Instructional Council 2011-12

Membership List and Representation Descriptions

Name	Title	Representing	Department
Christina Alexander	Associate Professor, Anthropology/Sociology	Faculty Senate	Social Sciences
Phillip Anderson	Vice President of Instruction	President's Executive Team	Office of Instruction
Smita Avasthi	Electronic Resources Librarian	Faculty Senate	Library Services
Kris Crusoe	Associate Dean of Learning	Instructional Administration	Allied Health/PE/Athletic Training/Emergency Services/Nursing/Math/Science/Engineering
Tim Dailey	Student Support Services /ADA Coordinator	Instructional Administration	Student Support Services
Elsie Floyd	Associate Student Government President	Students	Student Government
Kat Flores	Executive Director of Integrated Technology Services	President's Executive Team	Integrated Technology Services
Shawn Hanlin	Executive Director of Oregon Coast Culinary Institute	Instructional Administration	Business and Technology
Karen Helland	Director of Community & Workforce Development	Instructional Administration	Community Education/Workforce Development
Nathan Helland	High School Relations Coordinator	Management/Administration	Professional Technical Education/Preparation Coordination
Margallee James	Career Pathways & Perkins Coordinator	Management/Administration	Career Pathways/Perkins
Shawn Liggett	Supervisor of Student First Stop	Management/Administration	Enrollment Management
Karen Matson	Instructional Designer/Student Support	Instructional Administration	E-Learning
Bonnie Maxwell	Director Corrections Education	Management/Administration	Transitional Education
Sharon Miller	Professor, Developmental Education	Faculty Senate	Transitional Education
Thomas Nicholls	Executive Director Enrollment Management	President's Executive Team	Enrollment Management
Pat Parker	Transitional Education Director	Instructional Administration	Transitional Education
Laurie Potts	Childhood Education Director	Instructional Administration	Family Center
Janet Pretti	Dean of Curry County	President's Executive Team	Curry Campus
Paul Reynolds	Director Fire Science Program	Instructional Administration	Allied Health/HPE
Diana Schab	Associate Dean of Learning	Instructional Administration	Business/Technology/Humanities/Social Science/CTE
Patty Scott	President	President's Office/Executive Team	Board of Education
Beverly Segner	Professor, Counselor	Faculty Senate	Student Support Services
Billie Shannon	Visiting Associate Professor, Mathematics	Faculty Senate	Science/Math/Engineering
Avena Singh	Director of Financial Aid	Management/Administration	Enrollment Management
Arlene Soto	Small Business Development Center Director	Management/Administration	Small Business Development Center
Lori Teribery	Curriculum Technician	Instructional Support	Office of Instruction
Mike Turner	Professor, Music	Faculty Senate	Humanities
Susan Walker	Director of Nursing	Instructional Administration	Nursing
Bill Yates	Professor, Computer Information Systems	Faculty Senate	Business and Technology

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Information Literacy: A Guide for Faculty

Information Literacy: The Basics

Information literacy refers to a set of skills used to find, evaluate, select and use information. An information literate student is familiar with the various kinds of resources, can select appropriate resources when faced with questions, understands how to search those resources effectively, and can document the information that s/he found. Information literate students display competency when it comes to finding and using information, and they have an understanding of the fundamental principles of research.

Information Literacy Proficiencies

The Association of College and Research Libraries (ACRL) articulated **information literacy proficiencies** , and the Information Literacy Advisory Group of Oregon (ILAGO) adapted these proficiencies for lower-division academic work. **Eight (8) proficiencies** [PDF] articulated by ILAGO reflect statewide standards for basic and intermediate levels of information competence.

Information Literacy Learning Outcomes at SOCC

To prepare students at SOCC, librarians have developed a set of learning outcomes to measure whether students have the skills needed to conduct independent research. The following learning outcomes represent a basic level of competence that students should have upon graduating from SOCC and moving to upper-division coursework. A lower-division information literate student should be able to perform the following:

- Choose appropriate information resources to search for relevant information
- Implement a variety of search strategies to find information effectively and efficiently
- Evaluate information resources
- Document research by using an appropriate bibliographic style

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Faculty are encouraged to incorporate these learning outcomes into their syllabi to ensure that students have information competence. Because research is a key component of academic work, it is appropriate for information literacy assignments to be integral in a wide range of disciplines in the arts and sciences. Recent decisions to include information literacy as a **requirement for the AAOT degree** should also encourage faculty to include assignments that call upon students to develop information competence. Students who have met the four learning outcomes articulated above should be prepared for upper-division coursework where they are often called upon to perform independent research.

Information Literacy Assignments

Because lower-division classes generally do not call for in-depth research and because the 10 week term makes it difficult for students to embark on long projects, faculty and librarians at SOCC have developed ideas for assignments that include information literacy components. These ideas for assignments were developed by faculty on the Learning Resources Committee. Faculty are encouraged to draw upon these ideas, adapt the assignments to fit their courses, and contribute any assignments they feel could further information competence.

Compare and Contrast Popular and Scholarly Journals (131 KB)
(based upon an assignment created by Beverly Segner)

Verify a Wikipedia Entry (187 KB)
(contributed by Smita Avasthi)
Analyze Journal Articles (193 KB)
(contributed by Smita Avasthi)
Analyze Viewpoints on Current Controversies (234 KB)
(contributed by Mark Wilson)
Interpret Political Cartoons (189 KB)
(contributed by Smita Avasthi)

In addition, an **online guide** to creating assignments that stress information and writing competence offers ideas about how to construct an assignment that will call upon students to grapple with information resources, synthesize information, and explain their thinking in papers.

Librarians are welcome the opportunity to collaborate with instructors on assignments. To contribute to the repository of information literacy assignments or to schedule **library sessions** that introduce students to information resources, search techniques and 21st century research methods, please contact **Smita Avasthi** (x7448).

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Core Theme: Innovation and Sustainability – Planning Exhibit

Innovation and Sustainability has been an integral part of the College planning process for many years. An environmental scan in the 1990s showed three major shifts that would negatively affect the College's enrollment and fiscal state: (1) a decreasing district K-12 population, resulting in decreased enrollments; (2) the implementation of Oregon Ballot Measure 5, restricting property tax revenues; and (3) a fundamental change in state funding of community colleges, connecting funding predominately to FTE. At that time, the Board approved the goal of proactively seeking methods to increase the institution's financial independence. Over the years, Southwestern has sought to sustain programs and services by augmenting typical fiscal resources through innovative resource development endeavors. The goal of innovative and entrepreneurial initiatives is to be self-supporting and eventually generate excess revenue to be used as needed by the general fund. The five operations deemed to be in the self-support category include: bookstore, dining services, Oregon Coast Culinary Institute, student housing, and tenant services. Additionally, Southwestern has sought and secured grants, increased the Foundation presence, and built a new Curry Campus. Innovation and sustainability endeavors are also evident when planning for program offerings and the services provided to students and the community which contribute to the fiscal stability of the College.

The core theme relating to ***Innovation and Sustainability*** encompasses the infrastructure and operations required for mission fulfillment to support lifelong learning. The description statement for this core theme is:

> *Innovation and Sustainability embodies prudent and enduring resource stewardship, augmented by innovative resource development endeavors, to sustain a strong fiscal, human, physical, and technological infrastructure for a supportive learning, living, and working environment.*

This core theme has two objectives:

IS1. Long-term sustainability and growth
IS2. Strong infrastructure of employees, technologies, and facilities

This core theme has three associated strategic plan goals:

Goal 5: Create the vision and structure for long-term College sustainability and growth.
Goal 6: Support College growth through planning, budgeting, and assessment.
Goal 7: Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, and facilities.

This core theme has seven annual priorities (APs) established by the Board in July 2011 for the academic years 2011-12 and 2012-13:

5.1: Guide initiatives and activities to achieve Mission fulfillment within a culture of evidence based decision making and continuous improvement.
5.2: Review, refine, develop, and implement appropriate policies and procedures to ensure the sustainability of the College.
6.1: Provide effective fiscal management through responsible financial resource stewardship, ethical leadership, and responsive College -wide support.

6.2: Pursue and maintain endeavors to develop revenue streams to support financial independence.
7.1: Provide and maintain a safe working, learning, and living environment.
7.2: Ensure effective College -wide operational and technological support for staff and students.
7.3: Assess College -wide staffing needs to create priorities for the delivery of quality educational services and programs.

This core theme currently has 15 planned accomplishments (PAs). These are established each year by the individual units and the reporting units and are aligned with the APs and the strategic plan goals. For academic year 2011-12, these are:

5.1A: Institutional Effectiveness and Continual Improvement process.
5.1B: Meet accreditation benchmarks.
5.2A: Complete Board Policies and Administrative Policies & Procedures revamping.
5.2B: Develop operational manuals.
6.1A: Development of College Council functions - planning, budgeting, The Master Plan
6.1B: Work toward the space integration of science, technologies and allied health and the planning and financing of appropriate facilities.
6.1C: Explore additional resource opportunities for the College.
6.2A: Consider additional endeavors / upgrades to current.
6.2B: Explore financing opportunities through grants, industry alliances, and enterprise functions.
7.1A: Expand procedure and systems to enhance and assist Emergency Management including updating the crisis management plan.
7.1B: Increasing security measures and training.
7.2A: Offer and support employee training and credentialing.
7.2B: Reorganize instructional units so that the various components and functions fit together in a logical, manageable and sustainable manner.
7.2C: Explore activities and programs to enhance employee engagement.
7.3A: Review organizational structure to achieve Mission fulfillment.

The following is a narrative of the Innovation and Sustainability Core Theme broken out by standards 3.B.1 and 3.B.2 of how we plan, deliver, and monitor our degrees, programs, courses, services, and delivery systems to address the core theme and objectives in order to meet our annual priorities and strategic plan goals. Each section illustrates the alignment of core themes and objectives with strategic plan goals and the associated 2011-12 annual priorities and planned accomplishments. Within each section, specific planning initiatives are discussed to illustrate how planning is consistent with the comprehensive planning process and is aligned with core themes and objectives in conjunction with the strategic plan, annual priorities, and planned accomplishments.

Each planning initiative is directly followed by a table that maps the initiative to the core theme objectives and the success indicators along with program and services outcomes at the institutional, reporting unit, and unit levels as appropriate. The initiative is also mapped to the associated strategic plan goal, annual priority, and planned accomplishments for 2011-12**. Prior year annual priorities and prior year planned accomplishments** are also identified when appropriate. The following table is an example of a mapped initiative for the core theme access as illustrated in the exhibit for standard 3.B.1 (contribute to objectives):

Core Theme Objectives: IS1 and IS2	Strategic Plan Goals: 5, 6, and 7
SI 15 – General fund fiscal responsibility SI 16 – Enterprise fiscal responsibility SI 19 – Provide access to facilities and technology	Annual Priorities: 5.1, 6.1, 6.2, 7.1, 7.2, and 7.3 Planned Accomplishments: 6.1B, 6.1C, and 6.2B

The following table is an example of a mapped initiative for the core theme access as illustrated in the exhibit for standard 3.B.2 and illustrated in standard 4.B.1 (aligned with and contributes to program outcomes and services outcomes):

Core Theme Objectives: IS1 and IS2	Strategic Plan Goals: 5, 6, and 7
Reporting Unit Goals: *Enrollment Management*: Increase FTE and enrollments; *Administrative Services*: Fiscally responsible sustainable programs **Unit Outcomes:** *Athletics*: Increase student-athlete opportunities and access to educational opportunities *Student Life*: Support diversity initiatives	Annual Priorities: 5.1, 6.1, 6.2, 7.1, 7.2, and 7.3 Planned Accomplishments: 6.1B, 6.1C, and 6.2B Prior Year Annual Priorities: Increase FTE by 3%

3.B.1
Planning for each Core Theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

The overarching goal of the core theme innovation and sustainability can be summed up in the saying, "meeting the needs of the present generation without compromising the ability of future generations to meet *their* needs." The fiscal innovation that Southwestern has undertaken is the development of self-support operations to sustain enrollments and thus, programs and services. The self-support operations are paying for their own debt service on their buildings; when the debt is retired, the revenues will become available to the College as an additional revenue source for future generations. Innovation is also present in the instructional program offerings and in the services provided to students. The use of the term "sustainability" includes sustaining the finances, employees, technologies, and facilities that all support the instructional needs that in turn support student learning and achievement, student access, and community engagement—the other core themes.

Academic Planning

Program planning for degrees and certificates are based on emerging labor needs and on traditional two-year transfer opportunities. The focus to increase enrollments of traditional students to fill the gap created by the loss of in-district graduates and a static population has led to long-term stability of Southwestern through steady growth of credit students and the associated FTE. Concentrated efforts have been made to plan for sustainable programs—accounting, allied health, pharmacy technician, nursing, manufacturing (welding), and small business management/entrepreneurship—all of which are in high demand or meet projected labor trends for the next six year. Online course offerings continue to grow at a faster rate than the overall increases to enrollments and FTE with enrollments of 4943 in 2010-11 and FTE of 424,

representing more than a 216% increase in FTE over 2005-06. Students are able to complete five different degrees and three different certificates by taking online courses. The growth experienced over the last few years also required careful planning to ascertain what services must be provided to support the increased number of students: housing services, dining services, ASG/student activities, additional staff, and online support services. Planning for future labor needs and targeting traditional student enrollment and alternative delivery modalities support and contribute to:

Core Theme Objectives: IS1 and IS2	Strategic Plan Goals: 5, 6, and 7
SI 1 – Increase FTE SI 2 – Increase Enrollments SI 17 – Long-term financial stability SI 23 – Strategic Plan	Annual Priorities: 5.1, 61, 6.2, 7.2, and 7.3 Planned Accomplishments: 6.1C and 6.2A

A focus on creating innovative learning opportunities has led to several grants to support program development and educational programs, including state-of-the-art equipment and technology. The CBJT grant has allowed Southwestern to retrofit a former storage area in Fairview Hall, creating an additional 2,000 square feet of lab space. The additional space allowed for the installation of 16 state of the art, energy efficient welding stations, a CNC cutting table, and 16 energy efficient inverter technology industrial welding machines to ensure students are provided relevant training on contemporary and industry grade equipment. All classrooms identified from the faculty planning meetings and surveys, paid for by the Title III grant received in 2006, have been updated with technology to support instructional delivery. The grant was implemented over five years from the prioritized list of needs with all classrooms upgraded to current projectors and technology including new all-in-one computers and SMART boards. Faculty and staff identified technology was needed and in what classrooms. Acquisition of grant funds to implement innovative initiatives supports and contributes to:

Core Theme Objectives: IS1 and IS2	Strategic Plan Goals: 5, 6, and 7
SI 19 – Provide access to facilities and technology SI 20 – Deferred maintenance	Annual Priorities: 5.1, 6.1, 6.2, and 7.1 Planned Accomplishments: 6.1C, 6.2A, and 6.2B

Administrative Planning

Providing a safe and hospitable working, learning, and living environment is essential to support the mission and goals. The campus security, facilities, human resources, and student housing departments, along with the Emergency Management Taskforce and Safety Committee, focus on implementing measures to achieve this goal. For example, using campus-wide input, the facilities department maintains a list of combined safety issues and deferred maintenance items. This list is also used in budget building to address some of the most pressing issues. Human resources provide ongoing training designed specifically for supervisors and additional trainings for all staff that emphasize the importance of a hospitable working environment. The CORE members develop the in-service trainings that are required of all staff, including safety trainings, supervisor trainings, staff development opportunities, and institution-wide trainings on assessment and accreditation issues. Continued staff development and training opportunities provide staff with the information and resources to complete assessments and the program review process as well as understand their contribution to the accreditation process and mission fulfillment.These activities support and contribute to:

Core Theme Objectives: IS1 and IS2	Strategic Plan Goals: 5 and 7
SI 20 – Deferred maintenance SI 21 – Campus safety SI 23 – Strategic Plan	Annual Priorities: 5.2, 7.1, and 7.2 Planned Accomplishments: 5.2A, 7.1A, 7.1B, and7.2A

Facilities Planning

With the goal to increase enrollments and create a revenue stream, extensive research and analysis was conducted in the mid 1990's on the feasibility of student housing and the student segments to be targeted. The Board approved the three-prong strategy to increase enrollment by building student housing for out-of-district students, enlarging the athletic sports program, and aggressively recruiting athletes and traditional students in order to meet student housing capacity. Southwestern has continued this initiative with concentrated recruiting plans to increase enrollments and meet housing capacity during the four phases of development; the current capacity is 396 students. Student housing debt service is paid by student housing revenue; when the student housing debt service is retired, the revenue will become available for college-wide use. Student housing is an excellent of how innovation and sustainability activities support and contribute to:

Core Theme Objectives: IS1 and IS2	**Strategic Plan Goals: 5, 6, and 7**
SI 1 – Increase FTE SI 2 – Increase Enrollments SI 17 – Long-term financial stability SI 23 – Strategic Plan	Annual Priorities: 5.1, 6.1, 6.2, and 7.2 Planned Accomplishments: 6.1C, 6.2A, and 6.2B

The Oregon Coast Culinary Institute (OCCI) is another project developed to increase enrollment as an enterprise endeavor. Initially students had access to a one-year Certificate in Culinary Arts and courses were held in a leased building off-campus. As the program grew, research into the feasibility of building a new state of the art facility on-campus was undertaken and a new building was completed in 2005 with the capacity for 120 students through day and evening offerings. The current program offerings are Associate of Applied Science in Culinary Arts and Associate of Applied Science in Baking and Pastry, both accredited by the American Culinary Federation (ACF). Enrollments have grown since the first courses offered in 2001 and reached capacity in 2009-10 with 202 students enrolled in six cohorts, and with externships totaling 316 FTE. The program costs are all inclusive with a set rate that is less than traditional culinary schools such as Western Culinary Institute and Culinary Institute of America. Cost effective specialized programs that operate as self-support programs support and contribute to:

Core Theme Objectives: IS1 and IS2	**Strategic Plan Goals: 5, 6, and 7**
SI 1 – Increase FTE SI 2 – Increase Enrollments SI 17 – Long-term financial stability SI 23 – Strategic Plan	Annual Priorities: 5.1, 61, and 7.2 Planned Accomplishments: 6.1C, 6.2A, and 6.2B

Since 1995, the Brookings campus programs, services, and course offerings have been provided in ill-equipped, undersized, and outdated facilities that are not ADA compliant. Planning for the construction of the new building was a long-term goal and the opening of the 26,785 square foot building in January 2012 provides the space and equipment needed for 21st Century learning. All classroom and meeting rooms are equipped with the latest technology and provide opportunities for interactive learning between campuses and online. The inclusion of a community room as another venue for constituents to meet was a high priority and was partially funded through grant funds. The building was designed with the future growth of learning opportunities in mind and to be included in the academic master plan. Such long-range planning for student needs supports and contributes to:

Core Theme Objectives: IS1 and IS2	Strategic Plan Goals: 5, 6, and 7
SI 15 – General fund fiscal responsibility SI 16 – Enterprise fiscal responsibility SI 19 – Provide access to facilities and technology SI 23 – Strategic Plan	Annual Priorities: 5.1, 6.1, 6.2, 7.1, 7.2, and 7.3 Planned Accomplishments: 6.1B, 6.1C, and 6.2B

3.B.2

Planning for Core Theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

Southwestern acknowledges that a solid instructional program is supported by a strong infrastructure of technology, physical resources, fiscal resources, and human resources. As units/departments complete their 3-year full program review following the institutional process, they are encouraged to take a multi-functional view of their operations, including services provided, access to their services, customer service, policies and procedures, staffing, professional development, adequate resources, and an environmental scan. Outcomes identified by each unit/department and the associated assessments result in a list of possible activities (planned accomplishments) for the unit to pursue in meeting their goals that map to the core themes and mission.

Academic Planning

Because of limited enrollments, many allied health programs are difficult to fund, develop, and sustain at rural community colleges. Several initiatives have been piloted with the support of grant funding for the eight rural Oregon community colleges to collaborate in offering shared programs. Discussions on strategies to sustain such programs after the grant periods have begun on the state level. The CHIA group has drafted a consortium arrangement to establish a model for offering shared-fee-based allied health programs that delineates parameters for fee, FTE, and responsibility distribution among participating schools. Southwestern supports this draft arrangement as a step toward offering a formal structure for rural school to expand their offerings through collaboration. Grant funded initiatives and consortium opportunities support and contribute to:

Core Theme Objectives: IS1 and IS2	Strategic Plan Goals: 5, 6, and 7
SI 1 – Increase FTE SI 2 – Increase enrollments SI 15 – General Fund fiscal responsibility **Reporting Unit Goals:** *Enrollment Management:* Increase FTE and enrollments; *Administrative Services:* Fiscally responsible sustainable programs **Unit Outcomes:** *Admissions:* Increase access to learning opportunities *Instructional Services*: Encourage delivery systems that meet the needs of a diverse student population	Annual Priorities: 5.1, 6.1, 6.2, and 7.2 Planned Accomplishments: 5.1A, 6.1C, 6.2A and 6.2B

Administrative Planning

Having had success increasing the enrollment with a strong athletic sports program, Southwestern continues to maintain the sports associated with that program. The sports program is overseen by the athletic director and continues to recruit students with assistance from the executive director of enrollment management and the coaches to build enrollments and fill student housing. This group continually seeks new recruiting opportunities. In the spring of 2011, after a very successful season of women's wrestling as a club sport, a full analysis was completed to answer the question, "*Could women's wrestling be successful as a varsity sport?"* This question was posed during the budget building process as a solution to declining in-district enrollments and other considerations. After analysis, the sport of women's wrestling was added to begin in fall 2011. The additional students will increase housing occupancy, enrollments, and FTE. Increased athletic activities support and contribute to:

Core Theme Objectives: IS1 and IS2	**Strategic Plan Goals: 5, 6, and 7**
SI 1 – Increase FTE SI 2 – Increase enrollments SI 15 – General Fund fiscal responsibility SI 23 – Strategic Plan **Reporting Unit Goals:** *Enrollment Management:* Increase FTE and enrollments; *Administrative Services:* Fiscally responsible sustainable programs **Unit Outcomes:** *Athletics:* Increase student-athlete opportunities and access to educational opportunities *Student Life:* Support diversity initiatives *Financial Aid:* Increase access to financial assistance	Annual Priorities: 5.1, 6.1, 6.2, and 7.3 Planned Accomplishments: 5.1A, 6.1C, and 6.2A

The human resources (HR) department performed an environmental scan of the unit and determined the activities to be set as unit planned accomplishments for the next three years. Decisions were made with consideration of mission fulfillment, feasibility, costs, timing requirements, workload, and urgency. Assisting the revamping of Board policies, the department reviewed/wrote Board policies related to HR and is now working with the college's labor attorney to review/rewrite the administrative policies and procedures for HR. Recognizing the need to resume supervisor training, HR has set a schedule of training workshops for the next two years; the order of trainings was determined by the relative urgency of issues that have emerged on campus. Plans for new employee orientation are being discussed with the actual work scheduled for next year. Additionally, a goal to increase efficiency through use of technology resulted in the implementation of an online staff recruiting process, more web accessible materials, and document imaging. All of these planned accomplishments will build a stronger infrastructure of employees and operations. Such infrastructure supports and contributes to:

Core Theme Objectives: IS1 and IS2	**Strategic Plan Goals: 5, 6, and 7**
SI 9 – Employee Satisfaction **Reporting Unit Goals:** *Enrollment Management:* Increase FTE and enrollments;	Annual Priorities: 5.1, 5.2, 6.1, 7.1, and 7.2 Planned Accomplishments: 5.1A, 5.2A, 5.2B, 6.1C, 6.2A, 7.2A, and 7.2C

Core Theme Objectives: IS1 and IS2	Strategic Plan Goals: 5, 6, and 7
Administrative Services: Compliance with legal requirements; maintain college policies and procedures **Unit Outcomes:** *Human Resources*: Quality hiring and orientation	

Technology Planning

The Integrated Technology Governance Committee conducts regular meetings and solicits input from all campus departments. Submissions are evaluated for mission fulfillment, feasibility, costs, and sustainability; that evaluation guides the prioritization of proposed projects. Updates and progress reports provide feedback about project success to committee participants. As the result of one of those projects, the services provided by ITS labs and computer classrooms were better supported by the installation of 100 new computers in 2010-2011 and the upgrade to Microsoft Office 2010 in 2011-2012, two initiatives supporting the unit outcomes to provide quality instructional computing labs. Further, the unit outcomes for the institutional research department included reporting institutional effectiveness. TracDat was purchased in 2008-2009 to facilitate the program review and planning processes in support of institutional effectiveness reporting. Providing more electronic training for students and staff is one area identified for improvement in the ITS survey of 2009-2010. Atomic Learning was implemented to provide online and on-demand access to training, workshops, and self-guided learning. Innovative equipment solutions and training supports and contributes to:

Core Theme Objectives: IS1 and IS2	Strategic Plan Goals: 5, 6, and 7
SI 1 – Increase FTE SI 2 – Increase enrollments SI 15 – General Fund fiscal responsibility SI 23 – Strategic Planss **Reporting Unit Goals:** *ITS:* Maintain the College's technology infrastructure and services to meet the needs of students, staff and outside agency expectations and requirements; Develop and implement ways to use technology in order to build a clean and sustainable environment. *Administrative Service:* Fiscally responsible sustainable programs; **Unit Outcomes:** *ITS:* Provide current and reliable technology to allow Faculty and Staff to better serve Students. Provide reliable access to services for Students, Faculty and Staff. *ITS Labs and Classrooms:* Provide quality Instructional Computing Labs	Annual Priorities: 5.1, 6.1, 6.2, and 7.3 Planned Accomplishments: 5.1A, 6.1C, and 6.2A

Southwestern Leads and Inspires Lifelong Learning!

Southwestern Oregon Community College

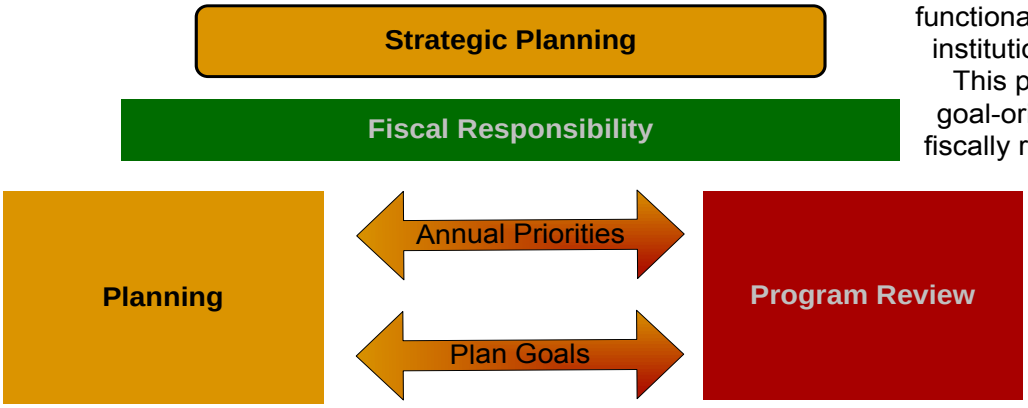
Institutional Effectiveness Model

Institutional Effectiveness is Outcomes Oriented

How will we know our mission is fulfilled?
(Are our students learning?
Is our infrastructure effective?)
These outcomes are proved through success indicators that express core theme objectives, achieve core themes, and that ultimately support mission fulfillment.

Strategic Planning is Process Oriented

What should we do to fulfill our mission?
This process includes Planning at the unit, Reporting unit, functional areas, and institutional levels; This process is goal-oriented and fiscally responsible.



Program Review Uses Results to Inform Planning

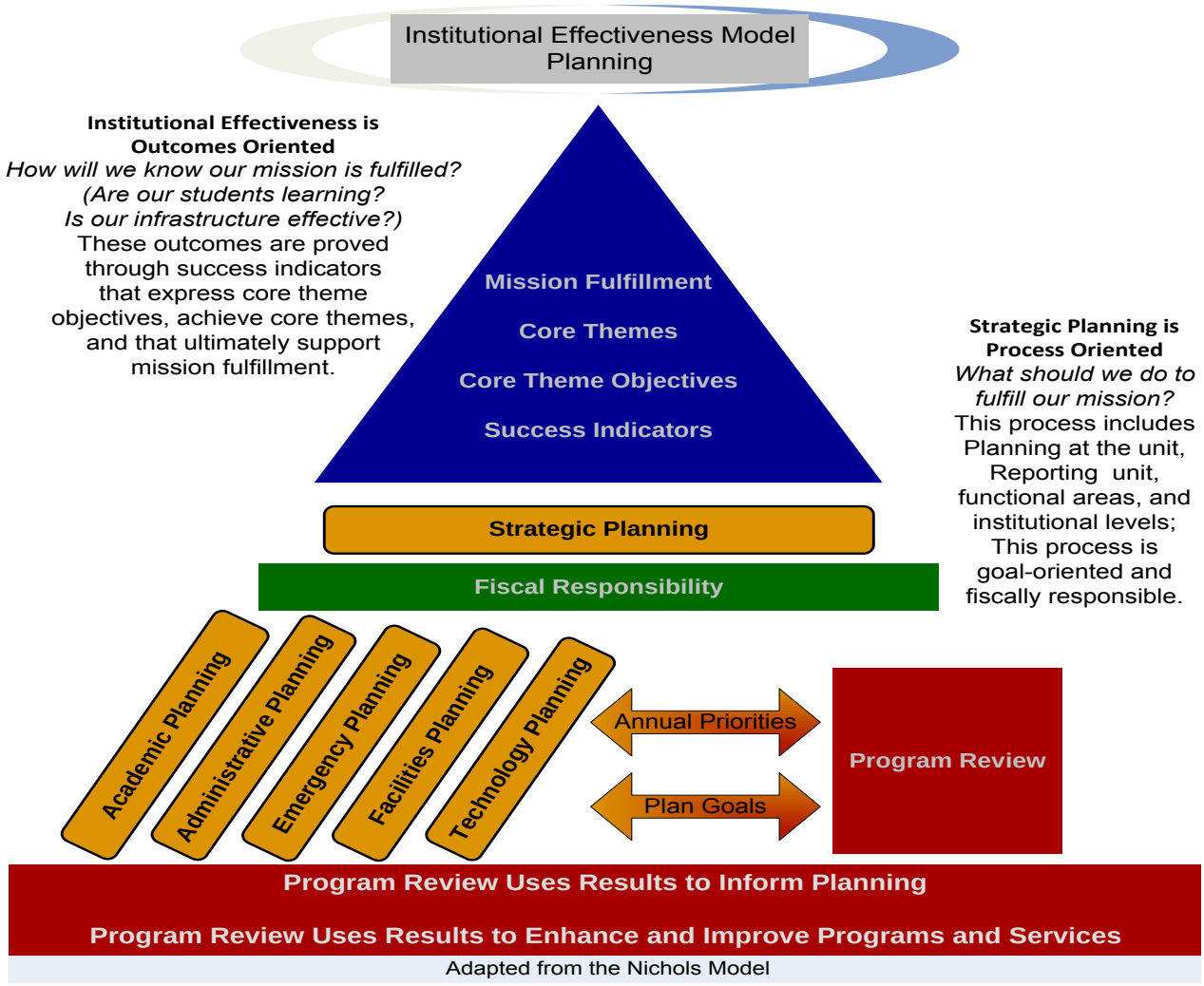
Program Review Uses Results to Enhance and Improve Programs and Services

Adapted from the Nichols Model

Southwestern is committed to a practice of evaluating and assessing its effectiveness. The College's Institutional Effectiveness process is an ongoing, integrated, institution-wide practice of planning and assessment that uses continuous improvement and that provides evidence that the College is effectively achieving its mission. The planning and program review assessment processes support institutional effectiveness through the development of a strategic plan and its supporting goals. Strategic plan goals are derived from program reviews that are conducted across campus and from subsidiary planning processes that occur at the unit, reporting unit, functional areas, and institutional levels of the College. Planning and goal setting provide the basis for the administration to allocate resources, adapt to changes in the environment, and coordinate activities—ultimately leading to fulfillment of the college mission.

Southwestern Leads and Inspires Lifelong Learning!

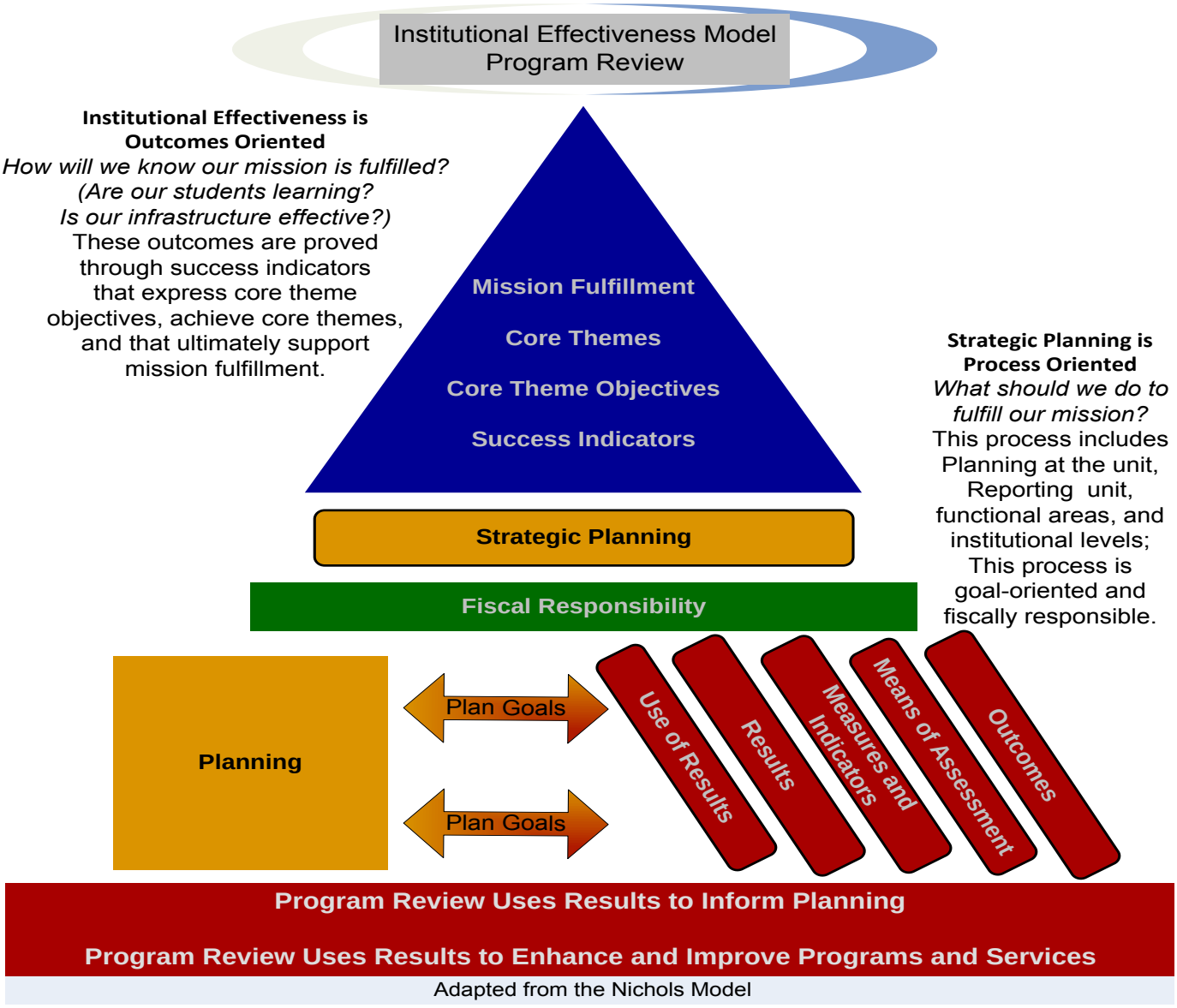
Southwestern Oregon Community College



Planning is the collaborative process by which the College develops long-term strategic plan goals, annual priorities, and planned accomplishments supported by unit plans and other operational plans. The strategic plan goals are designed to serve the College for at least a seven-year period, which is synchronized with the accreditation review cycle. The planning process is conducted in collaboration among management, faculty, and classified staff to formulate a plan to achieve institutional goals with the available resources and is one mechanism leading to Mission fulfillment. Other planning processes include the Master Facility Plan, the Academic Plan, administrative planning, the Technology Plan, and the Emergency Preparedness plan. Each of the plans is developed through a similar process and is led by a campus representative appointed by the Executive Team. Planning begins with the annual Board of Education Retreat held in July of each year. The Board of Education meets to identify annual Board Goals and to review the Southwestern Strategic Plan. The Board Goals and Activities, along with the annual priorities identified in the strategic plan, are communicated to the campus during the September Board of Education meeting. Unit and/or department planning, along with reporting unit planning, occurs primarily during the fall term to support institutional budget development and allocation of resources. This process directs the development of annual planned accomplishments from all units and/or departments as a result of the various meetings held during the year's program review process. Planned accomplishments are identified from annual planning meetings and from the program review and assessment process that reports and uses the results and planned accomplishments. Requests for budget funds or reallocation of resources are tied to the planned accomplishments and the use of results that were previously identified in the planning and assessment processes. The budget process directs the allocation of funds as prioritized in order to support and implement continuous improvement efforts and fulfill the Mission.

Southwestern Leads and Inspires Lifelong Learning!

Southwestern Oregon Community College



Adapted from the Nichols Model

Assessment activities are ongoing, using required processes for the review of annual data. During the comprehensive program review process, critical data is collected and analyzed to evaluate how well outcomes are met. Assessment activities consist of four parts:

1) A comprehensive review of the unit outcomes;
2) The synthesis and analysis of the results of each outcome along with accompanying annual data results;
3) Review of the internal and external trends that impact the unit; and
4) The use of results for each outcome.

The comprehensive program review includes quantitative and qualitative data analysis as well as an examination of operational policies and procedures. Program review occurs every three years and the end product is a report compilation of three years' of data. The report illustrates the level achieved by outcome and the effectiveness of the unit/department (program, degree, certificate, or administrative/educational support service provided to students) based on the synthesis and analysis of data considering internal and external trends. The use of results identified from the assessment activities lead to planned improvements, changes, and any other modifications to programs and/or services as identified during the review process.

Southwestern Oregon Community College

Institutional Effectiveness, Planning and Assessment Handbook

Developed by the Institutional Effectiveness and Assessment Taskforce
June 2010

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The charge of the taskforce was to develop the processes and guidelines designed to demonstrate the effectiveness of programs and services at Southwestern Oregon Community College as determined on October 20, 2009

Purpose: The purpose of the taskforce is to:

1. Develop the processes designed to demonstrate the effectiveness of programs and services;
2. Develop the guidelines and framework for assessment of programs and services;
3. Propose institutional standards of achievement for programs and services;
4. Serve as a resource for faculty and staff in determining assessment methods and tools;
5. Propose how general student learning outcomes are assessed and how the use of those results will be used across programs and disciplines to improve the overall student learning experience;
6. Enhance communication and encourage the sharing of information, ideas, and solutions among committee members and departments at Southwestern to promote innovation, continuous improvement, assessment activities and research;
7. Collaborate with the Administration of Southwestern and the Faculty Senate Assessment, Planning & Budget Committee to establish and maintain effective communication channels among the team and staff at Southwestern as one component of Accreditation;
8. Contribute to the improvement of processes to provide faculty and staff with the resources necessary to support teaching and learning.

Activities: The team will pursue its purposes by undertaking appropriate activities chosen by the membership and recommended by the Administration. Activities specifically included are:

1. Regular meetings for the sharing of information among team members in order to find solutions, establish procedures, and maintain quality activities associated with assessment, research, continuous improvement, innovation and institutional effectiveness.
2. Create and use sub-committees to carry out specific implementations and special projects as needed by the team.
3. Establish and maintain shared resources for mutual support among faculty and staff at Southwestern.
4. Identify emerging trends and establish best practices in the areas of assessment, research, continuous improvement, and innovation.
5. Create an Institutional Effectiveness and Assessment Draft Handbook recommending the processes and guidelines to the Planning Council.

Taskforce met from October 23, 2009 to June 7, 2010.

Oversight committee will meet the first Tuesday of every month beginning November 1, 2010.

Institutional Effectiveness and Assessment Taskforce

Robin Bunnell, Administration Co-Chair
Joy Parker, Faculty Co-Chair
James Fritz, Faculty
Kim Hyatt, Administration
Linda Kridelbaugh, Administration
Val Martinez, Administration
Makayla Pedey, Classified Staff
Pat Parker, Faculty
Lori Teribery, Classified Staff
Karen Whitson, Classified Staff

Introduction

Increasing demands for accountability has been one of the defining characteristics of postsecondary education in the 1990s. Whether at the federal level (Student Right-to-Know Act), state level (Oregon State Board of Education "Measure What You Treasure" for the community colleges), or locally (planning and budgeting, accreditation), assessing institutional effectiveness and educational offerings is an ongoing challenge.

This document serves as Southwestern Oregon Community College's (Southwestern) continuing efforts in this area. The Institutional Effectiveness and Assessment Task Force, co-chaired by Institutional Researcher, Robin Bunnell, and Southwestern Writing Instructor, Joy Parker, developed the guidelines through a year-long process which included faculty, classified staff, and management members. The taskforce became the Institutional Effectiveness and Assessment Oversight Committee at the beginning of the academic year 2010-11.

It is intended that this document serve as The Southwestern Institutional Effectiveness, Planning and Assessment Handbook.

The Handbook is divided into the following sections:

1. Introduction: History, Purpose and Overview
2. Institutional Effectiveness: Planning, Assessment, and Budgeting
3. Planning
4. Assessment
5. Budgeting
6. Appendices

Sections of the handbook are electronically linked and keywords are linked to the glossary to easily jump to definitions and sections within the handbook. The links appear as a different color and are underlined.

Section I:

Introduction: History, Purpose and Overview

History

Now, more than at any other time in the history of community colleges exists a need for accountability. In order to meet and exceed calls for local, regional, state and national accountability fully developed institutional planning and effectiveness processes are required. Inextricable ties between planning, effectiveness, and resource allocation guide College leaders through good times and times of financial difficulty. Strong planning process and demonstration of institutional effectiveness contribute to an institution's ability to maintain public trust, compliance with regional accreditation standards, and its own definition of mission fulfillment. Southwestern has taken the steps necessary to develop planning and effectiveness processes which build a culture of evidence and the confidence necessary to fulfill its mission.

Southwestern is accredited by the Northwest Commission on Colleges and Universities (NWCCU), nationally recognized by the U.S. Department of Education and the Council for Higher Education (CHEA) as a regional authority on educational quality and institutional effectiveness of higher education institutions in the seven-state Northwest region of Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington. The NWCCU website states:

> "Regional accreditation is a process of recognizing educational institutions for performance, integrity, and quality that entitles them to the confidence of the educational community and the public (http://www.nwccu.org/ Accreditation Overview). "Regional accreditation of postsecondary institutions is a voluntary, non-governmental, self-regulatory process of quality assurance and institutional improvement. It recognizes higher education institutions for performance, integrity, and quality to merit the confidence of the educational community and the public. Accreditation or preaccreditation by a postsecondary regional accrediting agency qualifies institutions and enrolled students for access to federal funds to support teaching, research, and student financial aid" (http://www.nwccu.org/).

The accreditation process occurs on a seven year cycle with visits in years 3, 5 and 7. The benefits of accreditation include:

- Financial Aid Opportunities – Federal (and often state) financial aid is only available to students who enroll at a college, university, or other institution of higher learning that has been accredited by the appropriate regional or special accrediting body.

- Workplace Success – Some employers prefer or require degrees/training from accredited institutions.

- Transfer of credit to other accredited institutions - student transfer between accredited colleges and universities throughout the nation is possible because of the reciprocal agreements between the six regional accrediting agencies.

- Quality Assurance - Regional accreditation assures the public, including parents, students and the business community, that the institution adheres to standards that are based on peer evaluation, regular self-evaluation and reports, and assessment of institutional effectiveness.

Southwestern also has received specialized accreditation or program approval recognition for Culinary Arts and Baking and Pastry- ACF, Early Childhood Education Program and Degree, EMT Basic, Intermediate and Paramedic, Nursing Program, and the Transitional Education program.

Southwestern has developed a vision, a clearly defined mission, core themes, and core values that are intended to guide the college through the planning, assessment, and budgeting processes. All efforts to assess our effectiveness must be based on these founding principles.

Vision

Southwestern Leads and Inspires Lifelong Learning

Mission

Southwestern Oregon Community College serves the educational and cultural needs of our students and communities by providing access to quality education in a professional and engaging environment which supports innovation, sustainability and lifelong enrichment. Learning experiences are characterized by excellent teaching, support for student achievement and the enhancement of social and economic opportunities.

Core Themes

According to NWCCU, the accrediting body for community colleges:

> A *core theme* is a *manifestation of a fundamental aspect of institutional mission with overarching objectives that guide planning for contributing programs and services, development of capacity, application of resources to accomplish those objectives, and assessment of achievements of those objectives.* Collectively, the core themes represent the institution's interpretation of its mission and translation of that interpretation into practice. (http://www.nwccu.org/Standards%20Review/Pages/RevisedStandards.htm)

It is expected by NWCCU that Southwestern:

> identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission. . . . establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes. (NWCCU, *Standard 1.b.1, 1.b.2,* 2010)

Southwestern developed the institutional core themes in response to the new accreditation standards adopted by NWCCU in January 2010. The core themes were identified during the academic year 2009-10 through a collaborative process that included faculty, staff and management. Four core themes (Appendix A) emerged from the appreciative inquiry process which began during the fall 2009 in-service sessions and during the resulting follow-up sessions.

1) **Access**
   Access is the pathway to learning opportunities for students and the community through support services and diverse delivery methods.
2) **Learning and Achievement**
   Student learning and student achievement are at the core of the College mission and given the highest priority by emphasizing quality teaching; quality learning; quality course and program design; retention; persistence; completion; graduation and/or transfer.
3) **Innovation and Sustainability**
   Innovation and sustainability are interwoven to both seize opportunities for resource development and maintain continuous improvement for a strong infrastructure of employees, technologies, and facilities.
4) **Community Engagement**
   Community engagement is the means to build strong partnerships and provides opportunities for the community to participate in diverse activities and events.

Core Values

The core values of an organization are those values we hold which form the foundation on which we perform work and conduct ourselves. In an ever-changing world, core values are constant. Core values are not descriptions of the work we do or the strategies we employ to accomplish our mission. The values underlie our work, how interact with each other, and which strategies we employ to fulfill our mission. The core values are the basic elements of how we go about our work. They are the practices we use every day in everything we do.

Community – Build collegiality by providing a welcoming and supportive atmosphere with respect for diversity.

Learning – Filter every decision, activity, and function through the lens of learning.

Innovation – Empower creative, progressive thinking that results in a sustainable, positive change.

Professionalism – Present ourselves with honesty and integrity working together to achieve our goals.

Stewardship – Sustainably manage our environment and fiscal resources to support our staff, students, and community.

Purpose of Institutional Effectiveness and Related Processes:

- Facilitate student success and learning
- Serve as a catalyst for positive change
- Improve the quality of teaching and learning
- Improve the quality of student support services and operational services
- Ensure that students are receiving effective instruction and achieving the standards set by programs, disciplines and course offerings
- Improve programs, disciplines and course offerings, including assessment of needs related to staff, curriculum, equipment, facilities and other resources
- Inform administrative, board and other appropriate bodies' decisions with regard to the initiation, continuation, enhancement and/or elimination of programs, disciplines and course offerings
- Respond to external accountability demands, including accreditation
- Use data for decision making and allocation of resources
- Support the ongoing commitment to a culture of continuous improvement through appropriate planning and budgeting that are derived from the assessment processes

For Whom is this Handbook Intended?

This handbook is a guide to the different processes of planning and assessment with reference to budgeting. The handbook is designed to help new staff become familiar with the processes and to guide all staff as they complete the assessment processes as part of their unit. It is intended that staff will be able to refer to this handbook for common terms and definitions. Included in the handbook are the basic steps for end-users responsible for entering information into the ***TracDat*** system, software designed to meet the planning and assessment needs of Southwestern. TracDat electronically captures and stores all assessment-related processes and documents rather than having end-users create hardcopy documents or store supporting documentation on their own computers. The system provides uniform reporting across all departments and/or units. Each department and/or unit is responsible for entering and maintaining all information within the TracDat system (check with the associate dean/supervisor of the department/unit to confirm the end-user responsible for maintaining information in the system):

***Unit* Level – Instructional Associate Dean/Faculty and Administrative Leaders**

- ***Outcomes***
- ***Means of Assessments***
- ***Results***
- ***Use of Results***
- Documentation as evidence of results
- ***Program Review*** Year Reports
- ***Annual Plan Priorities***
- Annual Report of Accomplishments.

***Reporting Unit* Level – Instructional Associate Dean and Administrative Leaders**

- ***Goals*** – Reporting Unit
- Results – Reporting Unit Overview
- Annual Reports – Reporting Unit Overview

***Strategic Plan* Level - President, Vice President and Executive Leaders**

- ***Annual Priorities***
- ***Status Updates***

Administrative Level – Assessment *Team*

- Vision
- Mission
- Core Values
- Core Themes
- Strategic Plan Goals
- Yearly Plan Development
- Administrative Maintenance

What Topics are Covered?

***Institutional Effectiveness* and Demonstrating Achievement**

Institutional effectiveness is meant to illustrate whether the college is meeting its mission and core themes as well as achieving its goals as demonstrated by a comprehensive, integrated, participatory planning and assessment process that focuses on improvement in all aspects of college operations and educational outcomes.

Standard Four: Effectiveness and Improvement of the NWCCU standards outlines the expectations related to Institutional Effectiveness:

> The institution collects data related to clearly-defined indicators of achievement, analyzes those data, and forms evidence-based judgments of achievements of core theme objectives. It regularly and systematically applies clearly-defined evaluation procedures to appraise the relationship of institutional planning, resources, capacity, and practices to the objectives of its core themes; and assesses the extent to which it accomplishes those objectives and achieves the goals or intended outcomes of its programs and services. It uses assessment results to effect improvement and disseminates its findings to its constituencies. (NWCCU, *Standard Four*, 2010).

Planning

Management leads the institution from where it is now to where it would like to be in the future. The planning process is conducted in collaboration among management, faculty and classified staff to formulate a plan that is designed to achieve institutional goals with the available resources. The planning process (1) identifies the goals to be achieved at the institutional level based upon information gathered at the unit level; (2) identifies annual priorities to achieve the goals at the institutional and the unit level; (3) includes decisions on allocating resources to pursue the goals and priorities, including capital and people; and (4) implements, directs, and monitors all the steps in their proper sequence. (Appendix B).

Assessment

Assessment is a continuous process of collecting, evaluating, and using information to determine if and how well performance matches learning or service outcomes. We gather evidence of student learning; discover the degree to which courses, programs, and administrative and educational support services accomplish intended outcomes; and probe the achievement of institutional goals, core themes and mission.

Budgeting

We establish a budget document of the planned level of expenditures based on projected revenues. The budgeting process is conducted in collaboration among management, faculty, and classified staff to formulate a detailed budget for all funds at the unit level.

TracDat

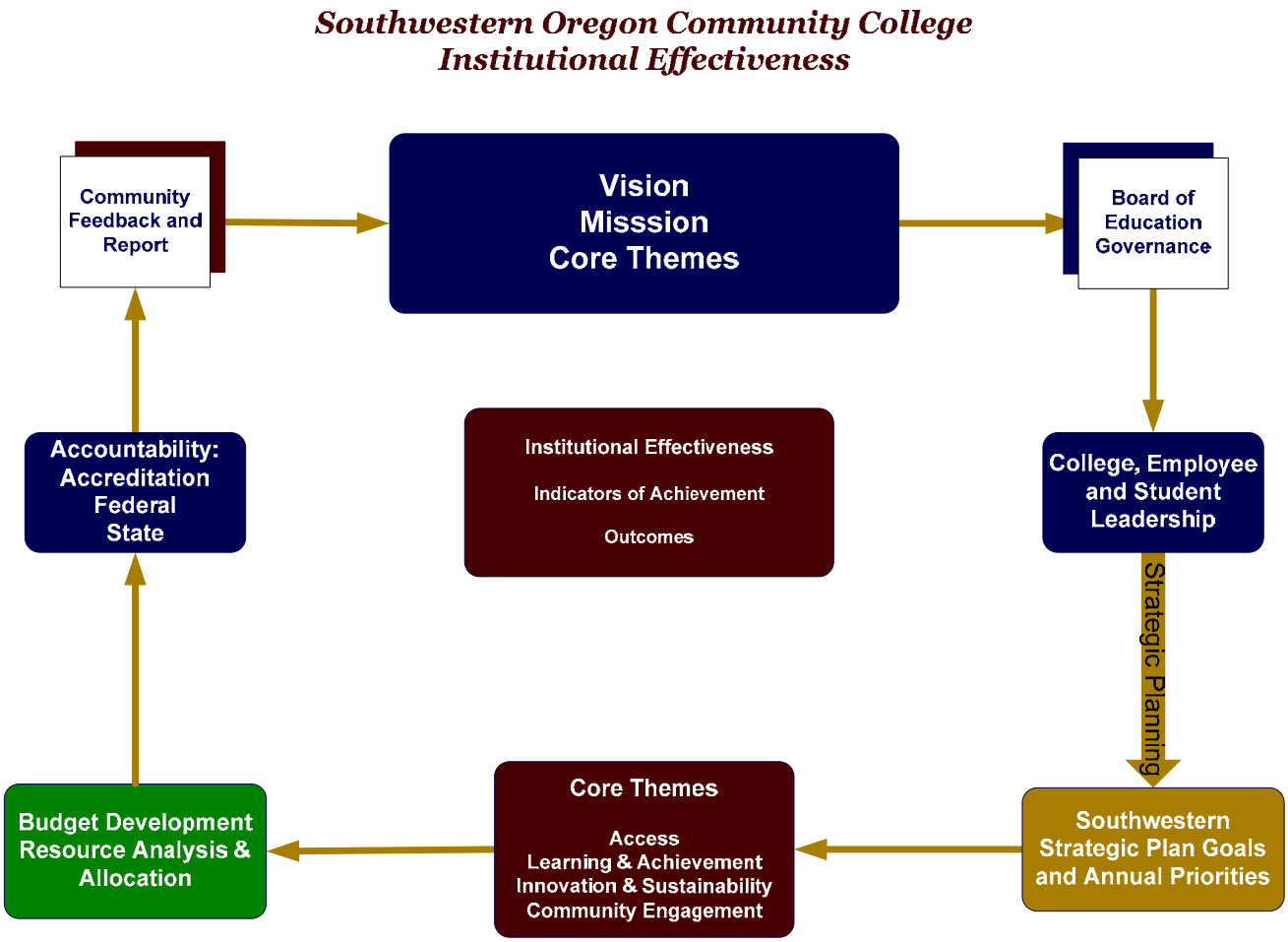
TracDat is a management software system designed to provide a repository for all assessment and planning documents as well as documenting the process. It is used to manage and document the following institutional effectiveness activities at Southwestern.

- Document ***Student Learning Outcomes*** ***(SLO)*** and results
- Document ***Administrative and Educational Support Unit Outcomes*** ***(AESO)*** and results
- Document ***General Education Outcomes*** ***(GEO)*** and results
- Document ***Degree*** and ***Certificate*** Outcomes and results
- Manage ***department and/or unit*** annual priorities and status updates
- Manage the institutional strategic plan goals and annual priorities including status updates
- Link reporting unit goals and SLO/AESO/GEO activities to the College goals
- Access reports
- Document ***Program Review*** and use of results for all ***planned*** improvements
- Provide departments and/or units an opportunity to request needed funds during the budget process

Section II
Institutional Effectiveness: Planning, Assessment, and Budgeting

As an accredited institution, Southwestern is committed to implementing a planning, assessment and effectiveness process which uses available resources and produces clear evidence of student learning and excellent learner support. The institution will guide and support staff in the systematic documentation of student learning and learner support. Southwestern also disseminates such documentation to both the college community and the community at large. The following diagram is meant to illustrate the flow of work and interactions of information from the Board of Education, through the institution and out to and back from the community. A detailed integrated view of the model is illustrated in Appendix C.

Institutional Effectiveness Model - Board and Community Diagram



Characteristics of Institutional Effectiveness

- Collaborative (with participation and support from the board, administration, faculty, support staff, students and community)
- Ongoing (a dynamic process that is expected to evolve over time – continuous improvement)
- Impartial
- Efficient
- Data driven
- Meaningful (the value of the process is evident to the campus community)
- Accountable (those involved will hold each other accountable for following the process, making decisions and following through)
- Communicated (assessment results will be shared before any decisions, and outcomes will be communicated to stakeholders)

The College's institutional effectiveness process is an on-going, institution wide process of planning and assessment for the purpose of continuous improvement and to provide evidence that the College is effectively achieving its mission. The institutional effectiveness process at Southwestern Oregon Community College is an on-going planning—implementing—assessing cycle that is applied at every level of the College. It provides the basis for the administration to allocate resources, adapt to changes in the environment, and coordinate activities leading to fulfillment of the College mission.

