Santiago Canyon College
Educational Master Plan
2002 - 2007

Santiago Canyon College
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Mission of Santiago Canyon College

Santiago Canyon College is a learning community dedicated to intellectual and personal growth. Our purpose is to foster a learning environment, which develops knowledge, critical thinking, sound decision making, cultural awareness, and effective communication skills.

Santiago Canyon College offers a comprehensive curriculum that includes university transfer as well as associate degree programs. We also provide community services, technical certificate programs, non-credit courses, workforce education, and basic skills instruction. We are committed to providing a full range of support services for our diverse student population. Our schedules are designed to accommodate the needs of full- and part-time students including those with family and career responsibilities. The learning experience at Santiago Canyon College encourages a spirit of cooperation complemented by independent thinking.
Santiago Canyon College
Educational Master Plan

PRESIDENT’S INTRODUCTION

Juan A. Vázquez
President of Santiago Canyon College
Greetings from Santiago Canyon College

As the new President of Santiago Canyon College (SCC), it gives me great professional pride to present the college’s first five-year Educational Master Plan. This plan, which is reflective of the years 2002 to 2007, involved the efforts of the entire faculty and staff of SCC who worked diligently for nearly two years to bring the document to fruition. The finished college-wide plan includes the vision, mission, current status, and future plans for Academic Affairs, Student Services, Administrative Services, and Continuing Education.

Special recognition for its successful completion goes to the SCC faculty who began the process. Because of their foresight, initiative, and on-going leadership, all groups were inspired to work cooperatively in preparing a written document that will determine the direction and future of Santiago Canyon College.

In September of 2002, the Academic Senate and the President’s Council accepted the EMP. By approving the EMP, the President’s Council reaffirmed that the Departments’ five-year plans will be considered through college planning and budgeting processes as they are updated each fiscal year.

One of the most important outcomes of the efforts of the SCC educational family was the identification of institutional objectives that are consistent with the college goals and those of the Board of Trustees. These objectives, which are now measurable, will help provide a tool to gauge success as well as determine when changes are needed.

Furthermore, to ensure that the Educational Master Plan was a viable document, each unit, division, department, program, and discipline conducted an in-depth analysis of their current status, developed goals and objectives, and estimated and anticipated future needs in staffing, resources and equipment. They will continue to do this analysis on an annual basis.

Many changes at SCC are expected in the next five years because Santiago Canyon College is one of the fastest growing community colleges in California. In only the past two years, we have grown 25%. This growth provides each of our departments and divisions with exciting expansion opportunities and challenges, both in program content and in physical plant needs. As the number of students continues to grow, facilities requirements will be one of our major challenges. Two new buildings are planned for the next five years, but this will be only the beginning of the demand for additional classroom, lab, student services, and administrative support space.

At the present time, we are looking forward to the development of new programs, especially in the area of Career Education. Our plan is to work to identify and establish programs that will support the expectations and needs of the community; some of these new programs will be unique to SCC. A second educational goal is to provide a structure that will provide a seamless educational system between non-credit and credit classes. This is especially desirable for students in need of improved basic skills and English language enrichment. Additionally, the college is committed to increasing student success rates in transfers, degrees, and certificates.

Although we are presently enjoying up-to-date technology, we are aware of the need to implement ongoing technology improvements. Because of the impact technology is expected to play in the learning success of our students, our ability to keep current with advances in technology, both in terms of funding and faculty training, will be a challenge that will be addressed annually.

In conclusion, the future is bright for Santiago Canyon College. The faculty and staff are committed to being part of the successful growth of this energetic, exciting institution and to providing a positive and successful educational experience to students.

I am honored to be their President and to be part of this dynamic college.
Santiago Canyon College
Educational Master Plan

ACKNOWLEDGMENTS
Spring of 2000

In the spring of 2000, Bob Putman, Academic Senate President, encouraged the faculty to begin work on the Educational Master Plan (EMP). An Academic Senate Action Agenda followed which stated that an Educational Master Plan had not been created for SCC. The Academic Senate, under the leadership of President Bob Putman, Vice President, John Smith and Secretary-Treasurer Rosi Enriquez, charged the faculty to begin work on the EMP and appointed Bob Putman and Janis Perry as co-chairs. Janis Perry, who provided a wealth of valuable background for this endeavor from her experiences at the Sate Academic Senate level, was assisted by Rosi Enriquez and Laura Espinosa in maintaining a regular schedule of EMP meetings that included the following faculty: Debra Brooks, Rosi Enriquez, Jim Gates, Ethel Jordan, Kelvin Leeds, Janis Perry, Bob Putman, John Smith, and Alex Taber.

Fall of 2000

All Department chairs submitted five year plans for their respective department, discipline, and programs (DDP’s) as the first step toward linking long-term planning with resource allocations. From this raw beginning, the Educational Master Planning Committee (EMPC) began to analyze the DDP’s and their goals and proceeded to do a goal sort to ensure that all goals were in alignment with the district’s and college’s vision and goals.

Spring 2001

The Academic Senate held mini workshops to assist DDP’s write vision, mission, and goal statements as well as to revise and synthesize original plans according to the organizational framework provided by the EMPC template. Members of the EMPC also worked individually with Department Chairs to assist them to write plans that truly represented their current and future roles within the SCC instructional paradigm. The key to all of the plans was the ability to justify budget needs with clearly written goals, tasks, and activities. Former SCC President, Mark Rocha, worked with the EMPC to utilize data contained within DDP Plans to formulate five year Faculty and Staff Hiring Plans for the entire college. The Interim Dean of Instruction, Ruth Babeshoff, was available to provide history and background to all aspects of this project.

The following Department Chairs are to be lauded for their contribution as pioneers in building the underpinning of Santiago Canyon College through the EMP, the foundation for planning and budgeting at SCC: Sherry Allen, Robert Ash, Ruth Babeshoff, Arturo Barb Mingo, Debra Brooks, Lucy Carr-Rollitt, Rosi Enriquez, Leah Freidenrich, Ethel Jordan, Will Lennertz, Priscilla McCarty, Mataurwa Munemo, Michael Parrella, Beverly Pirtle, Charleen Powers, Bob Putman, John Smith, Georgia Summers, and Melinda Womack.

Julie Slark, Assistant Vice Chancellor of Educational Services, has been instrumental in assisting with the organization and data collection related to the surrounding community and student characteristics and also in writing Section 3 on College and Community.

Fall of 2001

In the fall of 2001, Mary Halvorson, Vice President of Academic Affairs, moved the EMP process to the next level by hiring more administrators to assist with all of the instructional services. She has provided an atmosphere of collegial collaboration and has worked with Interim President, Mark Zacovic, to ensure all areas of the college are represented.

Rosi Enriquez became the chair of the EMPC and was assisted by Alex Tabor throughout the 2001-2002 school year as the planning process continued to develop and take shape.

Spring of 2002

All Department Chairs, Deans, and Vice Presidents prepared the final document. They spent time writing narratives to describe all areas of the college including future plans and recommendations for overcoming anticipated obstacles. Interim SCC President, Mark Zacovic, assisted with suggestions on format and presentation. Undergirding the entire project was Laura Espinosa, the Academic Senate Secretary, who worked tirelessly with a quiet determination typing revisions, inputting, formatting and reformatting, and organizing as drafts continually evolved into the document we have today.

Fall of 2002

A final draft of the plan was presented to the new President, Juan Vázquez, Chancellor Hernandez and the Board of Trustees after it’s acceptance by the Academic Senate and the President’s Council.
### Santiago Canyon College Educational Master Plan

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COMMON ABBREVIATIONS

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<th>Abbreviation</th>
<th>Description</th>
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<tr>
<td>CIC</td>
<td>Curriculum &amp; Instruction Council</td>
</tr>
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<td>CSEA</td>
<td>California School Employees Association</td>
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<tr>
<td>DDP</td>
<td>Discipline/Department/Program</td>
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<td>EMP</td>
<td>Educational Master Plan</td>
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<td>EMP-C</td>
<td>Educational Master Planning Committee</td>
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<td>ITS</td>
<td>Instructional Technology Services</td>
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<td>PFE</td>
<td>Performance for Excellence</td>
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<td>PNA</td>
<td>Planning &amp; Needs Assessment Process</td>
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**SECTION 2: INTRODUCTION**

**Purpose of the Educational Master Plan**

The Santiago Canyon College Educational Master Plan (EMP) and its supplementary planning packets provide formal processes, procedures, timelines, and a consistent frame of reference for all college department, discipline, and program planning. In addition, the EMP is one of the primary planning documents used to guide resource allocations.

Development of the EMP began within the academic departments, disciplines, programs, (DDPs) and evolved in a meaningful way to ultimately incorporate all DDP Plans into one dynamic document. The EMP process is flexible and ongoing and all areas of the college participate. The planning process includes all departments, disciplines and programs within the four college entities, Academic Affairs, Administrative Services, Student Services and Continuing Education.

The EMP results from the collection of Department Discipline Program Plans which include a five year plan and projections of resource needs. Also, the annual update identifies current needs for faculty hiring, staff hiring, and equipment, supply, and facilities needs. The EMP also describes annual accomplishments within the DDPs, curriculum and program review portfolios, and supporting documentation for the accreditation self study.

As the foundation of our future, the Educational Master Plan supports all of the departments, disciplines, 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 the District and the College**

The earliest vision of the college was expressed in 1971 when the Orange Unified School District joined with the Santa Ana Unified School District to form the Rancho Santiago Community College District. In that same year, the residents of the City of Orange voted to levy a self-imposed tax to raise the funds necessary to purchase the initial 30 acres in East Orange that became the new college site. The Orange Campus first opened its doors as the second campus of Rancho Santiago College in 1985. On May 20, 1996, the Rancho Santiago Community College District Board of Trustees took action to make the Orange Campus the second college within the district to create a multi-college structure.

Once fully accredited, Santiago Canyon College became one of the newest recognized colleges in the California public community college statewide system. The college became fully accredited as Santiago Canyon College in January 2000.

Located in East Orange, the college serves the cities of Orange, Anaheim Hills, and Villa Park. SCC has four permanent buildings and several relocatables, which house classrooms, laboratories, lecture halls, administrative, staff and faculty offices, and all support services. Santiago Canyon College also provides a comprehensive continuing education program located at the Santiago Canyon College Continuing Education, Orange Center in the City of Orange and at the Anaheim Hills Center.

During the 1998-1999 academic year, the Santiago Canyon College faculty defined departments and moved from a model of clustered divisions that were faculty led to distinct academic departments with department chairs. These chairs were instrumental in the academic planning process that resulted in a more comprehensive instructional program for fall 1999. In conjunction with the newly formed SCC Academic Senate, the faculty also worked closely to define their governance structure and primary areas of academic and professional responsibility. In the spring of 2001, the college was reorganized into divisions to include academic deans and support staff.
A fully operational student services program includes comprehensive counseling services, Transfer and Career Centers, Financial Aid services, Disabled Students Programs and Services, Extended Opportunity Programs and Services, and a varied student activities program. Santiago Canyon College has also initiated partnerships with many schools in the Orange Unified School District in an effort to raise the awareness of families and potential students residing in Orange and surrounding areas. As part of an extensive outreach program, the college regularly welcomes tours of local elementary, junior, and senior high school students and is one of the founding campuses for the statewide KinderCaminata program, which brings kindergartners from local schools to the college campus for their first introduction to the possibilities of higher education. In addition, the college is home to a model Child Development Center.

In terms of governance, the President’s Council convenes regularly with representatives from instruction, student services, administrative services, and faculty and classified staff. The president represents the college in regular meetings of the Chancellor’s Cabinet as well as the Chancellor’s Council. Of the seven members of the Board of Trustees, three represent the SCC population area, although all district voters elect trustees. A composite committee of student government members appoints a student representative to the Board from both colleges, and he/she has an advisory vote on all matters brought before the Board of Trustees.

With the development and projected population growth of the East Orange corridor, and the recent opening of an extensive highway and toll way system connecting Riverside and Orange Counties, Santiago Canyon College is logistically well positioned to serve the growing community.

To meet the demands of a growing community and serve the needs of a growing student body, the college is planning now for facilities to support expanded programs and services offerings. This includes, but is not limited to: intercollegiate athletic programs, technology and science centers, library and performing arts buildings, and a comprehensive student center.

The Development of the Educational Master Plan

The Educational Master Plan Committee (EMPC) was formed by the Academic Senate during the 2000-2001 academic year and consists of seven faculty members, including one from Continuing Education. This group works closely with the Vice President of Academic Affairs, the College President, and a member of the district Educational Services division. During the spring 2002 semester, members of the faculty, administration, the EMPC, and the Educational Services Division met to evaluate information about our external community and to write SCC’s objectives based on the information gleaned from the workshop and the DDP’s planning work. The objectives were written to align with the RSCCD Board of Trustees’ goals and SCC Goals. An overview of this external data and a summary of the evaluation can be found in Section 3.

In the two years since its inception, the Committee’s work focused on the following activities: 1) collecting from each DDP the data necessary to write the EMP, 2) the actual collecting, sorting, and inputting of the data into binders for each DDP, and 3) designing the structure of the final document, including its chapters and the format, and 4) writing the EMP sections. These activities proceeded simultaneously rather than sequentially, often with feedback and experiences gained in one area influencing the direction and progress in another.

The process of strategizing and planning for the collection of data culminated in the formal introduction of an annual Planning and Needs Assessment (PNA) Packet. The initial PNA was distributed to the DDPs in March 2002 and will be distributed every spring thereafter.

By completing the PNA packet, each DDP annually revises and updates its five-year plan. As a by-product of this process, each DDP generates prioritized budget requests for the upcoming year.

The annual revision and updating of the five-year plan leads to department-prioritized budget requests for the upcoming year. Prioritized DDP requests are generated as “inputs” for college-wide prioritization and resource allocation the following fall. This integrates the process of planning over a five-year horizon with the process of making budget allocation requests year by year. In addition, the PNA packet contains sections to evaluate the status of needs for the current year and to document and evaluate curriculum change or revisions.

The EMP is not a static document. The PNA packet will be completed annually by each DDP, and the DDP’s binder and e-folder will be updated accordingly. Even though the EMP will not be officially revised in publication every year, the data and information necessary for planning will always be kept current and readily accessible to support college planning and budgeting.

In September of 2002, the inaugural EMP Document was accepted by the Academic Senate and the President’s Council, and in October 2002, it was presented to Chancellor Hernandez and the RSCCD Board of Trustees.
Rancho Santiago Community College
District Board of Trustees Vision Statement

Rancho Santiago Community College District and its colleges are visionary in planning comprehensive educational opportunities throughout the district. The colleges will be global leaders in many fields, delivering cost-effective, innovative programs and services responding to the diverse needs and interests of all students. The colleges will be exceptionally sensitive and responsive to the economic and educational needs of their students and communities. The environment of the colleges will be collegial and supportive for both students and staff.

The colleges will promote and extensively participate in partnerships with other educational providers, business, industry, and community groups. They will enhance their communities’ cultural, educational, and economic well-being and advance policies that expand access to quality education for students throughout the state.

The colleges will lead the state in student success outcomes. Students who complete programs at the district’s colleges will be prepared for success in business, industry, and all future endeavors. The colleges will prepare students to embrace and engage the diversity of our global community and to assume leadership roles in their work and public lives.

Santiago Canyon College Vision Statement

Santiago Canyon College is a college woven into the fabric of the community tapestry. We are committed to meet the needs of the community and anticipate and respond to the needs of the future. The learning experience at SCC encourages intellectual and personal growth, develops a spirit of belonging, and prepares and fosters responsible citizens of the world.

Santiago Canyon College Mission Statement

Santiago Canyon College is a learning community dedicated to intellectual and personal growth. Our purpose is to foster a learning environment, which develops knowledge, critical thinking, sound decision making, cultural awareness, and effective communication skills.

Santiago Canyon College offers a comprehensive curriculum that includes university transfer as well as associate degree programs. We also provide community services, technical certificate programs, non-credit courses, workforce education and basic skills instruction. We are committed to providing a full range of support services for our diverse student population. Our schedules are designed to accommodate the needs of full- and part-time students including those with family and career responsibilities. The learning experience at Santiago Canyon College encourages a spirit of cooperation complemented by independent thinking.

Rancho Santiago Community College District Board of Trustees Goals and
Santiago Canyon College Goals and Objectives

To implement its college mission statement, Santiago Canyon College adopts the following goals and objectives 1-7.4 as they align with the Rancho Santiago Community College District goals I-IX.
## RSCCD GOALS AND SCC GOALS AND OBJECTIVES 2002

<table>
<thead>
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<th>RSCCD Goals I-IX</th>
<th>SCC Goals 1-7</th>
<th>SCC Objectives 1.1-7.4</th>
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</table>
| I. To provide innovative and student-centered learning environments, prepare students for success in their transfer, career, and personal life endeavors. | 1. To improve achievement and student outcomes, continue the development of a comprehensive instructional program that meets general education and transfer requirements and provides access to quality career education/workforce development programs and certificates in a student-centered learning environment. | 1.1 Reduce the need for dual enrollment between SCC and SAC to facilitate student educational plans.  
1.2 Review, enhance, and develop community awareness and market career education courses.  
1.3 Meet increasing demand in basic skill instruction:  
  - Develop a Basic Skills center  
  - Increase tutoring support for basic skills  
  - Create open entry/open exit lab support |
**RSCCD GOALS AND SCC GOALS AND OBJECTIVES 2002**

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<th>SCC Objectives 1.1-7.4</th>
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| II. To plan strategically for facilities and educational delivery needs throughout the district's service area. | 2. To meet the needs of the college and community, develop resources to provide appropriate facilities for the expansion of programs and services. | 2.1 Plan for facilities for a comprehensive college:  
- Quads/plazas/gathering areas  
- High tech faculty development/multimedia center [like a CLI]  
- Bookstore  
- Administration Bldg  
- Library/Learning Center  
- Science and Technology Building  
- Student Union/Center Bldg.  
- Marquee/Sign  
- Gymnasium/Field  
- Performing Arts Complex  
- Parking  
- Landscaping/Art/Sculptures  
- Kiosks  
- Continuing Ed. Facility  
- Cafeteria: increase space, increase hours, increase variety offered |
|                   |              | 2.2 Increase space allocated to:  
- Student Services  
- Specialized programs (Art studios, Science Labs, Career Ed., Water Wet Lab) |
<p>|                   |              | 2.3 Designate office space for new faculty/staff hires. |
|                   |              | 2.4 Research and evaluate the efficiency and appropriateness of how facilities are being used (space, utilization, productivity, student accessibility). |
|                   |              | 2.5 Evaluate and plan educational offerings at off campus sites. |
|                   |              | 2.6 Plan for effective facility utilization through appropriate scheduling. |</p>
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<th>SCC Goals 1-7</th>
<th>SCC Objectives 1.1-7.4</th>
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<td>III. To promote flexible, cost-effective educational programs and services.</td>
<td>3. To improve achievement and student outcomes, continue the development of</td>
<td>3.1 Seek adequate facilities for all student services programs.</td>
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<tr>
<td></td>
<td>a comprehensive student services program to meet the needs of our diverse</td>
<td>3.2 Investigate increasing services for night students.</td>
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<td>student population.</td>
<td>3.3 Provide adequate staffing for all student services programs.</td>
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<td>3.4 Prepare to serve the increasing Latino population.</td>
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<td>3.5 Increase collaborative efforts with instructional programs.</td>
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<td>3.6 Increase services to address:</td>
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<td></td>
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<td>• Adult re-entry students (25+)</td>
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<td></td>
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<td>• Students transitioning from one career to another</td>
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<td>• Students matriculating from non-credit programs</td>
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<td>IV. To pursue alternative funding sources to implement the Board's vision and goals.</td>
<td>4. To complete the transition to a multi-college district, seek the additional resources necessary to support and expand SCC's operation and development, and develop the process to effectively and efficiently distribute all resources.</td>
<td>4.1 Evaluate and plan for adequate resources for equipment and facilities for new hires.</td>
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<td>4.2 Increase noncredit full-time faculty.</td>
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<td></td>
<td>4.3 Ensure the connection between all planning processes and budget/resource allocation.</td>
</tr>
<tr>
<td></td>
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<td>4.4 Investigate sources for additional money for the college i.e. grants, capital campaigns, partnerships and foundation support.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.5 Investigate business alliances to provide resources, e.g. technology for all service and instructional areas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.6 Implement recommendations from district administrative services evaluation.</td>
</tr>
</tbody>
</table>
## RSCCD GOALS AND SCC GOALS AND OBJECTIVES 2002

<table>
<thead>
<tr>
<th>RSCCD Goals I-IX</th>
<th>SCC Goals 1-7</th>
<th>SCC Objectives 1.1-7.4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>V.</strong> To maintain a positive, productive working environment for employees, recognizing and embracing diversity.</td>
<td><strong>5.</strong> To provide a positive, harmonious working/learning environment, support the enthusiasm, creativity, and involvement of students, faculty and staff in each college endeavor.</td>
<td><strong>5.1</strong> Create and implement a plan to enhance the operating hours, the food selections and &quot;curb appeal&quot; of food services.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>5.2</strong> Enhance the collaboration between noncredit and credit programs to increase the numbers of students that matriculate from noncredit to credit.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>5.3</strong> Maintain and expand the concept of an electronic master college calendar, which is coordinated with the District’s global calendar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>5.4</strong> Increase ethnic and gender diversity of faculty.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>5.5</strong> Enhance campus sense of community by creating and enhancing student, faculty and staff gathering places.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>5.6</strong> Foster partnerships for shared athletic facilities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>5.7</strong> Develop and implement a landscape plan for the existing campus which should include maintenance requirements and a maintenance schedule.</td>
</tr>
</tbody>
</table>
### RSCCD GOALS AND SCC GOALS AND OBJECTIVES 2002

<table>
<thead>
<tr>
<th>RSCCD Goals I-IX</th>
<th>SCC Goals 1-7</th>
<th>SCC Objectives 1.1-7.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI. To expand partnerships with business, labor, universities, schools, and other public and private agencies, community groups, and governing bodies.</td>
<td>6. To better serve students and the community, expand relationships with educational institutions, businesses, and public and private agencies.</td>
<td>6.1 Re-establish articulation council with OUSD.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.2 Expand community relationships with increased outreach of the MTEC.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.3 Enhance college wide participation in BAC-PAC activities.</td>
</tr>
<tr>
<td>RSCCD Goals I-IX</td>
<td>SCC Goals 1-7</td>
<td>SCC Objectives 1.1-7.4</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>VII. To expand recruitment, training, and internship opportunities for future professionals, including teachers.</td>
<td>7. To ensure student access and opportunity, market and promote SCC through increased visibility of programs and services and maintain an effective outreach program.</td>
<td>7.1 Create and implement a college wide marketing strategy to increase awareness and enrollment at SCC.</td>
</tr>
</tbody>
</table>
| IX. Enhance awareness of the colleges, student access and enrollment, and community involvement through outreach and advocacy among the many communities, constituencies, and leaders within the district. | 7.2 Develop targeted marketing and outreach to address the following population groups:  
  • Population in service area  
  • Population in RSCCD service area | 7.4 Increase investment in marketing to H. S. Freshman and H. S. counselors, and for college career educational options. |
|                                                                                                           | 7.5 Expand outreach and recruitment efforts to meet the growing needs of the Latino community. |                                                                                     |
SECTION 3: SETTING THE STAGE FOR PLANNING

PART I: Community, Students, and Staff

The 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 collegewide objectives.

What Does Our 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. (Graphs 1 & 2, Table 1)

Population Growth: The RSCCD Research Department predicts a growth rate of 2% per year for the service area, resulting in an estimated population of 234,400 in 2010. This growth will result from not only new housing in East Orange and unincorporated areas, but from increasing density in the City of Orange. (Graph 5)

Population Ethnic and Age Distributions: The population at large is comprised 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 age 18) Latinos. In fact, the enrollment of the Orange Unified School District’s Kindergarten through eighth grade pupils is 44% Latino, compared to the 27% for the entire service area population. Of the cities in the service area, Orange has the highest proportion of Latino population, 32%. (Table 1, Graphs 2 & 4)

Students’ Cities of Residence: Of the Fall 2001 semester enrollment, 37% resided within the SCC service area, 20% resided within the Santa Ana College (SAC) service area, and 45% resided outside of the Rancho Santiago Community College District. Many of those who resided outside of the District were enrolled in the Apprenticeship program. The largest number of students, 2,719, or 26%, lives in the City of Orange. (Table 2)

What Are the Characteristics of Our Students?

Enrollment Trends: College credit enrollment has grown from 2,571 students in 1985 to 9,671 (Census week) for Fall 2001. An additional 5,200 students are enrolled in non-credit courses. Approximately 2,000 students are enrolled at off-campus sites, primarily in the Apprenticeship program. (Graph 6)

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

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 2001. Map 1 shows that the closer students live to SCC, the less likely they are to be concurrently enrolled at SAC. (Graph 3, Table 3)

“Feeder” High Schools of New Freshmen: In Fall 2001, the largest number of new freshmen, 152, matriculated to SCC from El Modena High School, and the high schools that sent the next greatest numbers of students to SAC. While 531 graduates from high schools within the SCC service area matriculated to SCC, 207 chose to attend SAC. 30% of Orange Unified’s graduates matriculated to SCC. (Table 5)

Ethnicity, Gender, and Age (Credit Students): While 36% of SCC students are 21 years of age or less, (i.e., of traditional college age), another 29% are in the 22 to 29 age range, 17% are in their thirties, 11% in their forties, and 7% are 50 or over. Fifty-one percent of students are white, and 27% are Latino. This distribution reflects the ethnic composition of the community. While there are more male than female students in total, the on-campus enrollment, without the Apprenticeship program enrollment, is approximately half and half. (Graph 8)
**Part-time/Full-time Status, Educational Goal and Employment Status:** A sizeable proportion for a community college, 27% of the enrollment, in Fall 2001, was enrolled in 12 or more units; 41% enrolled in eight or more units, and 59% in less than eight units. The relatively large proportion of full-time students is consistent with the fact that 42% of the enrollment has a goal to obtain an Associates of Arts/Sciences degree and/or to transfer to a university. 72% of the enrollment, however, also is employed over 20 hours a week. Only 13% of the enrollment does not employed. (Graphs 9, 10 & 11)

**Computer Access:** It is important to educators today, for planning purposes, to understand their students’ and community’s level of familiarity with computers. Recent surveys have revealed that 91% of the SCC credit enrollment reports having access to a computer, and three-fourths use the Internet regularly. Students most often report that they are familiar with computers and use e-mail regularly. (Graphs 13 & 14)

**Other (Credit Students):** Almost a majority, 48%, of the credit students attends classes during the day only. Eight percent already have a Bachelor’s degree, and 72% 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, 14 & 15)

**Continuing Education Student Characteristics (Non-credit Students):** Of the 5,100 students enrolled in non-credit courses in Fall 2001, 46% were Latino and 28% were of unknown ethnicity. Their age distribution was evenly distributed across all adult ages; many non-credit students are enrolled in the older adult program, as well as English-as-a-second language, high school subjects and adult basic education. (Graph 14 & Table 9)

**Student Retention and Success:** Of all new first-time freshmen students who aspired to obtain an A.A. degree and/or transfer, about 68% typically re-enroll for a second subsequent semester, and 32% do not. Of all courses in which students enroll in a given semester, 70% of the enrollees receive a successful grade (A, B, C, or CR), and 14% receive a D, F, or NCR. Fourteen percent withdraw from the class. Successful course completion is slightly lower for transferable and basic skills courses, a fact that can be addressed in planning for improvement. Course completion rates are provided, additionally, by discipline. (Graphs 15, 16 & 17)

In the 2000-2001 academic year, 282 students were awarded an Associate’s degree. This was SCC’s second graduating class. Also in the 2000-2001 academic year, 461 former SCC students were known to transfer to a university. (Graphs 18 & 19)

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

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

**Ethnicity:** Of the 98 full-time faculty employed at SCC in May 2002, 68% were White, 13% were Latino, and 8% were Asian. The classified staff is more diverse; 38% of the 86 full-time staff were Latino. There was a total of 197 full-time staff, including 13 managers. (Table 10 & Graph 20)

**Age and Gender:** The age distribution of faculty and classified staff is evenly distributed. However, it is of concern that almost 20% of all faculty are over the age of 55, and 14% are over the age of 60. The replacement of the many near-future retirements of this workforce needs to be planned strategically. (Tables 11 & 13)

Of all full- and part-time faculty (610 on record), 44% were female; of the 289 classified staff, 65% were female. (Table 12)

**Conclusions**

Of the many conclusions identified by the SCC planning participants after reviewing this information, some that were addressed in the collegewide objectives include:

- The increasing Latino population of the service area 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 wherever 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.
- The non-credit, continuing education program needs to be supported adequately.
- 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. Our local, regional and state economies are competitive within the global economy, and our workforce helps Orange County stay competitive. In planning for new program development and improvement of existing programs, we must have an understanding of our local economy and its strengths and weaknesses.

Orange County Economy Trends

If Orange County were a country, it would rank 32nd in the world economy between Thailand and Portugal. Its gross county product totals approximately $112 billion.

Total employment in Orange County is 1,438,900 (May 2002, EDD). By 2006, employment is projected to reach 1,589,100. (1999-2006 EDD Employment Projections)

2001 Orange County Employment Distribution by Industry Sector was:

- Agriculture 7,100 jobs (0.5%)
- Mining 600 jobs (0.1%)
- Construction 80,400 jobs (5.7%)
- Manufacturing 225,200 jobs (15.8%)
- Transportation & Public Utilities 52,300 jobs (3.7%)
- Wholesale Trade 101,800 jobs (7.1%)
- Retail Trade 247,200 jobs (17.3%)
- Finance, Insurance, Real Estate 111,800 jobs (7.8%)
- Services 448,300 jobs (31.4%)
- Government 150,900 (10.6%)

From 1997 to 2001, the average annual job gain was 36,880 jobs. If that same average were to be maintained from 2002 through 2006, the projection of 1,589,100 jobs would be exceeded.

As of May, 2002, just seven months shy of the midpoint of the EDD Employment Projections time frame (1999-2006), the projections seem to be on schedule, with a couple of sectors being notable exceptions:

Strong job growth –

- Services sector has gained 35,700 jobs, slightly less than projected levels, but still healthy growth.
- Government sector has gained 18,700 jobs since 1999, already well above the projection for 2006, but facing a projected downturn in 2003/2004 precipitated by the State’s budget crisis.

