areas for New Program and Skill Development**

Santiago Canyon College may want to consider the following areas for future program development:

- Healthcare, especially in the area of elder care
- Biotechnology/Biomedical Occupations, especially those that are science- and engineering-dependent
- Software and new media, and other computer related areas
- Environmental programs, building on the existing Water Utility Science program

Programs developed to meet the future need to teaching the following competencies:

- How to function in an unstable employment market (i.e. how to handle a contract work labor market)
- Science, math, and engineering skills
- Use of the computer (advanced skills)
- Use of the Internet, particularly finding and using correct information (i.e. information management)
- How to work in remote teams, electronically
Graph 1
SCC Service Area
195,337 Population

Source: United States Census 2000
Graph 2/Table 1

Ethnic Distribution of SCC Service Area Population (within RSCCD boundaries) by City
Census 2000

<table>
<thead>
<tr>
<th>City</th>
<th>African-American</th>
<th>Asian</th>
<th>Latino</th>
<th>White</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Anaheim</td>
<td>911</td>
<td>2%</td>
<td>8,217</td>
<td>17%</td>
<td>6,547</td>
<td>14%</td>
</tr>
<tr>
<td>Orange</td>
<td>1,798</td>
<td>1%</td>
<td>11,898</td>
<td>9%</td>
<td>41,434</td>
<td>32%</td>
</tr>
<tr>
<td>Tustin</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>7</td>
<td>11%</td>
</tr>
<tr>
<td>Tustin Foothills</td>
<td>4</td>
<td>0%</td>
<td>127</td>
<td>7%</td>
<td>181</td>
<td>9%</td>
</tr>
<tr>
<td>Villa Park</td>
<td>41</td>
<td>1%</td>
<td>769</td>
<td>13%</td>
<td>354</td>
<td>6%</td>
</tr>
<tr>
<td>Yorba Linda</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Unincorporated Area</td>
<td>70</td>
<td>1%</td>
<td>405</td>
<td>4%</td>
<td>3,964</td>
<td>39%</td>
</tr>
<tr>
<td>Total</td>
<td>2,824</td>
<td>1%</td>
<td>21,416</td>
<td>11%</td>
<td>52,487</td>
<td>27%</td>
</tr>
</tbody>
</table>

![Pie chart showing ethnic distribution]

- **White, 58%**
- **Latino, 27%**
- **Asian, 11%**
- **African-American, 1%**
- **Other, 3%**
### Ethnic Distribution of SCC Service Area Adult (Age 18+) Population (within RSCCD boundaries) by City
**Census 2000**

<table>
<thead>
<tr>
<th>City</th>
<th>African-American</th>
<th>Asian</th>
<th>Latino</th>
<th>White</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Anaheim</td>
<td>675</td>
<td>2%</td>
<td>6,118</td>
<td>17%</td>
<td>4,385</td>
<td>12%</td>
</tr>
<tr>
<td>Orange</td>
<td>1,314</td>
<td>1%</td>
<td>9,159</td>
<td>10%</td>
<td>26,369</td>
<td>28%</td>
</tr>
<tr>
<td>Tustin</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>Tustin Foothills</td>
<td>4</td>
<td>0%</td>
<td>95</td>
<td>7%</td>
<td>114</td>
<td>8%</td>
</tr>
<tr>
<td>Villa Park</td>
<td>36</td>
<td>1%</td>
<td>597</td>
<td>13%</td>
<td>240</td>
<td>5%</td>
</tr>
<tr>
<td>Yorba Linda</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Unincorporated Area</td>
<td>49</td>
<td>1%</td>
<td>317</td>
<td>4%</td>
<td>2,581</td>
<td>35%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>2,078</td>
<td>1%</td>
<td>16,286</td>
<td>11%</td>
<td>33,692</td>
<td>23%</td>
</tr>
</tbody>
</table>

**Graph 3/Table 2**

![Ethnic Distribution Bar Chart](chart.png)
Table 3
Ethnic Distribution of Orange Unified School District
Fall 2006

<table>
<thead>
<tr>
<th>Grades</th>
<th>African-American</th>
<th>American Indian</th>
<th>Asian/Filipino/Pacific Islander</th>
<th>Latino</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>1,272 13%</td>
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<td>4,378 46%</td>
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<td>517 2%</td>
<td>160 &lt;1%</td>
<td>3,767 12%</td>
<td>13,398 43%</td>
<td>12,147 39%</td>
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Source: California Department of Education DataQuest, [http://dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/)
Table 4
SCC Students
Which Cities Do They Come From?
Fall 2006

<table>
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<tr>
<th>Area</th>
<th>City of Residence</th>
<th># of Residents Attending SCC</th>
<th>% of SCC Student Body</th>
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<td>1,395</td>
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<td></td>
<td>Villa Park</td>
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<td>Garden Grove</td>
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Source: Credit Students’ Zip Codes of Residence, Fall 2006, RSCCD Research Department
Graph 4

SCC Service Population Projection
20% Growth in 10 Years

2000 Census: 195,337
2010 Est.: 234,400
Fall 1985 – Opened the “A” Building. The “B” Building was completed Spring 1986.
Fall 1997 – SANTIAGO CANYON COLLEGE is born. (change to multi-college structure)
Fall 1998 – Opened additional “U” temporary buildings.
January 2000 – SCC was awarded full accreditation from the Western Association of Schools and Colleges
Fall 2000 – SCC campus grew from 52 to 64 acres.
Fall 2005 – Opened the “E” Building.
Fall 2006 – Opened the new Library Building.
### Table 5

**SCC (Credit) Enrollment Data by Discipline, Fall 2006**

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<th>FTES Fall 06</th>
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<td>.2</td>
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SCC Students
Dual Enrollment at SAC and SCC
Fall 1998 - 2006

Students Dually-Enrolled at Santa Ana College and Santiago Canyon College
Fall Semester Enrollment Counts (Census Week)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Percent of SCC Total Headcount</td>
<td>31%</td>
<td>41%</td>
<td>21%</td>
<td>18%</td>
<td>21%</td>
<td>20%</td>
<td>22%</td>
<td>20%</td>
<td>18%</td>
</tr>
<tr>
<td>Percent of SAC Total Headcount</td>
<td>14%</td>
<td>18%</td>
<td>8%</td>
<td>7%</td>
<td>8%</td>
<td>9%</td>
<td>10%</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>Percent of RSCCD Total Headcount</td>
<td>10%</td>
<td>14%</td>
<td>6%</td>
<td>5%</td>
<td>6%</td>
<td>6%</td>
<td>7%</td>
<td>6%</td>
<td>5%</td>
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<tr>
<td>Dually-Enrolled Count</td>
<td>2,623</td>
<td>3,657</td>
<td>1,904</td>
<td>1,715</td>
<td>2,116</td>
<td>1,905</td>
<td>2,219</td>
<td>1,678</td>
<td>1,759</td>
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</table>

Source: RSCCD Enrollment Trends and Student Characteristics, Fall 2002 - Fall 2006, RSCCD Research Department
Table 7
SCC (and SAC) Students
Which High Schools Do They Come From?
Fall 2006 High Schools of Origin of New Freshman

<table>
<thead>
<tr>
<th>Service Area Feeder High School</th>
<th>Attending SCC</th>
<th>Attending SAC</th>
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<tbody>
<tr>
<td>Canyon</td>
<td>100</td>
<td>16</td>
</tr>
<tr>
<td>El Modena</td>
<td>180</td>
<td>33</td>
</tr>
<tr>
<td>Esperanza</td>
<td>105</td>
<td>22</td>
</tr>
<tr>
<td>Foothill</td>
<td>113</td>
<td>46</td>
</tr>
<tr>
<td>Lutheran</td>
<td>30</td>
<td>6</td>
</tr>
<tr>
<td>Orange</td>
<td>139</td>
<td>90</td>
</tr>
<tr>
<td>Villa Park</td>
<td>143</td>
<td>35</td>
</tr>
<tr>
<td>Other</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>826</strong></td>
<td><strong>267</strong></td>
</tr>
</tbody>
</table>

Rate of Orange Unified graduates’ enrollment at SCC = 28%
Rate of Orange Unified graduates’ enrollment at SAC = 9%

Source: RSCCD Enrollment Trends and Student Characteristics, Fall 2002 - Fall 2006, RSCCD Research Department
Graph 7
SCC (Credit) Student Characteristics
Fall 2006 (n=9,628)

Source: RSCCD Enrollment Trends and Student Characteristics, Fall 2002 - Fall 2006, RSCCD Research Department
Graphs 8 and 9

SCC (Credit) Student Characteristics
Fall 2006 (n=9,628)

Full-Time/Part-Time Status

- 7.9 or fewer units: 16%
- 8-11.9 units: 27%
- 12-15.9 units: 5%
- 16+ units: 5%

Employment Status

- Work 30 hrs +/wk: 45%
- Work <30 hr/wk: 39%
- Unemployed: 2%
- Homemaker: 14%
Graph 10

SCC (Credit) Student Characteristics
Fall 2006 (n=9,628)

Educational Goal

Source: RSCCD Enrollment Trends and Student Characteristics, Fall 2002 - Fall 2006, RSCCD Research Department
Graphs 11 and 12

SCC (Credit) Student Characteristics
Fall 2006 (n=9,628)

Access to Computers

- At Home: 66%
- At Work: 28%
- Home & Work: 4%
- No Access: 2%

Use Internet Regularly

- Yes: 92%
- No: 8%

Source: SCC Student Satisfaction Study, August 2006, RSCCD Research Department
Table 8
SCC (Credit) Student Characteristics, Fall 2002 – Fall 2006

<table>
<thead>
<tr>
<th>Source: SR835 (census week)</th>
<th>Fall 2002 (n=9,948)</th>
<th>Fall 2003 (n=9,530)</th>
<th>Fall 2004 (n=9,910)</th>
<th>Fall 2005 (n=8,524)</th>
<th>Fall 2006 (n=9,628)</th>
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<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
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<tr>
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<tr>
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<td>194</td>
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<td>213</td>
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<td>3230</td>
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<td>4468</td>
<td>47%</td>
<td>4583</td>
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<td>1033</td>
<td>11%</td>
<td>1062</td>
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<td>18%</td>
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<td>1598</td>
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<td>467</td>
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<td>687</td>
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<td>1170</td>
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<tr>
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<td>590</td>
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<td>Headcount</td>
<td>Afr. Amer.</td>
<td>Asian</td>
<td>White</td>
<td>Latino</td>
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<tr>
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<td>Asian</td>
<td>White</td>
<td>Latino</td>
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<tr>
<td>--------------------------</td>
<td>-----------</td>
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Table 10
SCC (Non-Credit) Student Characteristics
Fall 2002 – Fall 2006

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Source: RSCCD Enrollment Trends and Student Characteristics, Fall 2002 - Fall 2006, RSCCD Research Department
Graph 13

SCC Student Success

2nd Semester Persistence Rates for New Freshman
With a goal of “Transfer Only” & “Transfer with AA Degree”
(Fall 2003 – Fall 2006 cohorts)

Source: Pathways of Student Persistence and Performance at SCC, RSCCD Research Department
Graph 14

SCC Student Success
Course Completion Rates
Fall 2002 – Fall 2006

Success (A,B,C,Cr)

Non-Success (D,F,NCr)

Withdraw

Source: RSCCD Research Department Data Warehouse
Graph 15

SCC Student Success

Successful Course Completion Rates by Course Type

2005-06

Source: RSCCD Research Department Data Warehouse
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<tr>
<td>Operating Engineers</td>
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<td>0%</td>
<td>0%</td>
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<td>9%</td>
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</tr>
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<td>Philosophy</td>
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<td>0%</td>
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<td>3%</td>
<td>7%</td>
<td>0%</td>
<td>10%</td>
</tr>
<tr>
<td>Physical/Science</td>
<td>38</td>
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<td>18%</td>
<td>18%</td>
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<td>74%</td>
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<td>6%</td>
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<td>52%</td>
<td>0%</td>
<td>0%</td>
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<td>2%</td>
</tr>
<tr>
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</tr>
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<td>Public Works</td>
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<td>0%</td>
<td>90%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
<td>4%</td>
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<td>69%</td>
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<td>13%</td>
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<td>22%</td>
<td>0%</td>
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<td>61%</td>
<td>2%</td>
<td>13%</td>
<td>2%</td>
<td>17%</td>
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<tr>
<td>Social Science</td>
<td>6</td>
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<td>17%</td>
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<td>33%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
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<td>22%</td>
<td>22%</td>
<td>0%</td>
<td>65%</td>
<td>6%</td>
<td>12%</td>
<td>0%</td>
<td>18%</td>
</tr>
<tr>
<td>Spanish</td>
<td>347</td>
<td>23%</td>
<td>22%</td>
<td>10%</td>
<td>1%</td>
<td>55%</td>
<td>5%</td>
<td>6%</td>
<td>0%</td>
<td>11%</td>
</tr>
<tr>
<td>Special Services</td>
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<td>79%</td>
<td>79%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Study Skills</td>
<td>70</td>
<td>26%</td>
<td>21%</td>
<td>13%</td>
<td>1%</td>
<td>61%</td>
<td>4%</td>
<td>9%</td>
<td>0%</td>
<td>13%</td>
</tr>
<tr>
<td>Surveying/Mapping Sciences</td>
<td>158</td>
<td>44%</td>
<td>18%</td>
<td>9%</td>
<td>1%</td>
<td>72%</td>
<td>1%</td>
<td>4%</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>Surveying Apprentice</td>
<td>413</td>
<td>16%</td>
<td>10%</td>
<td>4%</td>
<td>34%</td>
<td>63%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Television/Video Comm.</td>
<td>318</td>
<td>31%</td>
<td>29%</td>
<td>15%</td>
<td>0%</td>
<td>75%</td>
<td>4%</td>
<td>3%</td>
<td>0%</td>
<td>7%</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>160</td>
<td>27%</td>
<td>24%</td>
<td>15%</td>
<td>0%</td>
<td>66%</td>
<td>4%</td>
<td>7%</td>
<td>0%</td>
<td>11%</td>
</tr>
<tr>
<td>Travel &amp; Tourism</td>
<td>38</td>
<td>47%</td>
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<td>8%</td>
<td>0%</td>
<td>76%</td>
<td>3%</td>
<td>5%</td>
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<td>8%</td>
</tr>
<tr>
<td>Water Utility Science</td>
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<td>37%</td>
<td>27%</td>
<td>13%</td>
<td>4%</td>
<td>80%</td>
<td>4%</td>
<td>4%</td>
<td>1%</td>
<td>9%</td>
</tr>
<tr>
<td>Women’s Studies</td>
<td>133</td>
<td>14%</td>
<td>22%</td>
<td>24%</td>
<td>0%</td>
<td>60%</td>
<td>5%</td>
<td>8%</td>
<td>0%</td>
<td>13%</td>
</tr>
</tbody>
</table>
Graph 16

SCC Student Success
AA/AS and Certificates Awarded
2002-03 through 2005-06

Source: RSCCD Summary of Degrees and Certificates Earned, October 2006, RSCCD Research Department
Graph 17

SCC Student Success
Transfers to 4-year Universities
2002-03 through 2006-07

Source: National Student Clearinghouse
### SCC Staff Ethnicity

**Full-time Staff (Credit and Non-Credit)**

**Fall 2006**

<table>
<thead>
<tr>
<th></th>
<th>African-American</th>
<th>Asian/Pacific Islander</th>
<th>Latino</th>
<th>White</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Administrative</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>8%</td>
<td>7</td>
<td>28%</td>
</tr>
<tr>
<td>Classified</td>
<td>7</td>
<td>7%</td>
<td>9</td>
<td>8%</td>
<td>46</td>
<td>43%</td>
</tr>
<tr>
<td>Faculty</td>
<td>4</td>
<td>3%</td>
<td>7</td>
<td>6%</td>
<td>20</td>
<td>17%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>11</td>
<td>4%</td>
<td>18</td>
<td>7%</td>
<td>73</td>
<td>30%</td>
</tr>
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</table>

Source: ITS Report, PR0845, October 2006
<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Short-Term</th>
<th>Misc.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Administrative</td>
<td>25</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Classified</td>
<td>106</td>
<td>37%</td>
<td>88</td>
<td>31%</td>
<td>91</td>
</tr>
<tr>
<td>Faculty</td>
<td>115</td>
<td>14%</td>
<td>542</td>
<td>68%</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>246</strong></td>
<td><strong>22%</strong></td>
<td><strong>630</strong></td>
<td><strong>57%</strong></td>
<td><strong>91</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>%</th>
<th>n</th>
<th>%</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative</td>
<td>10</td>
<td>40%</td>
<td>15</td>
<td>60%</td>
<td>25</td>
</tr>
<tr>
<td>Classified</td>
<td>88</td>
<td>31%</td>
<td>197</td>
<td>69%</td>
<td>285</td>
</tr>
<tr>
<td>Faculty</td>
<td>442</td>
<td>55%</td>
<td>360</td>
<td>45%</td>
<td>802</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>540</strong></td>
<td><strong>49%</strong></td>
<td><strong>572</strong></td>
<td><strong>51%</strong></td>
<td><strong>1,112</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>&lt;30</th>
<th>30-39</th>
<th>40-49</th>
<th>50-54</th>
<th>55-59</th>
<th>60+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2</td>
<td>8</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Classified</td>
<td>92</td>
<td>52</td>
<td>18</td>
<td>26</td>
<td>9</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>Faculty</td>
<td>50</td>
<td>205</td>
<td>26</td>
<td>113</td>
<td>14</td>
<td>96</td>
<td>116</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>142</strong></td>
<td><strong>259</strong></td>
<td><strong>297</strong></td>
<td><strong>142</strong></td>
<td><strong>124</strong></td>
<td><strong>148</strong></td>
<td><strong>1,112</strong></td>
</tr>
</tbody>
</table>

Source: ITS Report, PR0845, October 2006
Graph 19
Orange County Employment by Industry
May 2007

- Construction & Mining: 6%
- Government: 10%
- Leisure & Hospitality: 10%
- All Others: 10%
- Educational & Health Services: 8%
- Professional & Business Services: 16%
- Financial Activities: 11%
- Trade, Transportation, & Utilities: 17%
- Manufacturing: 12%

Source: State of California, Employment Development Department, [http://www.labormarketinfo.edd.ca.gov/](http://www.labormarketinfo.edd.ca.gov/)
### Table 16 & 17
Orange County Workforce Statistics

**Ten Occupations with Fastest Projected Percentage Growth in Orange County, 2004-2014**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Annual Ave. Employment</th>
<th>Percent Change</th>
<th>Median Hourly Wage [1]</th>
<th>Required Education and/or Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Network Systems &amp; Data Communications Analysts</td>
<td>2,680</td>
<td>56%</td>
<td>$31.38</td>
<td>BA or higher</td>
</tr>
<tr>
<td>Home Health Aides</td>
<td>3,710</td>
<td>56%</td>
<td>$10.01</td>
<td>On-the-job training</td>
</tr>
<tr>
<td>Special Education Teachers, Preschool-Secondary School</td>
<td>1,860</td>
<td>42%</td>
<td>[2]</td>
<td>BA or higher</td>
</tr>
<tr>
<td>Biomedical Engineers</td>
<td>520</td>
<td>42%</td>
<td>$37.08</td>
<td>BA or higher</td>
</tr>
<tr>
<td>Fashion Designers</td>
<td>410</td>
<td>42%</td>
<td>$27.40</td>
<td>BA or higher</td>
</tr>
<tr>
<td>Computer Software Engineers, Applications</td>
<td>11,750</td>
<td>41%</td>
<td>$34.40</td>
<td>BA or higher</td>
</tr>
<tr>
<td>Database Administrators</td>
<td>1,030</td>
<td>40%</td>
<td>$34.39</td>
<td>BA or higher</td>
</tr>
<tr>
<td>Computer Software Engineers, Systems Software</td>
<td>3,810</td>
<td>39%</td>
<td>$40.80</td>
<td>BA or higher</td>
</tr>
<tr>
<td>Network &amp; Computer Systems Administrators</td>
<td>3,410</td>
<td>38%</td>
<td>$31.27</td>
<td>BA or higher</td>
</tr>
<tr>
<td>Veterinary Technologists and Technicians</td>
<td>1,000</td>
<td>37%</td>
<td>$14.87</td>
<td>AA Degree</td>
</tr>
</tbody>
</table>

[1] Median Hourly Wage is the 50% of workers in an occupation earn wages below, and 50% earn wages above the median wage.

[2] In occupations where workers do not work full-time, or year-round, it is not possible to calculate an hourly wage.

**Ten Occupations with Largest Projected Absolute Growth in Orange County, 2004-2014**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Job Openings</th>
<th>Median Hourly Wage</th>
<th>Required Education and/or Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail Salesperson</td>
<td>30,350</td>
<td>$9.89</td>
<td>Short on-the-job training</td>
</tr>
<tr>
<td>Cashiers</td>
<td>19,730</td>
<td>$8.66</td>
<td>Short on-the-job training</td>
</tr>
<tr>
<td>Waiters and Waitresses</td>
<td>19,490</td>
<td>$8.01</td>
<td>Short on-the-job training</td>
</tr>
<tr>
<td>Food Preparation &amp; Serving Workers, Fast Food</td>
<td>13,810</td>
<td>$8.17</td>
<td>Short on-the-job training</td>
</tr>
<tr>
<td>Office Clerks, General</td>
<td>12,180</td>
<td>$12.71</td>
<td>Short on-the-job training</td>
</tr>
<tr>
<td>Laborers &amp; Freight, Stock, &amp; Material Movers, Hand</td>
<td>11,320</td>
<td>$9.38</td>
<td>Short on-the-job training</td>
</tr>
<tr>
<td>Customer Service Representatives</td>
<td>11,030</td>
<td>$15.06</td>
<td>Moderate on-the-job training</td>
</tr>
<tr>
<td>Landscaping and Groundskeeping Workers</td>
<td>10,300</td>
<td>$9.15</td>
<td>Short on-the-job training</td>
</tr>
<tr>
<td>Janitors &amp; Cleaners, Except Maids &amp; Housekeeping</td>
<td>9,660</td>
<td>$8.99</td>
<td>Short on-the-job training</td>
</tr>
<tr>
<td>General and Operations Managers</td>
<td>9,490</td>
<td>$48.67</td>
<td>BA + work experience</td>
</tr>
</tbody>
</table>
ACADEMIC AFFAIRS OVERVIEW

VISION
The office of Academic Affairs will lead in shaping the future of Santiago Canyon College where individual students are enabled to grow, where student learning is emphasized with a comprehensive curriculum that prepares students for transfer, degrees and certificates, the workforce, citizenship, and lifelong learning. This office will be recognized as a leader in learning excellence and the facilitator of meeting the challenge of rapid change in the educational needs of the students.

MISSION
The Office of Academic Affairs guides and supports faculty and programs at Santiago Canyon College to provide a current and creative curriculum to meet the educational opportunity valued by students and the community.

PRESENT DESCRIPTION
Under the leadership of the Vice President of Academic Affairs, the Office of Academic Affairs encompasses the Division of Business, Mathematics, and Sciences, The Division of Career Education, the Division of Humanities and Social Sciences, the Division of Library, Fine and Performing Arts, and Communication, and Instructional Support Programs, including the Academic Success Center, Honors, and the Tutoring and Academic Computer Center.

Each program and individual department has written its own component of the Academic Affairs section of the Educational Master.

ASSESSMENT OF PROGRESS
Santiago Canyon College (SCC) experienced tremendous growth between 2001 and 2006 as FTES grew by 21%. This growth presented many challenges that were met through the dedication and hard work of faculty, staff, and administration.

Within the departments of Academic Affairs, increased enrollment resulted in additional staff, facilities, equipment, and instructional materials. It was also necessary to review and update instructional programs and curricula to meet the needs of increased student enrollment.

Administrators, Faculty, and Staff
In 2001-2002 SCC restructured Academic Affairs into three instructional divisions: Arts, Humanities and Social Sciences, Business, Math and Science, and Career Education, each with a new Dean. The acting Dean of Instruction became the Dean of Counseling. In spring 2007, a new Dean of Library, Fine and Performing Arts and Communication was hired, and a new Associate Dean of Exercise Science and Athletics was added to provide leadership for the growing number of athletic programs.

From 2001-2006 more than 40 full-time faculty positions were added to the staff at SCC. Full-time faculty hiring occurred in English, Mathematics, History, Political Science, Psychology, Counseling, Philosophy, Spanish, Communication, Reading, Astronomy, Physics, Business, Biology, Microbiology, Anatomy and Physiology, and Exercise Science.

More than 30 classified positions were added between 2001 and 2006 to support the enrollment growth and the growth in academic personnel and programs. These positions included administrative secretarial support in the division offices, an administrative clerk in the apprenticeship program, an additional science lab coordinator, athletic trainer, instructional center technicians for the language lab and the Academic Success Center, library technicians, support services assistant for Curriculum and Instruction, and instructional assistants for the Tutoring Center and instructional programs.

Facilities
In spring 2004, the college opened the new Student Services and Instruction building to meet the growing need for student services and additional classroom space. Admissions, EOPS, Financial Aid, Adult Re-Entry and DSPS moved into this new building. Classroom space was designated for the second and third floors of the building along with new faculty offices and a student placement and testing center. Classrooms were fully mediated and varied in size to accommodate large group as well as seminar instruction. A dedicated modern languages lab was established to provide greater instructional opportunities for students.

The Library and Learning Resource Center (LLRC) was completed in spring 2006. The facility features a high-tech, two-story, environmentally friendly design with space to accommodate 100,000 books. It offers thirteen group study rooms, a bibliographic instruction lab, over seventy-five computer workstations and a copy, print and self-checkout station. The newly developed Faculty Center for Learning and Instruction is also housed in the LLRC.

Administrators, faculty, and staff worked with the architects to develop and complete the plans for the new Science building, with construction scheduled to begin fall 2007. A greater number of advanced, transferable science courses will be offered when this building is completed.
EQUIPMENT AND SOFTWARE

Beginning in 2003, and each year thereafter, Academic Affairs, in conjunction with the division deans and department chairs, has developed a priority list for equipment and software generated from needs identified in each department, discipline or program’s educational master plan.

Academic Affairs was allocated a total of $215,000 between the years 2003-2006. These state equipment funds, along with Title III funding, allowed for such purchases as computers, laptops, printers, and updated software for classroom use in Psychology, Geology, Business, ACE, and Reading.

Classrooms were mediated and instructional software was purchased for use in the Academic Success Center, Math Study Hall (MaSH), the Modern Languages lab, and the Writing Center. All programs received new materials and supplies.

CURRICULUM AND INSTRUCTION

The Office of Academic Affairs and the faculty developed a comprehensive Student Learning Outcomes (SLO) plan that addresses how staff, organizational structure, resources, and training for the writing of SLO’s and assessment of student learning would be implemented. The SLO committee, a sub committee of the Curriculum and Instruction Council, completed the general education SLOs for SCC, established a SLO web page to facilitate on-going dialogue amongst faculty, and created a toolkit and training manual to assist faculty in the development of course and program SLOs.

The SLO process was enhanced beginning fall 2005 with a Title III grant, which provided funds for initial SLO training for all faculty. Full-time and part-time faculty participated in workshops that focused on improving the student learning experience. Administrators, faculty, and staff attended national, state, and regional student learning outcomes conferences.

Academic program reviews were developed in 2002, and faculty in each department or program conducted a full program review in fall 2003. This process ensured that all courses were appropriate and current and met applicable state and industry needs. On-going program reviews are now scheduled for every three years.

As enrollment grew, course offerings were significantly increased throughout the college. Each division identified and offered new programs and courses to meet the diversified educational needs of students. During this period, the college increased its offerings to 26 degrees and more than 40 certificate programs.

In the Arts, Humanities, and Social Sciences division courses or departments were renamed, revised, or developed to meet changing needs. The new departments and programs included American College English (formally ESL), a revised reading program to serve both basic skills and transfer students, and new political science and history courses. Forensics, Model United Nations, the Collegiate, Chamber and Master Chorales as well as the Study Abroad program provided students with beyond the classroom learning experiences. Student clubs and organizations, such as Sigma Chi Eta (Communication) Psi Beta (Psychology), the Anthropological Society and the Philosophy Club were established to provide students with discipline specific opportunities.

The Business, Math and Science division began offering business courses at the local high school as part of the new Jump Start program for high school students. The Life Science department doubled its offering in Anatomy and Physiology, revamped their majors program and doubled those offerings. The Chemistry, Physics, Astronomy and Mathematics departments more than doubled their offerings and their faculty from 2001-2006. Community Science Night, a yearly joint venture with Orange Unified School District Science Program for middle school children, began in 2005.

The athletic program grew by two new sports, Track and Field and Softball, and the Exercise Science department significantly increased course offerings, adding courses such as Walking and Jogging for Fitness, Sport in US Society, Cardio Boxing, Yoga, and Stretch, Flex and Tone.

The Career Education division created new programs and certificates based on needs expressed by business and industry partners. Project Management, GIS, and an Arborist training program were implemented to meet the growing demands of our region. The Career Education division hosted a variety of events that included the American Water Works Association annual conference, and Trig Star, workshops focused on introducing high school and college students to careers in surveying. In 2006, SCC was awarded a $75,000 grant by the Metropolitan Water District to develop a water conservation garden on campus. The garden serves as an outdoor lab specializing in drought resistant plants for students studying botany, geology, public works, water utility science, etc. as well as the community-at-large.

SCC is committed to supporting students in their need for basic skill development for college transfer success, and to assist them in acquisition of skills that would increase student eligibility for entry level work. The five-year Title III grant allocates most of its resources to the development of basic skills and provided funds for the establishment of the Academic Success Center (ASC) to teach basic skills and help noncredit students complete their high school diploma while they attend concurrent college credit courses. Since its inception in 2005, the ASC has served more than 800 students in eight disciplines and 18 courses.
To facilitate increased transfer to UC and CSU, Honor’s general education course offerings were expanded and a dedicated Honor’s fully mediated seminar classroom was added and the Honor’s budget increased.

Technology planning is a primary focus at SCC. The Technology Committee, consisting of representatives from each division and governance group, was established in 2004 and worked closely with faculty and staff to determine technology needs and to identify technology training needs. TTIP funds were used to assist with technology training for faculty and staff. In Spring 2005, the Technology Committee hosted a daylong conference for faculty and staff to present information on distance learning, Internet security, online course design and course design tools, digital photography, and pod-casting.

SCC began online class offerings and now has a total of 35 online courses. To support online classes, SCC provides on-going training via Blackboard software for faculty who want to incorporate its tools into their traditional classroom teachings.

During 2004-2005 and 2005-2006 academic divisions and the Office of Academic Affairs examined and implemented alternative scheduling options to maximize the use of current and future classroom space and to provide options to meet the diverse needs of the student body. Alternative scheduling options included block scheduling on Fridays and Saturdays, weekend college offerings and short-term (8-week) courses. In 2005-2006, the 16-week semester was implemented at SCC.

The Office of Academic Affairs, the faculty, and staff are proud of the accomplishments made from 2001 to 2006. The achievements of the past five years will serve as the foundation for the overall planning of instruction over the next five years.

**FUTURE PLANS**

**Administrators, Faculty and Staff**

Enrollment demands and an expansion of occupational programs in Career Education will necessitate the addition of an Associate Dean of Career Education.

The Office of Academic Affairs, working with the college president and the Academic Senate, will support faculty hiring when enrollment demands warrant new positions and/or when program and discipline needs require the support and guidance of full-time faculty. Initially, the Office of Academic Affairs will request a full-time faculty coordinator for the Center for Learning and Instruction to oversee professional development and the Educational Master Plan (EMP). A full-time faculty coordinator over Distance Education will also be requested within the first year of this five-year plan.

As the college grows, the need for support staff will also increase, and these needs will be reviewed and evaluated on an annual basis. Requests for support positions will include a classified web master, a classified instructional design position to assist with distance education and classroom instructional delivery enhancement, two administrative clerks for Business, Math and Science and Humanities and Social Sciences, an administrative clerk to support the new Center for Learning and Instruction and the EMP, three network specialists to build and maintain effective academic instructional support, and two instructional assistants for the Academic Computing Center.

**Facilities**

The college is looking forward to the planning and building of several new classroom facilities in the next five years using the Measure E funds voted by local citizens in 2002. The next building in line is the Science building followed by the Humanities building and a new Exercise Science/Gymnasium facility. Initial plans for a new Performing Arts building has also begun, but this building is beyond the limits of the present Measure E funds available. These new structures will help tremendously to ensure the expansion and development of comprehensive programs. As departments and programs move to these new buildings, the Office of Academic Affairs, faculty, and administrative services personnel will review and examine how existing facilities can best be used to ensure and support a strong instructional program.

**Equipment and Software**

The Office of Academic Affairs will continue to work with the division deans and department chairs to identify and prioritize program and discipline needs in terms of new equipment and instructional software. Providing every classroom with full mediation capability is a priority over the next five years. Additionally, over the next five years it will be necessary to provide for the replacement of computers, printers, software, and other technological needs as designated in the five-year Technology Plan.

**Curriculum and Instruction**

The institutionalization of student learning outcomes will continue to be a priority for SCC, which the Office of Academic Affairs and faculty leadership will implement along with professional development activities as described in the Title III grant. Web site SLO training will be introduced. The Office of Academic Affairs will work with the district research department to collect data and evidence to ensure that student learning outcomes identified at the course, program, and college level meet the needs of the SCC student diverse population.
Another priority for the college will be the expansion and enhancement of distance education course offerings. A full-time faculty coordinator will be hired, training on effective online course design will be implemented, and an outreach and marketing plan will be developed. To support distance education and other technology advancements, funding will be needed for faculty and staff to attend conferences and workshops.