Institutional Effectiveness is demonstrated through ***mission fulfillment***. Southwestern demonstrates achievement of mission fulfillment by successfully meeting the ***objectives*** of our core themes. ***Objective*** performance is measured by setting annual target levels for each core theme ***indicator of achievement***. Core themes are mapped to individual indicators of achievement and reviewed each year for applicability, annual target benchmarks, and consideration of new or deletion of indicators. ***Indicators of Achievement*** were developed to identify the individual success indicators and to set target benchmarks for which the institutional strives to annually achieve. (Appendix D)

Indicators of Achievement

Indicators identified by the institution to illustrate achievement of the mission at the institutional level and reported to the Board of Education. Southwestern is committed to a practice of evaluating and assessing the effectiveness of the College. Accreditation and State standards also require the College to have in place practices to evaluate and assess the effectiveness of all programs and the administrative operations. Indicators of Achievement are one way the College demonstrates to the Accreditation agency, the State, the Board, the students, the Community and the staff institutional effectiveness.

Southwestern reported internal and external indicators supporting the College Mission through Measures of Institutional Effectiveness during the years 1994 through 2006. From January 2007 to November 2008, Southwestern and the State of Oregon individually reviewed core indicators to measure effectiveness. As a result of the Measure What You Treasure report issued by the Oregon Community Colleges and Workforce Development Commissioner Cam Preus and the alignment of existing College measures with the new State indicators and accreditation requirements, a new set of measures was proposed for consideration by the Board of Education beginning April 2009. The measures have served the college and are once again undergoing revision to meet the new accreditation standards and will be labeled Indicators of Achievement (Appendix D).

TracDat Software Structure

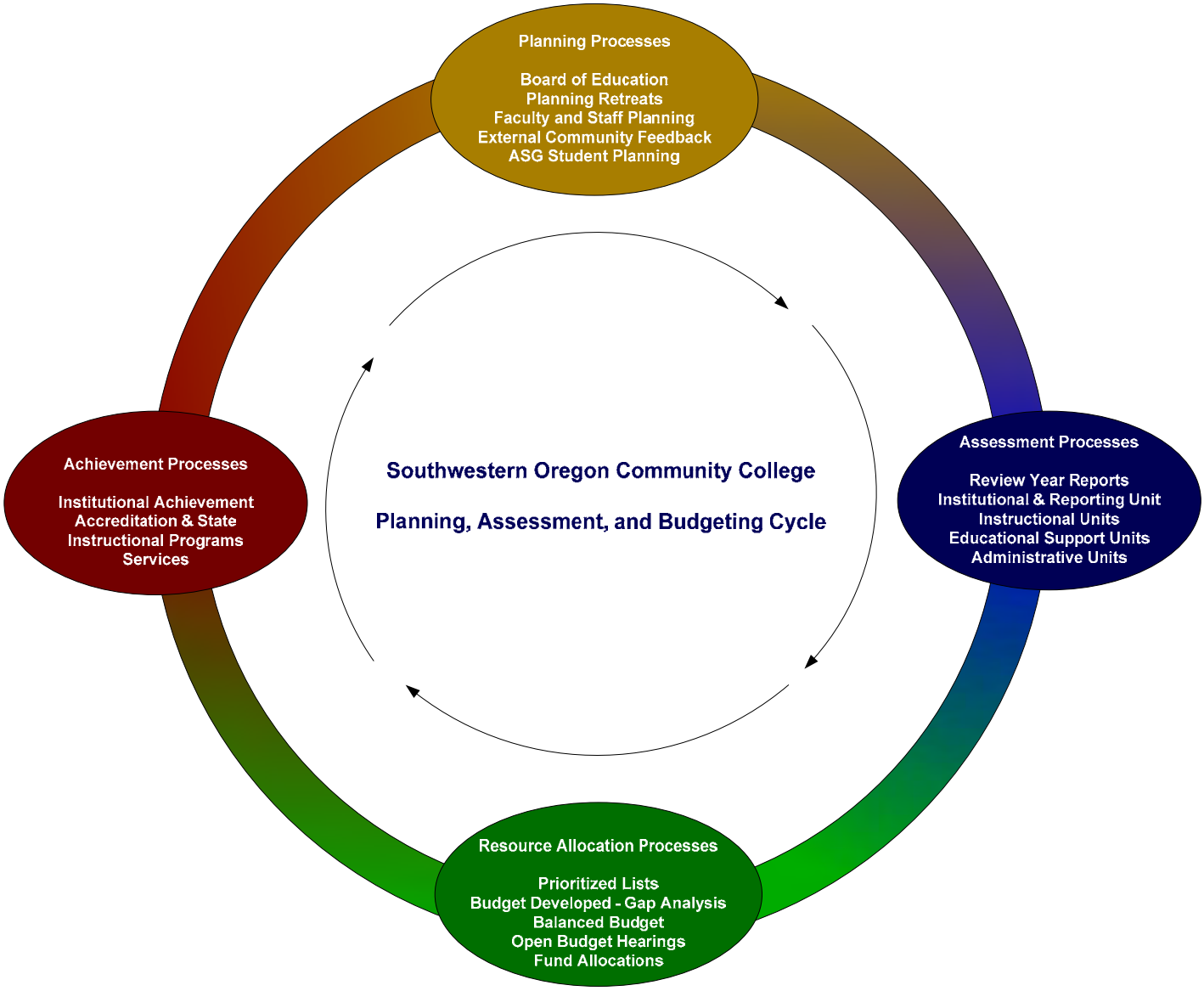
The Nichols model (Appendix F) was adopted and initial templates developed for use by faculty and staff to complete the development of outcomes, means of assessment and criteria for success by all instructional and administrative/educational support units and the information was then entered into the TracDat software providing ease of tracking, centralization of data, and templates for reporting results and use of results. All future entries will be made directly into the software system. These will be easily completed through assignments that allow staff to respond to an email link and directly add data to templates which automatically update the data system. TracDat quick-entry steps are included in each section of the handbook. Further instructions and templates are located in Appendix E.

Planning, Assessment and Budgeting

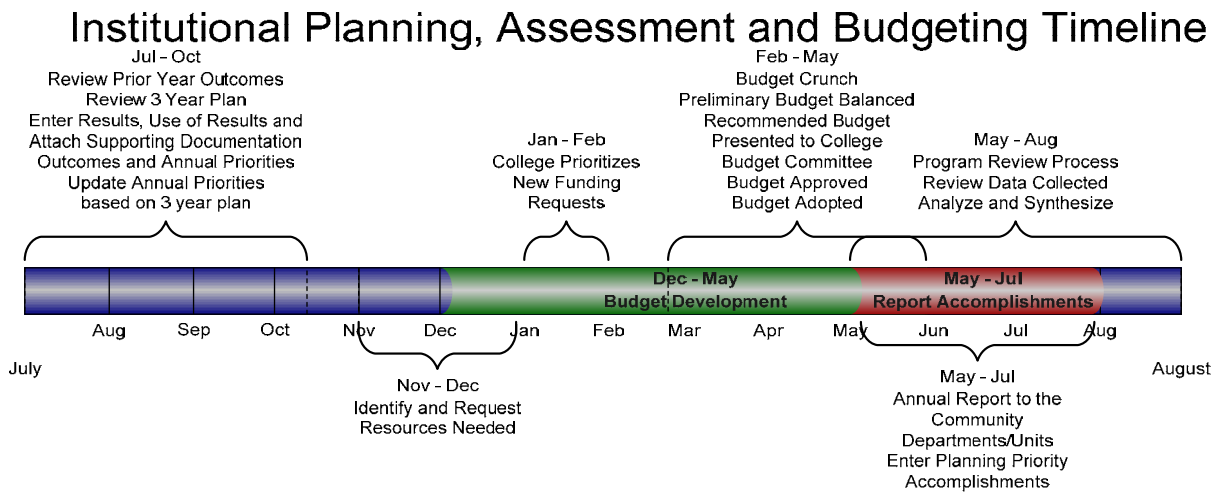
Planning, assessment and budgeting are all processes that are interrelated and occur on a cyclical basis. Planning processes allow the college to create a roadmap to guide the staff to fulfill the mission and meet the strategic plan goals. The assessment processes, including the reporting of achievements, allow the college to determine the effectiveness of the operations and student learning outcomes then communicate these to the

public. The assessment results are used to plan for the future and to request budget funds. All of the budget processes are designed to ensure that the appropriate level of projected expenditures and revenues are planned for the next academic year and that prioritized budget requests from the planning and assessment processes have been included.

Planning, Assessment and Budgeting Processes Cycle



Planning, Assessment and Budgeting Timeline



Section III
Planning Processes

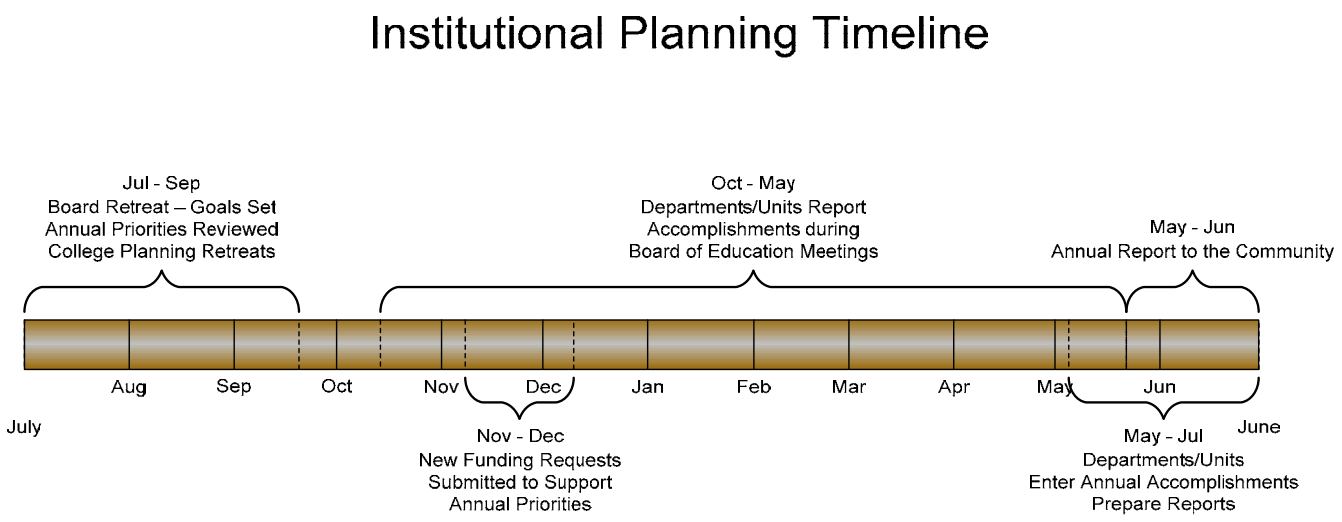
Planning

Planning is the collaborative process by which the college develops long-term ***strategic plan goals*** and ***annual priorities***. The strategic plan goals are designed to serve the college for at least a seven-year period which coincides with the accreditation review cycle.

Other planning processes include the Master Facility Plan, the Technology Plan, the Academic Plan, and the Emergency Preparedness plan. Each of the plans is developed through a similar process and is led by a campus representative appointed by the Executive Team.

Planning Steps and Timeline

Planning begins with the annual Board of Education Retreat held in July of each year. The Board of Education meets to identify annual Board Goals and to review the Southwestern ***Strategic Plan***. The Board Goals and comments on the strategic plan are communicated to the campus during the September Board of Education meeting. Unit and/or department planning along with reporting unit planning occur during fall term for the next year. This process allows for the emergence of annual plan priorities from all units and/or departments as a result of the various meetings held during the term. Annual priorities are identified from annual planning meetings and from the assessment process (reporting of results and use of results). Requests for budget funds or reallocation of resources are tied to the annual priorities previously identified in the planning and assessment processes. The budget process directs the allocation of funds as prioritized in order to support and implement continuous improvement efforts and fulfill the mission of the College.



- During the fall term, the institution reviews the Board of Education goals and holds meetings to identify both unit and department goals and to set annual priorities for the next year with a rolling three-year annual priority list.
- The compilation of all of the goals goes into a document that identifies the main goals of the current strategic plan (updated at least every 7 years).
- Each year, every department identifies its annual priorities to align with the strategic plan goals.

- Quarterly, or even more frequently, these priorities are entered into the TracDat system along with ongoing status updates.
- Each quarter, reporting units enter a status update for priorities derived from their unit reports. These reports are used by the Executive Team for quarterly Board of Education Updates to the Strategic Plan.
- Each unit and/or department submits an annual report to the reporting unit.
- Each reporting unit synthesizes all of its achievements and produces a reporting-unit annual-priorities status-update report.
- This report is then used to create the ***Annual Report to the Community***.

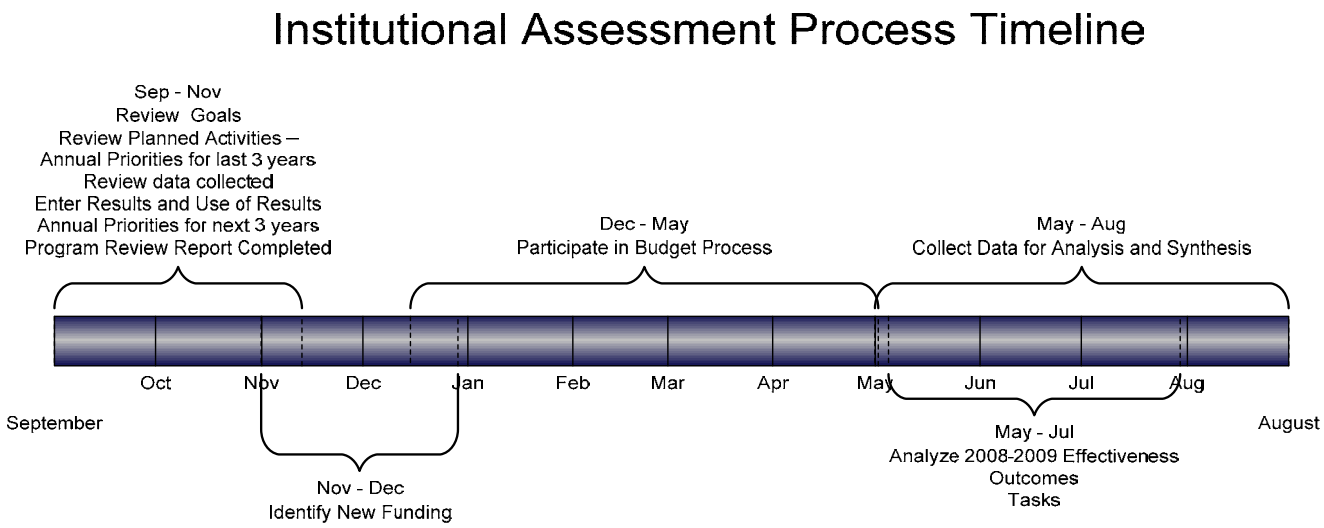
TracDat Quick Entry Steps – Units and Reporting Units	
1)	*Unit tab - enter annual priorities by clicking on the yellow "add" tab at the bottom of the screen*
2)	*Outcomes & Assessment tab – confirm that the annual strategic plan outcome is active*
3)	*Means of Assessment link – add new annual report each year; copy prior year then edit and change dates*
4)	*Results tab – enter ongoing results throughout the year and at least once a quarter* *Submit quarterly reports to reporting unit*
5)	*Reports tab – create an ongoing report of results using the Southwestern Strategic Plan - Update 2010-11; or create a quarterly report of results using the Southwestern Strategic Plan Quarterly Update Fall (choose appropriate quarterly report); save a copy of the report and upload into the document repository*
6)	*Reporting Units Only: Use Step 4 and 5*
7)	*Reporting Units Only: Submit report to Executive Team representative October 1, January 1, April 1, June 15*

All TracDat quick steps are described in further detail including visual images of the software screens in Appendix E.

Section IV
Assessment Processes

Assessment

Assessment is a means of evaluation and analysis designed to demonstrate how well the College and units/departments have met the outcomes identified for student learning and administrative/educational support services. All units/departments are expected to conduct a comprehensive program review once every three years beginning with the academic year 2010-11. Unit/department reports are submitted to the reporting unit staff by November 15th following the review year. Example: 2010-11 Program Review Report is submitted by November 15, 2011.



For assessment to be truly effective, it must be meaningful, reflective, and self-regulated. The purpose of assessment is to use the results, positive or negative, to stimulate meaningful dialogue about how instruction and services can be modified to engage students in the learning process and to sustain institutional effectiveness. Institutional effectiveness reflects how well the college is meeting its mission and goals.

Assessment Plan

An assessment plan is the combination of ***outcomes***, ***means of assessment*** and ***criteria for success*** that have been identified for every unit/department on campus.

Assessment Plan Evaluation Requirements

Every unit/department is required to evaluate how well the outcomes have been met on an annual basis. Results are entered on an annual basis. A Program Review is conducted at least every three years and a comprehensive report of program/operational effectiveness is produced. Units/departments are expected to hold an annual meeting to discuss the active outcomes (the information to be discussed at the meeting is to be distributed for review by all members of the unit at least one week prior to the meeting in order to facilitate quality discussions at the meeting). It is desirable to have the outcomes be reviewed on an annual basis and any new outcomes be added to the TracDat system. At the same time, users should inactivate any outcomes in TracDat that are no longer applicable. Before deactivating any outcomes, the user must be sure results and use of results for those outcomes have been reported in a comprehensive review year report. In this way, the history of institutional decisions will be preserved.

What is Program Review?

Program review has four parts:

1) A comprehensive review of the unit outcomes;
2) The synthesis and analysis of the results of each outcome;
3) Review of the internal and external trends that impact the unit; and
4) The use of results for each outcome.

The use of results is the planned improvements, changes, and any other modifications to programs and/or services. The comprehensive review includes quantitative and qualitative data as well as a review of operational policies and procedures. (Eight Steps, Appendix H and Appendix I)

Program review occurs every three years and the end product is a report compilation of three years' of data, which illustrates the level achieved by outcome and the effectiveness of the unit/department (program, degree, certificate, or administrative/educational support service provided to students) based on the synthesis and analysis of data showing internal and external trends.

What are Outcomes?

They are culminating activities, products, or performances that can be measured.

What are Administrative or Educational Support Outcomes (AESO)?

They are outcomes related to administrative or educational support services provided to students or potential students. ***Answers the question: "What will the students GAIN or EXPECT from the experience/service provided?"***

Administrative outcomes are a means of evaluating the services provided by administrative units. They are created and assessed by the staff and managers of the unit. They inform planning and lead to goals of improved support services. They are expressed as statements of what clients experience, receive or understand as a result of a given service. All outcomes should be tied to reporting unit goals.

Educational Support outcomes are a means of evaluating the services provided by educational support units. They are created and assessed by the staff and managers of the unit. They inform planning and lead to goals of improved support services. They are expressed as statements of what clients experience, receive or understand as a result of a given service. All outcomes should be tied to reporting unit goals.

What are Student Learning Outcomes (SLO)?

Student learning outcomes are related to the instruction provided to students at the course or program level. ***Answers the question, "What will the student be able to DO with what is learned in a course and/or program?***

Student learning outcomes are a means of evaluating student learning. They are created and assessed by the faculty, department, or academic program. They inform planning and lead to goals of improved learning. SLOs are expressed in statements of what students will be able to think, know, do, or feel because of a given educational experience. SLOs should be tied to reporting unit goals.

What are General Education Student Learning Outcomes (GESLO)?

General education student learning outcomes are the knowledge, skill, attitudes and abilities every student should possess after graduating with a certificate or degree from Southwestern Oregon Community College.

Students will be able to demonstrate achievement of these outcomes as well as the specific curriculum outcomes for their academic or technical area of study. ***Answers the question, "What will the student be able to DO with what is learned in a program?***

What are Program Outcomes?

Program outcomes are all identified Student Learning Outcomes specific to the program, a culminating activity, product, or performance that can be measured. ***Answers the question, "What will the student be able to DO with what is learned in the program?***

How do I develop an outcome?

An outcome is a result of an action – use verbs. Examples: Refer to Appendix F and Appendix G (Nichols model examples and Bloom's Taxonomy).

Getting started is the hardest part; remember that you have been doing a portion of this all along. The Eight-Step Process outlined below provides a clear and tangible way to articulate your efforts. The intention of the process is to provide a step-by-step layout of how to develop SLOs and AESOs, how to assess them, what to do with the data, and how to use the findings. It also explains how to document your efforts with the model that is used by the campus. By establishing and maintaining a documentation process, it is easier for you and your department/unit to see what work has been done, how it went, and what actions need to be taken to meet the goals and needs of your department.

Developing and assessing SLOs and AESOs is a process, and the following steps are intended to serve as a set of guidelines. It is imperative to look at the culture within your department/unit or program to determine how this process will best be implemented.

STEP	DESCRIPTION
1. **Preliminary Discussion**	Schedule a faculty/staff meeting to brainstorm ideas for outcomes.
2. **SLO/AESO Statements – see Appendix H** **General Education Outcomes - see Appendix I** **Bloom's Taxonomy – see Appendix G**	a) Develop a list of measurable SLO/AESO b) Enter into TracDat – Refer to Appendix E
3. **Assessment Plan – see Appendix E**	a) Develop an assessment plan for each SLO/AESO b) Enter means of assessment and criteria for success into TracDat – Refer to Appendix E
4. **Data Collection – see Appendix E** **Sample Means of Assessment Listing**	Assess student learning or client experiences using identified means of assessment and collecting the results of the assessments Refer to Appendix E
5. **Data Analysis and Summary – see Appendix J**	a) Aggregate and analyze the data. b) Enter the results into TracDat- Refer to Appendix E
6. **Closing the Loop – see Appendix J**	a) Determine ways to use the data and make applicable revisions to the curriculum, services, departmental processes, and the outcomes. b) Enter the Use of Results into TracDat - Refer to Appendix E c) Print Program Review Report from TracDat – Refer to Appendix E
7. **Documentation – see Appendix J**	a) Attach data and other documentation to support the decisions and changes made.

	b) Attach supporting documentation to the results in TracDat - Refer to Appendix E
8. **Continuous Cycle – see Appendix J**	Repeat the process while continuing to incorporate your SLO/AESO process into your Electronic Planning for Institutional Effectiveness

How do I Assess Outcomes?

Once the assessment plan has been completed and data collected (Steps 1 – 4 listed above) it is time to start assessing the outcomes. By following the guidelines for Steps 5 through 8 listed below and in Appendix J, the assessment process is completed and the continual improvement cycle begins. Program review and assessment is an ongoing process cycling through Steps 1 – 8 at least once every three years.

Step 5: Data Analysis - Aggregate and analyze the data.

After the assessment has been conducted, analyze and summarize the data. Refer to your assessment plan and examine the actual student performance or client behavior as you think about what you had expected to happen. How do they compare? Enter the results in TracDat–you may use the template located in Appendix E as a guide or to record initial information.

Step 6: Closing the Loop - Determine ways to use the data to make applicable revisions to the curriculum, departmental services and processes, and the outcomes. The planned activities are listed as the annual priorities for the unit for the associated years – the items that will be done or plan to do.

Schedule and conduct another meeting with your faculty/staff to discuss the assessment results and the data summary. This step is the most vital since this is the time when you and your team can examine the findings, see areas for growth or opportunity, and brainstorm ideas and methods to address those areas. The purpose of this meeting is to stimulate meaningful dialogue and initiate change.

Enter the information within TracDat—you may use the template located in Appendix E as a guide or to record initial information. Report specific use of results: what will be done next year or in the next three years as a result of the synthesis and analysis, what improvements will be made, what changes are expected to be implemented. Enter planned activities in TracDat as the annual priority for the associated year. Explain briefly how analysis of the data led to the changes.

Are new resources needed? If so, enter a request for budget funds within TracDat, identifying the account number and the amount needed. You may want to use the template located in Appendix E to list all resources needed. Resources requested by department/unit faculty and staff are the foundation of plan implementations, which lead toward the achievement of identified annual priorities and changes to the curriculum or services. Resources may include budget, facilities, staffing, research support, training, and marketing.

Step 7: Documentation – Always attach documentation within the TracDat system as evidence to support the analysis of the data. Attach meeting minutes, aggregate scores, and other examples that support the results and provide evidence. (Appendix E)

Step 8: Continuous Cycle - Repeat the process continuously at least once every three years, *focusing on various* SLOs/AESOs. It is recommended Steps 5 – 8 be repeated on a yearly basis to capture data and enter yearly results.

The process of self-reflection and assessment must remain a continuous process in order to bring about meaningful change. Assessment enables each department to evaluate its current and future goals, its

current and future needs, and its current strategies to serve its students and clients. Continuous improvement builds on existing efforts to improve student performance and optimize student/client experiences. Thus, it is imperative to continue analytical discussions and to revise assessment efforts as necessary in order to ensure that student and client needs are being met.

Section V
Budgeting Processes

Budgeting

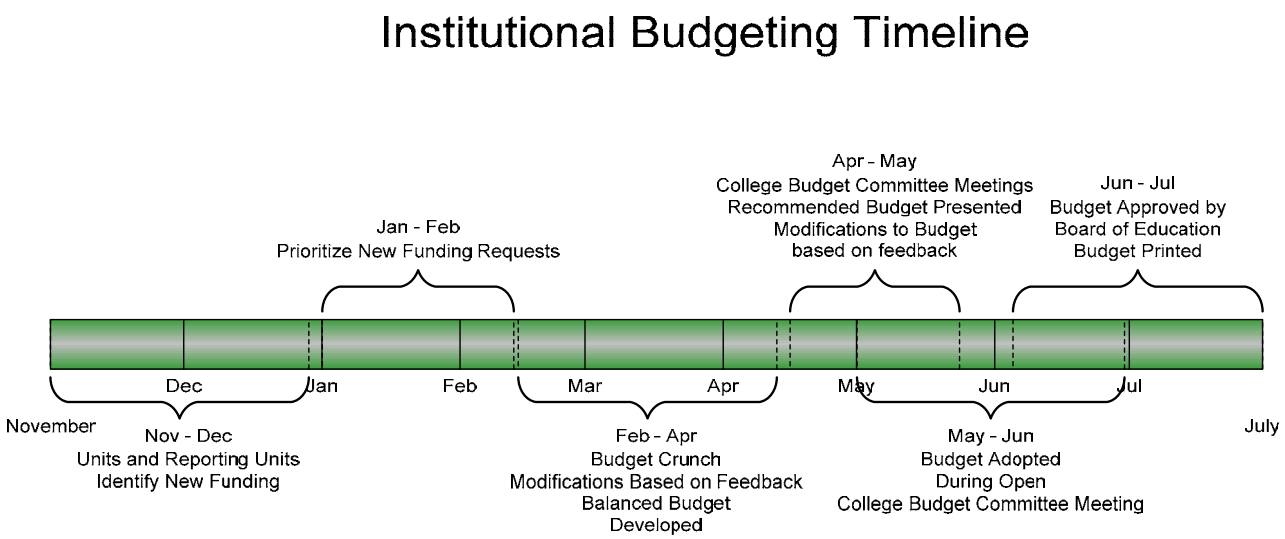
Budgeting is the collaborative process by which the college establishes a planned level of projected revenues and expenditures at the unit level for all funds.

Budgeting Steps and Timeline

The process for developing the college budget can be grouped into the following four areas: (a) prepare the recommended budget, (b) approve the budget, (c) citizen involvement and public exposure, and (d) adopt the budget. Staff members request funds to be included in the budget as a result of the assessment and planning processes conducted by all departments/unit. Each department and/or unit submits a prioritized list to the reporting unit staff responsible for budget preparation.

Budget preparation begins with revenue forecasting and determining known expenditures and obligations. The next step is to review the unit level requests for funds and then prioritize the lists by reporting unit level (Vice President, Executive Director, Director, Dean, Associate Dean). The lists are then submitted to the Executive Team for review and inclusion in the initial crunch (comparison of projected revenues to requested expenditures) of the budget. Campus meetings are held for input and to consider other requests not submitted on the prioritized lists.

The goal is to prepare the budget while adhering to the strategic plan under the constraint of the financial situation. The Faculty Senate Assessment, Planning, and Budgeting Committee participate in discussions held in the Internal Budget Advisory Committee (IBAC). The proposed budget crunching continues until the budget is balanced (revenues equal expenditures); this budget becomes the Recommended Budget to be submitted to the College Budget Committee (composed of seven college district citizens and seven Board members). The Recommended Budget is presented in a public meeting and undergoes a full review by the Committee with public comment available. Modifications may be made to the budget based on feedback received during the public meeting(s). It is at this time that the Board of Education adopts the approved budget during a Board of Education meeting and the Adopted Budget becomes the Approved Budget for the fiscal year.



- During late fall term, based on the assessment and planning processes, the institution reviews all requests for funds that were entered in the TracDat system.
- Requests are prioritized by each department/unit and submitted to reporting unit staff.
- Reporting unit staff members hold meetings with all associated departments/units and finalize budget priorities. The budget priorities are submitted to the appropriate Executive Team member.
- Initial crunch of the budget occurs – projected revenues and expenditures are put in system for gap analysis.
- Meetings held on campus until the gap is closed; then the recommended budget book is assembled.
- The Recommended Budget is presented to the College Budget Committee for approval.
- The next step is to present the Approved Budget to the Board of Education for adoption.

TracDat Quick Entry Steps – Requesting Funds for the Budget Cycle	
1)	*Results tab – Enter request for funds after entering the results for an outcome and then clicking on the add use of results link; this request is for the next budget cycle* • *Enter the account number* • *Enter the dollar amount requested (no dollar sign and no decimals)*
2)	*Use of Results associated with the Results tab entry for annual priorities – request funds for next cycle*
3)	*Use of Results associated with the Results tab entry for review year reports – request funds for next cycle*
4)	*Print report for annual priorities: Budget funds request to prioritize budget requests within the unit and submit to reporting unit staff*
5)	*Print report for review year: Budget funds request to prioritize budget requests within the unit and submit to reporting unit staff*
6)	*Budget requests may occur at other times of the year and outside of the planning and assessment process; contact supervisor for the process to request funds*
7)	*Print and save all reports to the document repository as evidence of requests*

Appendix A
Core Themes and Strategic Plan Goals
2009-10

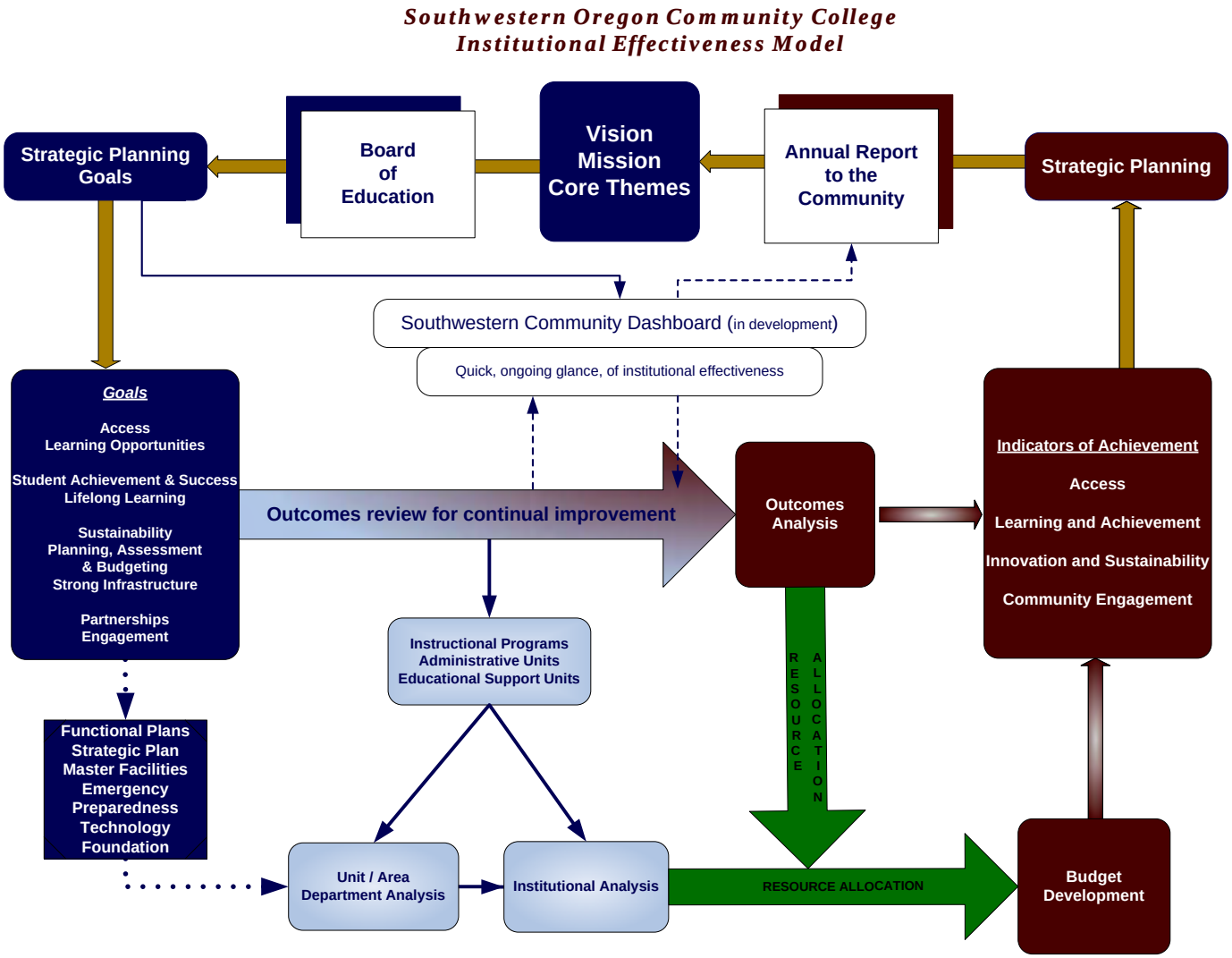
Core Themes	Strategic Plan Goals
Access Access is the pathway to learning opportunities for students and the community through support services and diverse delivery methods.	**1** Ensure access to diverse learning opportunities.
	2 Provide access to support services for students, staff, and the community.
Learning and Achievement Student learning and student achievement are at the core of the College mission and given the highest priority by emphasizing quality teaching; quality learning; quality course and program design; retention; persistence; completion; graduation and/or transfer.	**3** Maintain and develop quality learning opportunities to encourage student success and achievement.
	4 Support student goal attainment and lifelong learning.
Innovation and Sustainability Innovation and sustainability are interwoven to both seize opportunities for resource development and maintain continuous improvement for a strong infrastructure of employees, technologies, and facilities.	**5** Create the vision and structure for long-term college sustainability and growth.
	6 Support college growth through appropriate planning, budgeting, and assessment.
	7 Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, and facilities.
Community Engagement Community engagement is the means to build strong partnerships and provides opportunities for the community to participate in diverse activities and events.	**8** Sustain and build strong community, business, and agency partnerships.
	9 Promote and provide opportunities for the community to engage in diverse activities and events.

Appendix B

Planning, Assessment and Budgeting Cycle with Steps

Appendix C

Integrated Institutional Effectiveness and Assessment Model



Appendix D

Southwestern Oregon Community College
Office of Institutional Research

DRAFT Indicators of Achievement
Core Theme Indicators of Success

IA#	Achievement Indicator of Success	Core Theme Goal	2009 Baseline	2010 Target	2011 Target	2012 Target
1	**FTE Credit and Non-Credit Report** Percentage increase over prior year All FTE Reimbursable FTE Full-time enrollment status FTE Part-time enrollment status FTE Program Area FTE	Access 1 Innovation Sustainability 5 Community Engagement 9	3% 3375 3269 Trends Trends Trends	3% 3476 3367 Trends Trends Trends	3% 3580 3468 Trends Trends Trends	3% 3688 3572 Trends Trends Trends
2	**Enrollment Credit and Non-Credit Report** Percentage increase over prior year Total enrollment Reimbursable enrollment Full-time enrollment status Part-time enrollment status Program Area	Access 1 Innovation Sustainability 5 Community Engagement 9	3% 10,947 3,000 Trends Trends Trends	3% 11,275 3,000 Trends Trends Trends	3% 11,614 3,000 Trends Trends Trends	3% 11,962 3,000 Trends Trends Trends
3	**Labor Trends** Percentage of programs meeting high demand labor needs	Access 1 Learning Achievement 4	80% State 90% Local	80% State 90% Local	80% State 90% Local	80% State 90% Local
4	**Student Satisfaction** Average rating level for services Average rating for courses	Access 2 Learning Achievement 3 Community Engagement 8 Community Engagement 9	TBA Adjust Target as Necessary	4 of 5 4 of 5	4 of 5 4 of 5	4.25 of 5 4.25 of 5
5	**Student Intended Goals Achieved** Percentage of students attaining self-disclosed goal	Learning Achievement 4 Community Engagement 9	TBA Adjust Target as Necessary	50%	50%	50%

IA#	Achievement Indicator of Success	Core Theme Goal	2009 Baseline	2010 Target	2011 Target	2012 Target
6	**Annual Report to the Community** Percentage of goal priorities achieved	Access 1, 2 Learning Achievement 3, 4 Innovation Sustainability 5, 6, 7 Community Engagement 8,9	90%	90%	90%	90%
7	**Course Credit and Non-Credit Report** Percentage increase over prior year All FTE Reimbursable FTE Full-time enrollment status Part-time enrollment status Program Area Courses offered Billing Credits enrolled	Access 1 Innovation Sustainability 5 Community Engagement 9	3% 3375 3269 Trends Trends 3% Trends 61,000	3% 3476 3367 Trends Trends 3% Trends 64,000	3% 3580 3468 Trends Trends 3% Trends 67,000	3% 3688 3572 Trends Trends 3% Trends 70,000
8	**Employer Perceptions** Employer Satisfaction and Opinion Survey	Learning Achievement 3 Innovation Sustainability 5, 6 Community Engagement 8	Need Baseline	4 out of 5 Example need to set from baseline		
9	**Employee Development & Satisfaction** Employee Satisfaction and Opinion Survey Percent of employee participation Number of trainings offered	Innovation and Sustainability 7	Need Baseline	4 out of 5 75% 10	Examples; need to determine	
10	**Student Engagement** a. CAAP: Collegiate Assessment of Academic Performance b. CCSSE: Community College Survey of Student Engagement c. SENSE: Survey of Entering Student Engagement	Learning and Achievement 3, 4	Fill in CAAP and CCSSE benchmark And SENSE SENSE 2009	Benchmark goals go here CCSSE 2010	CAAP 2011	SENSE 2012
11	**Early Alert** Percent of students passing courses after being put on early alert	Learning Achievement 3	75% Within 2 % of all courses	75.5%	76%	76.5%

IA#	Achievement Indicator of Success	Core Theme Goal	2009 Baseline	2010 Target	2011 Target	2012 Target
12	**No longer used; replace with Student Achievement** Percent of passing grades in all courses Percent of passing grades by course type (LDC, Voc Prep, etc) Average GPA of program students Average GPA of graduates Graduation Rates	Learning Achievement 3,4 Get all baselines	77% 80% LDC 85% VP 90% VS 68% Remedial GPA Baseline Baselines needed	77.5% LDC VP VS Remedial .2 increase each year	78% LDC VP VS Remedial .2 increase each year	78.5% LDC VP VS Remedial .2 increase each year
13	**Placement Rate** **Perkins info here – get from state**	Access 1, 2 Learning Achievement 3, 4	Use grant figures			
14	**Structured Work Experience** Percent of majors participating in course Percent of change in participating business from year to year	Access 1, 2 Learning Achievement 3 Community Engagement 8	34% 3% increase	34% 3% increase	34% 3% increase	34% 3% increase
15	**Fiscal: Statement of Cash Flows YTD– All Funds** Positive growing cash flow	Innovation Sustainability 5, 7	800,000	1,000,000	1,200,000	1,400,000
16	**Fiscal: Statement of Revenues and Expenditures – All Funds** Revenues exceed expenditures	Innovation Sustainability 5, 7	**Ratios Check with BO**			
17	**Fiscal: Balance Sheet – All Funds**	Innovation Sustainability 5, 7	**Ratios Check with BO**			
18	**Fiscal: Statement of Budget and Actual Revenues and Expenditures**	Innovation Sustainability 5, 7	**Ratios Check with BO**			
19	Fiscal: Revenues & Expenditures - CCFIS	1 and 3	Remove			
20	**Fiscal: Enterprise Funds Activity**	Innovation Sustainability 5, 7	**Ratios Check with BO**			
21	**Fiscal: Foundation Activity** Increase in donors over prior year Increase in recipients over prior year	Innovation Sustainability 7 Community Engagement 8	3% 3%	3% 3%	3% 3%	3% 3%

IA#	Achievement Indicator of Success	Core Theme Goal	2009 Baseline	2010 Target	2011 Target	2012 Target
22 State	**State Student Success Indicators** **SSI 1: High school students enrolling directly into college** Track number of Oregon high school graduates who enroll in a community college the following fall term	Access 1, 2	**Baseline 33%**	Set by state with 2011		
22 State	**SSI 2: Postsecondary level of math, reading and writing** Measure skills necessary to enter LDC credit courses and CTE program areas	Access 1, 2 Learning Achievement 3, 4	**Baseline**			
22 State	**SSI 3: Credits earned toward an Associate of Arts Degree** Measure progress in LDC program areas at milestone points	Learning Achievement 3, 4	**Baseline**			
22 State	**SSI 4: Credits earned toward a CTE certificate or degree** Measure progress in CTE program areas at milestone points	Learning Achievement 3, 4	**Baseline**			
22 State	**SSI 5: Term to term persistence** Measure whether student continues from term to term	Learning Achievement 3, 4	**Baseline**			
22 State	**SSI 6: Fall to fall retention** Measure whether student returns one year to the next	Learning Achievement 3, 4	**Baseline**			
22 State	**SSI 7: GED to next level** Measure the movement from GED completion to the next level of learning	Access 1, 2 Learning Achievement 3, 4	**Baseline**			
22 State	**SSI 8: GED fall to fall persistence** Measure the movement of GED completers who persist at the next level of training	Access 1, 2 Learning Achievement 3, 4	**Baseline**			
22 State	**SSI 9: ESL/ESOL noncredit to next level** Measure how a student transitions from ESL/ESOL to credit classes	Access 1, 2 Learning Achievement 3, 4	**Baseline**			
23 State	**KPM 1: SUCCESSFUL GED APPLICANTS** Percentage of GED certificate applicants successful	Learning Achievement 3, 4	79%	79%	80%	80% *

IA#	Achievement Indicator of Success	Core Theme Goal	2009 Baseline	2010 Target	2011 Target	2012 Target
23 State	**KPM 7: COMPLETION OF BASIC SKILLS/ESL** Percentage of students enrolled in a basic skills or ESL program who complete successfully	Learning Achievement 4	50.9%	63.7%	63.7%	63.7% *
23 State	**KPM 8: NURSING COMPLETION** Percentage of students who successfully complete a nursing program	Learning Achievement 3, 4	73.7%	73.7%	73.7%	73.7% *
23 State	**KPM 10: BITS COMPANY SATISFACTION** Percentage of companies ranking training they received through community college Business and Industry Training System (BITS)	Community Engagement 8	95%	95%	95%	95% *
23 State	**KPM 11: LICENSING/CERTIFICATION RATES** Oregon community college students' pass rate for national licensing tests compared to national pass rates	Learning Achievement 3, 4	93%	93%	93%	93% *
23 State	**KPM 12: CAREER TECHNICAL EDUCATION DEGREE/CERTIFICATE COMPLETION** Number of Career Technical Education (CTE) degrees and certificates awarded	Learning Achievement 3, 4	3% 150	3% 155	3% 160	3% 165
23 State	**KPM 13: ASSOCIATE DEGREE COMPLETION** Percentage of students in Associates degree programs who obtain an Associates degree	Learning Achievement 3, 4	31.6%	31.6%	31.6%	31.6% *
23 State	**KPM 14: STUDENT TRANSFERS TO OUS** Percentage of students attending an Oregon community college during one academic year who transfer to an OUS institution the following academic year	Learning Achievement 3, 4	15.2%	15.2%	15.2%	15.2% *
23 State	**KPM 15: PROGRESS OF TRANSFER STUDENTS** Percentage of community college transfer students who demonstrate progress by returning for the second year	Learning Achievement 4	80%	80%	80%	80% *

IA#	Achievement Indicator of Success	Core Theme Goal	2009 Baseline	2010 Target	2011 Target	2012 Target
23 State	**KPM 16: TUITION/FEES** Oregon's rank for college tuition and fees among all western states	Access 1, 2 Innovation Sustainability 5, 6	TBD	TBD	TBD	TBD
23 State	**KPM 17: HIGH SCHOOL PARTICIPATION** Number of high school students enrolled in community college credit programs	Access 1, 2	3% 667	3% 688	3% 708	3% 729
23 State	**KPM 18: MINORITY ENROLLMENT** Each minority's proportion of total community college enrollment as a percentage of each minority's proportion of the total population, by racial/ethnic group.	Not Tracked at this time Access 1, 2	TBA	TBA	TBA	TBA
24 State	State Future Student Success Indicators FSSI 10 through 18					

- **2012 Target – state has not yet determined target level**

Appendix E

TracDat Software and Data Entry Steps
Templates and Resources to Assist in Developing Outcomes and Means of Assessment

TracDat Web Link – full documentation available within the system

http://tracdat.socc.edu:8081/tradat

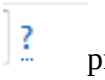
TracDat Login and Password

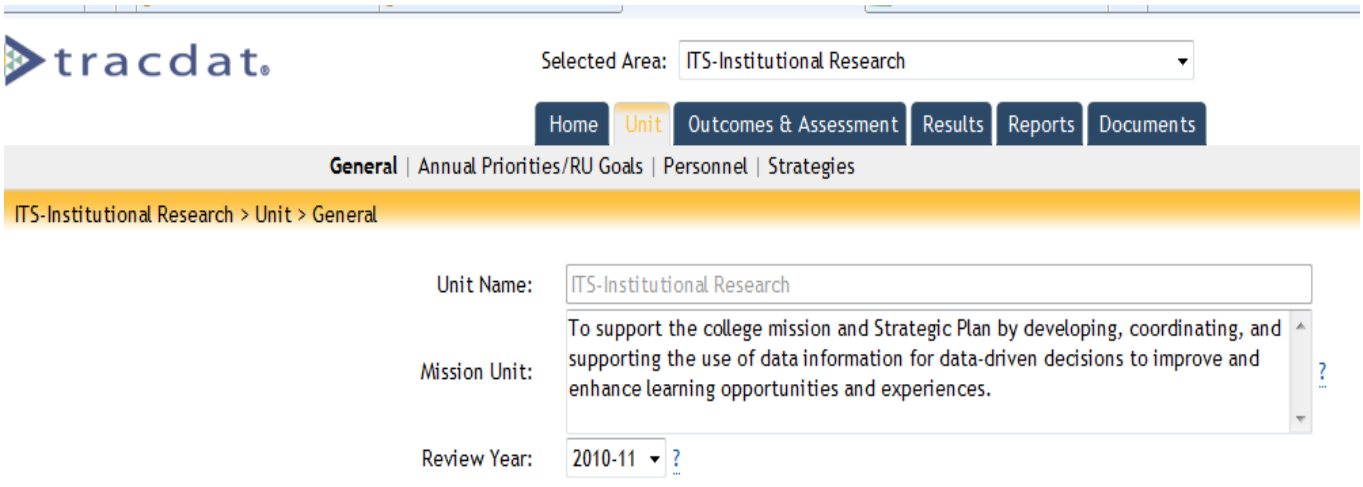
- The user name is assigned by the Institutional Research Office – ext. 7339.
- Username is generally the same as your Colleague username
- The password is initially set as the username plus the numeral "1": username1

TracDat Quick Entry Steps – TracDat Web Link and Login	
1)	*Using a web browser, go to http://tracdat.socc.edu:8081/tracdat/*
2)	*Enter your username – generally the same as your Colleague username*
3)	*Enter your password – initially set as your username1*
4)	*Click Login*
5)	*To logout lick on "Logout" located in the upper right-hand side of all screens*

TracDat Help Icons

Help icons are located on each screen in the orange strip near the top on the right-hand side and are denoted by a , providing help information for the screen. Click on the icon to activate the help screen.

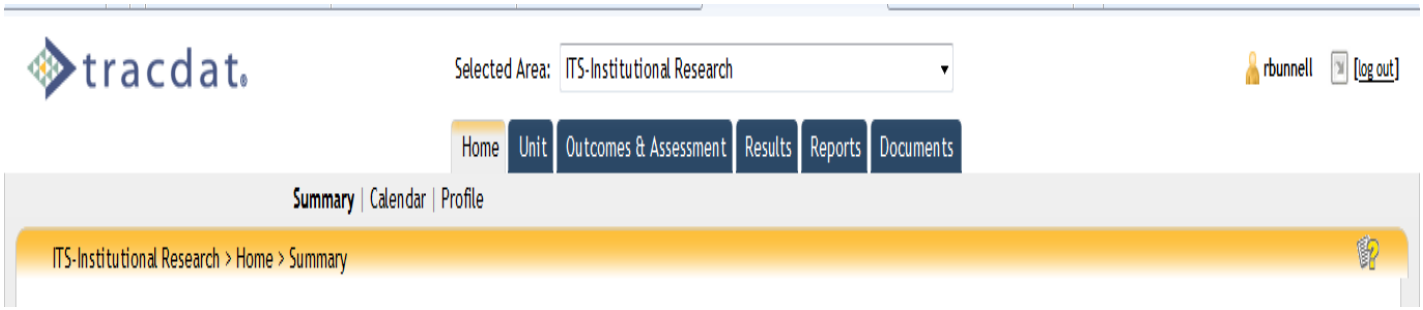
Help icons are also located next to each textbox and are denoted by a  providing help information for the associated textbox. Click on the icon to activate the help screen.



Home Tab and Links

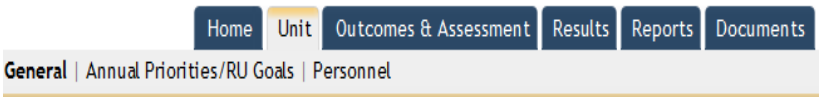
The Home tab is a dashboard view of a Unit. It shows a snapshot of the unit's assessment plan, assessment information, priorities and assignments. Clicking on a number (often purple), will either take you to another area with more specific information or pop-up a descriptive window.

Be sure you have selected the unit from the drop down menu next to the "Selected Area"



- **Summary Link**- Displays an overview of the outcomes and results for a particular assessment unit.
- **Calendar Link**- Provides a calendar to enter data.
- **Profile Link** – Provides a summary of user account information as it is known in TracDat.
  - This is where the ***password may be changed by the user***.
  - Follow instructions using the help icons

Unit Tab and Links

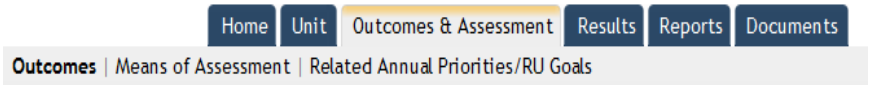


- **General** – Displays the College Mission statement.
  - Displays the Unit Name
- **Mission** – Unit: This is where the mission of the unit is displayed on the screen
- **Review Year**: The next triennial review year for the unit is displayed on the screen
- **Annual Priorities/RU Goals**
  - All annual priorities for the unit/department are displayed on this screen
  - New priorities are added from this screen based on annual unit/department meetings
  - Each of these priorities can be tied back to a college goal and a Reporting Unit goal.
- **Personnel**
  - This screen lists the staff who have access to view and/or are able to edit a department/unit's information
  - Administrator of the unit may add or delete staff

TracDat Quick Entry Steps – Mission * Review Year * Annual Priorities	
1)	*Add the Unit Mission in the textbox*
2)	*Select the review year (triennial cycle) that is scheduled for the unit; update after comprehensive review is completed and the review year report is produced and sent to the reporting unit staff*

3)	*Add annual plan priorities after planning meetings and based on assessment* *Click on the yellow tab at the bottom of the screen to "add new annual priorities/RU goals"*
4)	*Select the Goal Type in the dropdown box of "Annual Strategic Plan Summary Report"*
5)	*Add priority in the textbox: short one line item that is planned to be completed in the next academic year*
6)	*Select the year associated with the priority in the dropdown box for Annual Priority Year*
7)	*Click on the Save Changes yellow tab near the bottom of the screen*

Outcomes and Assessment Tab and Links



The Outcomes and Assessment Tab is where General Student Learning Outcomes, Administrative and Educational Support Outcomes are entered. This is also where Degree and Certificate Outcomes are entered as well as outcomes for related instruction, discipline areas, and foundational instruction. The outcomes are identified by each unit/department through staff meetings - Step 1 of developing and assessing outcomes. Formalizing the outcome and entering into TracDat is Step 2 of developing and assessing outcomes. The assessment plan is the combination of outcomes, means of assessment, and criteria for success.

Adding a New Outcome: Click on the link

Use this screen to add a new outcome as well as annual plan reports and review year reports.

Designing SLOs for programs and AESO for units requires the participation of all departmental faculty and/or staff. Ideally, the design begins with a series of conversations, usually in small groups.

Faculty refers to the learning goals for students and identifies knowledge and performance values in the discipline as a way to begin the process. These conversations should consider both affective and cognitive learning domains.

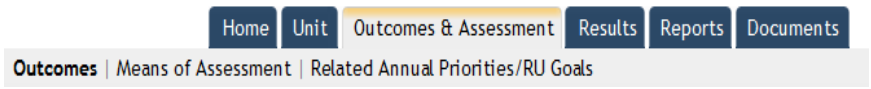
TracDat Quick Entry Steps – Adding a New Outcome (Step 2)	
6)	*Click on yellow tab at bottom of the screen*
7)	*Outcome Name: Type in an abbreviated name to identify the outcome*
8)	*Outcome: Type in the full outcome description*
9)	*Outcome Types: Select the type of outcome – learning for instructional / operational for other units*
10)	*Outcome Status: Select the status of the outcome – currently being assessed for all new outcomes*
11)	*Start Date: Type date outcome became effective*
12)	*End Date: Leave blank and only change once the outcome has been completed or becomes inactive*
13)	*Always click the yellow Save Changes button when done*

Note: For annual priorities the outcome is the annual strategic plan summary. This has already been added to the list of outcomes for each unit.

Outcome Template

Outcomes	*Means of Assessment Criteria for Success*	*Results Synthesis and Analysis*	*Use of Results*

Adding a New Means of Assessment: Click on the link



Step 3 of developing and assessing outcomes: You may add as many different Assessment Methods as you wish.

The Means of Assessment is the method of determining whether the learning or performance outcome has been achieved. It is the systematic collection of data and information focused on student learning, and other unit outcomes. The assessment of student learning outcomes is integral to the SLO process. It is a department-controlled task. Step 4 of the process is to administer the identified assessments.

The Means of Assessment should meet the following criteria:

- identify specific means of assessment (survey, test, etc.) for the outcome
- indicate consideration of previous data, if available
- establish minimum score for success at achieving outcome
- give number (%, fraction, actual number) of students or clients who are expected to meet the minimum score
- establish the minimum sub-score in given area(s) of interest (optional)
- specify when actual assessment occurs and by whom it is administered
- identify evaluator(s)
- specify evaluation process

Criteria for Success guidelines:

- establishes minimum expected score for success at achieving outcome
- quantifies (%, fraction or actual) number of students who are expected to meet the minimum score
- indicates consideration of alternate data (previous SLO assessment effort(s), external reports), if available (optional)
- establish the minimum score for any subcategories within the outcome, if applicable

TracDat Quick Entry Steps – Adding a Means of Assessment (Step 3)	
1)	*Click on yellow tab at bottom of the screen to add a new assessment method*
2)	*Assessment Method Category: Select the assessment tool from the drop down menu (not used for the annual strategic plan)*
3)	*Assessment Method: Type in-detail the method of the assessment (standard wording used for the annual strategic plan)*
4)	*Criterion: Type in the criteria for success (not used for the annual strategic plan)*
5)	*Timeline: Indicate yearly or other timeframe to be used (not used for the annual strategic plan)*
6)	*Active: Make sure this box is checked for all active means of assessments*
7)	*Always click the yellow Save Changes button when done*

Note: For annual priorities the means of assessment is the yearly strategic plan. The first year has already been added to the list of outcomes for each unit. In future years, copy the means of assessment and change the year.

Sample Means of Assessment and Criteria for Success

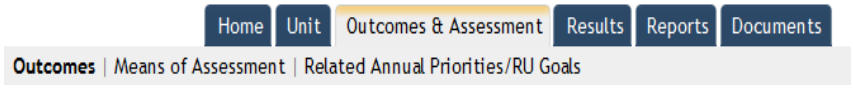
How do we measure outcomes? Tools and/or instruments are used as a means of assessment (assessment methods vary) and criteria for success. Several tools are available for measuring outcomes. The most common are provided in the list below, for more ideas please contact Institutional Research.

Student Learning – Direct Assessment Methods	Student Learning – Indirect Assessment Methods	Services – Assessment Methods
• Locally developed tests or standardized Tests	• Exit interviews of students	• Student self-evaluations
• Faculty-created rubrics	• Student, employer and alumni surveys	• Point-of-service surveys
• Essays	• Graduation and transfer rates	• Focus Groups
• Blind-scored projects	• Job placement data	• Graduation Surveys
• Professional exams	• Satisfaction surveys	• ACT or CCSSE
• Capstone experience or course	• Observing and recording students' Behaviors	• Counting the volume/degree of service, direct method
• Juried review of projects, exhibitions and Performances	• Self-report measures assessing students' perceptions of what they've learned	• Observations (number of participants, number of inquiries, reaction of participants, etc.)
• Portfolio assessment	• CCSSE or CAAP	• Satisfaction surveys – attitudinal Assessment
• Certification & placement exams.	• Research projects	• External Validation – Audits, Inspections, etc.
This list displays a sample of methods, instruments and tools available to faculty and staff and is meant to stimulate ideas for other methods		

Example Means of Assessment and Criteria for Success
Customer Satisfaction: Customer satisfaction is equal to or higher than the previous year.