- Retail trade has gained 16,400 jobs, which puts it almost exactly on schedule to meet projected levels in 2006.
- Finance, Insurance & Real Estate sector has gained 9,500 jobs, which puts it nearly 75% of the way to meeting 2006 projected levels.
- Construction has gained 7,700 jobs and is about 10% ahead of projected levels of employment gain.

Minimal or no job growth –

- Mining is holding steady at 1999 levels and is not projected to grow at all through 2006.
- Wholesale trade has grown slightly (about 2,300 jobs and 13%) but much slower than projected and it is unlikely to reach the projected expansion of 17,400 jobs by 2006.

Declining employment –

- Manufacturing sector has lost 9,500 jobs since 1999 and will not meet projected growth levels of 29,200 jobs by 2006.

Growth Clusters

Within the Orange County economy, high technology industry clusters account for approximately 25% of the employment, roughly 300,000 jobs. The high tech clusters include such industries as telecommunications, communications equipment, computers and hardware, software and related services, biomedical devices, biotechnology, pharmaceuticals, energy, aerospace/defense, advanced materials, and services categories related to the deployment of technology. The Orange County economy is very strong in these sectors, having the highest concentration of these clusters outside of Boston, MA.

These high-tech clusters are important to the Orange County economy because they demonstrate significant employment 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. Other industry clusters cannot match this combination of factors. Because these clusters bring such beneficial effects to the economy, they are considered the engine that will push the Orange County economy beyond the current recovery period to ongoing expansion. They also represent attractive career options for our students and we should be considering development of programs that will prepare students to make careers in these high tech clusters.
The following growth clusters in the Orange County economy should be targets for new instructional program development:

- Software & New Media
- Biomedical
- Healthcare
- Professional Services
- Education
- Tourism

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

Top jobs for college grads puts a stress on engineering, accounting and financial analysis, management, software design & development, computer programming, information technology, and sales.

College graduates are in most significant demand in computer science, marketing, electrical engineering, liberal arts, and business administration.

The ten occupations in California with the **fastest projected percentage growth** are dominated by occupations in computer science (computer engineers, computer support specialists, system analysts, and database administrators), health care (home health care workers, physical therapy assistants, personal and home care aides, occupational therapists), and education (special education teachers).

The ten occupations in California with the **largest projected absolute growth** are dominated by service sector occupations (cashiers, general managers, guards, receptionists, general office clerks), with some retail trade (salesperson), education (teacher aides), computer science (data processing system analysts), transportation (truck drivers), and health care (Registered Nurses) occupations included.

**Trends to Consider in Program 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 inequality
- Aging population and the effect that is having 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 here – i.e., H1-B visa program.
- Globalization of commerce
- Effects of technology on the workplace, especially information technology and 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:

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

Programs developed for the future need to put a premium on teaching the following competencies:

- How to function in an unstable employment market; i.e., how to handle a contract work labor market
- Science, math, 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
Census 2000

- Anaheim: 25% (n=48,439)
- Orange: 66% (n=128,821)
- Unincorp.: 5% (n=10,086)
- Villa Park: 3% (n=5,999)
- Tustin/Tustin Foothills: 1% (n=1,988)
### Table 1 / Graph 2

**Ethnic Distribution of SCC Service Area Population 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>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
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<tr>
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<td>0%</td>
<td>7</td>
<td>11%</td>
</tr>
<tr>
<td>Tustin Foothills</td>
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<td>9%</td>
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<td>0%</td>
<td>0</td>
<td>0%</td>
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<tr>
<td>Unincorporated Area</td>
<td>70</td>
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<td>405</td>
<td>4%</td>
<td>3,964</td>
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<td><strong>Total</strong></td>
<td>2,824</td>
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<td>21,416</td>
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<td>52,487</td>
<td>27%</td>
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</tbody>
</table>

- **African-American**: 2.12
- **Asian**: 11%
- **Latino**: 27%
- **White**: 58%
- **Other**: 3%

*2.12*
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<tr>
<th>City</th>
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<td>SCC Service Area</td>
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<td>Santa Ana</td>
<td>1755</td>
<td>22%</td>
<td>SAC Service Area</td>
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<tr>
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<td>2888</td>
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<td>9671</td>
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</table>
1,715 (18%) of SCC credit students are dually enrolled in SAC & SCC.
Graph 3 / Table 3
Dual Enrollment at SAC and SCC, Fall 1994-2001

Students Dually-Enrolled At Santa Ana College and Santiago Canyon College

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<tr>
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<tbody>
<tr>
<td>Percent of SCC students</td>
<td>64%</td>
<td>64%</td>
<td>72%</td>
<td>45%</td>
<td>31%</td>
<td>41%</td>
<td>21%</td>
<td>18%</td>
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<tr>
<td>Percent of SAC students</td>
<td>25%</td>
<td>27%</td>
<td>24%</td>
<td>23%</td>
<td>14%</td>
<td>18%</td>
<td>8%</td>
<td>7%</td>
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<tr>
<td>Percent of RSCCD students</td>
<td>22%</td>
<td>23%</td>
<td>22%</td>
<td>18%</td>
<td>10%</td>
<td>14%</td>
<td>6%</td>
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<tr>
<td>Dually-Enrolled Count</td>
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<td>5578</td>
<td>4305</td>
<td>2623</td>
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<td>%</td>
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</tr>
<tr>
<td>Anaheim</td>
<td>675</td>
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<td>Tustin Foothills</td>
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<td>Villa Park</td>
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<td>597</td>
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<td>0%</td>
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<tr>
<td>Unincorporated Area</td>
<td>49</td>
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<td>317</td>
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<td>33,692</td>
<td>23%</td>
</tr>
</tbody>
</table>
Graph 5
SCC Service Area Population Projection
20% Growth in 10 Years

Source: Projected 2%/year growth by RSCCD Research Department
Fall 1985 – Open the “A” Building. The “B” Building wasn’t completed until Spring 1985.
Fall 1991 – Open the “D” Building. The Child Development Center was also completed at this time.
Fall 1992 - Open the "U" temporary buildings upon the closure of the Garden Grove Center.
Fall 1993 - Budget reductions caused schedule reductions. (plus $50 fee)
Fall 1997 - SANTIAGO CANYON COLLEGE is born. (Change to multi-college structure)
Fall 1998 - Open additional "U" temporary buildings.
### Table 5
SCC (and SAC) Students
Which High Schools Do They Come From?
Fall 2001 High Schools of Origin of New Freshman

<table>
<thead>
<tr>
<th>High School</th>
<th>Attending SCC</th>
<th>Attending SAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>El Modena</td>
<td>152</td>
<td>34</td>
</tr>
<tr>
<td>Villa Park</td>
<td>104</td>
<td>29</td>
</tr>
<tr>
<td>Orange</td>
<td>101</td>
<td>102</td>
</tr>
<tr>
<td>Canyon</td>
<td>97</td>
<td>20</td>
</tr>
<tr>
<td>Esperanza</td>
<td>77</td>
<td>22</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>531</strong></td>
<td><strong>207</strong></td>
</tr>
</tbody>
</table>

Rate of Orange Unified graduates’ SCC enrollment = 30%

Rate of Orange Unified graduates’ SAC enrollment = 11%
# Table 6 / Graph 7
Ethnic Distribution of Orange Unified School District
Fall 2001

<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>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>K-8</td>
<td>372</td>
<td>2%</td>
<td>250</td>
<td>1%</td>
<td>2651</td>
<td>12%</td>
</tr>
<tr>
<td>9-12</td>
<td>160</td>
<td>2%</td>
<td>81</td>
<td>1%</td>
<td>1283</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>532</td>
<td>2%</td>
<td>331</td>
<td>1%</td>
<td>3934</td>
<td>13%</td>
</tr>
</tbody>
</table>

- **White**: 44%
- **Latino**: 40%
- **Afr. Amer.**: 13%
- **Asian**: 13%
- **Other**: 1%
Graph 8
SCC (Credit) Student Characteristics
Fall 2001 (n=9,671)

Source: RSCCD Enrollment Trends and Student Characteristics, Fall 1997-Fall 2001
Graph 9 & 10
SCC (Credit) Student Characteristics
Fall 2001 (n=9,671)

Full-Time/Part-Time Status

- 59% Full-Time
- 27% 12 or over units
- 14% 8-11.9 units
- 27% 7.9 or less units

Employment Status

- 72% Work <19 hr/wk
- 16% Work 20 hrs+/wk
- 13% Unemployed

Source: RSCCD Enrollment Trends and Student Characteristics, Fall 1997-Fall 2001 & RSCCD Annual Student Satisfaction Survey, Spring 2001
Graph 11
SCC (Credit) Student Characteristics
Fall 2001 Educational Goal (n=9,671)
Graphs 12 & 13
SCC (Credit) Student Characteristics
Fall 2001 (n=9,671)

Access to Computers
- 91% At home
- 5% No
- 4% At work only

Use Internet Regularly
- 74% Yes
- 26% No or unknown

“Familiarity with computers” & “use of e-mail” response distributions were similar.

Source: RSCCD Annual Student Satisfaction Survey, Spring 2001
### Table 8
SCC (Credit) Student Characteristics
Fall 1999 – Fall 2001

<table>
<thead>
<tr>
<th>Source: SR835 (fourth week)</th>
<th>Fall 1998 (n=8,462)</th>
<th>Fall 1999 (n=8,851)</th>
<th>Fall 2000 (n=8,965)</th>
<th>Fall 2001 (n=9,671)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African-American</td>
<td>212</td>
<td>3%</td>
<td>65</td>
<td>2%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>755</td>
<td>9%</td>
<td>1250</td>
<td>14%</td>
</tr>
<tr>
<td>Latino</td>
<td>2154</td>
<td>25%</td>
<td>2512</td>
<td>28%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>4364</td>
<td>52%</td>
<td>3951</td>
<td>45%</td>
</tr>
<tr>
<td>Other</td>
<td>977</td>
<td>11%</td>
<td>973</td>
<td>11%</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>≤25</td>
<td>4298</td>
<td>50%</td>
<td>4615</td>
<td>55%</td>
</tr>
<tr>
<td>26-29</td>
<td>1023</td>
<td>12%</td>
<td>1001</td>
<td>11%</td>
</tr>
<tr>
<td>30-39</td>
<td>1659</td>
<td>20%</td>
<td>1468</td>
<td>17%</td>
</tr>
<tr>
<td>40+</td>
<td>1582</td>
<td>18%</td>
<td>1567</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Education Objectives</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational Certificate</td>
<td>1015</td>
<td>12%</td>
<td>817</td>
<td>9%</td>
</tr>
<tr>
<td>Employment Courses</td>
<td>2031</td>
<td>24%</td>
<td>1897</td>
<td>21%</td>
</tr>
<tr>
<td>AA Degree/Transfer</td>
<td>3131</td>
<td>37%</td>
<td>3778</td>
<td>43%</td>
</tr>
<tr>
<td>Personal Interest</td>
<td>677</td>
<td>8%</td>
<td>690</td>
<td>8%</td>
</tr>
<tr>
<td>Other</td>
<td>422</td>
<td>44%</td>
<td>430</td>
<td>5%</td>
</tr>
<tr>
<td>Undecided</td>
<td>1185</td>
<td>14%</td>
<td>1239</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Day/Night Status</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>3499</td>
<td>41%</td>
<td>4184</td>
<td>47%</td>
</tr>
<tr>
<td>Night</td>
<td>3366</td>
<td>40%</td>
<td>3125</td>
<td>35%</td>
</tr>
<tr>
<td>Both</td>
<td>1597</td>
<td>19%</td>
<td>1544</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>4924</td>
<td>58%</td>
<td>4677</td>
<td>53%</td>
</tr>
<tr>
<td>Female</td>
<td>3538</td>
<td>42%</td>
<td>4174</td>
<td>47%</td>
</tr>
<tr>
<td><strong>Enrollment Status</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuing</td>
<td>5465</td>
<td>65%</td>
<td>5748</td>
<td>65%</td>
</tr>
<tr>
<td>First Time</td>
<td>1598</td>
<td>19%</td>
<td>1802</td>
<td>20%</td>
</tr>
<tr>
<td>Transfer</td>
<td>780</td>
<td>9%</td>
<td>655</td>
<td>7%</td>
</tr>
<tr>
<td>Returning</td>
<td>619</td>
<td>7%</td>
<td>646</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Full/Part-Time</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time (≥12 units)</td>
<td>986</td>
<td>12%</td>
<td>1600</td>
<td>18%</td>
</tr>
<tr>
<td>Part Time</td>
<td>7476</td>
<td>88%</td>
<td>7191</td>
<td>82%</td>
</tr>
<tr>
<td><strong>Student Level</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td>75</td>
<td>1%</td>
<td>84</td>
<td>1%</td>
</tr>
<tr>
<td>Freshman</td>
<td>6164</td>
<td>73%</td>
<td>6563</td>
<td>74%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>729</td>
<td>9%</td>
<td>706</td>
<td>8%</td>
</tr>
<tr>
<td>60+ units</td>
<td>512</td>
<td>6%</td>
<td>511</td>
<td>6%</td>
</tr>
<tr>
<td>A.A./A.S.</td>
<td>352</td>
<td>4%</td>
<td>333</td>
<td>4%</td>
</tr>
<tr>
<td>B.A.</td>
<td>584</td>
<td>7%</td>
<td>568</td>
<td>6%</td>
</tr>
<tr>
<td>Unknown</td>
<td>46</td>
<td>1%</td>
<td>86</td>
<td>1%</td>
</tr>
</tbody>
</table>
Graph 14
SCC (Non-Credit) Student Characteristics
Fall 2001 (n=5,109)

Source: RSCCD Enrollment Trends and Student Characteristics, Fall 1997-Fall 2001
2.26
<table>
<thead>
<tr>
<th>source: SR835 (seventh week)</th>
<th>Fall 1999 N=10,392</th>
<th>Fall 2000 N=7,251</th>
<th>Fall 2001 N=5,109</th>
</tr>
</thead>
<tbody>
<tr>
<td>n %</td>
<td>n %</td>
<td>n %</td>
<td></td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>105 1%</td>
<td>32 0%</td>
<td>11 0%</td>
</tr>
<tr>
<td>African-American</td>
<td>299 3%</td>
<td>65 1%</td>
<td>44 1%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>578 6%</td>
<td>442 6%</td>
<td>211 4%</td>
</tr>
<tr>
<td>Latino</td>
<td>4759 46%</td>
<td>3241 45%</td>
<td>2373 46%</td>
</tr>
<tr>
<td>Filipino</td>
<td>46 0%</td>
<td>36 0%</td>
<td>22 0%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>2832 27%</td>
<td>1871 26%</td>
<td>1040 20%</td>
</tr>
<tr>
<td>Other</td>
<td>1108 11%</td>
<td>595 8%</td>
<td>78 2%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>665 6%</td>
<td>969 13%</td>
<td>1330 26%</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 and under</td>
<td>159 2%</td>
<td>160 2%</td>
<td>73 1%</td>
</tr>
<tr>
<td>18-21</td>
<td>1926 19%</td>
<td>1702 24%</td>
<td>929 19%</td>
</tr>
<tr>
<td>22-25</td>
<td>1645 16%</td>
<td>841 12%</td>
<td>699 14%</td>
</tr>
<tr>
<td>26-29</td>
<td>1360 13%</td>
<td>674 9%</td>
<td>561 11%</td>
</tr>
<tr>
<td>30-39</td>
<td>2968 29%</td>
<td>1399 19%</td>
<td>1118 22%</td>
</tr>
<tr>
<td>40-49</td>
<td>1188 11%</td>
<td>718 10%</td>
<td>501 10%</td>
</tr>
<tr>
<td>50-64</td>
<td>443 4%</td>
<td>479 7%</td>
<td>354 7%</td>
</tr>
<tr>
<td>Over 64</td>
<td>683 7%</td>
<td>1262 17%</td>
<td>855 17%</td>
</tr>
<tr>
<td>Not reported</td>
<td>20 0%</td>
<td>16 0%</td>
<td>19 0%</td>
</tr>
<tr>
<td><strong>Day/Night Status</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>4968 48%</td>
<td>4568 63%</td>
<td>2401 47%</td>
</tr>
<tr>
<td>Night</td>
<td>3093 30%</td>
<td>1523 21%</td>
<td>1482 29%</td>
</tr>
<tr>
<td>Both</td>
<td>2331 22%</td>
<td>1160 16%</td>
<td>1226 24%</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>6491 62%</td>
<td>3553 49%</td>
<td>2114 41%</td>
</tr>
<tr>
<td>Female</td>
<td>3675 35%</td>
<td>3626 50%</td>
<td>2186 43%</td>
</tr>
<tr>
<td>Unknown</td>
<td>226 2%</td>
<td>72 1%</td>
<td>809 16%</td>
</tr>
<tr>
<td><strong>Enrollment Status</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuing</td>
<td>8458 81%</td>
<td>4568 63%</td>
<td>3486 68%</td>
</tr>
<tr>
<td>First Time</td>
<td>1757 17%</td>
<td>2386 33%</td>
<td>1346 26%</td>
</tr>
<tr>
<td>Returning</td>
<td>121 1%</td>
<td>232 3%</td>
<td>276 5%</td>
</tr>
<tr>
<td>Not reported</td>
<td>56 1%</td>
<td>65 1%</td>
<td>1 0%</td>
</tr>
</tbody>
</table>

Table 9
SCC (Non-Credit) Student Characteristics
Fall 1999 – Fall 2001
Graph 15
SCC Student Success
Semester-to-Semester Persistence Rates by Educational Goal for New Freshmen
Enrollment to a 2nd semester for Students with Goal of “Transfer Only” & “Transfer with AA Degree”
(Fall 1998-Fall 2000 cohorts)
Graph 16
SCC Student Success
Course Completion Rates
Fall 1998-Fall 2001

Source: ITS Reports, CR170, Fall 1998-Fall 2001
Graph 17
SCC Student Success
Course Completion Rates by Course Type
1999-2000

Transfer: 65%
Vocational Educ.: 81%
Basic Skills: 59%

Source: Partnership for Excellence, Progress Report for RSCCD, July 2001
Graph 18
SCC Student Success
Graduation & Awards
2000-2001

Source: SCC Graduation Office
Graph 19
SCC Student Success
Transfers
2000-2001

* Mostly Chapman University
### Table 10 / Graph 20
SCC Staff Ethnicity
Full-time Staff Only (Credit and Non-Credit)
May 2002

by Ethnicity

<table>
<thead>
<tr>
<th></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>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td><strong>Administrative</strong></td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>8%</td>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Classified</strong></td>
<td>3</td>
<td>3%</td>
<td>8</td>
<td>9%</td>
<td>33</td>
<td>38%</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td>4</td>
<td>4%</td>
<td>8</td>
<td>8%</td>
<td>13</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7</td>
<td>4%</td>
<td>17</td>
<td>9%</td>
<td>48</td>
<td>24%</td>
</tr>
</tbody>
</table>

Source: ITS Report, PR0845, May 2002
Tables 11, 12 & 13
SCC Staff Age (Credit and Non-Credit)
May 2002

by Full-/Part-Time Status

<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>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Administrative</td>
<td>13</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Classified</td>
<td>86</td>
<td>30%</td>
<td>75</td>
<td>26%</td>
<td>128</td>
</tr>
<tr>
<td>Faculty</td>
<td>98</td>
<td>16%</td>
<td>434</td>
<td>71%</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>197</td>
<td>22%</td>
<td>509</td>
<td>56%</td>
<td>128</td>
</tr>
</tbody>
</table>

*includes 78 “instructor of record.”

by Gender

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Administrative</td>
<td>5</td>
<td>38%</td>
<td>8</td>
</tr>
<tr>
<td>Classified</td>
<td>100</td>
<td>35%</td>
<td>189</td>
</tr>
<tr>
<td>Faculty</td>
<td>340</td>
<td>56%</td>
<td>270</td>
</tr>
<tr>
<td>Total</td>
<td>445</td>
<td>49%</td>
<td>467</td>
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</table>

by Age

<table>
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<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>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admin</td>
<td>0</td>
<td>0%</td>
<td>3</td>
<td>23%</td>
<td>4</td>
<td>31%</td>
<td>3</td>
</tr>
<tr>
<td>Class</td>
<td>111</td>
<td>18%</td>
<td>62</td>
<td>21%</td>
<td>57</td>
<td>20%</td>
<td>21</td>
</tr>
<tr>
<td>Fac</td>
<td>36</td>
<td>6%</td>
<td>135</td>
<td>22%</td>
<td>168</td>
<td>28%</td>
<td>99</td>
</tr>
<tr>
<td>Total</td>
<td>147</td>
<td>16%</td>
<td>200</td>
<td>22%</td>
<td>229</td>
<td>25%</td>
<td>123</td>
</tr>
</tbody>
</table>

2.29
<table>
<thead>
<tr>
<th>Discipline</th>
<th>Enrollment</th>
<th>Afr. Amer.</th>
<th>Asian</th>
<th>White</th>
<th>Latino</th>
<th>Other</th>
<th>Unknown</th>
<th>Gender</th>
<th>Age</th>
<th>Day/Night Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>57</td>
<td>1%</td>
<td>18%</td>
<td>44%</td>
<td>23%</td>
<td>7%</td>
<td>6%</td>
<td>53%</td>
<td>47%</td>
<td>18% 55% 19% 8% 36% 27% 37%</td>
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### Table 15

**SCC (Credit) Enrollment Data by Discipline**

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</table>
# Table 16

## SCC Grade Distributions by Discipline (Credit)

**Fall 2001**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Enrollment</th>
<th>Successful</th>
<th>Non-Successful</th>
<th>LIP, W</th>
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<tr>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Accounting</td>
<td>241</td>
<td>16%</td>
<td>23%</td>
<td>22%</td>
</tr>
<tr>
<td>Administration of Justice</td>
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<td>Anthropology</td>
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<td>36%</td>
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<td>11%</td>
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<td>E.S. Off Season Activities</td>
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<td>B</td>
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<td>13%</td>
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<td>6%</td>
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<td>21%</td>
<td>14%</td>
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<tr>
<td>Study Skills</td>
<td>56</td>
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<td>25%</td>
<td>11%</td>
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<td>6%</td>
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<tr>
<td>Travel Services &amp; Tourism</td>
<td>167</td>
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<td>7%</td>
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<td>22%</td>
<td>13%</td>
<td>19%</td>
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</tbody>
</table>
Graph 21

Orange County Employment By Industry 2001

- Construction & Mining: 5.7%
- Agriculture: 0.5%
- Government: 10.6%
- Services: 31.4%
- Retail Trade: 17.3%
- Finance, Insurance, & Real Estate: 7.8%
- Transportation & Public Utilities: 3.7%
- Manufacturing: 15.8%
- Wholesale Trade: 7.1%
## Orange County Workforce Statistics

### Set 1

**Ten Occupations with Fastest Projected Percentage Growth in California, 1996-2006**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Absolute Growth 1996-2006</th>
<th>Percent Change</th>
<th>1997 Average Hourly Wage</th>
<th>Required Education and/or Training</th>
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<tr>
<td>Computer Engineers</td>
<td>33,250</td>
<td>108%</td>
<td>$28.34</td>
<td>BA or higher</td>
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<tr>
<td>Computer Support Specialists</td>
<td>11,930</td>
<td>107%</td>
<td>$21.84</td>
<td>BA or higher</td>
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<td>Electronic Data Processing System Analysts</td>
<td>43,070</td>
<td>102%</td>
<td>$26.44</td>
<td>BA or Higher</td>
</tr>
<tr>
<td>Database Administrators</td>
<td>3,960</td>
<td>101%</td>
<td>$24.82</td>
<td>BA or Higher</td>
</tr>
<tr>
<td>Home Health Care Workers</td>
<td>17,780</td>
<td>93%</td>
<td>$9.21</td>
<td>Short on-the-job training</td>
</tr>
<tr>
<td>Physical Therapy Assistants and Aides</td>
<td>7,590</td>
<td>92%</td>
<td>$12.11</td>
<td>Moderate on-the-job training</td>
</tr>
<tr>
<td>Personal and Home Care Aides</td>
<td>7,360</td>
<td>81%</td>
<td>$7.56</td>
<td>Short on-the-job training</td>
</tr>
<tr>
<td>Plasters and Home Care Aides</td>
<td>4,270</td>
<td>75%</td>
<td>$16.13</td>
<td>Long on-the-job training</td>
</tr>
<tr>
<td>Occupational Therapists</td>
<td>3,240</td>
<td>74%</td>
<td>$28.26</td>
<td>BA or higher</td>
</tr>
<tr>
<td>Special Education Teachers</td>
<td>23,450</td>
<td>72%</td>
<td>$32.20</td>
<td>BA or higher</td>
</tr>
</tbody>
</table>

**Source:** Employment Development Department, CBP Analysis of Bureau of Labor Statistics data
In 2001-2002, Santiago Canyon College, with the support of the Academic Senate, restructured Academic Affairs into four instructional divisions: 1) Arts, Humanities, and Social Sciences, 2) Business, Mathematics, and Sciences, 3) Career Education, and 4) Continuing Education. Continuing enrollment growth and the addition of full and part-time faculty necessitated a structure that would provide support to department chairs, programs, and centers.

A major accomplishment for Academic Affairs in the 2001-2002 academic year was the completion of its portion of the Educational Master Plan (EMP). All constituents of the four instructional divisions worked to complete department, discipline, or program needs assessments. These assessments assisted in the identification of the measurable institutional outcomes that relate to the goals of the college and provided the data needed to make individual plans. All departments, disciplines, and programs now have a vision and mission statement, and goals and objectives that relate to the district and college vision and mission statements, goals, and objectives.

Needs, in terms of additional faculty, staff, facilities, equipment, and supplies, will be updated annually. Priority decisions are dependent on resources and the relationship of needs to the overall district and college vision, mission, and goals. The effort put forth in this planning document will serve to guide the overall planning of instruction over the next five years. At the end of the next five years, significant progress, if not completion of many of our identified goals, is expected.

Additionally, a model for program review was completed in the academic year 2001-2002. The program review model will be revisited every three years beginning with the 2002-2003 academic year. At that time, a deeper level of evaluation and needs assessment will take place to provide a check and balance to the program direction.

Five Year Projection

Between 2000 and 2001, Santiago Canyon College experienced significant enrollment increases. Enrollments are anticipated to continue to climb at a rapid rate. This creates a wonderful challenge for SCC in many ways. In many areas within Academic Affairs, the first challenge is that present facilities will not accommodate the increased student population. The college has planned a new Student Services and Instruction building, with a planned opening date of spring 2004.

This will add needed classroom space and provide for a designated placement-testing center. Following, and perhaps in concert with that building, will be the construction of the Library and Learning Resources Center. It is anticipated this new facility will open fall, 2005. The Library and Learning Resources Center will fulfill the needs of the library and house an additional general computer lab for students needs. The Tutoring Center will be able to expand to accommodate the ever increasing student demand for tutoring; the Media Services department will be housed in this building as well.

To further assist the college to meet needed facility space, the District is planning for a successful bond campaign for the November 2002 ballot. Should that come to fruition, the next critical need is for a Science and Technology building. Some advanced, transferable science courses are limited at this time by inappropriate or unavailable space. It is hoped that with the passage of the bond measure, this facility would begin construction within the next two years. SCC, with full support of the district Board of Trustees and the Chancellor, is committed to a short and long term facility plan that will shape a comprehensive college campus. However, SCC is also committed to service students in creative ways not necessarily dependent on campus facilities.

The Career Education Dean will focus on and lead the college in the extension of partnerships with business and industry for workplace learning related to the goals and objectives of economic development. Some needs may be met through partnerships with businesses and the workforce organizations, using an off campus business site for training. New Career Education programs need to be pursued based on needs identified within the community we serve. To facilitate the needs of lifelong learning, especially in the rapid changing fields of technology, short term certificate programs will need to be developed. SCC has some excellent Career Education programs that will be enhanced over the next five years. These programs are unique to SCC and the community and, in some instances, unique to this region.

There is also a need to continue efforts to build a quality Distance Education program to meet the flexible scheduling needs of some students. This will enable SCC to serve students without additional demand for weekly classroom space. Distance Education will be a major focus of development over the next five years. Faculty and staff are committed to a quality, well planned Distance Education program, with adequate training and support for faculty.
Furthermore, instructional divisions will need to examine alternative scheduling patterns to maximize the use of current and future space. Attending college full-time is not an option for many students, and projections indicate the trend will continue. Alternative scheduling patterns will help to meet the needs of our diverse student body, especially those of the part-time student who is working and supporting a family or for those students who have other difficult life circumstances. Alternative scheduling to meet these needs may include “block” scheduling, weekend college offerings, and short term classes. This will be addressed in a planned and organized way over the next five years and will involve faculty, department chairs, and Instructional Deans.

SCC must be committed to ongoing staff development. It is evident that technology advancements affect instruction, and faculty need to become more technologically proficient in presentation of material, utilizing various media forms. There is pressure for faculty to keep up with technology such as course software, online tutorials, e-mail, internet, and intranet. This pressure is compounded by the new accreditation standards based on student learning outcomes and the need to examine and adapt curriculum to new assessment criteria for student learning. Finally, there is increased public demand for accountability in terms of how resources are spent related to student learning outcomes. Relevant and consistent faculty training and support is essential over the next five years and beyond.

Universities are asking community colleges to take on the task of student preparation for college success, stating their inability to fund “remedial education.” Businesses and industry seek the help of community colleges to develop a well trained workforce that meets their needs. Based on current student demographics and projections of on-going diverse student population, students’ needs for basic skills in math, reading, writing, and ESL will continue.

Over the next five years, SCC is committed to the development of enhancing support to students to meet their needs in basic skill development for college transfer success, and to assist them in acquisition of skills that would increase student eligibility for entry-level work. Once students become part of the workforce, SCC is also committed to the on-going development of support programs that will keep students in college until degree completion. SCC credit and non-credit faculty are working together to provide a seamless transition for non-credit students to credit classes.

The college recently established two new centers, the Anaheim Hills Center and a Continuing Education Center on the SCC campus. Credit and non-credit faculty are responsible for curriculum development to include dual ticketing of courses to serve and provide a natural transition for these students from non-credit to credit classes. In many cases, students concurrently enrolled are quite successful. Over the next five years, credit and non-credit faculty will be meeting to expand opportunities for students, and the Educational Support Committee will be planning the development of a basic skills center that will provide open-entry/open-exit support for students.