The commitment to students with basic skills needs will continue through further development and enhancement of the Academic Success Center and expansion of the Tutoring Center, the English Department Writing Center, and the Math Study Hall. Through the Title III grant, learning communities within the basic skills classes of math, reading, English, and American College English (formally ESL) will be examined and evaluated. Additionally, there will be continued cooperation with adult basic education programs in the Continuing/Adult Education division to ensure a smooth transition for noncredit students to credit classes.

SCC will continue to build partnerships with the business community to ensure workforce preparation for students. In so doing, SCC will develop new career education programs pertinent to the needs, skills, and abilities within the local labor market.

Student enrollment patterns will be closely monitored and pertinent data reviewed and analyzed to determine effective scheduling options to meet the needs of a growing and diverse student body. Alternative scheduling options will be reviewed and evaluated on an on-going basis.

The Office of Academic Affairs, faculty, and staff look forward to the next five years in the development of the college, and will continue to strive for excellence in serving SCC students.
VISION
The Academic Success Center envisions an academic learning center that offers a range of academic support and instruction for students who require significant study and guided practice outside of their respective classes to strengthen their college readiness skills.

MISSION
The Academic Success Center is committed to helping students meet their educational goals by offering learning assistance in as many subject areas as the individual needs during times that are convenient to the student. Transition to college credit is a major goal of the noncredit classes taught in the Center.

PROGRAM OUTCOMES
Students will be able to:

• Incorporate the academic support and instruction they receive to increase their rate of successful completion of college courses.

• Improve their competency in reading, language arts, English, English as a Second Language, and writing.

PRESENT DESCRIPTION
Curriculum
The curriculum offered in the Academic Success Center (ASC) is established by the academic departments and disciplines as assistance and reinforcement needed by students. The Center provides credit students with supplemental instruction and resources assigned to them through their credit courses. Noncredit students receive instruction and take classes in English as a Second Language as well as courses needed to obtain a high school diploma.

Facilities
The ASC includes a central room, two classrooms, and three offices (coordinator, faculty, counselor). There are 62 student computers and seven faculty/staff computers, with chairs for 129 students in the three rooms.

Faculty and Staff
A full-time faculty Academic Success Center Coordinator, a full-time ASC Specialist, an on-going Instructional Technician, an on-going student assistant during school session times, and a 19-hour counselor (credit) assist the students with computer-aided individualized instruction.

The noncredit division provides the following staff: Three 12-hour instructors, two 19-hour Instructional Assistants, and one 19-hour counselor (noncredit)

Programs and Services Offered
Students have access to self-paced, computerized state-of-the-art curriculum and technology. Skilled instructors and instructional assistants are available to support and assist students.

A noncredit counselor is available on site to assist students in the transition from noncredit to credit classes. A credit counselor, using a case management approach, provides assistance to credit students in educational planning and strategies for success in college.

ASSESSMENT OF PROGRESS
The Academic Success Center was established through a Title III Grant in October, 2005. The grant required 194 average weekly hours of student use in the Center by October, 2006. At the end of spring, 2006, the average weekly hours of student use was 435. Furthermore, the grant required that five courses be linked to the ASC by 2007. At the end of 2006, 19 courses had curriculum links to the Center.

FUTURE PLANS
The Academic Success Center is grant funded until 2010. At that time, the center is to be institutionalized by the college and phased into the college budget.

Curriculum
Continued curriculum development in support of college departments to improve academic quality and student success and retention will be required.

Facilities
The ASC will continue to need additional space as the student population grows. It will be necessary to have an additional computer center room.
**Faculty and Staff**

A 40-hour lab technician is needed to provide assistance to both the existing center and an expanded one. Four 19-hour classified positions to staff the expansion will be required as the center expands.

**Technology**

Support and maintenance, with a systematic approach to upgrading equipment and software to include annual investment in new computers and software will be required. Replacement costs, ongoing license fees, and upgrading of software will become the college’s responsibility as the grant phases out.
HONORS

VISION
The Santiago Canyon College Honors Program will be pervasive throughout the college and the educational and public community, with instructional and student services faculty and administrators involved in promoting and increasing Honors offerings and program activities.

MISSION
The SCC Honors Program is dedicated to providing an enriched learning environment for high academic achievers. The program assists students to fulfill themselves personally and acquire the skills and knowledge necessary to succeed in their educational endeavors.

PROGRAM OUTCOMES
Students will be able to:

- Demonstrate critical thinking, sound decision making, cultural awareness, and effective communication skills through instructional modes that foster independence and responsibility.

PRESENT DESCRIPTION
Any student with a 3.0 or above GPA and qualification for English 101 may take advantage of the Honors Program. The Honors Program Advisory Committee is a faculty-based committee of 8-10 members who oversee the Honors Program and work with the Honors Program Coordinator to establish the standards, procedures, and policies of the Program. Membership includes the HP Coordinator, the HP Counselor, and representatives from all departments offering Honors classes.

Curriculum
Approximately 12-13 Honors courses are offered each semester. Some courses are offered on a semester basis, others yearly or bi-yearly basis. The District currently has curriculum for 34 different Honors courses, with new curriculum being written every year. Scheduling of offerings attempt to include all categories of General Education for IGETC and CSU Certification.

Faculty and Staff
The administration of the Honors Program includes the Honors Program Coordinator, who is responsible for all facets of the program, including the daily operations of the program, and the Honors Program Counselor who devotes one LHE per semester to counseling Honors Program students. Approximately 20 full-time faculty teach one to four honors classes per year. In addition, one or two adjunct faculty teach honors classes each year as needed. The Honors Program has no dedicated classified support.

Facilities
The facilities currently used by the Program include the Coordinator’s faculty office; other facilities include the classrooms for all Honors classes, which are scheduled by appropriate departments.

FUTURE PLANS
The Honors Program will be institutionalized to the point that administration and faculty leadership recognize, support, and consult it as an integral part of the instructional program when planning budgets and schedules. As an academic program, the Honors Program will tie in more directly with other college divisions and departments.

Over the next five years the number and range of faculty teaching Honors classes will increase as new curriculum is approved and the size of the program increases. In addition, with the increase in the number of classes and students, the Honors Program Counselor will receive additional release time to work with students and the Program.

Clerical support should be in place with a full-time staff member who can devote the required time to the clerical needs of the Program.

Facilities will include a meeting area for Honors Program students to establish study groups and to enable colloquiums and guest speakers. Specifically designated Honors classes will be configured in a seminar structure to accommodate up to twenty people. This is currently being taken into consideration in planning the new Humanities building, scheduled to begin construction in 2010. Located near these facilities will be the Honors Program office.

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TUTORING CENTER AND ACADEMIC COMPUTER LAB

VISION
The Tutoring Center and Academic Computer Lab will strive to create independent learners by providing comprehensive learning assistance programs that meet the needs of students.

MISSION
The SCC Tutoring Center and Academic Computer Lab will continue to provide creative and innovative learning assistance methods to help students become independent learners and proficient with computer software used in classes. Tutoring and learning assistance will be available for students taking online, televised, and distance education classes.

PROGRAM OUTCOME
Students will be able to:

• Improve their study strategies, research techniques, writing skills, time management, organization, exam preparation, and computer skills.

PRESENT DESCRIPTION
The tutoring and computer centers offer learning assistance, study strategies, and computer skills to create positive student learning outcomes for SCC’s diverse socio-economic population. The Tutoring Center offers assistance in 42 subjects, which includes 119 classes offered on campus. The tutoring center also offers workshops and seminars to help students become independent learners.

Facilities
The Tutoring Center and Academic Computer Lab are currently located in portables, with seating capacity for 36-50 students, with 1 DSPS student station, and 14 computers for student use.

Throughout the fall and spring semesters, the Tutoring Center is open to students Monday through Saturday. Computer Lab assistance is available to learn how to use computers and do research for class assignments. There is no cost to the students for tutoring.

The Academic Computer Lab, located in U-89, is equipped with 36 computer stations. The lab has installed software for Accounting, Astronomy, Math, Economics, WEB design, and programming. There are five stations available for faculty and staff use and one DSPS station.

Staff
The Tutoring Center has ten student workers/peer tutors available on a walk-in basis. Also, one-to-one and small group tutoring is available for many subjects. There are three 19-hour Learning Assistants who work on an on-going basis, and six 19-hours Learning Facilitators who work on an on-going “in session” basis. They are supported by one full-time General Office Clerk and one full-time Instructional Center Specialist.

The Academic Computer Lab has four student workers/peer tutors who work a set schedule and are available on a walk-in basis. There are two 19-hour on-going instructional assistants.

Numbers Served
Tutoring Center served 767 students (7,348 hours) in the fall of 2005, and 825 students (7,949 hours) in the spring 2006. At present, the Tutoring Center staff is also supervising: MAC Computer Lab (U-90) in order to allow students to access and complete class assignments.

ASSESSMENT OF PROGRESS
The Tutoring Center and Computer Lab staffs help students meet their educational goals by offering learning assistance, study strategies, and computer skills. All of these factors have contributed to rising attendance each semester from fall 2001 to spring 2007.

The Tutoring Center and Academic Computer Labs have kept current on the most innovative and up-to-date learning assistance methods. Computers have been equipped with the latest software used in classes. Tutoring and learning assistance is now available for students taking online, televised, and distance education classes. This has made tutoring accessible to most students.
**FUTURE PLANS**

Online tutoring will be made available; this will allow students to access the services of both centers electronically.

**Facilities**

In the summer/fall of 2007, the Tutoring Center and Math Study Hall plans to expand with walk through access between both centers and the office to accommodate growing lab attendance and enrollment at SCC. Current plans have the Tutoring Center and the Academic Computer Lab moving into the Student Services/Instruction facility in 2009-10. This will provide students with new computers, study areas, improved facilities, and greater overall assistance.

**Workshops and Seminars**

Online tutoring workshops will be available and seminars will be held to assist faculty, tutors, and staff.

**Staffing**

**Tutoring Center**

One additional student worker/peer tutor, working a set schedule and available on a walk-in basis. Also, one-to-one and small group tutoring will be available for many subjects.

Two additional 19-hour Learning Facilitators positions on an on-going “session only” basis.

One additional 19-hour Learning Assistant position on-going basis, eleven month contract.

**Academic Computer Lab**

One additional student worker/peer tutor who will work a set schedule and is available on a walk-in basis.

Two new 19-hour Instructional Assistants positions on an on-going basis.

**Technology**

The Tutoring Center and Academic Computer Lab will continue to keep pace with new electronic systems to provide effective technological strategies.
VISION
The Astronomy program will offer a comprehensive general education and transfer program for students in astronomy that will promote an interest in astronomy and encourage life-long learning.

MISSION
The Astronomy program will help students understand and appreciate the universe by promoting scientific literacy and encourage curiosity, involvement, and enthusiasm in astronomy through a variety of modalities including lecture, group discussions, lab work, and field studies.

PROGRAM OUTCOMES
Students will be able to:

• Apply scientific reasoning to future astronomical discoveries to understand their validity and relationship to everyday situations.

• Discuss how light is used by astronomers to learn about the universe.

• Discuss how gravity is related to the formation, interaction, and evolution of the solar system, stars, galaxies, and the universe.

• Interpret and describe the size, scale, and motion of objects in the universe.

PRESENT DESCRIPTION
Four courses are taught in the astronomy program: These courses cover the development and physical basis of astronomy, a description of the solar system, stellar astrophysics, and the study of galaxies and cosmology.

The lab class allows students to recreate experiments and observations that astronomers use to learn about the universe. These activities use traditional experiments as well as computer simulations and day and night telescopic observations (weather permitting).

Currently, there is no degree offered in astronomy. However, students can receive a Science degree with an emphasis in astronomy. Some students have expressed an interest in pursuing an astronomy degree.

The astronomy program has access to one dedicated lecture classroom in the daytime, and shares a lecture room with geology at night. The program has access to a presentation system that contains an LCD projector, computer, and a VCR. The instructors can use this system to enhance lectures by using PowerPoint, images, videos, and accessing the internet.

The astronomy program does not have a dedicated lab room and shares lab rooms with geology and physics. This creates issues when equipment must be transferred from room to room. For computer simulations, the astronomy program shares a computer room with geology and the art department.

The program uses seven, 6-inch Dobsonian and four, 8-inch Schmidt-Cassegrain telescopes for telescopic observations in the lab class.

The program is currently staffed by two full-time instructors dedicated to astronomy. A full-time instructor outside of astronomy as well as adjunct instructors teach some astronomy sections.

ASSESSMENT OF PROGRESS
Over the past five years, the program has grown in several ways. The number of lecture sections has increased from four in Fall 2001 to eight in Fall 2006. Lab sections have increased from two to five during that same period.

Comparing the enrollment in Fall 2006 to Fall 2001, enrollment in all astronomy courses has increased 92%, combined with a 247% increase in Astronomy 109.

The program acquired 4, 8-inch Schmidt-Cassegrain telescopes in 2006 that instructors are incorporating into the classes.

A second full-time instructor was hired during this period, and the program has increased lab supplies, acquired a mobile computer presentation system, and began participating in public outreach activities, including Community Science Night as well as a science night at McPherson Magnet.
FUTURE PLANS

By 2012, at least one more lecture course (e.g., Cosmology) will be added to the inventory with plans to develop sophomore level courses. With these additional courses, combined with an increase in sections from current classes, it is anticipated that an additional 5 lecture and 2 lab sections may be added to the schedule. Instructors will investigate the possibility of adding distance education modalities to some of the courses. The anticipated growth in the astronomy program will require a science lab coordinator and an additional full-time astronomy instructor.

An Associates Degree in Astronomy will also be added.

It is anticipated that by fall 2009 a new Science building will be completed. This new building will give the astronomy program a dedicated lab room. However, there is no lecture room dedicated to astronomy in the new science building. The program will need at least one lecture room dedicated to astronomy as well as access to other classroom such as a large lecture group room.

To foster the growth of the program, a facility is needed for astronomical observations. Planning for on-campus observation has already begun.

A planet walk on campus to enhance interest in astronomy as well as create points of interest on campus is being discussed.

If sophomore level courses are added, sophisticated cameras and image reduction software will be required. This will require the use of laptop computers, which will assist in freeing up possible lecture rooms and can be used in the field.

Astronomy is a program that lends itself well to community outreach. “Star parties” are a wonderful way for students, staff, and the general community to be exposed to the excitement of astronomy and the college by looking at various objects in the night sky through a telescope. By 2012, the astronomy program plans to conduct one to two star parties per semester.

Another event that will be developed is a lecture series wherein various speakers will be brought in to give lectures on interesting topics for students, staff, and the general community. By 2012, it is anticipated that the astronomy program will host one lecture each year. Plans are underway for the first of these lectures to coincide with the hosting of the NASA Center for Astronomy Education Tier II workshop in the spring of 2008.
BUSINESS DEPARTMENT

VISION
The Santiago Canyon College Business Department envisions a community resource center providing education, knowledge, facilities, technology, and opportunity to prepare students for the challenges of the business world.

MISSION
The Business Department is building educational bridges to the future by providing courses, certificates, and programs that will aid students in completing their academic goals and help prepare them for employment and advanced educational opportunities. The community is invited to use the bridges.

PROGRAM OUTCOMES

Accounting Department
Students will be able to:

• Explain and apply current accounting methods and practices.
• Recognize, critically analyze, evaluate, and provide solutions for ethical dilemmas related to accounting practices.

Computer Science
Students will be able to:

• Recognize and evaluate the impact computers have had and will continue to have on society and on them as individuals.
• Critically analyze and evaluate technology as a consumer and take responsibility for lifelong learning in the field.

Business
Students will be able to:

• Explain and apply the basic concepts and models current in the field, while identifying future career paths and specialties that yield career opportunities.
• Explain and apply the basics of business law and ethics in the workplace, society, and the global community.

PRESENT DESCRIPTION

Curriculum
The curriculum is closely tied to the surrounding four-year institutions as many students transfer to these colleges and universities.

Degree/Certificate
Six degrees and 13 certificates are offered

Enrollment Trends
Interest in the Business Administration degree has increased, with courses that transfer to the surrounding four-year institutions having the strongest enrollments.

Facilities
Five classrooms are dedicated to the program. Three rooms have student computers and two rooms are general purpose classrooms.

Faculty and Staff
There are five full-time faculty members in the department and approximately 20 part-time faculty.

ASSESSMENT OF PROGRESS

The program has expanded by offering courses online or hybrid courses and through the use of part-time faculty because of lack of additional classroom space. As of spring 2007, the department had 18 courses online.

FUTURE PLANS

The department is planning to expand its curriculum in accounting, gaming, and robotics. Vocational education growth is expected to be minimal.

Degree/Certificate offerings will include additional courses in Accounting, a gaming degree, a robotics certificate, and more courses in web design.

A facility designed for Business would highlight the department’s presence and underscore the size of the program. Current rooms need to be painted and have updated furniture.

State-of-the-art computer rooms will be required to offer software and programming courses. The computers need to be replaced every four years and hard drives and robots are needed to aid in instruction. General purpose classrooms need state-of-the-art presentation equipment and updated furniture to mirror industry equipment.
VISION
The chemistry program envisions a comprehensive general education and transfer program. The courses offered by science professionals, working within a state-of-the-art science facility, will help students pursue a lifelong learning and interest in the physical universe.

MISSION
The chemistry program’s mission is to help students understand and appreciate the physical universe by promoting scientific literacy and encouraging curiosity, involvement, and enthusiasm in science.

PROGRAM OUTCOMES
Students will be able to:

- Demonstrate an understanding that science is based upon observations of the universe and apply the scientific method as a research tool.
- Read, analyze, and interpret data to draw valid scientific conclusions and communicate those conclusions in a clear and articulate manner.
- Act in a way that embodies the intellectual principles of scientific reasoning and inquiry, while being mindful and careful in handling chemical materials.

PRESENT DESCRIPTION
Curriculum
The program serves a variety of student goals that require chemistry education for numerous degree and certificate programs.

Degree/Certificate offered
Associate of Science Degree with emphasis in chemistry

Enrollment Trends
The chemistry program has increased its enrollment by 44% from Fall 05 to Fall 06.

Facilities
The chemistry program utilizes one laboratory room, which limits enrollment to 24 students as well as the department’s ability to offer multiple sections of the same course and to offer Organic Chemistry.

Faculty and Staff
The chemistry program has two full-time faculty members, a Science Laboratory Coordinator, and one instructional aide.

ASSESSMENT OF PROGRESS
In the past five years the department has increased its total enrollment in chemistry by approximately 44%. In 2001, the program offered five sections of chemistry per semester. Currently 10 sections are offered per semester.

The program has recently updated its laboratory manual for chemistry 219 and 209, and has purchased new electronic balances to improve students’ experience in laboratories.

FUTURE PLANS
Curriculum
Current curriculum will be reviewed and updated to maintain proper transfer agreements with four-year colleges and universities. When the new Science building is completed, organic chemistry will be offered. Plans also include hybrid/online courses in some classes and an honors sections in the general chemistry sequence.

Degree/Certificate offerings
An Associate of Science Degree in chemistry will be added.

Facilities
The new building, to be completed in 2009, will provide much needed space for expansion and growth. There will be three laboratory rooms (capacity 32 students).

There will be a need to equip the general chemistry laboratories and the organic chemistry laboratory with the required equipment.

Faculty and Staff
To meet the chemistry program goals, a new assistant professor of chemistry will be needed. Additionally, several instructional aides will be required to cover the needed help for all the laboratory sections.
EXERCISE SCIENCE
HEALTH AND ATHLETICS

VISION
The department of Exercise Science Health and Athletics will be staffed by professionals and specialists who deliver exceptional programs from a state-of-the-art cluster of facilities designed to meet the specific needs of lecture classes, activity classes, and sports offerings.

Students and the community will be encouraged to utilize the services for personal development and fulfillment as well as enjoyment of a comprehensive, intercollegiate athletic program.

MISSION
The department offers health, nutrition, fitness, and activity classes for all students and community members. The curriculum is designed to assist all students in meeting their individual health, nutrition, and fitness goals.

The department also provides an environment for eligible students to participate in an intercollegiate athletic program that offers competitive opportunities, and is committed to the principle of gender equity and compliance with Title IX.

PROGRAM OUTCOMES
Students will be able to:

• Discuss the positive benefits of a lifetime of aerobic exercise and muscle resistance training in a clear and articulate manner.

• Appreciate the value of team work and ethical consideration of all who work together toward the same competitive goal.

PRESENT DESCRIPTION
The department is composed of a cardiovascular and strength training complex, classrooms, offices, sports fields, and support services buildings.

The Department has five full-time faculty members. One is the Fitness and Health Specialist, and another serves as the Head Women’s Soccer Coach and Department Chair and teaches Health and Fitness Classes. The third is the Head Coach of the Men’s and Women’s Golf teams as well as the golf instructor. The fourth is the Head Men’s and Women’s Cross Country and Track and Field Coach and teaches health and activity classes, and the fifth is the Head Women’s Softball Coach and teaches health and fitness.

ASSESSMENT OF PROGRESS
The Men’s and Women’s Track and Field Teams began in 2003. These two teams complimented the existing Men’s and Women’s Cross Country Teams to give students related competitive activities for the entire school year.

The new full-time coach for both Men’s and Women’s Cross Country and Men’s and Women’s Track and Field began in the fall of 2005. In the spring of 2006, the new Head Softball Coach began formulating the team for competition in the spring of 2007.


An Athletic Director was hired in the spring of 2007.

FUTURE PLANS
Men’s Soccer is planning to hire a full-time coach to begin in the fall of 2008. Other new coaches will be hired as existing programs expand and new sports teams are created.

A full-time Sports Medicine Athletic Trainer was hired spring 2007 to assist with all teams and students and develop a fully accredited Sports Medicine Certificate Program.

A softball field will be built in fall 2007 to accommodate this new sport.

More new grounds will enable SCC to field a Men’s Baseball Team. The addition of a Swimming and Diving Stadium will provide opportunities in swimming, water polo, and community aquatics offerings. Basketball and Volleyball for both Men and Women will become available upon completion of the gymnasium. There will be locker rooms for students and staff, bleachers, and seating for 2500 spectators, multi-sport scoreboards, and a foyer with trophy cases and food services.

The increase in facilities and Athletic Teams will require a full-time grounds keeper, two full-time secretaries, two full-time equipment managers, one for men and one for women, a full-time Sports Information Coordinator, and a full-time athletic academic counselor.
GEOLOGY

VISION
The Geology/Earth Science program will present a comprehensive program that meets the needs of students transferring as geoscience majors, as well as the general education requirement in the physical sciences and students interested in the Earth and the pursuit of lifelong learning.

MISSION
The Geology/Earth Science program will help students understand and appreciate the Earth by promoting scientific literacy and encouraging curiosity, involvement, and enthusiasm for science.

PROGRAM OUTCOMES
Students will be able to:

• Observe and record observations about the Earth and the surrounding atmosphere.

• Use critical thinking skills to analyze their observations.

• Apply the scientific method to verify various theories and laws about the Earth and the surrounding universe.

PRESENT DESCRIPTION
The Geology program has two full-time professors; one is a geologist and the other is a geophysicist.

The program has access to a single, 49-seat lecture classroom, and shares a 24-seat laboratory/classroom with the Astronomy program and shares another 24-seat computer lab/classroom with the Astronomy and Graphic Arts programs.

ASSESSMENT OF PROGRESS
The number of sections offered and students enrolled has stabilized after the slight decrease caused by increasing the variety of science offerings. In 2006-2007, there were 6-7 lectures, 3 labs, and 2 field studies sections per semester.

The reinstatement of field trips in the lecture course began in 2006-07, but it is too early to access if this will lead to an increase in enrollment. The teacher-training course has also been successfully offered.

FUTURE PLANS
To increase enrollments in Geology, several course offerings have been removed and/or revised to more closely mirror course titles and changes in the CSU system.

The concept of distance learning programs is under discussion as well as podcasting lectures and experimenting with a mixed mode of instruction combining online lectures with hands-on labs.

Geology expects to move into the new Science building when it opens in 2009. In this building lecture rooms will remain the same size, but labs will increase from 24 to 32 students. There is concern about the amount of storage available in the new building for equipment and supplies.
VISION
The department of Biology envisions a compressive curriculum to meet the requisites of students seeking knowledge about the biological world and to prepare students for more advanced studies.

MISSION
The mission of the department is to offer a comprehensive program of courses that promote interest in and understanding of the biological sciences.

PROGRAM OUTCOMES
Students will be able to:

- Demonstrate a coherent understanding of the characteristic themes that pervade and unify the discipline of biology.
- Identify and assess the hierarchal structure of biological organization and the emergent properties of each level.
- Employ the scientific method of proposing hypotheses based on observations, test the hypotheses, critically analyze experimental data, and formulate conclusions based on the experimental data.

PRESENT DESCRIPTION
The department facilitates various student goals that encompass the fulfillment of general education, transfer and certification requirements, and embraces personal enrichment.

The department provides information online and maintains its website.

Degree/Certificate
A degree in Biological Sciences is available.

Enrollment and Facilities
The current laboratory facilities are receiving maximum utilization and limit the growth of the program. There will be an increase in course offerings when the new Science building is completed.

Faculty and Staff
The department has four full-time faculty, nine to ten adjunct instructors, and one laboratory support staff who also supports Chemistry.

One faculty member is a zoologists/ecologist, one is an anatomist/physiologist, one is a botanist/ecologist, and the fourth is a microbiologist.

ASSESSMENT OF PROGRESS
Environmental Biology, Human Anatomy, and Physiology were added to the curriculum.

A new curriculum for Life Science majors was written and implemented.

FUTURE PLANS
Curriculum
Two new courses will be offered in the fall of 2007: Health Microbiology and General Microbiology.

Two new courses, Fundamentals of Biology for Honors and Marine Biology will be added when there are additional facilities and the curriculum is developed.

Degrees
A degree in Health Science is being developed

Facilities
The new Science building will allow an increase in number of sections and courses offered.

Technology
There is a need for more laptop computers to use in the laboratory courses and an additional spectrophotometer is needed for use of students majoring in Biology.
MATHEMATICS

VISION
The mathematics department envisions students who are able to think critically and move from concrete to abstract reasoning through instruction that meets analytic and quantitative challenges and incorporates the use of new technology.

MISSION
The mission of the department is to offer a full range of mathematics courses to enable students to pursue their respective educational goals.

PROGRAM OUTCOMES
Students will be able to:

- Create mathematical models of real world phenomena, apply those models to make predictions about the behavior of the phenomena, apply appropriate problem solving techniques, and critically evaluate the veracity of the obtained results.
- Clearly communicate mathematical reasoning and problem solving skills using a variety of formats, diverse technologies, and appropriate mathematical vocabulary and notation.
- Integrate into educational and professional conduct, a calm, confident, and ethical approach to mathematical reasoning and problem solving, while taking personal responsibility for mathematical successes.

PRESENT DESCRIPTION/PROGRESS
The department offers 26 different courses ranging from basic math to beginning differential equations. Students are encouraged to use the math study hall for assistance.

Student learning outcomes have been completed for most courses in collaboration with Santa Ana College.

Degrees/Certificates
A Math degree prepares students to go into a four-year institution.

Enrollment Trends
In fall 2002, 59 sections were offered to 2303 students. In fall 2205, 80 sections served an enrollment of 2561. From spring 2003 to spring 2006, the sections were increased from 63 to 87 and students served from 2184 to 2561. The average number of students per section decreased as offerings in upper level courses increased.

Facilities
Classrooms are located throughout the campus, with few dedicated rooms. Finding sufficient space during peak hours has been difficulty.

Faculty and Staff
The math department has 3 full professors, 5 associate professors, and 6 assistant professors whose offices are located in three adjacent portable buildings. Additionally, there are 30 part-time instructors, 6 instructional aides, 5 tutors, and 2 student assistants. The faculty meets regularly to discuss department business and share ideas in a collaborative manner.

FUTURE PLANS
Curriculum
There is a need to address the requirements for the degree from elementary to Intermediate Algebra, which may involve writing new courses to meet the special needs of vocational students.

All Student Learning Outcomes are being written and a structured assessment cycle established.

The number of online and hybrid courses will be increased.

Facilities
The space for the tutoring center, MaSH, will be increased and/or merged with the Tutoring Center. There is a need for 12 dedicated classrooms and permanent offices for both full and part-time faculty.

Faculty
It appears that the increasing number of students will require new faculty members, a full-time MaSH and technology coordinator as well as instructional aides in the classrooms.

Technology
The feasibility of using class sets of laptops for maximum efficiency of equipment money is being discussed. Smart Boards and camera units to capture and enhance lectures are also needed. Expansion of the use of current available software, while keeping abreast of new technology advances will be required.
VISION
The Physics Program envisions a comprehensive general education and transfer program for students in chemistry, physics, and engineering. The courses offered encourage students to pursue lifelong learning and interest in the physical universe.

MISSION
The mission is to help students understand and appreciate the physical universe by promoting scientific literacy and encouraging curiosity, involvement, and enthusiasm in science.

PROGRAM OUTCOMES
Students will be able to:
• Analyze and interpret scientific data obtained from scientific experiments.
• Apply the scientific method to verify various physical laws.
• Apply physical laws to interpret observations in the physical universe.

PRESENT DESCRIPTION
Curriculum
The program generates interest in the physical world and meets physical science graduation requirements. Upon program completion, students will be prepared to enroll in upper division courses in Physics, Chemistry, and Engineering at a four-year college or university.

Faculty
The Physics Program currently has two full-time faculty.

Degrees
Associate of Science Degree with an emphasis in Physics
Associate of Science Degree in Physics

Facilities
The Physics Program currently has access to a single lecture/laboratory classroom, which holds a maximum of 24 students.

ASSESSMENT OF PROGRESS
In Fall 2001, the Physics program had a total enrollment of 81 students. In Fall 2006, enrollment had increased to 104 students, a 22% increase. Additionally, in 2001, the program offered 4-5 courses. By 2007, the entire engineering physics sequence, as well as a one-year, calculus-based physics sequence for biological science students planning to transfer to the University of California system was offered.

The laboratory equipment has been upgraded to incorporate microcomputer based laboratory activities into the curriculum.

FUTURE PLANS
Curriculum
To continue its growth, the current curriculum will be reviewed to maintain proper transfer agreements with four-year colleges and universities.

The department will add engineering courses to allow engineering majors to complete major preparation at SCC.

To increase student access, hybrid courses will be offered to allow students to complete their lecture material online and come to campus once a week for their laboratory section.

Degrees
A new engineering degree that will allow students to emphasize mechanical, civil, electrical, chemical, or general engineering is being explored.

Equipment
To achieve these goals additional laboratory equipment will be needed for each of the current experiments. With this increase in equipment and course offerings, it will be essential to hire a full-time science laboratory coordinator to set up laboratory experiments, lecture demonstrations, track laboratory equipment, order supplies, and maintain laboratory and demonstration equipment.

The coordinator could also assist the Astronomy and Geology programs.

Recent research has shown that the incorporation of various software based demonstrations has improved students comprehension and retention of difficult physical concepts. In order to incorporate these and other techniques into current lectures, at least one tablet computer per each pair of students as well as a presentation system that can be linked to the tablets will be required.

For the program’s expansion to continue, lectures will need to be held outside of the physics lab. These rooms need to hold a minimum of 60 students to link two laboratory sections to a single course lecture.
DIVISION OF CAREER EDUCATION

APPRENTICESHIP

VISION

The program envisions recognition by various industries and educational sectors that Santiago Canyon College is the premier resource for Apprenticeship training. The program is committed to meeting the needs of the apprentice, industry, and Training Trusts by preparing students for lifetime careers and furthering educational opportunities and lifelong learning.

MISSION

The Apprenticeship Program encourages and supports apprenticeship training. The program meets the needs of apprentices and Training Trusts for related and supplemental instruction and assists apprentices in certificate and degree completion.

PROGRAM OUTCOMES

Students will be able to:

- Begin a career as a journeyman in their chosen field.
- Have a basis for further college education.

PRESENT DESCRIPTION

There are currently 17 degree programs and 23 certificate programs offered through the Apprenticeship Program. Approximately 6,000 apprentices and 1,000 journeyworkers are attending over 450 sections of courses each semester.

Each of the programs offered through the Apprenticeship Program is on a different quadrennial review schedule. They are all currently up-to-date with their revisions.

Each program also has its own Advisory Committee, which meets on a regular basis. The minutes are kept on file in the Apprenticeship Office.

The Apprenticeship Program does not have any classrooms specifically assigned to it. However, the Operating Engineers and Surveyors use 13 classrooms on Saturdays, the Barbers use one classroom one evening per week, and the Surveyors use the empty fields surrounding SCC for their fieldwork.

All of the instructional equipment currently being utilized by the Apprenticeship Program belongs to the various Apprenticeship Program Sponsors. None is district owned or maintained.

There are no full-time faculty in the Apprenticeship Program. Approximately 105 part-time adjunct faculty and instructors teach each semester. There is a full-time Director of Apprenticeship Programs, a full-time Administrative Clerk, and a part-time classroom Instructional Assistant.

ASSESSMENT OF PROGRESS

Enrollment grew from 4,767 seats in Fall 2001 to 6,266 in Spring 2006 – an increase of over 30%. During this same period, journeyworker enrollment grew from 624 seats in Fall 2001 to 1,167 in Spring 2006.

The position of Director of Apprenticeship Programs was established in April 2003. The part-time Intermediate Clerk position was upgraded to a full-time Administrative Clerk in 2005 in response to increasing duties and workload related to increases in enrollment and program/curriculum development.

In Fall 2001, the Carpentry and Drywall Apprenticeship curriculum was reviewed and restructured to better meet the needs of the apprentice and the industry.

Also in the Fall 2001, the Surveying Apprenticeship Program curriculum was expanded to include a new option for Chainman Surveyors.