Quality: Work is completed with a percentage of errors, numbers or dollars better than or equal to the previous year
Quantity: The percentage of requests fulfilled or numbers served is equal to or better than the previous year
Efficiency: Average time for a response
Music: 75% of students will perform all of the selected 6 (of the 12) major scales correctly in a maximum of two attempts. The scales will be evaluated by at least two full-time faculty using a checklist as a pass or fail. The performance will be assessed at the end of the spring and fall 2006 semesters in the normal performance evaluation process for the classes.
ESL: By the end of fall 2006, 60% of Level 5 ESL students reporting orally will receive a passing score of 12 or higher (out of 18) on an ESL department oral rubric for Level 5 as measured by their classroom instructors.
Speech: 70% of the students completing Speech 1A will have an average of 2 on a three-point scale rubric evaluating eye contact, organization, body control, and volume. The rubric will be used on speech delivery for a speech given in the last fourth of the semester in spring '07. The speech will be judged by designated faculty and the data will be evaluated by the dept. SLO committee.
Fire Technology: The Fire Technology Program will administer and evaluate the standardized State Fire Marshall Firefighter I certification during the 15th week of the spring and fall semesters. Evaluations will be based upon standards set by The Office of the State Fire Marshall and The California Fire Service Training and Education System.
Information Technology: System Availability and Uptime – the student information system will be available 99% of the time during normal business hours (7:30 – 4:30 Monday – Friday) as measured in academic year 2005-06 by the system administrators collecting system availability statistics. Evaluation will occur at the end of the academic year, June 30, 2006.
Learning Assistance Center: 75% of students will complete the entire survey on preferences for the Skills Lab environment. 70% of the student will mark 'a' on Question 1 to show the satisfaction with the current space. 40% will mark 'a' on Question 2 to show satisfaction with the conditions. The four question survey will be administered by the front counter personnel on the sixth week of spring 2007 semester as they check into lab. Skills Lab personnel will tabulate and average the responses.
Increase enrollment of non-traditional and part-time students by 3%
Increase Career Pathway enrollments by 3%
Increase retention of students by 3%
Adopt one new program
Improve student ratings of instructors by 5%
Improve student satisfaction of services by 10%
Increase in-service activities for all employee groups
Increase student academic achievement in "X" course by 5%

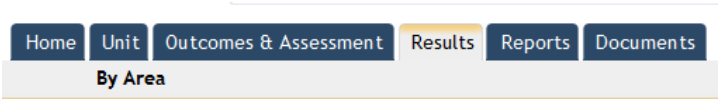
Relating Annual Priorities and RU Goals: Click on the link



Use this screen to relate an SLO/AESO/Annual Plan Reports to those Goals and/or Annual Priorities which it supports. The Goals of all appropriate Units are shown. To select a Goal, click the box to the left of the Goal.

TracDat Quick Entry Steps – Relating Annual Priorities and RU Goals	
1)	*Notice the dropdown textbox at the top of the screen; this is the outcome that is currently being viewed*
2)	*Select all appropriate related annual priorities and/or reporting unit goals or other goals as displayed by checking the box next to the corresponding statement*
3)	Use the scroll bar to move down the screen and see additional goals or priorities.
4)	*Save changes*
5)	*Go back to the dropdown textbox and select the next outcome to be viewed*
6)	*Repeat steps 2 and 3 as necessary for all outcomes*

Results Tab and Use of Results



After collecting the data from the assessments, Step 4 of the process, enter the results into the TracDat system using the Add a Result feature. This will display a screen that includes textboxes for synthesis and analysis of the data and fulfills Step 5 of assessing the outcomes.

Results = a succinct statement that states what criteria level was achieved; this is not a paragraph or even a few sentences as this is designed to illustrate the level achieved.

Example: Criteria = 95% of students will achieve an average score of 70% on XYZ
Results = 100% of student achieved an average score of 80% on XYZ

Synthesis and Analysis is the area to enter the details associated with the results.

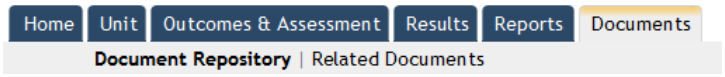
Relate Documents - Departments and units should support the conditions above with quantifiable data, conduct appropriate analyses, and make supportable conclusions. Data may be available from IR, check to confirm common data set information that is available for your department. You may also report on your own internally-generated data like the results from previous assessment efforts, budget reports, or advisory council minutes.

TracDat Quick Entry Steps – Results Tab (Step 5)	
1)	*Select the area for unit results (or the annual strategic plan year for status updates) (or select the courses to enter for course results located under the selection area tab)*
2)	*Click on Add a Result yellow tab near the bottom of the screen*
3)	*When the new screen appears, click on **select** for which SLO/AUO/SA the Summary of Data applies to.*
4)	*Select the Assessment Method that appears in the internal screen*
5)	*Summary of Data: Type in the summary of data from the assessment*
6)	*Summary of Data Date: Type in the date the summary was entered.*
7)	*Summary of Data Type: If the data met or exceeded the criterion select Criterion Met; if the **data did not meet the criterion select Criterion Not Met.***
8)	*Summary of Data Status: If this summary of data is complete select Closed; if it is not complete select Open from the drop down menu.*
9)	*Summary of Data Status Update Date: If an update is done this date will automatically default.*
10)	*Notes: Type in any anecdotal information or leave blank.*
11)	*Attach supporting documentation – this is the evidence of the assessments and supports the analysis*
12)	*Always click the Save Changes button when you are done.*

If there are documents related to an AESO/SLO/Annual Priority(i.e. test examples, Excel files with data results, meeting minutes)—they can be uploaded to TracDat and associated with a particular outcome via the results and use of results screens. Documents may also be uploaded directly to the system using the Documents tab and then selected from the results and use of results screen.

Relating a document on the results or use of results screen:
Adding documents directly to the repository:

Documents Tab



Use this screen to create document folders to store department/unit documents that are used in the assessment and planning processes. Reports provided by IT to support programs internal conditions are in the "Reports for <current year> folder.

TracDat Quick Entry Steps – Documents Tab	
1)	Click on the Add Documents link
2)	Browse – adds a new document not already in document repository;
3)	Name the document in a way that identifies the information and links to the outcome
4)	Always click the Save Changes button when you are done.

Results, Synthesis and Analysis (including internal and external trends) Template

Outcomes	*Means of Assessment Criteria for Success*	*Results Synthesis and Analysis*	*Use of Results*

Use of Results Link within the Results Entry Screen

The Use of Results is the process of closing the loop, Step 7. Determine ways to use the data and make applicable revisions to the curriculum, departmental processes and the outcomes. Departments and units should support their efforts with quantifiable data, conduct appropriate analyses, and make supportable conclusions. You may report on your own internally-generated data or request data from the Institutional Researcher ext. 7339.

Enter the information within TracDat – you may use the template located below as a guide or to record initial information. Report specific use of results, what will be done next year or in the next three years as a result of the synthesis and analysis. What improvements will be made? What changes are expected to be implemented? Explain how analysis of the data led to the changes.

NOTE: The Use of Results link will only appear after the Results have been saved by clicking the yellow Save Changes button.

TracDat Quick Entry Steps – Use of Results Link (Step 7)	
5)	*After saving the results information the link for the Use of Results will be accessible; mini-tab on bottom left-hand side of the screen with the link located on the right-hand side of the screen*
6)	*Be sure the Use of Results mini-tab has been selected (the other option is for documentation)*
7)	*Click on the Add Use of Results link*
8)	*Type in the Use of Results.*
9)	*Request Budget Funds if needed – enter the account number*
10)	*Enter the amount of budget funds requested – no dollar sign, no commas or decimals*
11)	*Review Year Report requires the entry of internal and external trends over the last three years*
12)	*Annual Plan report requires the accomplishments to be listed*
13)	*Attach supporting documentation – any other documentation not previously related to results*
14)	*Always click the Save Changes button when you are done.*

Use of Results Template

Outcomes	*Means of Assessment Criteria for Success*	*Results Synthesis and Analysis*	*Use of Results*

Use of Results Screen – Resources Needed

To facilitate completion of the "Use of Results – Resources Needed" section within TracDat, you may want to use the template to list all resources needed. Resources requested by department/unit faculty and staff are the

foundation of plan implementation toward the achievement of identified goals. Resources may include budget, facilities, staffing, research support, training, and marketing.

Outcome	Resources Needed Y or N	List Resources Needed – Include budgetary item amounts as well as other resource types

Reports Tab

This screen displays a list of all the available reports defined for the department/unit. Program level reports are displayed on the Assessment Unit screen. Note the two different screen choices:

a. **Unit** – runs reports at the Assessment Unit level –data entered on the Outcomes and Assessment tab.
b. **Course** – runs reports at the Course level –data entered on the Course Assessment Plan tab.

TracDat Quick Entry Steps – Use of Results Link (Step 7)	
1)	*Click run to being generating a report*
2)	*Select the parameters to filter data for the report – this narrows down the type of information returned in the report*
3)	*Click the Execute Report button to generate the report (if no parameters are defined within the report the report will run automatically).*
4)	*The report opens in a new window.*
5)	*Once the report has been viewed and the data confirmed, always generate a report and save the document repository. The report is easily retrievable for the future and includes the information within the system corresponding to the date of the report.*

Appendix F

Nichols Model

1. Addressing the Mission and Reporting Unit Goals
2. Determining Outcomes
3. Identifying Means of Assessment and Criteria for Success
4. Summarizing of Data Collected
5. Using Results

1	2	3	4	*5*
Mission and Reporting Unit Goals	***Outcomes***	***Means of Assessment Criteria for Success***	***Results Synthesis and Analysis***	***Use of Results***
The mission and applicable reporting unit goal(s) of the program, department or administrative unit.	What will the student think, feel, know or be able to do as a result of a given educational experience or from the use of services?	What tools will be used to establish and measure success? What are the criteria for success?	Summarize the findings. How close were the results to the criteria for success?	What does the data tell us about our process? What, if anything, do we need to do to our course, program or department to improve? What resources are necessary?

Appendix G

Bloom's Taxonomy

List of Websites and Verbs by Domain

Clemson University

http://www.clemson.edu/assessment/assessmentpractices/referencematerials/documents/Blooms%20Taxonomy%20Action%20Verbs.pdf

http://nerds.unl.edu/pages/preser/sec/articles/blooms.html

Verb Wheel - CalState Technology Enhancement Program

http://cstep.csumb.edu/Obj_tutorial/bloomwheel.html

New Verbage

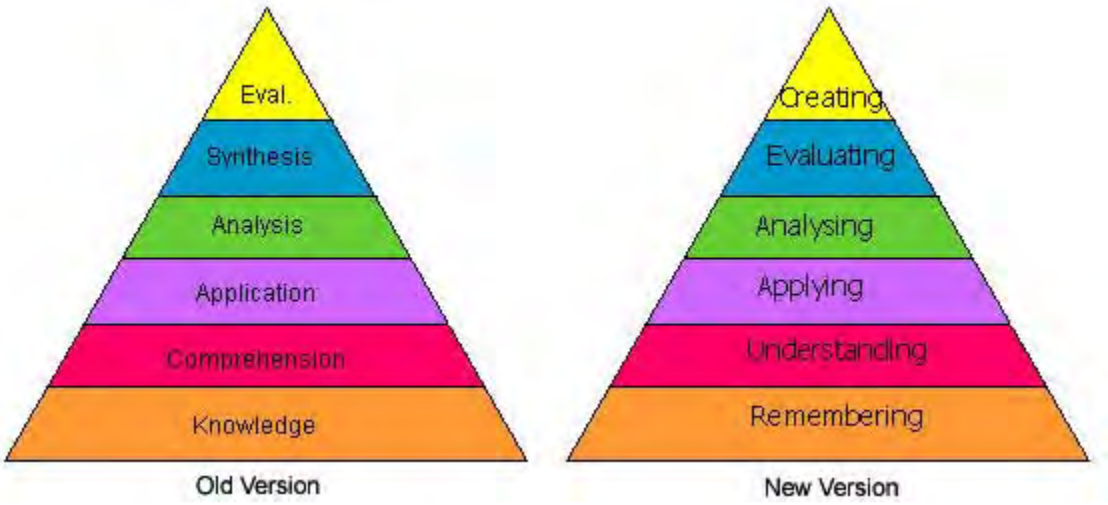
Old Dominion University

http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

University of Georgia

http://projects.coe.uga.edu/epltt/index.php?title=Bloom%27s_Taxonomy

Domains



Bloom's Cognitive Domain

The following verbs are useful in discussing the six levels of Bloom's Cognitive Domain.

KNOWLEDGE

discuss
define
memorize
repeat
record
list
recall
name
relate

ANALYSIS

distinguish
analyze
differentiate
appraise
calculate
experiment
test
compare
contrast
criticize

EVALUATION

judge
appraise
evaluate
rate
compare
value
revise
score
select
choose

COMPREHENSION

discuss
restate
describe
recognize
explain
express
identify
locate
report
review
tell

DIAGRAM

inspect
debate
inventory
question
relate
solve
examine

ASSESS

estimate
measure
inspect

APPLICATION

translate
interpret
apply
employ
use
demonstrate
dramatize
practice
illustrate
operate
schedule
show
sketch

SYNTHESIS

compose
plan
design
formulate
arrange
assemble
collect
construct
create
set up
organize
manage
prepare
propose

Appendix H

Developing and Assessing Outcomes

The following are some guiding questions to help in the development of SLOs and AESOs:

Think about a course completer or program graduate. What kind of course/program experience would allow for the greatest student success?

As a result of this course/program:

- What should this student know or understand?
- What will this student be able to do?
- What kind of skills or values will this student possess?

Think about a student or potential student who will receive a certain service. What kind of service experience would allow for the greatest satisfaction?

As a result of this service:

- How should this student act?
- What kind of attitude should this student possess?
- What will the student gain?

When considering the questions above, think about how you will know whether or not your students or clients have performed as you had intended for them to perform. What will the students or clients do to provide evidence that they have successfully met your expectations?

Once the outcomes have been developed, create the assessment plan (means of assessment and criteria for success) and include the following:

- What means of assessment will you employ?
    - Choices include course-embedded assessments, portfolios, surveys, and tests
- How do you expect your students/clients to fare?
    - Establish a minimum score for success and indicate the number (%, fraction, actual number) of students/clients whom you expect to meet the minimum score
- Whom will you assess?
    - Consider the course(s), class section, activity, workshop, term
- How will you collect your evidence?
- When will you collect your evidence?
- Who will be responsible for the administration of the assessment?
- Who will be responsible for the evaluation of the data collected?
- If you have conducted this assessment in the past, do you have any previous data to use as a marker for comparison?
- How would you plan to use the results?

Remember that you don't have to measure everything about every student during every course in every term or about every client for every service! Be selective and measure only those areas in which you are most interested and/or those areas that are most relevant to meeting current or future student/client needs.

Appendix I

Identification of Institutional General Student Learning Outcomes

General Student Learning Outcomes:

The purpose of the entire general education assessment is to evaluate how our institution and its curriculum are equipping our students with the basic general education skills – and then, as a result of the evaluation, to adjust the curriculum, if necessary, to assure that these outcomes are being adequately addressed. So, the assessment is formative rather than summative.

Several principles underlie the process. First, the general education learning outcomes are the responsibility of the faculty as a whole, not merely the responsibility of isolated departments. Next, the process was designed to be minimally intrusive for faculty. Also, it is important to note that neither names of students nor names of faculty are attached to any of the work when it is evaluated, and as a result, no names are attached to the data as it is analyzed and reported.

GENERAL EDUCATION STUDENT LEARNING OUTCOMES are the knowledge, skill, attitudes, and abilities every student should possess after graduating with a certificate or degree from Southwestern Oregon Community College. Students will be able to demonstrate achievement of these outcomes as well as the specific curriculum outcomes for their academic or technical area of study.

- **Communication:** Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in reading, writing, speaking, and listening, and presentation of self and information.
- **Computation:** Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data.
- **Creative, Critical & Analytical Thinking:** Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.
- **Community/Global Consciousness & Responsibility:** Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.
- **Discipline Content:** Students completing a degree will be able to demonstrate effective skills and attitudes that are specific to a discipline or career.

Approved by SOCC Faculty Senate – January 28, 2005

Modified from the League for Innovation, www.league.org

Academic leaders, in concert with Faculty Senate and Student Services Leaders, determined, in 2007 that the Collegiate Assessment of Academic Proficiency test (CAAP) would become the global assessment tool for the general education student learning outcomes. The assessment is administered every three years (previously done annually through 2009), data is collected from the results of the assessments and the data is compiled in preparation for analysis, synthesis and use of results to improve teaching and learning.

Appendix J

Assessment Steps 5 to 8: Evaluation of Assessments and Outcomes

Step 5: Data Analysis - Aggregate and analyze the data.

After the assessment has been conducted, analyze and summarize the data. Refer to your assessment plan and examine the actual student performance or client behavior with what you had expected. How do they compare?

Some questions to consider when studying the data:

- What skills (or portions of skills) did students universally understand?
- What were the most common errors that students made?
- What did the students not grasp at all?
- For which parts of the service did clients express the greatest satisfaction?
- What were some of their recommendations?
- Are there other findings that you did not expect?
- What are you most surprised by?
- Were there any trends, patterns or themes that emerged from the data?

Some guidelines to keep in mind after documenting the data:

- Does your summary of the data clearly address the means of assessment and criteria for success stated in the assessment plan?
- Have you reported the actual results for the expected level of success (include %, fraction, actual number, etc.)?
- Have you highlighted any key findings?
- When you have prepared your summary of data, did you enter it into TracDat. (Appendix E)
- Did you attach any relevant documents such as spreadsheets or findings. (Appendix E)

Examples: Data Analysis and Summary

Welding: From fall 2006 and spring 2007:
These following scores reflect the percentage of students passing each subcategory of the practical exam:

Welder Selection	100%
Welder Set up	90%
Metal Preparation	100%
Rod Selection	82%
Speed of Travel	50%
Rod Angle	50%

Conclusion: Students require additional instruction in learning rod selection, and the manipulative skills of rod angle and speed of travel to meet the department's outcomes.

Step 6: Closing the Loop

Determine ways to use the data and make applicable revisions to the curriculum, departmental processes, and the outcomes.

Schedule and conduct another meeting with your faculty/staff to discuss the assessment results and the data summary. This step is the most vital since this is the time when you and your team can examine the findings,

see areas for growth or opportunity, and brainstorm ideas and methods to address those areas. The purpose of this meeting is to stimulate meaningful discussion and initiate change.

Guiding questions could include the following:

- Were you satisfied with the student performance or client response?
- Are changes or improvements necessary?
- Based on the data analysis and summary, how would you modify the teaching/service to better address the student/client needs?
- SLOs: What should be done to improve student learning?
- What elements of the teaching and learning process should be added, deleted or modified to increase student success?
- AESOs: What do you need in order to improve student/client experiences?

Evaluate the assessment plan.

- What did you think of this SLO/AESO?
- Does it need to be revised?
- Does the criteria for success need to be changed?
- Should this outcome be assessed again?

Once adequate discussion has taken place, determine the plan of action and make necessary revisions or changes.

Examples: Closing the Loop

Welding: As a result of the low scores in the two subcategories involving manipulative skills, the Welding department began a peer tutoring program to assist welders with their manipulative skills. As a result of the low scores in subcategory 4, direct instruction on welding rod selection has increased by 3 hours in both WELD 40 and WELD 51.

Step 7: Documentation –

When documenting your use of results, consider the following:

- Does your plan for change align with the findings from the assessment effort?
- What improvements, enhancements, changes does your unit/office/department plan to make as a result of the findings?
- Who will be responsible for making the change?
- When will the change take place?

Step 8: Continuous Cycle - Repeat the process continuously focusing on various SLOs/AUOs.

The process of self-reflection and assessment must remain a continuous process in order to bring about meaningful change. Assessment enables each department to evaluate its current and future goals and then plan strategies to serve its students and clients. Continuous improvement builds on existing efforts to improve student performance and optimize student/client experiences. Thus, it is imperative to continue campus-wide and unit level discussions and revise assessment efforts as necessary to ensure that student and client needs are being met.

Appendix K

Institutional Effectiveness Glossary of Terms and Definitions

The following **terms** and **definitions** are used within the Southwestern Institutional Effectiveness Planning and Assessment Handbook:

Accreditation: The process by which a private, non-governmental body evaluates an educational institution or program of study and formally recognizes it as having met certain predetermined criteria or standards. The process involves initial and periodic self-study and evaluation by peers. Accreditation implies stimulation toward quality improvement beyond the minimum standards specified by the accrediting body. The essential purpose of the accreditation process is to provide a professional judgment as to the quality of the educational institution or program offered and to encourage continual improvement thereof. (www.nwccu.org)

Southwestern is regionally accredited by Northwest Commission on Colleges and Universities (NWCCU). Program and special accreditation agencies also exist (Culinary, Early Childhood Education, EMT to name a few).

Analysis of Results:

Annual Priority: The priorities identified by all of the college faculty and staff through the planning process. The things we plan to do; what faculty and staff expect to implement, complete, or achieve in a given year.

Assessment: The process for gathering evidence of student learning, discovering the degree to which courses, programs and administrative and educational support services accomplish intended outcomes, and probing the achievement of institutional goals and mission.

Assessment Method: Essentially two types of assessment – 1) **Direct methods** of assessment require students to produce work so that reviewers can assess how well students meet expectations and 2) **Indirect methods** of assessment provide opportunities for students to reflect on their learning experiences and inform the reviewers their perceptions of their learning experience (Palomba & Banta, 1999).

Embedded Assessment: Refers to assessment that is included as part of the regular instruction or service. For example, specific questions can be embedded in numerous classes via quizzes, tests, and homework to provide summative and formative evaluation of departmental, program, or institutional outcomes. Embedded assessment is more easily obtained as it uses current assignments/tests for the assessment purposes and does not require much additional or extra work from the instructor.

Formative Assessment: Observations which allow one to determine the degree to which students know or are able to do a given learning task, and which identifies the part of the task that the student does not know or is unable to do. Outcomes suggest future steps for teaching and learning. This type of assessment is descriptive, focusing on the process.

Performance based Assessment: Applies with items or tasks that require students to apply knowledge, skills, and abilities in real world situations. Similar to direct assessment, performance based assessment illustrates skills of students through direct measurements of their behaviors on an instrument or assignment. Performance based assessment might be a part of a formative assessment process, as an instructor might elect to grade a student's performance to determine a student's improvement in a skill (the purpose of formative assessment). An instructor might also use a performance based assessment as one aspect of the student's skill set in a cumulative assessment of grades, performance, etc. (summative assessment). Performance based assessment is an example of authentic assessment because instead of using a standardized test to measure a skill, the student is required to illustrate his/her knowledge. Finally, performance based assessment is contrasted to indirect assessment because indirect assessments ask students to reflect upon the learning process rather than to demonstrate).

Summative Assessment: Evaluation at the conclusion of a unit of instruction, used to determine or judge student skills and knowledge or the effectiveness of a plan or activity. Outcomes are the culmination of a teaching/learning process for a unit, subject, or year's study

Assessment Plan: An assessment plan is the combination of ***outcomes***, ***means of assessment*** and ***criteria for success*** that have been identified for every unit/department on campus.

Budgeting: The process of developing a planned level of projected revenues and expenditures

CAAP: Collegiate Assessment of Academic Performance (CAAP). A nationally normed, standardized, academic test designed to measure general-education foundational skills that are typically attained in the first two years of college. The CAAP test scores provide one way to estimate the level of educational development.

CCSSE: Community College Survey of Student Engagement – a national survey administered every three years

Certificates: one-year certificates approved by the State

Cohort: A group whose progress is measured at different points in time. Refers to a specialized group of students who share a common element or characteristic. Examples include first-time freshman, student who begin the same program of study at the same time. Cohorts are often tracked over long periods of time (e.g., via longitudinal studies).

Completers: Students completing a course, credential, certificate or graduate from the college

Completion Rate: The proportion of students (cohort) who enrolled in and subsequently completed a course, degree, certificate, or a short-term program.

Core Theme: Collectively, the core themes represent the institution's interpretation of its mission and translation of that interpretation into practice. *As defined by NWCCU, a core theme* is a *manifestation of a fundamental aspect of institutional mission with overarching objectives that guide planning for contributing programs and services, development of capacity, application of resources to accomplish those objectives, and assessment of achievements of those objectives.*

Core Values: The values we hold which form the foundation on which we perform work and conduct ourselves. Core values are not descriptions of the work we do or the strategies we employ to accomplish our mission. The values underlie our work, how interact with each other, and which strategies we employ to fulfill our mission. The core values are the basic elements of how we go about our work. They are the practices we use every day in everything we do.

Course Completion Rate: The percentage of students earning passing grades of A, B, C, D, S, and R issued to students that were enrolled within a course at the end of the refund period.

Credential: an educational goal below the level of the one-year certificate level (short-term certificate)

Criteria for Success: Criterion established to act as evidence of whether an outcome is achieved. ***Answers the question: "What is the target expectation level?"***

Degree Program: two-year degree programs approved by the State

Transfer Degree Programs: AAOT, AS and ASOT two-year degrees

Associate of Arts (A.A.), Associate of Science (A.S.), Applied Associate of Science (A.A.S.). A lower division undergraduate degree normally representing about two years (60 semester or 90 quarter units) of college study or its equivalent in depth and quality of learning experience. The A.A. degree implies more liberal education orientation, the A.S. degree implies an applied education orientation, and the A.A.S. implies even more emphasis on an applied educational orientation.

Discipline: a branch of learning or scholarly instruction. (Oxford English Dictionary) i.e. geology, biology, chemistry, physics and etc.

Division: Specialized unit within the College. i.e. Allied Health, Math, Science, Health and Physical Education, or Student Support Services

Fill-Rate: Percentage of students enrolled (course, program, etc) at the end of the refund period

Formative Assessment: *See Assessment*

Foundational Requirements: An essential collegiate-level component of associate and baccalaureate degree programs designed to foster effective independent lifelong learning by introducing students to the content and methodology of the major domains of knowledge. (NWCCU) Required for completion of the Associate of Arts Oregon Transfer Degree.

FTE: Full-time equivalent – the enrollment of a student based on 510 clock hours equals 1 FTE;

Reimbursable FTE – courses approved for state funding reimbursement and students who qualify for state funding reimbursement (instate students and border state students, second term out of state students).

Non-reimbursable FTE- course is not approved for state funding reimbursement or the student clock hours do not qualify for state funding reimbursement (foreign students, students outside of the state other than border states in their first term of enrollment).

Goal: A result that the College is attempting to achieve. A desired organizational end-point, achieved through some sort of development. ***Answers the question: "Where do we want to go?"***

***Reporting Unit Goal*:** A reporting unit goal that has been developed in collaboration with members of the reporting unit and which also aligns with one or more of the institutional strategic goals. Approved by the Reporting Unit Administrator/Supervisor.

Strategic Plan Goal: A goal that is developed by members of the College and the community then used for Strategic Planning

Graduation Rate: The proportion of students who enrolled in and subsequently completed a degree or certificate program compared to the original number of students (cohort) that enrolled at the end of the refund period.

Headcount: Numerical number of students enrolled in courses at Southwestern

Duplicated Headcount or Student Enrollment: The total number of students enrolled in all courses at Southwestern wherein the count is duplicated for students enrolled in more than one course.

Unduplicated Headcount or Unduplicated Enrollment: The total number of students enrolled in a single course or who have attended Southwestern having been counted only one time in the total figure.

HelpBox: Online system used to request Integrated Technology Services (ITS) support; requires a login and is available on the intranet. All ITS requests for assistance need to be logged

Indicator: The particular characteristic, dimension, or element you will be measuring to monitor in outcomes attainment. An indicator is a regularly produced measure that described a specified condition or result that the college can gather information on, examine and report on, and use regularly and systematically as a tool for planning, assessment and decision making.

Indicator of Achievement: The indicators identified by the institution to illustrate achievement of the mission.

Institutional Effectiveness: The process of articulating the mission of the college, setting goals, defining how the college and community will know when these goals are being met and using the data from assessment in an on-going cycle of planning and evaluation. (National Alliance of Community and Technical Colleges). It is the ability of the College to match its performance to the purposes established in its mission and vision statements (see Ewell, 1992) and to the needs and expectations of its stakeholders (see Alfred, 2005)

Licensure and Certification Pass Rates: Proportion of students who obtain licensure or certification in a career or technical program offering such option as compared to the original enrolled students (cohort) at the end of the refund period.

Means of Assessment or Measure: Method (direct or indirect – a tool) used to measure whether a desired outcome has been achieved.

Method: *See Assessment – Assessment Method*

Mission: Southwestern Oregon Community College serves the educational and cultural needs of our students and communities by providing access to quality education in a professional and engaging environment which supports innovation, sustainability and lifelong enrichment. Learning experiences are characterized by excellent teaching, support for student achievement and the enhancement of social and economic opportunities.

Mission Fulfillment: Southwestern demonstrates achievement of mission fulfillment by successfully meeting the objectives of our core themes. ***Objective*** performance is measured by setting annual target ***benchmarks*** for each core theme ***indicator of success***. Core themes are mapped to individual indicators of success and reviewed each year for applicability, annual target benchmarks, and consideration of new or deletion of a measure.

NWCCU: Northwest Commission on Colleges and Universities

Objective: Describes the accomplishment of the indicator of achievement or planned priorities. Ex: Produce 4 quarterly reports and 2 annual reports.

Outcome:

Expected Learning Outcomes: "Learning Outcomes are statements of the knowledge, skills, and abilities the individual student possesses and can demonstrate upon completion of a learning experience or sequence of learning experiences (e.g., course, program, degree)." (League for

Innovation, 2001 at: http://www.league.org/league/projects/lcp/lcp3/Learning_Outcomes.htm) based on the work of Barr, McCabe, and Sifferlen

Administrative or Educational Unit Outcome*:** A culminating activity, product, or performance that can be measured. The results or evidence of students' experiences associated with the services provided by an administrative or educational unit. ***Answers the question: "What will the students GAIN or EXPECT from the experience/service provided?"

Program Outcomes: All identified Student Learning Outcomes specific to the program, a culminating activity, product, or performance that can be measured. ***Answers the question, "What will the student be able to DO with what is learned in the program?***

Student Learning Outcome*:** A culminating activity, product, or performance that can be measured. The results or evidence of students' learning experiences ***Answers the question, "What will the student be able to DO with what is learned in a course and/or program?

Performance after Transfer: The cumulative GPA achieved by students who originally enrolled at Southwestern during a specified year (cohort) who then transfer to an Oregon public four-year university compared to other students at the same university.

Persistence: a measure of the students who enroll for the first time at the beginning of one academic year and who are still enrolled at the beginning of the following year in at least one credit, but who have not yet graduated or completed a degree or certificate.

Placement Rates: The proportion of entering students who then obtain employment in a field directly related to that skill within one year of last attendance compared to the original number of enrolled students (cohort) at the end of the refund period.

Planning: The process by which the mission and goals of an institution are determined and the means to achieve them are specified. Institutional planning incorporates the institution's statement of purpose and comprehensive self-study with plans that take into account the possible need for modification of goals, clientele served, programs offered, educational methods employed, and modes of support utilized

Program: Instructional programs encompass all educational offerings including credentials, certificates (pathways, short-term and one-year) and two-year degrees with a breakdown by course of study and/or discipline. A systemic, usually sequential, grouping of courses forming a considerable part, or all, of the requirements for a degree or a credential. May refer to the total educational offering of an institution.

Program Review: Program review occurs every three years and the end product is a report compilation of three years' of data, which illustrates the level achieved by outcome and the effectiveness of the unit/department (program, degree, certificate, or administrative/educational support service provided to students) based on the synthesis and analysis of data showing internal and external trends.
Program review consists of four parts:

1) A comprehensive review of the unit outcomes;
2) The synthesis and analysis of the results of each outcome;
3) Review of the internal and external trends that impact the unit; and
4) The use of results for each outcome.

Related Instruction: A recognizable body of instruction in program-related areas of communication, computation, and human relations for applied or specialized associate degree or certificate programs of 30 semester credits or 45 quarter credits in length.

Reporting Unit: Management level reporting areas such as the President, Office of Instruction, Administrative Services, and the like.

Reporting Unit Goal: *See Goal*

Results: The culminating information related to a measure associated with an outcome or for yearly reporting. i.e. Data derived from measuring an outcome or objective.

Retention – Student cohort enrollment measured one year later

SENSE: Survey of Entering Student Engagement, a national survey

Statistic of Interest: Results in a statistical figure based on the defined criteria. ***Example: The proportion of students who enrolled in and subsequently completed a degree or certificate program.***

Strategic Plan: The plans of the college associated with the strategic goals, including the annual priorities.

Strategic Plan Goal: *See Goal*

Status Updates: The update of accomplishment associated with the annual priorities to reflect what has been implemented, completed, or achieved during a given year.

Student Goal Attainment: A measure of students whose initial goals upon entering the college were met upon exit from the college.

Student Learning Outcome: *See Outcome*

Student Satisfaction Rate: The proportion of graduates whose college experience met or exceeded the expectations they held upon initial enrollment.

Summative Assessment: *See Assessment.*

Target: Target level identified for achievement/success - percentages and figures established for identified performance indicators. Includes: student performance standards - the level(s) of student competence in a content area; an actual measurement of group performance against an established standard at defined points along the path toward reaching the standard. Subsequent measurements of group performance use the target levels to measure progress toward achievement.

Transfer Degree Programs: *See Degree Program*

Transfer Rates: Proportion of an entering degree-enrolled, student cohort that enrolls in another college ***within one year of leaving the college***.

> ***Transfer-out-Rate*:** percentage of students previously enrolled at Southwestern who transfer to another college who were pursuing a credential, certificate or degree program
>
> ***Transfer-out-Transfer Degree Rate*:** percentage of students **previously** enrolled at Southwestern ***in transfer degree programs*** who transfer to another college (AAOT, AS and ASOT)

Unit: generally defined as an academic, administrative or educational support area that has a budget unit associated with the area and that reports to a mid-management or upper-management level.

Use of Results: The planned improvements, enhancements or new items identified from the results, synthesis and analysis of the assessment process.

Vision: Southwestern's vision statement: Southwestern Leads and Inspires Lifelong Learning

References

Definition Resources (2010).

Definitions and language adapted from the Mt. San Antonio College Assessment Handbook, with permission, 2010

Retrieved from http://ww2.gsu.edu/-wwwotc (indicator and objective)

Retrieved from http://assessment.tamu.edu/asmt/methods.htm

Live Link as of February 1, 2012: http://www.socc.edu/ie/index.shtml

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Institutional Effectiveness at Southwestern

Southwestern is committed to a practice of evaluating and assessing the effectiveness of the College. The College's Institutional Effectiveness process is an ongoing, institution wide process of planning and assessment for the purpose of continuous improvement and to provide evidence that the College is effectively achieving its Mission. The planning and assessment processes support institutional effectiveness through the development of a Strategic Plan and associated goals. The Strategic Plan goals are derived from the program reviews conducted across campus and from the planning process that occurs at the unit, reporting unit, functional areas, and institutional levels of the College. Planning and goal setting provide the basis for the administration to allocate resources, adapt to changes in the environment, and coordinate activities leading to fulfillment of the College Mission.

Southwestern demonstrates achievement of Mission Fulfillment by successfully meeting the Objectives of our Core Themes. To ensure itself and the public that Southwestern is meeting its goals and fulfilling its Mission, the College monitors the Institutional Level Success Indicators for each of the Core Theme Objectives. Core Themes are mapped to individual Institutional Level Success Indicators and reviewed each year for applicability, annual target levels, and with consideration of new or the deletion of an indicator or measure. All success indicators are assessable and meaningful to the College whether at an institutional level, reporting unit level, or unit level. The Institutional Effectiveness All College Success Indicators were used to identify the Institutional Level Success Indicators used to demonstrate Mission Fulfillment and the effectiveness of the College. Each Core Theme Objective is measured against a baseline figure established in the 2009-10 academic year and then annual targets were set for each success indicator.

Institutional Effectiveness - Handbook, Documents, Links

Institutional Effectiveness Model

Institutional Effectiveness, Planning and Assessment Handbook - *Revised Pending Update Review*

Institutional Effectiveness Planning Model

Institutional Effectiveness Program Review Model

TracDat Software - Program Review and Assessment Repository

Institutional Effectiveness News

Southwestern Launches Dashboard of Institutional Effectiveness
A few common questions are often asked, "How are we doing in terms of student outcomes?" "How is the fiscal environment?" The new dashboard is one means to visually display information related to outcomes: Student Learning Outcomes, Fiscal Outcomes and Community Outcomes. more...

More Institutional Effectiveness News...

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News feeds

Instructional Council 2011-12

Membership List and Representation Descriptions

Name	Title	Representing	Department
Christina Alexander	Associate Professor, Anthropology/Sociology	Faculty Senate	Social Sciences
Phillip Anderson	Vice President of Instruction	President's Executive Team	Office of Instruction
Smita Avasthi	Electronic Resources Librarian	Faculty Senate	Library Services
Kris Crusoe	Associate Dean of Learning	Instructional Administration	Allied Health/PE/Athletic Training/Emergency Services/Nursing/Math/Science/Engineering
Tim Dailey	Student Support Services /ADA Coordinator	Instructional Administration	Student Support Services
Elsie Floyd	Associate Student Government President	Students	Student Government
Kat Flores	Executive Director of Integrated Technology Services	President's Executive Team	Integrated Technology Services
Shawn Hanlin	Executive Director of Oregon Coast Culinary Institute	Instructional Administration	Business and Technology
Karen Helland	Director of Community & Workforce Development	Instructional Administration	Community Education/Workforce Development
Nathan Helland	High School Relations Coordinator	Management/Administration	Professional Technical Education/Preparation Coordination
Margallee James	Career Pathways & Perkins Coordinator	Management/Administration	Career Pathways/Perkins
Shawn Liggett	Supervisor of Student First Stop	Management/Administration	Enrollment Management
Karen Matson	Instructional Designer/Student Support	Instructional Administration	E-Learning
Bonnie Maxwell	Director Corrections Education	Management/Administration	Transitional Education
Sharon Miller	Professor, Developmental Education	Faculty Senate	Transitional Education
Thomas Nicholls	Executive Director Enrollment Management	President's Executive Team	Enrollment Management
Pat Parker	Transitional Education Director	Instructional Administration	Transitional Education
Laurie Potts	Childhood Education Director	Instructional Administration	Family Center
Janet Pretti	Dean of Curry County	President's Executive Team	Curry Campus
Paul Reynolds	Director Fire Science Program	Instructional Administration	Allied Health/HPE
Diana Schab	Associate Dean of Learning	Instructional Administration	Business/Technology/Humanities/Social Science/CTE
Patty Scott	President	President's Office/Executive Team	Board of Education
Beverly Segner	Professor, Counselor	Faculty Senate	Student Support Services
Billie Shannon	Visiting Associate Professor, Mathematics	Faculty Senate	Science/Math/Engineering
Avena Singh	Director of Financial Aid	Management/Administration	Enrollment Management
Arlene Soto	Small Business Development Center Director	Management/Administration	Small Business Development Center
Lori Teribery	Curriculum Technician	Instructional Support	Office of Instruction
Mike Turner	Professor, Music	Faculty Senate	Humanities
Susan Walker	Director of Nursing	Instructional Administration	Nursing
Bill Yates	Professor, Computer Information Systems	Faculty Senate	Business and Technology

Information Technology Computer Equipment Inventory and Replacement Plan

Description	Location	Count	The age of the computer when placed Age	Years before next placement of the "number" of computers Frequency	Amount of computers replaced each cycle Number	Number divided by Frequency is the yearly average replaced Average	If the age is 0 list the average here 0.0	If the age is 2 list the average here 2.0	If the age is 4 list the average here 4.0								
1st stop	Kiosks	3	0	5	3	0.6	0.6	0.0	0.0	Every	5	years we place	3	-	0	year old computers into	Dellwood Lobby
Computerized Classroom	Tioga 401	26	0	5	26	5.2	5.2	0.0	0.0	Every	5	years we place	26	-	0	year old computers into	Tioga 401
Computerized Classroom	Tioga 403	26	0	5	26	5.2	5.2	0.0	0.0	Every	5	years we place	26	-	0	year old computers into	Tioga 403
Computerized Classroom	Tioga 405A	22	0	5	22	4.4	4.4	0.0	0.0	Every	5	years we place	22	-	0	year old computers into	Tioga 405A
Computerized Classroom	Tioga 408	26	0	5	26	5.2	5.2	0.0	0.0	Every	5	years we place	26	-	0	year old computers into	Tioga 408
Occi	Occi	6	0	5	6	1.2	1.2	0.0	0.0	Every	5	years we place	6	-	0	year old computers into	Occi
Otip	Stensland 201	6	0	5	6	1.2	1.2	0.0	0.0	Every	5	years we place	6	-	0	year old computers into	Stensland 201
Media Services Loaners	Randolph 7	8	0	5	8	1.6	1.6	0.0	0.0	Every	5	years we place	8	-	0	year old computers into	Randolph 7
Faculty Resource	Lampa 1	6	0	5	6	1.2	1.2	0.0	0.0	Every	5	years we place	6	-	0	year old computers into	Lampa 1
Housing Lab	Housing	7	0	5	7	1.4	1.4	0.0	0.0	Every	5	years we place	7	-	0	year old computers into	Housing
Open Lab	Tioga 409	45	0	5	45	9.0	9.0	0.0	0.0	Every	5	years we place	45	-	0	year old computers into	Tioga 409
Publishing Lab	Tioga 407	8	0	5	8	1.6	1.6	0.0	0.0	Every	5	years we place	8	-	0	year old computers into	Tioga 407
Computerized Classroom	Tioga 410	26	0	5	26	5.2	5.2	0.0	0.0	Every	5	years we place	26	-	0	year old computers into	Tioga 410
SSS Lab	Stensland	10	0	5	10	2.0	2.0	0.0	0.0	Every	5	years we place	10	-	0	year old computers into	Stensland
Tutoring Lab	Randolph 2	5	0	5	5	1.0	1.0	0.0	0.0	Every	5	years we place	5	-	0	year old computers into	Randolph 2
Writing Lab	Randolph 4	4	0	5	4	0.8	0.8	0.0	0.0	Every	5	years we place	4	-	0	year old computers into	Randolph 4
Community Lab	Randolph 9	12	0	5	12	2.4	2.4	0.0	0.0	Every	5	years we place	12	-	0	year old computers into	Randolph 9
ASG	Lakeview	4	0	5	4	0.8	0.8	0.0	0.0	Every	5	years we place	4	-	0	year old computers into	Lakeview
Mutimedia Classroom	Various locations	39	0	5	39	7.8	7.8	0.0	0.0	Every	5	years we place	39	-	0	year old computers into	Various locations
IPV	Tioga 105	1	0	5	1	0.2	0.2	0.0	0.0	Every	5	years we place	1	-	0	year old computers into	Tioga 105
Nursing Lab	Sumner 10	4	0	5	4	0.8	0.8	0.0	0.0	Every	5	years we place	4	-	0	year old computers into	Sumner 10
Music lab	Sunset	3	0	5	3	0.6	0.6	0.0	0.0	Every	5	years we place	3	-	0	year old computers into	Sunset
Welding	Fairview	6	0	5	6	1.2	1.2	0.0	0.0	Every	5	years we place	6	-	0	year old computers into	Fairview
Nursing Lab	Sumner 11	8	0	5	8	1.6	1.6	0.0	0.0	Every	5	years we place	8	-	0	year old computers into	Sumner 11
TLC	Tioga 103	4	0	5	4	0.8	0.8	0.0	0.0	Every	5	years we place	4	-	0	year old computers into	Tioga 103
Library	Tiog 201	20	0	5	20	4.0	4.0	0.0	0.0	Every	5	years we place	20	-	0	year old computers into	#REF!
Counseling & Testing	Stensland	15	0	5	15	3.0	3.0	0.0	0.0	Every	5	years we place	15	-	0	year old computers into	Stensland
HP Cart	Randolph	25	0	5	25	5.0	5.0	0.0	0.0	Every	5	years we place	25	-	0	year old computers into	#REF!
Biology	Coledo	13	0	5	13	2.6	2.6	0.0	0.0	Every	5	years we place	13	-	0	year old computers into	Coledo
Chemistry	Coledo	10	0	5	10	2.0	2.0	0.0	0.0	Every	5	years we place	10	-	0	year old computers into	Coledo
		398					79.6	0.0	0.0								
Class	Newmark 201	1	0	5	1	0.2	0.2	0.0	0.0	Every	5	years we place	1	-	0	year old computers into	Newmark 201
Lab	Newmark 204-205	24	0	5	24	4.8	4.8	0.0	0.0	Every	5	years we place	24	-	0	year old computers into	Newmark 204-205
Lab	Newmark 206	14	0	5	14	2.8	2.8	0.0	0.0	Every	5	years we place	14	-	0	year old computers into	Newmark 206
Class	Newmark 207	2	0	5	2	0.4	0.4	0.0	0.0	Every	5	years we place	2	-	0	year old computers into	Newmark 207

Isabella	Newmark 208	1	0	5	1	0.2	0.2	0.0	0.0	Every	5	years we place	1	-	0	year old computers into	Newmark 208
Staff	Newmark 218	4	0	5	4	0.8	0.8	0.0	0.0	Every	5	years we place	4	-	0	year old computers into	Newmark 218
Staff	Newmrk 211	6	0	5	6	1.2	1.2	0.0	0.0	Every	5	years we place	6	-	0	year old computers into	Newmrk 211
		52					10.4	0.0	0.0								
			The age	Years	Amount of	Number	If the	If the	If the age is								
Lab	Brookings	23	0	5	23	4.6	4.6	0.0	0.0	Every	5	years we place	23	-	0	year old computers into	Brookings
Staff	Brookings	6	0	5	6	1.2	1.2	0.0	0.0	Every	5	years we place	6	-	0	year old computers into	Brookings
Placement Test	Brookings	1	0	5	1	0.2	0.2	0.0	0.0	Every	5	years we place	1	-	0	year old computers into	Brookings
Lab	Gold Beach	12	0	5	12	2.4	2.4	0.0	0.0	Every	5	years we place	12	-	0	year old computers into	Gold Beach
Classroom Lab	Gold Beach	4	0	5	4	0.8	0.8	0.0	0.0	Every	5	years we place	4	-	0	year old computers into	Gold Beach
Staff	Gold Beach	2	0	5	2	0.4	0.4	0.0	0.0	Every	5	years we place	2	-	0	year old computers into	Gold Beach
		48					9.6	0.0	0.0								
Explore Posibillity of Using Thin Clients for some Labs																	
Faculty Staff	On Campus	198	0	5	198	39.6	39.6	0.0	0.0	Every	1	year we place	40	-	0	year old computers with	Faculty Staff
High End Users	On Campus	12	0	2	12	6.0	6.0	0.0	0.0	Every	1	year we place	6	-	0	year old computers with	High End Users
Laptop Users	On Campus	21	0	5	21	4.2	4.2	0.0	0.0	Every	2	year we place	4	-	0	year old computers with	Laptop Users
Financial Aid	On Campus	0	0	5	0	0.0	0.0	0.0	0.0	Every	1	year we place	0	-	0	year old computers with	Financial Aid
Student Work	On Campus	20	0	5	20	4.0	4.0	0.0	0.0	Every	2	year we place	4	-	5	year old computers with	Student Work
		251				53.8	53.8	0.0	0.0								
Total Instructional	Instructional	498					99.6										
	Faculty&Staff	251					53.8										
	Total	749					153.4										
							14.0										
							44.0										
							58.0										

Family	Asset Name	Date of last Audit	IP Address	MAC Address
Microsoft Windows 7	MUSIC1	2010-06-09 09:33:28	10.27.1.131	00:24:21:CD:83:09
Microsoft Windows XP Professional	ABE10	2010-11-29 10:05:14	10.40.1.76	00:12:3F:44:F0:64
Microsoft Windows XP Professional	ABE103	2010-09-16 09:56:02	10.50.1.100	00:0D:56:EB:B7:6D
Microsoft Windows XP Professional	ABE106	2010-08-26 12:53:56	10.40.1.42	00:11:11:3F:30:5A
Microsoft Windows XP Professional	ABE108	2010-06-15 10:16:19	10.40.1.54	00:11:11:41:39:D3
Microsoft Windows XP Professional	ABE109	2010-06-09 12:42:43	10.40.1.26	00:07:E9:59:A1:E7
Microsoft Windows XP Professional	ABE11	2010-11-15 09:23:39	10.40.1.112	00:12:3F:44:F0:23
Microsoft Windows XP Professional	ABE110	2010-08-12 08:01:20	10.40.1.39	00:11:11:57:83:65
Microsoft Windows XP Professional	ABE12	2010-11-29 10:52:32	10.40.1.68	00:12:3F:44:EF:9E
Microsoft Windows XP Professional	ABE124	2010-11-29 08:55:03	10.40.1.38	00:13:72:26:27:AD
Microsoft Windows XP Professional	ABE13	2010-11-08 11:57:06	10.40.1.64	00:12:3F:44:EF:6F
Microsoft Windows XP Professional	ABE14	2010-11-29 11:08:30	10.40.1.67	00:12:3F:44:F0:0B
Microsoft Windows XP Professional	ABE15	2010-11-29 10:20:49	10.40.1.66	00:12:3F:44:F0:35
Microsoft Windows XP Professional	ABE21	2010-11-29 10:53:06	10.40.1.83	00:12:3F:43:F4:33
Microsoft Windows XP Professional	ABE22	2010-06-17 10:07:58	10.40.1.94	00:13:72:08:58:5C
Microsoft Windows XP Professional	ABE23	2010-11-29 10:01:01	10.40.1.69	00:12:3F:43:F5:41
Microsoft Windows XP Professional	ABE24	2010-11-29 08:55:54	10.40.1.99	00:12:3F:43:F4:59
Microsoft Windows XP Professional	ABE25	2010-11-29 09:58:41	10.40.1.34	00:12:3F:43:F4:A7
Microsoft Windows XP Professional	ABE26	2010-11-29 09:16:19	10.40.1.33	00:1A:A0:AC:B8:7C
Microsoft Windows XP Professional	ABE27	2010-11-29 09:08:37	10.40.1.45	00:1A:A0:AC:76:1B
Microsoft Windows XP Professional	ABE28	2010-11-18 10:06:00	10.40.1.55	00:1A:A0:AC:B7:1A
Microsoft Windows XP Professional	ABE29	2010-11-29 09:10:22	10.40.1.29	00:1A:A0:AC:AF:2C
Microsoft Windows XP Professional	ABE31	2010-11-29 09:11:45	10.40.1.30	00:1A:A0:AC:CE:62
Microsoft Windows XP Professional	ABE34	2010-11-29 10:51:18	10.40.1.58	00:1A:A0:AC:CE:11
Microsoft Windows XP Professional	ABE35	2010-11-29 09:00:34	10.40.1.70	00:1A:A0:AC:B6:1D
Microsoft Windows XP Professional	ABE36	2010-11-29 11:38:55	10.40.1.28	00:1A:A0:AC:AF:F8
Microsoft Windows XP Professional	ABE37	2010-11-29 08:52:01	10.40.1.48	00:1A:A0:AC:6D:6E

Microsoft Windows XP Professional	ABE4	2010-11-30 11:00:53	10.40.1.107	00:13:72:26:1D:37
	ABE42		10.40.1.50	00:00:00:00:00:00
Microsoft Windows XP Professional	ABE43	2010-11-29 10:32:22	10.40.1.71	00:13:72:26:28:3E
Microsoft Windows XP Professional	ABE48	2010-09-16 09:11:17	10.50.1.93	00:0D:56:EB:BC:ED
	ABE5		10.40.1.201	00:00:00:00:00:00
Microsoft Windows XP Professional	ABE50	2010-11-29 07:02:52	10.40.1.74	00:0D:56:CC:84:E8
Microsoft Windows XP Professional	ABE52	2010-06-29 12:38:35	10.40.1.59	00:0D:56:85:92:DE
Microsoft Windows XP Professional	ABE54	2010-12-06 13:56:40	10.60.1.77	00:1A:A0:AC:CE:8A
Microsoft Windows XP Professional	ABE55	2010-11-29 10:52:33	10.40.1.51	00:1A:A0:AC:B5:F8
Microsoft Windows XP Professional	ABE56	2010-12-06 11:55:47	10.60.1.176	00:1A:A0:AC:6E:88
Microsoft Windows XP Professional	ABE6	2010-11-29 10:51:48	10.40.1.110	00:13:72:26:27:BF
Microsoft Windows 7	ABE62	2010-06-11 09:31:22	10.40.1.40	00:11:11:19:87:A2
Microsoft Windows XP Professional	ABE63	2010-11-29 09:14:39	10.40.1.32	00:12:3F:44:F0:5C
Microsoft Windows XP Professional	ABE64	2010-11-29 11:03:30	10.40.1.119	00:12:3F:43:EC:1E
Microsoft Windows XP Professional	ABE65	2010-11-29 09:10:53	10.40.1.31	00:12:3F:43:F4:BD
Microsoft Windows XP Professional	ABE7	2010-11-03 11:08:32	10.40.1.105	00:13:72:26:26:F6
Microsoft Windows XP Professional	ABE73	2010-11-24 09:08:01	10.40.1.62	00:12:3F:43:F3:58
Microsoft Windows XP Professional	ABE-75	2010-12-06 11:35:34	10.40.1.65	00:1A:A0:AC:B6:E1
Microsoft Windows XP Professional	ABE76	2010-11-29 09:52:23	10.40.1.80	00:12:3F:43:F4:F1
Microsoft Windows 7	ASG-1	2010-06-02 14:09:20	10.134.1.41	00:11:11:1B:61:05
Microsoft Windows 7	ASG-2	2010-06-29 13:47:43	10.32.1.25	00:11:11:1B:60:C8
Microsoft Windows 7	ASG-5	2010-08-31 07:32:43	10.134.1.25	00:11:11:5D:A4:85
Microsoft Windows XP Professional	BAYC1	2010-12-01 16:39:14	10.64.1.20	00:21:9B:4A:A3:AA
Microsoft Windows XP Professional	BDC	2010-08-30 13:56:54	10.218.1.10	00:12:3F:43:ED:94
Microsoft Windows XP Professional	BEACON1	2010-12-01 11:30:56	10.50.1.72	00:12:3F:3E:E9:5B
Microsoft Windows XP Professional	BEACON2	2010-06-11 13:36:57	10.50.1.79	00:13:72:26:28:59
Microsoft Windows XP Professional	BIOLAB1	2010-11-16 09:31:01	10.23.1.79	00:1C:26:98:97:D4

Microsoft Windows XP Professional	BIOLAB10	2010-11-30 11:54:29	10.23.1.65	00:1C:26:98:41:13
Microsoft Windows XP Professional	BIOLAB11	2010-10-14 10:59:43	10.23.1.32	00:1C:26:98:41:9B
Microsoft Windows XP Professional	BIOLAB12	2010-12-01 08:43:56	10.23.1.62	00:1C:26:98:41:99
Microsoft Windows XP Professional	BIOLAB13	2010-10-21 11:05:00	10.23.1.76	00:1C:26:98:41:5A
Microsoft Windows XP Professional	BIOLAB2	2010-11-30 11:10:46	10.23.1.66	00:1C:26:98:41:9C
Microsoft Windows XP Professional	BIOLAB3	2010-10-21 11:07:26	10.23.1.85	00:1C:26:98:41:63
Microsoft Windows XP Professional	BIOLAB4	2010-12-01 18:14:24	10.23.1.71	00:1C:26:98:41:9A
Microsoft Windows XP Professional	BIOLAB5	2010-12-01 18:21:22	10.23.1.42	00:1C:26:98:97:D5
Microsoft Windows XP Professional	BIOLAB6	2010-10-21 12:03:50	10.23.1.84	00:1C:26:98:41:64
Microsoft Windows XP Professional	BIOLAB7	2010-06-22 12:32:10	10.23.1.67	00:1C:26:98:41:08
Microsoft Windows XP Professional	BIOLAB8	2010-12-01 18:02:42	10.23.1.63	00:1C:26:98:97:DE
Microsoft Windows XP Professional	BIOLAB9	2010-10-28 11:00:11	10.23.1.61	00:1C:26:98:40:A9
Microsoft Windows 7	BRKC-1	2010-12-01 09:10:04	10.65.1.50	00:24:E8:FC:B2:2E
Microsoft Windows 7	BRKC-10	2010-10-21 12:47:00	10.65.1.58	00:24:E8:FC:B2:14
Microsoft Windows 7	BRKC-11	2010-10-21 12:47:45	10.65.1.57	00:24:E8:FC:B2:23
Microsoft Windows 7	BRKC-12	2010-11-23 16:36:44	10.65.1.45	00:24:E8:FC:B2:1E
Microsoft Windows 7	BRKC-13	2010-12-06 12:47:30	10.65.1.59	00:24:E8:FC:B2:1D
Microsoft Windows 7	BRKC-14	2010-11-13 09:29:08	10.65.1.60	00:24:E8:FC:95:23
Microsoft Windows 7	BRKC-15	2010-11-18 12:31:34	10.65.1.54	00:24:E8:FC:B2:49
Microsoft Windows 7	BRKC-16	2010-12-06 15:24:07	10.65.1.77	00:24:E8:FC:B1:F9
Microsoft Windows 7	BRKC-2	2010-12-01 10:06:52	10.65.1.43	00:24:E8:FC:B2:24
Microsoft Windows 7	BRKC-3	2010-12-01 09:09:28	10.65.1.52	00:24:E8:FC:B2:25
Microsoft Windows 7	BRKC-4	2010-11-29 11:33:10	10.65.1.48	00:24:E8:FC:B2:34
Microsoft Windows 7	BRKC-5	2010-12-02 11:26:32	10.65.1.42	00:22:19:FF:70:FE
Microsoft Windows 7	BRKC-6	2010-11-24 08:44:05	10.65.1.56	00:24:E8:41:E7:D2
Microsoft Windows 7	BRKC-7	2010-12-06 08:50:04	10.65.1.51	00:24:E8:FC:B2:00
Microsoft Windows 7	BRKC-8	2010-12-06 12:25:54	10.65.1.53	00:24:E8:FC:B2:2D