Santiago Canyon College has completed its initial Educational Master Plan. Appropriate planning is tightly linked to resources as Academic Affairs positions itself to meet the challenges ahead.
VISION STATEMENT

Anthropology at SCC will offer survey courses in Cultural, Physical, Linguistic, and Archeological Anthropology designed to satisfy degree and transfer requirements and for personal enlightenment.

MISSION STATEMENT

Anthropology at SCC aspires to better 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 students' interest in anthropology.

PRESENT DESCRIPTION OF ANTHROPOLOGY

Anthropology currently employs one full-time faculty member and three part-time faculty members who staff courses in Cultural, Physical, and Archeological Anthropology. While there is need for offerings in Linguistic Anthropology, staffing for such has not been accomplished at this point.

Goals

1. To acquire one additional full-time faculty member for Physical and Archeological Anthropology, and one part-time faculty member for Linguistic Anthropology.

2. To acquire a dedicated Anthropology classroom with accompanying security capabilities for display and file cabinets, and storage facilities for skeletal and dating materials.

3. To offer a minimum of one Anthropological Linguistics course to satisfy GE and transfer requirements.

FUTURE PLANS FOR ANTHROPOLOGY

Curriculum

Anthropology sees the need to revive its involvement in Learning Communities offerings. Further, attempts will be made to expand Honors courses in Anthropology.

Facilities

The discipline has need for a dedicated, secured classroom to house discipline-specific equipment and mock-ups.

Faculty

Anthropology requires one full-time faculty member and one part-time faculty member with background in Anthropological Linguistics.

POTENTIAL OBSTACLES

Limited resources are the primary obstacle for the discipline.
ART

VISION STATEMENT
The Santiago Canyon College Art Department is dedicated to building a comprehensive educational program designed to meet the needs of students seeking a general education, transferring to a four year institution, wanting to gain practical and theoretical experiences in the arts, or desiring opportunities for individual creative stimulus and development. The Art Department is committed to encouraging the community-at-large to support college art exhibits and events, and is dedicated to promoting and supporting the arts in our community.

MISSION STATEMENT
The Santiago Canyon College Art Department is committed to creating a student-centered learning environment which encourages the development of students’ interests, knowledge, skills, and talents in the arts.

PRESENT DESCRIPTION OF ART DEPARTMENT
The department consists of two full-time faculty and five adjunct faculty. Current course offerings include introduction to art concepts, survey of western art, issues in contemporary art, introductory to advanced classes in drawing, life drawing, pastels and painting, two-dimensional and three-dimensional design classes, graphic design concepts for the web, introductory to intermediate classes in stained glass, glass exploration, experimental aqueous media, and advanced studio concepts. In order to complete a degree in art, students must take courses at the sister college of SCC, Santa Ana.

Department Goals
1. Build the classrooms and facilities necessary to develop a comprehensive art program.
2. Hire full-time faculty and staff to further develop and expand programs.
3. Seek funding to provide equipment, technical support and resources needed to accommodate existing programs and respond to expected growth.
4. Provide opportunities for students to exhibit their art and for local artists to share their art and expertise with our students.

FUTURE PLANS FOR ART DEPARTMENT
Facilities
The Art Department would like to establish an art gallery in a 48’ x 40’ enclosed room. In addition to a dedicated space for an art gallery, the department would like to have available space in buildings on campus (e.g., library, humanities and social sciences, administration building) to exhibit works of art.

An additional classroom is requested to house the 3D program.

An additional classroom is requested to house 30 computer stations to support a graphic arts program.

Curriculum
As faculty is added and facilities are built, the curriculum will be expanded to include courses that build general education, transfer, and certificate programs to develop a comprehensive art program.

Faculty/Staff
To expand the existing course offerings, the Art Department plans to hire a gallery coordinator, a gallery preparatory, and an assistant preparator. Initially, these positions would be part time. The gallery coordinator and the gallery preparator may become full-time positions as the college grows and the interest in art displays, exhibits, and shows increases.

To develop a graphic arts program, the Art Department must hire a full-time faculty member to teach courses and provide the expertise in developing a state-of-the-art program.

POTENTIAL OBSTACLES TO FUTURE PLANNING
Limited resources, inadequate facilities, and the lack of full-time faculty and staff limit the development of a comprehensive Art department.
ECONOMICS

VISION STATEMENT

Economics at Santiago Canyon College offers a variety of courses catering to the needs of students pursuing degrees at Santiago Canyon College, students intending to transfer to four-year institutions, and community members interested in personal enrichment. Courses offered will apply economic analysis to current events and policy issues while maintaining a level of academic rigor that will prepare students for more advanced study in Economics, Business, Law, and related fields.

MISSION STATEMENT

The mission of Economics at SCC is fivefold:

I. To offer core lower division courses in Microeconomics and Macroeconomics leading to the Associate Degree in Economics and other disciplines and fulfilling general education requirements for matriculation and transfer.

II. To thoroughly prepare students for continued success upon transfer to a four-year institution to pursue more advanced study in Economics, Business, Law and related fields.

III. 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.

IV. To 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.

V. To cultivate an appreciation for the relevance and prevalence of the science of positive economics as a method of analyzing human behavior.

PRESENT DESCRIPTION OF ECONOMICS

Economics at Santiago Canyon College currently consists of one full-time instructor and two part-time instructors. The full-time instructor has a Ph.D. in Economics and is an assistant professor. One of the part-time instructors has a Ph.D. in Economics and the other has an M.A. in Economics. Currently, seven courses are offered each semester in addition to one intersession course and two summer session courses. All sections have strong enrollments, but there does not appear to be excess demand that would warrant additional sections at this time.

Currently, two courses are offered: Macroeconomics (Economics 120) and Microeconomics (Economics 121).

The full-time instructor uses one notebook PC and cart (full-time instructor’s personal property) and one portable LCD projector supplied by Santiago Canyon College Media Systems for lectures and other classroom activities. One of the part-time instructors uses a cart equipped with a PC and LCD projector supplied by Santiago Canyon College Media Systems for lectures and other classroom activities. Lectures are delivered using Microsoft PowerPoint and the Internet is used for other activities. Instructors make use of the Scantron machines located on campus for grading quizzes and tests. The full-time instructor currently uses one 40-seat classroom in the U building for all morning and early afternoon sections to circumvent having to set up, break down, and transport the multimedia equipment between back-to-back classes. The full-time instructor occupies one office equipped with a desktop PC.

FUTURE PLANS FOR ECONOMICS

Eventually, Economics will consist of two full-time instructors who will deliver instruction using stat-of-the-art technology and teaching methods in a dedicated Economics Lab classroom. The Economics Lab will allow for greater student involvement, interaction, and participation in the form of experiments, games, discussions and analyses of current events, and demonstrations of economic principles in addition to the teaching of traditional concepts from Microeconomics and Macroeconomic theory.

It will be a dedicated classroom for 40 students for Economics courses. It will have networked computer terminals for student multimedia equipment for lecture presentations, experiments, and in class activities. Computer terminals will be used for testing, in-class calculations, experiments such as simulations of markets and auctions, tutorial software, and Internet research of current events. Additionally, the lab will include a small library of books, videos, and periodicals available for checkout and storage space for equipment, supplies, handouts, and visual props.

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 where they can drop in to talk informally with instructors, study, work in groups on assignments, and use computers to access the website and multimedia tutorial software offered by the text’s publisher.

A second goal for Economics is to improve retention in and successful completion of Economics courses. The Economics faculty will seek and innovate ways to engage and involve students in the classroom (experiments, games, demonstrations, group activities and projects), use multimedia presentations in the classroom to capture and maintain student interest and address different learning styles, and increase study time outside of the classroom by assigning engaging projects for students to work on or present in the Economics Lab. Additionally, the faculty will advertise and use the Economics Lab as a library, an office hours and tutoring site, and an informal social and academic hub when classes are not being offered. The Lab will feature tutorial software for students to use and students can ask questions and receive instant feedback from instructor or tutor/assistant.

A third goal of Economics is to expand Economics course offerings. The faculty will research demand for and articulation prospects for new courses in Experimental Economics, International Economics, Financial Economics, and Current Economic Issues and develop curricula for above courses and integrate them into the Economics Lab (Experimental Economics and Current Economic Issues, in particular, would be well suited to the Lab).

A fourth goal of Economics is to build liaisons with UC Irvine, CSU Fullerton, and Chapman University for purposes of increasing transfer rates and better preparing students for success upon transfer.

A fifth goal is to hire additional part-time instructors as enrollments increase, and to eventually hire a second full-time instructor.

A sixth goal is to offer classes at time that accommodate the schedules of students (early mornings, evenings, intersession, summer, eight-week mini-semesters).

Finally, the Economics faculty plans to recruit students, generate interest in the study of Economics, and increase enrollments in Economics courses by a minimum of 5% each year.

**POTENTIAL OBSTACLES TO FUTURE PLANNING**

The primary obstacle to future planning is lack of funding for the Economics Lab and/or the hire of additional faculty. Many of the activities and new courses described above can only be realized with additional funding.
ENGLISH

VISION STATEMENT

The Santiago Canyon Community College English Department is a mutually supportive community of teachers, rooted in our commitment to students, and continuously engaged in our own learning. The staff draws upon the rich traditions in literature and rhetoric, balancing continuity with the past and ingenuity in the present.

We will:

• Create an environment where inspiration, language, and thought are critical

• Teach students the process of writing and help them to develop the language and thinking tools that lead to success and wisdom

• Incorporate the latest technological advancements to support and supplement instruction without losing sight of the essential basics of paper and ink

• Strive to understand and accept other faculty members as distinct individuals with varying backgrounds, beliefs, opinions, and contributions

• Remain life-long learners, a faculty who will grow and change, a faculty who continue to share new knowledge and perspectives with the college community and department

MISSION STATEMENT

The Santiago Canyon College English Department is dedicated to teaching its students the value and power of language and literature. The department seeks to arm students with the self-awareness, knowledge, and communication skills to participate creatively and confidently in an ever-changing world.

Teaching and learning are the department’s beloved commitments.

PRESENT DESCRIPTION OF ENGLISH DEPARTMENT

The Department of English is made up of eight full-time faculty: three full professors and five associate professors. One professor serves as the department chair. Another currently serves as the Honors program coordinator. The adjunct English faculty number twenty-two and teach thirty-one sections in the department.

The department has no staff.

The curriculum includes: Developmental through Transfer level composition courses; Literature courses including English Literature, American Literature, Children’s Literature, World Literature and Bible as Literature; and Creative Writing courses including Short Story and Poetry Writing. The emphasis of the curriculum is for transfer students, but courses serve all students, including developmental and those seeking an AA degree. The vast majority of students at the college take courses in the English department because of the integral nature of the curriculum to all levels of education.

The Writing Center is part of the English Department. This faculty has a chance to help students in individual, non-grading instruction in the center. It is an essential part of the composition program and is currently open fifteen hours per week. In addition, the Writing Center has hosted presentations on important writing strategies and common errors, such as correct research techniques and correct comma usage. The Center is currently housed in a corner of the Tutoring Center.

The English Department is also its own curriculum committee where quadrennial reviews, new course offerings, and other curriculum issues are addressed.

Currently, the English Department suffers from a lack of dedicated space. No buildings are dedicated to the department, and only three rooms—B209, B210, B211—are currently assigned to the department full-time. B106 is also assigned to the department in the mornings. Other English classes are scattered throughout in the rooms of other departments as they are available. The result is unfortunate for students who need more sections of our courses. The department is unable to offer more classes because of lack of adequate classroom space.
All English department faculty, except the Honors Coordinator, are located in cubicles in portables. In the current conditions, conferences with students are difficult. The department’s chair lacks privacy to conduct many necessary departmental functions. The office situation hinders the department.

**FUTURE PLANS FOR ENGLISH DEPARTMENT**

Additional full-time faculty is a key to the department’s future. In the next five to ten years, the department will require approximately seven new members and an expansion of our adjunct faculty as well.

Four additional classrooms will be allotted to the department. These rooms, plus three to replace current rooms, will be in a building dedicated to the humanities. All the rooms will be a hybrid lecture and lab space where students can listen to lectures, meet in small groups, and compose or research using the computers. In addition, the Humanities will house the Writing Center adjacent to the English Department rooms. English Faculty office will also be in the same immediate area of the building and will feature private, two-occupant layouts allowing for privacy. Additional conference rooms for department students and faculty will be in the area, allowing for more interactive instruction and out of class activity.

A thriving English Club will be part of the department’s future as well. The department will continue to innovate through an expansion of curriculum in genre specific literature courses and film as literature. New activities will include campus-wide activities related to our field, including film festivals, reading, and guest speakers.

The department will be a vital core to college life and curriculum.

**POTENTIAL BENEFITS/OBSTACLES TO FUTURE PLANNING**

Buildings and room allocation are the biggest obstacles facing the department. Without classroom space and specific buildings designed for its use, the English department will have a difficult time meeting its future plans and implementing its goals and vision.
ENGLISH AS A SECOND LANGUAGE-READING

VISION STATEMENT

The ESL-Reading Department at Santiago Canyon College envisions a responsive student-centered department that:

- Emphasizes research-supported curriculum offerings, “best practice” instructional strategies, and assessment of student learning outcomes;
- Provides flexible scheduling and instructional delivery systems supported by quality instructors, learning facilities, and instructional materials;
- Establishes and maintains community collaborations and partnerships such as articulation with K-12 and university systems, interfaces with Continuing Education and Santa Ana College, and
- Demonstrates mutual respect, support and understanding with a focus on supporting and retaining diverse students, providing culturally appropriate curricula, and promoting activities that benefit all students at all levels of learning.

MISSION STATEMENT

The ESL-Reading Department at Santiago Canyon College helps students develop language and reading fluency strategies necessary for success in personal, academic, and career pursuits.

The curriculum, instructional methodologies, and campus interactions support students and faculty across disciplines and programs and serve the needs of the community. This is accomplished by offering research-supported, “best practice” curricula and programs; supportive and effective literacy and language acquisition instruction; and collaborative education and lifelong learning opportunities sensitive to the needs of the student community.

PRESENT DESCRIPTION OF ESL-READING DEPARTMENT

The department consists of one full-time ESL instructor (a full professor) and one full-time Reading instructor (an associate professor) who is also the current president of the National Association for Developmental Education (NADE). The department also benefits from the services of several adjunct ESL faculty. 2001-2002 is the first year as a separate department; this has resulted in a clearer campus and district identity. This year has given the department a much more focused direction with regard to planning for growth of both programs, but most notably of Reading.

The department has just one classroom, D-208, which connects into the lab facility which is used to support our curricula. Software is available for students in all levels of ESL and Reading. In addition to this lab, the students also use SCC’s Continuing Education classroom and lab in U-118, where they may co-enroll in non-credit conversation and pronunciation classes, finish their High School Diploma requirements, or use the software available there. Site licensing has been secured for all of the department’s software used in both D-209 and U-118. In fact, Continuing Education has helped with the purchase of two Reading programs which also benefit their students.

ESL Curricula

In the past, all but one level of Credit ESL, the lowest level, has been offered. This level will be offered for the first time in Fall 2002, resulting in SCC’s presenting the complete spectrum of Credit ESL courses for the first time. All of the courses follow the “best practice” model of incorporating the multiple language skills of reading, listening, speaking, grammar and writing. The two highest ESL courses emphasize paragraph and essay writing to prepare students to transition into English 101, Freshman Composition or to meet the Associate Degree writing requirement for graduation. All of the students can co-enroll in the aforementioned Continuing Education courses in U-118 to enhance their conversation and pronunciation skills.

Besides the basic ESL curricula, the department coordinates with the Speech Communication Department, which houses the district’s Credit ESL pronunciation courses. Students will have access to three levels of speech and pronunciation offerings in Fall 2002.
Finally, many ESL student co-enroll in Reading courses, especially in the fall semesters. In fact, the department views Reading as an essential adjunct curriculum for growth in English as a second language.

**Reading Curricula**

All of the core Reading courses have been offered for the past three years, and the department is now examining what type of course spectrum will benefit SCC’s students.

In the past year, a new course, Reading 093, was developed and successfully piloted. It seems to be a good “fit” for SCC students. The Reading program here is still in its infancy and requires flexible, creative leadership to ensure its future success.

**FUTURE PLANS FOR ESL-READING DEPARTMENT**

**Facilities**

A networked classroom housing at least 35 state-of-the-art computer stations will allow delivery of the current Reading curriculum as it was intended: individualized instruction with small group discussion. This room will also be utilized by ESL and Speech Communication students taking pronunciation courses. There are also plans to investigate the possibility of creating a Community Language Development Center in the heart of El Modena, perhaps near Chapman/Hewes Streets.

**Curriculum**

The department will advance a “best practice” reading curriculum slowly, working one-on-one with other interested departments who are seeking ways to help their students improve reading skills within academic and occupational areas. To enhance the current ESL offerings, there are plans to create several adjunct writing courses as well as an ESL Composition and Communication Center, where students in all levels of ESL can find help with their papers and speaking skills in an informal, relaxed setting.

**Faculty/Staff**

No need for additional full-time instructors in Reading is foreseen for at least 3 to 5 years; however, there will most likely be a need for another full-time ESL faculty member by 2004-2005. This person should also be able to shoulder some of the responsibility for teaching the various ESL-focused Speech courses. Regarding staff, a 40-hour lab technician will be needed to staff the networked classroom, as well as at least one 19-hour person. If a Community Language Development Center is deemed feasible, then input from Continuing Education, Student Services, and other potential users will be sought concerning the design, scheduling, and staffing of the facility.

**POTENTIAL BENEFITS/OBSTACLES TO FUTURE PLANNING**

The benefits to accomplishing all of the above goals are numerous: increased enrollments, outreach into the local community served, stronger bridge with Continuing Education and perhaps OUSD, a fully integrated language skill development program, extensive support services for ESL students, and undoubtedly more former ESL and basic skills students achieving AA/AS Degrees and/or transferring.

The obstacles are not so numerous, but are indeed challenging: financial resources and flexible thinking. Finding the former allows for the latter.
VISION STATEMENT
Geography at SCC is committed to offering a curriculum in geography that provides students with an interdisciplinary background for entry into a four-year institution leading to a degree.

MISSION STATEMENT
Geography 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.

PRESENT DESCRIPTION OF GEOGRAPHY
Geography at SCC has no full-time faculty. A full-time faculty member from Santa Ana College provides instruction at SCC along with two adjunct faculty members. Two of the three core geography courses are offered on a regular basis. Cultural Geography is offered on a very limited basis.

Goals
1. To begin offering a lab in conjunction with the Physical Geography (Geography 101) course.
2. To increase the overall Geography enrollment, and to begin offering the full range of geography courses at the college every semester.
3. To offer Geography courses during Intersession and summer.

FUTURE PLANS FOR GEOGRAPHY

Facilities
The discipline has a need for a dedicated 50-seat classroom adjacent to a 30-seat geography lab. A storage room connected to the lab is necessary to secure lab supplies, models, and other equipment.

Curriculum
The discipline looks forward to an expanded curriculum to better serve SCC students.

Faculty/Staff
The discipline has a need for one full-time faculty and one lab assistant.

POTENTIAL OBSTACLES TO FUTURE PLANNING
Limited space and resources are obstacles to developing a comprehensive geography program.
HISTORY

VISION STATEMENT
History at SCC is committed to maintaining an academic environment that promotes student achievement and meets the needs of students who are seeking a general education, transferring to a four year institution or wishing to study history for personal enrichment.

MISSION STATEMENT
History at SCC is dedicated to creating a student-centered learning environment, which encourages the development of students’ knowledge, promotes critical and analytical thinking skills, and teaches an appreciation of multi-cultural and diverse populations in the world.

PRESENT DESCRIPTION OF HISTORY
History consists of one full-time faculty and five adjunct faculty. Current course offerings include World Civilizations, Social and Cultural History of the United States, United States History, Mexican-American History, and Women in American History.

Goals
1. Increase student enrollment in history classes.
2. Expand the class offerings to include a greater variety of classes to include Asian, Latin American and European history.
3. Seek additional fully mediated classrooms for History.
4. Hire full-time faculty to further expand and develop class offerings.
5. Seek funding to provide state-of-the-art equipment and instructional resources.

FUTURE PLANS FOR HISTORY

Facilities
History would like to secure two additional dedicated classrooms. Each of these classrooms requires full mediation, equipped with maps and whiteboards.

Curriculum
As full-time faculty are added, the curriculum will be expanded to include classes not currently offered in order to create a more comprehensive program.

Faculty and Staff
Two additional full-time faculty positions are needed in order to expand the existing course offerings.

POTENTIAL OBSTACLES TO FUTURE PLANNING
Limited resources, inadequate facilities and lack of full-time faculty limit the development of a comprehensive history discipline at SCC.
VISION STATEMENT

The Human Development Department envisions a learning environment that imparts the latest research findings about young children’s development and learning, and meets the requirements of the California Department of Social Services and the California Department of Education Child Development Matrix.

MISSION STATEMENT

The Human Development program offers students knowledge about the development of young children from conception through the elementary school years, and provides opportunities for them to learn ways to meet the emotional, physical, social, and education needs of young children.

PRESENT DESCRIPTION OF HUMAN DEVELOPMENT DEPARTMENT

The Human Development Department is currently composed of three full-time instructors, two full professors, and one assistant professor. One full professor has a doctorate in Clinical Psychology and teaches two Human Development courses and serves as the Director of Psychological Services for SCC. The other full professor has a doctorate in Family Relations and Human Development; she serves as department chairman and teaches a full load of Human Development courses. The assistant professor, who is beginning her third year at SCC, has a master’s degree in Early Childhood Education/Administration and is conducting dissertation research to complete a doctorate in Child and Youth Studies in 2003. She also teaches a full load of Human Development courses and has been instrumental in the development of new courses to keep our curriculum current and relevant for Human Development majors and students in other majors.

The department is able to offer approximately thirty Human Development and Education classes each semester because of the services of over a dozen very talented and knowledgeable adjunct faculty members. These adjunct instructors teach courses which are related to their specific areas of expertise and experience and greatly enrich the Human Development program offerings.

The department will occupy a new classroom (U-99) beginning in fall 2002. Through collaboration with the Director of Facilities, the Dean of Arts, Humanities and Science, and the department members, the new classroom space was designed to meet the special needs of Human Development instructors and students within the constraints of available funding. Daytime and evening classes will be scheduled in this classroom, and evening classes will be scheduled in two additional classrooms (U-111 and B-213), in the Child Development Centers at SCC, and the SCC Continuing Education site in Orange. The curriculum and programming course for the school-age option is taught off-site in the classroom of a school-age before and after school program. The first on-line Human Development course, Child Growth and Development (Human Development 107) will be offered in fall 2002.

Students enrolled in the Human Development classes may pursue several goals including:

• Preparing to become teachers of young children in child care centers;

• Taking courses which meet specific general education requirements;

• Seeking knowledge and support to enrich their parental role and/or knowledge of the development of young children;

• Transferring to a four-year institution leading to a baccalaureate degree in Human Development, Child Development of Early Childhood Education. These students may complete the fifth-year requirements to become elementary school teachers.

The six Child Development Centers in the Rancho Santiago Community College District serve as observation laboratories, as well as “hands-on” learning environments for Human Development students, while also providing high quality child care on a sliding fee scale for the children of students, staff, faculty, and the community. The Child Development Centers have recently been awarded grants by the California Association for the Education of Young Children to participate in the accreditation process of the National Association for the Education of Young Children. The college credit program and the Child Development Centers remain closely linked so that students can see how the content in Human Development courses can be implemented to provide quality childcare for infant, toddler, and preschool children.
The Santiago Canyon College Human Development Department offers all the course work required to complete certificates and/or Associate degrees in three options:

- The Infant-Toddler Option;
- The Preschool Child Option;
- The School Age Option.

Recently a series of additional courses were developed to meet the new six-unit specialization requirement for the Master Teacher level of the California Department of Education Child Development Matrix.

**FUTURE PLANS FOR HUMAN DEVELOPMENT DEPARTMENT**

A future department goal is to create a parent Resource Center on campus and to expand the parenting course options so that the needs of community members and the parents of the children who attend the Child Development Centers can be better served. Developing articulation agreements to increase the number of Human Development courses that can serve to meet general education requirements in Plans A, B and C for students in other majors is another goal.

**Future needs include:**

- Funding to modify the new classroom to include a water source, permanently mounted audiovisual/technology equipment, and 24 laptop computers to better meet the needs of “hands-on” Human Development classes and permit the integration of technology resources into all Human Development courses;

- Obtaining space to create a Parent Resource Center and two additional faculty offices;

- Hiring one additional full-time Human Development faculty member and a part-time secretary to staff the Resource Center. Also to develop and to teach additional parenting classes;

- Funding the equipment in the Parent Resource Center; to develop a video and book lending library for parents enrolled in classes;

- Hiring a full-time instructor in Education to develop and teach Education courses that will articulate to four-year colleges to help to recruit and train new teachers to meet the chronic shortage of elementary teachers in California.

- Developing and providing the resources to create a new Human Development/Education major using existing courses and development of new courses to provide a major for future elementary teachers so that their community college requirements will articulate seamlessly to four-year institutions.
VISION STATEMENT

The Languages Department envisions a comprehensive Languages program that includes thorough integration with the total Santiago Canyon College community and that offers ongoing quality Languages programs to its students.

MISSION STATEMENT

The Languages Department at Santiago Canyon College offers quality language experiences to expand awareness and understanding of cultural diversity and other worldviews through languages learning.

The department is dedicated to provide timely university transfer courses, associate degree programs and community services learning activities. The Languages Department directs its efforts to help students be better world citizens.

PRESENT DESCRIPTION OF LANGUAGES DEPARTMENT

The Languages Department is a multiple-disciplined department made up of three full-time instructors: one full professor and two associate professors. The full professor is the Italian professor and the Department Chair; one associate professor serves as the French instructor and the second associate professor is the Spanish instructor.

There are 11 part-time instructors, many who are able to teach more than one language.

The curriculum includes classes in Italian, French, and Spanish.

The department has been assigned one classroom exclusively and shares two additional classrooms. The Language Lab is shared with Speech, Testing, Math, and Reading.

A Study Abroad Program to Spain was established in the summer of 2001 and there are plans to expand the program to include France and Italy in the future.

FUTURE PLANS FOR LANGUAGES DEPARTMENT

Future plans for the Languages Department includes a dedicated Languages Lab. Office space is needed for three new full-time instructors that will be hired as well as storage space for equipment. Four mediated classrooms for the department will also be required.

Full-time professors currently oversee and develop the programs for Italian, French and Spanish. The Spanish professor also coordinates the Study Abroad Program to Spain.

The full-time professors work to coordinate outreach activities and events such as the International Film Festival, Latin American Film Festival, Orange County languages teachers outreach, el Dia de Los Muertos and Cinco de Mayo. As well, one of the associate professors manages the Languages Department web site.

The department is in the process of hiring another full-time Spanish instructor, which has been put on hold due to financial constraints. Future faculty needs include an additional full-time professor for Italian in 2003-2004 and an additional full-time professor for French in 2004-2005.

The possibility of offering a certificate program in Languages is being explored. This would require additional faculty, support staff, and rooms.

POTENTIAL BENEFITS/OBSTACLES TO FUTURE PLANNING

Lack of funding is the major obstacle to growth in the Languages Department because additional facilities and faculty are required to meet department goals.
VISION STATEMENT

The Santiago Canyon College 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, gain practical and theoretical experiences in the performing arts, or develop their creative skills. 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 STATEMENT

The Santiago Canyon College Performing Arts Department is dedicated to creating a student-centered learning environment which 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 at large and encourage the public to come on to our campus through dance, music, and theatre events.

PRESENT DESCRIPTION OF PERFORMING ARTS DEPARTMENT

The department consists of one full-time Music instructor and the services of fourteen adjunct faculty. Current course offerings include: introductory classes in Tap, Jazz, Music, and Theatre Arts, Music Appreciation, beginning, intermediate and advanced Voice, beginning, intermediate and advanced courses in Piano and Guitar, Concert Choir, and Symphonic Band, and introductory classes in acting. In order to complete a degree in music, dance, or theatre arts students must take courses at the sister college, Santa Ana College.

Department Goals

1. Build a state-of-art Performing Arts Complex as permanent space for Dance, Music and Theatre Arts.
2. Expand class offerings in order to build general education, transfer and certificate programs to develop comprehensive programs in Dance, Music, and Theatre Arts.
3. Hire full-time faculty in Dance, Music and Theatre Arts to further develop and expand programs.
4. Seek funding to provide the equipment, technical support and resources needed to accommodate the courses offered, and respond to existing demand and expected growth.
5. Increase Department Productions in dance, music, and theatre arts to draw the public to our campus and provide performance opportunities for our students.

FUTURE PLANS FOR PERFORMING ARTS DEPARTMENT

Facilities

The Performing Arts Department is in need of a complex to support dance, music, theater concerts, and performances. In addition to performance space, the complex will need to include mediated classrooms, rehearsal space, storage for props and other equipment, dance studios, recording studios, student practice labs and studios, and faculty offices.

Curriculum

As faculty is added and facilities are built, the curriculum will be expanded to include courses that build general education, and transfer and certificate programs to develop a comprehensive programs in Dance, Music and Theatre Arts.

Faculty/Staff

The department hopes to hire one full-time faculty for each of the three disciplines to further develop and build instructional programs for the academic year 2003-2004. In subsequent years, two full-time faculty in theatre arts, one full-time faculty in music, and one full-time faculty in dance will be added.

POTENTIAL OBSTACLES TO FUTURE PLANNING

Limited resources, inadequate facilities, and the lack of full-time faculty to provide leadership in the three disciplines limit the development of a comprehensive performing arts program.
PHILOSOPHY

VISION STATEMENT
Philosophy at SCC consists of a collaborative enterprise whose contributing members include part-time and full-time professors together with students previously and currently enrolled in philosophy courses. All collaborating members work 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 STATEMENT
Philosophy at SCC is dedicated to instruction that supports genuine student learning. The purpose of the discipline at SCC is to sustain and nurture student-centered learning environments that foster the development of critical thinking, reading and writing skills, self-awareness, various interpretive models and methods of analysis, and synoptic, inter-disciplinary perspectives. Curriculum will support and lead the completion of one or more of the following:

- An AA degree
- A strong, critical intellectual foundation for future studies in the arts, humanities and sciences.
- A curriculum designed to help all students develop—in terms of scope and depth-empirical, logical, moral, emotional, interpersonal, worldly, and personal intelligence.
- Transfer requirements
- Personal Development

PRESENT DESCRIPTION OF PHILOSOPHY
Philosophy at SCC is made up of two full-time instructors, one full professor and one associate professor. The full professor is the Ethics and Philosophy of Religion Specialist; the other, associate professor serves as part-time Chair and is the Logic Specialist.