In April 2006, SCC received recognition by the Electrical Certification Curriculum Committee as an official trainer for those electricians already in the field. In addition, curriculum was developed for an Electrical Training program, and all curriculum for the Apprentice Inside Wireman program was reviewed and updated.

Curriculum was developed for courses that began July 1, 2006 for the newly state approved Maintenance Mechanic Apprenticeship Program offered in conjunction with Apprenticeship Program Sponsor Metropolitan Water District.

There were six associate degrees awarded in Apprenticeship Programs from 2001-2006, approximately one per year. Certificates awarded can vary from year to year depending on ending dates for each group of apprentices in each program. From 2001-2006, there were 203 certificates awarded in Apprenticeship Programs, an average of 40 per year.
FUTURE PLANS

In the spring 2007, the Apprenticeship Program will submit course outlines for quadrennial revision to the Curriculum and Instruction Council.

Meetings with the Apprenticeship Program Sponsor Curriculum Committees and faculty will continue to ensure that the needs of the apprentice and the industry are being met. Advisory Committees will also continue to meet on a regular basis.

As buildings and rooms are constructed, the Apprenticeship Program plans to hold more classes on campus. New part-time instructors are hired as needed.
COSMETOLOGY

VISION
The Cosmetology program provides students with education and training in a professional environment necessary to assist them in reaching their career goals within the field of cosmetology.

MISSION
The Cosmetology program will make available to all eligible students quality training in accordance with the regulations of the California State Board of Barbering and Cosmetology and SCC to prepare for both the state license exam and a career. Students will have access to the most up-to-date and hands-on instruction available.

PROGRAM OUTCOMES
Students will be able to:

• Pass the California State Board of Barbering and Cosmetology license exams and receive their licensure for their selected area of study.

• Be able to provide services to clients in a safe and ethical manner and maintain a successful career, job or business as required by the California Departments of Consumer Affairs and Health.

PRESENT DESCRIPTION
The Cosmetology program developed under the guidelines of the California State Board of Barbering and Cosmetology follows all rules, regulations, and procedures.

All programs are designed to exceed minimum Board standards and prepare the student under the State Plan for Vocational Education and the Federal Vocational and Technical Education Act of 1998.

Curriculum is developed taking into account the licensing requirements of the California State Board of Barbering and Cosmetology; the needs of the industry as determined by advisory committee members; and the needs and desires of the consumers. The Cosmetology Degree and Certificate are a combination of lecture and laboratory instruction. The curriculum is updated as determined by the changes in licensing with a quadrennial review as the minimum requirement.

ASSESSMENT OF PROGRESS
The program, which is under contract with Hair California Beauty Academy a private school, has shown strong growth over the past years. The site has found it necessary to expand the numbers of hours and days for instruction to accommodate student enrollment. Recently a new facility was located and remodeled.

Hair California Beauty Academy staff and students have participated in College Fairs and Senior Days to promote their enrollment.

They were recently awarded a six-year accreditation, without recommendations, from the National Accrediting Commission of Cosmetology Arts and Sciences.

The development and expansion of the web site for cosmetology has given students easy access to information on the program and how to contact the college and the academy.

Orientation meetings have begun so students are better informed about the career and the rigors of the educational requirements as well as hours of instruction required and the demands of the State of California licensing requirements.

FUTURE PLANS
The Hair California Beauty Academy off-site facility is planning on an expansion and upgrade of their facilities to better serve student demand and provide additional instruction in other areas.

The program may consider further development of areas of instruction such as a barbering certificate and possible development of a spa massage, bilingual cosmetology and/or a cosmetology instructor certification program.
VISION
The vision of the Gemology Department is to encourage high standards of ethics and fair dealing in the jewelry industry through education. The program is committed to increase community access to information and technical skill development promoting new careers and job advancement.

MISSION
The mission of the Gemology Department is to provide a rigorous program of theoretical, technical, and practical study of precious stones and jewelry.

PROGRAM OUTCOMES
Students will be able to:

- Assess, evaluate, and estimate the value and quality of gemstones.
- Develop business strategies in the selection, purchase, design, and manufacturing of jewelry.

PRESENT DESCRIPTION
The department offers both an associate degree and certificate program. It is the only community college program of its kind in southern California.

Courses cover the identification of colored stones through their physical, optical and chemical characteristics, grading diamonds by using established standards, appraising gems and jewelry using industry standard equipment in a lab setting. Students also learn to recognize the antique values and applying fundamental business practices to create a successful career.

All courses incorporate student problem solving, critical thinking, higher order thinking skills, real world applications, and basic skills.

The gemology department is made up of part-time instructors, one serves as the program facilitator and has for over 20 years. The faculty are all currently professionals in the industry.

The program has the use of a dedicated classroom, with locked storage and a safe for specimens of stones and diamonds. Additional evening classrooms are used for lecture classes. The department has a full range of current gemological testing equipment including microscopes, polariscopes, refractometers, monochromatic lights, dichroscopes, and spectroscopes plus a variety of filters and assorted instruments.

The stone inventory consists of over fifty diamonds used to practice grading. In addition, the department has a large collection of colored stones that are used to practice identification. All of the common and not-so-commonly seen varieties of natural and synthetic colored stones are represented.

The curriculum of courses includes: Introductory Colored Stones, Advanced Colored Stones, Diamond Grading, Antique and Period Jewelry, Appraisal Theory and Practice, and The Jewelry Profession. Each class is offered once a year, allowing a student to earn an 18-unit certificate in one year.

ASSESSMENT OF PROGRESS
In the last five years enrollment trends show a steady increase number of students in the program. During that period of time ten students were awarded their Associate Degree and 60 students were awarded their Certificate of Completion in the Gemology Program.

The advisory committee and alumni association are very active and have contributed both advice and funding for the program. Various pieces of equipment have been evaluated and repaired or replaced as a result of their activities.

Each fall semester mailings are done to provide awareness of the program. This has resulted in direct measurable enrollment increases. Every summer faculty, alumni, and students volunteer to staff a booth at the Orange County Fair. The program is represented at campus outreach events as well.

The development of a new Pearls course generated interest and may be included in the degree/certificate program. Spring 2007 an experimental lab class for further evaluation of stones was offered with 32 enrolled.

FUTURE PLANS
The program would like to offer selected courses online in combination with practical experience on campus, a hybrid course. The lab and classroom facilities and inventory of equipment/supplies needs to be maintained and even expanded.

There is an ongoing need for outreach through publicity and promotion; mailings and activities will be continued and expanded where possible. The model (for community colleges) alumni association will be continued. With the maintenance of success and expansion of the program, the department will fulfill a greater leadership role in the local jewelry industry.
VISION
The Human Development department envisions a learning environment that imparts the latest research findings about early childhood education and child development.

MISSION
The Human Development department offers students a comprehensive program to learn about the development of young children from conception through the elementary school years, and provides opportunities for students to integrate theories with practice that meet the emotional, physical, social, and educational needs of infants and young children.

PROGRAM OUTCOMES
Students will be able to:
• Apply knowledge of theoretical perspectives and life span processes to improve care of children and families.
• Recognize the influence of diverse contexts and individual attributes on the process of human development.
• Demonstrate knowledge and understanding of developmentally appropriate child rearing, care, and educational practices.

PRESENT DESCRIPTION

Curriculum
The Human Development department offers a variety of courses to meet the needs of infant/toddler, preschool, and school age educators and caregivers through courses that meet the requirements of the California Department of Social Services, California State University, University of California, and the California Department of Teacher Credentialing.

Students may pursue preparation to become teachers of young children, fulfill specific general education requirements, seek to enrich their parental role and/or knowledge of the human development, or transfer to a four-year institution as Human or Child Development or Early Childhood Education majors.

Degrees and Certificates
The program offers the course work required to complete Certificates and/or Associate degrees in three options: Infant-Toddler Option, Preschool Child Option, School Age Option.

Enrollment Trends
Onsite enrollments have been decreasing, but hopefully will be expected to grow with the increased needs of required courses for child care professionals, the need for new and replacement elementary teachers, required teacher competence mandated by the No Child Left Behind mandate, and the increase in local population. The department expects to continue to expand online classes.

Facilities
The department’s courses currently occupy U-99, which has media, equipment, materials and displays relevant to the program’s courses. Other classrooms are used as well. The six Child Development Centers in the Rancho Santiago Community College District serve as observation laboratories.

Faculty and Staff
The Human Development Department has one full-time professor who serves as the Department Chair. The adjunct professors are highly qualified and teach courses related to their specific areas of expertise.

ASSESSMENT OF PROGRESS
The curriculum has added courses anticipated to be required by the National Association for the Education of Young Children for accredited two-year institutions.

FUTURE PLANS
The department plans to investigate the feasibility of mini-certificates to meet the needs of assistants and paraprofessionals working in child care settings.

Additional parenting and family science classes will be possible alternatives.

Potentially classes could be developed to meet the needs of aging parents and grandparents who are parenting school age children, and training for certification of child care workers such as nannies and family daycare home providers may be offered.

A college-wide advisory committee will be assembled to address the accreditation requirements for two-year human development programs mandated by the National Association for the Education of Young Children.

The department plans to develop and obtain resources to create a new Human Development/Education major so that the community college requirements will articulate seamlessly to four-year institutions.
REAL ESTATE PROGRAM

VISION
The Real Estate Program, staffed by professionals and specialists, delivers quality real estate and property appraisal courses in a variety of traditional on-campus facilities as well as distance learning-instructional mode.

MISSION
The mission of the Real Estate Program is to respond to the educational needs of students interested in a career in real estate or property appraisal by offering appropriate programs and services to meet licensure requirements and prepare for state exams.

PROGRAM OUTCOMES
Students will be able to:

- Qualify educationally to take the California Department of Real Estate Salesperson examination.
- Possess the knowledge and skills to assist individuals and companies in all phases of property buying, selling, and related transactions.

PRESENT DESCRIPTION

Curriculum
The Real Estate Program provides quality real estate instruction, and maintains an environment that emphasizes and encourages teaching, learning, scholarship, professionalism, critical and independent thinking, and social responsibility. The courses teach the requirements for the satisfaction of state requirements for real estate licenses for both salesperson and brokers.

Students desiring personal knowledge of real estate transactions and investments find the program valuable for understanding transactions and investments.

A concerted effort is made to provide for changes made to state regulations.

Degree and Certificate
A degree and a certificate in real estate is offered.

The program also offers partial completion of the requirements necessary for the California residential appraiser licenses.

Facilities
Facilities are limited to designated classroom space with the needs always greater than the availability. This is offset by the growing number of online courses being taught that allow students outside the local area to take classes.

Faculty
The adjunct faculty in this program are all actively involved in the real estate industry and each has an area of expertise of subject matter.

ASSESSMENT OF PROGRESS

Enrollment
The enrollment increases in the program have been significant during the past five years as a result of the sales activity and valuation of residential and commercial properties. The enrollments have been 1,100+ students per academic year during the surge of the real estate economics; similarly enrollment would be expected to drop when the market drops.

Curriculum
During the past five years the curriculum has been streamlined with some courses being deleted from the degree and certificate. The course work now provides students with a concise and complete program of study and matches the Department of Real Estate requirements.

FUTURE PLANS

The cyclical real estate industry makes determining future enrollments difficult. It is not clear if the market and the licensing requirements will have a major impact as the California Department of Real Estate has changed the laws as they apply to the educational portion of the salespersons licensing requirements. The licensure requirements for appraisers, under the direction of the Office of Real Estate Appraisers (OREA), is currently being revised and the faculty and advisory committee are meeting to ensure that the educational portion of those requirements remain current.

Curriculum is reviewed and updated every four years as required by the RSCCD Board of Trustees. The curriculum is changed as necessary to make certain the course work remains applicable to state laws. The Technical Advisory Committee is active and meets regularly.

The use of portable buildings does not provide the type of environment that replicates a professional industry; therefore the need for more permanent facilities is needed.
SURVEY/MAPPING SCIENCES

VISION
The Survey/Mapping program provides qualified entry level technicians in Survey/Mapping Sciences to the local industry, as well as the necessary classes for transfer to a four-year university program, and courses for those students already in the industry preparing for their (LS) Land Surveyor or (LSIT) Land Surveyor-In-Training exams.

MISSION
To provide a well-rounded education in the Survey/Mapping Sciences field.

PROGRAM OUTCOMES
Students will be able to:

- Pass an examination similar to the California State Land Surveyor In-Training or Land Surveyor exam.
- Determine existing and new boundaries using field equipment and their field notes and employing knowledge of legal issues.
- Demonstrate knowledge of use of land surveying tools such as CAD (Computer Aided Drafting/Design), GIS (Geographical Information Systems), and GPS (Global Positioning Systems).

PRESENT DESCRIPTION
There is a huge demand for entry level technicians in the Survey/Mapping industry in southern California. This program is designed to provide that industry with well-trained and qualified individuals. These objectives of the program are accomplished by providing the student the opportunity to use state-of-the-art equipment and software under the guidance of a teaching staff composed of industry professionals.

Degree and certificate programs are offered.

ASSESSMENT OF PROGRESS
Enrollment in the program has shown significant growth in the past five years. Many of the new students learned about the program through the Trig-Star Competition for high school students that is supported by the National Society of Professional Surveyors. It is funded by VTEA, Tech Prep, and donations from businesses.

Articulation agreements exist between SCC and Cal Poly Pomona, and industry is viewing the program as an important link in the training and selection of entry level employees.

The program has been revised in the last three years and now better prepares the student for entry level positions in the industry and for transfer to a four-year university.

Funding for the computer lab has been obtained and new computers have been installed along with new software. A construction trailer and new equipment has been added to the program inventory to support the added enrollment and anticipated industry need and future enrollments.

Mailings to the engineering businesses has resulted in enrollment increases. Other visibility has been through advertisements in trade publications, articles generated by the campus, and development of program brochures and schedule flyers.

FUTURE PLANS
The program will continue with outreach and publicity activities, especially the effort to recruit women into this non-traditional profession.

Provide a schedule that makes it possible for students to complete courses for entry level positions and four-year university transfer. The program will investigate offering a full-time program during the day, adding classes specifically designed for the Survey/Mapping student, and enhancing the computer lab specifically for the program.

There will be an investigation of feasibility for offering classes on SCC campus for Cal State Fresno’s Geodetics program.

To attract and serve students new to the career, a entry level class will be developed.

Math assessments will be improved to better serve the needs for career success.

A full-time instructor is needed for teaching and coordinating of the program.

Part-time faculty, field and classroom lab assistants will be needed.
TV/VIDEO COMMUNICATIONS

VISION
The TV/Video Communications program will offer a comprehensive program through a core of general education courses that meet A.A., Cal State, and IGETC level classes in Film History, Mass Media and Society, and Television and Society, and will guide students to transfer to four-year institutions or assist in preparing them for careers in the media field.

MISSION
The TV/Video Communications program provides a broad and complete education in courses leading to a future career in a media-related field through a solid knowledge of the importance of film, television, the internet, and other media to society.

PROGRAM OUTCOMES
Students will be able to:

• Assist in the writing and production of cable, television, and film for communication purposes with the proficiency expected of an entry level employee.

• Write film, video, or TV script, understanding its influence and impact and be of sufficient quality to be submitted for production.

PRESENT DESCRIPTION
The TV/Video Communications program at SCC currently has no full-time instructors. One full-time SAC-based instructor/Department Chair teaches a majority of the general education transfer courses in Film History, Mass Media and Society, and Television and Society at SCC and oversees the program scheduling and curriculum matters.

In addition, there are adjunct faculty members who teach courses in Introduction to Electronic Media, and TV/Film Scriptwriting; all of whom are current professionals in the field.

All curriculum is updated under the college’s four-year review plan and new course offerings are discussed by both faculty and a Professional Advisory Committee to meet transfer requirements and industry needs.

ASSESSMENT OF PROGRESS
In 2003, a specific SCC-based Media Studies Certificate was established to serve as a training program for entry level positions in the Film and TV industries. This five-course certificate program includes all of the core TV/Video Communications Department's general education transfer course in Film History, Mass Media, Scriptwriting, Intro to Electronic Media, and Television and Society courses. More than a dozen students have earned this new Certificate.

Film history classes are usually taught in a theater-like atmosphere that works well for the 100-plus students enrolled. There is also new giant-screen projection system technology and a new DVD player that provides a state-of-the-art facility. The other courses are taught in classrooms that have similar video players, computer portals, and large-size screens for viewing appropriate instructional media.

FUTURE PLANS

Curriculum
New, smaller-scale digital camera classes and non-linear edit courses are part of the update of curriculum because digital and edit software are more portable and less expensive. There are many new opportunities on the internet, cell-phones, etc. for future careers in different avenues of programming and commercial productions. This may necessitate the addition of new curriculum planning, including the possibility of offering DVD Authoring, Internet Streaming Video Production, and Nonlinear Computer Editing classes. The department works with Chapman University and Cal State Fullerton in articulating and matriculating courses. Many students from CSU Fullerton and Chapman take their general education Film History and Mass Media courses at SCC.

The Program also has future plans to participate in campus Film Festivals to provide a presence in the local community. The department plans to investigate the creation of news and/or entertainment productions for broadcasting on a college-oriented website.

Through the Technical Advisory Committee, the program will continue to keep abreast of the latest trends and technology to offer updated curriculum. Interaction with local production companies, TV and film studios, and the district's DMC (Digital Media Center) will continue to create appropriate internship and employment opportunities for students.

Staff
New or expanded programs will necessitate adding adjunct faculty and support staff for the department.
TRAVEL AND TOURISM

VISION
The department seeks to provide an exceptional program in Travel and Tourism that will provide the industry with excellent employees who are knowledgeable in every element required for success in the industry.

MISSION
The department mission is to deliver an intensive course of study in Hospitality, Travel and Tourism designed to meet the needs of students and industry in initial employment, employment upgrade, college certificate, and/or transfer to a 4-year college or university.

PROGRAM OUTCOMES
Students will be able to:

- Develop a complete travel itinerary using factors such as budget, culture, location, type of travel, desire of client, incorporating geography, marketing, hotels, airlines, and surface transportation into their considerations.
- Assemble a portfolio on careers in all the travel industries and the related employment showing the duties and responsibilities of each of the job titles.

PRESENT DESCRIPTION
The program is designed to provide instruction in a variety of industry fields to include the airlines, cruise lines, tour operations, travel agency operations, and hotel operations. It provides students with the capability of study for initial employment, employment upgrades, and for certificate and degree studies, with a majority of the classes transferable to four-year colleges and universities.

An articulation agreement exists between the SCC Travel and Tourism program and The Collins School of Hospitality Management at Cal Poly Pomona.

The program is staffed with one full-time faculty, with the remaining courses taught by adjunct faculty. All faculty either have extensive experience in the field or are currently employed in the industry.

ASSESSMENT OF PROGRESS
The impact of the internet on travel has reduced the demand and compensation for travel agents in the U.S., but not in foreign countries. Nevertheless, the numbers of international students previously coming to the college has diminished since 9-11, and these two factors have impacted enrollment. The reduction in student enrollment numbers resulted in the contracts with SABRE and VIASINC (reservations system instruction) not being renewed.

THE FUTURE
The impact of the internet has changed the way the traditional travel agency does business, with many going out of the business. The program is restructuring the curriculum to meet industry changes and to develop any new avenues of possible employment.

The department is in the process of developing a hospitality segment to the program and looking at areas that relate to travel and tourism such as recreation and leisure studies.

One potential area of growth is the home-based agent, those who have associations with existing agencies, but who work independently of the traditional work site. There has been growing interest in this area from students.

Also, the department is researching specialization in service or volunteer vacations, eco or adventure tourism, senior citizen or cruise specialists, and other niche areas, which are a growing area of student interest.
VISION

The Water Utility Science program envisions being recognized as a leader in the field by being responsive to the needs of the industry through the offering of a wide range of courses that directly apply to water distribution, treatment, and wastewater management.

MISSION

The Water Utility Science program strives to meet the student needs for degree and certificate completion, transfer to 4-year colleges and universities, the requirements by the State of California for employment, and a successful career in their chosen fields. The department will provide the latest in technology, information, the resources for learning, and an excellent faculty.

PROGRAM OUTCOMES

Students will be able to:

- Pass mock exams of the California State Department of Health Services, the California Wastewater Environmental Act, and the AWWA (American Water Works Association) Water Conservation Practitioner Certification exam.
- Use theories and accepted principles to maintain and trouble-shoot backflow, pumps, electrical equipment, and lab procedure as related to water.

PRESENT DESCRIPTION

The program offers coursework that provides opportunities for students to obtain state mandated licenses, college completion certificates, and associate degrees, and required professional development to maintain licenses required to be employed in the industry.

The Water Utility Sciences Degree and Certificate programs have three areas of study:

- Water Distribution Option Degree and Certificate
- Water Treatment Option Degree and Certificate
- Wastewater/Environmental Sanitation Degree and Certificate

These options are designed for the areas of study needed by those employed or who wish to be employed by the various water districts in California.

Each of the areas is specific to training and educational needs as required and/or requested by those in the industry in compliance with the requirements for the State of California licensure.

The design of the courses is determined by the Technical Advisory Committee. The students are provided instruction on the regulations, inspections, and reporting structure necessary for compliance with the various local and state laws and water district operation.

A series of “Hot Topics” professional development sessions, eight hours each, are offered to serve industry professionals as they are required to complete these “contact hours” to maintain their licenses. They also provide current students with sessions on emerging topics of interest.

ASSESSMENT OF PROGRESS

Enrollment has increased markedly over the past five years. The curriculum for certificates was revised. A water conservation practitioner certificate has been established through a course with the exam at the conclusion. The increased program visibility has been through a variety of means including mailings, campus generated articles to professional publications, and a joint presentation of a conference on campus each summer with the American Water Works Association that attracts up to 600 participants.

There have been a profusion of articles, meetings, and specific conferences on the topic of the great amount of planned retirements and need for trained replacement employees to cover both that need and the industry growth as California population expands and the development and expansion of new communities continues.

The web site has been enhanced and is regularly updated with current information on classes and program activities as well as industry information.

During the past five years, the Water Utility Science has awarded 34 degrees and 138 certificates of completion and hundreds of student contact hour certificates.
FUTURE PLANS

The Water Utility Science program continues to develop the successful “Hot Topics” program for those in the industry who need continuing educational credits. The need to increase the offerings and the topics for this group is under constant review.

The addition of Supervision Certificates for both Water Utility Science programs will meet industry needs for well trained individuals to increase their potential for promotion and provide additional continuing education opportunities.

The need for the development of a water laboratory facility, pumps, and electrical training facilities is noted. Expansion of these arenas is important for the continued growth and success of the program.

The program will continue to recruit women into this non-traditional profession.
DIVISION OF HUMANITIES AND SOCIAL SCIENCES

AMERICAN COLLEGE ENGLISH (ACE)

VISION
The American College English (ACE) department envisions a responsive, student-centered program that will provide an effective and vibrant curriculum for developing the second language English skills necessary for academic success and personal fulfillment.

Students will obtain supplemental enhancement of coursework and develop a sense of academic diligence based on strengthened study skills. Students and faculty in the department celebrate the cultural and linguistic pluralism in the world and at SCC.

MISSION
The ACE Department helps non-native students develop greater fluency in English to assist them to experience greater success in academic, personal, and career pursuits.

PROGRAM OUTCOMES
Students will be able to:

• Comprehend spoken and written English at a level that satisfies their academic and/or personal goals.

• Produce written work that exemplifies college-level handling of content, organization, analysis, and use of standard English grammar and mechanics.

• Identify cultural differences and navigate successfully between American and native cultures.

PRESENT DESCRIPTION
Fall 2006 was the inaugural semester of the new American College English (formerly ESL) program and department.

The faculty is working through an entirely new curriculum anchored in sound and long-standing research demonstrating that students learn language best when forms are taught and practiced within contextual frameworks that extend across all language skills.

New texts were chosen to link grammar, reading, listening, speaking, and writing across each level. The curriculum was re-organized from eight levels to four.

The ACE program does not lead to a degree; however, successful completion of ACE 116 allows students to register in English 101, Freshman Composition. Completion of ACE 116 also fulfills the AA/AS degree requirement in writing proficiency. This will change in fall 2009 when only English 101 will satisfy the AA/AS degree requirement.

Enrollment Trends
After several years of declining enrollment, in the fall of 2006 the program grew from 175 students to 225.

Facilities
The majority of the ACE classes are scheduled in the Academic Success Center satellite rooms, which are completely mediated and contain student computer stations. This allows instructors to individualize their classes to a limited extent. Two classes are scheduled in a room that is not mediated and does not contain computers.

Faculty
The ACE Department consists of two full-time faculty; one is the department chair; the other is the coordinator of the Academic Success Center, with five adjunct faculty.

ASSESSMENT OF PROGRESS
A review of nationwide programs resulted in the development of the new ACE curriculum that was approved in Fall 2005 and implemented in Fall 2006. Web pages for the ACE program were developed, and the Lab Manual for ACE 116/096 is under development. Extensive work with counseling and outreach resulted in higher enrollment.

The number of adjunct faculty grew from two to five.

FUTURE
New software programs for the Academic Success Center cannot be installed until the district increases its infrastructure technology support capacity.

Faculty has chosen to delete the goal of creating a World Cultures Club. It is a higher priority to successfully schedule all of the ACE courses and to expand the numbers of sections.
**Curriculum**

No new courses are planned.

**Facilities**

ACE is working in concert with the Academic Success Center to move the High School Subjects program into its own dedicated classroom or ASC space and to expand the ASC satellite classrooms from two to four, with the rooms fully mediated and computerized.

**Faculty and Staff**

ACE is planning to seek a tenure track faculty position in 2010-2011 if enrollment warrants such an addition.
**ANTHROPOLOGY**

**VISION**
Anthropology will offer comprehensive courses in Cultural Anthropology, Linguistics, Physical Anthropology and Archaeological Anthropology designed to satisfy degree and transfer requirements and for personal enlightenment.

**MISSION**
Anthropology aspires to prepare students to participate in and contribute to increasing globalization. Important components in course offerings will increase writing and critical thinking requirements, as well as strategies to enhance student’s interests in applied Anthropology.

**PROGRAM OUTCOMES**
Students will be able to:

- Understand cultures past and present and how cultures fit into modern globalization.
- Understand human biological development over millennium and primates and their social and biological attributes.
- Study culture in Archaeological context and try to interpret artifacts into economic, religious, political, and social context.

**PRESENT DESCRIPTION**
Degree/Certificates: An A.A. degree is offered.

**Enrollment Trends**
Cultural Anthropology and Physical Anthropology enrollments are growing and presently serving nearly 600 students.

**Facilities**
Lecture facilities are good, but a laboratory for Archaeology and Physical Anthropology is needed.

**Faculty and Staff**
There are two full-time instructors and two part-time instructors.

**ASSESSMENT OF PROGRESS**
This is a growing program with enrollments increasing consistently during the last few years.

The program has added display cases and necessary supplies and equipment to enhance instruction.

Field trips have been added and are well received by students and faculty.

Students have been invited to publish their work in the Anthropological Society newsletter and have served in volunteer positions at conferences.

A faculty newsletter and journal has been developed.

**FUTURE PLANS**

**Curriculum**
Anthropology field studies/excavation will be offered in the near future along with Native American Studies and Anthropological Laboratory analysis of artifacts and biological specimens.

**Facilities**
Plans have been discussed to have Anthropological Laboratory facilities built in the near future. Archaeological field work supplies and equipment are needed.

**Faculty and Staff**
Faculty will need to grow by one full-time instructor with a specialty in Physical Anthropology. A part-time office person will be needed for grant writing and other expansion needs.

**Technology**
Laboratory and field technology is needed, including GPS, computers, software, microscopes, and specimens, etc.

**Lectures**
The Archaeological Institute of America plans to have future lectures on the campus.
ECONOMICS

VISION
The Department of Economics offers a variety of courses for students planning to pursue degrees, transfer to four-year institutions, and for community members interested in personal enrichment.

MISSION
The Economics department’s mission is to offer core lower division courses in Microeconomics and Macroeconomics and to motivate students to strengthen the communication, critical thinking, problem solving, and analytical reasoning skills that will assist them in their further studies and careers.

The department further aims to help develop responsible citizens who are aware of and informed about a variety of differing views on current economic events and policy issues and how they impact our lives.

PROGRAM OUTCOMES
Students will be able to:

• Describe the economic approach to analyzing and explaining human behavior, communicate using basic economic terminology, interpret relevant economic data, and follow and construct fundamental economic arguments using verbal, graphical, and basic mathematical tools.

• Apply analytical reasoning and problem solving skills to formulate predictions and deduce cause-and-effect relationships in hypothetical scenarios and actual real world situations.

• Identify study skills, methods, and strategies that are effective for the student’s learning style and likely to be effective for the student in further study of economics and other fields.

PRESENT DESCRIPTION
The Economics Department currently consists of one full-time instructor and three part-time instructors.

Eight to nine courses are offered each semester in addition to two intersession courses and three summer session courses. All sections have strong enrollments and there is sufficient excess demand to warrant additional sections in the near future.

A degree in Economics is offered.

Most classes are currently offered in a room that is fully mediated. Lectures are delivered using Microsoft PowerPoint and the Internet is used for other in-class activities.

ASSESSMENT OF PROGRESS
One of the department’s plans during the past five years was to create a dedicated Economics Lab/classroom. While not a permanent solution, the fully mediated classroom is currently fulfilling that role until a dedicated and long-term facility can be designed and furnished in the upcoming Humanities and Social Sciences building.

In-class activities have been redesigned to engage student interest and participation to improve retention and successful completion of Economics courses. The department has seen limited success in this area because students are not spending two hours outside of class for each hour in class although a number of activities and resources including online assignments and tutorials have been offered.

The department has developed program learning outcomes in addition to course-specific learning outcomes for students that are included in syllabi and discussed with students in class. Further, each topic of study has its own list of learning outcomes.

Communication and collaboration with faculty at Chapman University has occurred, which was a goal of the department.

One additional part-time instructor has been hired and three new sections per year have been added. Enrollments have slowly but steadily grown as evidenced by the increased number of course sessions offered as compared to those offered five years ago.

The department offers courses at a variety of times including early mornings, evenings, intersession, summer, Fridays and weekends, and eight-week mini-semesters.
FUTURE PLANS

Curriculum
A survey course intended for non-majors is currently being developed, and the department is planning to offer hybrid distance education courses in the near future.

Facility
The department plans to have one dedicated Economics Lab/classroom in the new Humanities building or the present Student Services/Instruction building, that is fully mediated, with networked computer stations that are useful for in-class calculations, experiments such as simulations of markets and auctions, tutorial software, and Internet research of current events.

Office hours and tutoring will be offered in the Economics Lab during times when classes are not in session. The Lab will serve as a social/academic hub for Economics students on campus with computers available to access the website and multimedia tutorial software offered by the text’s publisher.

Staff
The department plans to hire a second full-time assistant professor in 2009 and maintain two to three part-time instructors.
ENGLISH

VISION
The English Department is committed to nurturing and to refining students’ understanding and use of the written word through curriculum that connects reading, writing, thinking, and living.

“The quieter I am/the more I see”
Dr. Karl Rosenquist

“To read, write, think, and be” celebrates humanity and engenders reflection and active participation in academic and social intercourse.

MISSION
The English Department is dedicated to imparting the values and power of language and literature, teaching the process of writing, and helping students to develop cognitive and affective tools that lead to success and wisdom. The department arms students with knowledge, communication skills, and self-awareness to participate creatively and confidently in an ever-changing world.

As educators, the faculty remains life-long learners – people who grow, change, and share new knowledge and perspectives with the college community.

PROGRAM OUTCOMES
Students will be able to:

• Analyze and evaluate texts, written, visual, and oral, for structure, soundness, and creativity.

• Understand and respect perspectives of others in all settings – academic, professional, and personal – to reflect their own thoughts, perspectives, beliefs, and how they change.

• Compose texts that focus on specific purposes for specific audiences and that demonstrate effective organization, development, grammatical precision, clarity, originality, and correct use of sources.

PRESENT DESCRIPTION
The department is composed of ten full-time faculty. Two professors serve as department chairs and one professor serves as the Honors Program Coordinator. The twenty adjunct faculty teach approximately thirty sections for the department.

The curriculum includes development through transfer-level composition courses, Literature courses, and Creative Writing course, with the emphasis on courses for transfer students, although all students are served. The majority of all SCC students take courses in the English department.

The English Department has its own curriculum committee where quadrennial reviews, new course offerings, and other curriculum issues are discussed.

There is no building dedicated to the department and English classes are scheduled throughout the campus, with most of the classrooms being fully mediated. Offices for faculty are also located throughout the campus.

ASSESSMENT OF PROGRESS
The number of course offerings has expanded with the growth of the college. In the fall of 2006, 77 classes were scheduled as compared to 58 classes in the fall of 2001.

Beginning fall 2007, a classroom has been dedicated for a Writing Center to provide individual instruction in composition.

Curriculum revision in two courses (N60 and 061), which are below the level of college English 101 were approved in 2006-07. These two courses include one hour per week arranged in the Writing Center. In addition, open entry/open exit times are scheduled within the Writing Center to serve students enrolled throughout the English curriculum who seek assistance.

FUTURE PLANS
In the next five years, the English department anticipates that there will be room in the Humanities Building for more dedicated classrooms, offices, the Writing Center, and the English Department library. The classrooms will be designed with indoor/outdoor spaces for a variety of learning modules, including lecture, small groups, discussion, and individual research, with conference rooms to allow for more interactive instruction and out-of-class activities.

Faculty offices will provide more privacy for student conferences.
VISION
The Geography Program is committed to offering a curriculum that provides students with an interdisciplinary background to appreciate lifelong learning in the discipline and to be prepared for upper division geography coursework leading to a Bachelor’s degree.