Microsoft Windows 7	BRKC-9	2010-10-13 08:28:31	10.65.1.37	00:24:E8:FC:B2:29
Microsoft Windows 7	BRK-CLASS2	2010-11-02 13:48:09	10.60.1.119	F4:CE:46:F4:94:D4
Microsoft Windows 7	BRKL-1	2010-12-06 19:26:38	10.65.1.47	00:24:E8:FC:B2:38
Microsoft Windows 7	BRKL-2	2010-11-29 11:14:20	10.65.1.46	00:24:E8:FC:AB:B8
Microsoft Windows 7	BRKL-3	2010-12-02 11:26:32	10.65.1.44	00:24:E8:FC:B2:13
Microsoft Windows 7	BRKL-4	2010-11-23 17:26:07	10.65.1.41	00:24:E8:FC:B2:37
Microsoft Windows 7	BRKL-5	2010-11-05 12:05:48	10.65.1.32	00:24:E8:FC:B1:EE
Microsoft Windows 7	BRKL-6	2010-11-12 16:08:51	10.65.1.40	00:24:E8:FC:B2:0E
Microsoft Windows 7	BRK-STUDENT	2010-09-08 15:37:35	10.65.1.93	00:21:9B:51:B4:8B
Microsoft Windows XP Professional	CART1	2010-09-29 07:57:09	10.27.1.161	00:12:17:9C:2B:A5
Microsoft Windows XP Professional	CART3	2010-11-30 17:31:39	10.32.1.60	00:13:72:26:73:97
Microsoft Windows XP Professional	CART4	2010-11-29 17:24:39	10.27.1.217	00:11:95:DB:D7:AB
	CCNA-3		10.30.1.195	00:00:00:00:00:00
	CCNA-4		10.30.1.196	00:00:00:00:00:00
Microsoft Windows XP Professional	CHEMLAB1	2010-11-18 13:15:23	10.23.1.55	00:1E:4C:33:4D:4B
Microsoft Windows XP Professional	CHEMLAB10	2010-11-18 13:16:33	10.23.1.52	00:1E:4C:33:35:07
Microsoft Windows XP Professional	CHEMLAB2	2010-12-06 10:26:32	10.23.1.58	00:1E:4C:33:47:BE
Microsoft Windows XP Professional	CHEMLAB3	2010-11-04 07:54:42	10.23.1.60	00:1E:4C:33:54:50
Microsoft Windows XP Professional	CHEMLAB4	2010-11-15 08:23:04	10.23.1.35	00:1E:4C:33:45:8C
Microsoft Windows XP Professional	CHEMLAB5	2010-11-15 08:17:22	10.23.1.67	00:1E:4C:33:51:B1
Microsoft Windows XP Professional	CHEMLAB6	2010-11-04 07:57:31	10.23.1.41	00:1E:4C:33:31:A0
Microsoft Windows XP Professional	CHEMLAB7	2010-11-15 08:18:34	10.23.1.8	00:1E:4C:33:43:78
Microsoft Windows XP Professional	CHEMLAB8	2010-11-15 08:19:29	10.23.1.31	00:1E:4C:33:38:3F
Microsoft Windows XP Professional	CHEMLAB9	2010-11-02 07:32:35	10.23.1.43	00:1E:4C:33:38:6D
Microsoft Windows XP Professional	COAL3	2010-12-06 17:53:44	10.50.1.66	00:1A:A0:AC:85:50
Microsoft Windows XP Professional	COALEDO1	2010-08-05 10:33:33	10.27.1.98	00:90:96:A1:5E:EE
Microsoft Windows 7	COALEDO10	2010-07-29 12:34:01	10.27.1.115	00:24:21:CD:84:87

Microsoft Windows 7	COMED01	2010-11-16 13:34:20	10.60.1.74	00:14:22:2C:3E:2E
Microsoft Windows 7	COMED02	2010-12-02 13:26:12	10.32.1.41	00:14:22:2C:3D:61
Microsoft Windows 7	COMED03	2010-12-02 13:56:39	10.32.1.40	00:14:22:2C:44:A7
Microsoft Windows 7	COMED04	2010-11-18 13:57:56	10.32.1.39	00:13:72:26:28:63
Microsoft Windows 7	COMED05	2010-12-02 02:49:40	10.32.1.51	00:13:72:26:38:3D
Microsoft Windows 7	COMED06	2010-11-18 15:01:44	10.32.1.58	00:13:72:26:44:F1
Microsoft Windows 7	COMED07	2010-12-02 14:40:32	10.32.1.39	00:14:22:2C:3E:20
Microsoft Windows 7	COMED08	2010-11-02 14:00:43	10.32.1.44	00:14:22:2C:3D:1C
Microsoft Windows 7	COMED09	2010-10-19 16:13:48	10.32.1.43	00:14:22:2C:44:DA
Microsoft Windows 7	COMED10	2010-10-06 17:05:37	10.32.1.54	00:13:72:26:44:A1
Microsoft Windows 7	COMED11	2010-11-23 13:52:01	10.32.1.33	00:13:72:26:45:59
Microsoft Windows 7	COMED12	2010-10-06 17:05:45	10.32.1.55	00:13:72:26:27:A2
Microsoft Windows 7	COMED13	2010-10-06 17:05:41	10.32.1.57	00:13:72:26:20:8F
Microsoft Windows 7	FAMILYCONF	2010-10-14 09:58:48	10.60.1.49	00:13:72:85:96:B7
Microsoft Windows 7	GOLD1	2010-11-29 22:06:16	10.63.1.45	00:1A:A0:AC:5A:63
Microsoft Windows 7	GOLD10	2010-11-30 22:05:59	10.63.1.51	00:1A:A0:AC:42:E9
Microsoft Windows 7	GOLD11	2010-12-07 10:06:01	10.63.1.23	00:1A:A0:AC:57:9C
Microsoft Windows 7	GOLD12	2010-11-29 09:09:04	10.63.1.50	00:1A:A0:AC:85:AF
Microsoft Windows 7	GOLD13	2010-12-04 09:33:23	10.63.1.53	00:1A:A0:AC:57:B1
Microsoft Windows 7	GOLD14	2010-12-02 22:06:43	10.63.1.56	00:1A:A0:AC:58:FF
Microsoft Windows 7	GOLD15	2010-12-06 14:01:02	10.63.1.55	00:1A:A0:AC:7B:71
Microsoft Windows 7	GOLD16	2010-12-03 22:06:48	10.63.1.54	00:1A:A0:AC:57:EE
Microsoft Windows 7	GOLD17	2010-11-29 09:11:29	10.63.1.57	00:1A:A0:AC:74:9A
Microsoft Windows 7	GOLD2	2010-12-03 10:36:06	10.63.1.48	00:1A:A0:AC:B3:33
Microsoft Windows 7	GOLD3	2010-12-01 10:05:35	10.63.1.46	00:1A:A0:AC:78:1D
Microsoft Windows 7	GOLD4	2010-12-06 22:06:53	10.63.1.22	00:1A:A0:AC:57:FD
Microsoft Windows 7	GOLD5	2010-12-06 09:46:52	10.63.1.44	00:1A:A0:AC:58:F5

Microsoft Windows 7	GOLD6	2010-11-30 22:06:36	10.63.1.43	00:1A:A0:AC:59:B9
Microsoft Windows 7	GOLD7	2010-12-07 10:07:02	10.63.1.42	00:1A:A0:AC:58:D0
Microsoft Windows 7	GOLD8	2010-12-06 22:06:48	10.63.1.20	00:1A:A0:AC:54:44
Microsoft Windows 7	GOLD9	2010-11-30 22:06:33	10.63.1.52	00:1A:A0:AC:58:48
Microsoft Windows 7	GOLDSPARE	2010-08-24 14:21:03	10.63.1.60	00:13:72:26:27:97
Microsoft Windows XP Professional	HOUSING	2010-09-08 15:51:36	10.60.1.169	00:01:02:0C:50:67
Microsoft Windows 7	HOUSING-1	2010-12-06 07:07:09	10.39.1.21	00:12:3F:42:4D:10
Microsoft Windows 7	HOUSING-2	2010-12-06 23:59:38	10.39.1.22	00:12:3F:45:16:45
Microsoft Windows 7	HOUSING-3	2010-11-30 23:59:54	10.39.1.24	00:12:3F:44:F0:A1
Microsoft Windows 7	HOUSING-4	2010-11-30 23:59:34	10.39.1.23	00:12:3F:44:F1:01
Microsoft Windows 7	HOUSING-5	2010-12-02 23:59:32	10.39.1.27	00:12:3F:42:4C:66
Microsoft Windows 7	HOUSING-6	2010-12-06 00:00:10	10.39.1.28	00:12:3F:44:EB:63
Microsoft Windows 7	HOUSING-7	2010-12-01 23:59:07	10.39.1.29	00:12:3F:44:F1:08
Microsoft Windows 7	HPTABLET1	2010-09-22 11:29:55	10.27.1.122	00:19:D2:79:A9:FF
Microsoft Windows 7	HPTABLET10	2010-09-22 13:57:16	10.61.1.70	00:16:D4:BD:05:24
Microsoft Windows 7	HPTABLET11	2010-09-22 10:26:12	10.61.1.67	00:16:D4:BD:05:2A
Microsoft Windows 7	HPTABLET12	2010-11-23 11:38:42	10.27.1.46	00:19:D2:79:17:15
Microsoft Windows 7	HPTABLET13	2010-09-22 09:23:44	10.23.1.19	00:19:D2:78:D1:03
Microsoft Windows 7	HPTABLET14	2010-10-11 13:19:02	10.23.1.54	00:19:D2:79:7F:AB
Microsoft Windows 7	HPTABLET15	2010-09-22 09:15:07	10.23.1.17	00:19:D2:7F:38:44
Microsoft Windows 7	HPTABLET16	2010-09-22 10:23:02	10.61.1.65	00:16:D4:B8:C9:5A
Microsoft Windows 7	HPTABLET17	2010-09-22 09:21:50	10.23.1.20	00:19:D2:79:59:07
Microsoft Windows 7	HPTABLET18	2010-09-22 10:24:00	10.61.1.62	00:16:D4:BE:14:B7
Microsoft Windows 7	HPTABLET19	2010-09-22 15:54:23	10.23.1.29	00:19:D2:7F:2D:2B
Microsoft Windows 7	HPTABLET2	2010-09-22 11:29:27	10.27.1.121	00:19:D2:79:68:BC
Microsoft Windows 7	HPTABLET20	2010-09-22 15:54:02	10.23.1.28	00:19:D2:79:A9:0A
Microsoft Windows 7	HPTABLET20	2010-08-03 13:55:47	10.23.1.6	00:19:D2:79:A9:0A

Microsoft Windows 7	HPTABLET21	2010-10-29 12:17:16	10.23.1.68	00:19:D2:79:B3:D6
Microsoft Windows 7	HPTABLET22	2010-08-23 12:37:29	10.23.1.6	00:1A:73:ED:4C:6B
Microsoft Windows 7	HPTABLET23	2010-08-23 11:37:08	10.23.1.9	00:1A:73:FC:6D:0F
Microsoft Windows 7	HPTABLET24	2010-08-23 12:22:14	10.23.1.10	00:1A:73:FC:6F:DD
Microsoft Windows 7	HPTABLET25	2010-09-14 06:56:07	10.23.1.8	00:1A:73:ED:4F:78
Microsoft Windows 7	HPTABLET26	2010-11-29 17:44:51	10.23.1.37	00:1A:73:ED:4F:65
Microsoft Windows 7	HPTABLET4	2010-10-29 12:10:01	10.23.1.36	00:19:D2:79:61:75
Microsoft Windows 7	HPTABLET5	2010-09-22 10:22:15	10.61.1.66	00:16:D4:BF:81:BC
Microsoft Windows 7	HPTABLET6	2010-11-05 12:17:01	10.23.1.37	00:19:D2:79:72:7B
Microsoft Windows 7	HPTABLET7	2010-09-22 16:00:54	10.23.1.27	00:19:D2:79:77:35
Microsoft Windows 7	HPTABLET8	2010-09-22 09:12:42	10.23.1.14	00:19:D2:79:76:21
Microsoft Windows 7	JOURNALISM-1	2010-12-05 14:00:21	10.30.1.61	B8:AC:6F:A5:B9:88
Microsoft Windows 7	JOURNALISM-2	2010-12-05 14:04:44	10.30.1.56	B8:AC:6F:A7:1C:2E
Microsoft Windows 7	JOURNALISM-3	2010-12-05 14:07:15	10.30.1.34	B8:AC:6F:AB:4E:DE
Microsoft Windows 7	JOURNALISM-4	2010-12-05 14:08:55	10.30.1.196	B8:AC:6F:AB:44:40
Microsoft Windows 7	JOURNALISM-5	2010-12-05 13:46:25	10.30.1.192	B8:AC:6F:A9:29:7A
Microsoft Windows 7	JOURNALISM-6	2010-12-05 13:51:38	10.30.1.93	B8:AC:6F:AB:4A:BF
Microsoft Windows 7	JOURNALISM-7	2010-12-05 13:54:42	10.30.1.96	B8:AC:6F:A9:2C:A0
Microsoft Windows 7	JOURNALISM-8	2010-12-05 13:57:38	10.30.1.130	B8:AC:6F:AB:44:26
Microsoft Windows XP Professional	KIOSK-1	2010-12-07 04:46:45	10.30.1.7	00:13:72:9E:F5:B6
Microsoft Windows XP Professional	KIOSK-2	2010-12-07 04:46:42	10.30.1.37	00:13:72:9E:EE:39
Microsoft Windows XP Professional	KIOSK-3	2010-12-07 04:46:28	10.30.1.108	00:13:72:9E:F4:EF
Microsoft Windows XP Professional	LAKEVIEWE	2010-11-30 18:04:53	10.60.1.231	<not specified>
Microsoft Windows 7	N204-23	2010-12-06 21:57:19	10.40.1.31	00:12:3F:44:F0:EB
Microsoft Windows 7	N204-8	2010-12-03 17:47:13	10.40.1.51	00:1A:A0:AC:B6:70
Microsoft Windows 7	N206-11	2010-12-03 17:02:28	10.40.1.46	00:1A:A0:AC:B4:0F
Microsoft Windows 7	N206-12	2010-12-03 15:58:29	10.40.1.47	00:1A:A0:AC:B6:C8

Microsoft Windows 7	NETBOOK1	2010-09-20 15:37:24	10.27.1.74	90:4C:E5:8A:28:E1
Microsoft Windows 7	NETBOOK2	2010-09-21 07:07:09	10.61.1.61	00:26:B9:15:98:E9
Microsoft Windows 7	NETBOOK3	2010-09-20 15:48:12	10.27.1.95	90:4C:E5:8A:29:02
Microsoft Windows 7	NETBOOK4	2010-09-20 15:49:40	10.27.1.98	90:4C:E5:8A:29:19
Microsoft Windows 7	NETBOOK5	2010-09-20 15:49:20	10.27.1.89	90:4C:E5:8A:29:A9
Microsoft Windows 7	NETBOOK6	2010-09-20 15:49:32	10.27.1.99	90:4C:E5:8A:29:AA
Microsoft Windows 7	NURSESIM1	2010-09-01 15:35:58	10.61.1.30	F4:CE:46:F3:FC:88
Microsoft Windows 7	NURSESIM2	2010-09-03 10:41:24	10.61.1.32	F4:CE:46:F4:04:84
Microsoft Windows 7	NURSESIM3	2010-09-03 10:41:37	10.61.1.33	F4:CE:46:F4:03:D7
Microsoft Windows XP Professional	NURSING1	2010-12-06 10:03:46	10.32.1.25	00:1A:A0:AC:84:A0
Microsoft Windows XP Professional	NURSING2	2010-12-06 08:40:59	10.32.1.66	00:12:3F:44:F8:1A
Microsoft Windows XP Professional	NURSING3	2010-12-06 08:53:47	10.32.1.67	00:1A:A0:AC:57:F2
Microsoft Windows XP Professional	NURSING5	2010-08-19 13:18:15	10.30.1.201	00:07:E9:41:84:B1
Microsoft Windows 7	NURSING6	2010-12-01 08:51:50	10.32.1.48	00:13:72:26:24:4A
Microsoft Windows 7	NURSINGSEC-PC	2010-12-01 12:33:24	10.60.1.139	00:19:B9:84:04:14
Microsoft Windows 7	OCCICR1	2010-11-10 14:08:13	10.61.1.32	00:1A:A0:AC:B7:67
Microsoft Windows XP Professional	OCCIR2	2010-11-23 08:16:35	10.36.1.23	00:12:3F:32:C2:B4
Microsoft Windows XP Professional	OCCIR3	2010-11-30 15:58:37	10.36.1.25	00:1A:A0:AC:58:0B
Microsoft Windows 7	OCCISTUDENT1	2010-12-02 05:01:09	10.36.1.21	00:1E:4F:C2:96:53
Microsoft Windows 7	OCCISTUDENT2	2010-12-07 08:07:35	10.36.1.24	00:12:3F:5C:9E:4B
Microsoft Windows 7	OCCISTUDENT3	2010-12-02 05:01:40	10.36.1.22	00:12:3F:45:AF:79
Microsoft Windows 7	R1TRAINING-1	2010-09-08 10:36:26	10.50.1.33	00:1F:16:FA:57:0A
Microsoft Windows XP Professional	R3-LAB-2	2010-08-20 12:06:39	10.50.1.66	00:1E:4F:C2:A2:C3
Microsoft Windows XP Professional	SITK1	2010-12-06 18:01:19	10.32.1.74	00:13:72:85:93:FB
Microsoft Windows XP Professional	SITK12	2010-09-14 09:35:10	10.32.1.85	00:1A:A0:AC:51:A8
Microsoft Windows XP Professional	SITK13	2010-09-30 06:49:30	10.32.1.46	00:1A:A0:AC:7B:7C
Microsoft Windows XP Professional	SITK3	2010-11-29 02:46:09	10.32.1.36	00:12:3F:44:F0:74

Microsoft Windows XP Professional	SITK6	2010-12-05 22:59:45	10.32.1.37	00:1A:A0:C2:C9:2D
Microsoft Windows XP Professional	SITK7	2010-09-28 07:32:48	10.32.1.53	<not specified>
Microsoft Windows 7	SITK9	2010-12-02 14:44:35	10.27.1.129	00:24:21:CD:83:00
Microsoft Windows XP Professional	SSS-1	2010-12-06 19:07:10	10.32.1.89	00:14:22:2C:3D:F6
Microsoft Windows XP Professional	SSS10	2010-12-06 19:07:43	10.33.1.29	00:12:3F:4A:77:01
Microsoft Windows XP Professional	SSS-2	2010-12-06 19:06:37	10.32.1.92	00:14:22:2C:44:B0
Microsoft Windows XP Professional	SSS-3	2010-12-06 19:08:00	10.32.1.93	00:14:22:2C:BC:E8
Microsoft Windows XP Professional	SSS-4	2010-12-06 19:08:41	10.32.1.96	00:14:22:2C:BC:AF
Microsoft Windows XP Professional	SSS-5	2010-12-07 09:02:51	10.32.1.95	00:14:22:2C:BD:15
Microsoft Windows XP Professional	SSS-6	2010-12-01 19:06:49	10.32.1.94	00:14:22:2A:88:03
Microsoft Windows 7	SSS-FORD1	2010-12-06 19:05:43	10.32.1.30	00:12:3F:4A:74:D2
Microsoft Windows 7	SSS-FORD2	2010-12-06 19:06:17	10.32.1.45	00:23:AE:B2:A5:E0
Microsoft Windows XP Professional	STEN_204	2010-12-06 18:03:57	10.32.1.70	00:1A:A0:AC:5A:D3
Microsoft Windows 7	STENS201	2010-08-04 07:51:18	10.27.1.28	00:24:21:CD:84:86
Microsoft Windows XP Professional	STENS205	2010-12-01 09:35:46	10.32.1.69	00:13:72:26:72:6A
Microsoft Windows XP Professional	STENSLAND202	2010-12-02 18:03:11	10.32.1.68	00:1A:A0:AC:59:AF
Microsoft Windows XP Professional	STENSLAND203	2010-12-03 12:47:49	10.32.1.65	00:13:72:26:36:81
Microsoft Windows XP Professional	STENSLAND206	2010-12-01 16:36:39	10.32.1.64	00:1A:A0:AC:59:BF
Microsoft Windows 7	STL1	2010-12-02 07:54:39	10.33.1.25	00:12:3F:4B:BB:D3
Microsoft Windows 7	STL10	2010-11-30 08:04:54	10.33.1.26	00:19:B9:14:A0:E2
Microsoft Windows XP Professional	STL11	2010-12-07 08:01:27	10.33.1.46	00:13:72:11:34:27
Microsoft Windows 7	STL12	2010-12-02 07:54:40	10.33.1.32	00:12:3F:4B:BD:78
Microsoft Windows 7	STL13	2010-12-06 10:47:12	10.33.1.21	00:13:72:26:27:9D
Microsoft Windows XP Professional	STL14	2010-12-06 08:02:46	10.33.1.38	00:12:3F:4B:BD:81
Microsoft Windows XP Professional	STL15	2010-12-07 08:02:17	10.33.1.45	00:12:3F:4B:D2:48
Microsoft Windows 7	STL16	2010-11-29 14:12:41	10.33.1.23	00:14:22:2C:BD:21
Microsoft Windows XP Professional	STL17	2010-12-06 08:04:02	10.33.1.23	00:14:22:2C:BC:EE

Microsoft Windows XP Professional	STL2	2010-11-30 10:37:31	10.33.1.48	00:12:3F:4B:D1:B7
Microsoft Windows XP Professional	STL20	2010-11-30 10:38:07	10.33.1.55	00:19:B9:14:A1:59
Microsoft Windows XP Professional	STL22	2010-12-01 08:10:23	10.33.1.30	00:18:8B:07:E6:41
Microsoft Windows 7	STL4	2010-11-30 08:04:49	10.33.1.22	00:13:72:8C:6C:12
Microsoft Windows XP Professional	STL5	2010-12-01 07:55:26	10.33.1.31	00:13:72:11:1F:A5
Microsoft Windows XP Professional	STL6	2010-12-01 07:56:08	10.33.1.24	00:13:72:10:87:54
Microsoft Windows XP Professional	STL7	2010-12-06 08:49:57	10.33.1.58	00:19:B9:14:A1:15
Microsoft Windows 7	STL8	2010-11-30 10:36:20	10.33.1.28	00:13:72:29:83:21
Microsoft Windows XP Professional	SUMN_10	2010-12-07 08:31:24	10.60.1.236	00:13:72:87:08:E1
Microsoft Windows XP Professional	SUMN_11	2010-12-07 10:07:19	10.60.1.213	00:13:72:14:76:2B
Microsoft Windows XP Professional	SUMN_12	2010-11-29 08:00:34	10.60.1.115	00:1A:A0:AC:59:D9
Microsoft Windows 7	T401-1	2010-12-07 09:18:29	10.30.1.55	B8:AC:6F:AA:76:8F
Microsoft Windows 7	T401-10	2010-12-03 21:07:29	10.30.1.70	B8:AC:6F:A7:1B:88
Microsoft Windows 7	T401-11	2010-12-07 09:05:58	10.30.1.129	B8:AC:6F:AA:F4:7C
Microsoft Windows 7	T401-12	2010-12-01 21:06:30	10.30.1.91	B8:AC:6F:AB:4D:1E
Microsoft Windows 7	T401-13	2010-12-06 21:05:31	10.30.1.157	B8:AC:6F:AB:4B:AD
Microsoft Windows 7	T401-14	2010-12-01 21:06:27	10.30.1.43	B8:AC:6F:AB:4E:D9
Microsoft Windows 7	T401-15	2010-12-07 09:07:03	10.30.1.62	B8:AC:6F:A7:13:16
Microsoft Windows 7	T401-16	2010-12-07 09:05:46	10.30.1.144	B8:AC:6F:AB:4A:A4
Microsoft Windows 7	T401-17	2010-12-01 21:06:06	10.30.1.136	B8:AC:6F:AA:77:83
Microsoft Windows 7	T401-18	2010-12-02 21:06:04	10.30.1.160	B8:AC:6F:A7:4E:38
Microsoft Windows 7	T401-19	2010-12-01 21:07:23	10.30.1.73	B8:AC:6F:A9:2B:E1
Microsoft Windows 7	T401-2	2010-12-01 21:07:47	10.30.1.41	B8:AC:6F:AB:44:43
Microsoft Windows 7	T401-20	2010-12-07 09:05:48	10.30.1.110	B8:AC:6F:AA:FB:74
Microsoft Windows 7	T401-21	2010-12-07 09:06:50	10.30.1.75	B8:AC:6F:A7:4E:36
Microsoft Windows 7	T401-22	2010-12-02 21:06:24	10.30.1.83	B8:AC:6F:AB:45:55
Microsoft Windows 7	T401-23	2010-12-07 09:06:40	10.30.1.80	B8:AC:6F:AB:4D:BA

Microsoft Windows 7	T401-24	2010-12-01 21:07:28	10.30.1.59	B8:AC:6F:A7:1D:34
Microsoft Windows 7	T401-25	2010-12-07 09:06:45	10.30.1.78	B8:AC:6F:AC:C7:8B
Microsoft Windows 7	T401-26	2010-12-07 09:06:14	10.30.1.111	B8:AC:6F:AA:E0:F3
Microsoft Windows 7	T401-3	2010-12-06 21:08:05	10.30.1.57	B8:AC:6F:A9:2C:D7
Microsoft Windows 7	T401-4	2010-12-07 09:06:05	10.30.1.121	B8:AC:6F:AC:CE:6C
Microsoft Windows 7	T401-5	2010-12-01 21:24:30	10.30.1.46	B8:AC:6F:AA:FD:DF
Microsoft Windows 7	T401-6	2010-12-07 09:05:54	10.30.1.147	B8:AC:6F:AA:F5:B9
Microsoft Windows 7	T401-7	2010-12-07 09:06:01	10.30.1.141	B8:AC:6F:AA:77:E9
Microsoft Windows 7	T401-8	2010-12-02 21:06:10	10.30.1.55	B8:AC:6F:AB:4A:FB
Microsoft Windows 7	T401-9	2010-12-07 09:07:21	10.30.1.58	B8:AC:6F:A7:4D:0B
Microsoft Windows 7	T403-1	2010-12-01 10:17:50	10.30.1.109	B8:AC:6F:AA:EA:CC
Microsoft Windows 7	T403-10	2010-12-07 01:22:03	10.30.1.123	B8:AC:6F:AC:D0:2A
Microsoft Windows 7	T403-11	2010-12-02 09:06:28	10.30.1.103	B8:AC:6F:AC:D5:96
Microsoft Windows 7	T403-12	2010-12-01 21:06:20	10.30.1.151	B8:AC:6F:AC:AA:B8
Microsoft Windows 7	T403-13	2010-12-03 21:07:49	10.30.1.76	B8:AC:6F:AA:F0:A8
Microsoft Windows 7	T403-14	2010-12-07 01:21:35	10.30.1.116	B8:AC:6F:AA:EF:BE
Microsoft Windows 7	T403-15	2010-12-01 21:06:17	10.30.1.98	B8:AC:6F:AC:C4:3A
Microsoft Windows 7	T403-16	2010-12-01 21:06:49	10.30.1.102	B8:AC:6F:AC:ED:D3
Microsoft Windows 7	T403-17	2010-12-01 21:08:19	10.30.1.22	B8:AC:6F:AC:EB:B0
Microsoft Windows 7	T403-18	2010-11-29 21:07:45	10.30.1.71	B8:AC:6F:AA:EF:D5
Microsoft Windows 7	T403-19	2010-12-07 01:21:45	10.30.1.107	B8:AC:6F:AC:D3:5C
Microsoft Windows 7	T403-2	2010-12-07 01:21:45	10.30.1.142	B8:AC:6F:AC:D4:AF
Microsoft Windows 7	T403-20	2010-12-01 21:21:14	10.30.1.149	B8:AC:6F:AA:FA:5D
Microsoft Windows 7	T403-21	2010-12-01 21:07:05	10.30.1.78	B8:AC:6F:AC:B5:52
Microsoft Windows 7	T403-22	2010-12-03 21:07:36	10.30.1.64	B8:AC:6F:AC:D0:74
Microsoft Windows 7	T403-23	2010-11-30 21:05:48	10.30.1.138	B8:AC:6F:AA:F1:7C
Microsoft Windows 7	T403-24	2010-12-07 01:23:20	10.30.1.41	B8:AC:6F:AC:CA:6C

Microsoft Windows 7	T403-25	2010-12-01 21:08:40	10.30.1.45	B8:AC:6F:AC:ED:23
Microsoft Windows 7	T403-26	2010-12-01 21:06:09	10.30.1.126	B8:AC:6F:AC:E0:7C
Microsoft Windows 7	T403-3	2010-12-02 09:29:49	10.30.1.139	B8:AC:6F:AC:D7:28
Microsoft Windows 7	T403-4	2010-12-01 21:06:38	10.30.1.124	B8:AC:6F:AC:D0:5E
Microsoft Windows 7	T403-5	2010-12-07 01:22:24	10.30.1.138	B8:AC:6F:AC:D0:97
Microsoft Windows 7	T403-6	2010-12-07 01:22:09	10.30.1.83	B8:AC:6F:AC:D0:ED
Microsoft Windows 7	T403-7	2010-12-01 21:07:50	10.30.1.74	B8:AC:6F:AC:EC:5C
Microsoft Windows 7	T403-8	2010-12-07 01:21:55	10.30.1.85	B8:AC:6F:AC:CD:CB
Microsoft Windows 7	T403-9	2010-12-07 01:22:31	10.30.1.94	B8:AC:6F:AA:F5:50
Microsoft Windows 7	T405-1	2010-12-03 22:06:07	10.30.1.104	00:21:9B:51:A2:CB
Microsoft Windows 7	T405-10	2010-12-07 10:06:14	10.30.1.182	00:21:9B:51:A3:29
Microsoft Windows 7	T405-11	2010-12-03 22:06:09	10.30.1.180	00:21:9B:51:B2:CE
Microsoft Windows 7	T405-12	2010-12-03 22:06:27	10.30.1.174	00:21:9B:51:9E:C8
Microsoft Windows 7	T405-13	2010-12-03 22:06:49	10.30.1.155	00:1E:4F:A6:60:A3
Microsoft Windows 7	T405-14	2010-12-03 22:07:12	10.30.1.147	00:1E:4F:A6:67:CB
Microsoft Windows 7	T405-15	2010-12-03 22:06:52	10.30.1.135	00:1E:4F:A6:5E:E2
Microsoft Windows 7	T405-16	2010-12-06 22:06:52	10.30.1.11	00:1E:4F:A6:14:DC
Microsoft Windows 7	T405-17	2010-12-03 22:06:41	10.30.1.13	00:1E:4F:A6:2F:55
Microsoft Windows 7	T405-18	2010-12-03 22:06:53	10.30.1.12	00:1E:4F:A6:67:2D
Microsoft Windows 7	T405-19	2010-12-03 22:06:58	10.30.1.162	00:1E:4F:A6:64:1D
Microsoft Windows 7	T405-2	2010-12-06 22:06:23	10.30.1.184	00:21:9B:51:B4:42
Microsoft Windows 7	T405-20	2010-12-03 22:07:27	10.30.1.144	00:1E:4F:A6:55:ED
Microsoft Windows 7	T405-21	2010-12-06 22:06:20	10.30.1.181	00:21:9B:51:9C:65
Microsoft Windows 7	T405-3	2010-12-06 22:06:08	10.30.1.180	00:21:9B:51:B5:77
Microsoft Windows 7	T405-4	2010-12-03 22:05:50	10.30.1.184	00:21:9B:51:B5:F8
Microsoft Windows 7	T405-5	2010-12-03 22:18:32	10.30.1.185	00:21:9B:51:B5:CC
Microsoft Windows 7	T405-6	2010-12-03 22:06:09	10.30.1.116	00:21:9B:51:95:85

Microsoft Windows 7	T405-7	2010-12-03 22:06:18	10.30.1.111	00:21:9B:51:A2:61
Microsoft Windows 7	T405-8	2010-12-03 22:06:03	10.30.1.173	00:21:9B:51:B5:3E
Microsoft Windows 7	T405-9	2010-12-03 22:06:18	10.30.1.189	00:21:9B:51:A3:3B
Microsoft Windows 7	T408-1	2010-12-07 09:05:57	10.30.1.145	B8:AC:6F:AA:F8:A4
Microsoft Windows 7	T408-10	2010-12-07 09:08:35	10.30.1.14	B8:AC:6F:AC:D7:22
Microsoft Windows 7	T408-11	2010-12-07 09:06:02	10.30.1.131	B8:AC:6F:AA:F1:AC
Microsoft Windows 7	T408-12	2010-12-07 09:07:55	10.30.1.21	B8:AC:6F:AC:E9:52
Microsoft Windows 7	T408-13	2010-12-01 21:07:58	10.30.1.24	B8:AC:6F:AC:CF:9A
Microsoft Windows 7	T408-14	2010-12-02 11:28:22	10.30.1.191	B8:AC:6F:AC:CA:9B
Microsoft Windows 7	T408-15	2010-12-07 09:08:14	10.30.1.20	B8:AC:6F:AC:E2:59
Microsoft Windows 7	T408-16	2010-12-02 11:27:40	10.30.1.94	B8:AC:6F:AC:BA:5A
Microsoft Windows 7	T408-17	2010-12-03 21:07:43	10.30.1.72	B8:AC:6F:AC:CF:F0
Microsoft Windows 7	T408-18	2010-12-07 09:08:28	10.30.1.16	B8:AC:6F:AA:F0:D6
Microsoft Windows 7	T408-19	2010-12-07 09:07:15	10.30.1.45	B8:AC:6F:AA:F5:C3
Microsoft Windows 7	T408-2	2010-12-07 09:05:54	10.30.1.137	B8:AC:6F:AA:FB:7D
Microsoft Windows 7	T408-20	2010-12-01 21:07:46	10.30.1.29	B8:AC:6F:AC:CE:0B
Microsoft Windows 7	T408-21	2010-12-07 09:08:02	10.30.1.25	B8:AC:6F:AC:CF:9D
Microsoft Windows 7	T408-22	2010-12-01 21:07:30	10.30.1.33	B8:AC:6F:AA:F0:B0
Microsoft Windows 7	T408-23	2010-12-01 21:06:23	10.30.1.107	B8:AC:6F:AC:CC:38
Microsoft Windows 7	T408-24	2010-12-07 09:07:27	10.30.1.38	B8:AC:6F:AC:A8:9A
Microsoft Windows 7	T408-25	2010-12-07 09:07:24	10.30.1.30	B8:AC:6F:AC:C4:CF
Microsoft Windows 7	T408-26	2010-12-07 09:06:32	10.30.1.65	B8:AC:6F:AC:E2:22
Microsoft Windows 7	T408-3	2010-12-07 09:06:41	10.30.1.102	B8:AC:6F:AB:4D:76
Microsoft Windows 7	T408-4	2010-12-02 11:45:40	10.30.1.150	B8:AC:6F:AB:4D:61
Microsoft Windows 7	T408-5	2010-12-07 09:05:49	10.30.1.100	B8:AC:6F:AA:F9:AE
Microsoft Windows 7	T408-6	2010-12-01 21:06:38	10.30.1.92	B8:AC:6F:AC:CD:41
Microsoft Windows 7	T408-7	2010-12-01 21:05:59	10.30.1.100	B8:AC:6F:AC:CA:91

Microsoft Windows 7	T408-8	2010-12-01 21:05:30	10.30.1.145	B8:AC:6F:AA:F3:3F
Microsoft Windows 7	T408-9	2010-12-07 09:07:34	10.30.1.28	B8:AC:6F:AC:D0:B8
Microsoft Windows 7	T409-1	2010-11-04 19:01:51	10.30.1.36	B8:AC:6F:AC:A6:F1
Microsoft Windows 7	T409-10	2010-10-19 19:21:13	10.30.1.155	B8:AC:6F:AA:B1:AB
Microsoft Windows 7	T409-11	2010-12-07 07:01:15	10.30.1.136	B8:AC:6F:AA:B0:50
Microsoft Windows 7	T409-12	2010-12-07 07:02:49	10.30.1.81	B8:AC:6F:AA:F4:59
Microsoft Windows 7	T409-13	2010-12-07 07:02:34	10.30.1.35	B8:AC:6F:AA:B0:32
Microsoft Windows 7	T409-14	2010-12-07 07:01:18	10.30.1.89	B8:AC:6F:AA:F4:23
Microsoft Windows 7	T409-15	2010-12-07 07:02:58	10.30.1.40	B8:AC:6F:AB:4B:B7
Microsoft Windows 7	T409-16	2010-11-30 19:01:05	10.30.1.157	B8:AC:6F:AA:F3:A7
Microsoft Windows 7	T409-17	2010-12-07 07:01:19	10.30.1.91	B8:AC:6F:AA:F4:36
Microsoft Windows 7	T409-18	2010-12-07 07:01:19	10.30.1.114	B8:AC:6F:AA:EF:E3
Microsoft Windows 7	T409-19	2010-12-07 07:03:22	10.30.1.22	B8:AC:6F:AA:F1:8E
Microsoft Windows 7	T409-2	2010-12-07 07:06:11	10.30.1.163	00:1A:A0:AC:57:80
Microsoft Windows 7	T409-20	2010-12-07 07:03:09	10.30.1.105	B8:AC:6F:AA:E6:29
Microsoft Windows 7	T409-21	2010-12-07 07:01:49	10.30.1.73	B8:AC:6F:AA:A8:3E
Microsoft Windows 7	T409-22	2010-12-06 19:00:57	10.30.1.150	B8:AC:6F:AA:F2:35
Microsoft Windows 7	T409-23	2010-12-06 19:01:09	10.30.1.140	B8:AC:6F:AA:B0:CC
Microsoft Windows 7	T409-24	2010-12-07 07:01:24	10.30.1.48	B8:AC:6F:AA:F3:5E
Microsoft Windows 7	T409-25	2010-12-07 07:01:50	10.30.1.140	B8:AC:6F:AA:B0:08
Microsoft Windows 7	T409-26	2010-12-06 19:03:13	10.30.1.19	B8:AC:6F:AA:FD:3D
Microsoft Windows 7	T409-27	2010-12-01 19:02:47	10.30.1.52	B8:AC:6F:AA:F0:A0
Microsoft Windows 7	T409-28	2010-12-01 19:02:47	10.30.1.30	B8:AC:6F:A7:49:E7
Microsoft Windows 7	T409-29	2010-12-06 19:01:09	10.30.1.172	00:1A:A0:AC:84:0B
Microsoft Windows 7	T409-3	2010-12-07 07:01:35	10.30.1.128	B8:AC:6F:AA:B0:2D
Microsoft Windows 7	T409-30	2010-12-07 07:06:22	10.30.1.173	00:1A:A0:AC:84:B8
Microsoft Windows 7	T409-31	2010-12-06 19:01:02	10.30.1.168	00:1A:A0:AC:59:A3

Microsoft Windows 7	T409-32	2010-12-06 19:00:57	10.30.1.173	00:1A:A0:AC:84:47
Microsoft Windows 7	T409-33	2010-12-06 19:01:05	10.30.1.170	00:1A:A0:AC:85:08
Microsoft Windows 7	T409-34	2010-12-06 19:01:36	10.30.1.166	00:1A:A0:AC:85:14
Microsoft Windows 7	T409-35	2010-12-06 19:01:37	10.30.1.164	00:1A:A0:AC:85:92
Microsoft Windows 7	T409-36	2010-12-06 19:01:17	10.30.1.171	00:1A:A0:AC:57:CD
Microsoft Windows 7	T409-37	2010-12-07 07:06:49	10.30.1.169	00:1A:A0:AC:79:DD
Microsoft Windows 7	T409-38	2010-12-06 19:01:27	10.30.1.187	00:1A:A0:AC:74:4A
Microsoft Windows 7	T409-39	2010-12-06 19:01:34	10.30.1.165	00:1A:A0:AC:85:9A
Microsoft Windows 7	T409-4	2010-12-07 07:01:17	10.30.1.162	B8:AC:6F:AB:4B:55
Microsoft Windows 7	T409-40	2010-12-06 19:01:20	10.30.1.178	00:1A:A0:AC:85:6E
Microsoft Windows 7	T409-41	2010-12-06 19:01:20	10.30.1.174	00:1A:A0:AC:58:27
Microsoft Windows 7	T409-42	2010-12-06 19:01:33	10.30.1.183	00:1A:A0:AC:59:5D
Microsoft Windows 7	T409-43	2010-12-06 19:42:49	10.30.1.190	00:14:22:2C:44:72
Microsoft Windows 7	T409-5	2010-12-01 19:01:35	10.30.1.83	B8:AC:6F:AA:F0:34
Microsoft Windows 7	T409-6	2010-12-07 07:02:24	10.30.1.155	B8:AC:6F:AA:FB:E1
Microsoft Windows 7	T409-7	2010-12-07 07:02:15	10.30.1.46	B8:AC:6F:AA:FD:AB
Microsoft Windows 7	T409-8	2010-12-01 19:02:44	10.30.1.58	B8:AC:6F:AB:4C:EC
Microsoft Windows 7	T409-9	2010-12-07 08:55:55	10.30.1.191	B8:AC:6F:AA:F0:2C
Microsoft Windows 7	T410-1	2010-12-02 21:07:54	10.30.1.57	B8:AC:6F:A5:B9:A4
Microsoft Windows 7	T410-10	2010-12-03 21:06:09	10.30.1.129	B8:AC:6F:AC:E2:0D
Microsoft Windows 7	T410-11	2010-12-03 21:06:48	10.30.1.79	B8:AC:6F:AA:E5:DE
Microsoft Windows 7	T410-12	2010-12-03 21:07:33	10.30.1.49	B8:AC:6F:A7:1C:F2
Microsoft Windows 7	T410-13	2010-12-03 21:21:10	10.30.1.65	B8:AC:6F:AA:B0:3E
Microsoft Windows 7	T410-14	2010-12-03 21:06:32	10.30.1.106	B8:AC:6F:AE:3D:5F
Microsoft Windows 7	T410-15	2010-12-06 21:07:59	10.30.1.27	B8:AC:6F:AA:E9:88
Microsoft Windows 7	T410-16	2010-12-03 21:05:59	10.30.1.113	B8:AC:6F:AA:F0:2F
Microsoft Windows 7	T410-17	2010-12-02 21:06:33	10.30.1.133	B8:AC:6F:AA:F0:9D

Microsoft Windows 7	T410-18	2010-12-03 21:06:32	10.30.1.90	B8:AC:6F:AB:4B:0B
Microsoft Windows 7	T410-19	2010-12-03 21:08:06	10.30.1.26	B8:AC:6F:AB:4D:C4
Microsoft Windows 7	T410-2	2010-12-03 21:07:22	10.30.1.63	B8:AC:6F:AB:4B:FF
Microsoft Windows 7	T410-20	2010-12-03 21:09:02	10.30.1.15	B8:AC:6F:AA:FD:DC
Microsoft Windows 7	T410-21	2010-12-03 21:05:41	10.30.1.141	B8:AC:6F:AB:4B:76
Microsoft Windows 7	T410-22	2010-12-03 21:06:37	10.30.1.99	B8:AC:6F:AA:DE:88
Microsoft Windows 7	T410-23	2010-12-03 21:06:17	10.30.1.134	B8:AC:6F:AA:77:A4
Microsoft Windows 7	T410-24	2010-12-03 21:06:55	10.30.1.77	B8:AC:6F:AA:72:8E
Microsoft Windows 7	T410-25	2010-09-15 08:43:41	10.30.1.127	B8:AC:6F:AA:EF:66
Microsoft Windows 7	T410-26	2010-12-03 21:07:28	10.30.1.54	B8:AC:6F:AA:B3:47
Microsoft Windows 7	T410-3	2010-12-07 09:52:38	10.30.1.99	B8:AC:6F:AA:F0:02
Microsoft Windows 7	T410-4	2010-12-03 21:08:32	10.30.1.20	B8:AC:6F:AA:B2:44
Microsoft Windows 7	T410-5	2010-12-03 21:07:36	10.30.1.47	B8:AC:6F:AA:75:C4
Microsoft Windows 7	T410-6	2010-12-03 21:05:41	10.30.1.159	B8:AC:6F:AA:B0:75
Microsoft Windows 7	T410-7	2010-12-03 21:05:52	10.30.1.161	B8:AC:6F:AB:01:E8
Microsoft Windows 7	T410-8	2010-12-03 21:08:00	10.30.1.32	B8:AC:6F:AA:AE:39
Microsoft Windows 7	T410-9	2010-10-27 15:52:01	10.30.1.92	B8:AC:6F:AB:4A:29
Microsoft Windows XP Professional	TLC	2010-12-07 08:08:36	10.60.1.22	00:18:8B:29:2A:94
Microsoft Windows 7	TLC-1	2010-10-25 04:16:36	10.60.1.83	<not specified>
Microsoft Windows 7	TLC-2	2010-09-08 15:33:52	10.60.1.164	00:1E:4F:A7:99:FE
Microsoft Windows 7	TLC-3	2010-09-08 15:33:28	10.60.1.126	00:1E:4F:A6:67:EF
Microsoft Windows 7	TLC-4	2010-09-08 15:33:37	10.60.1.124	00:1E:4F:A6:56:23
Microsoft Windows 7	TUTORING-1	2010-12-06 21:06:28	10.32.1.21	00:13:72:26:36:77
Microsoft Windows 7	TUTORING-2	2010-12-03 21:07:04	10.32.1.22	00:13:72:26:75:4F
Microsoft Windows 7	TUTORING-3	2010-12-03 21:06:48	10.32.1.24	00:13:72:26:38:2B
Microsoft Windows 7	TUTORING-4	2010-12-03 21:06:36	10.32.1.26	00:13:72:26:31:62
Microsoft Windows 7	TUTORING-5	2010-12-03 21:06:35	10.32.1.29	00:13:72:26:73:A8

Microsoft Windows 7	TUTORING-6	2010-12-03 21:06:50	10.32.1.28	00:13:72:26:73:AC
Microsoft Windows 7	TUTORING-7	2010-12-01 21:06:47	10.32.1.27	00:13:72:26:6E:73
Microsoft Windows 7	WELDING	2010-11-01 16:48:36	10.33.1.31	F4:CE:46:F4:04:7A
Microsoft Windows XP Professional	WELDING01	2010-11-29 10:10:39	10.33.1.27	00:12:3F:44:F8:33
Microsoft Windows 7	WRITING1	2010-12-06 15:03:48	10.32.1.33	00:12:3F:45:16:7B
Microsoft Windows 7	WRITING-1	2010-11-29 23:58:09	10.32.1.63	00:12:3F:32:BD:D3
Microsoft Windows 7	WRITING-2	2010-11-29 23:59:10	10.32.1.61	00:12:3F:33:06:B6
Microsoft Windows 7	WRITING-3	2010-11-30 23:58:06	10.32.1.62	00:12:3F:33:40:9C
Microsoft Windows 7	WRITING-4	2010-11-24 09:57:03	10.32.1.59	00:14:22:3B:6A:34
Microsoft Windows 7	LIB2A	2010-09-30 09:06:14	10.134.1.40	00:1A:A0:AC:B4:C0
	LIB2B		10.134.1.35	00:00:00:00:00:00
Microsoft Windows 7	LIB2B	2010-09-27 09:58:50	10.134.1.35	00:1A:A0:AC:B4:08
	LIB2C		10.134.1.42	00:00:00:00:00:00
Microsoft Windows 7	LIB2C	2010-10-01 15:10:19	10.134.1.42	00:1A:A0:AC:59:96
	LIB2D		10.134.1.28	00:00:00:00:00:00
Microsoft Windows 7	LIB2D	2010-10-03 14:13:53	10.134.1.29	00:13:72:26:20:7A
Microsoft Windows 7	LIB2E	2010-10-04 10:23:50	10.134.1.26	00:14:22:3D:FF:81
Microsoft Windows 7	LIB2F	2010-10-04 10:37:58	10.134.1.23	00:12:3F:45:16:00
Microsoft Windows 7	LIB2G	2010-09-14 15:53:03	10.61.1.49	00:12:3F:45:16:8D
Microsoft Windows 7	LIB2H	2010-09-30 11:13:34	10.134.1.44	00:12:3F:45:16:67
Microsoft Windows 7	LIB2I	2010-10-04 13:15:35	10.134.1.25	00:13:72:26:20:86
Microsoft Windows 7	LIB2J	2010-10-04 10:16:46	10.134.1.41	00:13:72:26:45:07
Microsoft Windows 7	LIB2K	2010-12-02 18:01:15	10.134.1.39	00:13:72:26:28:31
Microsoft Windows 7	LIB2L	2010-10-04 10:11:56	10.134.1.30	00:13:72:26:37:D8
Microsoft Windows 7	LIB2M	2010-10-04 10:09:19	10.134.1.21	00:13:72:26:20:7F
Microsoft Windows 7	LIB2N	2010-10-04 11:09:44	10.134.1.45	00:13:72:26:20:75
Microsoft Windows 7	LIB2O	2010-10-04 12:16:54	10.134.1.38	00:13:72:26:11:AF

Microsoft Windows 7	LIB2P	2010-09-27 12:48:53	10.134.1.37	00:1A:A0:AC:AF:BF
Microsoft Windows 7	ICLSIGNIN	2010-12-03 07:59:55	10.30.1.95	00:12:3F:44:EF:5C
Microsoft Windows XP Professional	RECCENTER	2010-12-07 05:57:09	10.32.1.56	00:0B:DB:6E:EF:60
Microsoft Windows XP Professional	TIOGASIGN-IN	2010-08-02 11:15:14	10.30.1.199	00:07:E9:60:CC:CF
Microsoft Windows XP Professional	TL-SIGNIN	2010-06-14 16:47:45	10.50.1.87	00:0C:F1:7E:DD:DC
Microsoft Windows 7	TUTOR-SIGNIN	2010-10-12 16:46:03	10.60.1.33	00:12:3F:41:D5:F5
Microsoft Windows 7	WRITINGSIGNIN	2010-12-06 11:09:37	10.60.1.136	00:12:3F:44:FE:0C
Microsoft Windows XP Professional	ADA	2010-11-01 12:03:26	10.134.1.43	00:04:75:CE:7F:24
Microsoft Windows XP Professional	ADACOMPUTER	2010-12-02 07:46:28	10.32.1.50	00:0C:76:92:AF:06
Microsoft Windows 7	ARCHIVE5TH	2010-09-08 15:33:51	10.60.1.115	00:19:B9:45:38:7C
Microsoft Windows XP Professional	CAFE-1	2010-12-04 10:22:42	10.60.1.93	00:12:3F:44:F0:F6
	CAFE-1		10.60.1.93	00:00:00:00:00:00
	CAFE-2		10.32.1.46	00:00:00:00:00:00
Microsoft Windows XP Professional	CLASSCLIMATE	2010-11-06 04:56:06	10.50.1.222	00:04:75:BE:42:E4
Microsoft Windows XP Professional	COASTLINE1	2010-12-01 08:14:31	10.60.1.220	00:07:E9:5F:FD:EC
Microsoft Windows XP Professional	CURRYADA	2010-11-30 17:30:16	10.65.1.90	00:0D:87:C0:1A:B6
Microsoft Windows 7	DSS-BROOKINGS	2010-12-02 17:12:46	10.65.1.73	00:14:22:36:7D:02
Microsoft Windows XP Professional	IDMECARD	2010-12-07 09:58:01	10.60.1.85	00:12:3F:32:C0:7B
Microsoft Windows XP Professional	JOHNNY5	2010-12-05 13:15:24	10.61.1.25	00:1A:A0:A7:FC:50
Microsoft Windows XP Professional	LABELS	2010-09-02 10:25:45	10.60.1.142	<not specified>
Microsoft Windows XP Professional	LAPTOP011	2010-08-18 07:18:36	10.27.1.43	00:0E:35:FF:08:79
Microsoft Windows XP Professional	LAPTOP08	2010-10-12 14:26:55	10.50.1.84	00:19:B9:84:04:5D
Microsoft Windows 7	LAPTOP12	2010-11-29 16:53:02	10.27.1.168	00:25:D3:7E:95:0C
Microsoft Windows 7	LAPTOP17	2010-08-23 12:59:01	10.50.1.26	00:15:C5:50:16:EA
	NBMS-INDIAN-ED		10.30.1.201	00:00:00:00:00:00
Microsoft Windows 7	OPAC1	2010-12-06 18:13:47	10.134.1.31	00:13:72:26:26:24
Microsoft Windows 7	OPAC2	2010-12-06 18:01:28	10.134.1.33	00:13:72:26:26:66

Microsoft Windows 7	OPAC3	2010-11-17 16:01:43	10.134.1.26	00:13:72:26:70:B7
Microsoft Windows 7	OPAC4	2010-11-17 16:02:57	10.134.1.22	00:13:72:26:70:06
Microsoft Windows XP Professional	PACMAN	2010-11-29 19:09:22	10.60.1.215	00:19:D1:26:5A:70
Microsoft Windows 7	R2D2	2010-09-01 08:33:15	10.60.1.29	00:12:3F:63:F9:DF
Microsoft Windows 7	SUNSET-STUDIO	2010-09-07 16:06:30	10.60.1.147	B8:AC:6F:1C:B9:E2
Microsoft Windows XP Professional	SURVEY	2010-12-01 05:01:23	10.20.1.250	<not specified>
Microsoft Windows 7	TECH4-PC	2010-11-05 16:31:27	10.27.1.243	00:19:D2:6A:DB:BD
Microsoft Windows XP Professional	TIOGA105	2010-11-30 08:29:28	10.30.1.204	00:12:3F:43:F4:81
Microsoft Windows 7	TIOGA105-NEW	2010-10-07 13:37:06	10.60.1.136	00:21:9B:51:A3:A8
Microsoft Windows XP Professional	TIOGA-501	2010-12-02 03:56:16	10.30.1.188	00:13:72:26:73:96
Microsoft Windows 7	TIOGA505	2010-12-01 08:14:17	10.60.1.212	00:13:72:26:28:48
Microsoft Windows XP Professional	UPS-SHIPPING	2010-09-08 10:40:16	10.50.1.81	00:0C:F1:FD:D5:33
Microsoft Windows 7	VIDEOEDITER-PC	2010-12-06 06:47:19	10.50.1.67	00:04:4B:17:31:14
Microsoft Windows 7	AASHCRAFT	2010-09-08 15:42:08	10.60.1.41	00:12:3F:44:EB:F0
Microsoft Windows XP Professional	ACHAVEZ	2010-12-07 08:00:47	10.50.1.99	00:1A:A0:AD:27:DA
Microsoft Windows XP Professional	ACHAVEZ-LT	2010-09-23 12:43:39	10.27.1.151	00:1C:26:89:AD:54
Microsoft Windows 7	ACOLLINS	2010-12-07 08:59:04	10.60.1.30	00:12:3F:45:15:3D
Microsoft Windows XP Professional	ALYONS	2010-12-01 07:58:23	10.60.1.155	00:13:72:89:25:2E
Microsoft Windows 7	AMANKAMYER	2010-09-13 08:27:02	10.65.1.89	00:24:E8:FC:B2:12
Microsoft Windows XP Professional	AMARCA	2010-12-02 02:38:34	10.60.1.141	00:1A:A0:AD:30:F5
Microsoft Windows XP Professional	AMARCAFIRSTSTOP	2010-11-29 07:58:33	10.60.1.127	00:13:72:26:2D:E8
Microsoft Windows XP Professional	AMATTHEWS	2010-11-29 08:47:23	10.50.1.98	00:13:72:81:BA:29
Microsoft Windows XP Professional	AMCCADDEN	2010-12-02 02:40:56	10.50.1.49	00:1A:A0:AD:29:60
	AMUELLER		10.60.1.67	00:00:00:00:00:00
	ANIELSEN		10.60.1.102	00:00:00:00:00:00
Microsoft Windows XP Professional	ASINGH-LT	2010-12-02 00:00:12	169.254.2.2	80:00:60:0F:E8:00
Microsoft Windows XP Professional	ASINGH-STUWORKE	2010-12-01 07:40:20	10.60.1.110	00:07:E9:59:A0:8B