The discipline would like to hire another full-time philosophy instructor, and there will be a need to replace Bob Putman, who will be retiring within the next four years. The only other staff at this time are part-time professors who teach courses in Ethics, Philosophy of Religion, Intro to Philosophy, and Critical Thinking.

All of the adjunct faculty are specialists in one of the following areas:

- Ethics
- Critical Thinking
- Philosophy of Religion
- Introduction to Philosophy

The curriculum includes classes in: Introduction to Philosophy, Logic, Problem Solving, Critical Thinking, Ethics, Philosophy of Religion and History of Philosophy. The emphasis of the curriculum centers on rigorous, systematic, multi-perspective, careful thinking about thinking with respect to areas of human concern and curiosity. The ultimate aim is to develop students’ self-awareness and ability to think philosophically on multiple levels and from various points of view, while being guided by rigorous logical criteria.

Philosophy sees each of its “philosophy classrooms” as an ideal philosophic social space that is founded and presented as a safe, open, and rigorous “think-tank”—a place where students can test their thinking skills in a safe and nurturing, yet critical, forum wherein they learn much about themselves, the history of ideas, and modern and pre-modern models used in the attempt to describe, understand, and evaluate various natural and social phenomena.

Philosophy has jurisdiction over two main rooms: Room B-207, which is the logic and critical thinking lab; and, Room D-217, which is where other course offerings take place.
FUTURE PLANS FOR PHILOSOPHY

Philosophy plans on understanding, evaluating, and acting upon vocational student needs as the college grows and those needs arise. The discipline prides itself on continually and constantly acquiring materials for new course offerings. Eventually, there will be accessible storage space that can house these materials for the benefit of both full-time and part-time professors. There are plans for writing curriculum, and evaluating and perhaps implementing curriculum as well as creating both a physical and virtual, on-line exhibit delineating the nature of courses offered together with a brief description of the interests and backgrounds of Philosophy professors. The plan is to branch out into the technology realm, eventually offering one or more courses via distance learning technologies.

POTENTIAL BENEFITS/OBSTACLES TO FUTURE PLANNING

The benefits of future planning will be increased availability and accessibility of course offerings and more resources to help increase the level of learning and quality of teaching. Future obstacles include limited space and monies for material and human resources.
POLITICAL SCIENCE

VISION STATEMENT
Political Science at SCC offers an extensive array of courses geared to the needs of the students seeking degrees at SCC, transfer students, and members of the community seeking personal fulfillment. Political Science courses are taught in a rigorous manner, preparing students for transfer to four-year institutions.

MISSION STATEMENT
The mission of Political Science at SCC is as follows:

1. To offer the basic American Government course to fulfill the GE requirements.
2. To prepare students for success at four-year institutions.
3. To give the students exposure to critical thinking and the analytical skills necessary for success at four-year schools.
4. To create responsible citizens who are informed concerning the political system and who will participate by voting and other acts of political participation.
5. To develop an appreciation for a science of politics and be able to make conclusions about the state of the system based on analysis and facts.

GOALS AND TASKS/OBJECTIVES

Goal 1
To implement a political science classroom with maps, multimedia capabilities, and computer terminals. These terminals will be used for tests, downloading government web sites, and participating in elections.

Tasks/Objectives in support of Goal 1
1a. Obtain a classroom
1b. Obtain funding for purchases of equipment for the dedicated classroom
1c. Develop a curriculum
1d. Have a consultant available to help with multimedia presentations
1e. Have funds available for a student assistant

Goal 2
To improve the performance of political science students.

Tasks/Objectives in support of Goal 2
2a. Seek innovative ways to involve students and/or government offices
2b. Assign outside projects such as working in campaigns and/or government offices
2c. Develop the capability to tutor in political science
2d. Make software available to students for self-testing and to gain instant feedback

Goal 3
To offer more courses in political science.

Tasks/Objectives in support of Goal 3
3a. Develop new courses for articulation such as the Judicial System in the U.S; Public Policy in the U.S; Public Administration, Political Economy, etc
3b. Develop curriculum for all proposed courses

Goal 4
To consult with other area four-year institutions to seek advice as to current preparation of our students seeking transfer.

Tasks/Objectives in support of Goal 4
4a. Contact Political Science departments in the area
4b. Teach students critical skills to enhance success at four year schools
4c. Hire additional part-time instructors to meet continued enrollment demands and hire a full-time faculty member

Goal 5
Offer classes at times suitable to the varying schedules of students.
FUTURE PLANS FOR POLITICAL SCIENCE

Facilities
Political Science would like to secure two additional dedicated classrooms. Each of these classrooms requires full mediation, equipped with maps and whiteboards.

Curriculum
The curriculum will be expanded as new faculty are hired. The objective is to offer a more comprehensive curriculum.

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

The discipline will have two full-time faculty members to expand our course offerings.

POTENTIAL OBSTACLES TO FUTURE PLANNING
Political Science at SCC will not be able to expand unless resources and facilities are made available. The curriculum will be limited until full-time faculty is added.
VISION STATEMENT

The vision of the members of Psychology at SCC is reflected by a commitment to the values of excellence, diversity, and collegiality.

EXCELLENCE

Members of Psychology at SCC are committed to achieving and maintaining teaching excellence. The discipline envisions a curriculum offering two-year liberal arts degrees with a psychology major, designed to prepare students for a diverse range of upper division studies in psychology. The psychology program will be designed to provide all students with sophisticated instruction in a broad spectrum of psychological theory, method, and history. Pedagogical aspirations will depend upon the excellence and commitment of the faculty. In order to attract first-rate, new full-time and part-time faculty members and to maximize the opportunity for current faculty to achieve excellence, the discipline must continue to work hard to provide an environment that supports and fosters teaching excellence.

DIVERSITY

Psychology at SCC is committed to diversity both in scholarship and in the cultural and ethnic representation of its community. It is committed to ensuring that the faculty complement represents expertise in a diverse range of research and clinical practice that are representative of the discipline's breadth. A discipline that consists of a faculty and student population that reflects the cultural and ethnic diversity of the greater community is envisioned.

COLLEGIALITY

A discipline with strong internal communication that consistently works toward establishing harmony and balance between individual needs/goals/objectives and the greater good of the discipline is envisioned. That is, success in realizing the vision of the discipline depends on the actions and goodwill of individual members. Each member of the discipline will have an opportunity to have his or her voice heard, concerns recognized, and differences aired in a respectful and productive manner.

MISSION STATEMENT

Psychology is the scientific study of human and animal behavior. The program emphasizes psychology as an empirical science with skills and competencies that include 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. 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. In an emerging global community, multicultural perspectives are also seen as integral elements.

Key to our instructional mission is:

1. A faculty composed of excellent teachers.
2. An immersion of students in the psychological laboratory, to master the research methods, technology, and fundamental computer skills necessary for the scientific study of behavior. The psychological laboratory currently housed in room D-205, however, future expansion may be required as the program grows.
3. The psychology major prepares students for transfer to four-year institutions and eventual careers in a variety of psychology-related settings including mental health agencies, hospitals, teaching institutions, business, industry, and public organizations.

PRESENT DESCRIPTION OF PSYCHOLOGY

Psychology at SCC consists of two full-time professors. Areas of specialization include:

- Experimental Design
- Child Psychology
- Physiological Psychology
- Psychology of Effective Behavior
- Social Psychology
- Abnormal Psychology

The curriculum includes the subject areas mentioned above with an emphasis centered on rigorous, systematic, multi-perspective approach towards teaching human behavior.
Psychology now utilizes two main classrooms: Room D-205, which is the psychology lab; and, Room D-207 which is used for the large group instruction for the Psychology 100 classes.

**FUTURE PLANS FOR PSYCHOLOGY**

Over the next five to ten years, Psychology plans to hire an additional faculty member, hire a full-time instructional aide (40-hour position), acquire a lab/lecture room that would include 40 individual work stations for computer use. In addition Psychology will require a classroom for large lecture groups to support over 100 students. A standard size classroom to accommodate 50 students will also be required. The discipline hopes to enlist and secure commitment of district financial, physical, and human resources in the form of an on-going budget, consistent with staffing of an instructional aide and a new full-time position in psychology, and to configure and equip rooms with required equipment, computers, and new technology.

**POTENTIAL OBSTACLES TO FUTURE PLANNING**

The benefits of the future planning will be increased availability and accessibility of course offerings and more resources to help increase the level of learning and quality of teaching. Future obstacles include limited space and monies for material and human resources.
VISION STATEMENT

Sociology at SCC offers introductory courses in Sociology, Marriage and Family, and Social Problems designed to meet degree and transfer requirements and to satisfy personal growth needs.

MISSION STATEMENT

Sociology at SCC helps students better understand the process and importance of group dynamics and to function in an ever-increasingly integrated world. The coursework assists students develop research and analytical skills and the ability to utilize abstract thought and problem solving.

PRESENT DESCRIPTION OF SOCIOLOGY

Sociology currently has one full-time instructor and three part-time faculty members who teach courses in Introductory Sociology, Sociology of Marriage and Family, Analysis of Social Trends and Problems, and Introduction to Sociology Psychology. Offerings include honors level courses in Introductory and Social Problems sections. Staffing is adequate for current offerings.

Goals

The discipline seeks to expand its pool of adjunct faculty members to teach increased specialized courses.

FUTURE PLANS FOR SOCIOLOGY

Curriculum

Sociology will explore the possibility of reinstating its involvement in a learning communities program.

Facilities

Facilities are adequate for current offerings in the discipline.

Faculty

Sociology has a need for a larger pool of adjunct faculty to meet changing and unexpected staffing requirements.
**SPEECH COMMUNICATION**

**VISION STATEMENT**

Professionals and specialists who deliver exceptional programs designed to meet the specific needs of native and non-native students staff the Santiago Canyon College Department of Speech Communication. The department offers both non-credit and non-transfer pronunciation, conversation, and accent reduction classes for non-native students as well as a complete discipline core of transfer classes for speech communication majors and the entire community.

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

**MISSION STATEMENT**

The Santiago Canyon College Department of Speech Communication offers comprehensive speech communication classes for all students and community members. The curriculum is designed to assist all students meet their individual educational goals ranging from preparatory to life enrichment to certificates and degrees.

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. Forensics offers competitive opportunities to eligible students in individual public address, readers’ theatre, oral interpretation of literature and parliamentary debate.

**PRESENT DESCRIPTION OF SPEECH COMMUNICATION DEPARTMENT**

The Department of Speech Communication consists of two full-time instructors: (one full-time professor with an earned Doctor of Philosophy degree in Communication Arts & Sciences and one tenure track assistant professor with an earned Master of Arts degree in Speech Communication and six adjunct instructors. The full-time professor also serves as the department chair and will begin service as the assistant coach for the forensics team. The assistant professor also serves as the coach for the forensics team.

A new tenure track professor in Speech Communication has been placed on hold because of the hiring freeze enforced by the current state budget.

Each of the adjunct faculty is a specialist in at least two of the following areas:

- Pronunciation
- Phonetics
- Interpersonal Communication
- Intercultural Communication
- Group Dynamics
- Argumentation and Debate
- Oral Interpretation of Literature
- Public Speaking

Currently, the department has first assignment rights to the following classrooms: D-204, A-209, and D-125. The room, U-105-5, serves as both the faculty office for the team coach and the team research, practice, preparation, and meeting room.

Our current course offerings are as follows:

- N50 Pronunciation Lab
- N52A Beginning Pronunciation
- N52B Pronunciation
- 097 Conversational Communication
- 101 Introduction to Interpersonal Communication
- 101H Honors Intro to Interpersonal Communication
- 102 Public Speaking
• 103  Intercultural Communication  
• 103H Honors Intercultural Communication  
• 140 Argumentation and Debate  
• 145 Group Dynamics  
• 155/156/157 Individual/Team/Forensics  
• 158 Readers’ Theatre  
• 206 Gender Communication  
• 206H Honors Gender Communication  
• 255/256/257 Junior Individual/Team/Forensics  

FUTURE PLANS FOR SPEECH COMMUNICATION DEPARTMENT  
Within the next 5-10 years the department envisions the following:  
• Two additional tenure track professors (one transfer generalist/debate curriculum; one non-native curriculum)  
• Two assistant coaches for the forensics team  
• Triple to quadruple the size of the current forensics team  
• Addition of certificate programs in the areas of health communication, organizational leadership, or family communication.  
• A larger team room  
• Office space to house all speech communication faculty together with competition/practice rooms for both native and non-native speech communication courses and team activities  

POTENTIAL OBSTACLES TO FUTURE PLANNING  
Based on the section above, the following obstacles/concerns exist:  
• Lack of space to house research, practice and training of forensics team members.  
• As the non-native population in the SCC basic skills track grows, we will need more space in order to accommodate the testing as well as the required lab work of these students.  
• Our forensics team’s ability to compete on both the state and national levels will be severely hindered should the forensics budget be cut.
WOMEN’S STUDIES

VISION STATEMENT

Women’s Studies is an interdisciplinary, academic program that includes faculty from several areas teaching a broad selection of courses oriented to filling knowledge gaps in traditional courses and meeting the needs of contemporary women and men. Curriculum transfers to four-year colleges and universities and supports personal growth and development.

MISSION STATEMENT

Women’s Studies at SCC offers core and specialized coursework leading to an AA degree in Women’s Studies 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.

ENROLLMENT DATA

Typical patterns are: Women’s Studies 101:
  two morning sections of 30-40 each
  one evening section of 25-30 each

PRESENT DESCRIPTION OF WOMEN’S STUDIES

Women’s Studies at SCC is composed of three full-time instructors in different departments, each teaching one or more courses in WS, plus one or two adjunct faculty teaching specialized courses. Two professors teach core courses, one also teaches women-focused English classes, and a third teaches specialized health and exercise classes. Adjunct faculty offer classes in Women’s history.

Currently, faculty teaching Women’s Studies use classrooms with movable seating that accommodate 30-40 students for six sections per semester. Each full-time faculty also has an assigned office.

Supplies

Current supplies include:
- current videos
- CD-roms
- expert guest speakers
- transparencies
- resource texts

Facilities

Current facilities include:
- six classrooms with movable seating for 30-40 students

Curriculum

Current curriculum offered:
- Women’s Studies 101: Introduction
- Women’s Studies 102: Women in America: Work, Family, Self
- Women’s Studies 201: Contemporary Women’s Issues
- English 101: Emphasis on Women’s Literature
- English 278: Survey of Literature by Women
- History 127: Women in U.S. History
- Exercise Science 102: Women’s Health Issues
- Exercise Science 145 ABCD: Weight Training for Women
- Speech Communication 206: Gender Communication
- IDS 155: Human Sexuality

FUTURE PLANS FOR WOMEN’S STUDIES

The faculty in place should suffice for the next five years.

Resources Needed

To upgrade current materials, the following resources are needed:
classroom mediation to accommodate Power Point, interactive video, and internet access regular video and CD-rom purchases to update library software to accommodate on-line testing and courses.

Courses

In the future the discipline would like to regularly offer WS102 and WS201 as well as WS101
Potential new courses include: Women in Law, Women in Religion, Women in Politics
Development of one spectacular website is also included in future plans.

POTENTIAL OBSTACLES TO FUTURE PLANNING

Money to support new classes and supplies are the most notable obstacles. Also needed is classroom space to accommodate growth.
VISION STATEMENT

The Santiago Canyon College Business Department envisions a Community Resource Center providing education, knowledge, facilities, technology, conversation, and opportunity. This Resource Center focuses on the following bridges: Accounting, Marketing, Management, Computer Science, Business Application and Business Administration. Other future needs such as Robotology, Humanoidal Interface Technology will be explored.

MISSION STATEMENT

The Santiago Canyon College Business Department is building educational bridges to the future. The community is invited to use the bridges.

PRESENT DESCRIPTION OF BUSINESS DEPARTMENT

The Business Department is composed of five full-time professors. One is the accounting professor who also serves as department chair. One is the management/marketing professor, with a second department member teaching part of her load in marketing. One is the business applications professor who is also handling work experience. Two members of the department are in computer science with one of these people teaching part of her load in marketing. In addition to the full-time faculty, there is approximately 20 part-time faculty teaching in the department. The number of full-time faculty has purposely been kept at a minimum to avail the department of industry specialists for some of the employment oriented courses.

Supply needs are primarily in the area of current versions of computer software. This budget is handled by the Director of Technology.

The physical facilities include three classrooms with computers, one accounting room, and one general lecture room. Several additional general lecture rooms are used for evening courses. In addition to the classrooms, each faculty member shares a two-person office.

The largest course offering is for students working on a degree in Business Administration and planning to transfer to a four-year school. The programming courses, web design and other computer software courses are well attended.

FUTURE PLANS FOR BUSINESS DEPARTMENT

Faculty

1. One person in Law as soon as possible.
2. One new Computer Science person within three years.
3. One new Accounting person within five years.
4. One new Marketing/Management person within five years.

Staff

A Dean of Business will be needed within two years.

Resources

1. For each faculty member hired, an office and a classroom will be needed.
2. The Dean will need an office.
3. Within five years a business building will be needed to centralize the course offerings, house the dean and provide a conference room and storage etc.
4. More of the rooms need to be converted to computer rooms. This can be accomplished by purchasing different furniture for the rooms so that laptop computers may be brought in. The rooms need to have tables with built in electrical connections. A cart with laptops and a wireless web connection could be brought in to accommodate courses that need computers.

POTENTIAL OBSTACLES TO FUTURE PLANNING

Currently, course offerings are dictated by the amount of rooms available. Many courses require a room with computers and there are only three such rooms. The department is offering courses online to free up rooms but another room for night classes is needed. The program cannot expand without additional computer rooms.

The biggest obstacle is having the funds to accomplish the established goals. As some of the other building projects on campus are completed, one of the existing buildings could become the business building if the college will support this effort.
VISION STATEMENT
The Chemistry and Physics Department envisions a comprehensive general education and transfer program for students in chemistry, physics, and physical science. The courses offered encourage students to pursue life-long learning and interest in the physical universe.

MISSION STATEMENT
The SCC Chemistry and Physics Department’s mission is to help students understand and appreciate the physical universe by promoting scientific literacy and encouraging curiosity, involvement, and enthusiasm in science.

PRESENT DESCRIPTION OF CHEMISTRY/PHYSICS DEPARTMENT
The Chemistry and Physics Department has two full-time professors, one in chemistry and one in physics and two adjunct instructors. There are two laboratory support staff who are shared with the Biology Department.

The department serves a variety of student goals including transfer to four-year colleges or universities as well as individual student’s goals, which require chemistry or physics education for numerous degree and certificate programs. Courses to meet those needs include:

- Chemistry 119, Fundamentals-General & Organic
- Chemistry 209, Introductory
- Chemistry 219, General Chemistry
- Chemistry 229, General Chemistry and Qualitative Analysis
- Physical Science 117, Physical Science Survey
- Physical Science 118, Survey Laboratory
- Physics 109, Survey of General Physics
- Physics 210 & 211, Physics, Calculus Based
- Physics 279, General Mechanics, Heat & Sound
- Physics 289, General Optics, Electricity & Magnetism

The chemistry faculty maintain a web site, http://www.sccollege.org/chemistry/, for college, faculty and student information.

FUTURE PLANS FOR CHEMISTRY/PHYSICS DEPARTMENT
The department is dedicated to building the chemistry and physics programs to meet the general education and transfer needs of students as well as building a cadre of students who are interested in chemistry or physics majors.

POTENTIAL OBSTACLES TO FUTURE PLANNING
The department has expanded to fill classroom space presently available and has reached its capacity to meet additional student needs. Laboratories must be equipped with the correct safety equipment and laboratory materials.

If the college must rely on the state for future expansion, the earliest we might see a math/science building would be 2010 when projected student population would far outstrip the states building-size maximums.
EARTH and SPACE SCIENCES

VISION STATEMENT
The Department of Earth and Space Sciences envisions a comprehensive general education and transfer program for students of astronomy, Earth science, and geology. The courses offered encourage students to pursue life-long learning and interest in the physical universe.

MISSION STATEMENT
The mission of the Department of Earth and Space Sciences is to help students understand and appreciate the physical universe by promoting scientific literacy and encouraging curiosity, involvement, and enthusiasm in all classes.

PRESENT DESCRIPTION OF EARTH AND SPACE SCIENCES DEPARTMENT
The Department of Earth and Space Sciences (DESS) currently consists of three full-time professors, two or more adjunct professors, and two instructional aides in geology. The full-time faculty are a professor of geology, an assistant professor of geology, and an assistant professor of astronomy (who is also the facilitator for the Science Computer Lab). The number of adjunct faculty vary by semester, but always include at least one in both astronomy and geology.

The curriculum consists of general education and transfer courses in astronomy, Earth science, and geology. It is also possible to obtain an associate science degree in geology. The department has the largest student enrollment among the science departments at SCC and accounts for approximately 50% of the astronomy courses and 50% of the Earth Science and geology courses offered in the Rancho Santiago Community College District.

The facilities consist of two daytime lecture rooms, one nighttime lecture room, and a shared astronomy/geology laboratory with adjacent storerooms for astronomy and geology equipment and supplies. Access to the Science Computer Lab is shared with the other science departments.

FUTURE PLANS FOR EARTH AND SPACE SCIENCES DEPARTMENT
Enrollment in the department is expanding rapidly since the addition of two assistant professors in the last two academic years. The enrollment is currently balanced between the full-time faculty, with very little need to hire adjunct faculty. If enrollment continues to increase at the current rates, there will be an increased need for adjunct faculty. An additional full-time astronomer will be needed in approximately three years and an additional full-time geologist in approximately five years.

There is a current need for additional instructional aides, particularly in astronomy. Within the next three years there will probably be sufficient laboratory sections offered in astronomy and geology combined to hire a 19-hr/week technician for the department.

There still exists adequate room availability during the daytime to accommodate growth within both disciplines. The limits of room availability for night classes is rapidly approaching. This is especially true for night labs.

As the astronomy program increases, there is a greater need for separate astronomy and geology laboratory space at night.

The curriculum also needs to be expanded to include a degree program for astronomy students.

POTENTIAL BENEFITS/OBSTACLES TO FUTURE PLANNING
The largest obstacle to future planning is the lack of a science building. The classrooms, labs, computer labs, and offices are literally all over the campus. This makes coordination and cooperation more difficult. Frequently duplicate materials must be purchased because they cannot be shared due to logistical problems. There are no facilities for displays and other science promoting activities.

There are also technology issues facing the department. The department uses Apple rather than PC-based equipment, and the Director of Technology and his staff are more comfortable with PC-based equipment. We are constantly dealing with attempts to force us into a changeover to PCs for reasons of their comfort and convenience.
EXERCISE SCIENCE HEALTH and ATHLETICS

VISION STATEMENT

The Santiago Canyon College 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. The department will be made up of the following components: gymnasium, cardiovascular complex, classrooms, offices, sports fields, and support services buildings. The students and community are encouraged to utilize the varied services seven-days-a-week for personal development and fulfillment as well as enjoyment of a comprehensive, intercollegiate athletic program.

Curriculum will support and lead to completion of one or more of the following:

- Transfer requirements
- A Certificate in Sports Medicine
- A Certificate in Fitness Assessment
- Personal Development

MISSION STATEMENT

The Santiago Canyon College Department of Exercise Science Health and Athletics 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 will also give students who desire a competitive environment an opportunity to participate in the intercollegiate athletic program. SCC athletics offers competitive opportunities to eligible students and is committed to the principle of gender equity and compliance with Title IX.

PRESENT DESCRIPTION OF EXERCISE SCIENCE HEALTH & ATHLETICS DEPARTMENT

The department is in the process of hiring a Head Men’s Soccer Coach (currently a part-time position) and a half-time eligibility clerk. The only other staff members at this time are assistant coaches for each of the current sports; a part-time athletic trainer; an 8-hour/week Sports Information Coordinator, and student aides who assist with the cleaning and maintenance of the Fitness Center and Fitness Assessment Lab as well as minimal clerical duties.

All of the adjunct faculty are specialists in one of the following areas:

- Cardiovascular Fitness
- Health
- Nutrition
- Aerobic Activities
- Men’s and Women’s Cross Country
- Men’s Soccer

Curriculum

The curriculum includes classes in: Activities, Aerobic Fitness, Health, Intercollegiate Athletics, and Off-Season Activities. The emphasis of the curriculum is in areas where there are facilities in which to offer classes; specifically, they are Fitness, Health, Nutrition, Aerobic Activities, and Intercollegiate Athletics.

The Fitness Center is a circuit-training program fully equipped with state-of-the-art Life Fitness Computerized stations and Paramount Weight equipment that work the five major muscle groups of the body when used together. This facility is open six days a week for a total of 50 hours and services students of all ages.

The Fitness Assessment Center is designed to test healthy individuals of all ages and varying levels of physical fitness in the areas of: cardiovascular capacity, resting EKG, strength, flexibility, and body composition. The lab also serves as a classroom for our CPR, First Aid, Health, and Nutrition classes.

The Department has been assigned three portable buildings that house the Fitness Center, Fitness Assessment Lab/Classroom, and Athletic Offices/Training room.

The athletic office contains the offices of the Athletic Coordinator and head coaches, and also serves as a training room for all students participating in the sports programs.
There are two Soccer fields, one for practice and one for games, which have recently had official lights installed for night usage. The Golf Teams have access to local golf courses that allow SCC to offer classes as well as provide for team practices. SCC is located adjacent to Irvine Regional Park which, in addition to the surrounding area, is home to the Men’s and Women’s Cross Country Teams.

FUTURE PLANS FOR EXERCISE SCIENCE HEALTH & ATHLETICS DEPARTMENT

The Multilevel Sports Complex and Fields will enable SCC to offer a completely developed Athletic and Sports Medicine Training Program. Additionally, the Health and Nutrition Classes will be held in fully mediated classrooms varying in size from large lecture to conference size. The Cardiovascular Cluster will contain the Fitness Center; Aerobic/Dance Room; Fitness Assessment Center; Sports Medicine Lab; Free Weight Room, and a Mat Room for Wrestling, Yoga, and Combatative Classes which will include a Self Defense class.

New faculty and coaches will be hired as existing programs expand and new sports teams are created. A full-time Sports Medicine Professor/Athletic Trainer will assist with all teams and students as needed and develop a fully accredited Sports Medicine Certificate Program. The inception of all of the new teams will require the services of a full-time Athletic Director to ensure the quality of competition, monitor and comply with conference and state rules and regulations, as well as assure the strict adherence to gender equity and compliance with Title IX.

The creation of a Men’s and Women’s Track and Field Teams in 2003 will compliment the existing Men’s and Women’s Cross Country Teams and give students related competitive activities for the entire school year. The new grounds will enable SCC to field a Men’s Baseball Team and a Women’s Softball Team. The addition of an Olympic 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 1000 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.

POTENTIAL OBSTACLES TO FUTURE PLANNING

There is the possibility of joint-use agreements with private companies that could build athletic facilities in the near future. The availability of financial resources will be the determining factor, which will enable SCC to complete the Multilevel Sports and Cardiovascular Complex.
VISION STATEMENT

The Santiago Canyon College Department of Life Sciences envisions a comprehensive curriculum designed to meet the requisites of students in general education, certificate, and transfer programs, along with those seeking personal enrichment. The courses offered nurture interest in the life sciences, facilitate the pursuit of knowledge about the biological world, and prepare students for more advanced studies.

MISSION STATEMENT

The mission of the Life Sciences Department at Santiago Canyon College is to offer a comprehensive program of courses that promote interest in and understanding of the biological sciences and will:

1) cultivate an appreciation for the complexities of “life” and living systems
2) promote critical thinking, analytical reasoning, and problem solving
3) fulfill general education requirements for matriculation and transfer
4) prepare students for success in advanced studies
5) provide a platform from which students can pursue careers in biological sciences

PRESENT DESCRIPTION OF LIFE SCIENCES DEPARTMENT

The department staff consists of three professors, five to seven adjunct instructors, and two laboratory support staff. Of the professors, one is a generalist, one is a zoologist/ecologist, and the third an anatomist/physiologist. The adjunct faculty teaches a variety of courses each semester. Their number varies with demand. The laboratory support staff consists of a full-time Science Laboratory Coordinator and a part-time laboratory technician, both of whom work for the Chemistry Department as well.

The department facilitates various student goals that encompass the fulfillment of general education, transfer, and certification requirements, and embrace personal enrichment. Courses offered to meet those needs include:

- Biology 109, Fundamentals of Biology
- Biology 109H, Fundamentals of Biology Honors
- Biology 109L, Fundamentals of Biology Laboratory
- Biology 177, Human Genetics
- Biology 200, Environment of Man
- Biology 201, Cellular Developmental & Evolutionary Biology
- Biology 201, Cellular Developmental & Evolutionary Biology Laboratory
- Biology 203, General Zoology
- Biology 205, General Botany
- Biology 239, General Human Anatomy
- Biology 249, Human Physiology

The department also has a web site, http://www.sccollege.org/biology/, which provides information regarding faculty and course offerings.

FUTURE PLANS FOR LIFE SCIENCES DEPARTMENT

The department is committed to developing a program that will meet current and future general education, certificate, and transfer needs of students. The department is writing new curriculum for Life Science majors, and working to expand course offering to include: environmental biology (Biology 259), health microbiology (Biology 139), human anatomy and physiology and the corresponding laboratory (Biology 149, 149L), and marine biology. Marine biology is currently not part of the district curriculum and its addition to the program would require curriculum development.

POTENTIAL OBSTACLES TO FUTURE PLANNING

The expansion of the Life Sciences program is currently limited by facilities. Laboratory courses require facilities that contain structural features and equipment that meet not only the health and safety regulations of various government agencies, but also provide the necessary tools to allow the classes be taught. Additional laboratory classrooms and lecture rooms are needed to enable the Life Science program to expand its offerings and to meet the projected student growth.
VISION STATEMENT

The mathematics and statistics department prepares students 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 STATEMENT

The SCC mathematics and statistics department’s mission is to offer a full range of mathematics courses to enable students to pursue their respective educational goals.

PRESENT DESCRIPTION OF MATHEMATICS & STATISTICS DEPARTMENT

The department of M&S has four full professors and five assistant professors, five men and four women, and 21 part-time instructors teaching classes at the college and three sites in the service area: El Modena High School, Canyon High School, and the Anaheim Hills Center. Student aides are employed to work with students as tutors and for department help.