MISSION
The Geography discipline is committed to creating a learning environment that enhances and promotes student understanding and appreciation of the physical environment and cultural regions of the world.

PROGRAM OUTCOMES
Students will be able to:

• Discuss appreciation for the variety of cultural forms and ways of thinking throughout the world.

• Formulate a world view that contributes to their awareness of becoming responsible citizens in America during the 21st century.

• Describe the earth’s natural environment and its relationship to society.

PRESENT DESCRIPTION
The geography program has no full-time faculty. Adjunct faculty support the instruction and provide input to the program. Two of the three core geography courses are offered on a regular basis. Cultural Geography is offered on a limited basis to provide students an opportunity to complete the degree or to meet a general education requirement. The courses are offered in a classroom that is mediated; supplies, including pertinent maps and instructional materials are provided as needed, given the constraints of the present facility.

ASSESSMENT OF PROGRESS
Without full-time faculty support to provide leadership within the geography program, the number of sections offered has remained relatively constant but continues to meet the needs of students interested in taking a geography class or majoring in the discipline. However, with the growth of the college, time is of the essence to provide a more visible program for SCC students.

FUTURE PLANS
Facility
There is a need to offer a lab in conjunction with the Physical Geography (Geography 101) course. A dedicated 50-seat classroom adjacent to a 30-seat geography lab is needed. A storage room connected to the lab is necessary to secure lab supplies, models, and other equipment. These needs will be met within the new Humanities Building in the near future.

Staff
A full-time faculty member is necessary to provide leadership in the discipline and to increase overall Geography enrollment by offering the full range of geography courses each semester. A lab assistant will also be necessary.

Curriculum
When a dedicated classroom and lab become a reality, the curriculum will be expanded to provide a comprehensive geography program, with student learning outcomes for all geography courses that will ultimately lead to student success towards identified program outcomes.
HISTORY

VISION

The History Department is committed to maintaining a stimulating academic environment that meets the needs of students seeking to fulfill general education requirements, pursuing personal enrichment, or developing the academic skills to transfer to an institute of higher education.

MISSION

The mission of the History Department is to equip students with a foundational knowledge of the people and events that shaped American history and the story of world civilizations.

PROGRAM OUTCOMES

Students will be able to:

• Critically analyze and examine documents, quantitative data, and historical events to evaluate hypotheses, develop logical models, and understand contending viewpoints.

• Communicate in a clear and articulate manner. Develop critical communication skills through writing exercise and discussions of historical events, themes, and personalities.

• Act as a better informed citizen, astute cultural observer, and knowledgeable voter through the study of history.

PRESENT DESCRIPTION

The department seeks to inculcate an appreciation for the drama, pathos, and adventure of history and to develop academic skills, encourage critical thinking, and cultivate an appreciation of diverse peoples.

History students are encouraged to engage the community with awareness and empathy.

Faculty

The Department consists of three full-time faculty and five adjuncts. Currently a history faculty member advises the SCC Model United Nations program.

Courses

An average of 30 course sections are offered in fall and spring. Several courses are delivered via distance education each semester.

ASSESSMENT OF PROGRESS

Faculty and Staff

Since 2001, the History department has grown from one-full-time faculty member to three. Specialized courses in Asian history and Latin-America were offered for the first time. The number of World Civilization sections offered has increased dramatically. SCC began to offer students the option to take US History via distance learning.

The overall history curriculum has become more writing intensive. Essays and research papers are routinely assigned.

Learning outcomes have been developed for a majority of the courses.

The addition of faculty members, and the participation of a highly qualified group of adjuncts, allows the history department to offer expert instruction in a wide-ranging number of fields.

FUTURE PLANS

Curriculum

The department plans to offer history courses within “learning communities” that include participation from English and Political Science faculty.

Facility

Additional classroom space is planned in the new Humanities building. This will allow the department to continue to grow as current faculty offers instruction in more specialized fields commensurate with student interest and enrollment. A course on the History of the Middle-East is among those being considered.

The number of history courses offered has grown each semester and this trend is expected to continue.

The department expects to secure a permanent facility for Model United Nations research and competition preparation. An aide will be needed to assist with training and to attend competitions.
MODERN LANGUAGES

VISION
The Languages Department envisions a comprehensive Languages program that includes professors, students, and citizens in a cooperative academic environment that engages in the discovery and the study of the world languages and cultures.

MISSION
The Languages Department is dedicated to offering quality languages experiences to expand awareness and understanding of cultural diversity and other worldviews through languages learning. Curriculum facilitates communication through the four traditional skills: understanding, speaking, reading, and writing.

PROGRAM OUTCOMES
Students will be able to:

- Engage critical thinking in the analysis of grammatical structures and select appropriate vocabulary, idiomatic expressions, and syntax in the target language in order to understand, write, read, and speak successfully.
- Accept that every human language is learnable and develop a greater insight into one’s own language and culture through comparison and contrast in the target language.
- Show knowledge of the phonology, morphology, and semantics of the target language.

PRESENT DESCRIPTION
The Languages Department is a multiple-disciplined department. The program encourages multicultural awareness by illustrating the ability to communicate successfully and appropriately across cultures, demonstrate an ability to evaluate the world from diverse cultural perspectives, and develop one’s capacity for interpersonal and global empathy. The program helps students apply the knowledge of the language and the understanding of the culture to personal and professional environments.

Curriculum
The curriculum includes a full two-year program in French, Italian, and Spanish, and offers beginning courses, intermediate courses, conversation and composition courses, honors courses, specialized courses, and study abroad program.

Facilities
The courses are technologically enhanced in the classrooms, in the Languages Laboratory, and in the distance education program (French hybrid courses).

The Languages Department has no dedicated classrooms to enhance the department growth. The laboratory space and equipment encumber the students learning progress.

Activities
The Languages Department sponsors frequent cultural events such as Dias de los Muertos, Cinco de Mayo celebrations, Latin-American Film Festival, and International Film Festival.

The department provides resources and information online and maintains its website.

ASSESSMENT OF PROGRESS
All department courses have experienced consistent growth since the creation of the department in 1997.

The Spanish Study Abroad Program is a signature program under the Languages Department that has also experienced growth since its inception in 2001. It is dedicated to providing opportunities for quality language immersion learning experiences that endeavor to expand the participants’ international perspective, and his/her awareness and understanding of the culture and way of life in other countries such as Mexico and Spain.

In addition to promoting international education, cross-cultural understanding, and encouragement of personal growth, the Study Abroad Program is dedicated to enhancing the reputation of Santiago Canyon College within the U.S. and abroad.

FUTURE PLANS
Curriculum
The future plans of the Languages Department are to expand its offerings in French, Italian, and Spanish and to add other programs such as Asian and Arabic languages.

The department plans also to expand the existing Study Abroad Program to include France and Italy.

The plan is for continued expansion in the domain of distance education.

Facilities
To meet the growing student population expectations as citizens of the 21st century, the department needs fully mediated and dedicated classrooms and a state-of-the-art Languages Laboratory.

Faculty
The department needs to hire additional full-time faculty as enrollment and demand increases.
PHILOSOPHY

VISION
The Philosophy Department works as a community of nurturing, open-minded inquirers engaged in a holistic learning experience and in the establishment of a cooperative academic environment that cultivates personal growth, wisdom, and practical thinking, reading, and writing skills.

MISSION
The Philosophy Department is dedicated to instruction that supports genuine student learning. Its purpose is to sustain and nurture student-centered learning environments that foster the following: Critical thinking, reading and writing skills, self-awareness and empathic awareness of otherness, ability to apply various philosophical models to problems and issues in everyday life, understanding and application of critical methods of analysis and evaluation, understanding and application of synoptic, inter-disciplinary perspectives, and increased knowledge of the history of philosophy and the various schools of philosophy.

PROGRAM OUTCOMES
Students will be able to:

- Demonstrate an ability to analyze and evaluate topics and problems in a way that is philosophically grounded and in accordance with the standards of critical thinking, while reflectively assessing one’s values, assumptions, and biases according to various philosophical models/theories.
- Demonstrate an understanding of the discipline of philosophy, including its history, major fields, and central topics, while applying philosophy to everyday decision-making, self-development, and other disciplines.
- Demonstrate an ability to present, in either written or oral form, and in diverse contexts, different religious and philosophical points of view and arguments using the standards of critical thinking, valid logic, and respectful communication.

PRESENT DESCRIPTION
The department consists of a collaborative enterprise whose contributing members include part-time and full-time professors within and outside the department, together with students previously and currently enrolled in philosophy courses.

Curriculum
The department facilitates various student goals that encompass the fulfillment of the SCC mission statement; general education, transfer, and certification requirements; personal, interpersonal and global awareness; and how to critically think and live. Courses offered meet these goals. The department also has a web site, which provides information regarding faculty and course offerings.

Degree/Certificate offered
A.A. in Philosophy

Enrollment Trends
The department’s enrollment has increased from 846 in the Fall of 05, to 943 in the Fall of 06, an 11% increase in enrollment.

Facilities
Maximum use is made of classrooms and the logic lab, with other course offerings spread out across campus.

Faculty and Staff
The department staff consists of three full-time professors, and five to eight adjunct instructors. All three full-time professors are specialists in critical thinking and the history of Western philosophy. One takes the lead role in teaching logic, the other in teaching world religions, and the third in teaching critical thinking. The adjunct faculty teaches a variety of courses each semester.

ASSESSMENT OF PROGRESS
Two new full-time professors were hired during the period 2002-2007.

A master computer key (on/off switch) was installed as well as a multi-media system, which includes a PC, video projector and hand held control unit.

The “Philosophical Society” was revived in 2006, and is currently going strong.

The department website was implemented, with a “Philosophical Society” link and webpage.

The department is currently in the process of updating and expanding its collection of books in the SCC Library.
FUTURE PLANS

Curriculum
The department would like to offer a Political Philosophy course, a Liberal Studies course, and a Honors Critical Thinking course. This would require curriculum development as these courses are not currently offered.

Facilities
Three lecture rooms are proposed for the new Humanities building. A new logic lab is also needed.

Pedagogical Resources
The collection of books in the SCC Library will be expanded, and research and acquisition of videos dealing with world religions and religious violence will be undertaken.
VISION
Political Science at SCC offers an extensive array of courses geared to the needs of students seeking degrees at SCC, transfer students, and members of the community seeking personal fulfillment. Political Science courses are taught in a rigorous manner to prepare students for transfer to four-year universities.

MISSION
The mission of the Political Science department is to offer the basic American Government course to fulfill the GE requirements, prepare students for success, and expose them to critical thinking and the analytical skills necessary for success at four-year schools.

The mission is to create responsible citizens who are informed concerning the political system and who will participate by voting and other acts of political participation, and to develop an appreciation for a science of politics to be able to make conclusions about the state of the system based on analysis and facts.

PROGRAM OUTCOMES
Students will be able to:

• Creatively use political science concepts to critically analyze and interpret real world situations.

• Explain the requirements for and the relevance of the political science major, and identify and explain the connections between political science and other social science disciplines.

• Communicate political concepts accurately to diverse audiences, and act as a responsible citizen who treats others with respect, civility, empathy, honesty, and dignity.

PRESENT DESCRIPTION
Curriculum
Course offerings include the basic American government courses as well as courses in comparative politics, international politics, political theory, American political thought, Model United Nations, current issues, and women in American politics.

Degree/Certificate
An Associate of Arts Degree in Political Science

Enrollment Trends
An increase in student enrollment is occurring for students considering transfer to a four-year institution and/or attending law school.

Facilities
The administrative office for political science, the staff, and most classes are held in the D building.

Faculty and Staff
The department consists of a two full-time professors as well as adjunct faculty.

ASSESSMENT OF PROGRESS
During the last five years, the department added a full-time faculty member and began to offer more specialized courses in political theory, California government, a current issues course, and a course on Women in American politics.

FUTURE PLANS
Curriculum
Two new courses will be offered in fall 2007: Women in American Politics in conjunction with history faculty as part of a Learning Communities program, and Current Issues in American Politics.

Facilities
The Political Science department needs two additional dedicated classrooms.

Faculty and Staff
One additional faculty member will be needed to help expand the curriculum.

Technology
Classrooms are needed that are fully mediated and equipped with maps and whiteboards to maximize the academic experience via the use of technology.
PSYCHOLOGY

VISION
The Psychology Department envisions a comprehensive curriculum offering a two-year liberal arts degree with a psychology major, designed to prepare students for a diverse range of upper division studies in psychology. The psychology program is designed to provide students with sophisticated instruction in a broad spectrum of psychological theories and methods.

MISSION
The mission of the Psychology Department is to present psychology as an empirical science. Psychology covers a wide range of topics in behavior, from the inner workings of the brain and body to the ways social environments exert their influences.

PROGRAM OUTCOMES
Students will be able to:

• Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology

• Respect and use critical thinking, skeptical inquiry, and when possible, the scientific approach to solve problems related to behavior and mental processes.

• Develop insight into their own and other’s behavior and mental processes and apply effective strategies for self-management and self-improvement.

PRESENT DESCRIPTION
Curriculum
The courses are designed to develop in students the skills and competencies to succeed in upper division coursework including: writing, computer literacy, quantitative and qualitative research methods, critical analysis of complex problems, knowledge of human behavior and characteristics, increased self-understanding, and insight into the behavior of others.

Degree/Certificate:
Associate’s Degree in Psychology is offered.

Enrollment Trends
Enrollment has grown steady in the program as more students with Bachelor degrees are returning to classes to prepare for graduate study in psychology.

Facilities
Psychology now utilizes three main classrooms, a psychology lab, a classroom used for lecture classes, and a room for large group instruction.

Faculty and Staff
The faculty consists of three full-time professors.

ASSESSMENT OF PROGRESS 2001
Over the past five years, the department has updated the Psychology Laboratory with new computers and added new technology tools for instruction.

FUTURE PLANS
Curriculum
The department would like to be able to offer Multicultural Psychology and The Psychology of Aging, and add new courses as the department grows.

Facilities
The department is planning to move to the new Humanities building that would provide a lab/lecture room with 40 individual work stations for computer use as well as space for demonstration, small group activities, and lecture.

In addition, Psychology will require a classroom for large lecture groups to support over 120 students. A standard size classroom to accommodate 50 students will also be required.

Faculty and Staff
During the next five years, the Psychology Department will seek two additional faculty members.

Technology
It will be necessary to have sufficient up-to-date computers and software for the psychology lab courses.
READING

VISION
The Reading Department is committed to developing and enhancing the reading skills of students.

MISSION
The Reading Department prepares students for comprehension of complex college-level reading material and the critical reading and thinking skills necessary for their pursuit of personal, academic, and career goals. The curriculum, instructional methodologies, and campus interactions support students and faculty across disciplines and programs, and serve the needs of the community.

PROGRAM OUTCOMES
Students will be able to:

- Apply reading skills and strategies for personal, professional, academic, and workplace success.
- Monitor personal reading and apply strategies to clarify the individual's thoughts and actions.
- Read analytically to apply critical thinking skills to the interpretation and analysis of ideas encountered in academic and professional readings.

PRESENT DESCRIPTION
Flexible scheduling and instructional delivery systems are supported by quality instructors, learning facilities, and instructional materials.

Curriculum
The Reading Department offers four levels of developmental reading and one college-level reading course. These courses are not degree applicable, and none of them transfer to a four-year institution.

New curriculum was written and approved by the Curriculum and Instruction Council in 2006-07, and will be offered beginning fall 2007. Three of the four new courses are degree applicable, and one of the three courses is also a general education, CSU transfer course.

Enrollment Trends
Enrollment has remained stable in the past five years. An exception to this trend was seen in fall 2006 where enrollment grew to allow for an additional course in the schedule. Historically, the fall semester has five classes scheduled with 25-30 students enrolled and the spring semester has 3 classes with 20-25 students enrolled in each section. This pattern is expected to change with the implementation of the new reading courses.

Facilities
The reading classes use fully mediated classrooms and the Academic Success Center for the supplemental lab activities required of students.

Faculty and Staff
There is one full-time reading faculty and one adjunct faculty.

ASSESSMENT OF PROGRESS
The reading program has made great strides in the past two years. Title III funding has provided the necessary support in computers, software, facilities, materials, and resources.

In addition, a new full-time faculty member has provided the reading program with the attention it needed. The new curriculum will provide the basis for a solid reading program at SCC. Reading 096 and 097 have been updated to include instruction in reading strategies that reduce reading apprehension and anxiety. Reading 102, addresses the reading requirements for typical credit-bearing first-year college coursework. Reading 150 promotes critical reading as critical thinking.

FUTURE PLANS
Collaborations within the college and in the community will be established and maintained to better serve students.

Curriculum
The reading department will offer four new courses beginning fall 2007. These courses will meet the range of student reading needs at SCC and will increase the options for students completing the AA Degree.

Facilities
The Reading department will continue to use the Academic Success Center for its supplemental lab activities. Fully-mediated classrooms will also be necessary.

Faculty and Staff
There may be the need to add an additional full-time faculty member if the new reading courses are successful.
VISION
The Sociology Department will provide a comprehensive curriculum in the discipline to meet students’ degree, transfer, and personal growth needs.

MISSION
Sociology offerings help students to better understand the process and importance of group dynamics and to assess relational issues with regards to stratification in an ever-increasing diverse and integrated world. The coursework assists students to develop research, analytical skills, and to utilize abstract thought and critical thinking in problem solving.

PROGRAM OUTCOMES
Students will be able to:

- Successfully matriculate to any institution of higher learning armed with the foundation needed to perform as required.
- Gain the necessary world-of-work skills to compete in his or her career of choice.
- Take a more objective view of the world and to make decisions with less ethnocentrism.

PRESENT DESCRIPTION
Curriculum
The Sociology Department offers survey courses in Introduction to Sociology, Marriage and the Family, Analysis of Social Trends and Problems, in conjunction with the Psychology Department Introduction to Social Psychology as well as honors courses in Social Trends and Introduction to Sociology.

Degree/Certificates
The Sociology Department offers the Associate Degree.

Enrollment Trends
Enrollment in the department has experienced some growth, restricted only by the availability of classroom space.

Facilities
Facilities are adequate for the offerings currently scheduled. The facilities are well equipped and present a welcoming learning environment.

Faculty and Staff
The department has one full-time faculty member and a small pool of adjunct instructors.

ASSESSMENT OF PROGRESS
The Sociology Department has enjoyed relative success in enrollment growth and positive student assessment of course offerings. The progress is contingent upon available resources, including space and personnel.

FUTURE PLANS
Curriculum
The breadth of Sociology offerings at SCC is consistent with the charge to community colleges throughout the state to provide undergraduate work in preparation for upper-division pursuits. The need is to expand the numbers of sections offered, not the breadth of offerings.

Facilities
The department is waiting for the construction of the Humanities building. When it seems reasonable to expect this development to come to fruition, a closer consideration will be given the possibility of labs and other facilities unique to the department.

Faculty and staff
Classified staff is adequate for the department’s needs. There is, however the need for an additional full-time faculty member for consistency and needed student access to full-time faculty outside of the classroom.

Technology
The department has the necessary technology to carry out its mission.
WOMEN’S STUDIES

VISION

Women’s studies is an interdisciplinary, academic program that includes faculty from several areas teaching a broad selection of courses oriented to filling sex/gender knowledge gaps in traditional courses and meets the needs of contemporary women and men.

MISSION STATEMENT

Women’s Studies offers core and specialized coursework leading to a degree and meets general education requirements for transfer to public and private four-year institutions. Women’s Studies links with other disciplines to offer appropriate courses and partners with other SCC entities to develop special programs that reflect women’s achievements and perspectives for students and community members.

PROGRAM OUTCOMES

Students will be able to:

• Understand and explain the historical and cultural factors in the development and persistence of sex/gender inequality.

• Explain major concepts, ideas, and issues relevant to the study of women and project their significance into the real world.

• Connect the thinking and research of multiple disciplines on various issues and problems relevant to women.

PRESENT DESCRIPTION

Curriculum

Curriculum transfers to four-year colleges and universities and supports personal growth and development. Classes are offered through the department and in conjunction with English, History, Exercise Science and Health, and Communications.

Degree

An AA Degree is available.

Enrollment Trends

The program has experienced continued growth as it continues to offer a broader selection of classes.

Faculty and Staff

There are two full-time faculty in the department, with a pool of qualified adjunct faculty.

ASSESSMENT OF PROGRESS

The use of Blackboard has been implemented.

Attendance at conferences has helped to maintain collegial relationships with faculty at other colleges and universities.

Special programs to celebrate Women’s History Month have been presented.

FUTURE PLANS

Curriculum

There are plans to add Women in Politics to the Political Science department, as well as the Women’s Studies program.

Faculty

There are plans to increase the adjunct faculty pool.

Technology

There is a need to replace outdated computers, monitors, and accessories, and improve the speed of the district supplied internet and Blackboard.

The department also needs updated videos, to expand its resource texts, and increase the number of expert guest speakers.
VISION
The Art Department is dedicated to building a comprehensive art program designed to meet the diverse needs of students. The Art Department is committed to encouraging the community-at-large to support college art exhibitions, installations, performances, screenings, artists’ presentations, and other cultural enrichment activities. The Department is dedicated to promoting and supporting the arts in our community.

MISSION
The Art Department is committed to creating a student-centered learning environment that encourages the development of students’ aesthetic vision, knowledge of historical and contemporary art developments, awareness of the current art climate on a regional, national and international scale, and technical skills in all disciplines of the visual arts.

PROGRAM OUTCOMES
Students will be able to:

- Create works of art that reflect an aesthetic vision.
- Appreciate the historical and contemporary significance of visual art.
- Use technical skills and theoretical knowledge to create meaningful works of art.
- Enter into further study and/or employment in the visual arts and related fields.

PRESENT DESCRIPTION
The department offers courses for students seeking employment in the arts, transfer to four year institutions, a general education, the following: practical and theoretical experience in the arts, and/or opportunities for creative and intellectual development.

Curriculum
The art department offers a variety of courses that support its degrees and certificate programs.

Degree/Certificate
Associate of Art degrees in Art, Graphic Design, and Digital Media Arts.

Certificates in Digital Media Arts, with emphases in both Graphic Design and Web Design.

Facilities
Studio Art courses are taught in two dedicated art laboratories. Art History courses are taught in college shared classrooms and auditoriums. Graphic arts and web design classes are taught in two computer classrooms shared with the business, geology, and astronomy programs.

Faculty and Staff
The art department employs one full-time and fourteen adjunct faculty members as well as a part-time instructional assistant. Models are employed six hours per week to facilitate a Life Drawing class offered in the fall and spring semesters.

ASSESSMENT OF PROGRESS
During the last five years, the art department has regularly offered core courses in drawing, life drawing, painting, graphic design, web design, typography, two dimensional and three dimensional design, sculpture, stained glass and art history. The department has less frequently offered courses in watercolor, experimental mixed-media painting, pastel, Photoshop, mono-print, contemporary art theory (art forum), illustration, and gallery production.

Enrollment in drawing, painting, and introduction to digital media courses has grown, while enrollment in some other classes has been inconsistent.

A full-time faculty member retired in 2006 and must be replaced.

The computer-based graphic design program requires assistance in its development as its existence and growth are crucial to the art department’s curricula and goals.
**FUTURE PLANS**

**Facilities**
The sculpture lab (D-110) does not currently have adequate ventilation, plumbing, lighting, air hoses, storage, facilities or furnishings to function as a safe, well-equipped sculpture studio. The drawing and painting lab (D-109) requires refurbishment and additional storage space for painting equipment.

Older easels and drafting tables are being fortified and/or gradually replaced.

Construction of a new facility for the art department or construction of an art gallery is not planned. A remodel of the D building after other departments have vacated will improve the ability of the department to offer quality education.

**Faculty and staff**
The art department seeks to employ faculty members with outstanding recent exhibition and publication histories as well as teaching experience. The department believes that students benefit the most from excellent instructors who also have recent expertise, high visibility, and critical recognition on a national level in their respective fields.

A full-time replacement faculty member to teach studio art, art history and/or digital media classes will be requested in fall 2007.

A full-time art historian will be requested in 2008.

A full-time graphic design faculty member will be requested in 2009.

The art gallery management course would benefit by the addition of a dedicated art gallery, support staff, and facilities.

Hiring a full-time art historian will enrich and broaden the curriculum.

**Curriculum**
Maintain existing curricula, which was recently reduced to facilitate separation from SAC. Rely on specialized expertise of to-be-hired full-time faculty, with input from current faculty, to update curricula and gradually expand programs.

**Technology**
Maintain and expand the Graphic Design degree and certificate programs. Acquire Creative Suite 3 software.

Move and dedicate art computer lab(s) to the D-building.

Mount a flat screen monitor in the D-building foyer to display student digital media projects to increase awareness of the programs.

Advertise the digital media, graphic design and other art programs in a brochure, CD, blog, TV commercial, radio spots, with classroom visits to local high schools and community centers.

Provide laptop/projection system instruction and technology to all art faculty to enable them to teach more effectively and to introduce websites, artworks, and videos from internet sources.

In the absence of a gallery, promote other course offerings to students via the college website (art department blog) and other online vehicles.
COMMUNICATION

VISION
The vision of the Department of Communication is to supply a full range of preparatory, life enrichment, certificate and degree tracks for the native and non-native, transfer and non-transfer students. The department will offer curriculum that fosters effective and ethical communication while enlightening and empowering students to become productive citizens in their private, social, and business lives.

MISSION
The Department of Communication offers comprehensive speech communication classes for all students and community members, which assist students in meeting their individual educational goals ranging from preparatory to life enrichment to certificates and degrees.

PROGRAM OUTCOMES
Students will be able to:
• Engage in ethical communication.
• Present self appropriately and effectively through verbal and nonverbal communication.
• Recognize and utilize the components of listening.

PRESENT DESCRIPTION
The department provides two primary areas of emphasis; interpersonal skills and the presentation of self in public. The department provides students who desire a competitive environment the opportunity to participate in the nationally recognized SCC Forensics team, which offers competitive opportunities to eligible students in the areas of individual public address, readers’ theatre, oral interpretation of literature, and parliamentary debate.

Professionals and specialists deliver programs designed to meet the specific needs of native and non-native students. The department offers both noncredit and non-transfer conversation classes for non-native students as well as a complete discipline core of transfer classes for communication majors and the entire community.

Curriculum
The academic year 2006-2007 marked the beginning of the new department name, Communication. The name change occurred to reflect the current national trends in both the field of study and college/university offerings.

Degree/Certificate
An Associates of Art degree in Communication is offered.

Enrollment Trends
Enrollment has been affected by several issues. These include the following:
• With changes in both transfer Plans B and C, there are fewer sections of Introduction to Interpersonal Communication and greater number of sections of Public Speaking.
• The success of the SCC Forensic program has generated consistently greater enrollments in the Forensic team courses.
• The department is generating consistently greater numbers of majors since the incorporation of the SCC Forensic program and the SCC chapter of Sigma Chi Eta (the national communication honors society).

Enrollment in the department courses reflect the diversity of the college.

Faculty
The department consists of 4 full-time and 6 part-time instructors. The full professor serves as the Department Chair, and each adjunct faculty member is a specialist in at least two of the following areas: Argumentation and Debate, Competitive Forensics, Group Dynamics, Intercultural or Interpersonal Communication, Oral Interpretation of Literature, Phonetics, Pronunciation, or Public Speaking.

Facilities
The primary room for the SCC Forensics team serves as both the faculty office for the team coaches (3 full-time faculty members) and as the team research, practice, preparation, and meeting room. There are no plans to request relocation from this space. Other members of the department faculty and classrooms are in other areas.

FUTURE PLANS
Within the next 5-10 years the department envisions the following:
• Two additional tenure track professors (transfer generalist/debate curriculum).
• Two assistant coaches for the forensics team.
• Increase the size of the current forensics team.
• Addition of certificate programs in the areas of health communication, organizational leadership, or family communication.
• Assignment and conversion in the D-building to a department classroom and forensic rehearsal hall.
• Assignment and conversion of other D-building classrooms dedicated to the needs of the Communication Department.
VISION
The vision of the Library is to provide a gateway to sources of knowledge and to instill an appreciation of the rich history of human thought. The Library is a sanctuary in which to read, study, and reflect.

MISSION
The mission of the Library is to further the research and scholarly needs of the college community. The Library makes available a variety of information resources and services. The Library strives to stimulate the use of library resources for intellectual growth and to contribute to the development of information literacy skills.

PROGRAM OUTCOMES
Students will be able to:

• Identify, retrieve or evaluate information in a variety of formats.
• Integrate information into assignments.

PRESENT DESCRIPTION
The Library offers many services to the students, staff, and community members.

Curriculum
The Library offers Bibliographic Instruction classes that are customized to meet specific curriculum needs. Classroom management software is utilized to create an interactive experience. Library and Information Studies courses are electives for Communication, Philosophy, and History majors at Santiago Canyon College and the Library Technology program at Santa Ana College.

Facilities
The new 40,000 square foot, two-story Library facility opened in May 2006. It can accommodate 100,000 volumes. Seventy-seven computer work stations, thirteen group study rooms, a Library Instruction Lab, Faculty Development Center (FDC), Student Innovation Zone (SIZ), and a copy, print, and self-check out station help create a unique learning environment for students, faculty, staff, and community users.

Also housed within the facility is the Information Technology Services Department (ITS).

Faculty and Staff
Librarians are primary guides to information resources and facilitators for resource use. The Library Department currently consists of: seven full-time Librarians, approximately 1.2 FTE part-time Librarians, 4 full-time Library Technicians, 3 part-time Library Technicians, 1 part-time Library Systems Specialist and 1 part-time Library Clerk.

ASSESSMENT OF PROGRESS
The completion of the new library building has resulted in significant improvement in the following areas:

Enrollment/Usage Trends
Since the opening of the new building, the Library has experienced a dramatic increase in activity. The gate count has more than doubled, circulation of media materials has increased over one thousand percent, and within the first two months of the semester, students logged 13,451 hours on library computers.

Library hours have been extended ten hours per week with additional hours during final exams.

Materials
In 2005, the Library received a State Book Grant. The Library faculty, in collaboration with subject specific faculty, is in the process of a significant collection development project which will increase the collection by 20,000 titles.

Facilities
The new Library has dramatically increased student study space with the addition of group and independent study tables, as well as 13 group study rooms, and has provided:

• An increase from 16 to 77 computer work stations
• A wireless network
• A publicly accessible multimedia area
• A Library Instruction Lab with 36 student work stations and classroom management software
• Faculty Development Center
• Student Innovation Zone
Staff and Faculty
An Interim Associate Dean was hired March 2006. A new Dean and an Administrative Secretary were hired to begin in fall 2007. Three new full-time librarians (Library Instruction, Public Services and Technical Services) have been hired. Some classified staff hours have been increased and student workers are used when available.

FUTURE PLANS

Curriculum
The Department plans to expand the list of majors for which its courses are electives, as well as linking them to existing Learning Communities. The curriculum will be expanded to include additional courses emphasizing information literacy and critical thinking. An online assessment tool will be developed for bibliographic instruction.

The Faculty Development Center and Student Innovation Zone programs will be developed to meet the needs for faculty training and further student experimentation with graphic software.

Surveys will be utilized to assess user satisfaction.

Faculty and Staff
The increase of computers and technology in the new library building necessitates a full-time Library Systems Specialist. The Department also recommends hiring an additional Library Technician and an additional part-time Library Clerk.

Materials
The library faculty will work with administrators to increase the annual book budget and establish a separate ongoing budget line item for periodicals and databases.

Technology
The Department will develop a plan that will include a schedule for the replacement of computers and other library equipment and a calendar for technology and other staff training.
PERFORMING ARTS

VISION
The Performing Arts Department is dedicated to creating a student-centered learning environment that fosters the development of students’ interests, knowledge, skills, and talents in the performing arts. The Performing Arts Department is committed to expanding its programs to engage the community and encourage the public to come to the college campus.

The building of a state-of-the art performing arts complex will ensure that both students and the community have access to the creative arts and provide a range of opportunities for those interested in all aspects of the performing arts.

MISSION
The Performing Arts Department, which includes Dance, Music and Theater Arts, is dedicated to building a comprehensive educational program designed to meet the needs of students who are seeking a general education, wanting to transfer to four-year institutions, desiring to gain practical and theoretical experience in the performing arts, or to develop their creative skills.

PROGRAM OUTCOMES
Students will be able to:

• Appreciate the performing arts more fully.
• Communicate effectively about the performing arts.
• Express oneself artistically, through either dance, music, or theater.

PRESENT DESCRIPTION
Curriculum
The Department of Performing Arts currently offers classes in dance, music, and theater arts.

Degree/Certificate
A certificate in Fine and Performing Arts is offered.

Enrollment Trends
Enrollment has been consistent over the pass five years. Appropriate growth was affected by the lack of proper facilities.

The Department has 1 full-time and 14 part-time instructors. The breakdown is as follows: 1 full-time professor in the music department, 5 adjunct faculty in the dance department, 7 adjunct faculty in the music department, and 2 adjunct faculty in the theater department.

FUTURE PLANS
Within the next 5-10 years the department envisions the following:

Curriculum:
Expand class offerings to build general education, transfer and certificate programs. Develop comprehensive programs in Dance, Music, and Theater Arts.

Facilities:
A state-of-the-art Performing Arts Complex is needed as a permanent space for Dance, Music and Theater Arts.

Faculty:
Hire a full-time instructor in Dance, a full-time instructor in Music, and a full-time instructor in Theater Arts.

Community Outreach:
Increase Department Productions in Dance, Music, and Theater Arts to draw the public to the campus and provide performance opportunities for students.