Microsoft Windows XP Professional	ASOTO	2010-12-06 07:37:43	10.218.1.26	00:13:72:26:73:BC
Microsoft Windows XP Professional	ASYLVIA	2010-12-01 23:58:18	10.60.1.42	00:13:72:89:41:FE
Microsoft Windows 7	AUDIT1	2010-11-29 10:05:18	10.50.1.26	00:13:72:14:CD:1C
Microsoft Windows 7	AUDIT2	2010-10-05 13:43:40	10.60.1.105	00:1A:A0:AD:1E:18
Microsoft Windows XP Professional	AWHITLATCH-LT	2010-12-06 01:10:46	10.60.1.125	00:19:B9:84:01:F3
Microsoft Windows XP Professional	BFIELDS	2010-12-01 23:59:11	10.60.1.76	00:13:72:26:75:B4
Microsoft Windows 7	BJOHNSON	2010-09-07 08:28:21	10.60.1.99	00:23:AE:A6:2F:B1
	BKAPOCIAS		10.60.1.100	00:00:00:00:00:00
Microsoft Windows XP Professional	BLOCKE	2010-10-27 08:07:12	10.50.1.55	00:12:3F:7A:C2:6C
Microsoft Windows XP Professional	BOLSON	2010-09-07 09:59:53	10.50.1.86	<not specified>
Microsoft Windows 7	BPARKER	2010-09-08 15:39:26	10.50.1.46	00:19:B9:40:23:2A
Microsoft Windows 7	BRKD-INSTRUCTOR	2010-11-05 14:34:50	10.65.1.61	00:14:22:26:5F:8A
Microsoft Windows 7	BRK-FRONTDESK	2010-12-03 10:45:51	10.65.1.94	00:1E:4F:C2:93:89
Microsoft Windows 7	BRK-INSTRUCTOR	2010-09-20 13:35:55	10.65.1.31	00:21:9B:51:9F:FF
Microsoft Windows XP Professional	BROGERS	2010-09-08 15:36:50	10.140.1.21	00:12:3F:33:09:C5
	BSEGNER		10.60.1.65	00:00:00:00:00:00
Microsoft Windows XP Professional	BSHANNON	2010-09-08 15:46:48	10.60.1.149	00:12:3F:44:FE:6B
Microsoft Windows XP Professional	BSHRECK	2010-09-08 15:37:09	10.60.1.187	00:13:72:85:8F:12
Microsoft Windows 7	BYATES	2010-09-15 00:58:36	10.60.1.167	00:1A:A0:AD:30:02
Microsoft Windows XP Professional	CALEXANDER	2010-12-06 08:56:13	10.60.1.195	00:12:3F:33:09:4B
Microsoft Windows XP Professional	CAMARAL	2010-09-13 08:06:00	10.60.1.95	00:23:AE:98:CB:AE
Microsoft Windows 7	CARI	2010-12-06 08:15:07	127.0.0.1	<not specified>
Microsoft Windows XP Professional	CARL	2010-12-06 20:37:36	10.50.1.22	00:13:72:81:B9:8B
Microsoft Windows XP Professional	CBYRD	2010-11-17 09:36:59	10.60.1.92	00:13:72:2B:88:23
Microsoft Windows XP Professional	CDALESSANDRO	2010-12-07 07:01:28	10.60.1.25	00:12:3F:44:EF:D6
	CDAVIES2		10.60.1.116	00:00:00:00:00:00
Microsoft Windows XP Professional	CEVANS	2010-12-07 08:03:38	10.60.1.103	00:1E:4F:E8:34:A8

Microsoft Windows XP Professional	CFAVILLA	2010-12-01 23:59:25	10.50.1.138	00:1A:A0:AF:8C:33
Microsoft Windows XP Professional	CFRIESEN	2010-12-02 00:00:00	10.50.1.27	00:21:9B:51:B6:27
Microsoft Windows 7	CGERISCH	2010-12-02 02:38:06	10.50.1.36	B8:AC:6F:AB:BC:2D
Microsoft Windows XP Professional	CHENRY	2010-12-06 08:01:40	10.60.1.64	00:1A:A0:AF:8B:92
Microsoft Windows XP Professional	CHOCKMAN	2010-09-29 08:07:57	10.50.1.94	00:12:3F:32:C3:48
Microsoft Windows XP Professional	CHOWLAND	2010-12-02 02:50:19	10.50.1.60	00:1A:A0:AD:31:3E
Microsoft Windows XP Professional	CLEDESMA	2010-12-01 09:10:50	10.60.1.157	00:12:3F:45:65:0C
Microsoft Windows XP Professional	CMCKILLIP	2010-09-07 13:51:13	10.60.1.130	<not specified>
	COFEARGHAIL		10.60.1.206	00:00:00:00:00:00
Microsoft Windows XP Professional	CRESCORLA	2010-12-01 08:12:30	10.50.1.34	00:13:72:89:42:84
Microsoft Windows 7	CRICHARDS	2010-12-05 20:36:12	10.60.1.164	B8:AC:6F:A7:1B:EB
Microsoft Windows XP Professional	CRICHARDS-STUWO	2010-12-03 23:33:25	10.50.1.54	00:11:11:1E:51:80
	CRICHARDS-STUWORKI		10.50.1.54	00:00:00:00:00:00
Microsoft Windows 7	CSHARPLES	2010-09-03 10:14:45	10.50.1.76	00:12:3F:42:4B:47
Microsoft Windows 7	CSMITH-STU	2010-12-07 08:02:23	10.60.1.91	00:12:3F:4B:D5:2E
Microsoft Windows 7	CWILLIAMSON	2010-09-08 09:38:50	10.60.1.37	00:1A:A0:AF:8B:EE
Microsoft Windows XP Professional	DBIRSKOVICH	2010-12-02 03:55:29	10.60.1.118	00:12:3F:45:15:3C
Microsoft Windows XP Professional	DBROUSE	2010-09-21 16:05:07	10.60.1.107	00:12:3F:44:FE:70
Microsoft Windows 7	DEANS	2010-06-14 09:36:56	10.61.1.29	B8:AC:6F:1D:4B:FD
Microsoft Windows 7	DELL6STUDENT1	2010-11-30 15:29:34	10.60.1.46	00:13:72:26:6C:CD
Microsoft Windows 7	DELL6STUDENT2	2010-12-03 19:50:25	10.27.1.50	00:06:25:4A:A5:3F
Microsoft Windows 7	DELLWOOD21	2010-11-22 15:04:55	10.60.1.158	00:12:3F:33:07:7A
Microsoft Windows XP Professional	DESPOSITO	2010-12-02 02:40:18	10.60.1.200	00:12:3F:44:EF:7B
Microsoft Windows 7	DFOLCK	2010-09-07 12:30:48	10.50.1.40	00:21:9B:51:A2:17
Microsoft Windows Vista Business Edition, 3	DHINRICHS-LT	2010-12-06 09:26:16	10.27.1.44	00:1C:26:30:C4:6E
Microsoft Windows XP Professional	DHOPKINS	2010-12-07 07:58:19	10.60.1.114	00:13:72:26:35:9E
Microsoft Windows XP Professional	DJONES	2010-12-06 07:58:57	10.60.1.36	00:12:3F:45:B0:01

Microsoft Windows XP Professional	DMCKINEY	2010-12-02 02:38:46	10.50.1.88	00:14:22:26:61:A3
Microsoft Windows 7	DMORRIS	2010-12-06 09:19:56	10.60.1.188	00:13:72:26:36:B9
Microsoft Windows XP Professional	DNEAL	2010-09-08 13:33:44	10.60.1.69	00:12:3F:45:13:AD
Microsoft Windows XP Professional	DNICHOLLS	2010-12-07 08:04:35	10.60.1.61	00:19:B9:1E:36:22
Microsoft Windows XP Professional	DNICHOLLS-STUWO	2010-12-01 23:59:56	10.50.1.95	00:1A:A0:AC:A5:6A
	DNICHOLLS-STUWORK		10.50.1.95	00:00:00:00:00:00
Microsoft Windows 7	DPETENBRINK	2010-08-05 12:41:11	10.50.1.24	00:1A:A0:AC:57:E8
Microsoft Windows 7	DPETENBRINKPC	2010-12-06 00:19:57	10.50.1.24	B8:AC:6F:1D:40:F7
Microsoft Windows 7	DSCHAB	2010-12-06 08:48:57	10.50.1.58	B8:AC:6F:1D:4E:09
	EDAVIS		10.60.1.111	00:00:00:00:00:00
Microsoft Windows XP Professional	EDEN1	2010-12-03 15:02:51	10.30.1.205	00:1E:4F:D8:4A:36
Microsoft Windows XP Professional	EDISPEEDE	2010-12-02 03:57:39	10.20.1.38	00:03:47:FC:FC:2F
Microsoft Windows 7	ELLUMINATE-R11	2010-08-19 14:04:29	10.60.1.50	00:13:72:26:20:1F
Microsoft Windows XP Professional	EMPLVG	2010-11-06 08:07:04	10.60.1.47	<not specified>
Microsoft Windows 7	EOFEARGHAIL	2010-09-08 16:55:17	10.60.1.123	00:13:72:26:28:66
Microsoft Windows XP Professional	ESO2	2010-12-07 07:22:42	10.60.1.138	00:14:22:35:08:24
Microsoft Windows XP Professional	ETS1	2010-09-07 10:58:34	10.50.1.109	<not specified>
	ETS-LOAN-STAFF		10.30.1.198	00:00:00:00:00:00
Microsoft Windows XP Professional	ETS-UB-PC	2010-09-07 11:08:10	10.60.1.144	00:01:03:CF:D1:D0
Microsoft Windows 7	EWADE	2010-12-07 09:00:17	10.60.1.63	F0:4D:A2:0D:39:FD
Microsoft Windows XP Professional	EWILLIAMSON	2010-12-02 02:41:22	10.30.1.186	00:0D:56:CA:58:71
Microsoft Windows 7	FBRICK	2010-09-08 16:03:52	10.50.1.59	00:13:72:87:09:0A
Microsoft Windows 7	FCHASE	2010-12-05 18:38:46	10.60.1.31	00:1A:A0:AC:CE:4C
Microsoft Windows XP Professional	FIRSTSTOPREP	2010-12-06 16:28:46	10.60.1.182	00:13:72:26:32:D1
Microsoft Windows XP Professional	FKARROLL	2010-12-01 07:20:02	10.60.1.225	00:1A:A0:AD:2D:A0
Microsoft Windows XP Professional	GCOTTRELL	2010-09-08 16:06:25	10.60.1.101	00:0B:DB:6E:EE:B2
Microsoft Windows XP Professional	GELKINS	2010-12-06 12:11:55	10.60.1.154	00:13:72:26:73:B3

	GLIVINGSTON		10.30.1.196	00:00:00:00:00:00
Microsoft Windows 7	GOLDSTAFF	2010-11-23 12:26:14	10.63.1.59	00:1A:A0:AC:85:43
Microsoft Windows 7	GRISLEY520	2010-09-08 15:40:02	10.40.1.22	00:12:3F:45:66:A6
Microsoft Windows XP Professional	HOUSINGRA	2010-09-08 15:49:28	10.60.1.21	00:12:3F:45:15:F2
Microsoft Windows XP Professional	HPETITT	2010-12-01 08:52:51	10.60.1.148	00:13:72:26:38:23
Microsoft Windows XP Professional	HR-SUPPORT	2010-09-08 15:46:55	10.50.1.103	00:1A:A0:AD:32:AA
Microsoft Windows 7	ICLSTAFF	2010-12-05 23:17:25	10.60.1.58	00:1A:A0:AC:85:41
Microsoft Windows XP Professional	ILUOTO	2010-12-06 07:03:30	10.60.1.120	00:11:11:19:87:9F
Microsoft Windows 7	JBAUER	2010-10-06 17:52:56	10.60.1.75	00:12:3F:41:6F:64
Microsoft Windows XP Professional	JBENNETT	2010-08-19 12:42:14	10.60.1.184	00:13:72:83:E2:B7
Microsoft Windows XP Professional	JBERMAN-LT	2010-12-06 08:30:17	10.60.1.175	00:02:3F:DB:BB:F5
Microsoft Windows XP Professional	JBERRY	2010-12-01 07:59:07	10.60.1.135	00:13:72:26:38:48
	JBRIGGS		10.60.1.214	00:00:00:00:00:00
Microsoft Windows 7	JCHILSON	2010-09-01 08:32:49	10.50.1.252	00:1A:A0:AD:24:63
	JCHRISTIANSEN		10.60.1.134	00:00:00:00:00:00
Microsoft Windows XP Professional	JCOOK	2010-12-05 20:49:55	10.60.1.209	00:12:3F:5C:9E:52
	JEJOHNSON		10.60.1.194	00:00:00:00:00:00
Microsoft Windows XP Professional	JFARNSWORTH	2010-12-07 09:59:36	10.60.1.190	00:1A:A0:AF:82:82
Microsoft Windows XP Professional	JFRITZ	2010-12-01 23:58:52	10.60.1.108	00:1A:A0:AD:37:2F
Microsoft Windows XP Professional	JGARRETT	2011-03-19 15:13:17	10.60.1.60	00:1A:A0:AD:35:12
Microsoft Windows XP Professional	JHAMNER	2010-12-02 02:38:53	10.60.1.109	00:0C:F1:B7:CA:4D
Microsoft Windows XP Professional	JHAMNER-NEWMARK	2010-12-02 03:04:56	10.60.1.23	00:13:72:16:51:54
Microsoft Windows XP Professional	JHANCOCK	2010-12-06 08:12:52	10.60.1.122	00:1A:A0:AD:30:19
	JHANSFORD		10.60.1.56	00:00:00:00:00:00
Microsoft Windows XP Professional	JHAYEN	2010-12-07 09:59:13	10.60.1.217	00:11:11:2B:AB:9D
Microsoft Windows XP Professional	JJOHNSON	2010-12-07 07:28:09	10.60.1.26	00:13:72:26:36:76
Microsoft Windows XP Professional	JJONES-LT	2010-12-05 08:35:51	10.60.1.70	00:15:C5:50:17:44

	JPARKER		10.60.1.112	00:00:00:00:00:00
Microsoft Windows XP Professional	JROSE-LT	2010-08-30 11:54:47	10.60.1.74	00:1C:BF:4B:1A:DE
Microsoft Windows XP Professional	JSKOGLUND	2010-12-07 07:49:40	10.60.1.226	00:13:72:26:75:3C
Microsoft Windows XP Professional	JSPEASL	2010-12-03 07:52:41	10.27.1.54	00:22:5F:35:CF:49
Microsoft Windows 7	JSWANSON	2010-08-25 13:17:53	10.60.1.158	00:12:3F:45:15:8B
	JTAYLOR_MAC		10.50.1.73	00:00:00:00:00:00
Microsoft Windows 7	JTAYLOR-LT	2010-09-01 09:10:21	10.50.1.44	00:19:B9:7A:92:9E
Microsoft Windows 7	JTHOMAS	2010-09-08 08:17:55	10.50.1.41	00:12:3F:45:15:D2
Microsoft Windows XP Professional	JTOBISKA	2010-12-01 08:37:44	10.60.1.132	00:12:3F:44:ED:3C
Microsoft Windows XP Professional	JWHITEY	2010-12-07 08:33:41	10.60.1.151	00:11:43:A7:B4:72
Microsoft Windows 7	KARIROBISON	2010-12-03 16:00:14	10.50.1.90	00:14:22:2C:44:8D
Microsoft Windows XP Professional	KBARBER	2010-12-03 22:33:32	10.60.1.205	00:14:22:26:61:08
Microsoft Windows XP Professional	KCROY	2010-12-05 02:03:37	10.27.1.155	00:18:DE:8A:5C:B3
	KCRUSOE		10.60.1.28	00:00:00:00:00:00
Microsoft Windows XP Professional	KDRAPER	2010-09-08 10:01:47	10.50.1.127	<not specified>
Microsoft Windows 7	KFLORES	2010-08-23 08:42:54	10.50.1.254	B8:AC:6F:1D:4B:9A
	KHELLAND		10.60.1.32	00:00:00:00:00:00
Microsoft Windows 7	KHYATTPC	2010-12-07 06:51:24	10.50.1.47	00:21:9B:51:A2:8F
Microsoft Windows XP Professional	KKRESKEY	2010-12-07 08:17:03	10.50.1.105	00:12:3F:32:70:24
Microsoft Windows XP Professional	KLEAVITT	2010-12-01 23:59:15	10.60.1.97	00:12:3F:45:15:1D
Microsoft Windows XP Professional	KMATSON	2010-12-02 02:35:27	10.60.1.54	00:1A:A0:AF:89:1E
Microsoft Windows XP Professional	KPAULSON	2010-09-01 08:08:56	10.60.1.121	00:18:8B:29:2A:89
Microsoft Windows 7	KRICHARDSPC	2010-12-06 08:00:52	10.60.1.204	00:14:22:42:60:43
Microsoft Windows 7	KSHUMAKER	2010-09-13 08:19:32	10.63.1.58	00:1A:A0:AC:86:4F
Microsoft Windows XP Professional	KSMITH	2010-12-03 09:51:38	10.60.1.51	00:1A:A0:AF:97:09
	KWALSH		10.60.1.156	00:00:00:00:00:00
Microsoft Windows 7	KWHITSON	2010-12-06 08:51:01	10.60.1.39	00:18:8B:2A:EB:F7

Microsoft Windows Vista Business Edition, 3	LAMPA1A	2010-12-06 13:06:29	10.60.1.208	00:1A:A0:AF:BD:B3
	LAMPA1B		10.60.1.165	00:00:00:00:00:00
Microsoft Windows XP Professional	LAMPA1C	2010-09-08 12:58:38	10.60.1.208	00:13:72:26:37:C3
Microsoft Windows XP Professional	LAMPA1D	2010-09-10 17:17:03	10.60.1.228	00:1A:A0:AD:2F:1E
Microsoft Windows XP Professional	LAMPA1F	2010-09-08 12:57:46	10.60.1.48	00:1A:A0:AD:32:B6
Microsoft Windows XP Professional	LCAPPS	2010-09-08 15:33:45	10.218.1.30	00:13:72:26:73:B8
Microsoft Windows XP Professional	LFLETCHER	2010-09-08 16:53:48	10.50.1.45	00:1A:A0:AF:8A:F2
Microsoft Windows XP Professional	LFLETCHER-LT	2010-10-20 13:45:51	10.27.1.205	00:11:F5:2A:AA:04
Microsoft Windows XP Professional	LKRIDELBAUGH-LT	2010-12-01 23:59:50	10.50.1.52	00:19:B9:84:02:DB
Microsoft Windows XP Professional	LLUND	2010-11-08 07:49:42	10.60.1.68	00:12:3F:44:EF:44
Microsoft Windows XP Professional	LOLSON	2010-12-02 02:39:37	10.60.1.232	00:1A:A0:AD:30:2A
Microsoft Windows XP Professional	LPALMER	2010-12-07 07:40:33	10.60.1.73	00:12:3F:45:AF:23
Microsoft Windows XP Professional	LPOTTS-LT	2010-12-06 10:16:57	10.27.1.170	00:19:7E:AF:F4:0D
Microsoft Windows 7	LSTILES	2010-09-01 08:05:28	10.60.1.38	00:13:72:83:E2:D9
Microsoft Windows 7	LTERIBERYPC	2010-12-06 08:22:30	127.0.0.1	<not specified>
Microsoft Windows XP Professional	MAINTENANCEGUYS	2010-12-02 11:58:28	10.60.1.35	00:07:E9:59:A1:42
Microsoft Windows XP Professional	MAINTENANCEGUYS	2010-10-18 00:57:46	10.60.1.35	<not specified>
Microsoft Windows XP Professional	MCORRIEA	2010-12-05 18:12:08	10.60.1.87	00:12:3F:45:15:58
	MDETWILER		10.60.1.89	00:00:00:00:00:00
Microsoft Windows 7	MERICSON	2010-09-01 07:45:28	10.60.1.24	00:12:3F:32:C1:31
Microsoft Windows XP Professional	MFROST	2010-12-01 07:49:57	10.60.1.198	00:12:3F:45:63:F9
Microsoft Windows XP Professional	MJAMES	2010-12-06 13:18:59	10.60.1.223	00:13:72:89:46:C3
Microsoft Windows 7	MJANTZEN980	2010-12-06 08:09:15	10.60.1.81	B8:AC:6F:AA:F2:BE
Microsoft Windows 7	MMCLARRIN	2010-12-07 04:05:04	127.0.0.1	<not specified>
Microsoft Windows XP Professional	MPEDEY	2010-12-02 02:38:22	10.60.1.43	00:1A:A0:AD:24:66
Microsoft Windows 7	MRAYMONDPC	2010-09-08 08:14:22	10.60.1.46	00:13:72:26:37:BA
Microsoft Windows 7	MRTG-PC	2010-07-27 11:06:30	10.50.1.93	00:30:48:92:7D:E4

Microsoft Windows XP Professional	MSIMONDS	2010-10-31 23:00:27	10.50.1.80	00:1A:A0:AF:C0:BB
Microsoft Windows XP Professional	MSTILES2	2010-12-01 07:38:49	10.60.1.153	00:03:47:F9:7F:F4
	MTURNER		10.60.1.55	00:00:00:00:00:00
Microsoft Windows 7	MWHITAKER	2010-12-07 08:08:36	10.65.1.30	00:21:9B:51:A2:75
	MWILSON		10.60.1.84	00:00:00:00:00:00
Microsoft Windows 7	MWOZNIAK	2010-12-02 12:07:29	10.65.1.36	00:24:E8:FC:6F:E0
Microsoft Windows XP Professional	NDOLL	2010-12-02 00:00:00	10.50.1.203	00:13:72:AB:8F:C0
Microsoft Windows XP Professional	NDOVALE	2010-12-02 02:41:13	10.50.1.64	00:12:3F:32:71:C7
Microsoft Windows XP Professional	OCCI-STAFF	2010-12-06 08:09:04	10.60.1.170	00:0C:F1:B7:CA:68
	PMANTEY		10.60.1.133	00:00:00:00:00:00
Microsoft Windows 7	PPARKER	2010-08-26 14:20:21	10.50.1.53	00:12:3F:45:16:4E
Microsoft Windows XP Professional	PPLATT	2010-12-06 08:25:45	10.60.1.117	00:12:3F:4B:D3:D6
	PREYNOLDS		10.50.1.74	00:00:00:00:00:00
Microsoft Windows XP Professional	PSCOTT-LT	2010-12-02 00:00:07	10.27.1.101	00:21:5C:99:3D:BD
Microsoft Windows 7	PUBSAFETYGUYS	2010-12-02 02:43:58	10.60.1.193	00:12:3F:43:F3:27
Microsoft Windows XP Professional	RBELL	2010-12-05 20:27:18	10.60.1.140	00:12:3F:44:EC:3E
Microsoft Windows 7	RBUNNELL-LT1	2010-12-01 13:35:38	10.50.1.43	40:61:86:16:E1:57
Microsoft Windows XP Professional	RCOOK	2010-11-29 09:41:53	10.60.1.221	00:1A:A0:AD:33:02
Microsoft Windows XP Professional	RDANIELSNEW	2010-12-06 10:35:55	10.60.1.201	00:1A:A0:A7:FA:37
Microsoft Windows XP Professional	REC103	2010-12-05 21:58:18	10.60.1.171	00:1A:A0:AC:6C:D2
Microsoft Windows 7	REC105	2010-10-27 14:19:50	10.60.1.50	00:1A:A0:AC:6E:21
	RECC01		10.50.1.31	00:00:00:00:00:00
Microsoft Windows XP Professional	RECCENTERTECHS	2010-11-13 12:31:25	10.60.1.196	<not specified>
Microsoft Windows XP Professional	REPARTEE	2010-12-03 00:05:36	10.20.1.203	00:01:03:E7:99:AA
Microsoft Windows XP Professional	RFABIEN	2010-12-02 02:41:28	10.60.1.152	00:14:22:4E:74:C1
Microsoft Windows XP Professional	RKIRCH	2010-12-06 06:57:42	10.50.1.71	00:14:22:2C:44:BD
Microsoft Windows 7	RLAVOIE	2010-12-02 02:48:58	10.50.1.253	B8:AC:6F:AA:EF:99

Microsoft Windows 7	RLAVOIEPC	2010-06-17 08:54:37	10.61.1.26	B8:AC:6F:1D:4B:F2
Microsoft Windows XP Professional	RMENKENS	2010-09-08 12:58:40	10.60.1.166	00:13:72:87:09:A2
Microsoft Windows XP Professional	RMILLER	2010-12-06 09:24:51	10.50.1.62	00:12:3F:44:FD:B8
Microsoft Windows XP Professional	ROLSON	2010-09-01 08:14:49	10.60.1.189	<not specified>
Microsoft Windows XP Professional	ROSBORN	2010-08-26 17:34:35	10.50.1.61	00:13:72:0F:22:75
Microsoft Windows XP Professional	RRADCLIFF	2010-12-02 11:05:50	10.50.1.89	00:12:3F:49:BA:D4
Microsoft Windows 7	RRADCLIFF-OUS	2010-09-08 15:50:16	10.50.1.61	00:25:64:CD:2D:A2
Microsoft Windows 7	RTORRES	2010-08-26 08:30:03	10.50.1.32	00:25:64:BF:D9:E7
Microsoft Windows XP Professional	SANDERSON	2010-12-06 20:03:41	10.60.1.159	00:1A:A0:AD:30:E9
Microsoft Windows 7	SBERGSTEDT	2010-09-08 16:55:33	10.65.1.39	00:24:E8:FC:B2:04
Microsoft Windows 7	SBRADY	2010-12-07 08:37:40	10.65.1.87	00:24:E8:FC:B1:FC
Microsoft Windows XP Professional	SBRANDT	2010-09-08 07:37:49	10.50.1.38	00:13:72:26:72:B7
Microsoft Windows 7	SBRANDT-STU	2010-09-08 09:10:00	10.50.1.30	00:12:3F:44:A6:2A
Microsoft Windows XP Professional	SBRAZIL	2010-12-07 07:22:26	10.60.1.162	00:12:3F:44:FD:D9
Microsoft Windows XP Professional	SBROWN	2010-10-24 03:37:35	10.60.1.45	00:07:E9:41:85:83
Microsoft Windows XP Professional	SBROWN-LT	2010-11-22 10:32:45	10.27.1.130	00:1C:26:49:73:1A
Microsoft Windows XP Professional	SHANLIN	2010-12-02 03:07:48	10.50.1.50	00:12:3F:33:C8:07
Microsoft Windows XP Professional	SHARROLD	2010-12-01 23:58:40	10.60.1.94	00:12:3F:45:15:C4
Microsoft Windows XP Professional	SHUTCHERSON	2010-12-06 20:26:54	10.60.1.172	00:1A:A0:AC:CD:FE
Microsoft Windows XP Professional	SLIGGETT	2010-12-01 07:17:05	10.50.1.96	00:12:3F:45:AF:25
Microsoft Windows XP Professional	SMILLER	2010-12-05 19:59:20	10.60.1.174	00:12:3F:45:68:69
Microsoft Windows XP Professional	SPIATT	2010-12-02 02:51:34	10.60.1.186	00:12:3F:43:F3:15
Microsoft Windows XP Professional	SSMITH1	2010-12-06 08:34:50	10.50.1.97	00:12:3F:45:AF:F1
Microsoft Windows 7	SUSANBRADY	2010-08-16 08:13:43	10.65.1.20	00:14:22:2C:3D:32
Microsoft Windows XP Professional	SWALKER-LT	2010-12-01 08:09:57	10.27.1.124	00:14:A5:80:2F:F0
Microsoft Windows 7	SWHEELER-LT	2010-11-30 09:29:47	10.32.1.23	A4:BA:DB:CD:68:D1
Microsoft Windows XP Professional	TBENNETT	2010-09-01 08:44:33	10.50.1.115	00:1A:A0:AD:4A:7E

Microsoft Windows 7	TDAILEY-LT	2010-10-25 09:00:15	10.27.1.113	00:26:5E:82:A2:35
Microsoft Windows XP Professional	TEACHERS	2010-12-01 23:58:37	10.60.1.27	00:1A:A0:AC:6F:0C
Microsoft Windows XP Professional	TGARNER	2010-12-05 20:31:32	10.60.1.82	00:1E:4F:A0:DA:05
Microsoft Windows XP Professional	TGRAHAM	2010-12-02 02:40:25	10.50.1.35	00:0C:F1:A2:F7:D0
Microsoft Windows 7	THOPPE	2010-12-03 21:33:30	10.60.1.57	00:13:72:83:E3:CE
Microsoft Windows XP Professional	TKELSO	2010-12-06 11:15:45	10.60.1.178	00:13:72:86:99:AA
Microsoft Windows 7	TLAPLANTE	2010-09-08 15:37:21	10.60.1.137	00:23:AE:98:CA:48
Microsoft Windows XP Professional	TMENDEZ-SUMNER	2010-09-01 13:26:12	10.60.1.234	00:18:8B:2B:04:F7
Microsoft Windows XP Professional	TNICHOLLS-LT	2010-12-01 07:58:17	10.50.1.77	00:15:C5:49:11:19
Microsoft Windows 7	TPOWERS	2010-09-07 15:21:37	10.50.1.51	00:1A:A0:AC:53:98
Microsoft Windows XP Professional	TROBERTS	2010-09-08 12:58:44	10.50.1.39	00:12:3F:33:C7:D7
Microsoft Windows XP Professional	VBRUMIT	2010-09-08 12:57:33	10.60.1.47	00:1A:A0:AD:30:14
Microsoft Windows XP Professional	VBRUMIT-STUWORK	2010-09-02 09:04:41	10.60.1.216	00:0C:F1:FD:DC:8B
	VBRUMIT-STUWORKER		10.60.1.216	00:00:00:00:00:00
Microsoft Windows XP Professional	VETERANSVA	2010-12-06 08:17:12	10.60.1.180	00:13:72:86:9F:88
Microsoft Windows XP Professional	WELDING-STAFF	2010-09-08 12:58:04	10.60.1.98	00:07:E9:5A:ED:9B
Microsoft Windows XP Professional	WPOYNTER	2010-09-08 12:58:19	10.60.1.88	00:12:3F:4C:25:37
	ZINGHAM		10.60.1.202	00:00:00:00:00:00
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Intel Corporation	D865GLC_					2	2800
Intel Corporation	D865GBF_					2	2400
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Dell Computer Corporation, Inc.	OptiPlex GX520	B83HV71	12738-12788 Room 205	mmsd.socc.edu	ABE24		3192
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Dell Computer Corporation, Inc.	OptiPlex GX270					1	2600
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Intel Corporation	D865GBF_					2	2800
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Dell Computer Corporation, Inc.	OptiPlex GX620	CD3X9B1	13652-13508 Room 204	mmsd.socc.edu	ABE7		2992
Dell Computer Corporation, Inc.	OptiPlex GX520	583HV71	12733-12783 Room 214	mmsd.socc.edu	ABE73		3192
Dell Computer Corporation, Inc.	OptiPlex 745	DH4Q6D1	14177 - 14037	socc.edu	ABE-75		2394
Dell Computer Corporation, Inc.	OptiPlex GX520	683HV71	12734-12784 Room 215	mmsd.socc.edu	ABE76		3192
Intel Corporation	D865GBF_					2	2800
Intel Corporation	D865GBF_					2	2800
Intel Corporation	D865GBF_						2793
Dell Computer Corporation, Inc.	OptiPlex 755	20CN3H1	14495/14497	mmsd.socc.edu	bayc1		2327
Dell Computer Corporation, Inc.	OptiPlex GX520	H83HV71					3192
Dell Computer Corporation, Inc.	OptiPlex GX280	558GM71	12509-12056	mmsd.socc.edu	beacon1		3192
Dell Computer Corporation, Inc.	OptiPlex GX620	GC3X9B1				2	3000
Dell Computer Corporation, Inc.	Vostro 1000	DCSHVD1	14331	mmsd.socc.edu	biolab1		1795

Dell Computer Corporation, Inc.	Vostro 1000	BDSHVD1	14328	mmsd.socc.edu	biolab10		1795
Dell Computer Corporation, Inc.	Vostro 1000	6DSHVD1	14326	mmsd.socc.edu	biolab11		1795
Dell Computer Corporation, Inc.	Vostro 1000	1DSHVD1	14329	mmsd.socc.edu	biolab12		1795
Dell Computer Corporation, Inc.	Vostro 1000	1CSHVD1	14332	mmsd.socc.edu	biolab13		1795
Dell Computer Corporation, Inc.	Vostro 1000	2DSHVD1	14330	mmsd.socc.edu	biolab2		1795
Dell Computer Corporation, Inc.	Vostro 1000	CCSHVD1	14336	mmsd.socc.edu	biolab3		1796
Dell Computer Corporation, Inc.	Vostro 1000		14334	mmsd.socc.edu	biolab4		1795
Dell Computer Corporation, Inc.	Vostro 1000	5CSHVD1	14337	mmsd.socc.edu	biolab5		1795
Dell Computer Corporation, Inc.	Vostro 1000	7CSHVD1	14333	mmsd.socc.edu	biolab6		1795
Dell Computer Corporation, Inc.	Vostro 1000	8DSHVD1				1	1800
Dell Computer Corporation, Inc.	Vostro 1000	FCSHVD1	14335	mmsd.socc.edu	biolab8		1795
Dell Computer Corporation, Inc.	Vostro 1000	GCSHVD1	14327	mmsd.socc.edu	biolab9		1795
Dell Computer Corporation, Inc.	OptiPlex 960	JX1LKK1		socc.edu	BRKC-1		3000
Dell Computer Corporation, Inc.	OptiPlex 960	4Z1LKK1		socc.edu	BRKC-10		2992
Dell Computer Corporation, Inc.	OptiPlex 960	3Z1LKK1		socc.edu	BRKC-11		2992
Dell Computer Corporation, Inc.	OptiPlex 960	2Z1LKK1		socc.edu	BRKC-12		2992
Dell Computer Corporation, Inc.	OptiPlex 960	1Z1LKK1		socc.edu	BRKC-13		2992
Dell Computer Corporation, Inc.	OptiPlex 960	7Y1LKK1		socc.edu	BRKC-14		2992
Dell Computer Corporation, Inc.	OptiPlex 960	4Y1LKK1		socc.edu	BRKC-15		2992
Dell Computer Corporation, Inc.	OptiPlex 960	JY1LKK1		socc.edu	BRKC-16		2992
Dell Computer Corporation, Inc.	OptiPlex 960	HX1LKK1		socc.edu	BRKC-2		2992
Dell Computer Corporation, Inc.	OptiPlex 960	GX1LKK1		socc.edu	BRKC-3		2992
Dell Computer Corporation, Inc.	OptiPlex 960	2Y1LKK1		socc.edu	BRKC-4		2992
Dell Computer Corporation, Inc.	OptiPlex 960	1Y1LKK1		socc.edu	BRKC-5		2992
Dell Computer Corporation, Inc.	OptiPlex 960	GY1LKK1		socc.edu	BRKC-6		2992
Dell Computer Corporation, Inc.	OptiPlex 960	FX1LKK1		socc.edu	BRKC-7		2992
Dell Computer Corporation, Inc.	OptiPlex 960	CX1LKK1		socc.edu	BRKC-8		2992

Dell Computer Corporation, Inc.	OptiPlex 960	DX1LKK1		socc.edu	BRKC-9		2992
Hewlett-Packard	9100	3CR03106DR		socc.edu	BRK-CLASS2		2100
Dell Computer Corporation, Inc.	OptiPlex 960	HY1LKK1		socc.edu	BRKL-1		2992
Dell Computer Corporation, Inc.	OptiPlex 960	5Y1LKK1		socc.edu	BRKL-2		2992
Dell Computer Corporation, Inc.	OptiPlex 960	CY1LKK1		socc.edu	BRKL-3		2992
Dell Computer Corporation, Inc.	OptiPlex 960	3Y1LKK1		socc.edu	BRKL-4		2992
Dell Computer Corporation, Inc.	OptiPlex 960	DY1LKK1		socc.edu	BRKL-5		2992
Dell Computer Corporation, Inc.	OptiPlex 960	BY1LKK1		socc.edu	BRKL-6		2992
Dell Computer Corporation, Inc.	OptiPlex 755	4WHDDH1		socc.edu	BRK-STUDEN		2394
Dell Computer Corporation, Inc.	OptiPlex GX620	D43X9B1	13763/13090	socc.edu	cart1		2992
Dell Computer Corporation, Inc.	OptiPlex GX620	F03X9B1	13784/13575	mmsd.socc.edu	cart3		2992
Dell Computer Corporation, Inc.	OptiPlex 745	2SMN6D1	14123-14051	mmsd.socc.edu	cart4		2394
Dell Computer Corporation, Inc.	Vostro 1500	CMM8QF1	14437	mmsd.socc.edu	chemlab1		1995
Dell Computer Corporation, Inc.	Vostro 1500	FMM8QF1	14446	mmsd.socc.edu	chemlab10		1994
Dell Computer Corporation, Inc.	Vostro 1500	6NM8QF1	14442	mmsd.socc.edu	chemlab2		1995
Dell Computer Corporation, Inc.	Vostro 1500	HMM8QF1	14443	mmsd.socc.edu	chemlab3		1995
Dell Computer Corporation, Inc.	Vostro 1500	7MM8QF1	14444	mmsd.socc.edu	chemlab4		1995
Dell Computer Corporation, Inc.	Vostro 1500	DMM8QF1	14445	mmsd.socc.edu	chemlab5		1995
Dell Computer Corporation, Inc.	Vostro 1500	4NM8QF1	14439	mmsd.socc.edu	chemlab6		1995
Dell Computer Corporation, Inc.	Vostro 1500	9MM8QF1	14440	mmsd.socc.edu	chemlab7		1995
Dell Computer Corporation, Inc.	Vostro 1500	1NM8QF1	14441	mmsd.socc.edu	chemlab8		1995
Dell Computer Corporation, Inc.	Vostro 1500	3NM8QF1	14438	mmsd.socc.edu	chemlab9		1995
Dell Computer Corporation, Inc.	OptiPlex 745	8J9P6D1	14152-14042	mmsd.socc.edu	COAL3		2394
Toshiba	Satellite A40	44082590H	11776				2793
MICRO-STAR INTERNATIONAL CO., LT	MS-6637	To Be Filled B				2	2700

Dell Computer Corporation, Inc.	OptiPlex GX620	FGWTV81	12891-12518	socc.edu	comed01		3192
Dell Computer Corporation, Inc.	OptiPlex GX620	7GWTV81	12897-12910	socc.edu	comed02		3192
Dell Computer Corporation, Inc.	OptiPlex GX620	GGWTV81	12895-12905	socc.edu	comed03		3192
Dell Computer Corporation, Inc.	OptiPlex GX620	7F3X9B1	13716-13512	socc.edu	comed04		2993
Dell Computer Corporation, Inc.	OptiPlex GX620	DC3X9B1	13716-13513	socc.edu	comed05		2992
Dell Computer Corporation, Inc.	OptiPlex GX620	FG3X9B1	13663-13516	socc.edu	comed06		2992
Dell Computer Corporation, Inc.	OptiPlex GX620	9GWTV81	12899-12914	socc.edu	comed07		3192
Dell Computer Corporation, Inc.	OptiPlex GX620	CGWTV81	12889-12911	socc.edu	comed08		3192
Dell Computer Corporation, Inc.	OptiPlex GX620	7HWTV81	12898-12903	socc.edu	comed09		3192
Dell Computer Corporation, Inc.	OptiPlex GX620	DB3X9B1	13658-13514	socc.edu	comed10		2992
Dell Computer Corporation, Inc.	OptiPlex GX620	9G3X9B1	13716-13510	socc.edu	comed11		2992
Dell Computer Corporation, Inc.	OptiPlex GX620	CC3X9B1	13653-13509	socc.edu	comed12		2993
Dell Computer Corporation, Inc.	OptiPlex GX620	9D3X9B1	13716-13511	socc.edu	comed13		2992
Dell Computer Corporation, Inc.	OptiPlex GX620	H4TY9B1		socc.edu	FAMILYCONF		2992
Dell Computer Corporation, Inc.	OptiPlex 745	6SMN6D1	14119-12955	socc.edu	GOLD1		2394
Dell Computer Corporation, Inc.	OptiPlex 745	F0BP6D1	14187-13769	socc.edu	GOLD10		2394
Dell Computer Corporation, Inc.	OptiPlex 745	9GMN6D1	14148-13771	socc.edu	GOLD11		2394
Dell Computer Corporation, Inc.	OptiPlex 745	21BP6D1	14182-13770	socc.edu	GOLD12		2392
Dell Computer Corporation, Inc.	OptiPlex 745	BFMN6D1	14133-14090	socc.edu	GOLD13		2394
Dell Computer Corporation, Inc.	OptiPlex 745	7RMN6D1	14130-14092	socc.edu	GOLD14		2394
Dell Computer Corporation, Inc.	OptiPlex 745	5K9P6D1	14156-14098	socc.edu	GOLD15		2394
Dell Computer Corporation, Inc.	OptiPlex 745	GFMN6D1	14135-14091	socc.edu	GOLD16		2394
Dell Computer Corporation, Inc.	OptiPlex 745	6FMN6D1	14141-14096	socc.edu	GOLD17		2394
Dell Computer Corporation, Inc.	OptiPlex 745	33BP6D1	14185-12953	socc.edu	GOLD2		2394
Dell Computer Corporation, Inc.	OptiPlex 745	2K9P6D1	14136-14688	socc.edu	GOLD3		2392
Dell Computer Corporation, Inc.	OptiPlex 745	FSMN6D1	14126-14687	socc.edu	GOLD4		2394
Dell Computer Corporation, Inc.	OptiPlex 745	9RMN6D1	14121-12776	socc.edu	GOLD5		2394

Dell Computer Corporation, Inc.	OptiPlex 745	HSMN6D1	14129-12775	socc.edu	GOLD6		2394
Dell Computer Corporation, Inc.	OptiPlex 745	6GMN6D1	14132-12679	socc.edu	GOLD7		2394
Dell Computer Corporation, Inc.	OptiPlex 745	5SMN6D1	14116-12680	socc.edu	GOLD8		2394
Dell Computer Corporation, Inc.	OptiPlex 745	8SMN6D1	14125-13503	socc.edu	GOLD9		2394
Dell Computer Corporation, Inc.	OptiPlex GX620	JD3X9B1					2993
System Manufacturer	System Name	SYS-1234567	10286 - 6702 RA Housing Card	socc.edu	housing		1002
Dell Computer Corporation, Inc.	OptiPlex GX520	7DWFV71	12826	mmsd.socc.edu	housing-1		3192
Dell Computer Corporation, Inc.	OptiPlex GX520	393HV71	12742-	mmsd.socc.edu	housing-2		3192
Dell Computer Corporation, Inc.	OptiPlex GX520	B7GGV71	12653-	mmsd.socc.edu	housing-3		3192
Dell Computer Corporation, Inc.	OptiPlex GX520	77GGV71	12652-	mmsd.socc.edu	housing-4		3192
Dell Computer Corporation, Inc.	OptiPlex GX520	HDWFV71	12833-	mmsd.socc.edu	housing-5		3192
Dell Computer Corporation, Inc.	OptiPlex GX520	35GGV71	12628-12697	mmsd.socc.edu	housing-6		3192
Dell Computer Corporation, Inc.	OptiPlex GX520	67GGV71	12651-12822	mmsd.socc.edu	housing-7		3192
Hewlett-Packard	HP Compaq tc4400 (EN35	CND7110PLT		socc.edu	HPTABLET1		1833
Hewlett-Packard	HP Compaq tc4400 (EN35	CND7110J3P		socc.edu	HPTABLET10		1833
Hewlett-Packard	HP Compaq tc4400 (EN35	CND7110KN1		socc.edu	HPTABLET11		1833
Hewlett-Packard	HP Compaq tc4400 (EN35	CND71035R8	13972	socc.edu	HPTABLET12		1833
Hewlett-Packard	HP Compaq tc4400 (EN35	CND7110LF2		socc.edu	HPTABLET13		1833
Hewlett-Packard	HP Compaq tc4400 (EN35	CND7110PBT		socc.edu	HPTABLET14		1833
Hewlett-Packard	HP Compaq tc4400 (EN35	CND7110LD3		socc.edu	HPTABLET15		1833
Hewlett-Packard	HP Compaq tc4400 (EN35	CND7110JFQ		socc.edu	HPTABLET16		1833
Hewlett-Packard	HP Compaq tc4400 (EN35	CND7110JN6		socc.edu	HPTABLET17		1833
Hewlett-Packard	HP Compaq tc4400 (EN35	CND7110PR9		socc.edu	HPTABLET18		1833
Hewlett-Packard	HP Compaq tc4400 (EN35	CND7110LK3		socc.edu	HPTABLET19		1833
Hewlett-Packard	HP Compaq tc4400 (EN35	CND7103650		socc.edu	HPTABLET2		1833
Hewlett-Packard	HP Compaq tc4400 (EN35	CND7110Q3P		socc.edu	HPTABLET20		1833
<not specified>	<not specified>	CND7110Q3P				2	1800

Hewlett-Packard	HP Compaq tc4400 (EN35	CND7110JB6	13969	socc.edu	HPTABLET21		1833
Hewlett-Packard	HP Pavilion tx2000 Notebo	CNF81040ZJ					2100
Hewlett-Packard	HP Pavilion tx2000 Notebo	CNF8104119					2100
Hewlett-Packard	HP Pavilion tx2000 Notebo	CNF810413Z					2100
Hewlett-Packard	HP Pavilion tx2000 Notebo	CNF810410D		socc.edu	HPTABLET25		2100
Hewlett-Packard	HP Pavilion tx2000 Notebo	CNF81040ZC		socc.edu	HPTABLET26		2100
Hewlett-Packard	HP Compaq tc4400 (EN35	CND7110Q3L		socc.edu	HPTABLET4		1833
Hewlett-Packard	HP Compaq tc4400 (EN35	CND7110LCD		socc.edu	HPTABLET5		1833
Hewlett-Packard	HP Compaq tc4400 (EN35	CND7110JKG		socc.edu	HPTABLET6		1833
Hewlett-Packard	HP Compaq tc4400 (EN35	CND7110LL6		socc.edu	HPTABLET7		1833
Hewlett-Packard	HP Compaq tc4400 (EN35	CND7110JGQ		socc.edu	HPTABLET8		1833
Dell Computer Corporation, Inc.	OptiPlex 980	FDS1MM1		socc.edu	journalism-1		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FF12MM1		socc.edu	journalism-2		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FF54MM1		socc.edu	journalism-3		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FF23MM1		socc.edu	journalism-4		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FDR2MM1		socc.edu	journalism-5		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FF33MM1		socc.edu	journalism-6		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FDW3MM1		socc.edu	journalism-7		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FF22MM1		socc.edu	journalism-8		2794
Dell Computer Corporation, Inc.	OptiPlex GX620	723Z9B1	13773-13489	mmsd.socc.edu	kiosk-1		2793
Dell Computer Corporation, Inc.	OptiPlex GX620	823Z9B1	13775	mmsd.socc.edu	Kiosk-2		2793
Dell Computer Corporation, Inc.	OptiPlex GX620	523Z9B1	13774	mmsd.socc.edu	Kiosk-3		2793
Dell Computer Corporation, Inc.	OptiPlex 745	7SMN6D1	14117\14049	socc.edu	lakeviewe		2394
Dell Computer Corporation, Inc.	OptiPlex GX520	75GGV71	12631-12685	socc.edu	N204-23		3192
Dell Computer Corporation, Inc.	OptiPlex 745	8J4Q6D1	14167-12783	socc.edu	N204-8		2392
Dell Computer Corporation, Inc.	OptiPlex 745	9L4Q6D1	14165-14028	socc.edu	N206-11		2392
Dell Computer Corporation, Inc.	OptiPlex 745	9K4Q6D1	14168-12784	socc.edu	N206-12		2392

Dell Computer Corporation, Inc.	Latitude 2100	24L1YK1	14812	socc.edu	netbook1		1600
Dell Computer Corporation, Inc.	Latitude 2100	34L1YK1	14813	socc.edu	netbook2		1600
Dell Computer Corporation, Inc.	Latitude 2100	J3L1YK1	14814	socc.edu	netbook3		1600
Dell Computer Corporation, Inc.	Latitude 2100	H3L1YK1	14815	socc.edu	netbook4		1600
Dell Computer Corporation, Inc.	Latitude 2100	14L1YK1	14816	socc.edu	netbook5		1600
Dell Computer Corporation, Inc.	Latitude 2100	G3L1YK1	14817	socc.edu	netbook6		1600
Hewlett-Packard	9100	3CR01800Q1					2100
Hewlett-Packard	9100	3CR01800NK					2100
Hewlett-Packard	9100	3CR01800MV					2100
Dell Computer Corporation, Inc.	OptiPlex 745	JY9P6D1	14193/14017	mmsd.socc.edu	NURSING1		2392
Dell Computer Corporation, Inc.	OptiPlex GX520	D73HV71	12725/12772	mmsd.socc.edu	nursing2		4706
Dell Computer Corporation, Inc.	OptiPlex 745	1TMN6D1	14122/14011	mmsd.socc.edu	nursing3		2394
Intel Corporation	D865GBF_						2593
Dell Computer Corporation, Inc.	OptiPlex GX620	JF3X9B1	13629-12084	ittd.socc.edu	nursing6		2993
Dell Computer Corporation, Inc.	Latitude D830	9W3W6D1	13996	socc.edu	NURSINGSEC		2201
Dell Computer Corporation, Inc.	OptiPlex 745	BP4Q6D1		socc.edu	OCCICR1		2392
Dell Computer Corporation, Inc.	OptiPlex GX280	440GR71	12540/12547	mmsd.socc.edu	occir2		3192
Dell Computer Corporation, Inc.	OptiPlex 745	2GMN6D1	14143/14047	mmsd.socc.edu	Occir3		2393
Dell Computer Corporation, Inc.	OptiPlex 755	7K742G1	14470-12975	mmsd.socc.edu	occistudent1		2333
Dell Computer Corporation, Inc.	OptiPlex GX620	6LS3L81	13101-12913	mmsd.socc.edu	occistudent2		3192
Dell Computer Corporation, Inc.	OptiPlex GX520	GH7GV71	12950-13103	mmsd.socc.edu	occistudent3		3192
Dell Computer Corporation, Inc.	Vostro 320	37JVTJ1					2926
Dell Computer Corporation, Inc.	OptiPlex 755	CK742G1					2327
Dell Computer Corporation, Inc.	OptiPlex GX620	64TY9B1	13669-13529	socc.edu	sitk1		2992
Dell Computer Corporation, Inc.	OptiPlex 745	DFMN6D1	14145-14008	socc.edu	SITK12		2394
Dell Computer Corporation, Inc.	OptiPlex 745	5Z9P6D1	14186-14014	socc.edu	sitk13		2394
Dell Computer Corporation, Inc.	OptiPlex GX520	47GGV71	12650-	socc.edu	sitk3		3192

Dell Computer Corporation, Inc.	OptiPlex 745	68TXQD1	14317-14316	socc.edu	sitk6		2394
Dell Computer Corporation, Inc.	OptiPlex 755	D2FPDG1	14479-14477	socc.edu	sitk7		2327
MICRO-STAR INTERNATIONAL CO., LT	MS-6637	To Be Filled B	14825	socc.edu	Sitk9		2693
Dell Computer Corporation, Inc.	OptiPlex GX620	DGWTV81	12886-12904	mmsd.socc.edu	sss-1		3192
Dell Computer Corporation, Inc.	OptiPlex GX520	52DY981	13024-11344	mmsd.socc.edu	sss10		3192
Dell Computer Corporation, Inc.	OptiPlex GX620	8HWTV81	12894-12917	mmsd.socc.edu	sss-2		3192
Dell Computer Corporation, Inc.	OptiPlex GX620	3HWTV81	12902-12907	mmsd.socc.edu	sss-3		3192
Dell Computer Corporation, Inc.	OptiPlex GX620	JGWTV81	12893-12916	mmsd.socc.edu	sss-4		4518
Dell Computer Corporation, Inc.	OptiPlex GX620	5HWTV81	12901-12912	mmsd.socc.edu	sss-5		3192
Dell Computer Corporation, Inc.	OptiPlex GX620	1HWTV81	12896-12920	mmsd.socc.edu	sss-6		3192
Dell Computer Corporation, Inc.	OptiPlex GX520	12DY981	13023-13026	mmsd.socc.edu	sss-ford1		3192
Dell Computer Corporation, Inc.	OptiPlex 760	2TYNDK1	14778-14777	mmsd.socc.edu	sss-ford2		2660
Dell Computer Corporation, Inc.	OptiPlex 745	5RMN6D1	14124-14056	mmsd.socc.edu	STEN_204		2394
MICRO-STAR INTERNATIONAL CO., LT	MS-6637	To Be Filled B				2	2700
Dell Computer Corporation, Inc.	OptiPlex GX620	H13X9B1	13766/13558	mmsd.socc.edu	STENS205		2992
Dell Computer Corporation, Inc.	OptiPlex 745	3FMN6D1	14134-13170	mmsd.socc.edu	stensland202		2394
Dell Computer Corporation, Inc.	OptiPlex GX620	HB3X9B1	13627 - 13527	mmsd.socc.edu	stensland203		2992
Dell Computer Corporation, Inc.	OptiPlex 745	1GMN6D1	14140/14040	mmsd.socc.edu	stensland206		2394
Dell Computer Corporation, Inc.	OptiPlex GX520	CGPQ981	13012-	socc.edu	STL1		3192
Dell Computer Corporation, Inc.	OptiPlex GX620	4RQNKC1		socc.edu	STL10		2993
Dell Computer Corporation, Inc.	OptiPlex GX620	7N9SN91	13205-13194	mmsd.socc.edu	stl11		2992
Dell Computer Corporation, Inc.	OptiPlex GX520	HGPQ981		socc.edu	STL12		3192
Dell Computer Corporation, Inc.	OptiPlex GX620	CB3X9B1	13661-13021	socc.edu	STL13		2993
Dell Computer Corporation, Inc.	OptiPlex GX520	1HPQ981	13009-	mmsd.socc.edu	stl14		3192
Dell Computer Corporation, Inc.	OptiPlex GX520	9GPQ981		mmsd.socc.edu	stl15		3192
Dell Computer Corporation, Inc.	OptiPlex GX620	6HWTV81		socc.edu	STL16		3192
Dell Computer Corporation, Inc.	OptiPlex GX620	2HWTV81	12900-13123	mmsd.socc.edu	stl17		3192

Dell Computer Corporation, Inc.	OptiPlex GX520	GGPQ981	13015-13016	mmsd.socc.edu	stl2		3192
Dell Computer Corporation, Inc.	OptiPlex GX620	3RQNKC1	13902-13896	mmsd.socc.edu	stl20		2993
Dell Computer Corporation, Inc.	OptiPlex GX620	5N9SN91	13204-13196	mmsd.socc.edu	stl22		2992
Dell Computer Corporation, Inc.	OptiPlex GX620	5RQNKC1		socc.edu	STL4		2992
Dell Computer Corporation, Inc.	OptiPlex GX620	2J9SN91	13203 - 13195	mmsd.socc.edu	stl5		2992
Dell Computer Corporation, Inc.	OptiPlex GX620	8N9SN91	13202-13198	mmsd.socc.edu	stl6		2992
Dell Computer Corporation, Inc.	OptiPlex GX620	7RQNKC1	13900-13898	mmsd.socc.edu	stl7		2993
Dell Computer Corporation, Inc.	OptiPlex GX620	ÿÿÿÿÿ	13200-13199	socc.edu	STL8		2992
Dell Computer Corporation, Inc.	OptiPlex GX620	60TY9B1	13668-13528	mmsd.socc.edu	SUMN_10		2992
Dell Computer Corporation, Inc.	OptiPlex GX620	FJ40Z91	13452-13453	mmsd.socc.edu	SUMN_11		2992
Dell Computer Corporation, Inc.	OptiPlex 745	CSMN6D1	14120-14046	mmsd.socc.edu	SUMN_12		2393
Dell Computer Corporation, Inc.	OptiPlex 980	FDR3MM1		socc.edu	T401-1		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FF13MM1		socc.edu	T401-10		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FDS3MM1		socc.edu	T401-11		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FF04MM1		socc.edu	T401-12		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FDT1MM1		socc.edu	T401-13		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FDS4MM1		socc.edu	T401-14		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FDX4MM1		socc.edu	T401-15		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FDZ3MM1		socc.edu	T401-16		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FDV3MM1		socc.edu	T401-17		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FDY2MM1		socc.edu	T401-18		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FDS2MM1		socc.edu	T401-19		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FF52MM1		socc.edu	T401-2		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FDT4MM1		socc.edu	T401-20		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FDW4MM1		socc.edu	T401-21		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FF02MM1		socc.edu	T401-22		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FDT3MM1		socc.edu	T401-23		2794

Dell Computer Corporation, Inc.	OptiPlex 980	FDX3MM1		socc.edu	T401-24	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FF24MM1		socc.edu	T401-25	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FF62MM1		socc.edu	T401-26	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FDR4MM1		socc.edu	T401-3	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FDY3MM1		socc.edu	T401-4	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FDZ1MM1		socc.edu	T401-5	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FDV1MM1		socc.edu	T401-6	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FDT2MM1		socc.edu	T401-7	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FF34MM1		socc.edu	T401-8	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FDY1MM1		socc.edu	T401-9	2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPQ2MM1		socc.edu	T403-1	2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPX1MM1		socc.edu	T403-10	2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPJ4MM1		socc.edu	T403-11	2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPT2MM1		socc.edu	T403-12	2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPQ1MM1		socc.edu	T403-13	2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPV1MM1		socc.edu	T403-14	2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPL2MM1		socc.edu	T403-15	2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPT4MM1		socc.edu	T403-16	2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPS4MM1		socc.edu	T403-17	2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPP1MM1		socc.edu	T403-18	2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPJ3MM1		socc.edu	T403-19	2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPT1MM1		socc.edu	T403-2	2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPR2MM1		socc.edu	T403-20	2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPR4MM1		socc.edu	T403-21	2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPN2MM1		socc.edu	T403-22	2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPR1MM1		socc.edu	T403-23	2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPW2MM1		socc.edu	T403-24	2794