The department offers courses in pre-college mathematics, including basic arithmetic taught with the aid of computers and in traditional classroom settings. Other pre-college courses include pre-algebra, elementary algebra, geometry and intermediate algebra.

The department works to prepare basic skills students to succeed in their studies of mathematics. It offers a coping with math anxiety course (taken by students in all levels of mathematics) and pre-algebra is linked with a “LearningSkills Development” class. The linked pre-algebra and Learning Skills Development class has historically been a huge success. The first semester it was offered, 13 out of 21 students passed with six withdrawals. The second semester saw 33 out of 37 pass with only four withdrawals (fall, 2001).

The department serves a variety of student goals including transfer to four-year colleges or universities as well as student’s goals, which require mathematics education for numerous degree and diversified certificate programs. Courses to meet those needs include mathematics for liberal arts students, college algebra and calculus for business and social science majors. The department teaches courses in trigonometry, pre-calculus, three levels of engineering calculus, linear algebra, differential equations, and discrete mathematics (for computer science majors). The department also teaches statistics for a variety of majors and offers an honors course in statistics for students in the honors program.

The department sets course goals and previews course outlines with the faculty of Santa Ana College to ensure a seamless transition of district students wishing to pursue their education at both colleges.

The department uses a state-of-the-art computer equipped mathematics laboratory in all levels of math education. Manipulatives and modeling are employed to assist student learning. Graphing calculators are required of some students in order to reinforce appropriate topics for further study. A mathematics study center is staffed by the mathematics faculty to aid students on a drop-in basis; it is coordinated with the college’s tutoring center.

One faculty member has taught a teacher preparation mathematics course for California State University at Fullerton on the SCC campus. This professor is writing curriculum for a course in teacher preparation, which will enable SCC students to take junior level courses at CSU Fullerton. The Mathematics & Statistics faculty support SCC’s future teacher grant, “Bridges to Teaching,” by giving orientations, workshops, and providing aides in a section of “Liberal Arts Mathematics” oriented to future teachers. Graduate students of mathematics are mentored to become future community college teachers through the “Graduate Student Intern Mentor Program.” The department is involved in preschool aide certification by writing curriculum on how to introduce mathematics concepts to pre-school age children. The material is used in a course taken by aides in the pre-school certification program.

The faculty offers course help and information online and maintains a department web site, http://www.sccollege.edu/math, for college, faculty, and student information. Several professors offer class notes, outlines and assignments over the web for students. Others post office hours and email addresses so students can contact them. A few of our adjunct faculty are connected through the department web site providing students with a method of contacting the teacher.

Class offerings incorporate large group sections, quiz sections, short and full term classes, and evening and early morning classes to meet the diverse needs of SCC students.
FUTURE PLANS FOR
MATHEMATICS & STATISTICS DEPARTMENT

The department is dedicated to meeting student needs whether those students are physically present on campus or not. Courses will be online to help business majors complete an online program for their major. This will include the courses of college algebra and business calculus.

As course overviews are approved, the department will support the need to train future teachers in the K - 12 and community college systems. Sections will be offered of math 105, mathematics for liberal arts students dedicated to future teachers as well as a second course allowing students to go directly into math 303B at CSU Fullerton.

The department will investigate expanding the honors program by continuing to offer an honors course in statistics. It will investigate offering an honors course in engineering calculus and an honors course in liberal arts mathematics for students in a wide variety of programs and majors.

There are plans to take the lead in exploring a student and teacher exchange program with China for fostering education in mathematics and to promote cultural understanding. This will serve to supplement the teaching of English as a Second Language in Chinese schools. SCC would provide training in mathematics with graduate students studying English through mathematics, leading the way to possible Chinese students taking college and non-credit courses in China from SCC.

The department looks forward to an expanded program with a second computer laboratory dedicated to students learning both on and off line. There are plans for a manipulative lab and mediated classrooms for online and broadcast classes. Students will be able to explore a variety of learning methods uniquely suited to different learning styles.

If present trends continue, the M&S department will expand to teach fifty percent of the projected 17,000 students attending SCC by the year 2010. The department is the largest single discipline department on the college campus, and will need new classrooms, laboratories, and faculty in order to serve SCC’s students.

POTENTIAL OBSTACLES TO FUTURE PLANNING

The department has expanded to fill classroom space presently available and has reached its capacity to meet additional student needs. Expanding the curriculum through short-term classes, large group instruction, and large sections of beginning and intermediate algebra have met with problems. A classroom for large group instruction is booked with classes from across the curriculum. The expansion of student services displaced an evening program that was moved into the single classroom available for large sections, thus necessitating the department to schedule its evening classes into smaller rooms. Expansion of the district into the Anaheim Hills facility became problematic when two day a week math sections had to compete with single-day classes in other disciplines. The building of a mathematics wing in a science/mathematics building to house classrooms, labs, tutoring facilities, offices, and meeting rooms for full and part-time teachers depends on creative district financing.
VISION STATEMENT

The Career Education Division seeks to be recognized by the various industries and educational sectors as the premier resource for all the areas within our various programs. The division is committed to meet the needs of the student, industry, and furthering educational opportunities for careers and life long learning.

MISSION STATEMENT

The Career Education Division strives to meet the student needs for degree and certificate completion, transfer to four-year colleges and universities, and successful employment in their chosen fields. The division provides the latest in technology, the resources for learning, and an excellent faculty, all for the purposes of quality instruction.

PRESENT DESCRIPTION OF CAREER EDUCATION DIVISION

Division Programs

- Apprenticeship
- Cosmetology
- Criminal Justice
- Gemology
- GIS Surveying and Mapping
- Public Works
- Real Estate
- Travel and Tourism
- Television/Video Communications
- Water Utility Sciences

The Career Education Division will have an opportunity to play a larger role in the community with the recent addition of a Dean. The leadership of the dean will assist in the further growth of existing programs and the development of programs specific to the needs of the community. The Dean’s assistance in seeking funding sources can provide for additional growth in needed areas.

The Apprenticeship program is the second largest in the state of California, and provides education and supplemental training to assist apprentices in certificate and degree completion. The program includes: Barbering, Carpentry, Cosmetology, Electrician, Maintenance Mechanics, Operating Engineers, Power Linemen, Sheet Metal, and Surveying.

Cosmetology is a contract program offered through various licensed schools in the service area. Degrees and certificates are offered along with fulfilling the educational requirements necessary to test for licensing in the State of California.

Gemology students have degree and certificate options available to them. The course work is a rigorous program of theoretical, technical, and practical study of precious stones and jewelry.

GIS Surveying and Mapping has the potential for growth as the industry is in need of qualified personnel. The program is currently all part-time faculty; it has need of a full-time individual to guide its growth and provide for a presence in the business community.

Real Estate is currently a large program at SCC with early enrollments and full classes because of the current growth of the industry and the licensing requirements to work in the industry. Additional faculty would provide for continuity of the program and add additional program support.

Travel and Tourism is in decline as is the industry as a whole because of the economy and resulting problems from 9-11. The number of international students is always a variable to the program; with Student Visa requirements changing a further decline is possible. The proposal to vary the direction to include Hospitality appears to be a viable direction.

While Travel and Tourism is still a global industry, this variation could provide for the needs of the community where tourism is still a major economic indicator.

Water Utility Sciences and Public Works are in a growth mode as a result of the increased emphasis on water quality and quantity. The various water districts in the area are sending students to SCC because of their needs and the reputation of the program. The expansion of the program into water testing at a higher level and the needs of the industry to provide for innovations will need to be addressed with facilities needs and resources. Potential for program growth is very good.

Television/Video is a new program to the Division of Career Education. The expansion of the program to provide for a full degree and certificate completion is necessary at SCC. The needs for employment training and transfer to four-year colleges and universities, plus the degree and certificate requirements, will provide the roadmap for the direction of this program. The need exists for a full-time faculty member at SCC to provide instruction and presence for the program.

A television studio on the SCC campus is currently under utilized and needs attention in the way of facilities and equipment upgrades. The potential for growth and student interest is large in this area.
VISION STATEMENT

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 meet the needs of the apprentice, industry, and Training Trusts; and, to furthering educational opportunities and life long learning.

MISSION STATEMENT

Santiago Canyon College’s Apprenticeship Program encourages and supports Apprenticeship training; meets the needs of apprentices and Training Trusts for related and supplemental training; and, assists apprentices in certificate and degree completion.

PRESENT DESCRIPTION OF APPRENTICESHIP PROGRAM

The Apprenticeship Program does not have any full-time faculty. There are approximately 85 part-time instructors teaching each semester. There is also a full-time Director of Apprenticeship Programs and a 19-hour Intermediate Clerk.

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

The Apprenticeship Program does not have any classrooms specifically assigned to it. Five classrooms are used on Saturdays and the Apprentice-Surveyors use the empty fields surrounding SCC for the fieldwork. In addition, apprenticeship classes are held at El Modena High School and Canyon High School during the Fall and Spring semesters.

Each of the programs offered through SCC’s 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. They all meet on a regular basis and minutes are kept on file in the Apprenticeship Office.

FUTURE PLANS FOR APPRENTICESHIP PROGRAM

The Apprenticeship Program is continually hiring new part-time instructors to replace those who are retiring or resigning. However, there will not be a significant change in the number of instructors teaching each semester. The Management and Classified Staff are sufficient to handle the volume of the program.

Traditionally, most of the equipment is purchased by the sponsors and maintained at the Training Sites. However, the department is currently looking into grants to supplement equipment and to ensure the apprentices have equipment that is functional and up-to-date.

As buildings and rooms are constructed on campus, the Apprenticeship Program plans to hold more classes on campus. In addition, it is exploring purchasing portable tables that can be easily moved in and out of rooms. (Because classes deal “hands-on” with plans and specifications, tables are needed rather than desks.)

In the Fall 2002 semester, the Apprenticeship Program will submit course outlines for quadrennial revision to the Curriculum and Instruction Council. In addition, the Apprenticeship-Operating Engineers program is developing some elective courses in Asphalt and Transportation. Those course outlines will also go through the Curriculum approval process in Fall 2002.

Advisory Committees will continue to meet on a regular basis.

POTENTIAL OBSTACLES TO FUTURE PLANNING

The main obstacle to future planning for the Apprenticeship Program will be lack of funding to grow and improve equipment, facilities, and staff.
VISION STATEMENT

In a professional environment, the SSU Cosmetology program provides students with the education and training opportunities necessary to assist them reach their career goals in most areas of the field of cosmetology.

MISSION STATEMENT

The Cosmetology program will make available to all eligible students quality training in accordance with the regulations of the California Board of Barbering and Cosmetology, Santiago Canyon College, and the various schools of cosmetology, using the most up-to-date and hands-on instruction available.

PRESENT DESCRIPTION OF COSMETOLOGY PROGRAM

The Cosmetology program at Santiago Canyon College was developed under the guidelines of the California State Bureau of Barbering and Cosmetology. Its purpose is to provide the required educational instruction and training, with the required number of hours, to assist students qualify for the state examination in the various areas described below.

All programs are designed to exceed minimum Board of Cosmetology 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 State of California Bureau of Barbering and Cosmetology; the needs of the industry as determined by advisory committee members; and the needs and desires the consumers. The curriculum is updated as determined by the changes in licensing with a quadrennial review as the minimum requirement.

The Cosmetology Degree (0558) and Certificate (0598) are a combination of lecture and laboratory instruction. The curriculum includes personal hygiene and grooming; salesmanship and skills in serving the public; antisepsis, bacteriology, sterilization, and principles of sanitation; use of electrical appliances and principles of electricity; safety requirements in operation of a beauty salon; fundamentals of physiology; principles of chemistry and composition of cosmetic materials; laws and administrative regulations. Proficiencies to be developed include hairdressing, chemical waving and straightening, haircutting and shaping, hair coloring, scalp and hair treatments, facials, manicuring, and operation of a beauty salon.

Santiago Canyon College also offers the Cosmetician Option Certificate 1492. This program is a combination of lecture and laboratory instruction that includes personal hygiene and grooming; salesmanship and skills in serving the public; bacteriology, sterilization and sanitation; use of electrical machines and appliances and principles of electricity; safety requirements in operation of a skin care salon; fundamentals of physiology; principles of chemistry and composition of cosmetic materials; fundamentals of nutrition; laws and administrative regulations; skin care techniques; makeup.

A Manicuring Option Certificate is also available. It includes a combination of lecture and laboratory instruction that covers personal hygiene and grooming; salesmanship and skills in serving the public; antisepsis, bacteriology, sanitation; use of electrical machines and appliances and principles of electricity; safety requirements in operation of a nail salon; fundamentals of physiology; principles of chemistry and composition of cosmetic materials; laws and administrative regulations.

Santiago Canyon College provides training at sites located throughout the District and has training agreements with each of the sites to provide this vocational education program for the benefit of eligible students of the Rancho Santiago Community College District.

FUTURE PLANS FOR COSMETOLOGY PROGRAM

The Cosmetology Program at Santiago Canyon College will continue to:

- Ensure the currency of curriculum to meet standards of the State of California, and
- Provide guidance in the operational aspects for RSCCD students and the various sites.
VISION STATEMENT

The vision of the Gemology Department is to encourage high standards of honesty and fair dealing in the jewelry industry through education. The department is committed to increasing community access to information and technical skill development to promote new careers and job advancement.

MISSION STATEMENT

The purpose of the Gemology Department is to provide a rigorous program of theoretical, technical, and practical study of precious stones and jewelry. The Department offers both an associate degree and certificate program. Courses cover the identification of colored stones through their physical, optical and chemical characteristics, grading diamonds by using established standards, appraising gems and jewelry, recognizing historical and 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.

PRESENT DESCRIPTION OF GEMOLOGY DEPARTMENT

The Gemology Department is made up of five part-time instructors, one of whom is the program facilitator. The faculty all work in the industry. One instructor owns a jewelry store; another is a full-time jewelry appraiser; the third instructor authored an authoritative and exhaustive antique jewelry price guide; the other two instructors are employed by a national company and a long term local jeweler.

In the evening the department has use of a dedicated classroom, with locked storage and a safe for colored stone identification and diamond grading. Additional evening classrooms are used for lecture classes. The department has a full range of current gemological testing equipment that can accommodate up to 34 students per class. Inventory includes microscopes, polariscopes, refractometers, monochromatic lights, dichroscopes, spectrosopes, plus a variety of filters and assorted instruments.

The stone inventory consists of more than fifty diamonds used to practice grading. In addition, there is 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 includes Introductory Colored Stones, Advanced Colored Stones, Diamond Grading, Antique and Period Jewelry, and Appraisal Theory and Practice, The Jewelry Profession and Small Business Management is offered through the business department. Each class is offered once a year, allowing a student to earn an 18-unit certificate in one year.

FUTURE PLANS FOR GEMOLOGY DEPARTMENT

One goal for the next five years is to increase course offerings to 34-units a year allowing students to complete the program within 6 months or a year. This will also reduce the wait for specific classes. Another goal is to expand the curriculum to include specialty classes such as pearls, advanced theory, and some of the jewelry making arts.

The department would like to offer the lecture component of the gemology program on-line in combination with practical experience on campus. This would make it possible for working professionals to reduce the actual classroom time while obtaining all the benefits of hands-on instruction. It will also help to produce the enrollment numbers critical for expansion.

With the expansion of the program, the department will fulfill a greater leadership role in the local jewelry industry.

POTENTIAL OBSTACLES TO FUTURE PLANNING

The Gemological Institute of America (GIA), located in Carlsbad, CA, pioneered the field of gemology and has achieved a near monopoly in teaching gemology through resident and correspondence courses. The cost of GIA is beyond the financial means of most entry-level employees. This has created a need for employees that SCC is committed to filling on a local level. Nationally, most people are unaware of the SCC program and how affordable it is, even considering non-resident tuition. This lack of awareness is an obstacle to enrollment.
VISION STATEMENT

The GSMS program envisions providing qualified entry-level technicians in either Geographic Information Systems or Survey/Mapping Sciences to the local Survey/Mapping industry. In addition, the program provides the student the necessary classes for transfer to a four-year university. Finally, the program provides courses for those students already in the industry preparing for their State Survey Exams. These objectives are accomplished by providing the student the opportunity to use state-of-the-art equipment and software under the guidance of a teaching staff made up of industry professionals.

MISSION STATEMENT

To provide a well-rounded education in the Geographic Information Systems/Survey/Mapping Sciences field that is appropriate for career training, university transfer, and/or professional exam preparation.

PRESENT DESCRIPTION OF GSMS

The current program is made up of six core classes (GIS 118, 119, 221, 222, 229 and 230) and three optional classes (GIS 265, 266 and 249). These classes are primarily designed for those already in the industry preparing for their state exam. Degree and certificate programs are offered. All classes are taught in the evenings by part-time instructors.

The department is in the process of revising the program to better prepare the college student for entry-level positions in the industry and for transfer to a four-year university. This will include offering classes during the day, adding classes specifically designed for the GSMS student, and providing a state-of-the-art computer lab set up specifically for the GSMS program. Funding for the computer lab has been obtained.

FUTURE PLANS FOR GSMS

As noted above, the department is in the early stages of revising the program to provide an education that will allow the student to “hit the road running” as an entry-level technician, or successfully transfer to a four-year university. This is an ambitious plan that has the full support of the Southern California Survey/Mapping industry and the two local four-year universities that offer a degree in GIS/Surveying/Mapping (Cal Poly Pomona and Cal State Fresno).

To have the program ready for the Fall, 2004 semester, the following steps are being taken:

1) Letters of support from the industry and four-year universities are being solicited as evidence of the need of this program. In addition, the support of the California Foundation for Land Survey Education (CFLSE) has been secured.

2) A curriculum committee will be formed to design classes appropriate for industry training and/or transfer to a university. This committee will be made up of SCC instructors and administration, industry professionals, and university professors.

3) A state of the art GIS/Survey/Mapping classroom/lab will be built with federal funding and the help of local industry and CFLSE.

4) A full-time instructor will be hired to run the program (both teaching and marketing the program to high school students). Part-time staff will be hired, as needed, to teach specific classes (for example, the exam-preparation classes).

POTENTIAL BENEFITS/OBSTACLES TO FUTURE PLANNING

There is a huge demand for entry-level technicians in the GIS/Survey/Mapping industry in Southern California. This program is being designed to provide the needed entry-level personnel.

The major obstacle is the State’s budget and its impact on the community colleges. This program is fortunate to have funding provided by sources not connected with the State. Another obstacle will be finding a full-time instructor who meets the academic requirements of the college.
REAL ESTATE

VISION STATEMENT

The Santiago Canyon College Real Estate Program, staffed by professionals and specialists, envisions the delivery of real estate and appraisal courses in a variety of traditional on-campus and off-campus facilities, as well as providing courses in a distance learning-online instructional mode.

The department offers a curriculum that supports and leads to completion of one or more of the following:

- A certificate in real estate;
- An AA degree in real estate;
- Satisfaction of state requirements for real estate licenses (sales and brokers);
- Partial satisfaction of requirements for the California residential appraiser licenses;
- Personal knowledge of real estate transactions and investments.

MISSION STATEMENT

The mission of the Real Estate Program at Santiago Canyon College is to respond to the educational needs of students interested in a career in real estate or appraisal, by providing programs and services that reflect this need. Accordingly, the real estate program:

- Provides quality real estate instruction, and maintains an environment that emphasizes and encourages teaching, learning, scholarship, creativity, critical and independent thinking, and social responsibility.

- Maintains a comprehensive real estate curriculum that includes university transfer programs and real estate degree and certificate programs designed for real estate and appraisal licensure.

- Provides students with opportunities to fulfill real estate academic and professional needs, enrich the quality of their lives and develop the competencies needed to function productively and responsibly as adults and potentially as a real estate professional in our community and in society.

ENROLLMENTS & FTE DATA

The enrollments in the real estate program have increased significantly in the past five years. The actual enrollments have almost quadrupled since spring 1997, and have more than doubled since 1999-2000. Spring 2002 Real Estate statistics include 550 students enrolled in 18 three-unit classes, for a total of 54 LHE. The college is not able to respond to the ever-increasing demand for real estate classes because of the lack of classroom space. Spring 1997 compared to spring 2002 is as follows:

- Spring 1997: 160 students; 19.50 LHE; 1.30 FTEF
- Spring 2002: 550 students, 54 LHE; 3.6 FTEF

PRESENT DESCRIPTION OF REAL ESTATE PROGRAM

The SCC real estate program provides all statutory courses for students to obtain the real estate sales and broker licenses and the residential appraiser license. The program includes transfer-level courses for students who wish to continue their studies at a four-year institution, and the program provides basic information useful to the consumer in the community. The Santiago Canyon College Real Estate Program is the only Real Estate Program in the Rancho Santiago Community College District.

Faculty and staff

The faculty in the real estate program consists of one full-time professor/program facilitator, and seven adjunct faculty members, each of whom is a specialist in his, or her, area of expertise.

All of the faculty members are specialists in at least one of the following areas:

- Real estate brokerage
- Appraisal
- Real property law
- Property management
- Real estate loan brokerage
- Real estate finance
- Real estate sales training

The real estate program has no clerical support.
Resources

Resources consist of one computer and printer that are assigned to the one full-time real estate program professor/program facilitator.

Facilities currently used

One office is assigned to the full-time real estate professor/facilitator.

The real estate program has been assigned one classroom at Santiago Canyon College for use each evening (Monday through Thursday), and on Saturdays. For fall 2002, one classroom will also be used (one night a week) at the new Anaheim Hills site. The real estate program also uses the training facility at a local, private real estate corporate headquarters. The remaining classes are presented by distance education in an online mode and, thus, do not require any classroom space. The real estate program relies on the college testing center to proctor the final exams for the online courses.

Curriculum

The curriculum includes courses in: RE Principles, RE Finance, Legal Aspects of RE, RE Practice, RE Appraisal (basic and advanced), RE Economics, Real Property Management, RE salesperson’s examination preparation; RE Residential Computer Applications, and several advanced level real estate courses.

The following three courses have also been converted to the online mode of instruction:

- RE Principles, Legal Aspects of Real Estate, and Real Estate Practice.

FUTURE PLANS FOR REAL ESTATE PROGRAM

Faculty and Staff

One or more new full-time faculty members must be hired to meet the state requirements for full-time vs. part-time faculty, and to ensure the continued success of the program. The current enrollments and the expected continued increase in enrollments require the hiring of at least one full-time faculty member immediately, and others as enrollments continue to increase.

Clerical, technological, and instructional assistance is needed to support the program.

Resources

Additional computers and printers will be needed for the new faculty members, as well as to the clerical staff who are assigned to the real estate program. A PowerPoint projector is also needed for real estate course instruction.

Facilities

Additional on-campus and off-campus classroom facilities should be acquired to meet the enrollment demands for real estate. The program should be assigned at least one additional classroom at Santiago Canyon College and other training/classroom facilities should be rented from local real estate companies, the Association of Realtors, or other appropriate facilities.

All classrooms should be in a professional classroom environment such as a college facility, or a private real estate company, or trade association training facility, or classroom.

Curriculum

All courses in the real estate curriculum should be converted to the online mode of instruction. All courses will need to be revised, and additional courses developed, to conform to the California state real estate and appraiser licensing requirements as statutory changes are made.

POTENTIAL OBSTACLES TO FUTURE PLANNING

The lack of sufficient full-time faculty and support staff will interfere with the ability to maintain the success of the existing program and will impede the continued expansion of the program.

The lack of sufficient resources and classroom facilities will prevent the continued growth of the real estate program.
VISION STATEMENT

The Travel and Tourism Department envisions recognition of the SCC Hospitality, Travel and Tourism program as the most comprehensive in the state. As a result of its efforts it will provide the industry with excellent employees who are knowledgeable in every element required for success. Students, knowing of the quality of the program and the potential for success in a quest for certificate, degree, or transfer capabilities will attend SCC.

MISSION STATEMENT

The Travel and Tourism Department provides 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 four-year college or university.

PRESENT DESCRIPTION OF TRAVEL AND TOURISM PROGRAM

The program is designed to provide instruction in a variety of industry fields, including the airlines, cruise lines, tour operations, travel agency operations, and hotel operations.

The program provides students with the capability of study for initial employment, employment upgrades, and for certificate and degree studies with transfer capability to four-year colleges and universities. The majority of classes are transferable to four-year colleges and universities, and, in addition, 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 and the remaining courses are taught by adjunct faculty. All faculty either have extensive experience in the field or are currently employed in the industry.

One classroom is a dedicated computer facility with five PC’s capable of live on-line connection to Sabre Travel Information Systems, which provides students with the capability to book over 650 airlines, 70 car rental companies, 55,000 hotel properties, and many cruises lines, tour companies, and numerous other travel related services, all world wide. The system is also available on all sets for on-line training available only to subscribers of the live Sabre system. The computers have VIASINC software to do additional training for airline reservations and hotel reservations systems.

FUTURE PLANS FOR TRAVEL AND TOURISM PROGRAM

The impact of 9-11 and the economy have resulted in changes for the travel industry from the leisure to the business traveler. While these changes are temporary, the impact is important. The program is utilizing this time to consider restructuring the curriculum to meet these changes to improve the existing program and to develop possible new avenues. The department is in the process of developing a full Hospitality program and looking at areas that relate to travel and tourism such as recreation and leisure studies. The new Academy of Travel and Tourism at Santa Ana Valley High School will be a partner with the SCC program as well as the Hospitality program at Orange Regional Occupational Program. The development of new marketing materials and increased awareness of the programs to the high schools and the community should provide a benefit for both the students and the industry.

POTENTIAL OBSTACLES TO FUTURE PLANNING

The future of the industry, while currently impacted, should recover, but the timeline for that recovery is unknown. Students will avoid a program that appears to be in a downturn; as a result it will be necessary to find and distribute information that is current and positive. A large number of students in the program are from Japan and are here on student visas – it is not known if the 9-11 incident will impact that enrollment.
VISION STATEMENT

The TV/Video Communication Department envisions working collaboratively with surrounding colleges and universities to provide a broader avenue of opportunity for students interested in a career in the media and entertainment industry.

MISSION STATEMENT

The main purpose of the TV/Video Communications Department is to provide a broad and complete education that will assist the SCC student in selecting a future career in a media-related field or to transfer to an appropriate four-year institution to further their education. The department also provides, through our general education classes, a solid knowledge of the importance of film, television, the internet, and other media to our culture and society. In the future more hands-on training with state-of-the-art equipment that can be used either for vocational training or for personal use at home will be introduced.

PRESENT DESCRIPTION OF TV/VIDEO COMMUNICATIONS DEPARTMENT

As currently constituted, the TV/Video Communications Department at Santiago Canyon College serves two major purposes. The first is a viable transfer program involving 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. In addition, the department offers vocational training in the fundamentals of TV/Film Production, Scriptwriting for TV/Film, and Acting in TV and Commercials that fits into various transfer, A.A., and Certificate options currently offered under the broader umbrella of the TV/Video Department at sister institution, Santa Ana College. SCC’s classes contribute and, in some cases such as Scriptwriting, constitute the lions’ share to a full-fledged offering of TV/Film Production, Editing, Broadcast News, Writing, Computer Graphics, Acting, and related courses that are offered using state-of-the-art facilities and equipment at the TV Studios at Centennial Education Center, SCC, and the Art Design Center at Santa Ana College. These courses are taught by full-time and adjunct faculty who are all professionals and specialists in their field. Their sole purpose is to guide students either into transferring to appropriate four-year institutions to complete their degrees or to assist in preparing them for careers in any aspect of the media field. We have been successful in placing over 250 recent SAC and SCC students in full-time positions.

The TV/Video Communications Department at SCC currently has no full-time instructors housed here. However, one full-time SAC-based instructor teaches a majority of the general education transfer courses in Film History, Mass Media and Society (and its Honors component), and Television and Society at SCC and oversees the Department scheduling and curriculum matters. Another SAC-based, full-time instructor teaches the TV/Video production classes and is instrumental in developing grant proposals for new equipment and the refurbishing of SCC’s small TV studio. In addition, there are three adjunct faculty members who teach courses in Introduction to Electronic Media, TV/Film Scriptwriting, and Acting in TV Commercials. Additionally, a full-time SCC instructor in the Computer Department has assisted recently in introducing basic editing classes using new software.

The curriculum at SCC specifically includes large sections of Film History Before and After 1945 which are IGETC transfer classes, Mass Media and Society and its Honors section which is also on the IGETC list; Television and Society; Intro to Electronic Media; TV/Film Production; three levels of Scriptwriting for TV/Film; and, two levels of TV Commercial Acting. All of curriculum is updated under the District’s four-year review plan at both SCC and SAC, and new course offerings are evaluated by both faculty and a Professional Advisory Committee that serves both colleges.

SCC has a small TV studio facility housed in Room D-129. It is currently under a shared-usage agreement with two local cable companies in Orange (Time-Warner and Cox). Although the District set it up originally to train students, it has only been in the last couple of years that we have been able to actually conduct TV/Film Production classes on a limited basis there. The cable companies in the past (under agreement with the District) have used the facility for Public Access training of the community, and Orange campus students in the past took production courses at SAC/CEC. This may be a first step in providing more production classes at SCC and refurbishing the 10-year-old equipment that needs updating to modern digital technology.
Our film history classes are usually taught in D-101 in a theater-like atmosphere that works very well for large-size instruction. We usually have 50 to 120 students enrolled. There is a new giant-screen projection system technology and a new DVD player that gives us a state-of-the-art facility. Mass Media, Intro to Electronic Media, Television and Society, and the Scriptwriting and Acting classes are all taught in regular classrooms such as A-209 and D-204 that come equipped with similar video players, computer portals, and large-size screens for viewing appropriate instructional media.

Through our Professional Advisory group we will research and keep abreast of the latest trends and technology that will allow us to continue to offer updated curriculum. We will continue to work with local production companies and Los Angeles-area TV and Film studios in creating appropriate internship and employment opportunities for our students. And we will continue to seek grant monies and state education funding to create an even better teaching and learning environment for TV/Video Communications at Santiago Canyon College.

FIVE-YEAR AND FUTURE PLANS FOR TV/VIDEO COMMUNICATIONS DEPARTMENT

The Department has requested a full-time instructor at SCC or the transfer of one of the two SAC-based full professors. This will be vital if the program is to grow and concentrate on key aspects of the field. The goal is to help the program stand more independently without competing directly with the RSCCD District, a 20-year old program. Facility and funding of such a program will be costly and needs both full-time supervision and the addition of non-teaching staff to appropriately administer facility usage and equipment checkout needs.