Funding:
Seek funding to provide the equipment, technical support, and resources needed to accommodate the courses offered, and to respond to existing demand and expected growth.
DIVISION OF CONTINUING EDUCATION OVERVIEW

VISION
The Continuing Education Division will be recognized by the local communities as the primary adult basic and continuing education service provider where students will maximize their learning potential through up-to-date and relevant facilities, counseling, guidance, assessment, curriculum, classroom instruction, technology, and flexible class schedules.

MISSION
The mission of the Continuing Education Division is to offer a variety of free, noncredit classes, programs, and services that enable students to maximize their potential by acquiring the necessary skills to reach their personal, educational, and vocational goals so that they can benefit from, and contribute to, a changing American society as productive, active members of their communities.

PRESENT DESCRIPTION
Curriculum and Instruction
Continuing Education Division (CED) provides the necessary guidance, support services, and instruction to assist learners to: improve basic skills such as reading, writing and math; improve English language skills; prepare for the United States Citizenship exam and naturalization process; complete the necessary coursework for a high school diploma; prepare for the GED; learn new job skills or improve existing ones; enhance the health, safety, and quality of home, family, and community life; prepare for higher education; and participate as lifelong learners.

CED offers free classes in the program areas of English as a Second Language, Citizenship, Short-term Vocational Education, Adult Basic Education, High School Subjects, GED Preparation, Parenting Education, Health and Safety Education, Programs for Older Adults, and Programs for Persons with Substantial Disabilities. To this end, the CED also offers free assessment services, academic counseling, career counseling, personal counseling, and orientation services to all students. Keeping the working adult in mind, the CED offers day, evening, and Saturday classes at the main site and 31 other convenient locations in Orange, Anaheim Hills, Garden Grove, and Villa Park.

English as a Second language (ESL) classes provide English language instruction for all students at all levels of English proficiency. Citizenship classes introduce students to United States citizenship and the naturalization process. Short-term vocational classes feature instruction in business skills for beginning to advanced students in a variety of computer applications used in the industry today. Adult Basic Education is designed to assist students in strengthening their skills in reading, writing, spelling, mathematics, English usage, and grammar. The High School Subjects program offers the necessary course work for adults to earn a high school diploma or prepare for the GED. Parenting Education classes are designed to offer lifelong education in parenting, child development, and family relations in order to enhance the quality of home, family, career, and community life. Health and Safety Education classes promote the health, safety, and well-being of individuals, families, and communities. The Older Adult Program provides a variety of classes specifically for the older adult population in various community locations and facilities. Classes for Persons with Substantial Disabilities are designed to provide individuals with life-skill proficiencies that are essential to their academic, vocational, and personal goals.

Administrators, Faculty and Staff (2006/2007)
Administrators – Full-time .............................................. 3
(Total in Sept. 2002: 2)

Administrators – Part-time ............................................. 6
(Total in Sept. 2002: 8)

Managers – Full-time ..................................................... 1
(Total in Sept. 2002: 0)

Full-Time Faculty .......................................................... 8
(Total in Sept. 2002: 8)
(includes 5 coordinators, but does not include counselors)

Part-Time Faculty ......................................................... 204
(Total in Sept. 2002: 180)
(does not include counselors)

Full-Time Counselors ..................................................... 2
(Total in Sept. 2002: 2)
(an additional counselor to begin Fall 2007)

Part-Time Counselors .................................................... 12
(Total in Sept. 2002: not available)

Classified Staff – Full-time ............................................. 24
(Total in Sept. 2002: 16)

Classified Staff – Part-time ............................................ 44
(Total in Sept. 2002: 26)
(includes instructional aides)

Short term employees ................................................... 10
(Total in Sept. 2002: 12)
Facilities
The primary facility for the CED is the Orange Education Center (OEC), a remodeled microchip manufacturing plant located on Batavia Street between Taft Avenue and Katella Avenue in the city of Orange. In January 2005, the division moved from small, cramped, facilities on Lemon Street to the beautiful new 92,000 square foot, state-of-the-art educational facility. The new facility consists of 21 classrooms, (each equipped with computers and LCD projectors), two state-of-the-art computer labs, a testing room, an older adult/parenting classroom, a meeting room to accommodate up to 200 people, an interactive language training center with 56 computer stations, an adjunct instructor class preparation center, a teacher resource center, and a child development center. The OEC is also equipped with wireless technology.

Other sites include Room D-209 on the main campus of Santiago Canyon College, the Anaheim Hills Center, and five jails within Orange County. In order to meet the needs of the population being served, classes are held in numerous other locations throughout the college service area of Orange, Anaheim Hills, Villa Park, and Orange Grove. The Anaheim Hills lease was extended for an additional five years to expire December 2011.

Technology
Since relocating to the new CED facility in 2005, more than $2,000,000 has been invested in software, technology, and technology related equipment. It is possible that the existing funding currently available will be sufficient to renew necessary software licenses for the next five years.

Statistical Data 2006-2007
Students Enrolled Annually .................. 14,000
Sites Served ........................................... 31

GROWTH AND ACCOMPLISHMENTS
From 2002/2003 to 2005/2006 the CED increased FTES from 2,277 to 2,705, an increase of 18.8 percent.

In October 2004, SCC’s noncredit courses were officially recognized by the State Chancellor’s Office as being independent from Santa Ana College and the state created a separate Noncredit Course Inventory list for SCC.

The Bridge Program was initiated in 2004. The program offers classes to currently enrolled high school students during “zero” period at each of Orange Unified School District’s four high schools. Zero period is the period that immediately precedes the start of the normal school day. The program serves two populations, higher achieving students who need an additional class to meet college requirements but cannot fit it into the regular school day, and students who fail a course and seek to remain current in credits with their classmates.

In spring 2005, the CED reinitiated Friday night classes and started a Saturday program.

FUTURE PLANS
Curriculum and Instruction
The CED is committed to implementing Student Learning Outcomes (SLO) and is working closely with the Office of Academic Affairs and credit faculty to incorporate SLOs into all courses.

The CED has also taken initial steps to incorporate the administration of the California High School Exit Exam (CAHSEE). Once fully implemented, all CED high school diploma students will need to pass the CAHSEE prior to being awarded a high school diploma. It is projected that this new requirement will first affect the graduating class of 2009.

Administrators, Faculty and Staff
The strength of the CED continues to lie in its people; the students, faculty, staff, and administration of the SCC community. Strong linkages continue between the noncredit and credit programs.

A major challenge that faces the educational programs in the CED is the need for additional full-time faculty to support the existing programs and the growth planned for the division. Current full-time faculty continue to fulfill their primary contractual duties of teaching or counseling while also serving in leadership roles within their own departments and actively participating in numerous college and District committees.

As the CED continues its growth, it is projected that the following additional new staff and faculty will be required to meet the demand: 3 full-time clerical staff; 1 full-time maintenance staff; 7 part-time instructional assistants; and 4 full-time faculty members.

Facilities
The OEC experiences its highest demand in the evenings and does not have sufficient parking stalls to accommodate all students who drive to the center. Plans for additional parking spaces will need to be developed.

The CED will continue to seek community sites to extend program offerings. It is projected that some sites will be free of charge to RSCCD while others will require rent or lease agreements.
Technology
Although the CED is currently well equipped with technology, the division will face a major challenge in identifying and securing the necessary funds to replace its 715 computers as they become obsolete. As the technology continues to increase and become more sophisticated, networking switches, and networking software will also be required. Funding for networking equipment and software has also not yet been identified.

Summary Statement
The need for useful programs and services for noncredit students and the efforts to matriculate students to credit classes will continue in the future. It will be the challenge of the Orange Education Center to continue to provide relevant facilities, counseling guidance, assessment, proper curriculum, quality classroom instruction, up-to-date technology, and flexible class schedules to meet the diverse needs of its students.
VISION
The Counseling Department at Continuing Education envisions a comprehensive and holistic counseling service for students that collaborates with the entire SCC college community to provide the best possible counseling environment.

MISSION
The purpose of the Counseling Department is to provide culturally sensitive academic, career, and personal counseling to ensure student success in adult education and empower students to matriculate to college or other career vocational training.

PROGRAM OUTCOMES
As a result of the counseling services, students will be able to:

- Succeed in adult education classes and matriculate to college or other career vocational training or jobs.

PRESENT DESCRIPTION
The SCC Continuing Education Counseling Program is multifaceted branch of the College Counseling department.

The Counseling Centers provide academic advisement, career and personal counseling, DSPS assessment, and orientation services to continuing education students. Counselors provide advisement to transition students within Continuing Education programs, with the final goal of matriculating students through to the College Credit Program or career vocational training.

This program offers counseling services at the Orange Education Center, SCC Academic Success Center, Anaheim Hills Center, and off-site evening ESL programs at El Modena HS and Lampson Elementary School, and at five Orange County jails.

FUTURE PLANS
Facilities Needs
The future facility needs for counseling include the following: Space for adjunct faculty who work in the five Orange County jails. Space in the OC “Staff Work Center” area with computer software access designated for confidential counseling services is needed.

Appropriate counseling offices and accompanying clerical support in off-site areas as well as appropriate confidential counseling office space for counseling and advisement for the projected student population growth will be needed.

Staffing Needs
Expected student population will necessitate increase in counseling and classified positions.

Technology
The following will be needed by the Counseling department:

- Continue to update and maintain the hardware and software.
- Portable technology to allow off-site counselors to enhance their delivery of counseling orientations and services. This would include portable projectors and photocopy devices, with appropriate carrying cases.

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VISION
The department is committed to excellence in meeting the ongoing needs of the diverse student population by providing innovative ESL and Citizenship instruction and curriculum delivered by highly qualified professionals and materials.

MISSION
The department meets the needs of students by helping them develop fluency in their English language skills, preparing them for transition to high school or college courses, and vocational programs, as well as providing the necessary skills for citizenship, work, and participation in the U.S. culture.

The department provides a comprehensive language program for adults from the beginning levels of English language acquisition through high intermediate levels.

PROGRAM OUTCOMES
Students will be able to:

• Communicate ideas using English at home, at work, and in the community.

• Act as a responsible member of the community.

• Take responsibility for one's own learning and wellbeing.

PRESENT DESCRIPTION
The program offers a variety of open-entry/open-exit basic and advanced courses, and provides an opportunity for students to study independently in the Interactive Learning Training Center, which includes a library center and Computer Assisted Learning.

Curriculum
The curriculum includes classes designed to incorporate all language skills in the development of the language through a life/work skills curriculum, including classes in conversation, pronunciation, writing, citizenship, and workplace English.

Technology (computer assisted language learning) is one method employed in the curriculum.

English for Work classes provide English language acquisition geared to a workplace environment provided at the work site.

Dual ticketed classes with the credit ESL department provide students with a simple method of transitioning to college courses.

Certificates Offered
At the end of each level, certificates of course completion are awarded.

Enrollment Trends
There is a continued upward trend in ESL enrollment and continued interest in developing programs for the workplace based on community needs. The new center is fully utilized in the evening hours, with the morning program continuing to grow.

Facilities
The facilities are state-of-the-art with media in every classroom.

There are several off site campuses, including one in Anaheim Hills that provides classes in the morning and the local community center in Orange.

In the evening, classes are provided at a local high school and elementary school.

Faculty and Staff
The ESL department has two full-time faculty members; one is a full-time coordinator.

There are 65 part-time hourly instructors who meet the state ESL qualifications.

ASSESSMENT OF PROGRESS
The biggest accomplishment entailed the construction of the continuing education center, which resulted in a 17% increase in enrollment and attendance the first year.

A portion of the WIA grant was used for EL Civics, providing an additional funding source for the program as well as outstanding instruction in civic participation for students. A part-time EL Civics/CASAS facilitator was hired to assist with these programs.

Expanded the number and type of classes offered at all sites and in the community.

Developed articulation with the ABE and HSS classes, as well as CE ESL classes on the college campus.
Introduced technology into the classrooms and assisted instructors in becoming literate in the use of technology in the classroom.

Hired a Resource Center Specialist to work 20 hours/week in Resource Center.

**FUTURE PLANS**

**Curriculum**

In conjunction with SAC and SCE, the ESL curriculum is currently under revision.

**Facilities**

The evening program at the OEC may be expanded to include portable buildings when more land is acquired. At present there is a need for more parking for vehicles at night.

**Faculty and Staff**

Two additional full-time faculty will be required, with two additional staff members.

Programs are needed to maintain highly qualified part-time instructors.

**Technology**

Hardware and software need to be upgraded and technology provided for all off site campuses.
HEALTH AND SAFETY

VISION
The Health and Safety program, with close collaboration with local healthcare agencies, grows, adapts, and adjusts its program to meet the current and future health and safety needs of the community.

MISSION
The Health and Safety program offers quality curricula providing lifelong education to promote health, safety, and well-being of individuals, families and the community.

PROGRAM OUTCOMES
Students will be able to:

• Improve his/her health, safety and/or well-being.

PRESENT DESCRIPTION
The Health and Safety program offers Smoking Cessation classes in collaboration with St. Joseph's Hospital Lung Cancer program.

ASSESSMENT OF PROGRESS
In fall 2006, the program offered two Smoking Cessation classes. During spring 2007, this number increased to six sessions.

Classes are offered in the evenings and on weekends.

FUTURE PLANS

Curriculum
In 2007-08 the program is to be expanded to include First Aid and Emergency Planning and Safety Education.

Other health and safety courses needed by the community may be added during the remaining years.

Facilities
A classroom is needed during weekdays that more readily accommodates health and safety classes. There is adequate space on weekends.

Faculty and Staff
Health and Safety faculty meet the minimum qualifications as set by the State for teaching these courses. In addition, this faculty brings a plethora of experience and knowledge as practitioners in the healthcare industry.

Technology
As the program expands to include classes in other areas, there will also be a need to secure equipment and supplies specific to the course of instruction.

Class Enrollments
Many of the classes in Health and Safety by nature are more successfully taught in smaller groups than most continuing education classes, which have a minimum of 20 students.
VISION
The Department of High School Subjects and Adult Basic Education envisions students achieving success from basic skills to high school diploma courses through a department staffed with professionals motivated to help students achieve.

MISSION
The mission of the Department of High School Subjects and Adult Basic Education is to help students succeed in achieving academic goals.

PROGRAM OUTCOMES
Students will be able to:

• Think critically in order to analyze, evaluate, and organize information.
• Communicate and express information in a logical and articulate manner.
• Act as an involved and responsible community member.

PRESENT DESCRIPTION
The Department of High School Subjects and Adult Basic Education has a High School Subjects Diploma (HSS) Program and an Adult Basic Education (ABE) Program at the Orange Education Center; the High School Subjects Program is also offered at the Santiago Canyon College campus.

Curriculum
Adult Basic Education (ABE): The program curriculum of the Adult Basic Education Program is designed to strengthen basic skills in reading, writing, spelling, vocabulary, math, English usage, and grammar. The program helps students improve basic skills to an eighth-grade level. The ABE classes are a combination of individualized, self-paced study, and direct instruction.

High School Subjects: The program curriculum includes more than sixty courses for the High School Diploma Program. The reading curriculum is essential to the program as it helps students read at higher levels. ABE and HSS are self-paced, individualized programs that allow students to enter the class at any time during the academic year. The High School Subjects program is taught at the Orange Education Center and at the Santiago Canyon College Campus.

High School Petition classes are taught at El Modena High School, Orange High School, and at Orange Education Center during the spring session.

High School Bridge classes are offered at three schools in the Orange Unified School District: Villa Park High School, Orange High School, and Canyon High School.

Degrees/Certificates
Upon successful completion of graduation requirements, students in the High School Subjects Program receive a high school diploma.

Enrollment Trends
Enrollment increases are expected because of the number of students who transition from their high school districts to Continuing Education after failing to pass the CAHSEE.

Another observed trend is the influx of more students with special needs into the program.

A final trend that will affect enrollment is increased collaboration with the Orange Unified School District in setting up credit recovery classes to help 9th and 10th grade high school students retake classes they have failed, and establishing the most effective program for released minor students into the Continuing Education Program.

Facilities
Orange Education Center

High School Subjects has seating for more than fifty students with computer stations for 15 students, including 2 smaller adjacent rooms for teaching lessons and testing. ABE has seating for about 40 students with fifteen computer stations.

Santiago Canyon College, Academic Success Center

There are thirty-seven computers and tables and seating for approximately fifty students. The Academic Success Center is staffed by a combination of credit and noncredit personnel.

Faculty and Staff
The department is made up of two full-time faculty members. One serves as the department coordinator, and the other is the lead instructor for the High School Subjects Program. There are currently thirty-two part-time instructors who teach in the various programs.
ASSESSMENT OF PROGRESS

Extensive research in assessing the HSS Program for the past five years indicates the following:

- Approximately 18% of students who enroll in the program graduate.
- Students with placement reading scores averaging 8.25 or higher are more likely to complete the program and graduate. A difference of one grade level lower greatly impacted the success rate of students.
- Graduation Data:
  - Latino: 59% of graduates are Latinos. 20% of the Latinos completed the program.
  - Caucasian: 27% of graduates are Caucasians. 24.5% of the Caucasians completed the program.
  - Other: 23% of graduates are Asians, Filipinos, Pacific Islanders, Native Americans, and African Americans. 14.3% of this group completed the program.
- Attendance is the key to success. The average number of hours of attendance for students who graduate is 53 and the average for students who don’t graduate is 17.

A new ABE class, Native Language Basic Skills for Adults, was added to the program in the fall of 2006. This class is designed to teach students basic literacy skills in their native language so that they will be able to transition to and be successful in ESL classes.

FUTURE PLANS

Curriculum

Curriculum will need to be reviewed and updated consistently over the next five years. As the makeup of the student population changes, the curriculum and instructional strategies will need to be reviewed and possibly changed to accommodate the needs of the students.

It is expected that many high school students who do not earn a high school diploma through the school districts will find their way and enroll in the High School Subjects Program which currently does not require the passing of the California High School Exit Exam (CAHSEE).

It is projected that more HSS class offerings will be made available in the Inmate Education Program.

Vocational ABE (VAEB) or GED classes in the workplace are to be researched.

Degree/Certificate Offerings

Discussion is taking place about the possibility of Community College High School Diploma Programs being required to administer the CAHSEE exam. If this change takes effect, it will affect the requirements for students to earn a high school diploma through Continuing Education.

Facilities

The High School Diploma classes are extremely crowded at certain times of the day. Expanding or remodeling classrooms to accommodate more students will need to be addressed as well as parking in the evening.

Faculty and Staff

Currently, evening classes are staffed only with part-time instructors. A full-time instructor would be an asset to these students. This need will be increased if the expected influx of new students occurs.

Technology

New technology, both in equipment and software, will need to be reviewed and integrated into the curriculum to stay current with the newest trends. There are new online software programs available that could be a beneficial addition if integrated into either the ABE or HSS Programs.
VISION
The Immigrant Education courses will meet the needs of immigrants and their families and provide the opportunity to become active and participating members of an economic and civic society, including preparation for citizenship.

MISSION
The mission of the Immigrant Education program is to help immigrant members of the community acquire and apply knowledge to become active participants in American society and assume the responsibility of citizenship.

PROGRAM OUTCOME
Students will be able to:

• Pass both the oral and written exam for naturalization, including knowledge of United States History and Government.

PRESENT DESCRIPTION
The Naturalization Services and Citizenship Application Program is a new grant and program developed in 2006-07. It includes a newly created position at OEC, a part-time citizenship facilitator.

Under the guidance of the full-time ESL Instructor, whose responsibilities include overseeing the Immigrant Education program and implementation of a state Community Service Department Grant, the part-time facilitator assists eligible residents to complete the N-400 Naturalization application and enroll in English as a Second Language ESL Civics. A class is offered at the Orange Education Center six days a week and one day a week at the Anaheim Hills Center (AHC).

ASSESSMENT OF PROGRESS
Since the initiation of this program in January of 2007, citizenship application workshops are held on a monthly basis, and a Citizenship Fair is planned for the community in collaboration with Univision’s Citizenship Drive.

Thirty individuals have received assistance in completing their applications and approximately 65 students attend Citizenship classes at the OEC and AHC.

As part of the documentation collection requirement for the grant project, a web-based data collection system is being developed that will allow staff from both OEC and CEC to record and store data regarding participants in the program as well as students in the citizenship classes. This system will provide a tool for retrieval of information as well as reports to support the program.

FUTURE PLANS

Objectives
The main objective in the next five years will be to research community needs, develop and offer appropriate classes in all areas of Immigrant Education, including incorporating more civics lessons into the ESL program.

The second objective is to establish an ongoing budget to support the curriculum and program needs essential to the effective planning and implementation of the program objectives.

Curriculum
The curriculum needs to be reviewed and revised to include the new Naturalization Examination due in 2008.

Faculty from CEC and OEC need to engage in collaborative discussions to determine which Immigrant Education courses will remain shared/coordinated.

Facility
Explore the possibility of expanding the Citizenship classes into the community and the need for additional office space for the citizenship facilitator and administrative assistant/support staff.

Faculty and Staff
The position of the part-time citizenship facilitator needs to be considered as a continuing position. As the program grows and expands the position may be upgraded to a full-time position.

Part-time classified support is needed to provide assistance with a number of clerical tasks associated with the program, including communication items and materials/supply inventory. A bi-lingual staff would be helpful in assisting persons in completing their application.

Technology
Portable technology that will allow off-site facilitator and/or staff in meeting and assisting people at community and off sites and maintenance of the web-based data collection system that has been developed is necessary.
VISION
The Inmate Education program envisions a successful collaboration between the Orange County Sheriff’s Department and the Continuing Education Division of SCC to provide academic and vocational experiences for the incarcerated population of Orange County to promote a safer community and more productive citizens.

MISSION
The mission of the Inmate Education Program is to offer quality academic and vocational opportunities for inmates to assist their successful re-entry into the community as productive citizens, parents, and members of the educational community.

PROGRAM OUTCOME
Upon their release, students from the Inmate Education Program will be better prepared to:

- Pursue a productive life as a positively contributing member of society, resulting in a reduction in recidivism rate among those participating in the program.

PRESENT DESCRIPTION
Curriculum
Sixty-eight sections of academic classes are offered each semester to inmates. These include: ABE, GED Preparation, ESL, Workforce Preparation, Substance Abuse, Parenting, and Health and Safety.

Forty-hour per week vocational classes are offered in Business Skills, Carpentry, Food Services, Horticulture, Sewing, Welding, Painting, and Construction.

Staff
One full-time faculty member serves at the coordinator of the program. There are 42 part-time instructors and two part-time counselors.

Enrollment Trends
Approximately 1,700 are enrolled every month (12-month program).

Facilities
The classes are held at five jail sites; three in Santa Ana, one in Orange and one in Irvine (minimum to maximum security).

ASSESSMENT OF PROGRESS
The following has been added to the Inmate Education program:

- An expanded variety of course offerings.
- Enhanced use of technology in classrooms and computer labs.
- Access to the Orange County Sheriff’s department staff for submission of technology-related work requests.
- Availability of counseling services to enrolled inmates via part-time counselors at the jail sites.

FUTURE
A contract with the Orange County Sheriff’s Department has been signed for an additional five-year period starting in July 2005. It is anticipated that the program will continue to expand to serve a greater number of inmates.

The program is expected to offer a wider variety of programs that will more effectively help the program meet its mission.

To meet this need will require additional funding and the availability of qualified instructors and, in some instances, expanded classroom space at the facilities.

State-wide funding is a problem at this time for all programs. The Life Skills grant that supported the Inmate Education program in the past is no longer available; therefore, it will be necessary to continue to look for other grant possibilities and increased CASAS learning gains.

An additional full-time faculty member will need to be added to the staff.

Technology for the delivery of instruction needs to be up-dated, expanded, with DVD players, LCD screens, and personal computers added.
PROGRAMS FOR OLDER ADULTS

VISION
The Older Adult Department envisions providing specialized instruction to meet the diverse needs of the older adult community in search of lifelong learning.

MISSION
The mission of the Older Adult Department is to provide diverse classes, at a wide variety of locations, to meet the lifelong learning expectations and needs of the older adult population.

PROGRAM OUTCOME
Students will be able to:
• Demonstrate improved skill and/or enhanced knowledge in the area of study.

PRESENT DESCRIPTION
Under the direction of a full-time coordinator, whose responsibilities include but are not limited to older adults, there is a group of approximately 40 part-time instructors who teach nearly 100 classes in the areas of Seminar, Physical Fitness, Music Arts, Creative Cooking and Manipulative Skills.

Classes are taught in 16 locations throughout the community, including the Orange Education Center and Anaheim Hills Center.

Program materials are housed at the OEC and can be checked out in the Resource Room.

ASSESSMENT OF PROGRESS
Progress during the past five years includes the following:
• A full-time faculty member was assigned the duties of coordinating the Older Adult Program in 2004.
• Dedicated classroom space was provided for the Older Adult program at the OEC.
• New classes in fitness, watercolor painting, drawing and American film were added at the OEC.
• Extensive revisions were made to the Older Adult Instructors’ and Activity Directors’ handbooks.
• Annual Activity Directors’ meetings have been implemented.

FUTURE
During the next five years, the department will:
Research the needs and develop appropriate classes for the new cohort of older adults, namely those individuals in the “baby boomer” generation.

Expand class offerings at the Orange Education Center.

Develop an ongoing budget to meet the needs of the department.

Staff Needs
As the Older Adult program continues to develop and expand, the need for a full-time faculty member and part-time classified clerical support will become more critical.
VISION
The Parent Education Department envisions meeting a variety of community needs, as determined by research and in consultation with related community agencies and representatives.

MISSION
The mission of the Parent Education department is to help community members acquire and apply knowledge in child growth and development and effective child rearing practices.

PROGRAM OUTCOME
Students will be able to:

- Demonstrate knowledge of children’s growth and development and apply that knowledge to everyday experiences.

PRESENT DESCRIPTION
Curriculum
Pre-kinder “Parent and Me” Training Project classes are designed to help parents and others who work with young children learn the importance of preparing children for a successful kindergarten experience.

Preparation for Childbirth provides prospective parents with information regarding the intellectual, physical, and emotional components of the birth process. Six-week long classes are offered throughout the year at UC Medical Center and the Orange Education Center.

Effective Parenting classes are designed to provide information on the physical, social, and emotional development of children and offer strategies for effective communication and interaction with children.

Staff
Under the direction of a full-time Coordinator, whose responsibilities include, but are not limited to Parent Education, there are three part-time instructors.

Facilities
One classroom is designated for the “Parent and Me” classes at the OEC.

ASSESSMENT OF PROGRESS
During the previous five-years, the Parent Education program was assigned to a full-time faculty coordinator in 2004.

Dedicated classroom space was provided for the “Parent and Me” program.

A new section of Preparation for Childbirth was added at the OEC.

New instructors have been hired and mentored for the “Parent and Me” and Effective Parenting classes.

Instructor resources and equipment have been barcoded for easy checkout and inventory control.

FUTURE
Curriculum
The curriculum needs to be reviewed and revised to include Student Learning Outcomes.

Faculty from CEC and OEC need to engage in collaborative discussions to determine which Parent Education courses will remain shared/coordinated.

Facility
Standard classroom space can be utilized to offer Effective Parenting classes.

Childbirth Preparation classes require classroom space with sufficient open floor area for students to practice the activities and exercises.

Parent and Me classes have one designated room, which is expected to be sufficient for the near future.

Faculty and Staff
Additional part-time instructors will be needed as the number of classes offered increases.

Instructional assistance in the Parent and Me classroom is needed because of the classroom environment.

Part-time classified support is needed to provide assistance with a number of clerical tasks associated with the program, including communication items and materials/supply inventory.

Technology
The classroom needs to be mediated.

Portable technology to allow off-site instructors to enhance their lessons by using PowerPoint, etc. is needed.
VISION
Continuing Education’s Persons with Substantial Disabilities Department envisions providing classes that will teach disabled adults living skills to enrich their lives, provide physical activities to maximize their physical capabilities, and explore various topics of everyday interest that have relevance in their lives.

MISSION
The mission of the Persons with Substantial Disabilities department is to provide the training necessary for students to acquire daily life skills and maximize their physical and mental capabilities.

PROGRAM OUTCOME
Students will be able to:
• Demonstrate appropriate life skill knowledge during every day living activities.

PRESENT DESCRIPTION
The following courses are offered:
• Independent Living Skills for Developmentally Disabled Adults meets twice a week at a community location.
• Physical Activities for Adults with Substantial Disabilities meets once a week at a rehabilitation institute.
• Seminar for Adults with Substantial Disabilities meets once a week at a rehabilitation institute.

Under the direction of a full-time coordinator whose responsibilities include, but are not limited to overseeing the Persons with Substantial Disabilities Department, there are two part-time instructors.

ASSESSMENT OF PROGRESS
Progress has been made in the past five years, which includes assignment of the program to a full-time Coordinator (2004), the hiring of a new instructor, and meetings with the staff of the rehabilitation institute that resulted in the implementation of new classes.

Course outlines have been developed for the following new courses: Physical Activities for Adults with Substantial Disabilities and Seminar for Adults with Substantial Disabilities.

FUTURE
Community needs will be further researched and appropriate classes developed to meet the needs of Persons with Substantial Disabilities.

Development of an ongoing budget to meet the needs of this program is necessary for the effective planning and implementation of program objectives.

Curriculum
The current curriculum needs to be reviewed and revised to include Student Learning Outcomes.

New courses will be developed to meet community needs.

Facilities
Faculty from CEC and OEC need to engage in collaborative discussions to determine which courses will remain shared/coordinated.

Technology
Portable technology that will allow off-site instructors to enhance their lessons by using PowerPoint, etc., will be needed.
VISION
The Business Skills Department, with close collaboration with business and industry, grows, adapts, and adjusts its business skills program to meet current and future needs of our community.

MISSION
The Business Skills Department will offer a quality business skills and computer applications training program using industry standard/related software for students and community members. Curricula developed and taught by qualified instructors lead to course completion certificates and prepare students for successful transition to Santiago Canyon College Business Department credit courses and/or the workforce.

PROGRAM OUTCOMES
Students will be able to:

- Work effectively as a team member and demonstrate competence in a variety of windows-based applications.
- Work efficiently with windows-based applications using common, cross-application keyboard shortcuts (e.g., save, open, print, copy, paste, etc.).

PRESENT DESCRIPTION
The Business Skills Program utilizes space in eight different computer labs throughout the SCC service area, including two elementary school sites within the Orange Unified School District.

At these sites, open-entry, industry standard/related software computer applications and keyboarding classes are offered and facilitated by certificated full and part-time faculty.

The 23 courses offered each year are in high demand in Orange County and provide interested students open access to workforce technology.

ASSESSMENT OF PROGRESS
The Business Skills Program offers two classes during the weekends at the SCC Academic Success Center. All Business Skills Program labs have the same ghost image and use a Key Server to monitor its software licenses.

Students, including special populations, have access to computer classes at one or more of the Business Skills Program centers six days a week, mornings, afternoons, and Monday - Friday evenings.

Since 2001, the Business Skills Department has added one new full-time faculty. One full-time faculty member is a full-time Coordinator to help facilitate the growth of the program.

FUTURE
The Business Skills Department will continue to add space for high-demand 21st century classes to meet community workforce demands over the next five years.

Some of the growth will be with shared labs and some will be dedicated to the Business Skills program. Additional classes may be offered in relocatables or in new space near the Orange Education Center.

Curriculum
The department plans are to add computer repair, medical billing, mobile office type classes, and other courses as needed by the community.

Facilities
Designated space is needed to offer computer repair classes. Standard classrooms can be utilized to accommodate multimedia classes.

Faculty and Staff
As the program grows, more full-time faculty will be needed. Qualified instructors to teach during daytime hours are sometimes difficult to secure as those individuals with appropriate technology skills have full-time jobs and can only teach during evenings or weekends.

Technology
Technology equipment needs to be replaced every three or four years as well as software. There is also a need to help instructors maintain currency on industry standard/related equipment and software.
VISION

Student Services envisions a learning environment that welcomes all students and which supports and fosters their academic and personal success.

MISSION

Student Services promotes the growth and development of students and contributes to student learning through exemplary programs and services.

PRESENT DESCRIPTION

Student Services embraces the following core values to ensure the excellence of its programs and services:

Student Centered: A student-focused environment that identifies and responds to the needs and concerns of SCC students.

Teamwork: As a community of educators, the department fosters creativity and relationship building to maximize learning.

Collaboration: The department develops partnerships that encourage open communication and mutual cooperation to cultivate quality student programs and services.

Integrity: The department maintains ethical standards that include honesty, respect, and trust.

Student Services have evolved into a comprehensive array of support programs and services that are vibrant, vigorous, and multifaceted. Student services have experienced steady growth and extensive development and expansion of its services.

The college now offers comprehensive services in the following programs: Admissions and Records, AmeriCorps, Community Services, Disabled Students Programs and Services (DSPS), Financial Aid, Health and Wellness Center, High School and Community Outreach, Incorporated Student Council, Office of College Advancement, and Student Life and Leadership. Additionally, the Division of Counseling and Student Support Services is organizationally aligned in Student Services and includes the following units and programs: Adult Re-Entry Services, Articulation Office, CalWORKks, Career Center, Counseling Department, EOPS/CARE, Job Placement, Pathways to Teaching, Testing Center, and Transfer Center.

Student services have an especially close working relationship with instruction; this relationship is characterized by a mutual understanding that instruction and student services partner in order to positively impact student success. The Vice Presidents of these divisions work hand-in-hand to address issues, plan future initiatives, and to coordinate daily operational concerns.

Student services faculty are actively engaged in key faculty leadership roles, including but not limited to shared governance committees and councils, in the curriculum and instruction council, and as senators in the academic senate.