Dell Computer Corporation, Inc.	OptiPlex 980		GPP2MM1		socc.edu	T403-25	2794
Dell Computer Corporation, Inc.	OptiPlex 980		GPV4MM1		socc.edu	T403-26	2794
Dell Computer Corporation, Inc.	OptiPlex 980		GPK3MM1		socc.edu	T403-3	2794
Dell Computer Corporation, Inc.	OptiPlex 980		GPH4MM1		socc.edu	T403-4	2794
Dell Computer Corporation, Inc.	OptiPlex 980		GPK4MM1		socc.edu	T403-5	2794
Dell Computer Corporation, Inc.	OptiPlex 980		GPS3MM1		socc.edu	T403-6	2794
Dell Computer Corporation, Inc.	OptiPlex 980		GPK2MM1		socc.edu	T403-7	2794
Dell Computer Corporation, Inc.	OptiPlex 980		GPL3MM1		socc.edu	T403-8	2794
Dell Computer Corporation, Inc.	OptiPlex 980		GPQ4MM1		socc.edu	T403-9	2794
Dell Computer Corporation, Inc.	OptiPlex 755		6ZHDDH1		socc.edu	T405-1	2394
Dell Computer Corporation, Inc.	OptiPlex 755		D0JDDH1		socc.edu	T405-10	2394
Dell Computer Corporation, Inc.	OptiPlex 755		J0JDDH1		socc.edu	T405-11	2394
Dell Computer Corporation, Inc.	OptiPlex 755		GZHDDH1		socc.edu	T405-12	2394
Dell Computer Corporation, Inc.	OptiPlex 755		6JSZGF1		socc.edu	T405-13	2660
Dell Computer Corporation, Inc.	OptiPlex 755		5JSZGF1		socc.edu	T405-14	2660
Dell Computer Corporation, Inc.	OptiPlex 755		CJSZGF1		socc.edu	T405-15	2660
Dell Computer Corporation, Inc.	OptiPlex 755		7JSZGF1		socc.edu	T405-16	2660
Dell Computer Corporation, Inc.	OptiPlex 755		9JSZGF1		socc.edu	T405-17	2660
Dell Computer Corporation, Inc.	OptiPlex 755		JHSZGF1		socc.edu	T405-18	2660
Dell Computer Corporation, Inc.	OptiPlex 755		DJSZGF1		socc.edu	T405-19	2660
Dell Computer Corporation, Inc.	OptiPlex 755		9YHDDH1		socc.edu	T405-2	2394
Dell Computer Corporation, Inc.	OptiPlex 755		2JSZGF1		socc.edu	T405-20	2660
Dell Computer Corporation, Inc.	OptiPlex 755		JYHDDH1		socc.edu	T405-21	2394
Dell Computer Corporation, Inc.	OptiPlex 755		D1JDDH1		socc.edu	T405-3	2394
Dell Computer Corporation, Inc.	OptiPlex 755		HXHDDH1		socc.edu	T405-4	2394
Dell Computer Corporation, Inc.	OptiPlex 755		8WHDDH1		socc.edu	t405-5	2394
Dell Computer Corporation, Inc.	OptiPlex 755		GVHDDH1		socc.edu	T405-6	2394

Dell Computer Corporation, Inc.	OptiPlex 755	61JDDH1		socc.edu	T405-7		2394
Dell Computer Corporation, Inc.	OptiPlex 755	BXHDDH1		socc.edu	T405-8		2394
Dell Computer Corporation, Inc.	OptiPlex 755	BZHDDH1		socc.edu	T405-9		2394
Dell Computer Corporation, Inc.	OptiPlex 980	D6Y2MM1		socc.edu	T408-1		2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPS1MM1		socc.edu	T408-10		2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPQ3MM1		socc.edu	T408-11		2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPV2MM1		socc.edu	T408-12		2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPM2MM1		socc.edu	T408-13		2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPM3MM1		socc.edu	T408-14		2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPV3MM1		socc.edu	T408-15		2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPW1MM1		socc.edu	T408-16		2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPT3MM1		socc.edu	T408-17		2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPH3MM1		socc.edu	T408-18		2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPN4MM1		socc.edu	T408-19		2794
Dell Computer Corporation, Inc.	OptiPlex 980	D6Z2MM1		socc.edu	T408-2		2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPX3MM1		socc.edu	T408-20		2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPW3MM1		socc.edu	T408-21		2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPR3MM1		socc.edu	T408-22		2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPL4MM1		socc.edu	T408-23		2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPP3MM1		socc.edu	T408-24		2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPS2MM1		socc.edu	T408-25		2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPX2MM1		socc.edu	T408-26		2794
Dell Computer Corporation, Inc.	OptiPlex 980	D6Y1MM1		socc.edu	T408-3		2794
Dell Computer Corporation, Inc.	OptiPlex 980	D6X4MM1		socc.edu	T408-4		2794
Dell Computer Corporation, Inc.	OptiPlex 980	D6Y3MM1		socc.edu	T408-5		2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPM4MM1		socc.edu	T408-6		2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPJ2MM1		socc.edu	T408-7		2794

Dell Computer Corporation, Inc.	OptiPlex 980	GPP4MM1		socc.edu	T408-8	2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPW4MM1		socc.edu	T408-9	2794
Dell Computer Corporation, Inc.	OptiPlex 980	GPN3MM1		socc.edu	T409-1	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFK4MM1		socc.edu	T409-10	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFK3MM1		socc.edu	T409-11	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFN3MM1		socc.edu	T409-12	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFJ2MM1		socc.edu	T409-13	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFN2MM1		socc.edu	T409-14	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFP2MM1		socc.edu	T409-15	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFF4MM1		socc.edu	T409-16	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FF83MM1		socc.edu	T409-17	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FF84MM1		socc.edu	T409-18	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFM2MM1		socc.edu	T409-19	2794
Dell Computer Corporation, Inc.	OptiPlex 745	FFMN6D1		socc.edu	T409-2	2394
Dell Computer Corporation, Inc.	OptiPlex 980	FFG3MM1		socc.edu	T409-20	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFL3MM1		socc.edu	T409-21	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFM4MM1		socc.edu	T409-22	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFC2MM1		socc.edu	T409-23	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFD3MM1		socc.edu	T409-24	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFJ4MM1		socc.edu	T409-25	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFP1MM1		socc.edu	T409-26	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FF82MM1		socc.edu	T409-27	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFK2MM1		socc.edu	T409-28	2794
Dell Computer Corporation, Inc.	OptiPlex 745	40BP6D1		socc.edu	T409-29	2392
Dell Computer Corporation, Inc.	OptiPlex 980	FFL2MM1		socc.edu	T409-3	2794
Dell Computer Corporation, Inc.	OptiPlex 745	81BP6D1		socc.edu	T409-30	2394
Dell Computer Corporation, Inc.	OptiPlex 745	CFMN6D1		socc.edu	T409-31	2394

Dell Computer Corporation, Inc.	OptiPlex 745	FZ9P6D1		socc.edu	T409-32		2392
Dell Computer Corporation, Inc.	OptiPlex 745	J2BP6D1		socc.edu	T409-33		2392
Dell Computer Corporation, Inc.	OptiPlex 745	B2BP6D1		socc.edu	T409-34		2394
Dell Computer Corporation, Inc.	OptiPlex 745	2L9P6D1		socc.edu	T409-35		2392
Dell Computer Corporation, Inc.	OptiPlex 745	7FMN6D1		socc.edu	T409-36		2394
Dell Computer Corporation, Inc.	OptiPlex 745	CJ9P6D1		socc.edu	T409-37		2394
Dell Computer Corporation, Inc.	OptiPlex 745	CH9P6D1		socc.edu	T409-38		2394
Dell Computer Corporation, Inc.	OptiPlex 745	8K9P6D1		socc.edu	T409-39		2392
Dell Computer Corporation, Inc.	OptiPlex 980	FFP4MM1		socc.edu	T409-4		2794
Dell Computer Corporation, Inc.	OptiPlex 745	FK9P6D1		socc.edu	T409-40		2392
Dell Computer Corporation, Inc.	OptiPlex 745	JSMN6D1		socc.edu	T409-41		2394
Dell Computer Corporation, Inc.	OptiPlex 745	1RMN6D1		socc.edu	T409-42		2394
Dell Computer Corporation, Inc.	OptiPlex GX620	HGWTV81	12892-13877	socc.edu	T409-43		3192
Dell Computer Corporation, Inc.	OptiPlex 980	FF94MM1		socc.edu	T409-5		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFF2MM1		socc.edu	T409-6		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFH2MM1		socc.edu	T409-7		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFB2MM1		socc.edu	T409-8		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFM3MM1		socc.edu	T409-9		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFN4MM1		socc.edu	T410-1		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFG2MM1		socc.edu	T410-10		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFH4MM1		socc.edu	T410-11		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FF73MM1		socc.edu	T410-12		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFD2MM1		socc.edu	T410-13		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFC3MM1		socc.edu	T410-14		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFF3MM1		socc.edu	T410-15		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFH3MM1		socc.edu	T410-16		2794
Dell Computer Corporation, Inc.	OptiPlex 980	FF74MM1		socc.edu	T410-17		2794

Dell Computer Corporation, Inc.	OptiPlex 980	FFQ2MM1		socc.edu	T410-18	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFP3MM1		socc.edu	T410-19	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFQ1MM1		socc.edu	T410-2	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFB3MM1		socc.edu	T410-20	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FF53MM1		socc.edu	T410-21	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FDW2MM1		socc.edu	T410-22	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FDV4MM1		socc.edu	T410-23	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FDW1MM1		socc.edu	T410-24	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FF93MM1		socc.edu	T410-25	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFJ3MM1		socc.edu	T410-26	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FF92MM1		socc.edu	T410-3	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFL4MM1		socc.edu	T410-4	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFG4MM1		socc.edu	T410-5	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFB4MM1		socc.edu	T410-6	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFD4MM1		socc.edu	T410-7	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFC4MM1		socc.edu	T410-8	2794
Dell Computer Corporation, Inc.	OptiPlex 980	FFQ3MM1		socc.edu	T410-9	2794
Dell Computer Corporation, Inc.	OptiPlex GX620	H1W0KC1	13891-13893	mmsd.socc.edu	TLC	3391
Dell Computer Corporation, Inc.	OptiPlex 755	DHSZGF1		socc.edu	TLC-1	2660
Dell Computer Corporation, Inc.	OptiPlex 755	FHSZGF1	14416-14401	socc.edu	TLC-2	2660
Dell Computer Corporation, Inc.	OptiPlex 755	4JSZGF1	14413-14406	socc.edu	TLC-3	2660
Dell Computer Corporation, Inc.	OptiPlex 755	BJSZGF1	14419-14400	socc.edu	TLC-4	2660
Dell Computer Corporation, Inc.	OptiPlex GX620	523X9B1		socc.edu	TUTORING-1	2992
Dell Computer Corporation, Inc.	OptiPlex GX620	503X9B1		socc.edu	TUTORING-2	2992
Dell Computer Corporation, Inc.	OptiPlex GX620	GZ2X9B1		socc.edu	TUTORING-3	2992
Dell Computer Corporation, Inc.	OptiPlex GX620	F23X9B1		socc.edu	TUTORING-4	2992
Dell Computer Corporation, Inc.	OptiPlex GX620	413X9B1		socc.edu	TUTORING-5	2992

Dell Computer Corporation, Inc.	OptiPlex GX620	J13X9B1		socc.edu	TUTORING-6		2992
Dell Computer Corporation, Inc.	OptiPlex GX620	113X9B1		socc.edu	TUTORING-7		2992
Hewlett-Packard	9100	3CR01800NB		socc.edu	WELDING		2100
Dell Computer Corporation, Inc.	OptiPlex GX520	J63HV71	12720/12771	mmsd.socc.edu	welding01		3192
Dell Computer Corporation, Inc.	OptiPlex GX520	993HV71		socc.edu	WRITING1		3192
Dell Computer Corporation, Inc.	OptiPlex GX280	J30GR71	12560-	socc.edu	WRITING-1		3192
Dell Computer Corporation, Inc.	OptiPlex GX280	630GR71		socc.edu	WRITING-2		3192
Dell Computer Corporation, Inc.	OptiPlex GX280	B30GR71		socc.edu	WRITING-3		3192
Dell Computer Corporation, Inc.	OptiPlex GX280	GC5QP71		socc.edu	WRITING-4		3192
Dell Computer Corporation, Inc.	OptiPlex 745	4Q4Q6D1	14113-	socc.edu	LIB2A		2394
Dell Computer Corporation, Inc.	OptiPlex 745	2N4Q6D1	14115-	socc.edu	LIB2B		2394
Dell Computer Corporation, Inc.	OptiPlex 745	DRMN6D1	14116-	socc.edu	LIB2C		2394
Dell Computer Corporation, Inc.	OptiPlex GX620	GD3X9B1	13634-12329	socc.edu	LIB2D		2993
Dell Computer Corporation, Inc.	OptiPlex GX620	DHWTV81	12885-12334	socc.edu	LIB2E		3192
Dell Computer Corporation, Inc.	OptiPlex GX520	G93HV71	12749-	socc.edu	LIB2F		3192
Dell Computer Corporation, Inc.	OptiPlex GX520	D93HV71		socc.edu	LIB2G		3192
Dell Computer Corporation, Inc.	OptiPlex GX520	B93HV71	12747-	socc.edu	LIB2H		3192
Dell Computer Corporation, Inc.	OptiPlex GX620	6D3X9B1	13638-12328	socc.edu	LIB2I		2992
Dell Computer Corporation, Inc.	OptiPlex GX620	2H3X9B1	13635-12327	socc.edu	LIB2J		2992
Dell Computer Corporation, Inc.	OptiPlex GX620	3D3X9B1	13647-12336	socc.edu	LIB2K		2993
Dell Computer Corporation, Inc.	OptiPlex GX620	G33X9B1	12332	socc.edu	LIB2L		2992
Dell Computer Corporation, Inc.	OptiPlex GX620	7D3X9B1	13643-	socc.edu	LIB2M		2993
Dell Computer Corporation, Inc.	OptiPlex GX620	1F3X9B1	13642-	socc.edu	LIB2N		2993
Dell Computer Corporation, Inc.	OptiPlex GX620	1G3X9B1	13641-	socc.edu	LIB2O		2992

Dell Computer Corporation, Inc.	OptiPlex 745	GQ4Q6D1	14114-	socc.edu	LIB2P		2392
Dell Computer Corporation, Inc.	OptiPlex GX520	H6GGV71		socc.edu	ICLSIGNIN		3192
Dell Computer Corporation, Inc.	OptiPlex GX260	7X6TW21	minidell	mmsd.socc.edu	reccenter		1992
Intel Corporation	D865GBF_					2	2400
Intel Corporation	D845GBV2					1	2700
Dell Computer Corporation, Inc.	OptiPlex GX280	FC5QP71	ittd\sttech	socc.edu	tutor-signin		3192
Dell Computer Corporation, Inc.	OptiPlex GX520	8F7GV71		socc.edu	WRITINGSIGN		3192
GBT___	AWRDACPI		11345-11346	mmsd.socc.edu	ADA		2019
VIA Technologies, Inc.	P4M266-8233		11804-11857	mmsd.socc.edu	ADAcomputer		2020
Dell Computer Corporation, Inc.	OptiPlex 745	9QZX6D1	14202-13595	socc.edu	ARCHIVE5TH		2392
Dell Computer Corporation, Inc.	OptiPlex GX520	18GGV71	13246-12712	socc.edu	cafe-1		3192

GBT___	AWRDACPI		11278 - 10659	ittd.socc.edu	ClassClimate		1716
Intel Corporation	D865GBF_			socc.edu	Coastline1		2394
BIOSTA	AWRDACPI		12287 - 11855	curry.socc.edu	CurryADA		1798
Dell Computer Corporation, Inc.	OptiPlex GX620	2L3JV81	12831-	socc.edu	DSS-BROOKII		3192
Dell Computer Corporation, Inc.	OptiPlex GX280	310GR71	12564-	socc.edu	idmecard		3192
Dell Computer Corporation, Inc.	OptiPlex 745	CF7N6D1	13985-10658	socc.edu	johnny5		2394
Intel Corporation	D845GBV2						2800
Toshiba	TECRA A4	35039468Q					1596
Dell Computer Corporation, Inc.	Latitude D830	G7KS6D1	13991	socc.edu	laptop08		2193
Micro-Star International	CX600	xxxxxxxx	14791	socc.edu	laptop12		2200
Dell Computer Corporation, Inc.	Latitude D620	FLJYVB1					2000

Dell Computer Corporation, Inc.	OptiPlex GX620	2G3X9B1	13636	socc.edu	OPAC1		2993
Dell Computer Corporation, Inc.	OptiPlex GX620	JB3X9B1	13633	socc.edu	OPAC2		2993

Dell Computer Corporation, Inc.	OptiPlex GX620	223X9B1	13743	socc.edu	OPAC3	2993
Dell Computer Corporation, Inc.	OptiPlex GX620	403X9B1	13745	socc.edu	OPAC4	2992
Intel Corporation	D975XBX2			mmsd.socc.edu	PACMAN	3200
Dell Computer Corporation, Inc.	OptiPlex GX520	8GVHK81				3391
Dell Computer Corporation, Inc.	OptiPlex 780	7F25HM1				2833
GBT___	AWRDACPI		18022	socc.edu	survey	3416
Dell Computer Corporation, Inc.	MXC062	5XHNNC1		ittd.socc.edu	tech4-PC	2333
Dell Computer Corporation, Inc.	OptiPlex GX520	H73HV71	12727-12770	socc.edu	tioga105	3192
Dell Computer Corporation, Inc.	OptiPlex 755	BVHDDH1	14538	socc.edu	Tioga105-Nev	2394
Dell Computer Corporation, Inc.	OptiPlex GX620	JZ2X9B1	13752/13570	mmsd.socc.edu	Tioga-501	2992
Dell Computer Corporation, Inc.	OptiPlex GX620	FC3X9B1	13665 -14463	socc.edu	Tioga505	2993
Intel Corporation	D865GBF_					1995
XFX79U	XFX nForce 790i Ultra 3-W	1	13573-	socc.edu	Videoediter-P	2667
Dell Computer Corporation, Inc.	OptiPlex GX520	55GGV71	12630	socc.edu	aashcraft	3192
Dell Computer Corporation, Inc.	OptiPlex 745	J14W6D1	14221-14593	socc.edu	achavez	2394
Dell Computer Corporation, Inc.	Latitude D630	H9N7SD1	14324	ittd.socc.edu	achavez-lt	1995
Dell Computer Corporation, Inc.	OptiPlex GX520	GG7GV71	12940-	socc.edu	ACOLLINS	3192
Dell Computer Corporation, Inc.	OptiPlex GX620	723Y9B1	13778 - 13600	socc.edu	alyons	2992
Dell Computer Corporation, Inc.	OptiPlex 960	FY1LKK1		socc.edu	AMANKAMYEF	2992
Dell Computer Corporation, Inc.	OptiPlex 745	CW3W6D1	14225-14261	socc.edu	amarca	2394
Dell Computer Corporation, Inc.	OptiPlex GX620	C23X9B1	13708 - 13608	socc.edu	amarcaFirstSt	2993
Dell Computer Corporation, Inc.	OptiPlex GX620	H23Y9B1	13783 - 12514+14281	socc.edu	amatthews	2992
Dell Computer Corporation, Inc.	OptiPlex 745	G04W6D1	14218 - 14255	socc.edu	amccadden	2394
Dell Computer Corporation, Inc.	Latitude D830	5W3W6D1	13990	ittd.socc.edu	asingh-lt	2193
Intel Corporation	D865GBF_		8494-13257	socc.edu	asingh-Stuwo	2394

Dell Computer Corporation, Inc.	OptiPlex GX620	813X9B1	13712 - 13612	socc.edu	asoto		2992
Dell Computer Corporation, Inc.	OptiPlex GX620	F3TY9B1	13686-13586	socc.edu	asylvia		2992
Dell Computer Corporation, Inc.	OptiPlex GX620	9M40Z91		socc.edu	AUDIT1		2992
Dell Computer Corporation, Inc.	OptiPlex 745	904W6D1		socc.edu	audit2		2394
Dell Computer Corporation, Inc.	Latitude D830	2X3W6D1	13998	socc.edu	awhitlatch-lt		2193
Dell Computer Corporation, Inc.	OptiPlex GX620	603X9B1	13703-13603	socc.edu	bfields		2992
Dell Computer Corporation, Inc.	OptiPlex 760	3R3JDK1					2660
Dell Computer Corporation, Inc.	OptiPlex GX620	6VY7491	13162 - 13163	socc.edu	blocke		3192
Dell Computer Corporation, Inc.	OptiPlex 745	4MFDZB1					2394
Dell Computer Corporation, Inc.	OptiPlex 745	2X35XC1	13942- 13108+13620	socc.edu	BPARKER		2667
Dell Computer Corporation, Inc.	OptiPlex GX620	C2D0M81		socc.edu	BRKD-INSTRU		3192
Dell Computer Corporation, Inc.	OptiPlex 755	8K742G1		socc.edu	BRK-FRONTDI		2327
Dell Computer Corporation, Inc.	OptiPlex 755	DWHDDH1		socc.edu	BRK-INSTRUC		2394
Dell Computer Corporation, Inc.	OptiPlex GX280	D20GR71	12554-12526	socc.edu	brogers		3192
Dell Computer Corporation, Inc.	OptiPlex GX520	9F7GV71	12923 - 12961	socc.edu	bshannon		3192
Dell Computer Corporation, Inc.	OptiPlex GX620	48FY9B1	13786-12882	socc.edu	bshreck		2992
Dell Computer Corporation, Inc.	OptiPlex 745	2Y3W6D1	14236-	socc.edu	BYATES		2394
Dell Computer Corporation, Inc.	OptiPlex GX280	B20GR71	12553 - 12527	socc.edu	calexander		3192
Dell Computer Corporation, Inc.	OptiPlex 760	5QJJBK1		socc.edu	camaral		3325
Dell Computer Corporation, Inc.	OptiPlex 980	FDX2MM1		socc.edu	CARI		2794
Dell Computer Corporation, Inc.	OptiPlex GX620	133Y9B1	13784 - 13626	socc.edu	Carl		2992
Dell Computer Corporation, Inc.	OptiPlex GX620	503YQB1	13824-13823	socc.edu	cbyrd		3192
Dell Computer Corporation, Inc.	OptiPlex GX520	36GGV71	12640 - 12984	socc.edu	cdalessandro		3192
Dell Computer Corporation, Inc.	OptiPlex 755	JH2TMG1	14492-14491	socc.edu	cevans		2660

Dell Computer Corporation, Inc.	OptiPlex 745	GFNX6D1	14240 - 14252	socc.edu	cfavilla		2394
Dell Computer Corporation, Inc.	OptiPlex 755	31XXCH1	14526-	socc.edu	cfriesen		2327
Dell Computer Corporation, Inc.	OptiPlex 980	FK72MM1		socc.edu	cgerisch		2794
Dell Computer Corporation, Inc.	OptiPlex 745	6W3W6D1	14234-	socc.edu	chenry		2393
Dell Computer Corporation, Inc.	OptiPlex GX280	H00GR71	12563 - 12566	socc.edu	chockman		3192
Dell Computer Corporation, Inc.	OptiPlex 745	HW3W6D1	14227-13837	socc.edu	chowland		2394
Dell Computer Corporation, Inc.	OptiPlex GX520	H93HV71	12750-12808	socc.edu	CLEDESMA		4206
Dell Computer Corporation, Inc.	OptiPlex 745	9Z3W6D1					2393
Dell Computer Corporation, Inc.	OptiPlex GX620	F2TY9B1	13688 - 13588	socc.edu	crescorla		2992
Dell Computer Corporation, Inc.	OptiPlex 980	FDX1MM1	14986-12517+13585	socc.edu	CRICHARDS		2794
Intel Corporation	D865GBF_		12002 - 12987	socc.edu	crichards-stu		2793
Dell Computer Corporation, Inc.	OptiPlex GX520	CCWFV71					3192
Dell Computer Corporation, Inc.	OptiPlex GX520	6GPQ981	13013-	socc.edu	CSMITH-STU		3192
Dell Computer Corporation, Inc.	OptiPlex 745	1W3W6D1					2394
Dell Computer Corporation, Inc.	OptiPlex GX520	3H7GV71	12944 - 14256	socc.edu	dbirskovich		3192
Dell Computer Corporation, Inc.	OptiPlex GX520	FF7GV71	12921- 12979	socc.edu	dbrouse		3192
Dell Computer Corporation, Inc.	OptiPlex 780	9ZC4HM1				4	2700
Dell Computer Corporation, Inc.	OptiPlex GX620	303X9B1		socc.edu	DELL6STUDEI		2992
Dell Computer Corporation, Inc.	OptiPlex GX620	923X9B1		socc.edu	DELL6STUDEI		2992
Dell Computer Corporation, Inc.	OptiPlex GX280	530GR71	12562-	socc.edu	Dellwood21		3192
Dell Computer Corporation, Inc.	OptiPlex GX520	C6GGV71	13248 - 12457	socc.edu	desposito		3192
Dell Computer Corporation, Inc.	OptiPlex 755	3YHDDH1					2394
Dell Computer Corporation, Inc.	Latitude D830	FP5DJD1	14298	ittd.socc.edu	dhinrichs-lt		2201
Dell Computer Corporation, Inc.	OptiPlex GX620	C33X9B1	13706-13606	socc.edu	dhopkins		2993
Dell Computer Corporation, Inc.	OptiPlex GX520	9H7GV71	12947-12958	socc.edu	djones		3192

Dell Computer Corporation, Inc.	OptiPlex GX620	82D0M81	12841 - 12843	socc.edu	DMCKINEY		3192
Dell Computer Corporation, Inc.	OptiPlex GX620	143X9B1	13752 - 13025 - 13573	socc.edu	DMORRIS		2992
Dell Computer Corporation, Inc.	OptiPlex GX520	5G7GV71					3192
Dell Computer Corporation, Inc.	OptiPlex GX620	78DLPC1	13916-12390	socc.edu	dnicholls		3391
Dell Computer Corporation, Inc.	OptiPlex 745	4N4Q6D1	14105-13622	socc.edu	dnicholls-Stuv		2394
Dell Computer Corporation, Inc.	OptiPlex 745	7GMN6D1	14144-13590+13614				2394
Dell Computer Corporation, Inc.	OptiPlex 780	8ZC4HM1	14910-13614-13590	socc.edu	DPETENBRINH		2660
Dell Computer Corporation, Inc.	OptiPlex 780	6ZC4HM1	14937-	socc.edu	dschab		2667
Dell Computer Corporation, Inc.	OptiPlex 755	82FPDG1	14480	mmsd.socc.edu	eden1		2327
D845HV	HV84510A		11001	socc.edu	EDIspeede		1594
Dell Computer Corporation, Inc.	OptiPlex GX620	5F3X9B1					2993
Dell Computer Corporation, Inc.	OptiPlex GX620	743X9B1	13714-14009	socc.edu	EMPLVG		2992
Dell Computer Corporation, Inc.	OptiPlex GX620	8F3X9B1	13662-	socc.edu	EOFEARGHAII		2993
Dell Computer Corporation, Inc.	OptiPlex GX620	3PLJW81		socc.edu	eso2		3192
Intel Corporation	D865GBF_						2793
GBT___	AWRDACPI						1817
Dell Computer Corporation, Inc.	OptiPlex 780	FCKKQN1		socc.edu	EWADE		2933
Dell Computer Corporation, Inc.	OptiPlex SX270	5VC1741		socc.edu	ewilliamson		2992
Dell Computer Corporation, Inc.	OptiPlex GX620	40TY9B1	13667-	socc.edu	FBRICK		2992
Dell Computer Corporation, Inc.	OptiPlex 745	GL4Q6D1	14178-13521-13522	socc.edu	FCHASE		2394
Dell Computer Corporation, Inc.	OptiPlex GX620	823X9B1	13705-13605	socc.edu	firststoprep		2992
Dell Computer Corporation, Inc.	OptiPlex 745	7X3W6D1	14226-14269	socc.edu	fkarroll		2394
Dell Computer Corporation, Inc.	OptiPlex GX260	CX6TW21	No Tag	socc.edu	gcottrell		1992
Dell Computer Corporation, Inc.	OptiPlex GX620	803X9B1	13713 - 13613	socc.edu	gelkins		2992

Dell Computer Corporation, Inc.	OptiPlex 745	J1BP6D1	14189-13504	socc.edu	GOLDSTAFF		2392
Dell Computer Corporation, Inc.	OptiPlex GX520	CG7GV71	12938-12614	socc.edu	grisley520		3192
Dell Computer Corporation, Inc.	OptiPlex GX520	4G7GV71	12933 - 12208	socc.edu	housingRA		3192
Dell Computer Corporation, Inc.	OptiPlex GX620	723X9B1	13709 - 10657	socc.edu	hpetitt		2992
Dell Computer Corporation, Inc.	OptiPlex 745	D14W6D1	14217-14260	socc.edu	hr-support		2394
Dell Computer Corporation, Inc.	OptiPlex 745	B1BP6D1	14181-13594	socc.edu	ICLSTaff		2392
Intel Corporation	D865GBF_		11905-11579	socc.edu	iluoto		2793
Dell Computer Corporation, Inc.	OptiPlex GX520	1DWFV71	12830-	socc.edu	JBAUER		3192
Dell Computer Corporation, Inc.	OptiPlex GX620	J33Y9B1					2992
Toshiba	Satellite A70	X4363388K	12128	socc.edu	jberman-lt		3200
Dell Computer Corporation, Inc.	OptiPlex GX620	623X9B1	13711 - 13611	socc.edu	jberry		2992
Dell Computer Corporation, Inc.	OptiPlex 745	224W6D1					2394
Dell Computer Corporation, Inc.	OptiPlex GX620	DLS3L81	13102-13104	socc.edu	jcook		3192
Dell Computer Corporation, Inc.	OptiPlex 745	3W3W6D1	14239-14257	socc.edu	jfarnsworth		2393
Dell Computer Corporation, Inc.	OptiPlex 745	214W6D1	14209 - 14283	socc.edu	jfritz		2394
Dell Computer Corporation, Inc.	OptiPlex 745	704W6D1	14213-11510	socc.edu	jgarrett		2394
Intel Corporation	D845GBV2		None -11306	socc.edu	jhamner		2800
Dell Computer Corporation, Inc.	OptiPlex GX520		12728 - 12798	socc.edu	jhamner-new		3192
Dell Computer Corporation, Inc.	OptiPlex 745	8Y3W6D1	14230-14263	socc.edu	jhancock		2394
Intel Corporation	D865GBF_		12070-7875	socc.edu	jhayen		2793
Dell Computer Corporation, Inc.	OptiPlex GX620	D23X9B1	13704-14972	socc.edu	jjohnson		2992
Dell Computer Corporation, Inc.	Latitude D620	FMJYVB1	13835	socc.edu	jjones-lt		1828

Dell Computer Corporation, Inc.	Latitude D830	JBSP8F1					2394
Dell Computer Corporation, Inc.	OptiPlex GX620	C03X9B1	13700 - 13618	socc.edu	jskoglund		2992
Dell Computer Corporation, Inc.	Latitude D830	71M5QH1	14635	ittd.socc.edu	jspeasl		2393
Dell Computer Corporation, Inc.	OptiPlex GX520	JG7GV71					3192
Dell Computer Corporation, Inc.	Latitude D820	67LS6D1					2167
Dell Computer Corporation, Inc.	OptiPlex GX520	1B3HV71					3192
Dell Computer Corporation, Inc.	OptiPlex GX520	96GGV71	12644 - 12969	socc.edu	jtobiska		3192
Dell Computer Corporation, Inc.	OptiPlex SX280	8YTX871	12392 - 12398	socc.edu	JWHITEY		3192
Dell Computer Corporation, Inc.	OptiPlex GX620	BHWTV81		socc.edu	KARIROBISON		3192
Dell Computer Corporation, Inc.	OptiPlex GX620	39D0M81	13119-12804	socc.edu	kbarber		3192
Dell Computer Corporation, Inc.	MXC062	4TBMXB1	13831	ittd.socc.edu	kcroy		1997
Dell Computer Corporation, Inc.	OptiPlex 745	1GNX6D1					2394
Dell Computer Corporation, Inc.	OptiPlex 780	BZC4HM1					2660
Dell Computer Corporation, Inc.	OptiPlex 755	5XHDDH1		socc.edu	KHYATTPC		2394
Dell Computer Corporation, Inc.	OptiPlex GX280	150GR71	12538 - 12558	socc.edu	kkreskey		3192
Dell Computer Corporation, Inc.	OptiPlex GX520	9G7GV71	10636-12469	socc.edu	kleavitt		3192
Dell Computer Corporation, Inc.	OptiPlex 745	FV3W6D1	14229-13191+13876	socc.edu	kmatson		2394
Dell Computer Corporation, Inc.	OptiPlex GX620	91W0KC1					3391
Dell Computer Corporation, Inc.	OptiPlex GX620	2F3X9B1	13640-	socc.edu	KRICHARDSP(		2992
Dell Computer Corporation, Inc.	OptiPlex 745	JH9P6D1	14149-12600	socc.edu	KSHUMAKER		2392
Dell Computer Corporation, Inc.	OptiPlex 745	CFNX6D1	14244-14264	socc.edu	ksmith		2393
Dell Computer Corporation, Inc.	OptiPlex GX620	9CP2HC1	13883-	socc.edu	KWHITSON		3391

Dell Computer Corporation, Inc.	OptiPlex 745	FQZX6D1	7863 - 7861	socc.edu	Lampa1A		2392
Dell Computer Corporation, Inc.	OptiPlex GX620	H23X9B1					2992
Dell Computer Corporation, Inc.	OptiPlex 745	3Y3W6D1	14233-14279	socc.edu	lampa1D		2394
Dell Computer Corporation, Inc.	OptiPlex 745	H04W6D1					2393
Dell Computer Corporation, Inc.	OptiPlex GX620	613X9B1	13710 - 13610	socc.edu	lcapps		2992
Dell Computer Corporation, Inc.	OptiPlex 745	7W3W6D1	14231 - 12268	socc.edu	lfletcher		2392
Toshiba	SATELLITE A70	Z4342495K	12298	ittd.socc.edu	lfletcher-lt		3200
Dell Computer Corporation, Inc.	Latitude D830	2W3W6D1	13993 - 12806	ittd.socc.edu	lkridelbaugh-l		2193
Dell Computer Corporation, Inc.	OptiPlex GX520	86GGV71	12643-12970	socc.edu	llund		3192
Dell Computer Corporation, Inc.	OptiPlex 745	814W6D1	14214 - 14270	socc.edu	lolson		2393
Dell Computer Corporation, Inc.	OptiPlex GX520	7H7GV71	12946-14285	socc.edu	lpalmer		3192
Dell Computer Corporation, Inc.	Latitude D830	8X3W6D1	13995	socc.edu	lpotts-lt		2193
Dell Computer Corporation, Inc.	OptiPlex GX620	D33Y9B1					2992
Dell Computer Corporation, Inc.	OptiPlex 780	5ZC4HM1	14938-13112+	socc.edu	LTERIBERYPC		2660
Intel Corporation	D865GBF_		8355-	socc.edu	maintenanceg		2394
<not specified>	<not specified>	<not specifie	8355-	socc.edu	maintenanceg		0
Dell Computer Corporation, Inc.	OptiPlex GX520	2H7GV71	12943-12965	socc.edu	mcorriea		3192
Dell Computer Corporation, Inc.	OptiPlex GX280	340GR71					3192
Dell Computer Corporation, Inc.	OptiPlex GX520	2B3HV71	12752 - 12823	socc.edu	mfrost		3192
Dell Computer Corporation, Inc.	OptiPlex GX620	BZSY9B1	13689 - 13589	socc.edu	mjames		2992
Dell Computer Corporation, Inc.	OptiPlex 980	FDZ2MM1		socc.edu	MJANTZEN98(		2794
Dell Computer Corporation, Inc.	OptiPlex 760	JRYJYK1	OUS-Sec	socc.edu	mmclarrin		2600
Dell Computer Corporation, Inc.	OptiPlex 745	CX3W6D1	14224-14267	socc.edu	mpedey		2394
Dell Computer Corporation, Inc.	OptiPlex GX620	833X9B1					2992
Supermicro	PDSMi	0123456789				2	1900

Dell Computer Corporation, Inc.	OptiPlex 745	JFNX6D1	14243-	socc.edu	msimonds		2394
D845HV	HV84510A			socc.edu	mstiles2		1594
Dell Computer Corporation, Inc.	OptiPlex 755	2XHDDH1		socc.edu	MWHITAKER		2394
Dell Computer Corporation, Inc.	OptiPlex 960	6Y1LKK1		socc.edu	MWOZNIAK		2992
Dell Computer Corporation, Inc.	OptiPlex GX620	28DLPC1	13915-13917	socc.edu	ndoll		3391
Dell Computer Corporation, Inc.	OptiPlex GX280	G40GR71	12544 - 12551	socc.edu	ndovale		3192
Intel Corporation	D845GBV2		11704 - 11684	ittd.socc.edu	OCCI-Staff		2800
Dell Computer Corporation, Inc.	OptiPlex GX520	7B3HV71					3192
Dell Computer Corporation, Inc.	OptiPlex GX520	4GPQ981	13010	socc.edu	pplatt		3192
Dell Computer Corporation, Inc.	Latitude D820	JWX1TC1	13928 - 12084	ittd.socc.edu	pscott-lt		2327
Dell Computer Corporation, Inc.	OptiPlex GX520	193HV71	12741	socc.edu	PubSafetyGuy		3192
Dell Computer Corporation, Inc.	OptiPlex GX520	3YFGV71	13246-	socc.edu	rbell		3192
Micro-Star International	CX600	xxxxxxxx	14865	socc.edu	RBUNNELL-LT		2200
Dell Computer Corporation, Inc.	OptiPlex 745	304W6D1	14211-14249	ittd.socc.edu	rcook		2393
Dell Computer Corporation, Inc.	OptiPlex 745	4F7N6D1	13984-14201	socc.edu	rdanielsnew		2394
Dell Computer Corporation, Inc.	OptiPlex 745	FX8P6D1	13989/13986	socc.edu	rec103		2394
Dell Computer Corporation, Inc.	OptiPlex 745	JX8P6D1	13988-	socc.edu	REC105		2394
Dell Computer Corporation, Inc.	OptiPlex GX620	58FY9B1	13782-13624	socc.edu	RecCenterTec		2992
American Megatrends Inc.	VIA694T/686B	00000000	10132	ittd.socc.edu	repartee		996
Dell Computer Corporation, Inc.	OptiPlex GX620	C3TY9B1	13691-12456	socc.edu	rfabien		2992
Dell Computer Corporation, Inc.	OptiPlex GX620	FHWTV81	12883-12082	socc.edu	rkirch		3192
Dell Computer Corporation, Inc.	OptiPlex 980	D6Z1MM1	14975-	socc.edu	rlavoie		2794

Dell Computer Corporation, Inc.	OptiPlex 780	7ZC4HM1				4	2700
Dell Computer Corporation, Inc.	OptiPlex GX620	D0TY9B1					2992
Dell Computer Corporation, Inc.	OptiPlex GX520	DF7GV71	12926 - 12962	ittd.socc.edu	rmiller		3192
Dell Computer Corporation, Inc.	OptiPlex GX620	74TY9B1					2992
Dell Computer Corporation, Inc.	OptiPlex GX620	7ZFJK91					2793
Dell Computer Corporation, Inc.	OptiPlex GX280	D4Y5S71	OUS	socc.edu	rradcliff		3391
Dell Computer Corporation, Inc.	OptiPlex 760	HRYJYK1	OUS-EOU01	socc.edu	RRADCLIFF-O		2600
Dell Computer Corporation, Inc.	OptiPlex 780	JVT8XL1					2926
Dell Computer Corporation, Inc.	OptiPlex 745	4X3W6D1	14232-14268	socc.edu	sanderson		2394
Dell Computer Corporation, Inc.	OptiPlex 960	9Y1LKK1		socc.edu	SBERGSTEDT		2992
Dell Computer Corporation, Inc.	OptiPlex 960	8Y1LKK1		socc.edu	SBRADY		2992
Dell Computer Corporation, Inc.	OptiPlex GX620	D13X9B1					2992
Dell Computer Corporation, Inc.	OptiPlex GX520	FB3HV71					3192
Dell Computer Corporation, Inc.	OptiPlex GX520	GF7GV71	13246-11662	socc.edu	sbrazil		3192
Intel Corporation	D865GBF_		11445-11447	socc.edu	sbrown		2394
Dell Computer Corporation, Inc.	Latitude D830	1DY2PD1	14312	ittd.socc.edu	sbrown-lt		1795
Dell Computer Corporation, Inc.	OptiPlex GX280	B50GR71	12541 - 12550	socc.edu	shanlin		3192
Dell Computer Corporation, Inc.	OptiPlex GX520	1G7GV71	12931-12978	socc.edu	sharrold		3192
Dell Computer Corporation, Inc.	OptiPlex 745	7M4Q6D1	14101-14273	socc.edu	shutcherson		2393
Dell Computer Corporation, Inc.	OptiPlex GX520	CH7GV71	12948 - 12956	socc.edu	sliggett		3192
Dell Computer Corporation, Inc.	OptiPlex GX520	DG7GV71	12939-12983	socc.edu	SMILLER		3192
Dell Computer Corporation, Inc.	OptiPlex GX520	183HV71	12729-12809	socc.edu	spiatt		3192
Dell Computer Corporation, Inc.	OptiPlex GX520	5H7GV71	12945-12966	socc.edu	ssmith1		4391
Dell Computer Corporation, Inc.	OptiPlex GX620	BGWTV81					3192
Dell Computer Corporation, Inc.	Latitude D610	71N4L91	13192	ittd.socc.edu	swalker-lt		1994
Dell Computer Corporation, Inc.	Latitude E5510	JJFC8L1	14961	socc.edu	SWHEELER-L		2534
Dell Computer Corporation, Inc.	OptiPlex 745	CZ3W6D1					2394

Dell Computer Corporation, Inc.	Vostro 1720	CHKJPK1	14765	socc.edu	TDAILEY-LT		2667
Dell Computer Corporation, Inc.	OptiPlex 745	JM4Q6D1	14102-14272	socc.edu	Teachers		2393
Dell Computer Corporation, Inc.	OptiPlex 755	DDF4CF1	14389-14390	socc.edu	tgarner		2327
Intel Corporation	D865GBF_		10169 - 10233	socc.edu	tgraham		2992
Dell Computer Corporation, Inc.	OptiPlex GX620	533Y9B1	13776-12454	socc.edu	THOPPE		2992
Dell Computer Corporation, Inc.	OptiPlex GX620	B4TY9B1	13683-13583	socc.edu	tkelso		2992
Dell Computer Corporation, Inc.	OptiPlex 760	3QJJBK1	14702-none	socc.edu	TLAPLANTE		3325
Dell Computer Corporation, Inc.	OptiPlex GX620	CCP2HC1					3391
Dell Computer Corporation, Inc.	Latitude D620	27WQPB1	13815-12545	socc.edu	tnicholls-lt		1997
Dell Computer Corporation, Inc.	OptiPlex 745	JDMN6D1					2394
Dell Computer Corporation, Inc.	OptiPlex GX280	G50GR71					3192
Dell Computer Corporation, Inc.	OptiPlex 745	5Z3W6D1					2394
Intel Corporation	D865GBF_						2793
Dell Computer Corporation, Inc.	OptiPlex GX620	94TY9B1	13698 - 13598	socc.edu	VeteransVA		2992
Intel Corporation	D865GBF_						2394
Dell Computer Corporation, Inc.	OptiPlex GX280	CFK5Z71					3192

Free Space	Total Size	Total RAM	Computer Name	Username
438	465	3965	MUSIC1	ITTD\mturner
55	74	1014	ABE10	MMSD\abe10
18	37	1023	ABE103	MMSD\abe103
23	37	767	ABE106	MMSD\abe106
18	37	511	ABE108	MMSD\abe108
59	74	1023	ABE109	MMSD\abe109
56	74	1014	ABE11	MMSD\abe11
17	37	511	ABE110	MMSD\abe110
56	74	1014	ABE12	MMSD\abe12
20	74	2046	ABE124	MMSD\abe124
57	74	1014	ABE13	MMSD\abe13
57	74	1014	ABE14	MMSD\abe14
56	74	1014	ABE15	MMSD\abe15
56	74	1014	ABE21	MMSD\ABE21
58	74	1014	ABE22	MMSD\abe22
57	74	1014	ABE23	MMSD\abe23
54	74	1014	ABE24	MMSD\abe24
49	74	1014	ABE25	MMSD\abe25
55	74	2046	ABE26	MMSD\abe26
55	74	2046	ABE27	MMSD\abe27
56	74	2046	ABE28	MMSD\abe28
54	74	2046	ABE29	MMSD\abe29
57	74	2046	ABE31	MMSD\abe31
56	74	2046	ABE34	MMSD\abe34
57	74	2046	ABE35	MMSD\abe35
58	74	2046	ABE36	MMSD\abe36
58	74	2046	ABE37	MMSD\abe37

50	74	2046	ABE4	MMSD\abe4
55	74	2046	ABE43	MMSD\abe43
22	37	1023	ABE48	MMSD\abe48
48	74	2046	ABE50	MMSD\abe50
55	74	1534	ABE52	MMSD\abe52
58	74	2046	ABE54	MMSD\abe54
58	74	2046	ABE55	MMSD\abe55
57	74	2046	ABE56	MMSD\abe56
54	74	2046	ABE6	MMSD\abe6
36	74	1007	ABE62	MMSD\abe62
55	74	2038	ABE63	MMSD\abe63
57	74	1014	ABE64	MMSD\abe64
56	74	1014	ABE65	MMSD\abe65
55	74	2046	ABE7	MMSD\abe7
57	74	1014	ABE73	MMSD\abe73
49	74	2046	ABE-75	MMSD\abe75
56	74	1014	ABE76	MMSD\abe76
59	74	2047	ASG-1	MMSD\amber.reis
57	74	2031	ASG-2	MMSD\sarah.coone
36	74	2031	ASG-5	MMSD\coaledo10
132	149	2014	BAYC1	MMSD\bayc_1
52	74	1014	BDC	ITTD\pctech
59	74	1014	BEACON1	
51	74	1022	BEACON2	MMSD\beacon2
37	55	1918	BIOLAB1	MMSD\biolab

38	55	1918	BIOLAB10	MMSD\biolab
38	55	1918	BIOLAB11	MMSD\biolab
37	55	1918	BIOLAB12	MMSD\biolab
38	55	1918	BIOLAB13	MMSD\biolab
38	55	1918	BIOLAB2	MMSD\biolab
39	55	1918	BIOLAB3	MMSD\biolab
38	55	1918	BIOLAB4	MMSD\biolab
37	55	1918	BIOLAB5	MMSD\biolab
39	55	1918	BIOLAB6	MMSD\biolab
37	55	1918	BIOLAB7	MMSD\biolab
38	55	1918	BIOLAB8	MMSD\biolab
37	55	1918	BIOLAB9	MMSD\biolab
104	148	3966	BRKC-1	MMSD\brkguest
104	148	3966	BRKC-10	MMSD\brkguest
105	148	3966	BRKC-11	MMSD\brkguest
104	148	3966	BRKC-12	MMSD\brkguest
104	148	3966	BRKC-13	MMSD\brkguest
105	148	3966	BRKC-14	MMSD\brkguest
104	148	3966	BRKC-15	MMSD\brkguest
103	148	3966	BRKC-16	MMSD\brkguest
105	148	3966	BRKC-2	MMSD\brkguest
104	148	3966	BRKC-3	MMSD\brkguest
104	148	3966	BRKC-4	MMSD\brkguest
104	148	3966	BRKC-5	MMSD\brkguest
104	148	3966	BRKC-6	MMSD\brkguest
103	148	3966	BRKC-7	MMSD\brkguest
103	148	3966	BRKC-8	MMSD\brkguest

105	148	3966	BRKC-9	MMSD\brkguest
270	297	3839	BRK-CLASS2	MMSD\cisstaff
101	148	3966	BRKL-1	MMSD\gbguest
104	148	3966	BRKL-2	MMSD\brkguest
104	148	3966	BRKL-3	MMSD\brkguest
103	148	3966	BRKL-4	MMSD\brkguest
105	148	3966	BRKL-5	MMSD\brkguest
102	148	3966	BRKL-6	MMSD\brkguest
122	148	3956	BRK-STUDENT	SOCC\susan.brady
62	74	2046	CART1	MMSD\cisstaff
45	74	2046	CART3	SOCC\rhinda.reed
60	74	2046	CART4	MMSD\cart4
60	74	2038	CHEMLAB1	MMSD\chemlab
60	74	2038	CHEMLAB10	MMSD\chemlab
60	74	2038	CHEMLAB2	MMSD\chemlab
60	74	2038	CHEMLAB3	MMSD\chemlab
60	74	2038	CHEMLAB4	MMSD\chemlab
60	74	2038	CHEMLAB5	MMSD\chemlab
59	74	2038	CHEMLAB6	MMSD\chemlab
60	74	2038	CHEMLAB7	MMSD\chemlab
59	74	2038	CHEMLAB8	MMSD\chemlab
60	74	2038	CHEMLAB9	MMSD\chemlab
50	74	2046	COAL3	SOCC\cgeierman
42	55	495	COALEDO1	SOCC\rmetzger
433	465	3965	COALEDO10	SOCC\conference

49	74	2038	COMED01	MMSD\comed_01
49	74	2038	COMED02	MMSD\comed_02
49	74	2038	COMED03	MMSD\comed_03
51	74	2046	COMED04	MMSD\comed_04
50	74	2046	COMED05	MMSD\comed_05
50	74	2046	COMED06	MMSD\comed_06
51	74	2038	COMED07	MMSD\comed_07
50	74	2038	COMED08	MMSD\comed_08
50	74	2038	COMED09	MMSD\comed_09
51	74	2046	COMED10	MMSD\comed_10
51	74	2046	COMED11	MMSD\comed_11
50	74	2046	COMED12	MMSD\comed_12
51	74	2046	COMED13	MMSD\comed_13
48	74	2046	FAMILYCONF	MMSD\ECD
33	74	2046	GOLD1	
32	74	2046	GOLD10	
32	74	2046	GOLD11	
33	74	2046	GOLD12	MMSD\gbguest
27	74	2046	GOLD13	
33	74	2046	GOLD14	
32	74	2046	GOLD15	MMSD\gbguest
32	74	2046	GOLD16	
33	74	2046	GOLD17	MMSD\gbguest
33	74	2046	GOLD2	MMSD\gbguest
33	74	2046	GOLD3	MMSD\gbguest
32	74	2046	GOLD4	
33	74	2046	GOLD5	MMSD\gbguest

33	74	2046	GOLD6	
32	74	2046	GOLD7	
33	74	2046	GOLD8	
33	74	2046	GOLD9	
40	74	2046	GOLDSPARE	SOCC\pctech
18	37	512	HOUSING	SOCC\housing
50	74	2038	HOUSING-1	MMSD\housing1
52	74	2038	HOUSING-2	MMSD\housing2
52	74	2038	HOUSING-3	MMSD\housing3
52	74	2038	HOUSING-4	MMSD\housing4
51	74	2038	HOUSING-5	MMSD\housing5
51	74	2038	HOUSING-6	MMSD\housing6
52	74	2038	HOUSING-7	MMSD\housing7
56	74	1016	HPTABLET1	MMSD\hptablet
57	74	1016	HPTABLET10	MMSD\hptablet
58	74	1016	HPTABLET11	MMSD\hptablet
56	74	1016	HPTABLET12	MMSD\hptablet
55	74	1016	HPTABLET13	MMSD\hptablet
55	74	1016	HPTABLET14	MMSD\hptablet
56	74	1016	HPTABLET15	MMSD\hptablet
58	74	1016	HPTABLET16	MMSD\hptablet
57	74	1016	HPTABLET17	MMSD\hptablet
58	74	1016	HPTABLET18	MMSD\hptablet
56	74	1016	HPTABLET19	MMSD\hptablet
56	74	1016	HPTABLET2	MMSD\hptablet
56	74	1016	HPTABLET20	MMSD\hptablet
56	74	1016	HPTABLET20	MMSD\hptablet

52	74	1016	HPTABLET21	MMSD\hptablet
209	232	3007	HPTABLET22	MMSD\HPTABLET
209	232	3007	HPTABLET23	MMSD\hptablet
202	232	2943	HPTABLET24	MMSD\hptablet
209	232	3007	HPTABLET25	MMSD\HPTABLET
204	232	3007	HPTABLET26	MMSD\hptablet
54	74	1016	HPTABLET4	MMSD\hptablet
58	74	1016	HPTABLET5	MMSD\hptablet
53	74	1016	HPTABLET6	MMSD\hptablet
54	74	1016	HPTABLET7	MMSD\hptablet
56	74	1016	HPTABLET8	MMSD\hptablet
198	232	4023	JOURNALISM-1	SOCC\curtis.green
197	232	4023	JOURNALISM-2	
197	232	4023	JOURNALISM-3	
199	232	4023	JOURNALISM-4	
197	232	4023	JOURNALISM-5	
198	232	4023	JOURNALISM-6	SOCC\gary.clement
198	232	4023	JOURNALISM-7	
197	232	4023	JOURNALISM-8	
13	29	1022	KIOSK-1	MMSD\kiosk
10	29	1022	KIOSK-2	MMSD\kiosk
12	29	1022	KIOSK-3	MMSD\kiosk
54	74	2046	LAKEVIEWE	MMSD\lakeviewe
58	74	1014	N204-23	
57	74	2046	N204-8	MMSD\nmkguest
56	74	2046	N206-11	MMSD\nmkguest
57	74	2046	N206-12	MMSD\nmkguest

59	74	2038	NETBOOK1	MMSD\cisstaff
58	74	2038	NETBOOK2	MMSD\cisstaff
58	74	2038	NETBOOK3	MMSD\cisstaff
59	74	2038	NETBOOK4	MMSD\cisstaff
58	74	2038	NETBOOK5	MMSD\cisstaff
59	74	2038	NETBOOK6	MMSD\cisstaff
273	297	3839	NURSESIM1	SOCC\pctech
273	297	3839	NURSESIM2	SOCC\pctech
273	297	3839	NURSESIM3	SOCC\pctech
52	74	2046	NURSING1	MMSD\nursing1
49	74	1014	NURSING2	MMSD\nursing2
51	74	2046	NURSING3	MMSD\nursing3
17	74	1519	NURSING5	SOCC\michael.jantzen
49	74	2046	NURSING6	MMSD\nursing6
82	111	2046	NURSINGSEC-PC	
57	74	2046	OCCICR1	MMSD\cisstaff
49	74	1014	OCCIR2	SOCC\tpowers
22	74	2046	OCCIR3	SOCC\kkypriotakis
50	74	2005	OCCISTUDENT1	MMSD\occistudent
50	74	2038	OCCISTUDENT2	MMSD\occistudent2
51	74	2038	OCCISTUDENT3	MMSD\occistudent3
197	232	4061	R1TRAINING-1	ITTD\pctech
52	74	2014	R3-LAB-2	SOCC\slindgren
51	74	2046	SITK1	
58	74	2046	SITK12	MMSD\coaledo10
55	74	2046	SITK13	MMSD\cisstaff
56	74	1014	SITK3	

131	149	2046	SITK6	
130	148	2014	SITK7	MMSD\cisstaff
431	465	3965	SITK9	MMSD\sitkum9
61	74	1014	SSS-1	MMSD\sss1
60	74	1014	SSS10	MMSD\sss10
60	74	1014	SSS-2	MMSD\sss2
60	74	1014	SSS-3	MMSD\sss3
60	74	1014	SSS-4	MMSD\sss4
59	74	1014	SSS-5	MMSD\sss5
60	74	1014	SSS-6	MMSD\sss6
122	148	2038	SSS-FORD1	MMSD\sss8
122	148	1980	SSS-FORD2	MMSD\sss9
55	74	2046	STEN_204	SOCC\NNorris
430	465	3965	STENS201	MMSD\stensland_201
55	74	2046	STENS205	SOCC\byoung
54	74	2046	STENSLAND202	SOCC\bridget.hildreth
46	74	2046	STENSLAND203	SOCC\dclements
20	74	2046	STENSLAND206	socc\dclements
53	74	2550	STL1	MMSD\stl1
51	74	3574	STL10	MMSD\stl10
57	74	1014	STL11	MMSD\stl11
53	74	2550	STL12	MMSD\stl12
53	74	2046	STL13	MMSD\stl13
57	74	1014	STL14	MMSD\stl14
56	74	1014	STL15	MMSD\stl15
53	74	2038	STL16	MMSD\stl16
58	74	1014	STL17	MMSD\stl17