The first step in planning for the future of the Department has recently been taken. We have just received VTEA grant money to begin re-equipping the small TV Studio in D-129. In the past, we had to bring equipment over from the CEC studios to make the classes close to being state-of-the-art and now we can begin to really house a 21st Century facility. Much more funding and planning will be needed including the design of edit bays and facilities to house portable equipment such as the recently purchased small digital cameras on a full-time basis. We are also looking into the lease agreement of the studio facilities with the two cable companies to see if they can help in the purchasing of new digital equipment.

This also will necessitate the addition of new curriculum planning such as offering DVD Authoring, Internet Streaming Video Production and Nonlinear Computer Editing classes in the future as well as funding to make a support staff available for equipment checkout, lab hour facilitation, edit bay requests, etc.

We also need to work closely with Chapman University and Cal State Fullerton in articulating and matriculating our courses and students.

The Department also has future plans to host a Film Festival that would allow us to have more of a presence in the local community and to publicize our courses. We hope also to create news and entertainment productions that we can stream on the internet through a college-oriented website.

POTENTIAL BENEFITS/OBSTACLES TO FUTURE PLANNING

From our experience in creating the original TV/Video Communications program at SAC, the most obvious obstacle to future planning is the high cost of equipment and facilities associated with the vocational side of the Department. While there is no doubt that almost half of all future careers will be built around some aspect of Computer and Communications knowledge, setting up full-fledged programs to teach production, editing, computer graphics, and broadcast news classes is very expensive. And there is the additional cost of support facilities to house edit equipment, portable field equipment, etc., in addition to the requirement of $10 to $20 an hour support technicians. We have been able to add a lot of new digital technology at SAC through grants and some industry agreements but each Department that is dependent on so much state-of-the-art equipment and facilities is competing for the same dollars and it is difficult without proper planning to stay ahead of the game. There is also the added watchfulness of not making the more advanced technical classes too large which means that we have to balance out smaller hands-on classes right around the 20-minimum with the larger general ed classes like film history for a reasonable departmental average which we have done well lately. There is also the need in recruiting future students from outside the traditional district boundaries which means spending money for vocational magazine and trade publications advertisements.

We feel we have made a good start in the last couple of years since SCC became a separate college and our full-time SAC faculty has assumed even more of a role in teaching and curriculum-planning and grant development at SCC. We hope that in the next couple of years there will be a full-time professor on board at SCC to enlarge the entire TV/Video Communications planning for the RSCCD district.
VISION STATEMENT

The vision of Water Utility Science and Public Works Program is to be recognized as a program that offers a wide-range of coursework for persons who are employed in the water, wastewater, and public works industries. The department endeavors to offer programs that provide opportunities for students to obtain state mandated licenses, college completion certificates, and associate of science degrees and to develop and offer programs that will enhance lifelong learning for those who are employed in the industry.

MISSION STATEMENT

The Career Education Department strives to meet the student needs for degree and certificate completion, transfer to four-year colleges and universities, and successful employment in their chosen fields by providing the latest in technology, the resources for learning, and an excellent faculty.

PRESENT DESCRIPTION OF WATER UTILITY SCIENCE AND PUBLIC WORKS PROGRAM

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

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

These options are designed for the various areas of study needed by those employed or who wish to be employed by the various water, wastewater districts or cities in California. Each of the areas is specific to training and educational needs as required and/or requested by those in the industry and are in compliance with the requirements for the State of California Department of Health Services certification.

Public Works Degree and Certificate and the Public Works Construction Inspection Option Certificate are designed for those employed or who wish to be employed in the vocations associated with public works departments for cities, counties, and the state. The design of the courses is determined by the advisory committee, which is made up of individuals representing the various agencies. Its purpose is to provide training and instruction relevant to their specified needs. The curriculum includes instruction on the regulations, inspections and reporting structure necessary for compliance with the various local and state laws.

FUTURE PLANS FOR WATER UTILITY SCIENCE AND PUBLIC WORKS PROGRAM

The need for continued expansion in this area has been well documented and SCC is in the process of examining the needs of industry in the area of continuing education for the management/supervisory level employees for the water districts and distribution centers in the region.

To ensure quality instruction and up-to-date curriculum the Water Utility Science and Public Works Program intends to enact the following department strategies and practices:

- Determine the educational needs and objectives for students and industry through personal contact and surveys.
- Develop programs that meet the student and industry needs.
- Offer programs that allow students the ability to obtain two state licenses and a completion certificate in two-years. Maintain a class rotation so that students can obtain completion certificates in two years.
- Yearly check course content and perform program review for each of the five certificate areas.
- Investigate nearby colleges and universities that may be able to articulate both the water and wastewater program coursework.
- Investigate nearby colleges and universities that may be able to articulate the public works program coursework into their public administration program.
- Investigate and develop the water mathematics 050 course into a 100 level course that can be transferable.
- Develop a water laboratory classroom that can be the basis for classroom experimentation throughout the year.
- Hire faculty determined for a continued successful program and its development.
PRESENT DESCRIPTION OF CONTINUING EDUCATION DIVISION

The Continuing Education Division of Santiago Canyon College provides adult students with a wide range of non-credit classes in the program areas of English as a Second Language, Business Skills, High School Subjects, GED preparation, and Adult Basic Education. Classes are also offered for Older Adults and other special populations. The Continuing Education counseling program provides academic advisement, career and personal counseling, and orientation services to all students. In addition, Continuing Education administers an Inmate Education Program at the county jails. The main objective of the Continuing Education programs is to enable adult students to maximize their potential by gaining the skills needed to reach their personal, educational, and vocational goals.

The primary facility for the Continuing Education programs is the Orange Center, a former elementary school building on Lemon Street near downtown Orange that is leased from the Orange Unified School District. Other sites include U-118, (a relocatable building on the campus of Santiago Canyon College in east Orange), the Anaheim Hills Center, and the MTEC (Mobile Technology and Education Center). 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, Villa Park, and Anaheim Hills.

The strength of Continuing Education lies in its people – the students, faculty, staff, and administration of the Santiago Canyon College community. Strong linkages have been forged between the non credit and credit programs. Innovative grants have been awarded which have allowed creative expansion of non-credit programs into the community. However, the non-credit programs remained severely hampered by inadequate facilities at the Orange Center. All aspects of operation at the Orange Center are cramped for space, and, despite the District’s best efforts, the age and leased status of the building have made improvements difficult and often impractical. Dual ticketed classes cannot be offered at this location, restricting the Division’s goal of continued collaboration with credit programs. All departments recognize the critical need for an adequate facility in the downtown Orange area to replace the Orange Center. In addition, an expanded presence on the campus of SCC is essential to the goal of transitioning non credit students into the credit programs.

The second major challenge that faces the educational programs in continuing education is the need for additional full-time faculty to support the existing programs and the growth planned for the division. Current full-time faculty are fulfilling 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.

Orange Center Statistics – 9-02

Students Enrolled Annually ........................................... 10,000 (Plus, 12,00 Inmate Ed Program)
Sites Served ..................................................................... 8 (Plus, 21 Older Adult Sites and 5 Inmate Ed Sites)
Classes Offered .............................................................. 373 (Including 42 Academic classes for Inmate Ed)
Administrators – Full-time .............................................. 2 (Plus, 8 part-time Site Directors)
Full-time Faculty .......................................................... 10 (Including Counselors/Coordinators)
Part Time Faculty ........................................................... 180 (Includes 58 Older Adult Instructors and 30 for Inmate Ed)
Classified Staff – Full-time ............................................. 16 (Includes Instructional Aides)
Plus, Ongoing hourly ..................................................... 26
Short term employees .................................................... 12
VISION STATEMENT
The Santiago Canyon College, Continuing Education, Business Skills Department, with close collaboration with business and industry, envisions that it will grow, adapt, and adjust its business skills program to meet current and future needs of our community. The need, in general, for technology training in our information-based society is expected to increase in the coming years. More specifically, workforce development training for office support personnel in Orange County is needed because this is one of the largest occupational groups in the county.

MISSION STATEMENT
The Santiago Canyon College, Continuing Education Center, Business Skills Department, offers a quality business skills and computer applications training program using industry standard software for students and community members. Curricula developed and taught by qualified instructors lead to completion certificates and prepare students for successful transition to Santiago Canyon College Business Department credit courses.

PRESENT DESCRIPTION OF BUSINESS SKILLS DEPARTMENT
Currently the Business Skills Department has three computer labs where open-entry, industry-standard computer applications and typing classes are offered and taught by qualified faculty. These classes are in high demand because they provide interested students access to workforce technology when they want and need to learn technology skills.

Current 2002 - 2003 statistics for the Business Skills Department include

- Full-Time Faculty – 1
- Part-Time Faculty – 18
- Number of Sites with Business Skills Department Labs – 3 (Anaheim Hills Center, Mobile Technology Center, Orange Center))
- Number of Classes Offered Each Semester – 30+
- Number of Students Served Each Year – 2,000+

FUTURE PLANS FOR BUSINESS SKILLS DEPARTMENT
For the long-range, SCC’s, Continuing Education’s Business Skills Department will have five or more networked, internet-capable, multi-media computer labs, including use of the Mobile Technology Education Center for at least two days per week. Students, including special populations, will have access to computer classes six days a week, mornings, afternoons, and evenings, taught by highly qualified technology instructors who have ongoing support for currency in their field. The programs will grow with demand and as funding becomes available since the Business Skills Department program is designed for easy access and training on industry-standard software. The Mobile Technology Education Center (MTEC) will continue to help bridge communications with community organizations, businesses and individuals within the SCC service area for the betterment of the entire community.

Facilities Needs
The Business Skills Department is requesting one 40-station PC lab in a new temporary modular facility on the SCC campus, 2003 – 2004, while a more permanent facility is being built. The permanent facility on the SCC campus would be a shared facility with instructional programs of other disciplines but would include two 40-station PC labs for the Business Skills Department.

The Orange Center houses one of the Bus. Skills Department’s current three labs; it has only 28 students stations, loud window air-conditioners, and inadequate workspace for support staff. Continuing Education faculty believes there should be a Continuing Education presence in the downtown Orange area. The Business Skills Department is requesting moving its current Orange Center PC lab to a new downtown facility adequate to house a minimum of 30 stations.

Finally, the Business Skills Department is requesting space for two 40-station PC labs in a permanent Continuing Education facility on the SCC campus shared with other instructional programs in other disciplines.

When the five labs are in place (two new) maintenance and upgrading computers and software will be the primary need.

- Two – SCC Permanent CE Facility
- One – Anaheim Hills Center
- One – Downtown Facility – (Move Orange Center Lab)
- One – MTEC
Staffing Needs

SCC’s academic senate ranked Continuing Education’s, Business Skills Department, faculty need at 6th during the 2001 – 2002 academic year. Due to the economic downturn and state of the budget, the college hired no new faculty 2001 – 2002, except to replace departing faculty.

The college should hire adequate full-time continuing education faculty and support personnel for the Business Skills Department. For the 2001-2002 academic year, the Business Skills Department had only one full-time faculty to help manage 17 part-time faculty, teaching between 700 – 800 students each week. In addition, some classes need Instructional Assistants to help beginning computer users with their techniques and many questions.

Each term, the full-time faculty member teaches a number of classes, as well as being the Department Chair and Project Director of the Mobile Technology Education Center. Many Bus. Skills Department computer classes are offered during weekdays, a time for which it is extremely difficult to find qualified, available part-time, or substitute instructors since most people with technology skills are employed full-time. Lack of adequate full-time faculty for the Business Skills Department hampers the current full-time faculty member’s ability to participate in professional growth activities, such as conferences, academic senate or other District and SCC functions. Maintaining currency in the technology field is an ongoing need for faculty.

Equipment Needs

Since the Business Skills Department houses new equipment in all of its three labs (2001 – 2002), it has few equipment needs for the 2002 – 2003 academic year. There is, however, a need to keep software current. In addition, and perhaps equally important, is the need to help instructors maintain currency on industry-standard equipment and software.

Potential Obstacles to Future Planning

Inadequate facilities, funding, and staffing are the primary obstacles to this department. The leased and ailing Orange Center, lack of general fund or categorical dollars available on an annual basis for equipment and software, and lack of adequate full-time continuing education faculty make total quality management difficult for the Business Skills Department.
Parenting

*Parenting:* Under the direction of the Part-time Older Adult Coordinator, Orange Center offers two different classes in Parent Education: Pre-Kinder “Parent and Me” training project and Preparation for Childbirth.

The “Parent and Me” classes are designed to help parents and those who work with young children to learn the importance of preparing children for successful kindergarten and what children need to know to be ready for school. There are two sessions weekly for children 18 - 30 months and two sessions for children ages 2-1/2 to 4 years of age.

Each session is one and a half hours long.

Preparation for Childbirth provides prospective parents with information regarding the intellectual, physical, and emotional components of the birth process. These classes are held at UC Medical Center; each session lasts six weeks.

Disabled Adults

*Disabled Adults (Formerly Handicapped Adults):*
Under the direction of the Part-time Older Adult Coordinator, Orange Center also offers several sessions of Independent Living Skills for Developmentally Disabled Adults.

These classes are designed to assist developmentally disabled adults to attain a higher functional level for independent living.
COUNSELING

VISION STATEMENT

The SCC Continuing Education Counseling Program envisions a comprehensive and holistic counseling service for students that collaborates with the entire SCC college community to provide the best possible counseling environment. The overall goal is to empower student to navigate through non-credit, matriculate, and succeed in college credit.

MISSION STATEMENT

The purpose of the CE Counseling Department is to provide the best, most culturally sensitive academic, career and personal counseling to ensure student success in adult education and empower our students to matriculate to college or other career/vocational training.

PRESENT DESCRIPTION OF COUNSELING PROGRAM

The SCC Continuing Education Counseling Program is a multifaceted branch of the College Counseling department. This program encompasses three individual counseling sites at the Orange Center, SCC Transitional Center, Anaheim Hills Center and counseling services at the Mobile Technology Education Center.

These Counseling Centers provide culturally sensitive academic advisement, career and personal counseling, orientation services to continuing education students in English As A Second Language, High School Diploma Program, GED Preparation, Adult Basic Education, Business Skills and Older Adult student populations. Counselors provide advisement to transition students within Continuing Education programs, with the final goal of matriculating students through to the College Credit Program.

FUTURE PLANS FOR COUNSELING PROGRAM

Facilities Needs

The facilities needs for counseling are adequate space at major SCC locations to include counseling offices, clerical support space, counseling department meeting and resource room, counseling group and workshop classroom facilities. The off-site facilities should include appropriate counseling office and accompanying clerical support to greet and prepare students for their appointment with counselors. Appropriate Confidential counseling office space for counseling and advisement at all sites and non-shared space at the “Transitional Center” SCC U-118. Appropriate clerical support staff, part-time adjunct faculty to adequately service student growing student population. New equipment will be needed to keep pace with the growth in staff and technology.

Staffing Needs

Expected student population growth, coupled with educational state policy changes, will dramatically increase the need for counseling faculty and clerical support staff.

POTENTIAL OBSTACLES TO FUTURE PLANNING

In the 2002-2003 California Budget, the funds for Matriculation have been cut dramatically. This will impact on facilities, staff, equipment, and programs.

To be specific: There is already limited and inadequate facilities to conduct proper student counseling sessions, testing, orientations and student services activities. This need will continue to grow as the student population increases. Aging buildings, inappropriate portables, limited space and poorly designed facilities for providing and delivering counseling services are expected to continue to be a problem.
ENGLISH AS A SECOND LANGUAGE

VISION STATEMENT

The Santiago Canyon College, Continuing Education, ESL Department envisions state-of-the-art facilities and innovative curriculum to successfully meet the ongoing needs of its diverse student population.

The acquisition of English language skills prepares students for successful transition to college credit courses, vocational preparation programs, or to other Continuing Education programs, as well as providing the necessary skills for working and participating in the US culture.

MISSION STATEMENT

The Mission of the Santiago Canyon College Continuing Education, ESL Department, is to provide a comprehensive English language program for adults from the very beginning level of English language acquisition through high intermediate levels.

PRESENT DESCRIPTION OF ESL DEPARTMENT

The Santiago Canyon CE-ESL Department is staffed by three full professors and 63 hourly instructors who are committed to providing appropriate language instruction for non-native speakers, from the level of virtually no English to the high intermediate level.

The curriculum includes classes designed to incorporate all language skills in the development of the language through a life skills curriculum.

The classes are conducted at various sites in the Santiago Canyon College vicinity and are offered six days and five nights a week. The facility at the Orange Center serves as an administrative headquarters. Classes designed to encourage students’ transition to credit programs are offered at the Anaheim Hills Center and in the U118 classroom on the SCC campus. Because of the limitation of the Orange Center facility, it is impossible to offer dual ticketed classes at that site.

FUTURE PLANS FOR ESL DEPARTMENT

A new joint use facility for credit and non/credit classes is needed to house the continuing education administrative support. This will enable the department to provide more opportunities for continuing education students as well as offering additional instruction in classes appropriate for credit and non-credit students.

The department will continue to increase its offering of courses that transition students to their goals of college credit admission, vocational programs, and advanced degrees. The department will work with the credit ESL/Reading Department to ensure appropriate offerings and opportunities for ESL students in the Orange Area.

POTENTIAL OBSTACLES TO FUTURE PLANNING

Without an appropriate facility, the ESL department is limited in opportunities to offer the correct number and classes to provide most appropriate transitional opportunities.
VISION STATEMENT
The Santiago Canyon College Continuing Education Department of High School Subjects and Adult Basic Education envisions student success from basic skills to high school diploma courses through a department staffed with professionals motivated to help students achieve their personal academic goals. Mission Statement

MISSION STATEMENT
The mission of the Santiago Canyon College Continuing Education Department of High School Subjects and Adult Basic is to help students succeed in achieving academic goals.

PRESENT DESCRIPTION OF HIGH SCHOOL SUBJECTS AND ADULT BASIC EDUCATION DEPARTMENT
The Department of High School Subjects and Adult Basic Education has a high school diploma program and an ABE program at the Orange Center; the High School Subjects Program is offered at the Santiago Canyon Campus as well.

The department is made up of two full-time full professors; one of the professors serves as the Department Chair. The other full-time professor serves as the Department Representative and is the lead instructor for the Reading Program and the Adult Basic Education Program. There are currently nineteen part-time instructors who teach in the various programs: reading, Adult Basic Education, High School Subjects, and the high school Petition Program. Some of these part-time instructors have been in the program for over ten years, and some who have been teaching less than three years in our program.

The largest number of part-time faculty teaches in the High School Subjects Program. Typically the part-time faculty members teach from three to twelve hours in the program, averaging approximately eight hours. The curriculum program includes: Adult Basic Education Basic Skills, Building Reading Skills 1 & 2, and more than sixty courses for the high school diploma including English, mathematics, social studies, science, life skills, fine arts, etc. The High School Subjects is a self-paced, individualized program that provides instruction for each student to complete his/her personal graduation requirements. Because the program is individualized students may enter the program at any time during the academic year. The curriculum of both programs is designed to help students reach their personal academic goals at their own individual pace. The department offers excellent instruction presented by motivated instructors with academically appropriate curriculum. The High School Subjects Program is taught at the Orange Center and at the Santiago Canyon College Campus.

High School Subjects is taught in Room 5 at the Orange Center. It has seating for more than fifty students with computer stations for seven students. Each computer has the integrated software, PLATO. In the rear of Room 5 is an area reserved for a math lab with computer support of PLATO software.

On the Santiago Canyon College campus, the High School Subjects Program is housed in a portable, U-118. There are twenty computers and tables and seating for approximately thirty students. Both of the full-time professors have a faculty office, but there is no office space for part-time instructors.

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. Emphasis is placed on life skills that individuals use every day. This program is taught exclusively at the Orange Center in Room 4. Only recently has the room been restructured with new furniture including new tables, new chairs, and new file cabinets.

The high school Petition Program is taught exclusively at Villa Park High School.

FUTURE PLANS FOR HIGH SCHOOL SUBJECTS AND ADULT BASIC EDUCATION DEPARTMENT
Research has informed us that in the community there is the potential of thousands of students. To be successful, we must continuously attract new students and retain the students we have with quality instruction and quality curriculum. Thus, there are three major challenges facing the department: first, attracting new students in adequate numbers to maintain the quality of the program; second, as the program grows, to adequately provide space for increasing numbers of students; third, to find a new facility near central Orange to
replace the elementary school facility that is currently being leased from Orange Unified. The department plans to grow and another facility is needed somewhere in central Orange to accommodate more students, more faculty, more technology, and more parking.

Furthermore, at this time, the department does not offer HSS classes or ABE classes at the Anaheim Hills Center. As the number of students increases at that center, the need may arise that there will be a need for both ABE and HSS in Anaheim Hills. The department plans to expand to as many sites as necessary to fulfill the needs of our students and the community.

**POTENTIAL BENEFITS/OBSTACLES TO FUTURE PLANNING**

The Orange Center exists with some major uncertainties: Will Orange Unified cancel our lease so that we will be forced to find another facility in central Orange? Will the economy decline sufficiently so that more students will not be able to find employment and will seek to get their high school diploma or improve their basic skills? Will we be able to attract sufficient numbers of students to maintain the academic programs we already have in place? We want to continue to develop innovative and relevant curriculum that incorporates technology and multimedia so that we have courses that are interesting for students.
INMATE EDUCATION

VISION STATEMENT
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; thereby, promoting a safer community and more productive citizens.

MISSION STATEMENT
The mission of the Inmate Education Program of SCC is to offer quality academic and vocational opportunities for inmates to enable their successful re-entry into the community as productive citizens, parents, and members of the educational community.

PRESENT DESCRIPTION OF INMATE EDUCATION PROGRAM
• Full-time faculty: one Coordinator
• Part-time faculty: 30 instructors and two part-time counselors
• Classes offered each semester: 42 sections of academic classes:
  • GED, ESL, Job Development, Substance Abuse, Parenting, Health & Safety;
  • 40-hr. vocational classes in Business Skills; Carpentry, Food Services, Horticulture, Sewing, Welding, Painting;
• Community Transition Program (provides services to inmates upon release)
• Students enrolled: approximately 1,000 every month (12 month program)
• Sites: five sites; three in Santa Ana, one in Orange and one in Irvine (minimum to maximum security)

FUTURE PLANS FOR INMATE EDUCATION PROGRAM
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.

POTENTIAL OBSTACLES TO FUTURE PLANNING
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 productivity.
VISION STATEMENT
The Santiago Canyon College Continuing Education Older Adult Department envisions providing specialized instruction in state mandated areas to satisfy the diverse needs of the older community in its search for lifelong learning.

MISSION STATEMENT
The mission of the Older Adult Department provides is to provide diverse classes, in a wide variety of locations, to meet the learning expectations and styles of the older adult population.

DESCRIPTION OF OLDER ADULT DEPARTMENT
Under the direction of a part-time Coordinator, a group of approximately 50 skilled instructors teach 118 classes in the mandated areas of Seminar, Fitness, Music Arts, Creative Cooking, and Manipulative Skills in more than 25 locations throughout the community. Nearly 3,500 students are served per semester.

Currently, only 10% of these classes meet in “on campus” locations at Orange Center and Anaheim Hills Center. The classes taught include:

- Choral Dynamics for Older Adults
- Music Arts for Older Adults
- Creative Cooking
- Seminar for Older Adults
- Beginning Life Story
- Crafts
- Patchwork and Quilting
- Sewing
- Flower Design
- Watercolor Painting

The part-time Coordinator is housed in a faculty office, but has no area set aside for meeting with teachers, planning, or housing outside presentations and staff development.

FUTURE PLANS FOR OLDER ADULT DEPARTMENT
There is a need for a new facility for Continuing Education in an area close to the current Orange Center than includes a number of rooms to be used by Older Adult classes. This would include the use of a computer room available to expand classes for the “younger” older adult and second careers for older adults.

As the program continues to expand, the position of the Coordinator will need to be adjusted to full-time. There will also be a need for additional audio visual equipment and more office and storage space. The equipment desired includes two new computer stations with printers for coordinator and faculty members, slide projectors with remotes, two portable overhead projectors, two pattern light boxes and twenty portable sewing machines.
VISION STATEMENT

The Santiago Canyon College Honors Program will be pervasive throughout the college and the community. Instructional and student services faculty and administrators will be involved in promoting and increasing Honors offerings and Program activities. Also, the Program will interact closely with honors programs at local high schools and community colleges. The 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 instructional programs.

Honors faculty and students will view the Honors Program as a complete and multifaceted program, not simply a collection of classes.

MISSION STATEMENT

The SCC Honors Program is dedicated to providing an enriched learning environment for high academic achievers, so they may fulfill themselves personally and acquire the skills and knowledge necessary to succeed at the Associate degree or Baccalaureate degree level. The Honors Program encourages critical thinking, sound decision making, cultural awareness, and effective communication skills through instructional modes that foster independence and responsibility.

PRESENT DESCRIPTION OF HONORS PROGRAM

All students with a 3.0 or above GPA are served by the Honors Program.

The administration of the Honors Program includes the Honors Program Coordinator, a full-time faculty member who is responsible for the daily operations of the program and the Honors Program Counselor, who devotes one LHE per semester for counseling Honors Program students. The Honors Program Committee is a faculty-based committee that oversees the Honors Program and works with the Honors Program Coordinator to establish the standards, procedures, and policies of the Program. It is comprised of eight to ten members, including the HP Coordinator, the HP Counselor, and interested faculty across the curriculum. It meets at least once a semester or as needed. 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.

Currently the Honors Program has no classified support. The Coordinator is responsible for all facets of the work required by the Program.

Resources currently used by the Program include paper supplies for mailings, poster, and brochures. In addition, the Program provides cords and President’s Scholar medallions for qualifying graduates of the college and the Program. The two annual events of the Program—fall Honors Program Retreat and spring Honors Program Conference—require additional conference supplies, such as folders, nametags, programs, and certificates.

The facilities currently used by the Program include the Coordinator’s faculty office in D-116-1, which will remain the Honors Program Office in the event of a change in the Coordinator. Other facilities include the classrooms for all Honors classes, which are scheduled by appropriate departments. Off-campus sites, including UCI and Chapman University, are used for the Honors Program Retreat and the Honors Program Conference.

Approximately 12-13 Honors courses are offered each semester. Some courses are offered on a semesterly basis, others yearly or bi-yearly. 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.

FUTURE PLANS FOR HONORS PROGRAM

Over the next ten 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.

Supplies will increase as the Program grows and as more publicity is made available to the surrounding community.

Facilities will include a meeting area for Honors Program students to establish study groups and to enable colloquia and guest speakers. Specifically designated Honors classes will be configured in a seminar structure to accommodate up to twenty people.
Curriculum and course offerings will increase as the student demand for the classes increases the department creates new curriculum.

The Honors Program website will be updated on a weekly basis and used to communicate with students and faculty.

**POTENTIAL BENEFITS/OBSTACLES TO FUTURE PLANNING**

With the wide base of students served by the Honors Program and the emphasis on transfer to four-year institutions, this program could become a flagship program for the college, serving an increasing portion of people in the surrounding community. The obstacles to the required facilities and staffing needs will depend on the availability of financial resources and commitment at the college and district levels.
VISION STATEMENT

The vision of the Santiago Canyon College Library is to provide an unrestricted gateway to sources of knowledge throughout the world; to instill a love of books and ideas and an appreciation of the rich history of human thought.

MISSION STATEMENT

The mission of the Santiago Canyon College Library is to make available a variety of information resources and services in support of the instructional and service goals of the College. The library strives to stimulate the use of library resources for intellectual and personal development of the students, faculty, the staff of SCC, and the community.

PRESENT DESCRIPTION OF LIBRARY DEPARTMENT

The library is a source for all learners and provides intellectual refreshment to our learning community. The library is sanctuary in which to read and think, and a place where the curiosity and interests of all who come here are nurtured.

The Library currently is housed on the second floor of the A building in room A 204 and consists of 5,380 square feet with a seating capacity of 73.

The Library Department currently consists of:

- 4 full-time librarians
- 5 part-time librarians
- 4 full-time library technicians
- 3 part-time library technicians
- 1 part-time library clerk and
- 1 part-time library systems specialist

for a total of 5.2 Faculty FTE and 5.95 Classified FTE.

The Library is physically accessible to students with disabilities and offers hours of operation to accommodate day and evening users. The Library is open from 7:30 am until 9:00 pm Monday through Thursday and from 7:30 am until 12:00 noon on Fridays for a total of 58.5 hours per week. The Library is open fewer hours during summer and intersession. The Library is not open on weekends although the Library's catalog is always available on the web. Some of the Library’s full-text databases are also available to our remote users.

The Library contains 32,551 books, 194 current newspaper and periodical subscriptions, and 7767 audio-visual materials, including books on tape, videos, CDs, etc. The Library also subscribes to a number of on-line full-text databases including: Infotrac, EBSCO, Newsbank, and CQ Researcher. The Library has 16 personal computers that are available for the students to use to do their research and access the Internet. Five of these personal computers can also be used for word processing.

The Library offers Bibliographic Instruction classes in the Library periodical reading area to any instructors who request it. Students who are studying in this area are displaced whenever these classes occur. The Library does not have enough study space for all the students who wish to use it at peak times.

The Library does not have enough space for its book collection. The Library is currently in the process of obtaining a forty-foot storage unit that will be placed on campus to store older and less frequently used books until a new library building is built. These books will still be accessible to students because Library staff will retrieve materials from the storage unit on an as-needed basis.

FUTURE PLANS FOR LIBRARY DEPARTMENT

Students, faculty, and the community often ask for Saturday hours. Because the Computer Lab, Counseling, and the Tutoring Center are now open on Saturdays, the Library should be open as well, at least through the academic year. This will entail the hiring of a part-time librarian and a part-time library technician to man these Saturday hours. Library usage could be evaluated after a semester to determine if this is an effective use of the Library’s resources.
The Library is currently planning for its own Library building. The new building will consist of approximately 40,000 square feet, 30,000 square feet assignable. The new Library, when it is completed, will also house the Computer Lab, the Tutoring Center, and Media Services. Ground breaking for the new library will depend on the passage of the bond issue in November, but a spring 2003 date is anticipated. Opening of the new Library and Learning Resource Center is planned for approximately Fall 2005.

This new library will also contain a Bibliographic Instruction classroom where students will be able to have hands-on bibliographic instruction, not just lecture. This will also mean that the other students will not have to move every time we have a bibliographic instruction class as is currently the case.

Additional staffing for both librarians and library technicians will be needed when the new building is opened. The Library would also need an administrator as well. The Library would need either a Library Director or a Dean of Learning Resources. Currently the Library does not have an administrator and reports to the Vice President of Academic Affairs.