ASSESSMENT OF PROGRESS

In 2002-03, the position of Dean of Counseling and Student Support Services was created and began to develop the new division of Counseling and Student Support Services. An administrative secretary was hired to provide support, and an alternate media specialist was hired to assist the college community to provide disability related access to print media, electronic information, and distance learning. Video captioning and cataloging of all library videos and the development of a DSPS Student Handbook took place. A registrar was hired, the number of the full-time admissions specialists increased, and a full-time generalist counselor was added to the staff.

Hours at the Health and Wellness Center increased and a full-time administrative assistant was hired. The first Scholar Athlete Awards were awarded to six students who completed two years at SCC and transferred to a four-year university. The student lounge, cafeteria, and Health and Wellness Center were remodeled to better serve student needs.

By 2004-05, an increase in student enrollment required the development or expansion of student programs and courses. The Student Services and Instruction Building was completed. It houses Admissions and Records, Financial Aid, EOPS/CARE, CalWORKks, DSPS, Testing Center, 10 classrooms and offices for 10 full-time faculty. Counseling and Student Support Services expanded into vacated space to create a comprehensive Transfer Center, dedicated space for Job Placement, five confidential counseling offices, new and upgraded work stations for staff, and a counseling reception area.

The number of clubs and student organizations increased from one to ten. A total of 59 scholarships were awarded representing 90 individual awards, totaling $38,500. The Health and Wellness Center added MedPro software to improve medical information management and to increase privacy. A full-time transfer center specialist for the Pathways to Teaching Program and a full-time test proctor were hired. The district’s Community Services Program was decentralized, with two full-time staff members assigned to operate the program at SCC.
In 2005-06, a new Vice President of Student Services was hired; he provided leadership in establishing a framework for the development of Student Learning Outcomes (SLOs) in all student services areas. In collaboration with Academic Affairs, the Jump Start Program with Orange Unified School District was established and piloted to allow high school juniors and seniors to enroll in transferable, college credit courses offered at local feeder high schools. The division developed a facilities plan for vacated library space in the Administration Building and relocated the following units: Office of Student Life and Leadership (which includes student government), High School and Community Outreach, and Community Services. Vacated portables were converted to much needed classroom space.

Parent Orientations were introduced at the Early Decision programs. In conjunction with Cal State University, Fullerton, a Student Leadership Institute (SLI), a non-degree certificate that provides interactive leadership workshops, was initiated and developed. The Student Success Conference was revamped and renamed College Life 101; it is a half-day seminar to better prepare incoming students to student life issues. The college’s first CalWORKs Program Plan was developed and the SCC Matriculation Plan was revised; both plans were submitted to the State Chancellor’s Office. The Health and Wellness Center received a three-year grant from the County of Orange Health Care Agency to provide high risk drinking prevention services to community college students; additionally, the center received a two-year grant from Orange County On Track to focus on tobacco cessation for young adults.

Several critical personnel positions were created, filled or reorganized to meet the increased growth in student enrollment and expanded services. A full-time articulation officer was hired and a full-time tenure track counselor position was filled. High School and Community Outreach hired a full-time outreach specialist and a 19-hour on-going student services specialist position was filled to focus on middle school outreach. A full-time student program specialist was created in the Office of Student Life and Leadership to further develop leadership development programs. A 19-hour on-going student services specialist position was relocated to College Advancement to serve the Scholarship Program and to assist in developing an alumni relations program, and a 19-hour on-going counseling assistant was relocated and filled in the Counseling Department.

By 2006-07 Student Services had fully implemented its Student Learning Outcomes framework; this included the development of a template for reporting and summarizing SLOs, and how each outcome is to be measured. To date, 100% of all SS departments and units have defined and mapped SLOs and identified appropriate assessment methodologies, and 25% of these departments and units have begun to assess their SLOs for their respective programs and services.

Student Services (SS) completed and submitted to the State Chancellor’s Office the required Categorical Programs Self-Evaluation (for Matriculation, EOPS/CARE, CalWORKs and DSPS). The department received two grants from the Foundation for California Community Colleges to participate and establish two AmeriCorps programs: Foster Youth Mentoring Project and Teacher Reading, and Math Development Partnership Program (TRMDP). A plan to initiate and develop an alumni relations program was developed, and a framework for matriculation funded mini-grants to provide the college community with an incentive to develop or enhance student success initiatives was completed. The Health and Wellness Center implemented a Peer Health Education Network and graduated seven peer health educators who received certification from Bacchus & Gamma, a nationally recognized organization. A web consultant was hired to review and customize Student Services web pages and provide in-depth content and design.

Two new general funded positions were created: a learning disability specialist-assistant professor in DSPS and a full-time administrative secretary in Financial Aid. Additionally, a new student services coordinator grant-funded position was developed to provide leadership with the two AmeriCorps programs; a full-time senior clerk was hired in Financial Aid utilizing BFAP categorical funding; and a 19-hour on-going career guidance specialist was created through matriculation funding. Several part-time positions were reorganized from 19 hours on-going to full-time using matriculation funding: counseling assistant (Counseling), student services specialist (High School and Community Outreach), and transfer center specialist (Transfer Center).

**FUTURE PLANS**

Student Services will:

- Continue to provide quality student support services that enhance the colleges educational mission and which fosters student learning and development. Through continuous program evaluation and assessment of student learning outcomes, Student Services will implement identified learning outcomes, interpret the results or evidence of the assessments, and ensure that decisions for program improvement, planning, budgeting, etc. are shaped by the results of this continuous evaluation and assessment.

- Continue to enhance a campus climate and work-ethic that is student-centered; ensure that all Student Services areas are responding appropriately to student demand; provide effective outreach and marketing to increase underutilization of services; and provide ongoing staff development opportunities.
• Continue to pursue external funding sources that provide the capacity to expand or create new and innovative student programs and services.

• Effectively utilize and expand available technology to maximize efficiencies, including: improving available information on departmental/program web pages; provide access to forms, policies, and other relevant information through the web; and continue to enhance the online enrollment and student information system.

• Continue to provide leadership in developing a comprehensive framework for improving student retention. In partnership with other constituencies, develop sound retention strategies and activities that are informed by research and the retention literature.

• Work in conjunction with the Student Success Committee to address and develop strategies for student success.

• Identify physical space for expanded or new services and programs. There is a lack of adequate facilities that encourage students to remain on campus and that meet student needs, such as a student lounge, gameroom, meeting rooms for student clubs and organizations, proper dining facilities, and bookstore, to name a few. Most student services departments have outgrown or will outgrow their current space; continuous growth in student enrollment will require the expansion of student services and acerbate the need for adequate space. These needs can be mitigated if funds are secured to build a Student Services-Community Building. In the meantime, the department will work collaboratively with administration to identify vacated space as new classroom buildings come online.

• Advocate for general funded classified and faculty positions in order to expand program offerings to meet student demand and changing needs. Additionally, continue to maximize categorical funds to create new positions or convert on-going part-time positions to full-time; and continue to utilize short-term staff to meet critical needs.

• The rapid growth in student services necessitates the addition of a new administrative dean level position to provide leadership within the division and to provide operational support to new programs and to existing departments that currently have a direct reporting relationship to the Vice President.

In summary, it is the focus of the departments that encompass Student Services and Counseling to provide exemplary support services to all students, regardless of their educational goals and/or individual capabilities. These services will increase and change as the need presents itself through increased enrollment and student requests.
VISION
The vision of the Admissions and Records office is to positively affect and educate students regarding college policies, procedures, and online services, and to assist students in navigating successfully through their college experience.

MISSION
The Admissions and Records office strives to serve students in the most efficient and supportive manner while stressing the importance of self responsibility that will empower students to achieve transfer and career goals.

STUDENT LEARNING OUTCOMES
Admissions and Records continues to maintain student satisfaction at is highest level while at the same time educating students to become resourceful through the use of available tools, such as the online service.

Students will demonstrate the ability to access the following online services:

- Course registration with availability to view class schedules, check availability of open courses, and change course schedule.
- Order transcripts online and the ability to monitor grades.
- Download college forms.
- Access college policies.

PRESENT DESCRIPTION
Facilities
Admissions and records moved into the newly constructed E Building in July of 2004. With square footage comparable to the previous Admissions area, the rapid growth of the college has exceeded the space available. The new area does include a defined storage area with fire protected cabinets that are of top priority.

Staff
Full-time employees include: An Associate Dean of Admissions and Records, a Registrar, Administrative Secretary, Graduation Specialist, Senior Records Specialist, Data Entry Clerk, and four Admissions and Records Specialists.

Part-time staff includes three 19-hour Admissions and Records Specialists. At least two short-term hourly staff are included during peak registration periods. With the increase in enrollment, however, four hourly employees will be needed to service the students.

Numbers Served
Admissions processes all incoming applications, including those needed for more than 1,000 Apprenticeship applicants. The student body population of nearly 10,000 credit students, as well as an ever growing number of Early Decision applications, has grown significantly and the number of requests for transcripts continues to grow each year, with more than 2,800 requested in spring 2007. Online applications have increased, with numbers totaling 799 for summer 2006, 1,518 for fall 2006, and 1,514 for spring 2007.

Services Offered
The Admissions policy on all services is to provide fair and consistent decision-making and to act with integrity on all decisions. The primary focus of Admissions and Records is to admit, register, maintain an academic record, and graduate students.

Admissions and Records also provides the following services to students: open access application form online; online registration and fee payment; evaluation of transcripts from other colleges; determination of residency status; collection of grades online for student academic records (transcripts); archiving, storage, optical imaging, and reproduction of data for records retention (history file of students, applications, rosters, transcripts, class schedules, catalogs); collection of positive attendance hours; progress checks (i.e., degree audit reviews); awarding of certificates and degrees; maintenance of Admissions and Records website; data management and correction for the State MIS and 320 reports; audit reviews; advisement on FERPA and Title V regulations; and to effectively communicate college policies and procedures.

Programs
Admissions and Records also works collaboratively with other departments on the following programs: Early Decision registration for graduating high school seniors, Parent Orientations during Early Decision, College Life 101, Graduation, and College Survival 101.
**Additional Duties**

In addition to dealing one-on-one with students and updating computerized information on a regular basis, the department:

- Processes name and address changes, verifications, prerequisite checks, and inputting of all student data.
- Processes and stores instructor grades, histories, grade changes.
- Processes and image petitions for graduation, certificates and general education requirements, overloads, Exception to Academic Regulations, course renewals, credit/no credits, CAP student forms.
- Conducts self-study surveys to determine student needs, and works with individual students to help build their knowledge base.
- Provide Flex activities for instructors such as “Understanding Census” and “Online Grades.”
- Presents specialized presentations regarding Admissions to faculty, deans, and staff.

**ASSESSMENT OF PROGRESS**

To ensure and enrich student satisfaction with the Admissions and Records department, the following has been accomplished:

- Introduced online registration, faculty use of online grades and rosters.
- Introduced online transcript requests.
- Priority registration for Early Decision, DSPS, EOPS and Passport (Continuing Education students).
- Created and programmed information of interest from all areas of the college on the plasma screen in the Admissions lobby.
- Increased the number of faculty utilizing the online services through Flex time education.
- Developed an instruction manual for faculty with guidelines in record keeping and usage of the online services.
- Produced a step-by-step online/telephone registration brochure.
- Compiled an “Are You Ready to Graduate” packet.
- Updated and simplified various student petitions and forms.

**FUTURE PLANS**

**Programs and Systems**

Admissions will convert to a new student data base system. After the initial year break-in and double entry period (2007-2008), this will give the department the ability to offer more versatility to students. The new Colleague system will require Admissions to be proactive with the new system; to recognize deficiencies, anticipate current and future needs, and to propose and implement new solutions.

Begin using CCC Apply, a general purpose application program used to apply to several institutions.

Continue and expand the computerized process of online grades for instructors.

Expand the capability of the plasma screen to include the capability of television broadcasts so that momentous events may be observed by all students.

Develop and implement Co-Curricular Workshops and Seminars needed to maintain a knowledge base for administration, staff, and students of changes and updates in the Admissions and Records Department.

**Facilities**

Admissions and Records has already filled its allotted space and has had to double-up staff on desks. This is an area that needs to be addressed in the future.

**Technology**

New technology is the lynch-pin for admissions advancement and continued excellent service. Current online registration, imaging, and other areas will not be compatible with the Colleague software. Research and the necessary finding for alternatives will be necessary.
VISION
AmeriCorps strives to provide an environment in which students can apply critical thinking and compassion in order to transcend and challenge their learning experiences. Students will service disadvantaged populations and use their newly developed skills to contribute to the community on a global level.

MISSION
The AmeriCorps program is a department where civic engagement and learning are synergistic. Students will be offered multiple opportunities, on various levels, to participate in service-oriented activities that will enhance their co-curricular experience, develop their leadership strength, and build upon transferable skills.

STUDENT LEARNING OUTCOME
AmeriCorps student members will be able to:

- Synthesize the various components of the Learning Highways Tutoring Program (TRMDP) to effectively measure student (tutees) success.

PRESENT DESCRIPTION
Curriculum
Students will be offered Human Development and Education classes as a component of their training, and will participate in a series of leadership workshops through the Student Leadership Institute (SLI) program.

Training
The training programs will be offered by SCC staff as well as Orange County Department of Social Services, Renaissance Scholars staff from CalPoly Pomona, and staff from the Orangewood Children’s Foundation.

Faculty and Staff
The department has one full-time Coordinator and a 19-hour Student Services Specialist.

Participants
SCC students will be recruited to participate as Tutors and will partner with schools and agencies.

Programs and Services Offered
Student participants will tutor K-6 grade students, mentor foster youth between the ages of 15-21, coordinate community service activities and events, network with other members state-wide, and participate in leadership training.

ASSESSMENT OF PROGRESS
The SCC AmeriCorps program began in Fall 2006 through a competitive grant and established the staffing infrastructure, community partners, and school site participants. In Spring 2007, SCC students were recruited and enrolled in the program.

FUTURE PLANS
Anticipated New Programs
An increase in student participation will be sought as funds permit, with the goal of increasing student participation. Students will be engaged in more activities as presented by community agencies through new partnerships.

Facilities
A larger office space will be needed to support staffing increases should student participation grow as a result of program goals.

Faculty and Staff
A full-time student services specialist is needed in order to recruit the amount of student participants needed for goal attainment.

Technology
AmeriCorps has created a page on the SCC website. Technological support will be required to maintain and update the pages as needed.
COMMUNITY SERVICES

VISION
The Community Services program is a fee-based, self-supporting, not-for-credit program offered as a service to community constituents.

MISSION
The Community Services program provides additional options for educational opportunities and life-long learning to the community. These offerings are designed to complement the traditional college-credit and not-for-credit class offerings.

STUDENT LEARNING OUTCOMES
As a result of participating in a Community Services program or course, students will:

• Discover the enjoyment of lifelong learning related to their personal interest.

• Explore new fields of knowledge to enhance lifelong learning.

• As a result of participating in College for Kids keyboarding class, students will be able to transfer acquired keyboarding skills to their computer usage at home and school.

PRESENT DESCRIPTION
Curriculum
An array of classes is offered to appeal to a wide range of professional and recreational needs. They are made available to those who wish to enrich, enhance, and explore new learning resources. New offerings are explored and classes are assessed on their broad-based appeal and emerging market interests. More than 400 courses are offered per academic year.

Facilities
The program shares an office with the High School and Community Outreach Program.

Staff
The program has one full-time Community Services Coordinator, and one full-time Senior Account Clerk.

Number Served
Approximately 5,000 participants register per academic year for one of the courses offered.

ASSESSMENT OF PROGRESS
The Community Services program has made the following progress:

• Implemented online registration with shopping cart feature.

• Secured facility space on campus to complete relocation.

• Became visibly affiliated with college programs through printed schedules, website, and general information materials.

• Established a separate SCC Community Services brochure of class offerings and website

• Hired a full-time classified staff to support the development of the new program at SCC.

FUTURE PLANS
Programs or Services
A specialized course offering in partnership with the National Traffic Safety Institute (NTSI) will be added to the offerings, and an effort will be made to increase customer base and program revenue.

Facilities
The program hopes to secure a dedicated facility to house the Community Services program operations and one classroom.

Faculty and Staff
The program expects to hire a full-time classified support staff to assist with expanded weekday and weekend program offerings.

Technology
A seamless conversion of program/instructor database and online registration system to Datatel is planned.
VISION

Disabled Student Programs and Services (DSPS) will offer a comprehensive range of special programs, services, and classes designed to promote educational access for students with disabilities to enable them to maximize their learning potential.

MISSION

The department supports the success of students with disabilities by providing programs and services that promote access, equal opportunity, and empowerment.

STUDENT LEARNING OUTCOMES

As a result of participating in DSPS, students will be able to:

- Identify their disabilities and explain their educational limitations.
- Articulate the accommodations they require.

PRESENT DESCRIPTION

The primary goal of DSPS offerings is to support the growth and development of students by assisting them to mitigate their educational limitations so they are able to fully demonstrate their abilities. The types of services provided to students are determined individually based on their unique disability-related needs.

Curriculum

Two Special Services classes are offered through the DSPS Department; these are Learning Assessment and Academic Coaching. Also, classes in Sign Language are offered.

Facilities

The DSPS Center, located in the Student Services and Instruction Building, consists of a reception area, three classified work areas, a storage/workroom, three faculty offices, a testing accommodation room, and an instructional area with seven assistive computer stations.

Faculty and Staff

The faculty consists of a Learning Disabilities Specialist/Program Facilitator, a Learning Disabilities Specialist, two part-time hourly Learning Disabilities Specialists, and 5% Deaf and Hard of Hearing Coordinator. Sign Language classes are offered by adjunct faculty.

The staff consists of a DSPS Specialist, an Alternate Media Specialist, and a Student Program Specialist, plus six part-time Instructional Assistants, and a 5% Lead Interpreter.

Certificates Offered

A certificate in Sign Language Education is offered through the Sign Language Program.

Numbers Served

The DSPS Program served 315 students in 2005-06.

Programs and Services Offered

Services offered include but are not limited to: priority registration, registration assistance, academic advisement, test-taking accommodations, learning disabilities assessment, special classes and tutoring, assistive technology, alternate media materials, note-taking assistance, sign language interpreters, and liaison with faculty, staff, and community agencies.

Enrollment Trends – Sign Language Program

The Sign Language Program has seen substantial growth in the number of students seeking to enroll in the beginning level course. These strong enrollments at the beginning level are expected to continue as students become more aware of their ability to use Sign Language to meet foreign language requirements at transfer institutions. Enrollments in the succeeding levels of Sign Language have remained relatively consistent.

ASSESSMENT OF PROGRESS

DSPS has experienced the following from 2001-2006:

- Increased the number of students served by 50%.
- Filled several faculty and staff positions to meet service demands, including an Alternate Media Specialist, a Student Program Specialist, two adjunct faculty Learning Disabilities Specialists, and an additional part-time Instructional Assistant.
- Received approval to hire a new district funded full-time Learning Disabilities Specialist for 2007.
- Expanded services at the Orange Education Center to include Instructional Assistant support in the High School Subjects and Adult Basic Education classes, and installed assistive computer equipment and software in these classrooms.
- Developed an Alternate Media Program.
• Expanded the inventory of assistive equipment used by students to access instruction.

• Acquired assistive computer software licenses and increased the number of assistive computer stations at the college.

• Developed outreach and instructional materials including a brochure, a DSPS Student Handbook and Academic Planner, and learning strategies handouts.

• Initiated a recognition program for students related to certificate, degree, and transfer achievements.

• Created a DSPS website.

Sign Language

• Renamed classes “Sign Language” and deleted them under Special Services and Speech Communication.

• Revised the curriculum to reflect instruction in American Sign Language.

• Revised curriculum sequence to facilitate student learning.

• Increased the number of beginning level Sign Language classes offered from two to five sections.

FUTURE PLANS

Anticipated New Programs Or Services

DSPS will focus on developing programs and services for emerging populations of students with disabilities including:

• Returning veterans, who are expected to present multiple disabilities including brain injuries, post-traumatic stress, acquired hearing and vision loss, body burns, and other physical disabilities.

• Individuals with Asperger’s Syndrome and autism.

Curriculum

Plans include developing special class curriculum in the areas of assistive technology, memory skills training, and an online transition to college course.

The Sign Language curriculum will be reviewed and updated by the SAC Deaf and Hard of Hearing Coordinator.

Facilities

Future facility needs related to DSPS growth and expansion include a High Tech Center and a classroom for instruction.

Faculty and Staff

Department plans involve new faculty and staff in the following areas to meet program needs:

Faculty: full-time High Tech Center/Alternate Media Specialist, and part-time Learning Disabilities Specialist for the Orange Education Center. The department will pursue approval of a full-time faculty member in Sign Language.

Staff: full-time Instructional Assistant and part-time Instructional Assistant for the Orange Education Center.

Degree/Certificate Offerings

An Associate Degree Program in American Sign Language will be developed.

Technology

Program faculty and staff will stay abreast of technological innovations designed to accommodate individuals with disabilities and will strive to incorporate them into program offerings as they become available.
VISION
The Office of Financial Aid will promote awareness of Financial Aid through aggressive year-around outreach efforts and utilize and expand technologies to prepare SCC students for the transfer experience by providing online filing, follow-up, and correspondence.

MISSION
The Office of Financial Aid is responsible for providing assistance to students with documented financial need by providing understandable consumer information to current and prospective financial aid applicants, and will educate current students about the availability of funding for higher education.

STUDENT LEARNING OUTCOMES
As a result of utilizing the online resources to apply for financial aid, students will:

- Develop technology skills to communicate and process tasks via web.

As a result of taking counseling classes, students will:

- Establish an educational objective within the guidelines of the “satisfactory progress” policy.

PRESENT DESCRIPTION
In April 2005, the Financial Aid Office (FAO) received its first Title IV Code from the United States Department of Education (USDE) to be an independent college campus. It was a one-year provisional status with the renewal due in June 2006. The new director of Financial Aid put together an implementation plan, developed policies and procedures, and applied for participation for the State Cal Grant programs in less than a year.

After a successful system implementation of PowerFAIDS software for Financial Aid processing, FAO processed its first group of students for the spring 2006 term. In September 2006, FAO was granted another two-year provisional status under Title IV Code. For the 2006/2007 year, FAO has completely transitioned to the independent processing of financial aid under its new Title IV participation agreement. Currently, the FAO provides financial services for over 500 students on grant aid, with dollars distributed exceeding 1.6 million annually.

FINANCIAL AID

Staff
The staff of the Financial Aid office consists of an Administrative Associate Dean, a Financial Aid Coordinator, one Computer Analyst, two Financial Aid Loan Specialists, two Financial Aid Advisors, a Student Services Specialist, and two clerical classified support staff.

ASSESSMENT OF PROGRESS
In 2005-2006, 727 applicants were processed; $1,906,191 was distributed to eligible students. In 2006-2007, 2075 students were processed and $2,550,100 was dispersed.

FUTURE PLANS

Programs
The department plans to expand BFAP-funded financial aid programs and services in collaboration with college leaders and departments to increase the number of students who apply for financial aid.

Facilities
Office space will need to increase as enrollment grows. If funding becomes available, a new Student Services building is needed to accommodate a growing program.

Staffing
The Financial Aid Office is well staffed on the processing side, but is understaffed on the support/clerical staff side. To obtain the healthy balance in staffing, two technician positions will be needed.

Technology
To achieve a service-oriented experience for students, which emphasizes a student-centered environment, the automation of the communication and delivery of financial process is necessary. By utilizing the online resources to apply for financial aid, students will develop technological skills to communicate and process tasks via the web for online services, downloading of forms, entrance and exit interviews for Federal Student Loans, and handle other necessary paperwork in a timely manner.
VISION
The Health and Wellness Center seeks to stay current with health trends and issues to assist individual students and faculty maintain optimal functioning.

MISSION
The mission of the Health and Wellness Center is to accommodate the needs of a diverse student population and provide a full range of student support services. The Health and Wellness Center at SCC provides health care services based on current health care research, ongoing needs assessments of the college community, and the legal requirements of the state and local health care agencies.

STUDENT LEARNING OUTCOMES
The Health and Wellness Center provides the services necessary to allow students to:

- Make healthy choices regarding their minds, bodies and behaviors, enabling them to pursue their educational goals.
- Increase their awareness and utilization of the available medical, nursing, and psychological services.

PRESENT DESCRIPTION
The approach to student health is non-judgmental, empathetic, and confidential to enhance, preserve, and respect the dignity of all individuals.

Services
Medical Services include, but are not limited to; Blood pressure screening; first aid; cryosurgery; well women’s care; birth control; PAP tests; physical exams; psychological counseling; on-site testing for strep, urinary tract infections and pregnancy; and off-site clinical laboratory testing. Vaccinations for Influenza, Hepatitis, and Tetanus and TB skin Testing are available. Prescribing and dispensing of group purchased antibiotics and emergency contraception; health education; and referrals for hospital based diagnostics acute care or inpatient treatment are also available.

Facility
Medical and psychological services are provided in a dedicated stand-alone building. There are three professional offices for staff and three exam rooms equipped to provide students with primary care, medical, and some psychological services.

Staff
The medical staff includes one full-time tenured faculty Nurse Coordinator, one full-time classified Administrative Clerk, one 19-hour Intermediate Clerk, two part-time Physicians (6 hours per week), eight part-time Registered Nurses (21 hours per week), and one part-time Student Program Specialist who is grant supported, as well as part-time Licensed Clinical Psychologists.

ASSESSMENT OF PROGRESS
Numbers Served
Since 2001, student usage of available services has increased by 58%.
In calendar year 2006 there were 2820 students visits, a 26% increase over the previous year.

Staff Increase
The Center hired a part-time Psychologist, four additional Nursing Staff, and one Student Program Specialist to assist with grant activities, and developed a job description for the Health Educator.

New Programs
The department:
Initiated a Peer Health Educator Program and training.
Obtained and administered two Community College Health Grants including; 2-year High Risk Alcohol Prevention and 2-year Tobacco Cessation.
Changes were accommodated for the new standard of care established by the American Heart Association by acquiring new equipment and training materials.
**FUTURE PLANS**

**New Programs or Services**

The department will offer:

Ongoing Peer Health Program to begin Spring 2007.

Social Norming Campaign to promote positive health behaviors.

On-site Smoking Cessation Program consisting of eight week support group.

Peer Health Education noncredit curriculum program for students at Orange Center.

**Facilities and Equipment**

Plans for an increased physical space in a future Student Services Building will be needed.

The Health Center will need the capability to transport ill or injured students from the Athletic fields on the east side of the campus; acquiring an electric cart is under review.

**Faculty and Staff**


A full-time licensed Clinical Psychologist is necessary.

**Technology**

Update to Programmable Automatic External Defibrillators.
VISION
To provide prospective students and the SCC community with the resources and information needed to pursue a college education.

MISSION
Provide and disseminate critical information to current and future students via outreach efforts and events that focus on college constituents, including the K-12 education system, the community, and local businesses.

STUDENT LEARNING OUTCOMES
Through presentations, tours, events, and information tables prospective students will be able to:
• Identify academic programs and support services to meet their educational goals.
• Identify steps of the SCC matriculation process.

PRESENT DESCRIPTION
The department develops and implements outreach and recruitment efforts to the following populations:
• Early Outreach (K-8 grades) Services
  Strategic early outreach to elementary and middle school students and their parents in an effort to prepare students for college by increasing college awareness and preparedness.
• High School Outreach (9–12 Grades)
  Outreach and recruitment efforts to high school students throughout Orange and Riverside County with the purpose of promoting and ensuring participation in the college matriculation process.
• Community Outreach
  Strategic outreach and recruitment effort to community and community organizations within the SCC service area.
• Business and Industry Outreach
  Outreach and recruitment effort to local business and industry with the SCC service area.
• Community College (Retention Services)
  Provide and propagate services, events, and materials to assist current SCC students in the completion of their academic goal.

ASSESSMENT OF PROGRESS:
Early Decision Program: Continued coordination and implementation of the Early Decision Program between High School and Community Outreach, Admissions, and Counseling Departments has resulted in the program’s continued success. Each year through a coordinated effort, the Early Decision program has been able to improve and develop further.

Framework of HS Outreach and Recruitment Effort: The framework of outreach and recruitment to area high schools has been a tremendous success. Contacts, partnerships, and a stellar reputation have aided in allowing the department increased access to student and high schools within and outside of the traditional SCC “service area.” The incentives (priority registration) and organization of the matriculation process has shown to be user friendly and an aid to recruitment.

Effectiveness of Outreach and Marketing Events: Events such as KinderCaminata, Senior Day, Parent Night, Cash for College, Trig-Star, and the High School Counselor Breakfast have helped showcase the college and its programs and services. Events have been well received as indicated by participants on satisfaction surveys.

FUTURE PLANS
The department is planning to implement:

Further development and implementation of outreach services to the K-8, and to business and industry sectors that SCC serves.

Exploration and creation of on-campus community events to showcase the college to the community and its constituents.

Hiring of one additional full-time staff member.

Updated technology that will include replacement of out-of-date computers, laptops, printers, and wireless technology for off-site registration.

Further development and creation of progressive recruitment efforts and materials that ensure and enhance the effectiveness of SCC services.
VISION
The Incorporated Student Council supports the mission of the college in fostering a learning environment and a commitment to local and global citizenship.

MISSION
Incorporated Student Council promotes student voices through shared governance and by providing opportunities for leadership development and involvement.

STUDENT LEARNING OUTCOMES
Students will be able to:
- Encourage student participation through student government and campus programs/activities.
- Promote shared governance by recruiting student representatives to participate in campus wide committees.
- Work with the campus community in promoting social engagement toward student success.

PRESENT DESCRIPTION
The department is engaged in Co-Curricular Workshops/Training and the continuous training of ISC officers.

Facilities
The ISC is housed with the office of Student Life and Leadership.

Staff
ISC has a Student Activities Coordinator (as advisor).

Numbers Served
There are approximately 60 ISC students, with 16 members of Inter-Club Council (active student clubs and organizations), with approximately 100 club members and 16 faculty/staff advisors.

An average of 200 students participate in events/programs in the A/B quad.

Programs and Services
- Welcome Week Events
- Fall and Spring Fests
- Athletic Tailgates (in collaboration with Foundation)
- Cultural Awareness Programs
- Health Awareness Programs
- Environmental Awareness Programs
- Hawk Spirit Activities
- Invisible Angels
- Finals and year-end events

ASSESSMENT OF PROGRESS
A new ISC advisor (Student Activities Coordinator) was hired in December 2005.

FUTURE PLANS
Anticipated New Programs and Services
- Leadership retreats/conferences – open to all SCC students.
- Revamped student lounge and games area.
- Promotion of ISC fees and the benefits of paying for the fees.
- Increased collaboration with faculty on cultural awareness programs (e.g., Latino Heritage Month, Ramadan Festival).
- Resolution to pass the student representation fee.

Facilities
A new and improved student lounge.

A conference/board room to accommodate the meeting space need for ISC and ICC and a student organization area with phones and computers.

Faculty and Staff
It is recommended that full-time clerical support be provided to ISC to be shared with the office of Student Life and Leadership.

It is recommended that a full-time student lounge/game room attendant be hired to staff the student lounge.

Technology
Additional workstations/desks with computers are necessary to provide adequate space for new staff members.

In collaboration with the Division of Student Services, a dedicated staff member working with the development and maintenance of web pages is needed.

Budget
Serious consideration must be given to the ISC fees as the fees collected have steadily dropped since the 1999-2000 academic year.
VISION
The Office of College Advancement exists to develop, coordinate, and maintain a well-planned series of events, activities, programs, and service opportunities that will benefit the needs of the college, its faculty, staff, and students. Within the service area of the department are broad-based programs and services aimed at fostering the highest level of academic and service excellence and lifelong learning opportunities.

MISSION
The mission of the Office of College Advancement is to coordinate and spearhead revenue-generating opportunities.

STUDENT LEARNING OUTCOME
Students will be able to:
• Appreciate and participate in Alumni fund raising and events post graduation.
• Increase awareness and pursue scholarship opportunities.

PRESENT DESCRIPTION
Purpose
The Office of College Advancement was formalized in 2005-2006 and spent its initial years developing its structure within, and scope of service to the college. Working closely with existing internal support programs and external funding sources, the College of Advancement will develop strategic and targeted marking efforts to enhance income opportunities and provide vital resources for current and future college needs.

Programs
The functions of the Office of College Advancement include, but are not limited to: developing an alumni base for the college; coordinating the college’s scholarship program; enhancing the fundraising efforts of the college’s Foundation; exploring innovative revenue streams as sources of unrestricted funds; developing grant opportunities for college needs; and serving as an advocate for college issues; and the liaison between the college and its constituency.

Scholarship orientations are offered twice each year and selection, notification, and recognition ceremonies are coordinated.

The alumni relations program has been in a developmental stage since 2003, and a strategic plan has now been developed.

Staff
The office is staffed by a full-time Director and a full-time Administrative Secretary who also functions for the SCC Foundation. The scholarship and alumni relations program is staffed by a 19-hour Student Service Specialist.

ASSESSMENT OF PROGRESS
During the 2001-2006 time period, the SCC Scholarship office awarded more than 550 individual scholarships, totaling over $251,000.

An alumni database was begun in 2000; this database is used to mail the SCC Foundation’s newsletter and to contact the alumni about college events.

In 2006, the scholarship and alumni programs were assigned an on-going part-time classified staff member to support growth and development of the programs.

FUTURE PLANS
The Office of College Advancement will:

Create a community relations/marketing campaign to increase college visibility.

In conjunction with the Foundation program, create a resource development plan to include a local, state, and federal grant component.

Increase scholarship opportunities for participation among current students.

Advance a lifelong relationship with the college for all alumni.

Seek to hire a full-time Scholarship Coordinator, a designated Alumni Relations staff person, and a part-time grant writer.

Develop an appropriate budget for the department.