58	74	1014	STL2		MMSD\stl2
58	74	2038	STL20		MMSD\stl20
57	74	1014	STL22		MMSD\stl22
53	74	3062	STL4		MMSD\stl4
58	74	1014	STL5		MMSD\stl5
56	74	1014	STL6		MMSD\stl6
57	74	2038	STL7		MMSD\stl7
54	74	2038	STL8		MMSD\stl8
54	74	2046	SUMN_10		SOCC\jbennett
120	149	2038	SUMN_11		SOCC\swalker
56	74	2046	SUMN_12		SOCC\swofia
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200	232	4023	T401-9		
189	232	4023	T403-1		
185	232	4023	T403-10		
191	232	4023	T403-11		SOCC\pctech
192	232	4023	T403-12		
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192	232	4023	T403-14		
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190	232	4023	T403-26		
185	232	4023	T403-3		MMSD\T403_3
188	232	4023	T403-4		
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185	232	4023	T403-9		
114	148	3956	T405-1		
114	148	3957	T405-10		SOCC\william.isakson
114	148	3956	T405-11		
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43	74	2014	T405-14		
43	74	2014	T405-15		
43	74	2014	T405-16		
43	74	2005	T405-17		
43	74	2014	T405-18		
43	74	2014	T405-19		
118	148	2020	T405-2		
43	74	2014	T405-20		
110	148	3966	T405-21		
114	148	3957	T405-3		
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207	232	4023	T408-1		
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202	232	4023	T409-26
202	232	4023	T409-27
202	232	4023	T409-28
47	73	2046	T409-29
202	232	4023	T409-3
47	73	2046	T409-30
47	73	2046	T409-31

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202	232	4023	T410-17		

202	232	4023	T410-18		
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202	232	4023	T410-2		
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202	232	4023	T410-21		
202	232	4023	T410-22		
202	232	4023	T410-23		
202	232	4023	T410-24		
203	232	4023	T410-25		SOCC\iclstaff
200	232	4023	T410-26		
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202	232	4023	T410-4		
202	232	4023	T410-5		
202	232	4023	T410-6		
202	232	4023	T410-7		
202	232	4023	T410-8		
202	232	4023	T410-9		MMSD\t410_9
114	149	2046	TLC		SOCC\kmatson
45	74	2014	TLC-1		SOCC\kmatson
51	74	2014	TLC-2		SOCC\kcrusoe
51	74	2014	TLC-3		
51	74	2014	TLC-4		SOCC\dschab
42	74	2046	TUTORING-1		
43	74	2046	TUTORING-2		
43	74	2046	TUTORING-3		
43	74	2046	TUTORING-4		
42	74	2046	TUTORING-5		

42	74	2046	TUTORING-6	
43	74	2046	TUTORING-7	
262	297	3839	WELDING	MMSD\cisstaff
49	74	1014	WELDING01	SOCC\eric.wade
47	74	2550	WRITING1	MMSD\nmkguest
57	74	1014	WRITING-1	MMSD\writing1
56	74	1014	WRITING-2	MMSD\writing2
55	74	1014	WRITING-3	MMSD\writing3
56	74	1014	WRITING-4	MMSD\writing4
52	74	2046	LIB2A	MMSD\lib
53	74	2046	LIB2B	MMSD\lib
50	74	2046	LIB2C	MMSD\lib
51	74	2046	LIB2D	MMSD\lib
53	74	1014	LIB2E	MMSD\lib
53	74	1014	LIB2F	MMSD\lib
56	74	1014	LIB2G	MMSD\lib
51	74	2550	LIB2H	MMSD\lib
49	74	2046	LIB2I	MMSD\lib
51	74	2046	LIB2J	MMSD\lib
50	74	2046	LIB2K	
52	74	2046	LIB2L	MMSD\lib
51	74	2046	LIB2M	MMSD\lib
51	74	2046	LIB2N	MMSD\lib
52	74	2046	LIB2O	MMSD\lib

53	74	2046	LIB2P	MMSD\lib
56	73	2038	ICLSIGNIN	MMSD\t409_1
9	19	1022	RECCENTER	MMSD\recctr
29	37	495	TIOGASIGN-IN	TIOGASIGN-IN\tioga sign-in
54	74	2047	TL-SIGNIN	ITTD\pctech
57	74	1014	TUTOR-SIGNIN	MMSD\tutoring
52	74	2038	WRITINGSIGNIN	MMSD\writing
28	37	512	ADA	MMSD\assistant
20	37	736	ADACOMPUTER	
50	74	2046	ARCHIVE5TH	SOCC\bgoble
54	74	2038	CAFE-1	SOCC\socc\chris.foltz
21	37	512	CLASSCLIMATE	SOCC\socc\lteribery
24	37	495	COASTLINE1	
0	11	480	CURRYADA	CURRY\curry\ada
44	74	3574	DSS-BROOKINGS	CURRY\ada
55	74	2038	IDMECARD	
67	149	2046	JOHNNY5	
55	74	1022	LABELS	SOCC\denese.morris
35	52	512	LAPTOP011	MMSD\cisstaff
60	74	2046	LAPTOP08	
263	297	4095	LAPTOP12	
57	74	2038	LAPTOP17	MMSD\cisstaff
48	74	2046	OPAC1	MMSD\opac
49	74	2046	OPAC2	MMSD\opac

51	74	3070	OPAC3	MMSD\opac
51	74	3070	OPAC4	MMSD\opac
4	37	3326	PACMAN	SOCC\dpetenbrink
128	148	3574	R2D2	SOCC\pctech
105	148	8126	SUNSET-STUDIO	SOCC\pctech
7	19	3072	SURVEY	MMSD\housing0
34	93	2046	TECH4-PC	ITTD\pctech
48	74	1014	TIOGA105	MMSD\cisstaff
117	148	3957	TIOGA105-NEW	MMSD\cisstaff
59	74	2046	TIOGA-501	
46	74	2046	TIOGA505	MMSD\t505
18	37	1007	UPS-SHIPPING	SOCC\kdraper
62	139	4095	VIDEOEDITER-PC	
20	74	2038	AASHCRAFT	SOCC\aashcraft
31	74	2046	ACHAVEZ	
18	74	2038	ACHAVEZ-LT	ITTD\pctech
45	74	2038	ACOLLINS	SOCC\acollins
48	74	2046	ALYONS	
106	148	3966	AMANKAMYER	SOCC\amankamyer
20	74	2046	AMARCA	SOCC\aashcraft
45	74	2046	AMARCAFIRSTSTOP	
15	74	3582	AMATTHEWS	
49	74	2046	AMCCADDEN	
70	111	2046	ASINGH-LT	SOCC\asingh
20	37	1023	ASINGH-STUWORKE	

14	74	2046	ASOTO	
29	74	2046	ASYLVIA	SOCC\asylvia
120	148	2038	AUDIT1	SOCC\kcrusoe
54	74	2046	AUDIT2	
54	111	2046	AWHITLATCH-LT	SOCC\awhitlatch
40	74	2046	BFIELDS	SOCC\socc\rfields
106	148	1980	BJOHNSON	SOCC\bjohnson
38	74	1014	BLOCKE	SOCC\jskoglund
103	149	3062	BOLSON	SOCC\socc\bolson
225	297	2046	BPARKER	SOCC\bparker
49	74	2038	BRKD-INSTRUCTOR	MMSD\brkguest
45	74	2014	BRK-FRONTDESK	MMSD\brkguest
117	148	3957	BRK-INSTRUCTOR	MMSD\brkguest
51	74	1014	BROGERS	SOCC\brogers
57	74	1014	BSHANNON	
11	74	2046	BSHRECK	SOCC\bshreckengost
2	74	2046	BYATES	
48	74	1014	CALEXANDER	
279	297	3326	CAMARAL	SOCC\socc\chris.amaral
170	232	4023	CARI	SOCC\cfriesen
23	74	2046	CARL	
46	74	2038	CBYRD	
39	74	2038	CDALESSANDRO	
88	149	2014	CEVANS	

36	74	2046	CFAVILLA	
88	149	2014	CFRIESEN	
118	148	4023	CGERISCH	
42	74	2046	CHENRY	
46	74	1014	CHOCKMAN	
30	74	2046	CHOWLAND	
46	74	1014	CLEDESMA	
49	74	2046	CMCKILLIP	SOCC\cmckillip
37	74	2046	CRESCORLA	
177	232	4023	CRICHARDS	SOCC\crichards
51	74	1007	CRICHARDS-STUWO	SOCC\cholling
53	74	2038	CSHARPLES	SOCC\csharples
50	74	2038	CSMITH-STU	MMSD\blake.holmes
131	232	2046	CWILLIAMSON	SOCC\chris.williamson
36	74	1014	DBIRSKOVICH	SOCC\dbirskovich
13	74	2038	DBROUSE	SOCC\dbrouse
129	148	3020	DEANS	SOCC\pctech
46	74	3070	DELL6STUDENT1	MMSD\benjamin.fellows
49	74	2038	DELL6STUDENT2	
55	74	2038	DELLWOOD21	
44	74	1014	DESPOSITO	SOCC\desposito
117	148	3956	DFOLCK	SOCC\darrell.folck
20	74	2046	DHINRICHS-LT	MMSD\ecd
39	74	2046	DHOPKINS	
28	74	1014	DJONES	

49	74	1014	DMCKINEY	SOCC\socc\dmckiney
45	74	3070	DMORRIS	
18	74	1014	DNEAL	SOCC\dneal
85	149	2046	DNICHOLLS	
44	74	2046	DNICHOLLS-STUWO	SOCC\dnicholls
21	74	2046	DPETENBRINK	SOCC\dpetenbrink
179	297	6014	DPETENBRINKPC	
106	148	3020	DSCHAB	
118	148	2014	EDEN1	MMSD\cisstaff
25	37	511	EDISPEEDE	
57	74	2046	ELLUMINATE-R11	SOCC\pctech
60	74	2046	EMPLVG	MMSD\emplvg
53	74	2046	EOFEARGHAIL	
5	34	1014	ESO2	
49	74	1007	ETS1	SOCC\iclstaff
21	37	1024	ETS-UB-PC	SOCC\ryan.shreckengost
118	148	3054	EWADE	SOCC\eric.wade
56	111	2046	EWILLIAMSON	SOCC\socc\chris.williamson
17	74	2046	FBRICK	SOCC\fbrick
190	297	6078	FCHASE	SOCC\fchase
53	74	2046	FIRSTSTOPREP	
31	74	2046	FKARROLL	
5	19	1022	GCOTTRELL	SOCC\gcottrell
54	74	2046	GELKINS	

42	74	2046	GOLDSTAFF	MMSD\gbguest
30	74	2038	GRISLEY520	SOCC\grisley
54	74	1014	HOUSINGRA	SOCC\housing
40	74	2046	HPETITT	
29	74	2046	HR-SUPPORT	SOCC\rbunnell
18	74	6078	ICLSTAFF	
40	74	1007	ILUOTO	
55	74	2038	JBAUER	
30	74	2046	JBENNETT	SOCC\socc\jbennett
43	74	895	JBERMAN-LT	
41	74	2046	JBERRY	
42	74	2046	JCHILSON	SOCC\james.chilson
43	74	1014	JCOOK	SOCC\jcook
5	74	2046	JFARNSWORTH	
32	74	2046	JFRITZ	SOCC\jfritz
39	74	2046	JGARRETT	SOCC\socc\jbasney
46	74	1022	JHAMNER	SOCC\jocelyn.hamner
30	59	1014	JHAMNER-NEWMARK	
40	74	2046	JHANCOCK	
39	74	1519	JHAYEN	SOCC\socc\jhayen
46	74	2046	JJOHNSON	
49	74	1014	JJONES-LT	SOCC\jjones

68	74	2046	JROSE-LT	SOCC\pctech
38	74	2046	JSKOGLUND	
17	74	2046	JSPEASL	SOCC\jspeasl
53	74	2038	JSWANSON	SOCC\john.swanson
96	148	2046	JTAYLOR-LT	SOCC\jtaylor
24	74	2038	JTHOMAS	SOCC\jthomas
48	74	2038	JTOBISKA	
4	37	2038	JWHITEY	
32	74	2038	KARIROBISON	MMSD\zuchiti.medrano
7	74	1014	KBARBER	SOCC\kbarber
41	74	1014	KCROY	SOCC\kcroy
47	74	2046	KDRAPER	SOCC\kdraper
100	148	3020	KFLORES	SOCC\kflores
113	148	3956	KHYATTPC	
49	74	1014	KKRESKEY	SOCC\kkreskey
24	74	2038	KLEAVITT	
7	74	2046	KMATSON	
119	149	2046	KPAULSON	SOCC\kpaulson
5	74	2046	KRICHARDSPC	
44	74	2046	KSHUMAKER	CURRY\kshumaker
13	74	2046	KSMITH	SOCC\ksmith
96	148	2038	KWHITSON	SOCC\kwhitson

26	74	2045	LAMPA1A	SOCC\syscenter
50	74	2046	LAMPA1C	
59	74	2046	LAMPA1D	
58	74	2046	LAMPA1F	
30	74	2046	LCAPPS	SOCC\socc\sequoia.star
27	74	2046	LFLETCHER	SOCC\lfletcher
29	55	895	LFLETCHER-LT	ITTD\pctech
61	111	2046	LKRIDELBAUGH-LT	
36	74	2038	LLUND	
1	74	2046	LOLSON	SOCC\mbauer
43	74	1014	LPALMER	
9	111	2046	LPOTTS-LT	
13	74	2046	LSTILES	SOCC\lstiles
97	148	3020	LTERIBERYPC	
17	37	1023	MAINTENANCEGUYS	SOCC\dwright
16	37	1023		
35	74	1014	MCORRIEA	SOCC\mcorriea
46	74	1014	MERICSON	SOCC\michelle.ericson
47	74	1014	MFROST	
34	74	2046	MJAMES	
155	232	4023	MJANTZEN980	
188	232	3932	MMCLARRIN	SOCC\meggan.mclarrin
5	74	2046	MPEDEY	SOCC\mpedey
37	74	2046	MRAYMONDPC	SOCC\mraymond
209	233	3583	MRTG-PC	SOCC\admjtaylor

42	74	2046	MSIMONDS	SOCC\haley.rose
15	37	639	MSTILES2	
111	148	3956	MWHITAKER	
115	148	3966	MWOZNIAK	
125	149	2046	NDOLL	SOCC\haley.rose
44	74	1014	NDOVALE	
43	74	1022	OCCI-STAFF	
49	74	2038	PPARKER	SOCC\pparker
46	74	1014	PPLATT	SOCC\pplatt
54	93	2046	PSCOTT-LT	
30	74	2038	PUBSAFETYGUYS	SOCC\lschafer
8	74	2038	RBELL	SOCC\rbell
201	297	4095	RBUNNELL-LT1	
53	74	2046	RCOOK	SOCC\asingh
19	149	2046	RDANIELSNEW	
126	149	2046	REC103	
120	148	2046	REC105	MMSD\cisstaff
51	74	2046	RECCENTERTECHS	MMSD\benjamin.fellows
20	37	1024	REPARTEE	SOCC\Administrator
33	74	2046	RFABIEN	
0	74	1014	RKIRCH	
167	232	4023	RLAVOIE	SOCC\rlavoie

129	148	3020	RLAVOIEPC	SOCC\pctech
45	74	2046	RMENKENS	
39	74	1014	RMILLER	
27	74	2046	ROLSON	SOCC\rolson
46	74	1014	ROSBORN	SOCC\keasttorp
45	74	1014	RRADCLIFF	
201	232	3932	RRADCLIFF-OUS	SOCC\aduncan
120	148	1996	RTORRES	SOCC\randy.torres
24	74	2046	SANDERSON	SOCC\sanderson
120	148	3966	SBERGSTEDT	SOCC\pgoergen
109	148	3966	SBRADY	
39	74	2046	SBRANDT	SOCC\socc\sbrandt
45	74	2038	SBRANDT-STU	SOCC\molly.williams
22	74	1014	SBRAZIL	
14	37	2047	SBROWN	SOCC\sbrown
81	111	2046	SBROWN-LT	ITTD\pctech
33	74	1014	SHANLIN	SOCC\shanlin
47	74	1014	SHARROLD	SOCC\socc\sharrold
35	74	2046	SHUTCHERSON	SOCC\shutcherson
40	74	1014	SLIGGETT	
38	74	1014	SMILLER	SOCC\smiller
42	74	1014	SPIATT	SOCC\spiatt
52	74	1014	SSMITH1	SOCC\ssmith
46	74	2046	SUSANBRADY	SOCC\susan.brady
36	74	1015	SWALKER-LT	SOCC\swalker
192	232	3894	SWHEELER-LT	SOCC\shannon.wheeler
40	74	2046	TBENNETT	SOCC\cbyrd

61	148	4091	TDAILEY-LT	
34	74	2046	TEACHERS	
52	74	2014	TGARNER	
21	37	1023	TGRAHAM	
0	74	2046	THOPPE	SOCC\thoppe
14	74	2046	TKELSO	
261	297	3966	TLAPLANTE	SOCC\tony.laplante
135	149	2046	TMENDEZ-SUMNER	SOCC\tmendez
44	74	2038	TNICHOLLS-LT	
28	74	2046	TPOWERS	SOCC\darrell.folck
54	74	1014	TROBERTS	
35	74	2046	VBRUMIT	SOCC\socc\vbrumit
36	74	1007	VBRUMIT-STUWORK	SOCC\edavenport
48	74	2038	VETERANSVA	
14	37	1007	WELDING-STAFF	SOCC\eric.wade
46	74	1014	WPOYNTER	

Southwestern Oregon Community College
Integrated Technology Governance Charter

Purpose: Integrated Technology Governance Council will develop, prioritize, review, and evaluate the college technology plan in accordance with the vision, mission, core themes, goals, and strategic plan of the college.

Activities: The committee may pursue its purposes by undertaking appropriate activities chosen by the membership of the committee. Activities specifically included are to:

1. Develop a college technology plan.
    - Synthesize technology needs of the college into a comprehensive technology plan that promotes the effective and efficient use of computer technology in instruction and in administrative services.
    - Collaborate with appropriate councils and departments to develop the overall college technology plan including student services, instruction, operations, and telecommunications as components of the plan.
    - Ensure consideration of the human and work design impact of computer technology systems in technology planning. Include the impact on students, classified staff, faculty, and managers.

2. Set priorities in accordance with the college strategic plan.

3. Incorporate technology goals into college strategic plan.

Integrated Technology Services

Instructional Computing Labs:

1. 4th floor open lab T-409
2. Welding and Machine Shop lab
3. Student housing lab
4. Chemistry lab
5. Biology lab
6. Culinary Arts lab
7. ASG computer lab
8. Beacon lab
9. Brookings Testing lab
10. Writing lab
11. Learning Resource Center (Tutoring) lab
12. Stensland lab
13. Student Support Services (TRIO) lab
14. Stensland – testing lab
15. Brookings lab (11 pc)
16. Gold Beach lab (12 pc)
17. HP Tablet cart lab
18. TLC lab
19. Newmark lab
20. University Center lab (4 pc)
21. R-1 Lab
22. Sumner Nursing lab
23. Kiosk computers
24. Brookings Laptop cart labs total (30 pc)
25. Brookings Kiosk computers
26. Brookings Nursing Lab
27. Brookings Tutor lab
28. Brookings Rm. 206 lab
29. R-9 Lab
30. Newmark Lab 207

Instructional Computing Classrooms:

1. Tioga 401,403, 405, 407, 408, and 410
2. Community Ed. B-2
3. University Center (7 pc)
4. Newmark 204, 206, 215
5. Brookings (16 pc)
6. Gold Beach (5 pc)
7. Sunset music Rm.1 (3 pc)

Instructional IPV

1. Tioga 105
2. Tioga 505
3. Sumner 11
4. BDC
5. Dellwood 21
6. Gold Beach
7. Brookings 109, 105A, 231

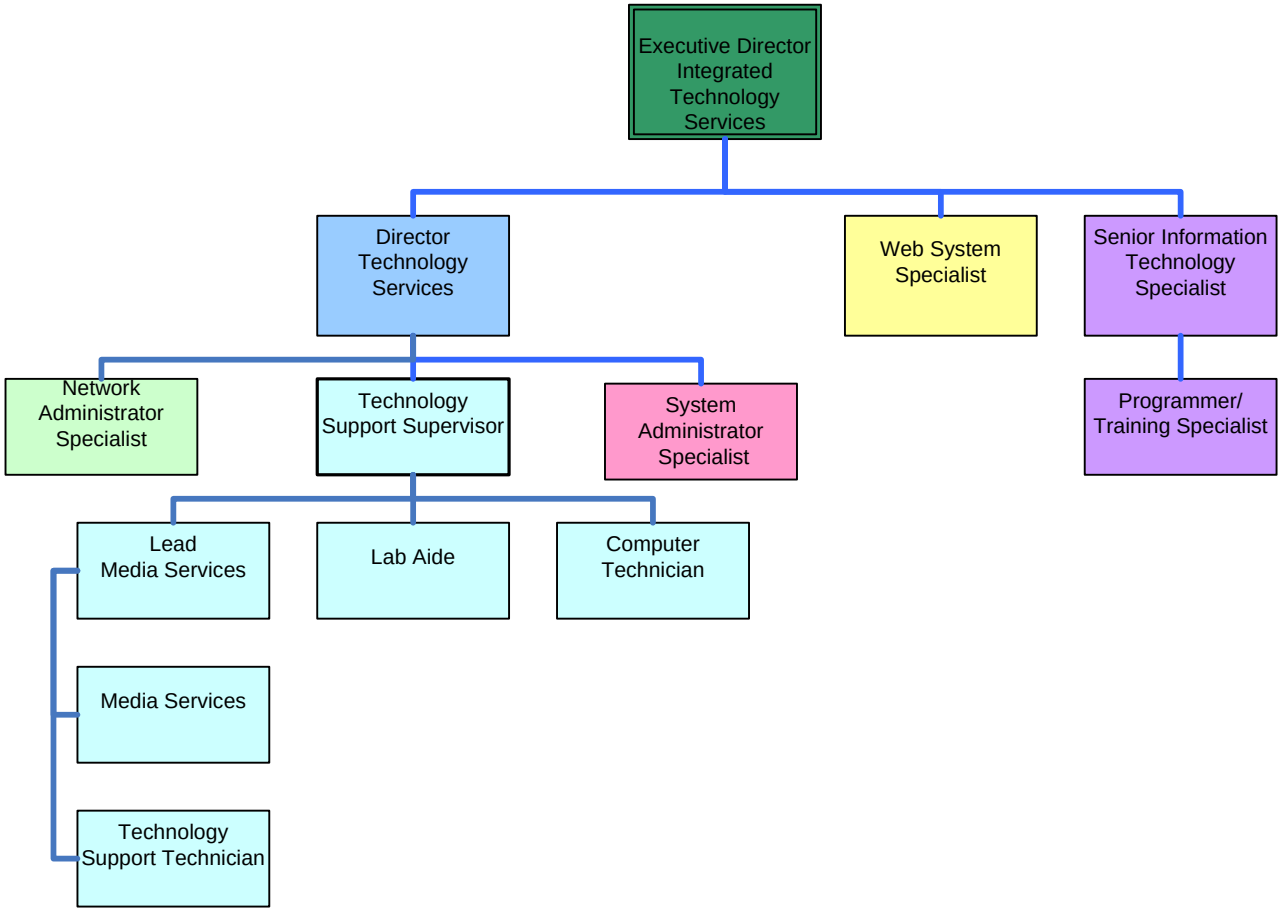
Multi-media Classrooms:

1. Sitkum 1, 3 – 13
2. Coaledo 3, 6,7,10
3. Eden 1
4. Sunset 2
5. Sumner 10,11,12
6. Fairview 2
7. Lakeview A
8. Rec. Center 103,105
9. Stensland 201, 202, 203, 204, 205, 206
10. Tioga 401,403,405,408,410
11. OCCI 131,133,135
12. Bay City Ambulance
13. Brookings 137A,137B,138A,109,118,112, 208, 206, 234, 233
14. Gold Beach

Total Counts

Lab count = 30
Instructional Computer classrooms count = 14
IPV count = 9
Multi Media Classrooms count = 51

Southwestern Oregon Community College
Integrated Technology Services
Organizational Chart 2012



10/31/2011

Integrated Technologies Services Strategic Plan

Southwestern Oregon Community College Mission

Southwestern Oregon Community College serves the educational and cultural needs of our students and communities by providing access to quality education in a professional and engaging environment that supports innovation, sustainability and lifelong enrichment. Learning experiences are characterized by excellent teaching, support for student achievement and the enhancement of social and economic opportunities.

Southwestern Oregon Community College Core Themes

Access
Student Learning and Achievement
Innovation and Sustainability
Community Engagement

Access and Community Engagement

Integrated Technology Services Mission

To support the college mission and Strategic Plan for Integrated Technology Services by developing, coordinating, and supporting the use of technology to enhance learning opportunities

Innovation and Sustainability

Institutional Research Mission

of data information for data-driven decisions to improve and enhance learning opportunities and experiences.

Learning and Achievement

Lab and Classroom Mission

technology by developing, coordinating, and supporting the use of technology to enhance classroom and lab learning opportunities.

Year	Core Theme	SOCC Strategic Plan	Strategy	Rationale	Cost	Funding Sources	Status
2010	Learning and Achievement	Goal 3	Sound Room for recording online content	A quality recording environment is needed to support the increased use of hybrid and distance learning for audio and video content.	$ 10,000	General Fund or Title III	Complete
2010	Access	Goal 2	Accreditation Software Nuventive TracDat	Manages the entire assessment process, across the system, institution and also at the department and individual level. Process application for managing continuous improvement throughout the college using SQL to drill down from institution level all the way to course or unit level.	$ 32,200	Title III	Complete
2010	Access	Goal 2	Atomic Learning	Implement customer Atomic Learning modules	$ 4,000	purchased	Complete
2010	Access	Goal 2	Implement LabTrac	Part of the One Card system benefit is to implement card swipe student lab entry.	$ 3,000	Title III	Complete
2010	Access	Goal 2	10M bandwidth to Brookings	VOIP and IPV must have at least a 10M pipe to function.	$ 7,000	General Fund	Completed
2010	Acess	Goal 2	16/2M bandwidth to Gold Beach	DSL no longer able to support the GB classrooms and IPV.	$ 1,200	General Fund	Completed
2010	Community Engagement		Student newspaper online	Install and configure linux server running WordPress	$ -		Completed
2010	Innovation and Sustainability	Goal 7	Implement Pcounter for printing in student labs	This is part of the One Card system to control costs and help reduce printed documents.	$ 4,200	Title III	Completed
2010	Innovation and Sustainability	Goal 7	Voicemail Server Upgrade	Current voicemail system is failing. A new system must be installed before the old one fails completely.	$ 40,000	General Fund	Complete
2010	Innovation and Sustainability	Goal 7	Fire Suppression System	There is no fire suppression system in the server room or the switch room. There isn't a smoke detector in either room. A fire in either location could disrupt operations for an extended length of time. We must protect the resources we have.	$ 34,000	General Fund	Complete
2010	Innovation and Sustainability	Goal 7	Implement Print Server	Print processes are uncontrolled for network printers. Establishing a print server would allow publishing printer availability, allow auditing usage and control access.	$ -		Complete

Year	Core Theme	SOCC Strategic Plan	Strategy	Rationale	Cost	Funding Sources	Status
2010	Innovation and Sustainability	Goal 7	Selection new ERP	Our current ERP, Colleague is to complex and too expensive to maintain. The plan is to write and RFP to find out if purchasing and implementing a new system is feasible.	$ -		Complete
2010	Innovation and Sustainability	Goal 7	Upgrade electrical and cooling capacity of the server and switch rooms	We have added many new services for students, faculty and staff since the original design of the server and switch rooms. We no longer have the electrical and cooling capacity to add additional equipment. Our current 25Kw generator and ups will not run the HVAC system for these rooms.	$ 50,000	General Fund	Complete
2011	Access	Goal 2	One Card System	For student needs and to improve accountability, acquire and implement a one card system.	$ 65,000	Title III year five	Complete
2011	Access	Goal 2	Mobile Apps	Implement mobile apps	$ -		In Process
2011	Access	Goal 2	Custom online Training	Write custom training to upload to Atomic Learning for staff and students	$ -		On-going
2011	Access	Goal 2	eCatalog software	An on-line e-Catalog system will better support students, advisors, and staff because of the accuracy, accessability, and process simplification.	$ 33,000	General Fund	Hold
2011	Innovation and Sustainability	Goal 7	Implement E911	E-911 system will alert Public Safety to the callers location whenever a 911 call is made from campus.	$ 30,000	General Fund	Completed
2011	Innovation and Sustainability	Goal 7	Systems Center Configuration Manager	allows system administrator to manage software deployment, version updates, recall	$ 6,000	General Fund	In Process
2011	Innovation and Sustainability	Goal 7	Brookings Campus and unified communications	Implement VoIP, switches, wireless, security, and safety technology in new Curry Campus	$ 350,000	Curry Fund	In Process

Year	Core Theme	SOCC Strategic Plan	Strategy	Rationale	Cost	Funding Sources	Status
2011	Innovation and Sustainability	Goal 7	Server Replacement Plan	The server and switch replacement plan allows for the fiscal management of the server and switch lifecycle. The plan assures the college software and network work at optimum functionality and are replaced before failure or EOL maintenance agreements.	$ 40,000	Working with virtual opportunities to add this to the ITS replacement budget.	On-going
2011	Innovation and Sustainability	Goal 7	Purchase Jenzabar Servers	The server needed to support Jenzabar will be used for SQL and IIS, the database and the web servers for the portals and LMS.	$ 56,000	General Fund	Complete
2011	Innovation and Sustainability	Goal 7	Campus wide document imaging System	A document imaging and management system can file, route, track, archive and manage all of your incoming and outgoing documents.	$ 96,000	Title III Grant	Complete
2011	Innovation and Sustainability	Goal 7	Replace HVAC in server room with green solution and Energy Trust	Server room HVAC is no longer adequate for the modern High density rack servers. Directed air handling must be done to protect the college server infrastructure. The current system is over ten years old. A failure would shut down the college.	$ 7,000	General Fund and Energy Trust	In Process
2011	Innovation and Sustainability	Goal 7	Email Archive appliance	Compliance aplliance for email archiving and retrieval.	$ 12,500	General Fund	Completed
2011	Learning and Achievement	Goal 3	Bring Brookings campus infrastructure online	Plan the move of the phone and data lines from the old location to the new building.	$	General Fund	In-process
2011	Learning and Achievement	Goal 3	Office 2010 rollout	A college must offer the most up to date technology available. Equip Student Labs, Faculty and Staff with the latest operating system and office suite.	$ -	General Fund	In Process
2011	Learning and Achievement	Goal 3	Promote student use of SkyDrive	Student email accounts include a personal storage space of 15Gig. This is at no cost to the college and should be promoted to the students.	$ -		In Process
2012	Access	Goal 2	Exchange 2010	Upgrade the current email platform to Exchange 2010.	$ 12,000	General Fund	Planning
2012	Access	Goal 2	Implement Jenzabar ERP	Jenzabar was chosen as the College's new Administrative ERP system. The 'go live' date is the end of August 2012	$ 1,000,000	General Fund	In Process

Year	Core Theme	SOCC Strategic Plan	Strategy	Rationale	Cost	Funding Sources	Status
2012	Community Engagement	Goal 8	Disaster Recovery / Emergency Planning	Coordinate with county emergency planning agencies for large scale disasters			Planning
2012	Innovation and Sustainability	Goal 7	Unified Communications	With the completion of Curry campus, have unified VoIP, integrated network and wireless.	$ 87,000	General Fund	Curry Campus completed
2012	Innovation and Sustainability	Goal 7	Computer Equipment Replacement Plan	The computer replacement plan allows the fiscal management of the pc lifecycle. The plan assures the faculty, staff and labs are equipped with up to date hardware and that no pc has been in service more than 5 years.	$ 360,000		restrictions-no replacement requipment 2012 budget
2012	Innovation and Sustainability	Goal 7	Virtual Workstations	Network upgrade followed by virtual workstations	$ 10,000	General Fund	Hold
2012	Innovation and Sustainability	Goal 7	Network Monitor	Upgrade the current network monitoring tools. Increasing network traffic and the demands on the infrastructure need to be managed to provide a quality experience for Students, Faculty and Staff.	$ 40,000	General Fund	restraints mean no replacement requipment 2012
2012	Innovation and Sustainability	Goal 7	Video Recording Studio	The Collge plans plans to video record the annual report and the athletic and other streaming events will have college produced advertising. To do all this, we will need a video recording studio.	$ 20,000	General Fund	Planning
2012	Innovation and Sustainability	Goal 7	Web Assistant	Hire a Part time web assistant to work with Web System Administrator keep college web pages current	$ 28,000	General Fund	on hold
2012	Innovation and Sustainability	Goal 7	Relocate staff and equipment	Media Services and PC support needs to work in a space large enough for staff, equipment, storage, and work space. The exisitng space is not large enough for storage and equipment.	$ -	General Fund	on hold
2012	Innovation and Sustainability	Goal 7	Media Services Tech	Hire a 10-19 hour technician to assist with streaming event.	$ 20,000	General Fund	In Process
2012	Innovation and Sustainability	Goal 7	Technician	Hire a 10-19 hour technician to assist the PC technicians, media services technicians and lab aides.	$ 20,000	General Fund	on hold

Year	Core Theme	SOCC Strategic Plan	Strategy	Rationale	Cost	Funding Sources	Status
2013	Innovation and Sustainability	Goal 7	Hot Standby server	Dell Microsoft servers host all the college academic and business data. This is a very robust serve with built in redundancy; it is also a single point of failure. If this server fails for any reason, we would be unable to access any Jenzabar, JICS, payroll, or student records. Having a hot standby server in a different location would allow the college's business to continue uninterrupted in the event the primary server fails.	$ 40,000	General Fund	not funded
2013	Innovation and Sustainability	Goal 7	Replace Core switch and Upgrade Wireless Network to 802.11N	The new speed and range increase will allow improved access to resources for the Southwestern community. New students will be arriving with laptops equipped to use the new 802.11n wireless devices.	$ 110,000	General Fund	Partial with Curry campus completion
2013	Innovation and Sustainability	Goal 7	Upgrade network to 10G	Upgrading the College network from 1G to 10G would enhance students and staff working environment.			not funded
2013	Learning and Achievement	Goal 3	ePortfolio System	Students can create and customize portfolios for academic, career, or personal uses; maintain their plan of study; and share their work, goals, and achievements with advisors, career counselors, and employers. Faculty, departments, and institutions can create portfolio assignments linked to scoring rubrics. Assessment committees can randomly select portfolios, score them with rubrics, and generate assessment reports.	$ 25,000	General Fund	on hold
2013	Learning and Achievement	Goal 3	Mobile 30-laptop cart	The chemistry department requests 30 laptops for use in chemistry labs	$ 40,000	General Fund	not funded
2014	Access	Goal 2	4 IPV systems	Demand for IPV instruction has increased. Four more mobile IPV systems need to be purchased for outreach and Curry.	$ 62,000	Grant	not funded
2014	Access	Goal 2	Micro cell transmitters	Install micro cell transmitters to improve cellular coverage.			not funded

Year	Core Theme	SOCC Strategic Plan	Strategy	Rationale	Cost	Funding Sources	Status
2014	Learning and Achievement	Goal 3	Install a MAC Lab	The best software for both music and art is available only on Apple computers. To give the students the best tools and opportunity to learn, we should provide this option.	$ 50,000	Grant	not funded
2015	Innovation and Sustainability	Goal 7	Smart Classroom Controller	100% of the college classrooms have multi-media devices. Many are 'smart classrooms'. A controller will make it possible for the technician to support the classrooms from one location.	$ 50,000	Grant	not funded
2015	Innovation and Sustainability	Goal 7	Video Security system	The college needs a centralized, standardized video security system for the safety and security of the staff and students.	$ 100,000	Grant	not funded
2015	Innovation and Sustainability	Goal 7	Display Screens	To enhance our emergency systems, install display screens in every building for campus notification.	$ 35,000	Grant	not funded

Home
ITS Procedures
ITS Governance
Social Networks
Strategic Plan
Student Technology Handbook
Training & Documentation
Instructional Computer Labs
Media Services
Institutional Research
Contact Information

Integrated Technology Services

Integrated Technology Services Mission

To support the college mission and strategic plan for Integrated Technology Services by developing, coordinating, and supporting the use of technology to enhance learning and working opportunities.

Integrated Technology Services Goals

- Develop and implement ways to use technology in order to build a clean and sustainable environment.
- Maintain the College's technology infrastructure and services to meet the needs of students, staff and outside agency expectations and requirements.
- Provide staff professional development opportunities.

Integrated Technology Charts:

Organizational Chart
Network Diagram

Announcements:

ITS now has a new Training & Documentation page. Check it out!

E-mail Printer Friendly

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News feeds

Live Link as of February 1, 2012:
http://www.socc.edu/admin/pgs/policies/instructional/index.shtml

Policy # 8.008

MINIMUM INSTRUCTOR STANDARDS

It is the Administrative policy of the Southwestern Oregon Community College District that minimum requirements for teaching occupational, other reimbursable, and nonreimbursable courses shall be adequate teaching skills and demonstrated competency.

Guidelines for minimum training and/or significant experience for vocational-technical instructors are:

1. Three years of meaningful successful experience in the vocational-technical subject are to be taught, preceded by an acceptable period of extensive skill development; OR

2. A Bachelor's degree in the vocational-technical subject area to be taught and three years of meaningful successful experience in the vocational subject area.

Guidelines for minimum teaching and/or significant experience for instructors of other reimbursable and nonreimbursable course are:

1. Adequate teaching skills; AND

2. Demonstrated competency in the subject matter to be taught.

Adopted by Board of Education:
Policy #9.014 September 19, 1977
Changed to Administrative Policy January 22, 1996

May 2, 2011

Enter Student Name
High School

Dear Students Name,

Congratulations, you have been selected to attend Kick Start Your Education. As you begin the process of registering and getting ready for your new adventure, we at SWOCC would like to provide you with an opportunity this summer to come on campus and learn more about campus and get help completing any Financial Aid or registration paperwork. During this session you will have the opportunity to discuss your financial aid, the process, and the remaining steps with a Financial Aid Specialist.

You will also learn more about resources SWOCC has to offer, such as the tutoring lab, clubs and student organizations, student involvement, and college life. You will also be able to meet with an advisor and ask any questions you might still have about college. If you have already registered for fall classes, you can fine tune your schedule. Or if you have yet to register, this is a great time to meet with an advisor and sign up for fall classes. If you have not had the opportunity to take your placement tests you will also be able to complete these or retest if you were not satisfied with the results. We will also have a Math, and Writing Skill building workshop for you to brush up on those skills before you take your placement tests.

This exclusive opportunity is scheduled for June 15, 2011. There are three sessions available for you to participate.

June 15, 2011
9am-12pm
1pm-4pm
5:30pm-8:30pm

Please R.S.V.P to Karina Smith by June 1, 2011 to lock in your spot Ksmith@socc.edu or 541-888-7316.

Sincerely,

Karina Smith
Coordinator of Student Life
ksmith@socc.edu
541-888-7316
Empire Hall 205

Patrick Platt
Internship Coordinator/Academic Advisor
pplatt@socc.edu
541-888-7272
Stensland 110A

OREGON COMMUNITY COLLEGES
Key Performance Measure Results by College

KPM #10 BITS COMPANY SATISFACTION - *Percentage of companies ranking the training they received through BITS as good or better.*

Community College	Percentage of Firms with 4 or 5 Rating 2000-01	Number of Firms Respond with 4 or 5 Rating 2000-01	Percentage of Firms with 4 or 5 Rating 2001-02	Number of Firms Respond with 4 or 5 Rating 2001-02	Percentage of Firms with 4 or 5 Rating 2002-03	Number of Firms Respond with 4 or 5 Rating 2002-03	Percentage of Firms with 4 or 5 Rating 2003-04	Number of Firms Respond with 4 or 5 Rating 2003-04	Percentage of Firms with 4 or 5 Rating 2004-05	Number of Firms Respond with 4 or 5 Rating 2004-05	Percentage of Firms with 4 or 5 Rating 2005-06	Number of Firms Respond with 4 or 5 Rating 2005-06
Blue Mountain	100%	2	not reported		not reported		not reported		100%	3	not reported	
Central Oregon	100%	17	100%	18	100%	13	100%	21	100%	15	100%	25
Chemeketa	100%	31	100%	30	100%	32	100%	16	not reported		100%	35
Clackamas	100%	7	86%	12	100%	11	100%	8	90%	9	100%	8
Clatsop	100%	7	100%	10	100%	10	100%	1	100%	3	93%	28
Columbia Gorge	100%	3	100%	3	100%	1	100%	4	92%	11	100%	8
Klamath	90%	45	81%	22	92%	12	83%	10	89%	8	75%	9
Lane	100%	23	100%	10	100%	4	89%	8	not reported		100%	7
Linn Benton	not reported		83%	25	96%	26	94%	15	95%	20	100%	12
Mt. Hood	92%	11	92%	11	100%	5	100%	9	not reported		100%	6
Oregon Coast	100%	3	not reported		100%	2	100%	3	100%	2	not applicable	
Portland	93%	66	100%	53	94%	34	100%	9	95%	18	92%	12
Rogue	74%	28	94%	17	100%	22	100%	22	100%	29	100%	18
Southwestern Oregon	100%	8	100%	13	100%	9	60%	3	100%	5	100%	8
Tillamook Bay	not applicable		not applicable		100%	1	100%	1	100%	1	100%	1
Treasure Valley	100%	11	not reported		100%	58	100%	56	100%	24	96%	24
Umpqua	100%	11	86%	30	100%	17	75%	9	100%	18	100%	4
Total	**93%**	273	**93%**	255	**99%**	257	**96%**	195	**92%**	166	**97%**	205
Statewide Target	**93.0%**		**93.0%**		**93.0%**		**93.0%**		**93.0%**		**95.0%**	

Reporting Cycle: Oregon Fiscal Year (July 1 - June 30)
Employers who have received training for their employees from the Business and Industry Training System complete a training satisfaction survey. They rate their satisfaction using a 1 - 5 scale with 1 being not satisfied and 5 being very satisfied. The number of employers with a 4 or 5 satisfaction rating for employee training is divided by the total number responding to the survey. The result is the percent of employers rating training as 4 or 5 meaning, "good" or "better".

OREGON COMMUNITY COLLEGES
Key Performance Measure Results by College

KPM #10 BITS COMPANY SATISFACTION - *Percentage of companies ranking the training they received through BITS as good or better.*

Community College	Percentage of Firms with 4 or 5 Rating 2006-07	Number of Firms Respond with 4 or 5 Rating 2006-07	Percentage of Firms with 4 or 5 Rating 2007-08	Number of Firms Respond with 4 or 5 Rating 2007-08	Percentage of Firms with 4 or 5 Rating 2008-09	Number of Firms Respond with 4 or 5 Rating 2008-09
Blue Mountain	100%	4	not reported		not reported	
Central Oregon	100%	21	100%	26	100%	18
Chemeketa	82%	27	100%	21	100%	29
Clackamas	100%	33	100%	15	not reported	
Clatsop	100%	31	not reported		not reported	
Columbia Gorge	100%	7	100%	3	not reported	
Klamath	not reported		not reported		not reported	
Lane	100%	16	100	22	100%	27
Linn Benton	not reported		100%	4%	100%	4%
Mt. Hood	100%	5	not reported		not reported	
Oregon Coast	100%	1	100%	1	100%	1
Portland	not reported		100%	34	not reported	
Rogue	100%	19	100%	32	100%	15
Southwestern Oregon	100%	4	100%	5	not reported	
Tillamook Bay	100%	2	not reported		100%	18
Treasure Valley	92%	34	not reported		not reported	
Umpqua	100%	4	not reported		80%	8
Total	**96%**	208	**100%**	159	**98%**	116.04
Statewide Target	**95.0%**		**95.0%**		**95.0%**	

DRAFT

Core Theme: Learning and Achievement – Planning Exhibit

Learning and Achievement planning is focused on student learning outcomes, student success, and student satisfaction with the learning experience. The current structure of academic leadership provides for a central-lateral decision-making process, with input from program directors, coordinators, and faculty to Associate Deans or directly to the Vice President of Instruction. The academic leadership team meets regularly with the Vice President to process information and to plan. The Vice President and academic leadership team attend Instructional Council meetings to engage in a broad conversation around excellence in instruction, quality outcomes, planning, and change.

Quality learning opportunities that encourage student success and achievement are developed through an interdisciplinary and collaborative process that includes content experts, advising specialists, financial aid and student resource specialists, community and statewide partners, and industry stakeholders. In the absence of a formalized academic master plan, the current process to plan for academic programs and services has provided the College with several new learning opportunities and enhanced services for students. In the future, once the academic master plan is finalized, a formalized process of planning for programs and services will occur.

The core theme for ***Learning and Achievement*** is evident in every aspect of the College, from our program and degree opportunities, coursework, faculty, to student support services. The description statement for this core theme is:

> *Student learning and student achievement are at the core of the College Mission by emphasizing quality teaching; quality learning; quality course and program design; retention; persistence; completion; graduation and/or transfer.*

This core theme has three objectives:

LA1. Students achieve their academic goals.
LA2. Curriculum for academic courses and programs is relevant and current.
LA3. Students achieve course, program, and institutional learning outcomes.

This core theme has two associated strategic plan goals:

Goal 3: Maintain and develop quality learning opportunities to encourage student success and achievement.
Goal 4: Support student lifelong learning and attainment of goals.

This core theme has four annual priorities (APs) established by the Board in July 2011 for the academic years 2011-12 and 2012-13:

3.1: Facilitate programs and services to support student achievement and success.
3.2: Provide academic offerings which meet accreditation, national, state, and local standards including educational technology quality standards and industry quality standards.
4.1: Promote and strengthen learning opportunities for students and staff through physical and social activities to foster lifelong learning and wellness.
4.2: Identify opportunities and develop programming to meet local, regional, state, and global stakeholders' needs.

This core theme currently has eight planned accomplishments (PAs). These are established each year by the individual units and the reporting units and are aligned with the APs and the strategic plan goals. For academic year 2011-12, these are:

3.1A: Improve student achievement through new or enhancing programs or classes.
3.1B: Survey staffing needs and prioritize the hiring of faculty and staff to meet student needs.
3.1C: Assess testing and advising in order to facilitate the success of students.
3.2A: Submit program accreditation and self-study Reports.
3.2B: Improve quality control of academic offerings through effective course and program evaluation and faculty evaluation.
4.1A: Enhance student activities for all students.
4.1B: Enhance staff and faculty activities and interaction with each other.
4.2A: Develop additional learning opportunities to meet needs.

The following is a narrative of the Learning and Achievement Core Theme broken out by standards 3.B.1 and 3.B.2 of how we plan, deliver, and monitor our degrees, programs, courses, services, and delivery systems to address the core theme and objectives in order to meet our annual priorities and strategic plan goals. Each section illustrates the alignment of core themes and objectives with strategic plan goals and the associated 2011-12 annual priorities and planned accomplishments. Within each section, specific planning initiatives are discussed to illustrate how planning is consistent with the comprehensive planning process and is aligned with core themes and objectives in conjunction with the strategic plan, annual priorities, and planned accomplishments.

Each planning initiative is directly followed by a table that maps the initiative to the core theme objectives and the success indicators along with program and services outcomes at the institutional, reporting unit, and unit levels as appropriate. The initiative is also mapped to the associated strategic plan goal, annual priority, and planned accomplishments for 2011-12**. Prior year annual priorities and prior year planned accomplishments** are also identified when appropriate. The following table is an example of a mapped initiative for the core theme access as illustrated in the exhibit for standard 3.B.1 (contribute to objectives):

Core Theme Objectives: LA1 and LA2	**Strategic Plan Goals: 3 and 4**
Support for students - CCSSE (SI6) Relevant programs - Labor Trends (SI 7) Student Achievement (SI 8)	Annual Priorities: 3.2, 3.3, and 4.1 Planned Accomplishments: 3.2A, 3.3B, and 4.1A Prior Year Planned Accomplishments: 3.3A – increase enrollments

The following table is an example of a mapped initiative for the core theme access as illustrated in the exhibit for standard 3.B.2 and illustrated in standard 4.B.1 (aligned with and contributes to program outcomes and services outcomes):

Core Theme Objectives: LA1 and LA2	**Strategic Plan Goals: 3 and 4**
Reporting Unit Goals: *CTE:* Increase learning opportunities *Enrollment Management:* Increase access to learning opportunities; quality student services *Instructional Administration*: Provide diverse learning activities **Unit Outcomes:** *CTE programs:* Support program completion and	Annual Priorities: 3.2 and 4.2 Planned Accomplishments: 3.2A, 3.2B, and 4.2A Prior Year Annual Priorities: Increase FTE by 3% Prior Year Planned Accomplishments: Increase high school student college course enrollments

student success *Admissions:* Increase access to learning opportunities *Student First Stop Center:* Provide online enrollment services	

3.B.1
Planning for each Core Theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

Academic Planning

The Natural Resources Program development and implementation is one example of how the planning of programs and services are aligned with core theme planning and with the strategic plan. In early Fall Term 2010, the instructional leadership team participated in a college-wide Entrepreneurial Planning Session facilitated by a consultant: Several key initiatives emerged from this visioning and brainstorming event. One of the initiatives focused on the identified need to re-design and implement a natural resources program (NRP). A team was formed consisting of members from diverse units throughout the college and of stakeholders from the community who had previously indicated an interest in a NRP, along with representatives from Oregon State University. A draft four-year plan for student achievement was developed with the students' first two years to be accomplished at Southwestern (AS Natural Resources) and the final two years to be accomplished by completing the existing OSU Natural Resources major either through distance education provided by OSU here in the community or by the student physically transferring to OSU.

In addition, there was interest from one major stakeholder, the Coquille Indian Tribe, in an AAS degree for a technician level position; that interest resulted in the planning of a draft AAS degree. Subsequent research by the Associate Dean plus information provided by the advisory committee, uncovered that requirements for persons entering the natural resources field typically require a bachelor's degree—which led to the AAS being dropped from consideration. Although that stakeholder's initiation did not result in the exact ends they had intended, they continue to participate as active and productive members of the advisory committee. Collaborative efforts to develop new programs support and contribute to:

Core Theme Objectives: LA2 and LA3	**Strategic Plan Goals: 3 and 4**
Labor Trends (SI 7) Employer Perceptions (SI 8) Structured Work Experience (SI 14)	Annual Priorities: 3.1 and 4.2 Planned Accomplishments: 3.1.A and 4.2A

Planning for the **Green Technician Program** is another strong example of collaborating with rural partners to bring a unique and sought after program to our community. A statewide needs assessment identified a need to offer a general skills technicians certificate to the eight rural community colleges in Oregon. The new collaborative program was designed to meet this need by introducing students to knowledge and skills that will be transferable to a wide range of industries and employment opportunities particular to rural communities. **Planning for this program** occurred on a very fast track and was developed as a mutually beneficial program for all participants. Statewide efforts to provide current programs align with as well as support and contribute to:

Core Theme Objectives: LA 2 and LA 3	Strategic Plan Goals: 3 and 4
CCSSE (SI 5) SENSE (SI 6) Labor Trends (SI 7)	Annual Priorities: 3.1 and 4.2 Planned Accomplishments: 3.1.A and 4.2A

The **Business Management/Entrepreneurial Program** was updated in collaboration with our business community. A focus group was formed that included members from the community, the SBDC, business faculty, and the Associate Dean over these programs. That focus group reviewed the National Standards for Business/Entrepreneurial Profession and identified core competencies that were appropriate for our program and region. The program was then designed to meet these competencies. The members of the focus group are continuing to serve in an advisory capacity as the program evolves. Current and relative program planning supports and contributes to:

Core Theme Objectives: LA 1, LA 2 and LA 3	Strategic Plan Goals: 3 and 4
CCSSE (SI 5) SENSE (SI6) Labor Trends (SI 7) Structured Work Experience (SI 14)	Annual Priorities: 3.1, 3.2, and 4.2 Planned Accomplishments: 3.1A, 4.1B, and 4.2A

Administrative Planning

Another example of core theme planning is found in our work with the Center for Community College Engagement through the administration of the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE). The CCSSE has been administered since 2004 and the SENSE was first administered in 2009. The SENSE findings indicated that we could benefit by strengthening our performance in three benchmark areas: High Expectations and Aspirations, Effective Track to College Readiness, and Academic and Social Network. Faculty reviewed best practices in these areas and selected three practices to implement in a personal innovation:: integrating study skills into classes, implementing programs that foster student relationships with faculty and peers, and giving developmental support for academics embedded within courses. MASSC and Classified employee groups also selected best practices. The next SENSE survey administration is scheduled for 2012-2013. The CCSSE was last administered in early 2011. The CCSSE 2011 results indicated mixed results and in response Southwestern is reviewing the data in greater detail and continuing to implement strategies in three targeted benchmark areas: Student Effort, Faculty Student Interaction, and Support for Learners. The CCSSE will be administered again in 2013-2014. The identified personal innovations are aligned with as well as support and contribute to:

Core Theme Objectives: LA 1 and LA 3	Strategic Plan Goal: 3
CCSSE (SI 5) SENSE (SI 6) Completion (SI 11) Student Achievement (SI 12)	Annual Priorities: 3.1 and 3.2 Planned Accomplishments: 3.1.A and 3.2B

One example of planning for services is our change in the late registration policy and practice. Faculty had identified that late registration created challenges for both students and faculty due to students missing important content during the first days or week of the class. In addition, late registration was negatively impacting student engagement. This was particularly problematic in developmental education classes where the first week is especially important for the student to become comfortable in the classroom setting and with the faculty. The Faculty Senate and the Instructional Council, along with leadership support, determined a positive approach to this problem that accommodated all stakeholders

who were impacted by this issue, including students, faculty, and student support services. This provides a strong example of how the campus works collaboratively to find a solution to a systemic problem in support of the core theme regarding learning and achievement. This collaborative problem solving supports and contributes to:

Core Theme Objective: LA 1	Strategic Plan Goal: 3
Completion (SI 11) Student Achievement (SI 12) Persistence (SI 25 – State SSI5 and SSI6)	Annual Priority: 3.1 Planned Accomplishment: 3.1.A

In order to better support students in Career and Technical Education Programs, the 2011-2012 Perkins Plan includes implementing a program of supplemental instruction to offer class support for students in CTE classes. Additionally, reading, writing, and mathematics faculty have been identified and trained to assist CTE faculty to reinforce academic instruction embedded in CTE courses. These activities were selected as a result of reviewing best practices in national CTE programs and through the yearly review of data associated with the programs and services. Providing assistance for students to academically succeed supports and contributes to:

Core Theme Objectives: LA 1, LA 2 and LA 3	Strategic Plan Goals: 3 and 4
SENSE (SI 6) Completion (SI 11) Student Achievement (SI 12) Student Outcomes (SI 13)	Annual Priorities: 3.1. and 4.2 Planned Accomplishments: 3.1.A, 4.1A, 4.1B, and 4.2A

Facilities Planning

The planning of the **Curry Campus facility** supported learning and achievement with the addition of seven classrooms with SMART and IPV connectivity along with an allied health suite designed to support expanded offerings in nursing, basic nursing assistant, medical assistant, and EMT training. Support areas include dedicated areas for tutoring, quiet study, testing, and a resource area for students to link with online resources, as well as including a faculty teaching and learning center. A two-story commons and with small over-looking balcony to serve as a student lounge provides access for students, faculty, and the community to gather, and a student government/club office provides space to support an active and engaged student body. The facility is also designed as a community hub for short-term training and conferences, workforce development, and business retention, and recruitment. Also included is a catering and demonstration kitchen designed to enhance/provide instructional opportunities in Culinary Arts and Baking and Pastry. The planning of the new building took into account the need to provide a supportive learning atmosphere. Such considered planning supports and contributes to:

Core Theme Objectives: LA 1, LA 2, and LA 3	Strategic Plan Goals: 3 and 4
Labor Trends (SI 7) CCSSE (SI 5) SENSE (SI 6) Supporting Indicators: FTE (SI 3) – capacity Enrollment (SI 2) - capacity	Annual Priorities: 3.1, 4.1, and 4.2 Planned Accomplishments: 3.1.A, 3.1B, 4.1A, and 4.2A

3.B.2

Planning for Core Theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

All faculty and staff are committed to creating a student-centered learning environment where students are supported to achieve their academic goals. Learning opportunities are aligned with student and community needs, and are focused on preparing students to make positive contributions as citizens and members of their community. Southwestern's diverse learning environments optimize student learning and contribute to successful goal attainment. Learning outcomes ensure that students transition successfully with the necessary knowledge and skills to be successful in whatever future endeavors they seek. The focus of the overall curriculum is on developing the ability to think critically, reason analytically, communicate clearly and cogently, as well as being able to work together in collaborative environments and contribute in a meaningful way to the quality of life within their communities.