**POTENTIAL BENEFITS/OBSTACLES TO FUTURE PLANNING**

If the November bond issue does not pass, the library building will be delayed. The increase in staffing will also depend on the availability of financial resources at that time.

The Library will also pursue grants to upgrade and expand the resources available to meet the students’ needs and the mission and goals of SCC.
TUTORING CENTER

VISION STATEMENT

The Santiago Canyon College Tutoring Center's vision is to establish an all inclusive learning assistance center that will meet the needs of all SCC’s students, both credit and non-credit and ultimately create independent learners. The Tutoring Center staff keeps current on the most creative, innovative, and up-to-date learning assistance methods in order to help students become independent learners.

MISSION STATEMENT

The Tutoring Center staff is committed to helping students meet their educational goals by offering tutoring and other types of learning assistance for as many subject areas as possible and during the times that meet the needs of SCC’s diverse student body. Tutoring must be accessible to all of SCC’s students, no matter where the classes are being held or in which format they are taken.

PRESENT DESCRIPTION OF TUTORING CENTER

Staff

- Thirty-five short term Learning Facilitators (tutors) tutor in nearly thirty different subject areas. Some tutors work on a set schedule and are available on a walk-in basis. Also, one-to-one and small group tutoring are available for many subjects.
- Three Learning Assistants work nineteen-hours per week on an on-going, eleven month contract. These L.A.’s work with students who are enrolled in the Cooperative Learning Assistance for Student Success (CLASS) Program (see Type of Help Available).
- A full-time General Office Clerk
- A full-time Instructional Center Specialist
- One student worker

Facilities

The Tutoring Center is currently located in a portable that is about 35’ by 39’. There are three rectangular tables, four round tables, four individual student tables, two carrels, and seven computers for students’ use. Although there are chairs for 36 to 40 students, table space allows for only about 24 to 26 students. Unfortunately, during the spring and fall semesters, some students come in to work in the center, only to turn around and leave because there is not enough space to accommodate all students who need to use the center.

Help Available

Throughout the fall and spring semesters, the Tutoring Center is open to students Monday through Thursday from 8:30 a.m. to 8:30 p.m. and Friday and Saturday from 9:00 a.m. to 2:00 p.m. Furthermore, assistance is available on learning how to use the computers and on research for class assignments. Students can come into the Tutoring Center to sit and study and/or get help from the walk-in tutors, as often as they would like, with no cost to the student. There are always math tutors available to walk-in students, and tutors in English and ESL are usually available at any time. Tutors for those and many other subjects are also available on an appointment basis.

The Tutoring Center offers a special program, Cooperative Learning Assistance for Students Success, created through a three-year grant from the State Chancellor’s office, and open to all district students. The objective of the program is to help students succeed in completing their educational goals. Through this program, the Learning Assistants are available to give the CLASS students more individualized help. The student and the Learning Assistant work together to determine what kind of assistance the student needs, including help with study skills, time management, and tutoring specific classes.

Students can take the Noel Levitz College Student Inventory (CSI) to help determine areas where a student might benefit from services in the Tutoring Center, as well as other services offered by the college. Moreover, some instructors have asked the Learning Assistants to give the CSI to their entire classes, which is then included in class work. As a result of the information on the CSI, the students are frequently referred to other services available on campus, including Counseling,
Job Placement, EOPS, the Health Center, and Financial Aid. Many counselors and instructors in Math, Counseling, English and other classes encourage students to meet with a Learning Assistant and the tutors. The Learning Assistants work with the students as often as needed throughout the semester. Additionally, the Learning and Study Skills Inventory (LASSI) is available to assist the Learning Assistants help the students to find ways to improve study skills.

FUTURE PLANS FOR THE TUTORING CENTER

Resources

- Additional seating for students (including tables and individual carrels)
- Computer tables, not carrels, for student computers
- Additional computers for students’ use
- Additional graphing calculators for student use
- Reference software and books for student use:
  - All software currently being used in all classes, including Foreign Languages, Accounting, Math, Reading, etc., as well as software to help with study skills, typing speed, etc.
  - Current English grammar reference books, MLA manual, APA manual, ESL reference books, etc.
  - Solution manuals for math, accounting, sciences, and other classes that use these books.
- Locking cabinet for reference books, supplies, etc.

Facilities

Currently, there are plans to put the Tutoring Center into the new Learning Resource building with the new library. This new Tutoring Center must include:

- A much larger area for tutoring
- An enclosed office for the Instructional Center Specialist
- An enclosed office shared by the Learning Assistants
- A counter and sign-in area at the entrance near the clerk’s desk
- Group tutoring rooms (including one to be used as the Writing Center)
- A workroom and storage space for:
  - Current file cabinets
  - Current copier
  - Locking Cabinet
  - Training material
  - Office supplies
  - A staff lounge.

To make the most out of the space, staff, and funding, an all-inclusive Learning Assistance Center needs to be considered. The creation of a Learning Assistance Center will include the Tutoring Center, the Writing Center, Computer Center and other appropriate learning assistance programs. This comprehensive center will include enclosed study rooms for small group tutoring, individual carrels, and additional tables for general tutoring. Additionally, there will be computers that will have all the latest software being used in classes. There will be other computers linked to all off-site locations in the SCC service area, thus creating a “Virtual Tutoring Center,” making tutors available at all locations to be able to help students seven days a week.

OBSTACLES TO FUTURE PLANNING

The biggest obstacles for the future of the Tutoring Center are funding and space. The Tutoring Center is seeing double-digit increases in the number of students served each year. To meet students’ needs, the center should be open additional hours and more tutors must be hired. Consequently, the center’s current budget needs to be increased considerably to make those changes possible.

The current location must be enlarged by three times just to meet existing needs. While the student population has increased significantly since the Tutoring Center moved to its current location in 1998, the physical size of the Tutoring Center has remained the same. In 1998-1999, the center served just over four hundred students each semester. In 2001-2002, the center served well over six hundred students each semester. There are many days during the semester when the center is at capacity and students leave because they cannot find adequate seating. As the student population grows, all learning assistance labs, like the Tutoring Center, must also grow to keep up with the needs of those students.
COMPUTER CENTER

The student computer lab, located in U-115, is equipped with 30 computer stations. The lab has installed software for Accounting, Astronomy, Math, Economics, WEB design and programming. All computers operate with Windows 2000 and Microsoft Office XP where students are able to print and access the internet. There are also four stations, three PC’s and one Macintosh, available for faculty and staff use. The lab is equipped with a handicap station for those who have hearing or vision difficulties. Lab aides are on duty during open hours to assist students with their assignments.

Students are required to possess a current student ID card to use the lab. They log in and out to receive lab credit. Students are encouraged to open web e-mail accounts with Hotmail or Yahoo, which allows them another way to contact their instructors.

The lab is accessible to all students and staff and operates Monday through Thursday from 8 am to 8 pm and Fridays from 8 am to 1 pm.
After receiving full accreditation in January 2000, Santiago Canyon College began to establish a comprehensive student services program. In spring 2000, initial program plans were completed for Matriculation, EOPS, DSPS, and the Transfer Center. These plans were endorsed by the college’s participatory governance bodies, and then submitted to and approved by the State Chancellor’s Office. The approved plans resulted in an augmentation of more than one million dollars in categorical funds to the college for the implementation of these important programs.

Since being accredited, the following student services have also been added or enhanced to better serve the needs of our diverse student population: Admissions and Records, Counseling Center, Career Center, Job Placement Office, Financial Aid, Outreach and Retention Services, Intercollegiate Athletics, Student Activities, Health Center, Cross-Cultural Resource Center, CalWORKs, Pathways to Teaching, and the Re-entry Students/Women’s Resource Center. While the quality of service to students remains high, the lack of facilities is a common challenge faced by all areas of the student services program.

A primary focus for planning in student services during the 2001-02 academic year was the active participation in the creation of the Educational Master Plan (EMP). Each student service area established a program needs assessment and plan; developed appropriate vision and mission statements; and prepared meaningful goals and objectives. These planning documents will be used to guide the development of the student services program in the future.

Five year projection

To accommodate enrollment growth, the college will add new facilities and improve existing space. The college will construct a new 30,000 square foot student services and instruction building, scheduled for completion in spring 2004. With 10,000 square feet dedicated to student services, this new building provide much needed space for the Admissions and Records Office, Cashier’s Office, Financial Aid Office, EOPS, DSPS, and the Outreach and Retention Program. The secondary effects of these services moving into the new building is that it will allow for the needed expansion of the Counseling Center, Career Center, Transfer Center, Re-entry Students/Women’s Resource Center, and the Pathways to Teaching Program.

A long-term solution to the student services facilities dilemma is the planning and construction of the college’s first student services center. This building would house nearly all student services in one location. To fund this and other facilities needed by Santiago Canyon College (SCC) and Santa Ana College (SAC), the District Board of Trustees is placing a 337 million-dollar bond issue before the electorate in November 2002. If the bond is successful, the student services center could be completed by 2008.

A second challenge facing student services is the transition of services from SAC to SCC. The college has applied to the Department of Education to establish an independent Financial Aid Office. Certification to award financial aid is expected to be granted to SCC in 2002, with the first disbursement of funds expected in fall 2003.

Staff in the Admissions and Records office have worked closely with the admissions and records staff at Santa Ana to establish a five-year transition plan for the development of a comprehensive Admissions and Records office at SCC. The transition plan addresses facilities, equipment, and personnel.

SCC’s CalWORKs program continues to operate as a partner with SAC in a single district program. Recent State funding reductions have inhibited the growth and development of CalWORKs at SCC. A district budget allocation model needs to be developed to ensure that both SAC and SCC receive appropriate state funding to continue this important program.

The Student Services Program will continue to work cooperatively with the office of instruction. Outreach, student access, student retention and persistence, graduation, transfer, enrollment management, and learning communities are common areas of concern that are best addressed with the combined efforts and resources of instruction and student services.

Santiago Canyon College is in the process of developing a comprehensive student services program. While the quality of service to students is high, permanent facilities and additional autonomous services are needed for the program to continue flourish. The Educational Master Plan will provide the guidance necessary to ensure that planning and resources in student services are linked.
VISION STATEMENT

The Office of Student Services at Santiago Canyon College envisions a learning environment that welcomes all student and which supports and fosters their academic success.

MISSION STATEMENT

The Office of Student Services supports the faculty and staff at Santiago Canyon College and pledges to assist students to identify and achieve their unique educational goals.

ADMISSIONS and RECORDS

The Santiago Canyon College’s Admissions and Records Office is staffed by knowledgeable admissions and records specialists in a new, spacious office with a specially designed counter, and increased storage area, and enlarged workspace with supervisory personnel and offices, and updated equipment. The Admissions Office will anticipate and enhance the service to the ever-growing population of students and faculty as an independent college status is implemented in this online era.

The Santiago Canyon College Admissions and Records Office is prepared to:

- Review and input applications.
- Register, add and drop students.
- Initiate, systematize, update, maintain and store student records.
- Process and store important school information.
- Store instructor rosters and grade sheets.
- Process and store various petitions and requests.
- Print, evaluate, image and store transcripts.
- Correct store and image applications and add/drop cards.
- Keep important archival information on site.

CalWORKs

The purpose of CalWORKs is to provide service to all students with children who are currently on government assistance. In an effort to assist students achieve their academic goals, this program will act as the mediator and liaison between students and social services departments to create a seamless process.

CROSS CULTURAL RESOURCE CENTER

PRESENT DESCRIPTION OF CROSS CULTURAL RESOURCE CENTER (CCRC)

The SCC CCRC is a center established to promulgate cultural awareness and diversity on campus. Culturally focused resources and activities are available and coordinated by the center.

Currently there is no staff hired to run the center; all duties are conducted by the Director of Student Services. However, space has been allocated to house the center, which is located in U104. The center operates on $5000 annually, with allocated PFE dollars.

FUTURE PLANS FOR CROSS CULTURAL RESOURCE CENTER

Optimally, within the next 5-10 years, the CCRC will grow to become an entity on campus that will work in conjunction with existing curriculum by augmenting courses currently taught in the social sciences, history, anthropology and hopefully an ethnic studies course.

The needs will be:

1 FT Coordinator
1 PT Project Specialist or Student Services Specialist

A supplies budget of $15000 to $30000 for equipment, books, videos, and guest performers/speakers will be needed for a minimal annual operating budget.

A permanent facility dedicated solely to the CCRC will be needed to house staff (2 offices), and host small events as needed.
POTENTIAL BENEFITS/OBSTACLES TO FUTURE PLANNING

The main obstacle will be budget. The need for this center and the prioritization of it in the master plan will determine when future needs will be met.

DISABLED STUDENT PROGRAMS and SERVICES

VISION STATEMENT

The Department of 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 and enable them to maximize their learning potential. The DSPS Center will create a receptive environment for students and will be equipped with state-of-the-art resources that meet the disability-related needs of students. Program services will be delivered by a team of highly trained faculty and paraprofessionals dedicated to supporting the individual growth and development of students.

MISSION STATEMENT

Disabled Student Programs and Services is committed to providing the highest level of access for students with disabilities by offering programs and services that promote equal educational opportunity. Our corresponding commitment is to advance disability-related awareness within the college community in order to create a learning environment that encourages, supports and responds to the needs of students with disabilities.

PRESENT DESCRIPTION OF DSPS DEPARTMENT

The DSPS Department serves approximately 230 students with a wide range of disabilities. Program services are delivered by two full-time faculty members who are Learning Disabilities Specialists, one full-time classified DSPS Specialist, and five part-time Instructional Assistants. One Learning Disabilities Specialist serves as the Department Chair and assumes additional duties as the DSPS Coordinator. Both faculty members provide learning disabilities assessment, instruction, and evaluation of students’ needs for educational accommodations. The DSPS Specialist oversees daily program operations and provides broad-based support to department faculty and staff. The five Instructional Assistants offer specialized tutoring to students enrolled in Special Services N65. The Department is in the process of hiring a full-time Alternate Media Specialist who will be responsible for producing alternate media materials and ensuring access to electronic information and distance education.

The DSPS Center is housed in a portable building with approximately 1,000 square feet of service area. The Center includes a reception area, two faculty offices, two classified workstations, a room for test proctoring, and an instructional area equipped with five assistive computer stations. A separate office adjacent to the Center is used for learning disabilities assessment to ensure the integrity and confidentiality of testing. DSPS services for continuing education students are available through the Counseling Office at the Orange Center.

Information regarding the availability of DSPS services is disseminated to students and the community through the college catalog, class schedule, DSPS website, brochures, outreach materials, specialized orientations, and informational presentations. Students seeking services are required to provide documentation of their disability and meet with a DSPS professional to complete a program application and have their needs evaluated. The program offers academic accommodations, specialized instruction, and auxiliary aids to qualified students including, but not limited to:

- Priority registration
- Registration assistance
- Academic advisement
- Test-taking accommodations
- Learning disabilities assessment
- Specialized instructional support
- Assistive technology and equipment
- Alternate media materials
- Note taking assistance
- Sign language interpreters
- Liaison with faculty, staff, community agencies

The provision of sign language interpreters is currently coordinated through an agreement with Santa Ana College’s Deaf and Hard of Hearing Program. Students requiring these services may apply for them at either campus. Continuing education students may apply for DSPS services at the Orange Center where professional staff is available one day a week or through the DSPS Center at the college.

Curriculum offerings include two special classes taught by both Learning Disabilities Specialists:
Special Services N62, Assessment of Learning Potential

Designed to determine eligibility for learning disabilities services through an assessment of learning potential and basic skill levels.

Special Services N65, Consultive Instruction

Designed to provide academic monitoring and support in academic coursework and basic skill development for students who qualify for learning disabilities services.

The DSPS Department collaborates with administrators, instructional faculty, student services programs, and college staff to ensure that appropriate academic accommodations are made available to students with disabilities. The college’s commitment to providing equal opportunities for students with disabilities is reflected in the high degree of support and cooperation that exists in meeting students’ disability-related needs.

Sign Language Program

The academic scheduling of Sign Language courses is done through the DSPS Department in collaboration with the Deaf and Hard of Hearing Specialist at Santa Ana College who provides district leadership for the program. Seven sections of Sign Language classes encompassing all levels of the curriculum are offered at the college. Classes are taught primarily by four adjunct faculty members. The SAC Deaf and Hard of Hearing Specialist teaches one section. All Sign Language classes are cross listed in the class schedule under Special Services and Speech Communication to facilitate students’ ability to locate program offerings. The curriculum provides instruction in all signing systems and prepares students to become qualified sign language interpreters.

FUTURE PLANS FOR DSPS DEPARTMENT

The DSPS Department anticipates a significant increase in the demand for services commensurate with college growth. With this in mind, future plans for the Department focus on the development of a new facility, the hiring of additional faculty and staff, expansion of the DSPS program at SCCCE Orange Center, and improved access to alternate media, electronic information, and distance education for students with disabilities.

Plans for a new DSPS Center on the first floor of the proposed E Building have been developed. The new Center will provide additional space for instruction and accessible computer stations, enclosed faculty offices to ensure confidentiality, a distraction-reduced test proctoring room, workstations for staff, a reception area, and a storage room for equipment and student records.

The Center will be easily accessible to students and disabled parking will be available nearby.

Program growth will require the hiring of new faculty and staff. The most highly requested services relate to Learning Disabilities assessment and the provision of special instruction and accommodations to this student population. It is expected that the Department will need to hire another Learning Disabilities Specialist within three years to meet students’ needs at SCC and the SCCCE Orange Center. Short-term plans for the SCCCE Orange Center include hiring a bilingual adjunct faculty specialist to provide learning disabilities assessments in Spanish. Additional classified support associated with program growth will also be needed. At least two new part-time Instructional Assistants positions will be created in the near future to meet the demand for specialized instructional services at SCC and the SCCCE Orange Center.

The new Alternate Media Specialist will assess the state of the college for compliance with mandated disability-related access to alternate media, electronic information and distance education. A plan will be developed to resolve any access barriers that are identified.

Sign Language Program

The curriculum of the Sign Language Program may be affected by a new State Board of Education regulation that establishes minimum requirements for personnel who provide interpreting services to deaf and hard of hearing students in public schools. The new regulation requires all interpreters working in public schools be certified by the Registry of Interpreters for the Deaf (RID), or any certifying body recognized by the National Cued Speech Association (NCSA) by January 1, 2007. The Sign Language curriculum will be evaluated in response to this new public school employment certification requirement to ensure students completing the program are adequately prepared. New methods for marketing the program will also be explored.

POTENTIAL BENEFITS/OBSTACLES TO FUTURE PLANNING

The implementation of future plans for the DSPS Department is contingent on the availability of funding. The greatest Department need is for a new facility that will provide adequate space for the delivery of services. The DSPS Center is already operating at maximum capacity. The lack of space at the SCCCE Orange Center is also a barrier to providing comprehensive DSPS services to continuing education students.
Sign Language Program

Increased enrollment in the Sign Language Program is anticipated based on the new State Board of Education certification requirements. Finding qualified faculty to meet enrollment demand may be challenging.

FINANCIAL AID OFFICE

PRESENT DESCRIPTION OF FINANCIAL AID OFFICE (FAO)

The SCC FAO operates in tandem with the SAC Financial Aid Office because it has not yet garnered its official school code and become an independent office. Currently, the SCC FAO provides financial services for over 300 students, with dollars distributed exceeding 1 million annually. Present day staff consists of one full-time Coordinator, two full-time Loan Specialists, one full-time Advisor and one part-time Loan Specialist. A supplies budget supporting equipment and the FAO PowerFaids software is in place. A space has been allocated for present day activities, but will need to increase as enrollment grows.

FUTURE PLANS FOR FINANCIAL AID OFFICE

As the student population grows, there will be greater need for the services of the FAO. The drive to create an FAO independent of SAC is in the planning stages. Future plans should consist of the following:

Additional staff:
- Hire one full-time director
- Hire one full-time computer specialist
- Hire one part-time advisor

Space will be needed to accommodate offices for all full-time staff and equipment. A conference room will be needed to host monthly FAO orientations and loan workshops.

POTENTIAL BENEFITS/OBSTACLES TO FUTURE PLANNING

The main obstacle to growth is funding for additional staff and equipment.

HEALTH SERVICES

PRESENT DESCRIPTION OF HEALTH SERVICES

The SCC Health Center provides health and wellness services for students and staff. Presently, the center serves over 1000 students annually by offering services that range from TB testing, physicals, gynecology, athletic exams, psychological services, and more. There is a present staff of 1 full-time Coordinator, one part-time intermediate clerk, one part-time doctor, and a cadre of hourly nurses. The center is currently housed in a portion of a portable that is shared by the cafeteria.

FUTURE PLANS FOR HEALTH SERVICES

The need to expand the health center to provide more efficient and confidential services is critical. A permanent building is needed to house the center with offices to accommodate additional staff, and services.

Additional needs are as follows:
- Hire one full-time intermediate clerk
- Hire one full-time nurse
- Hire one part-time nurse

Allocate funds that will support additional staff needs as well as additional physician hours.

Allocate funds to support supplies and equipment needs, as well as software purchase of Medpro. Additionally, purchase of an archive system is needed.

While there is a need for a permanent facility, currently there are plans to remodel the Health Center to sustain and improve the services until a permanent structure can be developed. Additional space will be used to accommodate orientations and confidential patient/doctor counseling sessions, and competency testing for HC nursing staff.

POTENTIAL BENEFITS/OBSTACLES TO FUTURE PLANNING

Funding to support additional staff and equipment needs is a foreseeable obstacle.
OUTREACH and RETENTION

PRESENT DESCRIPTION OF OUTREACH AND RETENTION DEPARTMENT

The Santiago Canyon College Outreach and Retention Department (ORD) provides potential and current students with services to assist in making a smooth transition to college and retention programs to ensure a successful college experience. At local high schools, ORD focuses on encouraging high school students to consider community college as a viable post-secondary educational opportunity. The Department provides critical information to current and future students via outreach efforts that include presentations at area high schools; admissions and financial aid workshops; onsite placement testing; counselor orientations and advisement; and promotion of Santiago Canyon College programs and services.

Currently the ORD staff consists of one full-time Coordinator, one full-time High School and Community Outreach Specialist, one full-time Student Services Specialist, one part-time High School and Community Outreach Specialist, and one part-time Student Services Specialist. Both a marketing and supplies budget is in place for promotional items, materials, and equipment needed for the promotion of the college.

FUTURE PLANS FOR OUTREACH AND RETENTION DEPARTMENT

As Santiago Canyon College and the surrounding communities continue to grow, the demand of need for further services from the ORD will increase. There will be an increased need for promotional items, supplies, and staff to meet this demand.

Anticipated staffing needs:

One full-time Student Services Specialist
Two part-time Student Services Specialists

Additional space will be needed to house offices along with an area for the storage of materials and supplies.

POTENTIAL BENEFITS/ObSTACLES TO FUTURE PLANNING

The main obstacles will be additional office and storage space, along with the funding for additional staff and equipment.

STUDENT ACTIVITIES/Associated Student Body

PRESENT DESCRIPTION OF STUDENT ACTIVITIES/ASB DEPARTMENT

The Student Activities department, housed in a new portable purchased in 2001-2002, is charged with providing an element of “student life” for students that co-exists with their academic endeavors. Currently, this department is staffed with 1 full-time Student Activities Coordinator and 1 part-time staff member. There is an on-going supplies need for materials used throughout the year to advertise events as well as events coordinated by other departments. The office has two computers for staff, and three computers for students.

FUTURE PLANS FOR STUDENT ACTIVITIES/ASB DEPARTMENT

Within the next decade, student activities will continue to provide services that will enhance the academic and social growth of the SCC students. To maintain a pattern of growth, the following needs should be met:

Additional staff: one part-time student services specialist (bringing total to two part-timers and one full-time)

A permanent structure to house activities office with offices for staff, as well as space to host activities such as conferences for students and ASB functions.

Budget should be allocated to support supplies needs and equipment for additional staff.

POTENTIAL BENEFITS/ObSTACLES TO FUTURE PLANNING

Potential obstacles will be funding the permanent building and the ability to provide an on-going supplies budget, as well as the necessary budget for additional staff.
DIVISION OF COUNSELING and STUDENT SUPPORT SERVICES

VISION STATEMENT

The Counseling Department, Student Support Services, EOPS/CARE, and the Pathways to Teaching program will offer a variety of counseling services and courses to address the needs of students pursuing educational/career goals and personal enrichment at Santiago Canyon College.

Courses and workshops, seminars, and individual counseling appointments will address career, educational, and personal issues while maintaining a level of academic rigor that will prepare students for more successful college career and personal experiences.

The Counseling Department, Student Support Services, EOPS/CARE, and the Pathways to Teaching program will consist of adequate numbers of full-time counseling faculty to insure students equal access to higher education and appropriate information that will assist them in pursuing their goals.

The Counseling Department and Student Support Services, EOPS/CARE, and the Pathways to Teaching program will consist of an integrated system of services in the counseling curriculum and in counseling resources, which include Transfer Center, Career Center, Job Placement, Adult Re-entry, and Testing/Matriculation.

MISSION STATEMENT

The mission of Santiago Canyon College and Student Support Services, EOPS/CARE, and the Pathways to Teaching program is to assist each student with decisions that affect educational, vocational, and personal goals, and to provide appropriate support and instruction, which will enable the individual to implement these decisions. These may include career, educational, academic choice, or personal-social decisions. The implementation may include academic planning, financial aid, using specialized services such as DSPS and tutoring, and/or making the transition from the community college to work or to a university. Students are also provided with assistance for personal, family, or social barriers that may interfere with their educational goal attainment.

The major components underlying the mission of the SCC counseling faculty and support staff are that of providing information, clarification, and instructional support that will enable students to make realistic decisions and to assist the student in planning strategies to achieve these ends.

The mission reflects the Education Code’s definition of the role of counseling faculty, reiterating the critical responsibility of the counselor to support student success in such areas as student self-assessment, decision-making, goal setting, and goal implementation. Section 51018 lists the following four functions for counseling programs:

1. Academic counseling, in which the student is assisted in assessing, planning and implementing his or her immediate and long-range academic goals.
2. Career counseling, in which the student is assisted in assessing his or her aptitudes, abilities, and interests, and is advised concerning the current and future employment trends.
3. Personal counseling, in which the student is assisted with personal, family or other social concerns, when that assistance is related to the student’s progress in education.
4. Counseling, EOPS/CARE, and Pathways to Teaching provides the following services and programs: university transfer information, career exploration, job placement services, support for adult re-entry students, placement testing, and matriculation services. Counselors also utilize other college-wide support programs such as DSPS, tutoring, and financial aid to provide maximum service to students.

PRESENT DESCRIPTION OF COUNSELING AND STUDENT SUPPORT SERVICES

The programs consist of the following: Counseling, EOPS/CARE, Pathways to Teaching Program, Counseling Resource Center (which houses student records, the Transfer Center, Career Center, and Job Placement Office), the Adult Re-entry/Women’s Resource Center, and Testing/Matriculation. These programs occupy rooms D-106, D-108, D-104S, and D-209/209-4 respectively.

The Counseling Department and Student Support Services consist of the following personnel: One administrative dean and secretary; seven generalist counselors (one is the department chair, one is reassigned as the project director for the Pathways to Teaching program); two EOPS/CARE counselors (one of whom is the program director); three full-time and one part-time classified staff for the counseling reception/records area; two full-time (one is assigned the Pathways to Teaching program) and one part time transfer center specialist,
and one full-time specialist in each of the following areas: career, job placement, and adult re-entry. One classified employee works in the placement testing office and there are two full-time and one part-time classified support staff in EOPS/CARE. Adjunct faculty are hired as needed to meet counseling program demands.

The Vision and Mission statements clearly address the work and scope of services provided by faculty and staff in the Counseling Department and Student Support Services.

FUTURE PLANS FOR COUNSELING AND STUDENT SUPPORT SERVICES

The following future goals and plans apply to Counseling, EOPS/CARE, and Pathways to Teaching, Transfer Center, Career Center, Job Placement Office, Adult Re-entry/Women’s Resource Center, and Testing/Matriculation.

1. Increase student success by counseling students in making career, educational, and personal decisions through offering and advertising ongoing seminars and workshops related to their needs.
   - Career Development Program for Undecided Majors
   - One-to-one Counseling (career, academic, and personal)
   - Matriculation: Placement Testing, New Student Orientation, Counseling/Advisement
   - High School Early Decision Program
   - Job Placement Workshops
   - Job Fairs
   - Walk-in Counseling
   - Honor’s Program Counseling
   - Athletic Counseling
   - University Transfer Counseling
   - Adult Re-entry Counseling

2. Increase student success through offering college level courses related to student needs in career, educational, and personal development.
   - Counseling 116: Career/Life Planning and Personal Exploration
   - Counseling 114: Careers in Teaching
   - Counseling 110: University Transfer Research
   - Counseling 111: Learning Skills Development
   - Counseling N45: Orientation to College
   - Counseling N46: Assessment, Orientation, Advisement
   - Study Skills 109: College Learning Skills

3. Increase student success by expanding counseling programs that support students on academic probation and in basic skills classes.
   - Probation Counseling (Matriculation: follow-up)
   - Pre-collegiate Basic Skills (English) Follow-up (Matriculation)
   - Linked Classes Retention Strategy Counseling 111 (Learning Skills Development)
   - Math N48 (Pre-Algebra/Algebra Basics)

4. Increase student success in transferring and career development through counseling faculty leadership in the Counseling Resource Center.
   - Department Chair and Counselors work with specialists in the areas of transfer, career, and adult re-entry.

5. Increase student success by maintaining adequate numbers of full-time counseling faculty and keeping up with student enrollment growth to provide sufficient counseling services related to career, educational, and personal development.
   - Counseling Department Chair, counselors, and the counseling dean prepare justifications and advocate for additional full-time counseling faculty to meet the demands of an increasing student population.

6. Increase student success through utilizing current information from a variety of resources including print and on-line data.
   - Students, counselors, and support staff access computerized information such as SCC Counseling Department web sites, ASSIST, SCC Transfer Articulation, student records, Monster trak.com, College Source on-line, EUREKA (career information), and more.

7. Increase student success by providing adequate support services paralleling increased student enrollment growth.
   - Counseling needs additional facilities, funding, and staff to provide comprehensive programs and services for students based on enrollment growth.

8. Increase student success by maintaining effective professional development opportunities for counseling faculty and staff.
   - Counselors have a minimum of ten faculty development days to pursue professional growth opportunities.
   - Counselors are encouraged to attend conferences related to UC and CSU transfer, career development, and leadership.
• Classified staff are encouraged to participate in conferences and college-sponsored staff development activities.