Secure larger, more permanent facilities.
VISION
The office of Student Life and Leadership affirms the commitment of Student Services to promote the growth and development of SCC students.

MISSION
In collaboration with the campus community, the office of Student Life and Leadership provides programs that enrich the academic environment through leadership activities and campus involvement.

STUDENT LEARNING OUTCOME
As a result of participation in Student Life and Leadership programs, the successful student will develop and demonstrate achievement in several areas, including:

- Responsibility and Accountability
- Resilience
- Independence and Interdependence
- Goal Oriented
- Self-Confidence/Humility
- Appreciation of Differences
- Tolerance of Ambiguity

PRESENT DESCRIPTION
The Program provides Co-Curricular Workshops as well as the Student Leadership Institute: a certificate/noncredit/workshop based program.

Facilities
Student Life and Leadership was relocated to the Administration Building in an office suite shared with student government.

Staff
Current staff consists of a Student Activities Coordinator (full-time), a Student Program Specialist (full-time), and a Student Activities Specialist (19-hours).

Numbers Served
Approximately 225 students participated in programs and utilized services provided by Student Life and Leadership.

Programs and Services
Programs and services include Student Leadership Institute, training and advisement of students involved in ISC, ICC, and student clubs; collaboration and assistance with faculty initiated programs and events (e.g., Dia de los Muertos, Ramadan Festival); advisement and support to ICC, student clubs, and faculty/staff advisors; vendor programs/fundraising; and campus posting, vending, and sound policies.

ASSESSMENT OF PROGRESS
The office was renamed from Student Activities to Student Life and Leadership to better reflect the philosophy of co-curricular learning and leadership development.

In partnership with Cal State Fullerton, the department developed and implemented the Student Leadership Institute in fall 2006.

The Get Involved! Get Connected! Campaign began in the summer of 2006.

FUTURE PLANS
Anticipated New Programs and Services
Multicultural and Leadership Library.

Training for faculty/staff advisors of student clubs/organizations and the revision of the Advisor Handbook.

Expansion of the Student Leadership Institute (Co-Curriculum Workshops).

In collaboration with faculty and others, the development and implementation of a diversity program on campus.

Student Involvement Transcript/Record.

Leadership conference in collaboration with Cal State Fullerton and Santa Ana College.

4-Year Network conferences with UCI, CSUF, and Chapman University in collaboration with the Transfer Center.

Teamwork/Teambuilding retreats for all SCC students.

Volunteer program and center.

Mentoring program for newly enrolled students.
**Facilities**

In anticipation of the growth and development of the office of Student Life and Leadership and its programs and services, it is recommended that a dedicated space be assigned specifically to be the Office of Student Life and Leadership.

**Faculty and Staff**

Student learning occurs both in and out of the classroom (academic and social engagement); therefore, it is recommended that a Faculty Coordinator be assigned to lead the efforts of the Office of Student Life and Leadership.

The Faculty Coordinator can also teach a class in leadership to provide further training for ISC students and develop more interest from the general SCC student body.

The anticipated growth of the office and its programs and services is expected to justify two full-time staff in addition to the full-time Faculty Coordinator.

A full-time clerical assistant to be jointly assigned to the Office of Student Life and Leadership and Incorporated Student Council is needed.

**Technology**

Additional workstations/desks with computers to provide adequate space for new staff members will be needed.

In collaboration with Student Services, a dedicated staff member working with the development and maintenance of web pages will be needed.

**Budget**

Student Life and Leadership must be provided an annual budget (separate from ISC) for operations and expenses that will include the development of programs and services and continued professional development for its faculty/staff.
VISION

Adult re-entry students will be empowered and motivated to achieve academic, career, and personal success by utilizing and applying the personalized services provided by Adult Re-Entry Services.

MISSION

Adult Re-Entry Services provides specialized support to students returning to school after a significant break in their education, or those who are attending college for the first time. Common concerns students have about achieving a balance between the demands and responsibilities of school, work, and home are addressed.

STUDENT LEARNING OUTCOME

As a result of attending the Adult Re-Entry Orientation:

• Students will gain an awareness of academic planning.
• Be able to develop a first-semester course plan.

PRESENT DESCRIPTION

Adult Re-Entry Services provides specialized support to adult students who are 25 years or older and are returning to school after a significant break in their education or attending college for the first time.

The services include new student orientation, individualized counseling, workshops, and referrals to appropriate college and community services.

Faculty and Staff

Adult Re-Entry is staffed by a full-time Student Service Specialist assigned 50% to adult re-entry, and in addition there is a part-time counselor.

ASSESSMENT OF PROGRESS

Adult Re-Entry Services was re-staffed with a student services specialist and an adjunct counselor.

The adult re-entry database was updated and the program now offers services to over 100 re-entry students who are personally contacted through adult re-entry orientations, counseling appointments, and newsletters.

The “Broaden Your Horizon” workshop series was developed to address specific challenges faced by re-entry students such as study skills, money management, and balancing responsibilities.

FUTURE PLANS

Strategies to strengthen relationships with community resources and other SCC student services departments will be developed.

To better serve the growing student population, adult re-entry will need a facility with two enclosed offices, several student work stations with computers, and a comfortable lounge area to accommodate students and staff for informal gatherings.
VISION
The Articulation Office will serve as an effective, highly utilized resource on the SCC campus to provide expert assistance to faculty and administrators on the development of curriculum and the implementation of policies and procedures related to university transfer.

MISSION
The Articulation Office promotes the attainment of higher educational goals by advocating an efficient path to transfer for SCC students and by providing a highly functional articulation unit that meets the need of a growing transfer-oriented campus population.

The Articulation Officer serves as a curriculum and policy consultant to all faculty, academic and student services units, and serves as a liaison to UC, CSU, and private universities.

STUDENT LEARNING OUTCOMES
As a result of training and resources provided by the Articulation Officer:

• Faculty will demonstrate knowledge of the articulation process by developing curriculum that emphasizes potential articulation for major preparation and general education.

• Students will demonstrate the ability to use the tools to develop an accurate educational plan for transfer.

PRESENT DESCRIPTION
The Articulation Officer is available to teach and counsel faculty, administrators, and the Transfer Center staff on curriculum development and transfer policies and procedures.

The Articulation Office is composed of one full-time faculty member and one half-time Student Services Specialist.

Programs and Services
In addition to guidance for curriculum development, the Articulation Officer:

• Provides assistance to faculty to determine curriculum placement for general education submission to the University of California and the California State University.

• Develops articulation agreements between SCC and the UC, CSU, and independent universities.

• Produces updated advisement materials for Counseling faculty and students.

• Disseminates transfer policies and procedures to faculty and administrators.

• Updates SCC catalog to insure current, accurate information.

• Organizes and develops articulation website material for accuracy and clarity.

• Serves as member of Curriculum Council.

• Serves as member of Technical Review Committee.

• Serves as member of Admissions and Guidance Committee.

• Provides SCC articulation data to transfer institutions.

ASSESSMENT OF PROGRESS
In fall of 2005, a full-time Articulation Officer for SCC was hired.

The Articulation Officer has revamped and updated the Articulation Website, created new transfer major sheets augmented with career information, and developed new UC and CSU general education advising tools for use by counselors and students.

FUTURE PLANS
The Articulation Officer will:

Develop, revise or update the transfer/articulation materials used by counselors to inform students about the transfer process.

Expand advising information available to counseling faculty in a web-based environment.

Seek the employment of a full-time classified staff member to support the work of the Articulation Officer.
VISION

In partnership with county social service agencies and community resources, SCC CalWORKs staff will foster participants’ successful career education and the enhancement of their work, parenting, and survival skills in preparation for the effective management of their lives.

MISSION

The CalWORKs program responds to the needs and concerns of socio-economically challenged students with dependent children (receiving or eligible for cash aid) by providing specialized counseling, instructional and support services to help insure their achievement of educational goals and career readiness. Ultimately, CalWORKs program participants transition from dependency upon cash aid and related services to realizing economic independence as viable members of the workforce.

STUDENT LEARNING OUTCOME

As a result of participating in a CalWORKs counseling session:

- The student will be able to demonstrate the ability to calculate his/her 32-hour requirement of education and work-study activities.

PRESENT DESCRIPTION

The CalWORKs program at SCC provides academic, personal and career counseling, childcare assistance, work-study and job placement, and assistance in completing social services documents and records for approximately 20 participants.

The outreach specialist interacts with county social services staff and related community agencies to encourage selection of SCC as the provider of instructional and student support services to CalWORKs-eligible clients.

Staff

CalWORKs is staffed by a faculty/facilitator 19-hour adjunct counselor and an on-going 19-hour high school and community outreach specialist. The counselor and outreach specialist meet regularly to discuss program activities and develop specific in-reach and community outreach strategies.

ASSESSMENT OF PROGRESS

Since the assignment of CalWORKs to the Division of Counseling and Student Support Services in 2003, the budget has been restructured to provide for additional counseling hours and to fill a vacant outreach specialist position.

Program staff have developed new partnerships with case workers, social workers, and social services administrators.

In the summer of 2006, SCC’s independent program plan received approval from the County of Orange Social Services Agency.

All of these efforts have afforded SCC the opportunity to provide an increased number of TANF recipients access to college, with comprehensive support for their success.

FUTURE PLANS

The SCC CalWORKs program staff will continue to work closely with the community and Orange County Social Services and strive to increase support services to meet the needs of student participants.

When the Student Services building is completed, the CalWORKs office will need offices for the counselor and outreach specialist, and a room equipped with computer stations for tutoring, studying, workshops, and meetings.
VISION

The Career Center will provide students with access to information about the 21st century workplace by establishing itself as a leader in career development using up-to-date technology and established practices.

Programs and services will be conducted through collaboration with the academic and business communities in an environment that is considerate of students’ multi-cultures, abilities, personalities, needs, and values.

MISSION

The Career Center staff and faculty will educate and empower students to access career development tools, assessments, and resources to help them discover their own uniqueness and find careers and majors to match their talents and interest.

STUDENT LEARNING OUTCOME

As a result of participating in the Career Odyssey workshop:

- Students will learn how to access basic career information on the BRIDGES website.

PROGRAM DESCRIPTION

The Career Center serves as a valuable resource for all SCC students to help them link college majors and training programs with careers that meet their needs and interests.

Students receive assistance in the career decision-making process through classes, workshops, special speakers, and individual appointments with counselors and/or the Career Guidance Coordinator.

ASSESSMENT OF PROGRESS

The physical facility of the Career Center was expanded to accommodate more students, and the number of staff workstations was increased.

In 2005-2006, more than 1,800 students were served through Career Center orientations, classroom presentations, pre-collegiate basic skills follow-up, and speaker program.

The Career Center Library acquired a host of new and updated career resources and purchased marketing items for distribution at various college-wide events.

FUTURE PLANS

The Career Center will continue to provide up-to-date career resources and state-of-the-art computer technology for students’ use.

A 19-hour/week career guidance specialist will be hired to meet the needs of evening students and assist with a variety of programs and services offered by the Career Center.

The Career Center will:

- Form an advisory group to discuss strategies for providing career information to students.
- Launch a newsletter to inform students about careers, programs, and services offered by the Career Center.
- Expand to a classroom-size facility to accommodate more students, research resources, and computer technology as funding and space becomes available.
VISION
The Counseling Department offers counseling services and courses to address the changing needs of students’ educational, career, and personal goals in a global society.

MISSION
The Counseling Department assists students with decisions that affect their educational, vocational and personal goals, and provides appropriate support and instruction to enable students to make realistic decisions and incorporate planning strategies to achieve their goals.

STUDENT LEARNING OUTCOME
As a result of attending the New Student Orientation:

- Students will be able to demonstrate the ability to develop an appropriate educational plan.

PRESENT DESCRIPTION
The Counseling Department provides an encompassing curriculum of classes, counseling, workshops, and seminars that provide a wide range of educational, personal, cultural, and career exploration to a diverse population of students.

An orientation to college course is offered for noncredit students to ensure a seamless transition into credit courses.

Faculty and Staff
The Counseling Department consists of an administrative dean, two administrative secretaries, and eight generalist counselors (two serve as department co-chairs) three full-time and two part-time classified staff for counseling reception; numerous classified staff for the other programs.

ASSESSMENT OF PROGRESS
Numbers Served
In 2005-2006, counselors provided academic, career, and personal counseling to over 6,685 students through scheduled appointments, walk-in counseling to over 3,578 students, and served over 1,600 students through new student orientation and advisement.

The department secured funding for the development of expanded program space for the Transfer Center, Career Center, Job Placement, and Counseling Reception, and for the construction of additional confidential offices for counselors.

The Dean, Department Co-chairs and the new Articulation Officer initiated the development of new and improved advising tools to enhance student learning and university transfer.

Faculty and staff began developing Student Learning Outcomes and instruments to measure performance criteria.

In fall 2006, a new EOPS counselor was hired and one EOPS counselor reassigned to general counseling.

The Pathways to Teaching Program was institutionalized with the hiring of a permanent classified employee.

Students can schedule counseling appointments online.

Computers were purchased for all counselors.

FUTURE PLANS
The Counseling Department plans to:

- Increase online course offerings and services for students.
- Develop a proposal and curriculum for an Associate Degree in Elementary Education to prepare students for university transfer.
- Remain compliant with Academic Senate/Education Code AB1725 and its recommendations.
- Implement Datatel, a comprehensive program designed to effectively manage all aspects of student services.
- Develop a template for course outlines that includes SLOs and an assessment instrument to measure performance criteria.
- Increase counseling services to basic skills, financial aid, and career technical education students.
- If funding becomes available, a new Student Services Building is needed to accommodate all of Counseling and Student Support Services in one area.
VISION

EOPS/CARE provides an environment in which each student will grow intellectually and personally while obtaining knowledge and academic skills to successfully achieve his/her educational goals.

MISSION

The mission of EOPS/CARE is to provide opportunities and support necessary for each student to undertake and complete his/her education at Santiago Canyon College.

PROGRAM OUTCOMES

As a result of participating in the EOPS/CARE Orientation and Advisement Session and the EOPS/CARE program, students will:

• Comprehend the matriculation process and become aware of educational options offered at SCC as it relates to their intended academic goals.

• Successfully complete their stated educational goals and objectives of completing a certificate, an associate degree and/or transfer to a four-year university.

PRESENT DESCRIPTION

EOPS is a state funded program which provides special support to educationally and financially disadvantaged students.

CARE is a state funded program designed specifically for EOPS students who are single heads of households receiving cash aid.

The program includes the following personnel: EOPS/CARE faculty director/counselor, one full-time EOPS/CARE counselor, two part-time EOPS/CARE counselors, one full-time senior EOPS specialist, one high school and community outreach specialist, one full-time counseling assistant, one part-time on-going counseling assistant, and one short-term counseling assistant.

The EOPS/CARE office is adequate with an ample reception counter and workstations for staff to greet and assist students. One large office serves as space for tutoring, meetings, and workshops. The director and counselors have their own confidential offices, and the senior EOPS specialist and the high school and community outreach specialist have semi-private offices.

The EOPS/CARE Program, in conjunction with the Outreach Department, follows local matriculation processes, and actively recruits potential EOPS/CARE students at local feeder high schools, community agencies, and teen programs. In addition, information regarding the services that EOPS and CARE provide is disseminated to students and to the community via the catalog, website, class schedule, brochure, outreach materials, and specialized presentations and orientations.

ASSESSMENT OF PROGRESS

The EOPS/CARE program has grown steadily in the past five years. In 1997, 83 students were served. By fall 2006, this number had grown to 400 EOPS students and 12 CARE students.

As a result of the growth of the program, reorganization took place in 2004 and the full-time Student Services Specialist was promoted to a full-time High School and Community Outreach Specialist.

A full-time counseling assistant was hired August 2005 and a full-time counseling faculty was hired August 2006.

The EOPS/CARE program moved into a new facility that provides a student reception area, adequate offices and/or workstations for the director, counselors, and all classified staff, and one large office for tutoring, meetings, and workshops.

FUTURE PLANS

As the program continues to grow and funds become available, the program will need an additional full-time counseling assistant and a part-time counseling assistant in the next two years, and a full-time counseling faculty in approximately five years.
VISION

The Job Placement Center serves as a link between local employers and SCC students seeking resources to become “work smart,” connect with networking referrals, and receive optimal employment possibilities.

MISSION

To provide a variety of employment resources to integrate work with education in order to improve self-sufficiency skills and enhance the student’s ability for long term employment.

STUDENT LEARNING OUTCOMES

As a result of participating in a Resume Development Workshop and attending an on-campus job fair, students will:

- Develop a professional resume and gain the skills needed to update it independently in the future.
- Link with community employers to network and have access to applications and interviews for local jobs.

PROGRAM DESCRIPTION

Over 600 students are served on an annual basis. Working with college and community partners, the Job Placement Center provides three annual on-campus Job Fairs, on-campus student employment opportunities, including Federal Work Study, networking referrals, individualized appointments, interviewing skills, and resume writing workshops.

The Job Placement Center is staffed with a Job Placement Coordinator, one 19-hour intermediate clerk, and one student assistant to assist with placement and referrals.

ASSESSMENT OF PROGRESS

Job Placement moved to a larger area to provide private space for the Job Placement Coordinator, a reception desk for a part-time intermediate clerk, a workstation for the student assistant, a small meeting table, and three student computer workstations.

The Center is now capable of hosting small group workshops and individualized appointments.

In addition, the location has become a service center providing job search resources, handouts, and a bulletin board that serves as a vehicle for providing students with employment information.

FUTURE PLANS

The Job Placement Center will become a place for students to access job search resources and network together.

In the future, the Job Placement Coordinator will investigate the prospect of seeking resources to develop Internship and/or Workability Programs to provide services to meet the needs of SCC’s diverse student population.

Adjunct counseling faculty and an additional classified staff member will be needed to provide maximum service to include: an employment course, additional workshops, comprehensive job fairs, classroom presentations, campus recruiting, and individualized appointments.

Job Placement will continue to need storage for archived, confidential student files, documents, and materials.
VISON
The Pathways to Teaching Program envisions its participants as being the most informed and successful educators to emerge from the California public education system.

MISSION
The Pathways to Teaching Program provides a comprehensive information and support service for future educators.

STUDENT LEARNING OUTCOMES
As a result of Pathways to Teaching Program (PTTP) presentations by university representatives and participation in the Teachers for Tomorrow Club and Student California Teachers Association, students will:

• Gain an understanding of the academic requirements for admission to university teacher preparation programs.

• Develop leadership skills by implementing club activities.

PRESENT DESCRIPTION
The Pathways to Teaching Program offers career guidance, academic support, and transfer services for over 600 students who are interested in becoming teachers.

It also provides oversight for the Teachers for Tomorrow Club, a chapter of the Student California Teachers Association.

PTTP shares space and resources with the Transfer Center.

Staffing consists of one full-time Transfer Specialist and one 15-hour per week student assistant. PTTP personnel are part of the Transfer Center services team.

ASSESSMENT OF PROGRESS
The Pathways to Teaching Program began in 2001 with funding from a competitive grant. When funding was decreased in year four of the grant and eliminated in year five, the dean of counseling and student support services was assigned as the Pathways to Teaching Program project director and a full-time transfer center specialist was hired.

Students in the PTTP database receive information and are invited to take advantage of all services offered.

FUTURE PLANS
The most immediate goal is to increase student communication via electronic media such as online forms, instant messaging, and a revised web site.

PTTP will also improve its outreach and database management, particularly the ability to identify and recruit students interested in teaching math, science, special education, and in urban or low-income schools.

Other plans include expanded assistance with the CBEST, CSET, and other required tests, as well as hosting a teacher preparation symposium.

The size and scope of Pathways to Teaching necessitates an additional transfer center specialist and the development of its own comprehensive service center.
VISION
The Testing Center enhances and supports instructional and student services programs at the college by offering a variety of assessments, and provides a bridge for students’ success in achieving their academic and career goals.

MISSION
The Testing Center provides services that afford students a comprehensive evaluation of their skills and interests to assist them in their educational planning and career goal setting.

STUDENT LEARNING OUTCOME
As a result of participating in the pre-testing, pre-orientation presentation of student and academic support services, students will:

• Gain an awareness of support programs and services available at the college.

PRESENT DESCRIPTION
The Testing Center provides comprehensive testing services for students including placement testing (English, ESL, math, reading, and chemistry), make-up testing for instruction, math, and reading proficiency exams, Ability to Benefit for financial aid, career testing, and study skills assessment.

The center is staffed by a full-time administrative clerk and a full-time assessment assistant.

The testing facility can seat 40 students at a regular classroom desk for paper and pencil testing and 10 students at a computer station for online testing.

The office is equipped with equipment and storage to process and store over 7,500 tests administered annually.

ASSESSMENT OF PROGRESS
The Testing Center relocated in fall 2005 to a larger facility.

At this time, online placement testing for math, reading, and English was made available to students as an alternate testing method. Services were expanded to include make-up testing for instruction.

In spring 2006, an additional full-time employee was hired and a pre-testing, pre-orientation PowerPoint presentation was developed to inform students about student and academic support services offered at the college.

FUTURE PLANS
There is a need to purchase additional computers for online placement and career testing.

Staffing will be needed to meet increased demand for additional testing hours.

Additional space will be needed to accommodate the testing needs of a growing college.
VISION

The Transfer Center is committed to innovative program development that will cultivate and empower students into lifelong learners. Through the many different program offerings students will gain self awareness and investigative skills useful for future decision making.

MISSION

The Transfer Center provides comprehensive transfer services and resources that support and guide students through the university transfer process to ensure well-informed options in preparation for admission to four-year universities.

STUDENT LEARNING OUTCOME

As a result of participating in a UC Essay workshop, students will:

• Demonstrate the ability to write and develop a coherent personal statement for the UC application.

PRESENT DESCRIPTION

The Transfer Center provides resources, services, and trained staff to assist over 3,000 transfer-oriented students annually.

Services provided include university campus tours, university representative appointments, UC and CSU application workshops, transfer fairs, and other related transfer workshops. Other services include cross-enrollment, transfer admission guaranteed programs, transfer newsletter, classroom presentations, and co-curricular activities with other student services programs.

The Transfer Center houses four staff workstations, one student workstation, two counseling offices, one office for the articulation officer, and seating for eight students.

The office contains a diversified resource library for university catalogs and transfer literature.

ASSESSMENT OF PROGRESS

During the last six years the Transfer Center has continually increased its transfer rates.

During 2005-2006, 1,287 students transferred to a CSU, UC, private, or out-of-state university compared to 607 students who transferred during 2000-2001.

In spring 2005, a part-time Transfer Center Specialist was hired, and in spring 2007, one part-time Transfer Center Specialist was reorganized to a full-time position.

In fall 2005, the Transfer Center relocated from a shared space in the Counseling Office to a classroom sized room that accommodates a full-time Student Services Coordinator, two full-time Transfer Center Specialists, one part-time Transfer Center Specialist, and one student assistant.

FUTURE PLANS

The Transfer Center will provide appropriate transfer activities designed to enhance the transfer process of all students, and will ensure the inclusion of low-income, disabled, and first generation college students.

Staff will work collaboratively with SCC faculty and university representatives to develop partnerships focused on increasing transfer rates.

The growth of the Transfer Center necessitates a full-time Counseling Assistant to work the reception desk and an additional full-time Transfer Center Specialist and a faculty coordinator to meet the needs of the program.
ADMINISTRATIVE SERVICES OVERVIEW

VISION
The Administrative Services Department envisions a college that operates effectively and efficiently because of the noteworthy services provided by the department.

MISSION
The Administrative Services Department provides a wide variety of professional services that support the operations and organizations of the college.

PRESENT DESCRIPTION
The Administrative Service Department provides needed support services to meet the requirements of the college. These are provided in a cooperative, convenient, and expeditious manner, while using the minimum amount of resources. In providing these exceptional services, the department contributes to the goals of district, college, and departments.

The Administrative Services Department and its staff are responsible for:

- Bookstore
- Budget Operations
- Custodial Services
- Facilities Maintenance
- Food Services
- Information Technical Services (ITS)
- Mail and Mailing
- Media Services
- Publications
- Safety and Security
- Transportation

The responsibilities, needs, and future plans of each of these areas are individually discussed in detail later in this section.

ASSESSMENT OF PROGRESS
The primarily accomplishments of the Administrative Services Department include:

College Support
In general, the department has been able to meet all of the requirements of the college despite the addition of two new, permanent buildings.

Staff
The department consists of a Vice President of Administrative Services, Plant Manager, Executive Secretary, Facilities Coordinator, Intermediate Clerk, Custodial staff, Maintenance staff, and Security staff.

The bookstore is staffed with a manager, three full-time, four on-going part-time and a number of hourly staff to operate Monday through Saturday.

Having a complete and stable custodial staff since 2006 has provided the department with the human and financial resources necessary to properly maintain the new facilities.

Adding two skilled maintenance workers and one senior custodian/utility worker since 2002 has enabled the department to meet increasing demand for services despite the addition of two major buildings on campus and the addition of the 92,000 square foot adult education center, the Orange Education Center.

Creation of a Lieutenant position in security has given on-campus security staff more autonomy; this allows the security team to be less reliant on other administrators for decisions. Increasing the number of security hours to allow more than one officer to work during peak student hours has provided more student protection and additional property protection when the campus is closed.

Facilities
With support from the District Facilities and Planning Group, the administrative department has played a integral role in coordinating construction projects and end user requirements. This includes having a “voice” in what goes into new facilities.

The department completed one of the most complex projects undertaken by the department when 22 portable buildings were relocated during the summer of 2006. This short time frame was necessary because the move could not begin until the spring semester ended and had to be completed before the start of the fall semester.
Technology

The newest buildings, Student Services/Instruction building and the Library have mediated classrooms. This has decreased the amount of moving of audio-video equipment from one area to another.

FUTURE PLANS

Work Flow

In addition to the future needs identified under each of the functions of Administrative Services below, there is a need to assess the work flow process, the organizational structure of the department, and facility for the support group that includes the Executive Secretary, Facilities Coordinator, and Intermediate Clerk.

Staffing

When the Executive Secretary, Vice President, and Facilities Coordinator, as well as the publications assistant, were housed in the same building it was more expedient to support each other. With the executive secretary and the vice president located in a separate room than the facilities coordinator, intermediate clerk, and publications assistant it causes fragmentation of some of the work processes and makes support for each other more difficult. The construction of maintenance and operations building will create additional staffing complications that will need to be resolved.

Future Staff

When new buildings are planned and constructed, there will be a need to identify and voice department requirements to properly support the new facilities and their occupants.

DESCRIPTION AND FUTURE NEEDS OF DEPARTMENT FUNCTIONS

BOOKSTORE

Present Description

The Hawk bookstore is under the direct responsibility of the District’s Director of Auxiliary Services. The bookstore manager and the director work closely with the college staff to provide excellent service to students and staff despite the small and undesirable space they occupy.

When the cafeteria is closed, the bookstore provides beverage and food options for staff and students.

Future

This operation is in dire need of a more suitable and larger facility. A plan is needed for expansion or an interim location is needed until a more permanent plan can be created when funds become available.

BUDGET OPERATIONS

Present Description

All full-time and regular part-time salaries and benefits of SCC personnel are managed by the District. Twenty to thirty percent of the college discretionary budget is designated for hourly salaries, materials, supplies, contracts services, and equipment. The majority of the discretionary budget goes toward part-time faculty.

Administrators and department leaders are accountable for their expenses with the assistance of the Administrative Services department who provides regular reports and coordinates the overall college budget.

Administrative Services also provides assistance to departments who require budget changes and development and maintenance of account structures.

Future

As the district converts to the Datatel system, there is a need to ensure that the new budget processes does not negatively impact college staff in managing their budgets and accounts.

CUSTODIAL SERVICES

Present Description

As of 2007, there are seven permanent buildings and 35 portable buildings on the campus of SCC. The custodial supervisor manages eight full-time and two part-time custodians who maintain the cleanliness of the campus by working swing and graveyard shifts. Two senior custodian/utility workers are responsible for the work during the day; they report directly to the plant manager. This staff is also responsible for keeping the campus clean, and handle all activities related to set-up for college events, delivering packages and supplies to departments, and unlocking the buildings and classrooms at the start of each regular day of classes.

Future

As additional buildings are added, more custodial staff, equipment, and supplies will be needed.

FACILITIES MAINTENANCE

Present Description

All facilities and equipment on campus, as well as at the Orange Education Center, are maintained by three skilled maintenance workers who report directly to the plant manager. They perform minor electrical, air conditioning, plumbing, lighting, and remodeling work. In addition, they conduct inspections of building equipment and facilities.
This group and custodial service are supported by clerical staff who handles most of the trouble calls, issues purchase requisitions for supplies and contract services, and issue and maintain records of all door and furniture keys.

Major repair and remodel work are contracted out as is specialty maintenance such as elevator, fire alarm, air conditioning, and electrical panels.

**Future**

As additional buildings and facilities are added more skilled maintenance workers and support staff will be needed.

### FACILITIES USAGE

**Present Description**

After all classrooms are scheduled at the beginning of each semester, requests for rooms, whether from a member of the college staff or from an outside party, are handled by the facilities coordinator. The facilities coordinator is responsible for determining if the request can be accommodated, if the requestor has the appropriate insurance, and determining if any usage fee is applicable. The facilities coordinator prepares the invoices and ensures payments are received when applicable.

The facilities coordinator also coordinates the distribution of building, room, and furniture keys, prepares a college calendar of events, prepares a daily list of set-ups, assists in the handling of calls for building maintenance, and assists the publications department in the operation of the copy center and mailroom.

**Future**

A software program is needed to facilitate identification of specific activities in specific rooms on a daily basis, and a software program is needed for managing locks and keys.

### FOOD SERVICES

**Present Description**

Current food and beverage service is handled by outside contractors. One contractor operates the cafeteria and the coffee cart service, another contractor provides snack vending service, and there is a beverage vendor who provides the beverage vending machines.

Contracts are managed by District Auxiliary Services with proceeds going to the district diversified fund, which is then allocated to the colleges. District Auxiliary Services works closely with the college staff to resolve problems and improve service.

The cafeteria operates in a small area that has no food preparation facilities. Therefore, they only provide pre-packaged foods or food prepared off-site. Historically, the college has used contractors to operate this facility because of the cost of labor during afternoons when there are very few customers. Because of low customer volume during summer, the cafeteria is not open.

**Future**

As the campus enrollment continues to grow, a larger facility will be needed that provides a more extensive menu and additional seating. This operation was to be part of a new student services building; however, because the 2006 bond measure was rejected, other alternatives are needed.

### GROUND MAINTENANCE

**Present Description**

All landscape maintenance at SCC and OEC is contracted out. Maintenance of the soccer field is separately contracted.

**Future**

In cooperation with the district, a SCC’s ground maintenance staff is planned for the future. Timing will be depend on funding for staff, equipment, and supplies.

### INFORMATION TECHNOLOGY SERVICES (ITS)

**Present Description**

The ITS department is responsible to ensure that classrooms and computer labs have functional equipment that meets the needs of the instructors for their respective programs, to identify staff areas that need equipment and software enhancements, and to assist staff and faculty with technology issues. The staff provides services and supports to ensure that classrooms and staff computers are configured properly to carry out appropriate functions as well as other technology requirements.

**Staff**

Academic Support provided by ITS consists of a Director of Academic Support who reports to the Associate Vice Chancellor of Information Technology at the District office, and the technical staff, which includes a Help Desk analyst, and five technical specialists. Two specialists work the day shift and the third specialist begins working at noon and works during the evening on the SCC campus. Two technical specialists are assigned to work at the continuing education facility, the Orange Education Center.
Facilities
The on-campus ITS staff moved into the library in the summer of 2006. This provided a larger facility with a store room and a server room for the academic servers.

Future
There is a need to increase technical staff. These technicians will create classroom and lab computer station images, a special function that has increased nearly 200% between 2004-2006 because of the new buildings and enrollment increase. They will also provide additional support day and night on the main campus as well as better support for off-campus sites (jails) and weekend coverage.

MAIL AND MAILING
Present Description
Intra-college, intra-district, U.S. Mail, and all other packages are delivered to the publications office where they are handled by one full-time staff member who sorts the incoming mail and handles all college copy requests. Departments then come to the mailroom and pick up their mail and further sort the mail by individuals.

In addition to sorting the mail by departments, most part-time faculty have individual boxes in the mailroom that must be sorted. These mailboxes must be relabeled each semester because of part-time faculty changes.

The assigned mail room staff member receives limited assistance from other Administrative Services staff as their regular work assignment permits.

Future
The mailroom will need to be expanded as the college expands because there is limited space to store boxes and packages.

In addition, additional staff is needed to receive and sort mail in a timely manner.

MEDIA SERVICES
Present Description
Two electronic and computer technicians provide all necessary media services for both day and evening classes. They maintain the fixed media equipment in classrooms, but also deliver portable units to classrooms without fixed equipment.

This includes anything from a simple CD player to a complete power point system.

They also provide audio visual services for events such as commencement and convocation.

Future
The mediation of classrooms needs to continue so that portable units are needed only for backup and emergency usage.

PUBLICATIONS
Present Description
A copy center is available to faculty and staff from 7:00 am – 10:00 pm Monday through Friday and part-time on Saturday and Sunday. An attendant is available Monday through Thursday until 7:00 pm.

The volume ranges from 100,000 – 150,000 copies per month on one large copy machine operated by an attendant and one self-service machine. High-end publications and large volume requests are forwarded to the District Publications at the Orange Education Center.

In addition to publications work and the mailroom, the attendant is also responsible for maintaining clerical supplies for the college. This includes everything from whiteboard markers to envelopes, staples, and pens.

Future
An additional publications assistant is needed to ensure that an attendant is available for assisting with copying and assisting in the duties of the mailroom room and with clerical supplies.

SAFETY AND SECURITY
Present Description
There are five full-time officers assigned to the campus; however, one officer is serving in the military. The staff includes a lieutenant who reports directly to the District Director of Security. The lieutenant manages the full-time officers at SCC with the assistance of a sergeant.

The lieutenant is also responsible for security requirements at the Orange Education Center, the Anaheim Hills Center, and for off-site classes taught at leased facilities such as El Modena High School.

Security location and shift assignments within the district are bid annually; this does result in some annual changes in security personnel.

Utilizing a number of reserve officers, the security department attempts to provide 24-hours/7-days a week security coverage.

Calls to security are handled and dispatched by the officers on duty because there is no security dispatch center on campus.
**Future**

Additional officers are needed to have a regular cadre of officers 24-hours/7-days a week.

Eventually an on-campus dispatch center will be needed so that officers are not handling non-security problems and responding to telephone calls.

**TRANSPORTATION AND WAREHOUSING**

**Present Description**

The college has one passenger van, two utility vans, and one pick up truck.

Because of the inability to provide sufficient transportation for field trips and athletic teams, it is necessary to rent vans or buses on a regular basis.

Warehousing is a major problem and the college has found it necessary to purchase eight storage containers.

**Future**

A study, based on information provided by various departments on their projected transportation requirements, is needed to do a cost analysis of ownership vs. renting vehicles. Inasmuch as the college does not have an auto mechanic on staff to maintain its vehicles and must rely on the mechanic from Santa Ana College and contractors for proper maintenance having more vehicles may not be the best solution. There is also a question whether the Santa Ana College mechanic will be able to service more vehicles.

There is a plan to construct a maintenance and operations building as part of the infrastructure project funded under Measure E. That building is expected to be completed by the fall of 2008 and should adequately meet warehousing needs.
VISION
The Santiago Canyon College Foundation will enhance and augment the mission of the college and the Office of College Advancement. Its purpose is to seek, receive, and secure donations and gifts to assist the college in meeting its short and long-range goals.

MISSION
The mission of the Santiago Canyon College Foundation is to sponsor various gift-giving opportunities, increase public awareness, and participate in campaigns needed to provide for the scholarships, programs, and capital needs of the College.

PROGRAM OUTCOMES
The Foundation seeks to:

• Expand and enhance Foundation Board governance by expanding board membership; formalizing training skills for fund raising; and affirming member expectations for service.

• Expand fund raising activities to include an annual fund drive and major gift opportunities.

• Strengthen Foundation operations by developing a policies and procedures manual; website donation opportunities; and increased internal and external marketing materials.

PRESENT DESCRIPTION

Purpose
The SCC Foundation is a not-for-profit 501(c) 3 corporation that operates as a separate entity under the Office of College Advancement. Through its volunteer Board of Directors, the Foundation promotes awareness of opportunities and activities at the college; advocate for college issues; and seek to inform and enlighten the community regarding the growth and development of the college.

Staff
The Foundation is staffed by one full-time Director and one full-time Administrative Secretary who also serve as the primary staff for the SCC Office of College Advancement. The SCC Foundation Office and staff reports directly to, and serves as adjunct support for the college President. The district supports the SCC Foundation Office by providing salaried staff and donated facilities.

DUTIES
The Foundation Office administers all Foundation directed operations, campaigns, services, and internal/external community relations. It supports its own operations and program/services funding through active fund raising activities and a prudently managed investment portfolio.

Board of Directors
The Board of Directors of the SCC Foundation consists of community volunteers who give of their time, talent, and treasure to support the ongoing growth and development of the college. The Foundation Office, in conjunction with the Office of the President, works with each board member to cultivate skills necessary to serve the college in the areas of fund raising and educational advocacy. Board members are made aware of key issues of importance to the college and given an advisory role in its growth and development. The Board meets bimonthly to conduct the business of the Foundation and to strengthen the linkage between the Foundation and college administration.

ASSESSMENT OF PROGRESS
The new Office of College Advancement was formalized in 2005-2006. The SCC Foundation operates as a stand-alone function under the auspices of this new office. The Director of the Foundation continues to report to the college President with a dual reporting responsibility to the Vice President of Student Services under the College Advancement umbrella.

The Foundation had a major role in the success of the district-wide Chancellor’s Ball (2001-2006) and from its success has received income in excess of $151,000 for operations and college needs. In addition, the Foundation continued to operate a successful annual golf tournament (2001-2006) and fall special event (2003-2005) that produced additional discretionary revenue of over $92,000.

The Foundation was also a major supporter of the District-wide Measure M and Measure O Bond initiatives providing public advocacy and financial contributions.

FUTURE PLANS
The SCC Foundation continues to be a viable and vital source of revenue to supplement and enhance the ongoing and future needs of Santiago Canyon College. Funds raised through annual special events are core programs to be maintained and nurtured. In addition to special events, the Foundation will continue to expand its programs to include an annual giving campaign, major gifts program, support for college/district capital campaigns, and a viable gift annuity program.
Working closely with the college’s Alumni Relations program, the college Foundation will partner with program staff to develop activities that cultivate student interest in such a program, as well as becoming a visible presence within the college for all alumni development activities. In addition, the college Foundation will be an essential partner in the process of researching, developing, and applying for local, state, and federal grants that target identified college needs.

To maximize development efforts, the Foundation will seek to expand its staff to include an associate director to advance the Majors Gifts program and develop gift clubs for all levels of giving through the SCC Foundation.

Increasing the Foundation’s ability to implement, administer, and manage multiple campaigns and support programs will have a positive impact in the college as well as increasing the Foundation’s sustainability.
I. INTRODUCTION

A full, comprehensive SCC Technology Plan was written in partnership between the Santiago Canyon College (SCC) Technology Committee and the District Director of Academic Support assigned to SCC. This is a condensed version of the SCC Technology Plan for purposes of this document. The full, comprehensive technology plan for SCC is available in a separate document and on the college web site.

The mission of the SCC Technology Committee is to “promote the use of technology to increase efficiency of college operations and to support teaching and enhance student learning” (SCC Collegial Governance Handbook 2006). The technology committee focuses on strategic planning and policy recommendations for college-wide computing, networking, and instructional technology applications.

The technology plan provides a standard protocol for SCC to prioritize and implement future technology to support student and staff current needs, as well as address the ongoing concerns of aging and outdated assets.

The Technology Committee developed a core philosophy and process to meet the ongoing needs of all SCC technology users. This overview is a general description of the present technology status of SCC and future plans.

A. BACKGROUND OF SCC’S TECHNOLOGY

District Support

Santiago Canyon College (SCC) receives its technical services from the Rancho Santiago Community College District’s Information Technology Services (ITS) department. The district’s ITS Department, under the direction of the Assistant Vice Chancellor, has four directors that oversee four major ITS functions: Director of Academic Support for Santiago Canyon College, Director of Academic Support for Santa Ana College, Director of Computer Programming, and Director of Network Operations.

SCC provides office space on its campus for the Director of Academic Support and the technical support staff. Orange Education Center (OEC) provides office space for technical support staff as well.

SCC Technology

The SCC network equipment was purchased in 2003 with Cisco equipment for buildings A, B, and D and two new Dell servers for Academic operations. One server was used as a pay-as-you-print system (Go Print) in the library, and the other was used to meet instructional needs.

ITS Staff

The Director for Academic Support serves as an advisory member of several college committees to provide the faculty and staff with direct contact with the ITS director and to ensure that all members of the staff are aware of the importance of technology to the success of SCC. These meetings provide an ongoing opportunity for ITS and the college staff to work as a team to improve current technical operations, plan for future technological needs, and enhance communication to create more effective student learning and teaching opportunities.

The Director for Academic Support oversees six technical staff. Supporting SCC is a Technical Specialist III, two Technical Specialists I and a Help Desk Analyst. Supporting the Orange Education Center, which includes eight off-campus locations, is a Technical Specialist III and a Technical Specialist I.

The SCC ITS team maintains the daily operational support needs for the academic servers and desktop support. The team interacts with the college media department and instructional divisions to ensure a useful and appropriate technology link to the needs of the college. The on-site team interfaces with other ITS staff to ensure that district hardware and software standards are met. The overall goal is to ensure that faculty and staff receives the best support possible.

The ITS staff at SCC make every effort to protect the software and equipment on all of its computer systems. Computer workstations are installed with the current Norton anti-virus software, and administrative computers are configured to download updated versions when new software is released. The academic computers in classrooms contain anti-virus software. When new software is required, a new image is created and tested before downloading.
Accomplishments

The ITS technology support team at SCC has made significant accomplishments during the past five years in the areas of equipment, capability, and software. These include, but are not limited to:

• High Speed Internet Access
• Upgraded Video Conferencing System
• High Speed Network Infrastructure
• Web Based Instruction for Foreign Language Labs
• Implementation of Microsoft Windows XP operating system using Office XP and 2003
• Implementation of Web Editor for staff to modify web content
• Use of web based programs and teaching aids
• Web Based Online Registration
• Online Grade Submission
• Scanning and digitalization of student records so that they can be accessed electronically

Recent examples of how technology has provided a method for faculty and staff to become more efficient include the following:

• The process of recording final grades for student transcripts has been significantly enhanced so faculty can submit grades online.
• Faculty members may post their assignments, handouts, and syllabi on the college website for students to access.
• Online assessment tools and testing are available to students and faculty.

II. GENERAL INFORMATION

One of the primary goals of SCC is to provide a quality education for all of its students. To accomplish this goal and remain educationally competitive, it is necessary to provide access to current technologies for students.

Establishing life cycles for SCC technology will help the college determine what equipment is becoming obsolete or nearing the end of its service life and will, therefore, require replacement. A comprehensive technology life cycle policy will enable the college to forecast costs and make better decisions regarding the funds available to improve technology efficiency.

A. LIFE CYCLES

The six main technologies at SCC that need to have life cycles defined are:

• Computers with monitors – Academic and Administrative
• Network Printers – Academic and Administrative
• Projectors
• Academic Servers
• Network Equipment
• Cable Plant

B. ANALYSIS OF SCC EQUIPMENT

All SCC technology equipment was identified with a maximum service and useful life cycle. A Database was developed and will be used to assess and report necessary technology replacement.

Hardware Analysis

At SCC there are different methods used to identify hardware that needs to be replaced. The Director of Academic Support identifies aging hardware and recommends to college management the need for replacement. Or a department identifies that their program requires newer hardware. In either case, the hardware being replaced must be identified as usable at another location or as equipment that needs to be salvaged.

Hardware Deployment

The decision about the usefulness of a specific piece of equipment is determined by viewing the equipment life cycle and assessing the age of the equipment. If useful life remains for the equipment, then it is necessary to determine a location where the equipment can be used. A plan is created and a new configuration established. If the piece of equipment is past its service life, it is identified as “salvage.”

Identifying Equipment Usage and Users

Of the technologies in use at SCC, computers and printers are subjected to variable usage demands and are, therefore, good candidates for recycling. The remainder of the equipment is generally utilized to the same degree by all users and is, therefore, not likely to be recycled.
III. CURRENT DISTRICT AND SCC TECHNOLOGY

A. TECHNOLOGY USED

Academic Computers
(classrooms and labs)

There are 604 computers in use.

20 classrooms have an instructor computer station only.

There are 35 classrooms/labs with student computers totaling 585 computers.

Administrative Computers

There are 352 administrative computers.

Acquisitions/Policies Since 2004

Since July 2004, the college has added 30 new classrooms/labs that added a total of of 307 additional computers. This was almost a 100% increase of computers that must be maintained by technical support. These new computers are located mostly in the two new buildings, the student services building (E) and the Library. There are other classrooms/labs throughout the college where space was reconfigured for instructional purposes that also received necessary computers.

In both new buildings, faculty and staff received new computers. This process replaced some outdated computers that were salvaged. In a few cases, some usable computers became available that were redistributed to other operations within the college.

Additionally, the college presently has a practice of providing a new computer for each new full-time faculty member.

Printers

The college has a total of 266 printers. 44 are in academic use. 222 are in administrative use.

Seventy-four of the 266 are network printers and the others serve as local connections to a computer. Seven of the 266 are color network printers.

Software

The District ITS department provides both academic and administrative computers at SCC with the current release of Microsoft Office via the college enrolling in the Campus Agreement. The current versions are Office 2003 with Windows XP. Microsoft Windows Operating System is included whenever a computer is purchased. The District ITS staff provides the standard base image for every administrative computer.

The software used on academic computers is determined by each department chair, with the approval of the appropriate administrator. Often the Director of Academic Support is asked to assist in ordering the software and to check for compatibility with other software and hardware. When the specific software is received, Academic Support installs it along with all other programs required in the specific classroom. Technicians attempt to ensure the software is functional; however, the technician may have little or no knowledge of some of the new software. This makes it difficult to determine if all things have been installed correctly.

One major software package used by the college is Plato. It is used in many of the Continuing Education programs, the Academic Success Center, and the Math Study Hall. In the fall semester of 2007, the English Department will begin using this software in the new Writing Center. The college combines all Plato licenses on a single purchase order to ensure version compatibility and to reduce duplicate license fees.

In spring 2006, SCC purchased a software product (Key-Server from Sassassfras), which had been successfully used at the Continuing Education facility for several years. Key-Server is licensed for 600 college computers and 600 continuing education computers and runs on a single server that manages both sites. This product controls access and use of specific software programs.

Academic Servers

The college purchased two high-end HP Proliant DL385 servers in the summer 2006.

Along with the two servers, a set of disk storage system was purchased. This disk storage is used to store classroom images, and faculty can place student data files there so students can access them when they are in the classroom.

Each server is running a new operating system environment, but not the standard Windows Server Operating system. Each server runs Virtual Machine software (VMX), which allows up to six virtual Windows Operating Systems on each server. This makes it possible for the college to have 12 Windows servers on two physical hardware systems. Because many servers are seldom used and sit idle, this new approach allows costly hardware to be better used. Each physical server is connected via fiber channel to the disk storage where all the data is stored. The physical disk drives on the server are for the VMX software and local configurations.
In spring 2007, an Apple rack mounted server was purchased. This server supports the Mac classroom computers in U090, Library, and future rooms. Technical services can create images like PC’s, store them on the server, and download them to student stations in the same manner as PC’s. In addition, it provides technical services remote service to each station; this provides better support to the classrooms.

SCC also has some stand-alone servers that run special academic software required by specific departments. All academic servers are housed in the server room in the Library building. The room is self-contained with its own air conditioner and UPS for all the equipment.

B. INFRASTRUCTURE AND NETWORK EQUIPMENT

Infrastructure
The inside building cable plant for Buildings A and B contains the original wire that was installed when the buildings were constructed more than 20 years ago. This wire is commonly referred to as category 5 and 5-e. It has some limitations as to speed and the distance from which the computer can be located away from the network equipment. The speed is limited to 100 Mbps, with 300 feet maximum distance. Many computers purchased today have network interface cards with three speed modes, typically written 10/100/1000. The wiring in these two buildings cannot accommodate the new speed. There is fiber optic cable from building A to building B. The inside building cable plant for Buildings C and D are also the original wire category 5 and 5-e, which is now outdated.

Network Equipment
The network equipment matches the cable plant in terms of age. All four of the older buildings A, B, C and D have the oldest network equipment. Some of these components were replaced within the last ten years, but the maximum service life is six years. More important than the age of the equipment, however, is the fact that the equipment cannot support the faster speed of the new network interface cards of 10/100/1000, which are part of every new computer.

Furthermore, the network equipment in the four buildings, A, B, C, and D was installed using the old technology method of placing network equipment in the classroom. This spreads out the equipment and makes it harder to maintain and more difficult to replace.

In fall 2006, there were network related issues in D building. Several remedies were performed to keep the building network infrastructure operational, but for the long-term solution this building needs to be reconfigured with current network equipment and more fiber optical cable brought into the building.

Network Ports
The college has 1200 network ports throughout the campus. There are administrative and academic network ports; the type depends on the computer that is connected.

The two newer buildings (E and Library) are equipped with chassis style network equipment (current technology). The older buildings have older technology with individual network switches.

IV. MEDIA SYSTEMS / MEDIATION

Mediation of classrooms has become of greater concern since the last educational master plan. Much thought and discussion regarding classroom mediation has occurred throughout the college. The focus of these discussions was to determine and agree on what equipment would be required for a classroom to be considered a high technology classroom. A fully mediated classroom was defined.

The following items currently identify a classroom as fully mediated:

- Projector with computer
- Stereo receiver that controls volume output to the speakers mounted on the walls or ceilings from DVD and VHS players that are enclosed in an instructor lectern (Nova station at standing height 40 inches).
- ADA compatibility with a closed caption decoder

The college does recognize the importance of classroom mediation. All future building construction will include the full mediation of classrooms to the extent possible.

A. CURRENT MEDIA SYSTEMS

Projectors
The main campus has 54 projectors, nine on mobile carts. The age of these units vary widely; some were purchased in 1999. Media Systems has identified 15 projectors that need to be replaced as they have exceeded their maximum service life.

As part of the new construction, buildings E and the Library received 14 new projectors for appropriate classrooms.
Mediation

Media Systems has identified 10 classrooms that have incomplete mediation.

(Rooms B103, B104, B106, B207, B208, D206, U85, U90, U101, and U102.) These classrooms were among the first to have a projector installed and may not have speakers, VHS, or DVD player. In some cases other media related equipment is missing.

Spring 2007 Updates

In the spring of 2007 the college used instructional equipment funds to replace 17 projectors, including six projectors used by Media Systems for dispatching, with the remaining 11 replacing outdated classroom projectors. In addition, 10 new classrooms were identified and funded to be fully mediated for fall 2007 semester.

Media Systems has identified 22 classrooms that have no mediation. The college is diligently working to mediate all classrooms over the next five years.

V. ITS – ACADEMIC SUPPORT RESOURCES

Both college locations, the main campus and OEC, are in severe need of additional technical staff positions. The technical staff support has not increased in the past five years. However, in these five years there has been a significant increase in all aspects of technology. The sharp increase and demand for more computers, printers, hardware, and instructional software in additional buildings, classrooms, and computer labs, along with new faculty and staff, require technology support services. There has been a steady increase in IT requests for services each and every year. The need for additional technical staff support is critical to instruction and the operational needs of the college.

The recommendation of the Director of Academic Support, supported by the college technology committee, is to hire, at a minimum, another Technical Specialist III. This new position would primarily assist existing staff in creating and maintaining classroom images, a need that has increased dramatically in the last two years on both the main campus and at the Orange Education Center.

VI. STAFF DEVELOPMENT

The Faculty Development Center (FDC), located in the Library (L-115), is a dedicated space for faculty to use for meetings, workshops, and requested training. In a survey conducted in spring 2006, faculty indicated the strongest interest in the following areas:

- Podcasts to enhance curriculum.
- Maximizing the tools within Blackboard for course management.
- Creating new and improved online courses.
- Understanding a variety of other classroom technology applications to enhance teaching and student learning.

Training for Faculty

A plan has been developed to assist the Faculty Development Committee to create training workshops on topics of interest. Additionally, within the plan, annual surveys will be sent to faculty and staff to help provide direction for needed technical support training.

Training for IT Technicians

There is also an ongoing need to train IT technicians on requested new software and programs. Immediate training will be necessary for the success of technical support for the new release of Windows Operating System Vista and Office 2007.

VII. DISTANCE EDUCATION

During the summer 2005, the district ITS department entered into a contract with Blackboard to provide a Course Management System for both colleges. The contract ensures that Blackboard host all the course modules and related files on their server. The district will no longer have Blackboard servers.

Previously, the colleges utilized the Blackboard service contract agreement in separate ways. Santiago Canyon College had contracted with CVC to host the college distance education classes, and Santa Ana College had their own server running Blackboard.

During the fall 2006 semester, a district-wide Distance Education Task Force was formed. The task force, composed primarily of faculty from both SCC and Santa Ana College (SAC), seek to identify best practices and related technology in the delivery of distance education. They also reviewed and provided guidelines to assist faculty in teaching online classes. The goal of the task force is to help SCC and SAC provide a quality distance education program that will support students who choose this mode of delivery to meet their educational goals.

SCC faculty and administration agree a full-time Distance Education Coordinator will be essential in the near future.
VIII. WEB TASK FORCE

History

A Web Task Force was formed fall 2004 to assist interested faculty and staff to develop web sites, learn FrontPage, and learn to use the templates provided by a vendor-hosted site, School Web Services.

In 2006, the Web Task Force expanded to include representatives of campus units/divisions/departments/programs. An outside consultant was hired to serve as the leader of the Web Task Force. This has assisted the college tremendously in improving the college web site. The consultant also provides training to individual faculty and staff, and is the link between the college and the vendor's product via RSCCD District ITS.

SCC faculty and administration agree a full-time web master will be essential in the near future.

Web Task Force Activities/Duties

The SCC home page was designed by the Web Task Force. The full Web Task Force determines what should be placed on the home page, and the task force attempts to "patrol" the web sites to identify out-of-date, incorrect, or missing data, and notify the responsible individuals. Representation is encouraged from all areas of the college as appropriate.

Training sessions continue for faculty and staff in groups and individually as requested.

Specific problem areas such as the staff directory, banner crawl for late-breaking enrollment opportunities, identification of responsible individuals for specific pages, and ease of use have been identified and addressed.

IX. CONTINUING EDUCATION

Background

During the last five years, the technology at Orange Education Center (OEC) has grown and changed dramatically. At the old site located on Lemon Street there were 250 computers running on a 10 Mbps network. At the new site on Batavia Street there are 700+ computers on a 1000Mbps network. The number of applications has expanded from 35 to over 70, and additional licenses and Key Server licenses have been added. The goal is to increase the quantity of computers using various applications while minimizing the cost.

New Technologies

OEC has developed a number of technologies that has changed many functions. The new work order system allows instructors to report and track problems, and a number of technologies such as PXE, VNC, and WOL have been added to remotely control and repair computers across multiple sites. Printing has been expanded in the staff room to convert two times the number of printers, and poster printing has also been added.

Attendance hours can now be added electronically, and supplies have been bar-coded for easy access and tracking.

Part-time faculty technology support has increased to four times the number of computers and there are additional scanning and printing capabilities. A number of organizational information systems for managing teaching materials and other faculty responsibilities have been established. The recording and monitoring of absences and substitutes, collection of student data, recording high school requirements and completion, room booking management, vacation planning, and more have been added. Almost all areas of OEC now use some web-based tool to automate part of their workload and interact with data from other areas.

Off-site Locations

SCC Continuing Education provides educational programs at other locations. Since January 2002, classes have been offered at the Anaheim Hills Center located in the Light of the Canyon Church. This center has one classroom configured with 40 student computers, a server allowing students to print, and other services as well as an internet connection. There are several staff computers that provide access to district resources.

The other off-campus locations support the inmate educational program at five jails with nearly 150 computers. Each jail has a server setup to support the room; however internet access is not permitted at the jails.

Computers

The Orange Education Center has 23 classrooms with 435 academic computers along with 79 administrative computers.

The nine off-campus locations have their own local area network; this is primarily for printing to a network printer.

The computers for Anaheim Hills Center were replaced in spring 2007. The inmate program usually receives useful computers from various sites when academic classroom computers are replaced.

Projectors

There are 30 projectors at OEC, three at Anaheim Hills Center, and one mobile projector. Twenty-six of the projectors are mounted in the ceiling with a network port so that each projector can be managed remotely by technical staff. These projectors were purchased when the building was constructed in late 2004.
Printers
New printers were purchased in late 2004 and installed in every classroom and administrative areas at the time continuing education moved into the new building.

Continuing Education has 100 printers at all sites; 33 are academic network printers and 14 are administrative network printers. The remaining 53 printers are locally connected printers.

Infrastructure and Network Equipment
Category 6 wire was installed to every computer station within OEC during the remodeling of the building. This is expected to provide for any future network equipment requirements for approximately 15 years.

Software
All software is installed and managed by Key-Server; there is no other software in use at OEC. Continuing Education uses Plato extensively throughout its program and it is installed in every classroom.

Servers
Servers at OEC have not changed during the past five years. OEC has 14 servers, seven are located at the OEC site, Anaheim Hills has two servers, and each of the jail operations has a single server.

The three Dell Power Edge 4600 server’s dual CPU processors at OEC, purchased in spring 2002, have limited disk capacity and memory. There are two Dell PE 600 servers purchased in 2002. These are desktop computers running server software to function as a server. None of these hardware systems will support the new Windows Server software released in 2007.

Future Technology at OEC
During the spring of 2007 a quote was provided for two new HP servers that will increase server capacity to match the increased load. The estimated cost is $56,018.00, plus server software costs of $2,010.00. These new servers would provide the same function as the SCC HP servers. The expected life of this new hardware and software would be five years. These two servers would replace all existing seven servers presently at OEC.

A quote for $5,600 was given to replace the two servers at Anaheim Hills Center with one larger robust server.

Network equipment is being evaluated. A proposal to replace some of the existing network equipment to accommodate the additional load and increased bandwidth with new computers with faster network cards is in process. The estimate to upgrade the networking equipment for OEC site is $192,222.00. This equipment will replace the existing network hardware in the server room, Room 119 and make available a Cisco 4500 switch that could be used on the main SCC campus. All the network equipment in Room 169 is sufficient for the next three to five years.

The current network equipment in Room 119 was provided by ITS to assist with cost savings when the new OEC facility was opened. It was anticipated that the network would need to grow as the programs grew.

Classrooms are already using more bandwidth than was estimated when the center opened, and the current network equipment cannot support this usage. Approximately 1000 network ports are in use throughout the building, and there is a current need for new network equipment. Additionally, there are a couple of classrooms that have no computers. It is anticipated that more computers will be installed in the future; these will require additional network ports as well. There is a need to upgrade the equipment in Room 119 as quickly as possible and replace the servers that have exceeded their life cycle expectancy.

X. WIRELESS
SCC began offering wireless access during the spring 2006 through antenna points installed in building A, B, C, D, E and T. The students immediately began using the system without any training or announcement. Before the start of fall 2006, four antennas were installed in the Library building; two on each floor. During fall 2006, five antennas were installed in five rooms in the U buildings.

OEC installed four wireless antennas during the spring 2006 to provide improved coverage in the three conference rooms that were expected to use this service most often.

XI. FUTURE TECHNOLOGY
Hardware
Future hardware recommendations are based on the service life of the current hardware. Two spreadsheets provide a summary of the quantity of computers and network printers, their purchase year, and a recommended year for replacement. (see pages 175 and 176) The spreadsheets assist in providing the college with a forecast or an estimated cost required to keep technology current for the next six years. This information is further detailed in the comprehensive 2007-2012 Technology Plan.

Software
Microsoft introduced a new operating system (OS) Windows Vista and a new version of Office 2007 in January 2007. Several issues need to be resolved before the college can begin deploying a new operating system and/or Office suite of products.
The academic programs can request the new operating system or Office be installed on classroom computers, but if the systems have minimum hardware specifications, upgrading requires rigid tests to ensure compatibility between software and hardware to ensure proper functioning of the equipment.

This problem is compounded while the district’s ITS development team works on migrating the legacy system to a new enterprise system Datatel. It is known that the hardware system requirements are a minimum of 1 Gb of memory and a 128 Mb graphic video display card. Not all of the current computers have enough hardware to use Windows Vista; however, future computer orders will include systems necessary to be Vista compatible.

The new version of Office doesn’t require the same rigid tests as the new Microsoft operating system; however, some testing is required to ensure compatibility between versions and other district applications.

**Infrastructure**

The cable plants in four buildings, A, B, C and D, have surpassed their service life cycle. The network equipment has surpassed its intended service life as well. In these four buildings, much of the inside cable wire will not support the faster network speed that comes with new computers and newer technology, such as a new telephone system.

Current network equipment is identified as chassis module that supports large concentration computers, similar to the Library module. The current method of installing network equipment is to place the equipment in one main communication closet supporting the entire building.

The chassis network switch that is located on the first floor in building E needs an additional network blade to provide for more network connections as users have been incrementally adding computers since the building opened in 2004.

**Buildings**

The college is in growth mode; during the next five years several new buildings are scheduled to be constructed. Construction on the Science Building is expected to begin in fall 2007 and will take approximately 18 months to complete. The initial estimate for technology is that approximately 400 computers, with 600 network ports, will be needed in this building.

During this same time frame the Maintenance and Operations building is planned. This will aid the infrastructure communication service to the college campus as the plan is to move the MPOE from building A into the M and O building to provide better service to networking equipment and telephone equipment.

A Humanities Building and an Exercise Science/ Gymnasium building will be built during the next five years. Exact time frame for the opening of these two buildings will depend on the time it takes for architecture design, state approval, and construction. It is too early to estimate the number of computers and network ports that may be required for either of these buildings.

**Conclusion**

SCC has grown significantly over the past five years and that growth will certainly continue over the next five years. All college constituent groups support the effort to plan thoroughly for the technology needs of the faculty, staff, and students. Planning linked to resources will be the key to success in meeting the challenges ahead.

During the 2007 Tech Ed Conference several major themes were discussed that will affect the viability of the SCC technology plan. It is projected that students will request more mobile technology such as wireless laptops, IPODS, and electronic equipment, and there will be the need for their content to be personalized. Online learning and/or distance education will continue to grow beyond what is being offered today.

Santiago Canyon College has the following challenges to address:

- Additional technicians will be required to support the college in the near future.
- Additional fiscal resources will be required to support new buildings and more students.
- Planning will be paramount to prepare for and stay ahead of future technology.
### SCC Main Campus

<table>
<thead>
<tr>
<th>Year of Hardware Purchase ---&gt;</th>
<th>2001 &amp; Earlier</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
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<td><strong>Quantity &amp; Year of Replacement</strong></td>
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<td>2008</td>
<td>2009</td>
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**Academic Cost**

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**Administrative Cost**

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SCC Forecast.xls
Prepared by Curt Childress
8/29/2007
### OEC Continuing Education

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**SUMMARY STATEMENT**

**The Educational Master Plan (EMP)**

The EMP, the blueprint for Santiago Canyon College’s (SCC) planning and use of resources, is a continually evolving document that reflects the current status and future plans of all departments, divisions, and programs (DDPs) for the next five-year period. It provides a documented synthesis of the vision, mission, program or student learning outcomes, assessment of progress, future plans and needs of the various entities. The EMP provides a framework and a process for all departments, divisions, and programs to be successful. Furthermore, the EMP provides the foundation for a planning and needs assessment that is the primary vehicle used by the DDPs to revise and update their plans, expectations, and needs annually. The EMP is completely re-written every five years through a joint effort of faculty, staff, and administrators.

**Benefits of the EMP**

Completely updating the EMP has several major benefits. It allows all individual constituencies to assess and evaluate their vision, mission, present program status, accomplishments, and prepare a plan for the next five-year period, and, more importantly, it allows all entities to visualize and understand the “big picture.” Another major benefit is the ability of the college to link its resources with valuable planning.

**Preparation of the EMP**

The preparation of the 2007-2012 EMP was directed by the EMP Committee who prepared templates for academic, student services, and administrative services. The Committee organized and held a college-wide EMP Planning Retreat in fall of 2006. At this retreat, faculty, staff, and administrators worked in teams to re-write the goals and objectives of the college to align with the new district goals and developed a comprehensive list of college objectives needed to meet the updated goals. Each division, department, and program was responsible for writing their individual five-year plan. The technology plan was also enhanced with a condensed version included in this document. A comprehensive five-year technology plan was written and is expected to be an important component of the college planning and resource allocation over the next five years.

**Assessment of Progress**

The EMP gives the constituents of the college the opportunity to pause and reflect on their progress and accomplishments of the previous five years. The section entitled Assessment of Progress in the new plan highlights the major accomplishments of each DDP during the years 2002 - 2007. When viewed in totality, the individual accomplishments of each DDP and the college are amazing. They include significant growth in student, faculty, and staff populations, and substantial increase in the number of programs offered and the number of degrees and certificates earned. Support services to help students succeed, transfer, qualify for employment, graduate, and enrich their lives have been strengthened significantly. There were four new state-of-the-art buildings and 25 portables added to the campus along with the necessary addition of new technology and equipment. There remains a strong base of faculty, staff, and administrators dedicated to students. Many of the major accomplishments of the college are highlighted in the section titled Accomplishments.

**Outlook for the Future**

With the EMP as its roadmap, Santiago Canyon College looks forward to another step in its growth during the next five years. Several new buildings are expected to be added to the campus and there will be another infusion of new technology, new faces, and new programs. Planned new facilities expected to be completed include the Science building, a Gymnasium complex, a maintenance and operations facility, and a Humanities building. Included will be the staff and equipment necessary to support these new entities. Should additional funding become available, the college would add a Social Science/Math building, a Performing Arts Center, and a Student Services building.

As noted in the 2002-2007 EMP, “One of Santiago Canyon College’s greatest assets is its flexibility as a newly emerging college and the pioneering spirit of its faculty, staff, and administration.” This statement continues to be true.

The next five years promises to be another dynamic and exciting time for SCC. The college will continue to re-invent itself and carve out new historical progress with each passing day. This allows it to mold and shape its future to adapt to the changing needs of the community it serves as well as the global changes that are occurring.
Through all of its expected and unexpected changes and growth, the success of its students toward transfer, employment, and lifelong learning remain the top priority of the college. One college goal worthy of mention is to increase the degree of student satisfaction indicated in the Student Survey of 2006. This survey found that:

- 84% of the students rated their overall experience at SCC as “good” or “excellent”

- 80% of the students give “good” or “excellent” rating to campus safety and the appearance and maintenance of the grounds, and

- Graduates rated their overall experience as “good” or “excellent,” with ratings of “effectiveness of classroom learning” (93%), and “quality of instruction” (91%).

By following the future plans described in this 2007-2012 Educational Master Plan, the college will start again on a new and wondrous journey to meet its new goals and objectives for the success of its students.