• Special topic in-service training is provided during Counseling Department meetings and/or classified staff meetings.

9. Increase student success by maintaining an effective service-delivery environment that allows faculty and staff to do adequate research and preparation for delivering services to students.

• Additional space is needed for EOPS/CARE, and the Pathways to Teaching program.

• Confidential office space is needed for counselors.

• Program space is needed for the Transfer Center, Career Center, Job Placement, and the Adult Re-entry/Women’s resource center.

POTENTIAL BENEFITS/OBSTACLES TO FUTURE PLANNING

Obstacles to achieving future goals and plans are three fold: 1) physical space, and 2) funding, and 3) staffing.

Without appropriate physical space such as confidential offices for counseling faculty and work space for support staff in EOPS/CARE, Transfer Center, Career Center, Job Placement Office, and Adult Re-entry, it will be difficult to provide comprehensive services to our growing student population. The space problem is expected to be somewhat alleviated with the construction of a new building in the next few years. The new building will provide physical space for admissions and some student services programs on the first floor.

With financial cuts in the state budget and the uncertainty about future funding for the college, it is difficult to plan expansion of the Counseling Department and Student Support Services programs for students.

ADULT RE-ENTRY & WOMEN’S RESOURCE CENTER

The Adult Re-entry & Women’s Resource Center provides encouragement and support to adult re-entry students and women in their educational, career, professional, and personal growth. Services include the following:

• Specialized Re-entry Orientations

• Counseling: Academic, Career, and Personal

• Educational Planning and Career Exploration

• University Transfer Services

• Academic Coursework, Workshops, and Seminars of Special Interest to Re-entry and Women Students

• Referrals to College Programs and Services

• Referrals to Community Resources

CAREER CENTER

The Career Center serves as a valuable resource for all SCC students. Career services help students 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 specialist.

Classes: Counseling 116, Career/Life Planning and Personal Exploration

Counseling 114, Careers in Teaching

In both of these classes, students link personal skills and interests with the work environment through assessment of personality, interests, values, and aptitudes. They are able to research careers in the Career Center.

Workshops: “Career Development Program for Undecided Majors”. This four-step program offers assessment of personality, interests, values and aptitudes; counselor interpretation of assessment; and career exploration utilizing the Career Center. All parts are conducted with the help of a career specialist and the program includes a follow-up counseling appointment to develop a career and educational plan.

“Career Odyssey” – The career specialist offers this one-step career exploration activity in the Career Center.

“Speakers Connection Careers” – This program provides a gateway for professionals to lecture and dialogue with students who are interested in learning about specific careers and industries.

Students are encouraged to use the Career Center to discover and explore their interests. Career information resources include the following:

EUREKA (computerized career information)

Occupational Outlook Handbook

O-Net

Dictionary of Occupational Titles

Encyclopedia of Careers

Information File on Careers

Internet Career Resources

Career Center Web Site
COUNSELING

Counseling services include academic, career, and personal counseling as well as new student orientation and university transfer assistance.

Academic Counseling – Counselors help students select a program of study related to their educational and career objectives. Students are offered assistance in exploring career/life goals, educational planning, appropriate course selection, and university transfer planning. An individualized educational plan is developed and updated each time a student attends a counseling appointment.

Career Counseling – Counselors assist students in the development of their career/life goals and help them obtain information about careers and occupational trends. This service is provided through courses, workshops, and seminars.

Personal Counseling – Counselors are available to students who need assistance with problems affecting their academic progress. The emphasis is on short-term counseling focused on problem areas or concerns. When appropriate, students may be referred to other professional services in the community. Counselors are pledged to confidentiality and to provide support and guidance as students examine their lives and explore solutions.

Orientation and Advisement – New students who want to complete an associate degree or vocational certificate, transfer to a four-year college or university, or improve basic skills receive an invitation to attend a group orientation. During orientation, a counselor presents information about student services and academic programs, interprets placement test results, and advises students on the development of a first semester educational plan. Students are able to register upon completion of orientation and advisement.

Students make appointments for services in the Counseling Resource Center. Walk-in counseling is often available for answers to a quick question. In addition, specialists are on staff to provide assistance with career, job, and university transfer options.

EOPS/CARE

EOPS (Extended Opportunity Program and Services)/CARE (Cooperative Agencies Resources for Education) is a state-funded program which provides special support services to students who are educationally and economically disadvantaged. The ultimate goal of the program is to provide the opportunity and support necessary for each student to undertake and complete an education at Santiago Canyon College.

The CARE program provides additional support services for single parents with children under the age of fourteen.

Services provided by EOPS include the following:

- Outreach and Recruitment
- Orientation to College (College Information, Scheduling of Classes, and Registration Assistance)
- Counseling (Assessment, Educational Plan, Career, and Personal)
- Community Resources
- Instructional Support Services (Tutoring, Basic Skills, Study Skills)
- Priority Registration
- Financial Aid Assistance
- Transfer Assistance/Fee Waiver
- Referrals to Other College Services
- CARE

JOB PLACEMENT

Job Placement services are offered within the Counseling Center to serve as a link between local employers and SCC students seeking work. SCC values employers as partners who provide job opportunities and career pathways for our students and alumni.

MonsterTrak.com, the program’s number one resource, offers students optimal employment possibilities. Additional Job Placement services include the following:

- On-campus job fairs
- On-campus student employment opportunities
- Assistance with interviewing skills and resume writing
- Networking referrals
- Access to other employment-related web sites
- Job Placement web site
MATRICULATION
(Assessment, Orientation, Counseling, and Advisement)

Approved by the state legislature and signed by Governor Dukemejian on September 30, 1986, the Campbell-Seymour Act of 1986 was designed to

(a) Ensure equal education opportunity for all Californians.

(b) Ensure that students receive the educational services necessary to maximize their opportunities for success.

(c) Provide students with the information to establish realistic educational goals.

(d) Ensure that the matriculation process does not exclude students from receiving appropriate educational services at community colleges.

There are seven components to matriculation. These components refer to SCC’s obligations as a college to provide all students with an array of services to meet their needs. Access and success are two key concepts that flow throughout the seven components. It is the responsibility of Counseling and Student Support Services to administer the assessment, orientation, and counseling and advisement components of matriculation.

Orientation
• Counselor–led sessions to review assessment results, college programs and requirements, course selection information, and registration procedures
• Staff–led sessions to review students’ rights and responsibilities and student services programs
• Orientation to College courses taught by counselors

Assessment
• Developing fair procedures to assess students’ skills and abilities
• Assessment of students in reading, writing, (CTEP), math (MDTP), and ESL (TELD)
• Recording of student tests and assessment results
• Development of forms and procedures to collect assessment information
• Statistical reporting of testing and assessment data

Counseling and Advisement
• Counseling and course advisement in conjunction with orientation and registration
• Development of student and educational plans
• Ongoing counseling services to students throughout the term (career, personal, and academic counseling)
• Counseling courses and workshops in career development (Counseling 114 and 116; “Career Development Program for Undecided Majors”)
• Counseling for probationary students
• Counseling for students in pre-collegiate basic skills classes

PATHWAYS TO TEACHING

The Pathways to Teaching Program (PTTP) is designed to instill in community college and high school students an early interest in pursuing an education leading to the teaching profession. Program faculty and staff are committed to ensuring the success of each student while he or she is attending SCC and after transfer. A variety of opportunities and services are provided for students: counseling, specialized courses, financial aid, transfer programs, internships, and outreach activities.

Through maintaining educational partnerships at the K-12 and university level, SCC is able to provide a comprehensive program geared to ensure a student’s success toward the pursuit of becoming a teacher.

Services include the following
• Specialized Academic Counseling
• Informative Workshops, Conferences, and Seminars
• Financial Aid and Scholarship Workshops
• Transfer Information and Assistance
• Outreach and Retention Activities
• Appointments with University Representatives
• Teacher Education Resource Information
• College Courses Geared for the Teaching Field
• Fieldwork Experience
• Teachers For Tomorrow Club

The Pathways to Teaching Program is open to all students interested in pursuing a career in teaching. Currently, approximately 500 students are participants in the program. It is anticipated that the number of program participants will continue to expand over time.

The Pathways to Teaching Program was started after receiving a five-year grant (2000-2005) from the State Chancellor’s office based on the need to increase the number of teachers in California. Because the program will continue to grow as the demand for new teachers continues, SCC will move to institutionalize the program over time.
**PLACEMENT TESTING CENTER**

The Counseling and Student Support Services Placement Testing Center offers a variety of testing services to meet the needs of students. These testing services are an integral component of matriculation.

**Placement Testing:** To assist students in successfully reaching their educational goals, students are required to complete assessment (placement testing) in English or ESL, reading, and math based on their math background and recency. A college counselor interprets all placement tests.

The CTEP (College Test of English Placement) is given to students who have studied English and/or ESL (English as a Second Language) in school for at least seven years or who use English frequently each day. The TELD (Test of English Language Development) is given to students who have not studied English and/or ESL in school for at least seven years or who do not use English frequently each day. Students taking the TELD will be referred to ESL classes.

The MDTP (Math Diagnostic Testing Project) is the placement test for math, which contains four different levels. Students select the level for which they are best prepared.

Other testing services include the administration of the Ability to Benefit test for financial aid students and the Math Proficiency exam. In addition, the Chemistry 219 Placement Test is given to students who have met specific math and chemistry course prerequisites and want to enroll in Chemistry 219.

**Career Assessment:** Students must be currently enrolled. Students participating in courses or programs that involve career/life exploration may take career assessments, which are designed to provide feedback about their interests, aptitudes, personality, and values. Counselors provide individual or group interpretation of these assessments. There is a $10.00 fee for career assessments.

**TRANSFER CENTER**

The Transfer Center provides resources, services, trained specialists, and counselors to assist students who are preparing to transfer to a four-year college or university.

Counselors help students examine their educational and career goals, explore transfer options, and develop an individualized educational plan for completing courses needed for successful university transfer.

Throughout the year, the Transfer Center coordinates various events including free university campus tours to four-year colleges and universities; one-on-one college representative appointments; and, UC and CSU application workshops.

College and university transfer fairs are organized twice each semester. Representatives are invited to disseminate information on housing, financial aid, admissions, and other transfer material to prospective students.

Every fall, a Transfer Day is coordinated with about 40 colleges. In addition, a college mini-fair is held each semester with college representatives from throughout Southern California in attendance to speak with students individually.

The Transfer Center maintains a library of UC, CSU, and private university catalogues; informational flyers, computers with Internet access; college resource books, UC and CSU applications; and other transfer information.

Through announcements by faculty in the classroom, the Transfer Center web site, newsletters, and on-campus advertisements, all Transfer Center services are promoted to students. Students are encouraged to utilize Transfer Center resources and events.
ADMINISTRATIVE SERVICES DEPARTMENT

VISION STATEMENT
The Administrative Services Department envisions a college that operates effectively and efficiently because of the noteworthy support services supplied by the Administrative Services Department in the areas of faculty, operations, maintenance, and security.

MISSION STATEMENT
The Santiago Canyon College Administrative Services will provide a wide variety of professional services that support the operations and organizations of the college. These services consistently meet the requirements of the college, use the minimum amount of resources, and are provided in a cooperatively, convenient, expeditious manner. In providing exceptional services, Administrative Services contributes to the goals of the District, College, and departments.

PRESENT DESCRIPTION OF ADMINISTRATIVE SERVICES DEPARTMENT
Santiago Canyon College sits on 64 acres; this includes a large section of undeveloped land and a parking area that accommodates approximately 1,400 vehicles. There are 31 portable buildings and only four permanent buildings, one is a Child Development Center. These buildings provide a total of approximately 101,000 assignable square feet. As for athletic facilities, there is one regulation soccer field and one smaller practice field.

In addition to this site, the continuing education facility at 541 N. Lemon St., Orange, has approximately 14,000 assignable square feet. The Administrative Services Department provides custodial supplies and performs some facilities maintenance functions for this location.

The department was first organized in 1996. Prior to that time, many of these services were provided by Santa Ana College or were adjunct responsibilities of other SCC departments. Even today, for purposes of district efficiencies, there are functions that have shared responsibilities with Santa Ana College or District Operations, such as the bookstore, publications, security, and transportation. Ground maintenance, food service, and some facilities maintenance tasks are contracted out.

The Administrative Service Department provides a variety of support services to the college constituency including: Budget operations, Facilities maintenance, Grounds maintenance, Custodial service, Safety and security, Publications, Bookstore, Food Service, Media Services, Mail Service, Transportation and Warehousing.

In addition to the services listed above, Administrative Services prepares approximately 90% of the purchase requisitions submitted by the college to District Purchasing. This has eliminated the need for other college departments to devote staff and resources toward the purchasing function, and has significantly improved the quality of the purchase requisitions forwarded to District Purchasing.

The Director of Administrative Services has three clerical support staff who coordinate facility use, including rentals, issue and maintain key inventory, and prepare the purchase orders.

The Plant Manager supervises the day-to-day operations of the college and schedules and supervises the custodians.

Among the major tasks under the direct management of the Director of Administrative Services are these:

Budget Operations
Twenty to thirty percent of the budget is designated for materials, supplies, and equipment; this is managed, in part, by the Administrative Services department in conjunction with the purchase order requests. A part-time accountant produces a monthly expenditure report, which is sent to all the Deans. This assists the Deans, who are in charge of their individual expenditure budgets, maintain their fiscal responsibility.

The personnel budget is managed by the District office.

Custodial Services
During the daytime, a Custodian/Senior Utility Worker is in charge of the six full-time and two part-time custodians who take care of both the SCC campus and the Orange Center. The evening shift of these workmen is supervised by a Custodial Supervisor. They care for four permanent buildings and 38 portables on the SCC campus and the Orange Center, which is housed in a former elementary school building.
This same crew also has responsibility for setting up chairs, tables and canopies for special meetings and major events, as well as for the clean-up duties.

**Future Needs:** When the two new buildings are completed, there will be a need to increase the Custodial staff.

### Facilities Maintenance

The facilities are maintained by two skilled maintenance workers who are responsible for electrical work, air conditioning, and plumbing. These workmen are usually licensed in their respective areas and will also assist with painting and repair work as time permits.

**Future Needs:** When the library and the Student Services/Instructional buildings are finished (approximately Spring 2004), there will be a need to add additional skilled maintenance workers.

### Food Services

At the present time, Santa Ana and Santiago Canyon College share a food service contract with an outside contractor who supplies the majority of the food. Profits from food sales are split between the two colleges on a percentage basis.

The only facility that serves food at SCC is housed in a small facility that has a deep fryer and a griddle. There are no ovens or warming facilities.

**Future Needs:** As the college continues to grow in students, faculty, and support personnel, the need for a self-sufficient, full-service cafeteria will increase. Current plans call for a building to be completed in approximately 2010 that will house the health facilities, bookstore, and other student services such as Financial Aid.

### Ground Maintenance

At the present time, maintenance of the grounds is handled by an outside contractor.

**Future Needs:** The district may decide, in the future, to have a ground maintenance crew at Santiago Canyon College. If so, it would be necessary to buy all the needed equipment and hire appropriate personnel.

### Hawk Bookstore

The on-site bookstore has recently moved into a larger, more accessible space. It is operated by two full-time bookstore staff, assisted by one part-time staff member. The Manager reports to the Santa Ana College Bookstore Manager, who manages book and supply purchases.

### Mail and Mailings

Inter office and inter-site mail is the responsibility of the department at this time. Student mailings are the responsibility of Admissions and Records.

**Future Needs:** It is anticipated that by the end of 2003, all intra college mail will be housed in the same area as publications.

### Media Services

Under the supervision of the Director of Administrative Services, two full-time Media Assistants, as requested, provide audio and visual equipment to all classrooms in both the daytime and evening hours.

**Future Needs:** Future classrooms are being equipped with a wide variety of audio and visual equipment when they are built. The Director of Technology is expected to be responsible for media services at that time.

### Publications

A copy center is maintained on the SCC campus to provide support for the faculty. Operated by one part-time Publications Assistant, this center endeavors to return all requested orders within 24 working hours. Using a high-end copier, the center produces 120-130,000 copies per month.

All printing needs and copy needs over 300 are sent to the large publication office at Santa Ana College.

**Future Needs:** An increase in faculty or copy requests will require the services of a full-time Publications Assistant.

**Future Needs:** Purchasing autonomy that will allow SCC to have more control over the timeliness and accuracy of its purchasing needs.
Safety and Security

Safety and Security is a cooperative venture between Santa Ana College and Santiago Canyon College. Santa Ana College maintains a twenty-four hour, seven-day-a-week dispatch office to ensure an efficient and effective response to daily and emergency needs. Bids for assignments are handled by the district and are held annually. At the present time, SSC has three full-time and two part-time Security Officers and Orange Center has one full-time and one part-time Officer assigned to it.

Transportation and Warehousing

Currently, the college owns only two vans and a pick-up truck. These are used primarily by the skilled maintenance workers and the custodians. All service and repairs must be done by outside vendors.

Future Needs: A much larger fleet to support academic and athletic activities is anticipated, including passenger vans and additional trucks. An on-staff mechanic may be needed full-time to care for these vehicles.

During peak periods, the department employs several hourly, short-term personnel to provide service.

The Director of Administrative Services serves as chairperson of the Facilities Planning Committee, a shared-governance committee that develops and maintains the college facilities master plan. The Committee reviews the educational master plan and develops a plan for meeting the requirements of departments while keeping the district and college goals in mind. The master facilities plan is submitted to President’s Council for approval and implementation. This Facilities Planning Committee also addresses short-term issues such as no-smoking rules, short-term facility needs, and landscaping.

The District has contracted consultants to look at many of the services provided by the Administrative Services Department, including publications, facilities maintenance, bookstore, security, budget coordination, and transportation. The results of these studies are expected to address organizational structures and operational procedures to meet current and future needs.

FUTURE PLANS FOR ADMINISTRATIVE SERVICES DEPARTMENT

In 2001-2002, five new portable buildings were installed on the primary SCC campus; this will allow for the expansion of the bookstore, cafeteria, health center, and technology department. Construction of a new 40,000 square-feet Learning Resource Center and a 30,000 square-feet Student Services/classroom building is expected to begin before the end of the 2002 calendar year. In addition, if the proposed RSCCD bond measure succeeds in November, 2002, it will allow the construction of many more facilities such as a science and technology building, student center, and sports complex.

The additional buildings coupled with the anticipated increase in students and staff will significantly add to the demands on the Administrative Services department. College administrators will need to assess current operations and resources and identify areas that need to be more efficient. At the same time, there will be a need to analyze staffing and financial resources to be certain they are adequate to allow Administrative Services to provide satisfactory service. This will include better utilization of classrooms during the afternoon, Friday, and Saturday.
VISION STATEMENT

The Technology Development Services envisions providing a state-of-the-art technology delivery system that will allow classrooms and offices to continue to have effective and efficient equipment to enhance studies and support sources.

MISSION STATEMENT

Our mission at Santiago Canyon College Technology Development Services is the ongoing support of the college in a continuous effort to achieve and maintain state-of-the-art technology in today’s every-changing technological world.

PRESENT DESCRIPTION OF TECHNOLOGY DEVELOPMENT SERVICES

Santiago Canyon College, established in 1985 as a sister school to Santa Ana College in the RSCCD district, began as a satellite campus and has now grown into a fully accredited institution. As such, technology needs over the last fifteen years have changed dramatically with SCC’s growth, new capabilities, and the enthusiasm of faculty and staff to embrace new instructional methodologies.

Since 2000, SCC has been making progressive steps toward its vision of state-of-the-art computer technology.

The Cisco network equipment was installed; this allows SCC’s infrastructure to support high-speed accessibility at each building and classroom, with increased capacity to stream video into the classroom, hold live videoconferences, support a new telephone system, and accommodate further growth. This new computer equipment has been provided for all full-time faculty and instructional support staff, providing email and internet access.

Two new servers were implemented; one to replace the existing PDC and act as the Domain Controller; it will interact with SAC’s new server system to allow remote management of computers at SCC and Orange Center. The second server acts as DHCP, DDNS, and Active Directory Domain Controller for the “student” side of the network, managing the classrooms, labs, and library with high-speed printing and network access.

A CCCSAT satellite system is in process and will connect SCC with other California colleges. In the future, use of this system could include classroom programs such as those delivered through cable television; it could also augment our distance-learning program.

Approximately four years ago, under the leadership of the Vice President of Academic Affairs, SCC began a monumental effort to provide network connectivity within the SCC community and with the RSCCD district-at-large. Initial efforts were to provide internet access to all faculty offices and classrooms and to provide a computer for each full-time faculty member. When computer equipment was replaced in classrooms, the refurbished units were recycled to faculty offices to provide them with the ability to utilize the internet and network hardware such as printers. While this sounds elementary in today’s world, it was a very large step towards the current accomplishments at SCC, SCC Continuing Education, and the new Anaheim Hills Center.

At the present time, our college boasts a state-of-the-art network and router system where internet access and district functions travel through high-speed fiber-optic cables, directly to classrooms and administrative services.

Many people worked diligently between 1999-2000 to compile a technology plan for SCC. By the end of the 2002 spring semester, SCC had either met or exceeds 90% of the TCO criteria.

FUTURE PLANS FOR TECHNOLOGY DEVELOPMENT SERVICES

Working with the Technology Committee at SCC, the Director of Instructional Technology has spearheaded an effort to train faculty and staff on new delivery methods and has worked with many faculty and departments to create their own fully functional websites.

Following is a description of completed projects and recommendations for the future. Some of the projects are aimed at growth while others address redundancy/emergency backup needs.

The plan to purchase new network equipment and new computers for faculty and staff has been executed following the model put forth by the State Chancellor’s office for Community Colleges to follow in upgrading
campus technologies. This *Total Cost of Ownership* plan (TCO) set benchmarks to meet. Some of the categories included:

- Having a ratio of one student computer per 20 FTE
- Internet access for all faculty and student with virus protection and some form of “office” software
- Assistive stations for disabled students
- One PC for each F/T faculty member and adequate computers for P/T faculty
- Sufficient printers/scanners/internet access in classrooms

The classroom of the future will be a combination of plasma screens, wireless computing devices, and interactive technologies. Students will be able to easily converse with other students around the world and to carry on collegial discussions with major institutions of this country. While the hardware and software technologies accelerate exponentially, the need for qualified, highly motivated, and experienced instructors cannot be overstated. Technology, in an of itself, is useless without the expertise of talented instructors and staff who can find innovative and creative ways of bringing new ideas into the classroom to challenge students to stretch their imaginations. Consequently, TDS is dedicated to helping faculty and staff become more proficient and motivated to embrace these new delivery systems. The Technology Committee and the Director of Instructional Technology at SCC are fully committed to making SCC's learning community the best in Orange County, and a place all can be proud to be part of.
VISION STATEMENT

The Santiago Canyon College Foundation exists to enhance and augment the mission of Santiago Canyon College. Its purpose is to seek, receive, and secure donations and gifts to assist the college in meeting its short and long-range goals and objectives. The Foundation promotes awareness of opportunities and activities at the college; advocates for college issues; and seeks to inform and enlighten the community regarding the growth and development of Santiago Canyon College.

MISSION STATEMENT

The mission of the Santiago Canyon College Foundation is to support the activities and programs of Santiago Canyon College through sponsoring gift-giving opportunities; serving as a conduit for receiving donations; increasing the awareness of college offerings throughout the community; and, promoting activities which foster the highest level of academic and service excellence and life-long learning. The Foundation seeks resources to support and enhance program, service, and capital needs of the college, and develops “friend-raising” events designed to encourage public participation.

PRESENT DESCRIPTION OF SCC FOUNDATION OFFICE

The SCC Foundation Office is staffed by one full-time Director and one full-time Administrative Secretary. The SCCF office also currently utilizes .25 FTE of the college Accountant. The SCC Foundation Office and staff reports directly to the college President and serves as adjunct support for the Office of the President. SCC Foundation operations utilizes two offices (total square footage of approximately 300 sf) in the Administration Building on the SCC campus and houses the work station of the college Accountant.

The SCC Foundation Office administers all Foundation directed operations, campaigns, services, and internal/external community relations. The SCC Foundation Office also manages and administers the Santiago Canyon College Scholarship Program and is responsible for all segments of scholarship activities, including the end-of-the-year SCC scholarship and awards ceremony.

The SCC Foundation Office supports its own operations, development, and program/services funding through active fund-raising activities and a prudently managed investment portfolio. The RSCCD supports the SCC Foundation Office by providing salaried staff and donated facilities.

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 SCC Foundation Board meets bimonthly to conduct the business of the Foundation and to strengthen the linkage between the Foundation and college administration.

FUTURE PLANS FOR SCC FOUNDATION OFFICE

The new Office of College Advancement will include the operations of the college Foundation as well as all college/community relations, publications, and strategic and targeted marketing for growth and development opportunities. A Dean of College Advancement will report directly to the college President and coordinate the administration of these areas and supervise all related staff.

A designated area in close proximity to the college President’s Office will enable the operation of the foundation and other development areas for essential access to key college leadership, and will allow for the linkage necessary for planning and implementation of all development issues. The expanded Foundation Office will include an appropriate conference room facility for Foundation Board meetings and committee meetings of the Foundation’s associate groups. In addition, a new college multi-purpose room will be used to host luncheons, receptions, donor cultivation events, and large group meetings.

The expansion of the Foundation Office includes a new Associate Director of Alumni and Special Events to enhance the work of the development office and support the cultivation and solicitation of a donor base for Santiago Canyon College. The addition of one full-time clerical position and the increase of the accountant position from .25 FTE to full-time will allow the Foundation to manage its investment/fiscal contributions and annual campaigns with more efficiency.

The increased ability of the Foundation to implement, administer, and manage multiple campaigns and support programs will have a positive effect on its ability to cover a larger portion of its operational and salary expenses.
POTENTIAL OBSTACLES TO FUTURE PLANNING

Reorganizing an administrative structure can be a time consuming and fiscally demanding process. The function of development may be seen as less critical than the instructional growth of the college. Additionally, funds and staffing for student service programs and instruction programs are traditionally seen as key priorities and, therefore, the opportunity to expend funds on expanding the administrative level of the college for development purposes may be seen as a lower priority.
The Writing of SCC's Educational Master Plan

The Educational Master Plan Committee (EMPC), formed by the Academic Senate during the 2000-2001 academic year, consists of seven faculty members. This group worked closely with the Vice President of Academic Affairs, the College President, and a member of the district Educational Services division to formulate the plan. The inputs the committee used to write the EMP came directly from the various departments, disciplines, and programs, and from the Rancho Santiago Community College District’s Research Department.

Santiago Canyon College’s EMP was constructed from the ground up starting with the departments, disciplines, and programs (DDPs), but with a view toward supporting the vision, mission, and plans of the District and the Board of Trustees, and serving the needs of the college’s external community as well. Thus, the EMP represents a documented synthesis of the needs, plans, and objectives of these various entities, and provides a framework and a process for their fulfillment.

The strategizing and planning for the writing of the Educational Master Plan resulted in the annual Planning and Needs Assessment (PNA) Packet. The PNA packet allows the revision and updating of the DDPs’ five-year plans and informs college-wide prioritization and resource allocation. This integrates the process of planning over a five-year horizon with the process of making budget allocation requests year by year. In addition, the PNA packet contains sections to evaluate the status of needs for the current year and to document and evaluate curriculum change or revisions.

The EMP is a continually evolving document. The PNA packet will be completed annually by each DDP, and the DDP’s binder and e-folder will be updated accordingly. Even though the EMP will not be officially revised in publication every year, the data and information necessary for planning will always be kept current and readily accessible to support college planning and budgeting.

In writing the EMP and the PNA packet, Santiago Canyon College constructed a framework for planning that will be ongoing and evolving. The process provides accountability, a history and continuity, and a system of checks and balances. In addition it sets forth procedural precedents for newly created DDPs to follow.

The EMP is the blueprint for Santiago Canyon College’s future. For several years before its accreditation in January 2000, Santiago Canyon College existed as a college in the purest sense of the word by providing students with a diverse, nurturing, and intellectually stimulating learning community. Accreditation validated this mission. The EMP takes Santiago Canyon College further by laying the foundation and formalizing the planning that will enable Santiago Canyon College to mature and blossom into a comprehensive college, not just in spirit, but in terms of grounds, facilities, faculty, staff, and presence in the community.

In order to realize its vision, Santiago Canyon College needed to tie together all facets and operations of the college in a meaningful way to improve communication and awareness throughout the college and to see the “big picture” in terms of how all areas of the college are interrelated. The EMP contains narrative accounts of those communications, provides that big picture, and documents those interrelationships.

One of the benefits that Santiago Canyon College experienced while working on the EMP was an increased sense of awareness, communication, and community. The task of writing the EMP was awesome and it took the combined efforts of many individuals, departments, disciplines, programs, and administrators to finalize it. Further, some of the most significant work on the EMP occurred during a time characterized by uncertain and diminishing sources of funding. This adversity has brought the faculty, staff, and administration closer together as a team and has encouraged them to be even more innovative, creative, considerate, and resourceful in planning for Santiago Canyon College’s most important purpose, serving its students.

More importantly, throughout all of the recent activities, transitions, and excitement, the experience of students has never been compromised or adversely affected.

Santiago Canyon College’s Outlook For The Future

With the EMP as its roadmap, Santiago Canyon College looks forward to a new era, a new president, hopefully new sources of funding from passage of a bond issue, a new look, newly emerging trends in our community and labor market, new technologies, new faces, and an infusion of new ideas as Santiago Canyon College expands.
Planned new facilities for the future include a library and media resource center, a student services building, a sciences building, business, a technology and computing building, a humanities and social science building, a gymnasium, a swimming stadium, a performing arts center, and a continuing education building.

Santiago Canyon College has always had a list of goals, but in the course of writing the EMP, SCC has compiled a list of measurable objectives that support these goals. Thus far, Santiago Canyon College’s main goal has been to support transfer students, but Santiago Canyon College is now focusing on the development of signature programs to support the broader needs of its students.

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 is a dynamic and exciting time in Santiago Canyon College’s growth in the sense that Santiago Canyon College is literally inventing itself and carving out its own history with each passing day. While each of the participants in Santiago Canyon College’s development has brought unique experiences and wisdom, Santiago Canyon College is not constrained by inherited inertia. It can mold and shape its future to adapt to the changing needs of the community it serves.

The EMP marks the important first steps of this exciting and wonderful journey.