Academic Planning

The process to plan the developmental math redesign provides an example of how planning for learning and achievement guides the selection of contributing components to ensure they are aligned with achievement goals and intended outcomes of the program. The success rate for our students completing their developmental math courses was 60%—an unacceptable rate. The math faculty leadership team researched current evidence and best practices to support student completion and success in the developmental course work that prepared them for college level math. A very energetic and collaborative process included members from throughout the College leadership team, members from student support services, transitional education, and workforce/community education. An initial pilot project, initiated Fall Term 2011, will focus on two re-designed developmental math courses, Math 20 and Math. The redesign of programs to better serve students and reduce time to completion supports and contributes to:

Core Theme Objective: LA1, LA2, and LA3	**Strategic Plan Goal: 3 and 4**
Reporting Unit Goal: *CTE and LDT*: Ensure students have adequate resources and support to be successful in program; Provide learning environments to challenge students to meet high expectations *Instructional Administration:* Provide diverse learning activities *Integrated Technology Services*: Maintain technology to meet the needs of students, staff and community. **Unit Outcomes:** *Admissions:* Increase access to learning opportunities *Enrollment Management:* Increase access to learning opportunities *Instructional Services*: Encourage delivery systems that meet the needs of a diverse student population *Math Discipline:* Increase student success in development math	Annual Priority: 3.1 and 3.2 Planned Accomplishments: 3.1A, and 4.2A

The planning of the Natural Resources Program (NRP) components was a result of meetings held to discuss what would be needed to bring this program to our community. We were greatly benefitted by having the University Center on campus and strong partnership agreements with Oregon State University and by having an Oregon State University (OSU) graduate student as a member of our team. Following the planning team meeting, an advisory committee was formed, consisting of representatives from the timber industry, local and federal agencies, tribal affiliations, and private business, and the first meeting was held spring of 2011. The advisory committee emphasized the need for a baccalaureate degree as entry level for a career in NR. The Interim Associate Dean who had been the primary contact for the development of the NRP had been in contact with the program director and registrar at OSU and had been assured that OSU would work closely with SWOCC on ensuring transferability of our courses to the Natural Resources Programs at OSU. Advising guides are being developed to direct students to the optimal course selection for successful transfer to the OSU Natural Resources Program.

Through the efforts of this team, we were able to pilot our first course in fall 2011, NR 199, Introduction to Natural Resources, only shortly after identifying this as a strategic initiative. This introductory course includes an experiential component and involves coordination with the cooperative work experience coordinator. This initiative also represents the importance of our community engagement core theme as this demonstrates collaboration and mutual support in efforts to accomplish student goals and meet community needs. While we have much more work to do on this project, it was the initial strategic planning activity that brought us to identify a NRP as a priority for Southwestern, and it was the collaboration among the College's internal stakeholders, and the community members and external stakeholders that created this opportunity. New and updated programs support and contribute to:

Core Theme Objective: LA1, LA2, and LA3	**Strategic Plan Goal: 3 and 4**
Reporting Unit Goals: *CTE and LDT*: Ensure students have adequate resources and support to be successful in program; Provide learning environments to challenge students to meet high expectations*;* broaden educational opportunities; increase access to 4-year learning opportunities *Enrollment Management:* Increase access to learning opportunities; quality student services *Instructional Administration:* Provide diverse learning activities **Unit Outcomes:** *Admissions*: Increase access to learning opportunities *Instructional Services*: Encourage delivery systems that meet the needs of a diverse student population *Science Discipline:* Increase applied science offerings	Annual Priority: 3.1, 3.2, 4.2 Planned Accomplishments: 3.1A, and 4.2A

An example of how planning related to learning and achievement is aligned with program outcomes is evident in the **Nursing Program**. A review of the annual data in 2010 revealed nursing student **NCLEX** results were below the acceptable level for a successful program. The **Oregon State Board of Nursing** reviewed the program and testing results, and identified medical surgical nursing and pathophysiology as the two key areas in our curriculum that needed improvement. The nursing faculty engaged in a strategic planning process **SOAR**, to identify positive strategies that would improve students' performance in these areas. A plan was developed to effectively engage in the identified strategies. All full-time and many part-

time faculty contributed to the solutions; faculty also sought and received feedback from students related to ways to improve teaching and learning strategies for NCLEX success. One of the strategic goals set by the nursing faculty was to have students take the **Kaplan NCLEX Preparatory Class**. The director of nursing actively researched this program, reviewed the courses, invited representatives to come to campus to teach faculty about the program, acquired grant funding for students to be able to take the NCLEX prep class prior to graduation, and received training in order to teach the courses to students while still in program. We are waiting to see how NCLEX scores are this year to evaluate the effectiveness of this intervention.

One other very positive initiative within the nursing program involved the director and a full-time faculty in a part-time faculty mentorship program focused on improving clinical teaching skills. In addition, one full-time faculty, who is completing her master's program, collaborated with the director to establish a skill-building summer bridge course so that students can enhance their learning between 1st and 2nd year. These three planned activities to support learning and achievement grew out of the strategic planning process and ongoing faculty collaboration. This strategic planning and collaboration supports and contributes to:

Core Theme Objective: LA1, LA2, and LA3	**Strategic Plan Goal: 3 and 4**
Reporting Unit Goals: *CTE and LDT*: Ensure students have adequate resources and support to be successful in program; Provide learning environments to challenge students to meet high expectation *Enrollment Management:* Increase access to learning opportunities; quality student services *Instructional Administration:* Provide diverse learning activities **Unit Outcomes:** *Admissions*: Increase access to learning opportunities *Instructional Services*: Encourage delivery systems that meet the needs of a diverse student population *Nursing Discipline:* Increase success on NCLEX and student completions	Annual Priority: 3.1, 3.2, 4.2 Planned Accomplishments: 3.1A, and 4.2A

Introductory skills are essential for student success in programs and college-level courses. The process that we followed when we started the **Phlebotomy Program**, which was based on feedback from the advisory committee, is one example of cross-discipline planning. The advisory committee indicated that the students needed chemistry, as well as computer skills, customer service and team skills, and basic professional behavior skills. We are planning on making changes to the program requirements beginning in fall 2013 to build in these competencies. The development of a **Psychology 100** level class that was designed as an introductory survey class for the higher level psychology courses is another example of planning for student success. This class will be ideal to extend to our high schools as well as for our entering community college students, as it prepares them for the more rigorous college-level psychology courses. Since this is a survey course, the student learning outcomes focus on introductions to a broad spectrum of psychology topics. Such cross-discipline planning supports and contributes to:

Core Theme Objective: LA1, LA2, and LA3	Strategic Plan Goal: 3 and 4
Reporting Unit Goals: *CTE and LDT*: Ensure students have adequate resources and support to be successful in program; Provide learning environments to challenge students to meet high expectation *Enrollment Management:* Increase access to learning opportunities; quality student services *Instructional Administration:* Provide diverse learning activities **Unit Outcomes:** *Admissions:* Increase access to learning opportunities *Instructional Services*: Encourage delivery systems that meet the needs of a diverse student population *Phlebotomy Program:* Alignment of program student learning outcomes with industry recommendations	Annual Priority: 3.1, 3.2 Planned Accomplishments: 3.1A, and 4.2A

The writing department provides an excellent example of faculty working together to improve student learning outcomes related to the statewide standards for **information literacy** as adopted by **JBAC**. Library faculty collaborated with the writing department to develop online information literacy modules to integrate into writing classes. Another example of interdepartmental collaboration can be seen in the close relationship that the anatomy and physiology (A&P) instructor and the nursing program director maintain to provide continuity between the students pre-nursing coursework and their in-program nursing courses. The instructor and the director meet at the end of the term to assess student learning and achievement of the core learning outcomes for **A&P**. Based on the feedback, we have made some changes, such as changes to the student handbook, number of assignments, guest speakers, making microbiology a prerequisite in the nursing program. Enhanced and improved student services supports and contributes to:

Core Theme Objective: LA1, LA2, and LA3	Strategic Plan Goal: 3 and 4
Reporting Unit Goals: *CTE and LDT*: Ensure students have adequate resources and support to be successful in program; Provide learning environments to challenge students to meet high expectations *Enrollment Management:* Increase access to learning opportunities; quality student services *Instructional Administration:* Provide diverse learning activities **Unit Outcomes:** *Admissions:* Increase access to learning opportunities *Instructional Services*: Encourage delivery systems that meet the needs of a diverse student population *Multiple Disciplines:* Enhance embedded academic instruction; alignment of shared curriculum	Annual Priority: 3.1, 3.2 Planned Accomplishments: 3.1A, and 4.2A

Learning Outcomes Comparison Chart

May 1, 2007

Several tools are available to assess student learning outcomes. The general education outcomes assessment tools provided by the main test providers include:

- **CAAP -** The **Collegiate Assessment of Academic Proficiency (CAAP)** is the standardized, nationally normed assessment program from ACT that enables postsecondary institutions to ***assess***, ***evaluate***, and ***enhance*** the outcomes of their general education programs.

- **CLA – Collegiate Learning Assessment**

> **About the CLA Measures**
> The CLA focuses on a set of common areas that comprise what is central to most notions of collegiate education. These areas are:
>
> • **critical thinking** • **analytic reasoning** • **written communication**

- **MAPP - Measure of Academic Proficiency and Progress**

The Measure of Academic Proficiency and Progress (MAPP) test is a measure of college-level reading, mathematics, writing, and critical thinking in the context of the humanities, social sciences, and natural sciences.

Assessment Area	Assessment Tool			
	CAAP	CLA	MAPP	GOAL
Learning Outcome				
Communication	**X**	**X**	**X**	**X = Pilot**
Computation	**X**		**X**	**X = Pilot**
Analytical Thinking	**X**	**X**	**X**	**X = Pilot**
Global				

Assessment Area	Assessment Tool			
	CAAP	CLA	MAPP	GOAL
Discipline Content				X = Pilot
Associated Assessment Areas				
Placement Test – COMPASS and ASSET	X			
Reading	X		X	
Writing Essay	X			
Science	X			
Comparative Data	X – SAT / ACT		Academic Profile	
Assessment Tool Specifics				
Company	ACT	CAE	ETS	CAI
Module	X		X	
Assessment Length - Standard	40 minutes per module	90 minutes	2 hours / may be taken in 2 60 minute sessions	
Assessment Alternative – Abbreviated			40 minutes	
Online or Paper	Paper	Online	Both	
Additional Local Questions	X		X	
Aggregate Group Data	X	X	X – Both Versions	
Area Group Data	X		X - Standard	
Pricing - Standard	$18.55 – 3 modules		$15.50 per test	
Pricing - Abbreviated			$13.50 per test	
Reports - Standard	3 reports included			
Scaled Scores/Nationally Normed	X		X	
Contact Information	CAAP	CLA	MAPP	

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Live Link as of February 1, 2012:
http://www.socc.edu/library/pgs/databases/information-literacy-a-guide-for-faculty.shtml

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Information Literacy: A Guide for Faculty

Information Literacy: The Basics

Information literacy refers to a set of skills used to find, evaluate, select and use information. An information literate student is familiar with the various kinds of resources, can select appropriate resources when faced with questions, understands how to search those resources effectively, and can document the information that s/he found. Information literate students display competency when it comes to finding and using information, and they have an understanding of the fundamental principles of research.

Information Literacy Proficiencies

The Association of College and Research Libraries (ACRL) articulated **information literacy proficiencies** , and the Information Literacy Advisory Group of Oregon (ILAGO) adapted these proficiencies for lower-division academic work. **Eight (8) proficiencies** [PDF] articulated by ILAGO reflect statewide standards for basic and intermediate levels of information competence.

Information Literacy Learning Outcomes at SOCC

To prepare students at SOCC, librarians have developed a set of learning outcomes to measure whether students have the skills needed to conduct independent research. The following learning outcomes represent a basic level of competence that students should have upon graduating from SOCC and moving to upper-division coursework. A lower-division information literate student should be able to perform the following:

- Choose appropriate information resources to search for relevant information
- Implement a variety of search strategies to find information effectively and efficiently
- Evaluate information resources
- Document research by using an appropriate bibliographic style

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Faculty are encouraged to incorporate these learning outcomes into their syllabi to ensure that students have information competence. Because research is a key component of academic work, it is appropriate for information literacy assignments to be integral in a wide range of disciplines in the arts and sciences. Recent decisions to include information literacy as a **requirement for the AAOT degree** should also encourage faculty to include assignments that call upon students to develop information competence. Students who have met the four learning outcomes articulated above should be prepared for upper-division coursework where they are often called upon to perform independent research.

Information Literacy Assignments

Because lower-division classes generally do not call for in-depth research and because the 10 week term makes it difficult for students to embark on long projects, faculty and librarians at SOCC have developed ideas for assignments that include information literacy components. These ideas for assignments were developed by faculty on the Learning Resources Committee. Faculty are encouraged to draw upon these ideas, adapt the assignments to fit their courses, and contribute any assignments they feel could further information competence.

Compare and Contrast Popular and Scholarly Journals (131 KB)
(based upon an assignment created by Beverly Segner)

Verify a Wikipedia Entry (187 KB)
(contributed by Smita Avasthi)
Analyze Journal Articles (193 KB)
(contributed by Smita Avasthi)
Analyze Viewpoints on Current Controversies (234 KB)
(contributed by Mark Wilson)
Interpret Political Cartoons (189 KB)
(contributed by Smita Avasthi)

In addition, an **online guide** to creating assignments that stress information and writing competence offers ideas about how to construct an assignment that will call upon students to grapple with information resources, synthesize information, and explain their thinking in papers.

Librarians are welcome the opportunity to collaborate with instructors on assignments. To contribute to the repository of information literacy assignments or to schedule **library sessions** that introduce students to information resources, search techniques and 21st century research methods, please contact **Smita Avasthi** (x7448).

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Live Link as of February 1, 2012:
http://www.socc.edu/library/pgs/policies-guidelines/instruction/index.shtml

Library Instruction

The library staff is committed to helping users gain knowledge about library services and library research systems while developing information literacy and critical thinking skills. We accomplish this by providing individual assistance, group orientations, and a self-paced course, LIB127 Introduction to the Library.

- Group orientations are conducted each term at the request of individual faculty and may be customized to emphasize library resources for a specific subject area. Please schedule orientations at least one week in advance by contacting a librarian:

  Smita Avasthi, savasthi@socc.edu, x7448 (Hours: M-Th, 11-7, F 8-4)

- LIB 127 Introduction to the Library is a 1 credit (transferable) course. This class, beneficial for academic research and personal enrichment, covers a wide range of library resources including its catalogs, periodical indexes, and electronic resources. There are no prerequisites. For more information about the course, see LIB127 Introduction to the Library or call (541) 888-7448.

- Library assignments are created by faculty to develop the ability of students to use information resources and technologies independently and effectively. Faculty is encouraged to collaborate with a librarian to modify, update, or design library assisgnments to insure an effective learning experience. To enable the library staff to better assist students in completing the library assignments, please e-mail a copy of each assignment to Smita Avasthi.

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ENTIRE COLLECTION 2010-11

STATISTICS REPORT -- Number of Records -- swo entire collection no suppressed

Number of records processed : 43170; # of unused Record #'s : 354

LOCATION	Total # Items	I TYPE: Adult Non-ficti	Adult Fiction	Children's Book
swo - ILL	6	0	0	0
swo2 - Maps	683	34	0	0
swo3 - Periodicals	231	3	0	0
swo4 - AV Equipment	3	0	0	0
swo5 - CD ROM	17	1	0	0
swo6 - oversize	357	354	0	0
swo7 - SWO Display items	29	29	0	0
swoa - Main stacks books	35522	35435	75	1
swoa1 - New Books	525	497	27	1
swob - Reference	2287	12	0	0
swob3 - Offic Ref 3rd floor	13	1	0	0
swoc - Atlas Case	27	1	0	0
swod - Indexes	33	0	0	0
swof - Map	37	0	0	0
swog - Prints	22	0	0	0
swoo - CD's	18	0	0	0
swop - Book on CD	221	0	0	0
swoq - Audio Cassettes	754	0	0	0
swora - Books on Reserve	20	1	0	0
sworq - Audio on Reserve	7	0	0	0
sworr - Non-SWO Reserve	3	0	0	0
swors - Video on Reserve	65	0	0	0
swos - VHS	681	4	0	0
swot - Fiche	12	0	0	0
swou - Programs	17	0	0	0
swov - Storage	41	0	0	0
swox - DVDs	738	1	0	0
swox1 - New DVDs	78	0	0	0
swoxr - Blu-ray	16	0	0	0
swoy - Archives	352	2	0	0
swoz - Microfilm	1	0	0	0
Total	42816	36375	102	2

ENTIRE COLLECTION 2010-11

STATISTICS REPORT -- Number of Records -- swo entire collection no suppressed

Number of records processed : 43170; # of unused Record #'s : 354

	I TYPE			
LOCATION	Reference	Young Adult Boo	Oversize	Periodicals
swo	0	0	0	6
swo2	0	0	0	0
swo3	0	0	0	0
swo4	0	0	0	0
swo5	0	0	0	0
swo6	0	0	3	0
swo7	0	0	0	0
swoa	6	4	0	0
swoa1	0	0	0	0
swob	2275	0	0	0
swob3	12	0	0	0
swoc	26	0	0	0
swod	33	0	0	0
swof	0	0	0	0
swog	0	0	0	0
swoo	0	0	0	0
swop	0	0	0	0
swoq	0	0	0	0
swora	0	0	0	0
sworq	0	0	0	0
sworr	0	0	0	0
swors	0	0	0	0
swos	0	0	0	0
swot	0	0	0	0
swou	0	0	0	0
swov	41	0	0	0
swox	0	0	0	0
swox1	0	0	0	0
swoxr	0	0	0	0
swoy	349	0	0	0
swoz	0	0	0	0
Total	2742	4	3	6

ENTIRE COLLECTION 2010-11
STATISTICS REPORT -- Number of Records -- swo entire collection no suppressed
Number of records processed : 43170; # of unused Record #'s : 354

	I TYPE			
LOCATION	Misc non-circ m	Maps	Videocassette	Books on tape
swo	0	0	0	0
swo2	0	649	0	0
swo3	228	0	0	0
swo4	0	0	0	0
swo5	0	0	0	0
swo6	0	0	0	0
swo7	0	0	0	0
swoa	0	0	0	0
swoa1	0	0	0	0
swob	0	0	0	0
swob3	0	0	0	0
swoc	0	0	0	0
swod	0	0	0	0
swof	0	35	0	0
swog	0	20	0	2
swoo	0	0	0	0
swop	0	0	0	0
swoq	0	0	0	754
swora	0	0	0	0
sworq	0	0	0	0
sworr	0	0	0	0
swors	0	0	0	0
swos	0	0	677	0
swot	0	0	0	0
swou	0	0	0	0
swov	0	0	0	0
swox	0	0	0	0
swox1	0	0	0	0
swoxr	0	0	0	0
swoy	1	0	0	0
swoz	0	0	0	0
Total	229	704	677	756

ENTIRE COLLECTION 2010-11
STATISTICS REPORT -- Number of Records -- swo entire collection no suppressed
Number of records processed : 43170; # of unused Record #'s : 354

	I TYPE			
LOCATION	Books on CD	Kits	Microforms	Reserve: 2-hour
swo	0	0	0	0
swo2	0	0	0	0
swo3	0	0	0	0
swo4	0	0	0	3
swo5	0	0	0	0
swo6	0	0	0	0
swo7	0	0	0	0
swoa	0	0	0	0
swoa1	0	0	0	0
swob	0	0	0	0
swob3	0	0	0	0
swoc	0	0	0	0
swod	0	0	0	0
swof	0	0	0	0
swog	0	0	0	0
swoo	0	0	0	0
swop	221	0	0	0
swoq	0	0	0	0
swora	0	0	0	0
sworq	0	0	0	7
sworr	0	0	0	1
swors	0	0	0	0
swos	0	0	0	0
swot	0	0	12	0
swou	0	17	0	0
swov	0	0	0	0
swox	0	0	0	0
swox1	0	0	0	0
swoxr	0	0	0	0
swoy	0	0	0	0
swoz	0	0	1	0
Total	221	17	13	11

ENTIRE COLLECTION 2010-11
STATISTICS REPORT -- Number of Records -- swo entire collection no suppressed
Number of records processed : 43170; # of unused Record #'s : 354

	I TYPE			
LOCATION	Reserve: 1-day	Reserve: 3-day	RESERVE: 14-DAY	DVD videodisc
swo	0	0	0	0
swo2	0	0	0	0
swo3	0	0	0	0
swo4	0	0	0	0
swo5	0	0	0	0
swo6	0	0	0	0
swo7	0	0	0	0
swoa	0	0	0	1
swoa1	0	0	0	0
swob	0	0	0	0
swob3	0	0	0	0
swoc	0	0	0	0
swod	0	0	0	0
swof	2	0	0	0
swog	0	0	0	0
swoo	0	0	0	0
swop	0	0	0	0
swoq	0	0	0	0
swora	0	0	19	0
sworq	0	0	0	0
sworr	0	1	1	0
swors	65	0	0	0
swos	0	0	0	0
swot	0	0	0	0
swou	0	0	0	0
swov	0	0	0	0
swox	0	0	0	737
swox1	0	0	0	78
swoxr	0	0	0	0
swoy	0	0	0	0
swoz	0	0	0	0
Total	67	1	20	816

ENTIRE COLLECTION 2010-11

STATISTICS REPORT -- Number of Records -- swo entire collection no suppressed

Number of records processed : 43170; # of unused Record #'s : 354

	I TYPE		
LOCATION	CD/DVD ROM circ	CD Music	Blu-Ray
swo	0	0	0
swo2	0	0	0
swo3	0	0	0
swo4	0	0	0
swo5	16	0	0
swo6	0	0	0
swo7	0	0	0
swoa	0	0	0
swoa1	0	0	0
swob	0	0	0
swob3	0	0	0
swoc	0	0	0
swod	0	0	0
swof	0	0	0
swog	0	0	0
swoo	0	18	0
swop	0	0	0
swoq	0	0	0
swora	0	0	0
sworq	0	0	0
sworr	0	0	0
swors	0	0	0
swos	0	0	0
swot	0	0	0
swou	0	0	0
swov	0	0	0
swox	0	0	0
swox1	0	0	0
swoxr	0	0	16
swoy	0	0	0
swoz	0	0	0
Total	16	18	16

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Services

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- **Find a book:** Search **Coastline** or **other library catalogs**
- **Find resources by subject:** Online and print sources on your topic
- **Research guides:** Tips on how to conduct academic research
- **Find e-journals**: Search A-to-Z for online journals (on-campus only)
- **Visit the library's e-wing**: See what you can access from home
- **New Books:** Search for new books by category
- **DVDs:** Search for all DVDs available. Search for all **New DVDs**
- **Videos:** Search for Videos available.
- **Blu-ray:** Check out our new Blu-ray selection.
- **New Databases:** Try out our new databases

Library News and Upcoming Events

SPIRITUAL LITERACY MONTH
December has been designated Spiritual Literacy Month. Some of you may be wondering exactly what spiritual literacy is. Toward explaining this term, Frederic and Mary Ann Brussat wrote a bestselling book called *Spiritual Literacy: Reading the Sacred in Everyday Life*, which is a remarkable collection of extracts from teachers of most, if not all, different spiritual traditions. They also claim they are “reading the book of the world” for spiritual meaning.
more...

Announcements:

The Library will be closed December 19th - January 3rd for Winter break.

Library Hours:

LIBRARY HOURS:
Monday - Thursday:
9 am – 5 pm
Friday:
9 am - 4 pm

Closed: Saturday & Sunday

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Live Link as of February 1, 2012:
http://www.oregon.gov/DOR/STATS/docs/303-405-03/appendixb.pdf?ga=t

Appendix B

A Recent History of Oregon Property Taxation

To understand the current structure of Oregon's property tax system, it is helpful to view the system in a historical context. Although governments in Oregon began taxing property before statehood, the structure of the tax changed very little until the 1990s, when two statewide ballot measures dramatically altered the system.

Measure 5, which introduced tax rate limits, was passed in 1990 and became effective starting in the 1991–92 tax year. When fully implemented in 1995–96, Measure 5 cut tax rates an average of 51 percent from their 1990–91 levels. Measure 50, passed in 1997, cut taxes, introduced assessed value growth limits, and replaced most tax levies with permanent tax rates. It transformed the system from one primarily based on levies to one primarily based on rates. When implemented in 1997–98, Measure 50 cut effective tax rates an average of 11 percent from their 1996–97 levels.

This appendix consists of four sections designed to provide a history of Oregon's property tax system within the context of the changes of the 1990s. The first section, *Overview*, consists of a broad look at how the two ballot measures have affected the property tax system. The second section, *Property Tax Administration*, reviews how property assessment, tax calculation, and tax collection have been transformed. The third section, *Urban Renewal Agency Revenue*, describes the changes urban renewal agencies have undergone. The fourth and last section, *Tax Relief*, discusses programs to reduce tax burdens that have existed during the past twenty years.

Overview

One useful way to understand the recent history of the property tax system is to divide the discussion into three distinct periods: Pre-Measure 5, Measure 5, and Measure 50.

Pre-Measure 5

Oregon had a pure levy-based property tax system until 1991–92. Each taxing district calculated its own tax levy based on its budget needs. County assessors estimated the real market values of all property in the state. Generally speaking, the full market value of property was taxable; there was no separate definition of assessed value. The levy for each taxing district was then divided by the total real market value in the district to arrive at a district tax rate. The taxes imposed by each district equaled its tax rate multiplied by its real market value. Consequently, there was no difference between taxes imposed and tax levies under this system. Most levies were constitutionally limited to an annual growth rate of 6 percent, and levies that would increase by more than 6 percent required voter approval.

Under this system, the tax rate for an individual property depended on the combination of taxing districts from which it received services. Taxes for each property were calculated by first summing the tax rates for the relevant taxing districts to arrive at a consolidated tax rate. That tax rate was multiplied by the assessed value of the property to determine the tax imposed on that property. The annual growth in taxes on an individual property depended on a number of factors, including new or larger levies and the amount of new con-

struction within the district. For example, if new construction did not occur, and property values did not change, then any growth in levies meant taxes increased for individual properties. On the other hand, new construction within the district meant that the levies were distributed across greater value. The tax rate would fall when the value of the district increased. This growth could result in lower taxes for some individual properties.

Measure 5

Measure 5 introduced limits, starting in 1991–92, on the taxes paid by individual properties. The limits of $5 per $1,000 real market value for school taxes and $10 per $1,000 real market value for general government taxes apply only to operating taxes, not bonds.[2] If either the school or general government taxes exceeded its limit, then each corresponding taxing district had its tax rate reduced proportionately until the tax limit was reached. This reduction in taxes to the limits is called "compression."

Measure 5 resulted in a system that was a hybrid of levy-based and rate-based systems. For properties where the school and general government taxes were below the limits, the process resembled a levy-based system; taxes imposed depended on levies. For properties where the calculated taxes exceeded the limits, and hence the tax rates were fixed at the limits, the process more closely resembled a rate-based system; taxes imposed depended on assessed values.

Measure 50

The 1997 Legislature drafted Measure 50 in response to the passage of citizens' initiative Measure 47 in November 1996. Measure 47 would have rolled back property taxes (not assessed values) to 90 percent of the 1995–96 level for each property in the state. Measure 47 was repealed by Measure 50. This legislatively referred measure was drafted to correct a number of technical problems with Measure 47 while replicating its tax cuts.

The objective of Measure 50 was to reduce property taxes in 1997–98 and to control their future growth. It achieved these goals by cutting the 1997–98 district tax levies and by making three changes: switching to permanent rates, reducing assessed values, and limiting annual growth of assessed value.

While Measure 5 simply limited the tax rates used to calculate taxes imposed, Measure 50 changed the concepts of both assessed values and tax rates. Assessed value is no longer equal to real market value. For 1997–98, the assessed value of every property was reduced to 90 percent of its 1995–96 assessed value.[3] Because growth in value has not been uniform throughout the state, this change had varying impacts. Properties that had experienced the greatest value growth between 1995–96 and 1997–98 received the greatest cuts in assessed value, and consequently in taxes. For new property that did not exist in 1995–96, such as business personal property or improvements, the assessed value was calculated as a percentage of its market value.

For existing property, Measure 50 limited the annual growth in assessed value to 3 percent. This limitation made predicting future assessed values much simpler. For new property (e.g., newly constructed homes), assessed value is calculated by multiplying the new property's real market value by the ratio of assessed value to real market value of similar property. This approach to assigning values to a new property assures that it is taxed con-

[2] The limit for school taxes was $15 per $1,000 assessed value in 1991–92. It was reduced by $2.50 each year until it reached a rate of $5 per $1,000 assessed value in 1995–96.

[3] In 1995–96, assessed and real market value were equal.

sistently with similar existing properties. Measure 50 also stipulates that assessed value may not exceed real market value. As a result, if the real market value of a property falls below its assessed value, the taxable value will be set at the real market value.

Prior to Measure 50, levies were set by local governments and voters, and tax rates were the result of dividing levies by assessed value. Under Measure 50 most levies were replaced by permanent tax rates, making the permanent rates central to the property tax system. There are three types of property taxes that taxing districts may impose: taxes from the permanent rates, local option levies, and bond levies.[4] Only the permanent rates are fixed; they do not change from year to year. Bond levies typically are approved in terms of dollars, and the rates are calculated as the total levy divided by the assessed value in the district. Local option levies may be approved either in rate or dollar terms. If the local option levy is in dollar terms, then rates are calculated the same way as for bond levy rates.

Taxes from the permanent rates, typically referred to as operating taxes, are used to fund the general operating budgets of the taxing districts. They account for the single largest component of property taxes. Strictly speaking, the permanent rates are rate limits, so districts may use any rate up to their permanent rate.

Local option taxes represent the only way taxing districts can raise operating revenue beyond the permanent rate amount. Even so, these taxes are the first to be reduced if the Measure 5 limitations are exceeded. Because voters at the local level must approve these levies, they represent one aspect of local control over the level of property taxes. All districts, except educational service districts (ESDs), are authorized to levy local option taxes. However, community colleges cannot seek local option levies that are greater than the amount of reduction caused by Measure 50 in fiscal year 1997–98. Fiscal year 2000–01 was the first year that school districts were able to use local option levies. Measure 50 requires that local option levies, in elections other than general elections, be approved by a majority of voters with at least 50 percent of all registered voters actually voting.

Bond levies have remained largely unchanged. They are used to pay principal and interest for bonded debt. Under the provisions of Measure 50, new bond levies, like new local option levies, are subject to a 50 percent voter participation requirement if the election is not a general election.

Some taxing districts receive timber tax revenue. This revenue, known as an offset, actually reduces the amount of revenue that districts may raise from their permanent rates. Only county government districts reduce their permanent tax rates when they receive offset payments. When schools receive timber tax payments, it is in addition to what they raise through property taxes.

School District Replacement Revenue

Under Measures 5 and 50, the state was required to compensate schools for losses in tax revenue due to changes in each ballot measure. In both cases, the effects of the requirements were negligible since the Legislature appropriated more than the required amount each biennium. Under Measure 5, losses from tax compression were required to be replaced through 1996, but the state was not required to continue the level of Basic School Support that it had provided to school districts prior to Measure 5. The replacement revenue requirement ended up being partially offset by reductions in other Basic School Sup-

[4] Currently, there also are gap bonds and a pension levy. Gap bonds represent debt obligations that have been funded with the operating taxes of districts. The pension levy represents an ongoing obligation the City of Portland has to its fire and police forces. Both of these eventually will become part of the permanent rate for their respective districts.

port funds that were no longer mandated. Measure 50 also contained a constitutional requirement that the Legislature replace school district revenue lost due to the Measure 5 rate limits. This requirement likewise has had a minimal effect on actual state school funding because the school revenue compression losses under Measure 50's lower tax environment have been smaller than the amount of Basic School Support provided by the Legislature.

Property Tax Administration

The changes to the property tax system brought about by Measures 5 and 50 required significant changes in the way county governments and the state administer the tax. This section describes how property tax administration was changed by Measures 5 and 50.

Property Assessment

The process of identifying and assigning a value to taxable property is called assessment. Most property assessment is administered by the county assessor. The Oregon Department of Revenue assesses some property, including public utilities and large industrial properties. Utility property is placed on a separate assessment roll, then transferred to the county assessment roll prior to preparation of tax bills. The Department of Revenue appraises large industrial plants, but those properties appear only on the county assessment roll.

Property subject to taxation includes all privately owned real property (land, buildings, and improvements) and business personal property (machinery, office furniture, and equipment). There is no property tax on household furnishings (exempted in 1913), personal belongings, or automobiles (exempted in 1920). These, as well as other property tax exemptions, are detailed in the State of Oregon *Tax Expenditure Report*, a companion document to the Governor's Budget.

Prior to the passage of Measure 5 in 1990, each county assessor annually prepared an assessment roll listing all taxable property as of January 1. For example, the assessed value of a property for the 1989–90 fiscal year was determined as of January 1, 1989. Through 1980, assessed value was set to market value for all classes of property. From 1980 to 1983, taxable property was divided into two categories: homestead and all other. Homestead property consisted of owner-occupied single-family residences. Property was appraised at market value but assessments were limited to 5 percent growth statewide per year for each category. Beginning in 1984–85, the distinctions of homestead and all other property were eliminated, and in 1985 the Legislature repealed the 5 percent limit on assessed value increases. Beginning with the 1985–86 tax year, all property again was assessed at 100 percent of full market value.

The legislation to implement Measure 5 made two primary changes in the assessment process. First, it changed the assessment date from January 1 to July 1, effective beginning with the 1991–92 fiscal year. Second, the new legislation set assessed value equal to "real market value," where real market value was defined as the **minimum** value the property would sell for during the year.

With Measure 50, property assessment changed dramatically. For 1997–98, the assessed value of a property was set at 90 percent of the property's 1995–96 assessed value. From 1998–99 onward, assessed value growth is limited to 3 percent per year. For new properties, assessed value is calculated by multiplying the ratio of assessed to real market value for similar property in the county by that property's real market value. For example, if the ratio of assessed to real market value for residential property in a given county is 0.8, then the

assessed value for a new house would be 80 percent of its real market value. Measure 50 also redefined real market value as the value the property would sell for in the market on the assessment date (January 1), thus abandoning the concept of minimum value during the year that was adopted under Measure 5.

Equalization

The process of maintaining uniformity of values among property owners and among various classes of property is called equalization. Prior to Measure 5 taking effect, county boards of equalization heard taxpayer appeals and could adjust assessed values up or down to maintain uniformity. Boards of equalization also could adjust values for entire classes of property at the request of the county assessor, again to maintain uniformity in assessments. Measure 5 substantially reduced the authority of the county boards of equalization, and when Measure 50 took effect, the equalization process became unnecessary.

Measure 5 removed the power of the county boards of equalization to equalize values. Their sole responsibility was changed to hearing petitions for reduction of value from individual taxpayers. At the county level, it was up to assessors to maintain uniformity in values by assessing each property at its real market value. At the state level, the director of the Department of Revenue used information on sale prices and assessed values to adjust county assessment rolls, if needed, to maintain uniformity among property owners and property classes.

Under Measure 50, the mandated calculation of assessed value from a base year value with the 3 percent annual growth limit meant that equalization became unnecessary.

Assessment Appeals

Appeals to reduce real market value and assessed value and to request a waiver of late filing penalties are heard by the county Boards of Property Tax Appeals (BOPTA) after tax statements are issued.

Prior to Measure 5, property was assessed as of January 1 of each year. Property owners received their assessment notices in the spring, and appeals were settled prior to computing tax rates and mailing tax bills in October.

Two features of Measure 5 required changing the appeal process. First, the assessment date was changed from January 1 to July 1. This meant that as a practical matter there was not enough time to complete the appeal process prior to mailing tax bills. The Legislature remedied this problem by combining the assessment notice and the tax bill and by providing for appeals **after** tax bills were mailed. Property owners could file appeals between October 25 to December 31 with the County Board of Equalization (BOE). Taxpayers received tax refunds if their appeals were successful.

The second Measure 5 change to the appeal process was the definition of assessed value. The assessed value was set to "real market value," defined as the **minimum** value the property would sell for during the year. This meant that for some properties, the assessed value was not the value on the assessment date (July 1), but on some later date. To allow for adjustments to the assessed value of properties whose value declined after the assessment date, the Legislature provided for a second appeals period. Between July 15 and July 31 following the end of the tax year, property owners who thought the market value of their property declined during the tax year could appeal to the County Board of Ratio Review (BORR). If successful, taxpayers received refunds.

Measure 50 eliminated the BOE and BORR and replaced them with county Boards of Property Tax Appeals (BOPTA). The limitation placed on increases in assessed value has resulted in a large decline in the number of appeals filed at this level. With the assessment date reset to January 1, the second appeals period no longer exists and appeals must be filed between the date when tax statements are issued and December 31.

Tax Calculation

Just as the assessment process changed under Measure 5 and Measure 50, so did the calculation of taxes. Measure 5 imposed tax rate limits, and Measure 50 established permanent tax rates to replace most tax levies that existed under the pre-Measure 5 and Measure 5 systems. This section describes how taxes and tax rates were calculated under the three different systems.

Tax Levies

Prior to the passage of Measure 50 in 1997, tax levies played a key role in determining the amount of property taxes raised by local governments. Measure 50 required that most of the tax levies that existed previously be assigned permanent tax rates. Below we discuss the old levy system and describe how it changed under Measure 50.

Under both the pre-Measure 5 and the Measure 5 systems, tax levies played a key role in determining the amount of property tax revenue local governments received and the amount of tax imposed on each property. The process of calculating and declaring the amount of taxes to be raised from taxpayers was termed "making the levy." Authority to levy property taxes was vested with the governing body of each local government. Each governing body determined the levy for its taxing district annually before July 15 as part of the budget process. Annual budgets for taxing districts are based on a fiscal year that begins July 1 and ends the following June 30.

Constitutional and statutory limits on the amount that a taxing district may levy were:

1. **Levy inside the 6 percent limitation (tax base levy).** A local government tax base, approved by a majority of its voters at a state general or primary election, represented a permanent authority to levy a specific dollar amount each year. That dollar amount could not exceed the highest amount levied in the three prior years in which a levy was made, **plus** 6 percent of that amount. Tax base levies could be increased in proportionate amounts for annexed territory. A taxing district was permitted to have only one tax base levy. Proceeds from the tax base levy could be expended for any purpose allowed by law for the district except general obligation bonds. Tax base levies were subject to the Measure 5 tax rate limits.
2. **Levy outside the 6 percent limitation (one-year, serial, safety net, or continuing levies).** One-year and serial levies, approved by a majority of voters at a special election, were **temporary** taxing authorities permitting the levy of a specific dollar amount for one year or for two or more years (serial levies). Safety net levies were available only to school districts and qualifying ESDs and did not require voter approval. The safety net levy was the amount needed to bring the current year's total tax base and other levies for operating purposes up to the amount of the prior year's total levy for operating purposes.[5] Continuing levies were those approved by voters prior to 1953. They were permanent and were limited in amount by the product of the voted tax rate and the assessed value of the taxing district (as opposed to a limit on the levy amount). Starting in 1978, serial levies also could be established using a specified voter ap-

[5] Levies for operating purposes did not include levies for payment of bonded debt, capital construction, or serial levies approved for more than three years (ORS 328.715).

proved tax rate, but the term could not exceed three years. These were sometimes referred to as "rate levies." The 1989 Legislature (Oregon Laws Chapter 658) increased the limit on fixed-dollar serial levies from three to five years for operating purposes and 10 years for any other purposes. All one-year, serial, safety net, and continuing levies were subject to the Measure 5 tax rate limits.

3. **Levy for bonded indebtedness (bond and interest levy).** Taxing districts could levy an amount sufficient to pay principal and interest for bonded debt each year. Bond measures to be paid from future tax levies first had to be approved by a majority of those voting, unless otherwise provided by law. Proceeds from a bond levy could not be diverted to another purpose. Bond levies used for capital construction were not subject to the Measure 5 tax rate limits.

Measure 50 converted most of the levies imposed under the pre-Measure 5 and Measure 5 systems to a permanent tax rate. Tax base levies, one-year levies, serial levies, safety net levies, and continuing levies all became part of the permanent rate created by Measure 50. In addition, Measure 50 created a new type of levy known as a local option levy. Local option levies are operating levies that can be passed by local governments to raise revenue beyond the permanent rate amounts. The original Measure 50 language did not allow school districts or ESDs to use local option levies. However, legislation passed in 1999 enabled school districts to use local option levies starting in 2000–01. Levies for bonded indebtedness remain in essentially the same form as prior to Measure 50. Taxes from permanent rates and from local option levies are subject to the Measure 5 rate limits, but taxes from bond levies remain exempt from limits.

Tax Rates

Measure 50 replaced most tax levies with permanent tax rates. Therefore, the exercise of setting tax rates remains only for local option levies, bond levies, and urban renewal special levies. Under Measure 50, the county assessor computes tax rates for local option levies, bond levies, and urban renewal special levies, then adds those rates to the permanent rates to compute the total rate to be extended to a property. The tax extended to a property is the total tax rate times the assessed value of the property.

Under the pre-Measure 5 and Measure 5 systems, the county assessor extended authorized levies and computed district tax rates for each taxing district. District tax rates were expressed as a dollar amount per $1,000 of assessed value and were computed by dividing total taxes levied by the total assessed value inside the taxing district boundaries. The total tax extended to a property was the sum of the district tax rates times the assessed value of the property. Under Measure 5, if the tax extended to the property exceeded the Measure 5 limits, the tax going to each local government was reduced proportionally until the limit was reached.

When Measure 50 first took effect in the 1997–98 tax year, permanent tax rates were calculated based on a complicated formula that took into account several factors. These included: a) the amount of taxes that would have been raised in 1997–98 under Measure 47, b) the levies that existed under the Measure 5 system, c) the tax cut required by Measure 50, and d) a variety of special provisions that exempted certain types of levies from the Measure 50 cuts and reduced the amount of the tax cuts for districts with rapid assessed value growth due to new construction.

Property Tax Compression

Compression is the process used to reduce property taxes to the Measure 5 limits. Prior to Measure 5, compression did not exist. Reductions in taxes due to compression are the dif-

ference between what taxing districts wish to raise through property taxes (tax extended) and the amount they actually raise (tax imposed).

Measure 5 introduced limits, phased in between 1991–92 and 1995–96, on the taxes paid by individual properties. The limits are $5 per $1,000 real market value for school taxes and $10 per $1,000 real market value for general government taxes. These limits are applied only to operating taxes, not bonds. For each property, the assessor compares education taxes with the education limit and other governmental taxes with the general government limit. If property taxes exceed the Measure 5 limits, then taxes are compressed in a specific order. First, local option taxes are reduced, possibly to zero. If there are no local option taxes or they have been reduced to zero, the tax rates from the permanent tax rates for each taxing district are reduced proportionately. [6]

It is important to note that while property tax rates under Measure 50 are applied to a property's **assessed value**, the Measure 5 rate limits apply to **real market value**. Prior to Measure 50, this distinction was unnecessary because assessed value equaled real market value. While the Measure 5 limits still apply under Measure 50, the effect of the Measure 5 limits is minimal for most properties because Measure 50 substantially reduced property taxes.

Tax Collection

Once the tax rates and Measure 5 tax rate limits are applied to each property, the assessor certifies the assessment roll and turns it over to the tax collector. The tax collector bills and collects all taxes and makes periodic remittances of collections to taxing districts. Tax statements mailed to property owners list the assessed value of property and the taxes extended by each taxing district. They also indicate how much is inside and how much is outside the Measure 5 property tax limits and the amount of taxes actually due after the limits have been applied.

Taxes are levied and become a lien on property on July 1. Tax payments are due November 15 of the same calendar year. Under the partial payment schedule, the first one-third of taxes are due November 15, the second one-third on February 15, and the remaining one-third on May 15. A discount of 3 percent is allowed if full payment is made by November 15; a 2 percent discount is allowed for a two-thirds payment made by November 15. For late payments, interest accrues at a rate of 1.33 percent per month. If taxes remain unpaid after three years from the tax-due date, counties initiate property foreclosure proceedings.

Urban Renewal Agency Revenue

In Oregon, urban renewal agencies receive the bulk of their revenues through a tax increment financing mechanism. When an urban renewal plan is created, the value of the property within its boundaries is locked in time, or frozen, at the amount calculated from the last certified tax roll prior to the plan's approval. The agency then raises revenue in subsequent years from any value growth above the frozen amount; this value growth is referred to as the increment. The tax rate used to calculate taxes imposed for the urban renewal plan is the consolidated tax rate for the taxing districts within the geographic boundaries of the plan. These urban renewal taxes, referred to as "tax off the increment," are calculated as the consolidated tax rate times the value of the increment.

[6] Gap bonds and pension levies are reduced also, if present.

Pre-Measure 5

Prior to Measure 5, urban renewal agencies received taxes that would have been imposed by each taxing district on the excess value of property within each urban renewal plan area (an agency can have more than one plan area). Technically, only the properties within the urban renewal plan area paid taxes to the urban renewal agency. However, in effect all taxpayers in taxing districts overlapping the plan area paid urban renewal taxes because the removal of urban renewal excess value from the tax rate calculation caused tax rates to be slightly higher for everyone in the taxing district.

Measure 5

The legislation passed to implement Measure 5 made a number of changes to tax increment financing in urban renewal areas to avoid potential inequities among taxpayers. If the Measure 5 tax limits had been imposed under the old urban renewal system where only properties inside the plan areas paid urban renewal taxes, those properties could have paid taxes that were dramatically different from surrounding properties' taxes. If an agency used its revenue to finance bonds outside the limits, the properties in the plan area could pay far higher taxes than similar properties outside the plan area. Likewise, if the agency used the revenue for non-bond purposes, then properties inside the plan area would have relatively more of their taxes subject to the Measure 5 rate limits and could pay far lower taxes than similar properties outside the plan area.

The Legislature attempted to remedy this problem by spreading urban renewal taxes over all properties inside the urban renewal agency's boundary for taxing districts overlapping urban renewal plan areas. Urban renewal taxes appeared separately on tax statements, just like those of each taxing district.

In 1992, tax increment financing in urban renewal areas was changed again. The Oregon Supreme Court ruled that all revenue collected by an urban renewal agency to pay for bonds is inside Measure 5 rate limits and hence subject to the general government limit. This has had a substantial effect on urban renewal agencies, because a large percentage of their revenues are used to pay for bonds.

Measure 50: 1997–98 to 2001–02

Measure 50 returned the structure of urban renewal financing to much the same form it had prior to Measure 5, with one exception. Urban renewal agencies do not have permanent rates and continued to raise revenue primarily through tax increment financing, but under certain circumstances, urban renewal agencies were allowed to raise additional revenue, beyond what they raised off their increment, via special levies. Starting in 1997–98, if an existing urban renewal plan received less revenue off its increment under Measure 50 than what it would have received under the pre-Measure 50 tax system, the agency could impose a special levy to make up the difference. The special levy is imposed on all properties within the boundaries of the urban renewal **agency** (either a city or a county), not just on properties in the **plan area**. New plan areas (established after 1996) receive tax increment financing revenue only; the agency may not impose a special levy for new plan areas.

Measure 50: After 2001-02

Two substantial changes took effect in 2002–03. One was a result of new legislation in the 2001 session (HB 3215). This established that certain plan areas could not divide taxes from local option or bond levies that were passed by voters after October 6, 2001. These plan areas are either option 1 or option 2 plans (see Glossary), or are new plans that were

adopted after October 6, 2001. All other plan areas adopted before October 6, 2001, divide taxes from local option and bond levies like in the past, without regard to when the levies are approved by voters.

The second change that is new beginning with the 2002–03 year is that a court case (Shilo Inn vs. Multnomah County) clarified that all urban renewal revenues must be considered in the general government category for the purpose of meeting the constitutional tax limitations, regardless of what type of district was the source of the division of tax revenue. Previously, the tax reduction to meet the constitutional limitations was calculated based on the type of district the division of tax came from. If a school district had faced division of tax, the amount of tax divided for urban renewal was reduced with the other education category taxes at the $5 per thousand limit. The court case changed this so that now the division of tax from the school district would be grouped with all other general government revenue for testing against the $10 per thousand general government limit.

In order to accommodate both the legislative change and the court decision, the division of tax calculation reverted to some extent back to the method used under Measure 5 before 1997–98, where division of tax was spread across the urban renewal agency. The excess value within each plan area in the district and the district billing rate determines the amount of urban renewal revenue from division of tax. This amount is divided by the value of property that is both within the agency and within the district (shared value) to determine the division of tax rate. The district billing rate is reduced by the division of tax rate for taxpayers in the area of shared value. All revenues from the division of tax rate are considered general government revenues for the purpose of meeting the constitutional tax limitations.

The net effect of these changes will vary by taxpayer, but education districts in urban renewal agency areas will tend to have less revenue lost to the constitutional limitations than before, and general government districts in those areas will tend to see more revenue lost to the constitutional limitations than before.

Tax Relief

During the past 20 years the Legislature has created six property tax relief programs. Currently, only two of these programs exist: the Elderly Rental Assistance (ERA) and Homestead Deferral programs. The Homestead Deferral programs include three components: property tax deferral programs for seniors (62 years and older) and disabled homeowners, and a special assessment deferral program for seniors.

In 1973 the Legislature enacted the Homeowner and Renter Refund program (HARRP) to provide tax relief to low- and middle-income Oregonians. The program was modified in 1989 and phased out in 1991. While it existed, the program provided property tax refunds to households based on income levels and property taxes paid (for renters, 17 percent of rent was considered to be property tax), up to specified maximum refund amounts. The refunds were initially available to households with incomes less than $17,500. Starting in 1989, the Legislature restricted HARRP refunds to households with non-housing assets less than $25,000. The maximum refund amounts increased as income declined. For homeowners, the maximum refund for the lowest income category was $750, declining to $0 as income exceeded $17,500. The maximum refund amounts for renters were one-half of those for homeowners. The 1991 Legislature phased out HARRP, making the 1990 tax year the last year for refunds. For 1990, the household income limit was reduced to $10,000; the maximum refund was reduced to $500 for homeowners, $250 for renters.

The Elderly Rental Assistance program (ERA) was a companion to HARRP that continued after HARRP was eliminated. It provides tax relief to elderly renters whose rent, fuel, and

utility expenses are large in relation to their income. Starting in 1975, ERA refunds were available to persons at least 58 years of age with incomes less than $5,000. If rent, fuel, and utility expenses exceeded 40 percent of household income, renters would receive an ERA refund instead of a HARRP refund if the ERA amount was higher. In 1990, with the phase-out of HARRP, the income threshold for ERA was raised to $10,000, and the rent, fuel, and utility expense threshold was reduced to 20 percent of income.

Homeowners 62 years of age or older who meet certain income requirements are able to defer all property taxes. Under the Senior Citizen's Deferral program, the state pays the property taxes of participants and charges the homeowner 6 percent interest on the deferred amount. Homeowners are not required to pay the taxes or interest to the state until they die or sell their homes. Income eligibility requirements have changed multiple times over the course of the program. For the 2002–03 tax year, the program was open to seniors with household incomes of less than $32,000 (an increase from $27,500 in 2001–02). Once approved, senior citizens are eligible for the deferral in years when their federal adjusted gross income for the prior year does not exceed an amount that is adjusted for inflation each year ($32,000 in 2002–03).

A similar program, the Senior Citizen's Special Assessment Deferral program, allows qualifying seniors to defer their special assessment charges for public improvements (e.g. sewer or sidewalk improvement charges). This program also had an increase in the qualifying income limit take effect for 2002–03. The limit increased from $17,500 to $32,000, and the limit will adjust for inflation in future years.

The third Homestead Deferral program, the Disabled Citizen's Property Tax Deferral program, began in 2001 for fiscal year 2001–02, and is similar to the Senior Citizen's Deferral program in that the same income limits apply and property taxes are deferred at 6 percent interest. However, this program is for disabled homeowners who are eligible for or receive Social Security disability benefits and are younger than 62.

Direct tax relief was granted to homestead property owners in maximum amounts of $800 in 1980–81, $425 in 1981–82, $192 in 1982–83, $170 in 1983–84 and 1984–85, and $100 in 1985–86. (The maximum amount granted to renters was 50 percent of the homeowner maximum.) This property tax relief program (PTR) was repealed by the 1985 Legislature (1985 Oregon Laws Chapter 784, Section 10).

The 1983 Legislature enacted a tax rate freeze effective 1984 through 1986. The law specified the maximum tax rate that could be imposed by a taxing district. The maximum rate was the highest of one of four factors: 1) the net rate in 1981, 1982, or 1983; 2) the rate necessary to raise the tax base for the first levy made by the taxing district; 3) a temporary rate limit approved by the voters for not more than three years; or 4) a levy adjusted for an assessed value growth below 5 percent or a major decrease in non-ad valorem tax revenue.

The 1989 Legislature passed legislation to reduce the property taxes of high-rate, low-spending school districts. The program, commonly referred to as targeted tax relief, provided relief in two ways. First, it set a target tax rate, then provided offsets sufficient to bring each qualifying school district's tax rate down to the target rate. Second, it gave outright grants to school districts with high rates and low spending. These grants did not offset property taxes, so they represented added revenue for school districts. The 1991 Legislature eliminated the targeted tax relief program.

Southwestern Oregon Community College

Mission Fulfillment
2010-11

Southwestern's Mission was adopted by the Board on January 25, 2010:

> Southwestern Oregon Community College serves the educational and cultural needs of our students and communities by providing access to quality education in a professional and engaging environment which supports innovation, sustainability and lifelong enrichment. Learning experiences are characterized by excellent teaching, support for student achievement and the enhancement of social and economic opportunities.

The institutional level success indicators measured in 2010-11 and subsequent data were used for the first time to determine mission fulfillment based on the new accreditation standards of and our core theme objectives. Southwestern has defined mission fulfillment based on an established threshold:

The College will meet established targets for 70% of Institutional Level Success Indicators

We achieved Mission Fulfillment with 71% (7.76 out of 11) of Success Indicator targets met or exceeded.

Core Theme	Indicators Measured 2010-11	Indicators Achieved 2010-11	Percentage Achieved
Access (SI 1, 2, *3*, and *5*)	4	.84	21%
Learning and Achievement (SI 5, 7, and 12)	3 (1 duplicate)	1.92	64%
Innovation and Sustainability (SI 15, 16, 17, and 23)	4	4	100%
Community Engagement (SI *3* and 22A)	2 (1 duplicate)	1.14 (.14 duplicate)	57%
Mission Fulfillment Achievement	**11**	**7.76**	**71%**

In 2010-11 there were 11 success indicators that were scheduled for measurement and included in the calculation of mission fulfillment (SI: 1, 2, 3, 5, 7, 15, 16, 17, 20, 22A, and 23). Success Indicator 3 is used as a measure in the Access and the Community Engagement core themes while SI 5 is used as a measure in the Access and the Learning and Achievement core themes. The mission fulfillment achievement calculation includes achievement of SI 3 *once* in the percentage achieved rate. Only a portion of the Learning and Achievement measure for SI 5 was achieved and therefore not duplicated in the mission fulfillment achievement rate. There were eight success indicators that were scheduled to have baseline data gathered and targets set for future years or were not scheduled for measurement given the cycle of administration of the indicator (SI: 4, 6, 8, 9, 14, 13, 18, 19), therefore, these indicators were not included in the calculation of mission fulfillment. The same holds true for SI 22 as baseline data was

collected and targets set in 2010-11. Success Indicator 26 was not included in the calculation of mission fulfillment as no survey responses were received from which to determine achievement of the indicator.

The Core Theme Objectives for Innovation and Sustainability were achieved at a rate of 100%. It is evident that the focus on fiscal stability led to achievement of the financial-related success indicators. The prudent approach to fiscal management and the commitment of faculty and staff to operate within the financial constraints the college has faced over the last five years has led to an ending fund balance that exceeded the target for 2010-11.

The Learning and Achievement core theme achieved a 64% rate (1.92 out of 3) based on the three indicators that were measured. For the first objective, *students achieve their academic goals* (LA1), one indicator had an achievement rate of 20% (.2 out of 1). The second objective, *curriculum for academic courses and programs is relevant and current* (LA2), had an achievement rate of 100% (1 out of 1). The third objective, *students achieve course, program, and institutional learning outcomes* (LA3), had an achievement rate of 72% (.72 out of 1). The CCSSE and SENSE indicators used to measure the first objective must be revisited to determine an appropriate method to define achievement of each of the indicators. As noted previously within Chapters One and Four, it is critical that instructional leaders and faculty develop appropriate indicators to measure achievement of the Learning and Achievement Core Theme.

Within the Community Engagement core theme there were two indicators measured resulting in a 57% (1.14 out of 2) achievement rate. Both indicators support the Core Theme Objective of *community engagement in diverse activities and events* (CE2). The other objective (CE1) included measures that yielded no results or had baseline figures determined in 2010-11. The Community Engagement Core Theme achievement fell below the expected Mission Fulfillment threshold although the achievement rate was affected by the exclusion of data from SI 26. The normal rate of return on data collected for SI 26 in the past has shown a 100% satisfaction rating demonstrating that this indicator is normally achieved. Based on the trend data from SI 26, had the indicator been included in the calculation of mission fulfillment, the Core Theme achievement rate would have been 71% (2.14 out of 3) and the Mission Fulfillment achievement rate would have been 73% (8.76 out of 12). Further development of relevant and meaningful indicators associated with this core theme will take place over the next year.

The Access core theme had an achievement rate of 21% (.84 out of 4). The first objective is *access to multiple learning opportunities* (A1) with an achievement rate of 28% (.84 out of 3). The second objective, *support services for students and community* (A2), was not achieved. The CCSSE and SENSE indicators used to measure the second core theme objective must be revisited to determine an appropriate method to define achievement of each of the indicators. This core theme achieved the lowest rate as the data collected to measure three of the four indicators relies on enrollment and FTE figures. Over time, the trend has been for the College to achieve steady growth of enrollments of 3% to 5% per year that also generally leads to steady growth of FTE. These indicators will be revisited with the intent to develop one comprehensive indicator that yields meaningful data.

SI #	Success Indicator	Core Theme	Strategic Plan Goal	2010 Target	2010 Achievement	Achievement Status
1	**FTE Credit and Non-Credit Report** Percentage increase over prior year by demographic status Total FTE Reimbursable FTE Full Time FTE Part Time FTE Program Area FTE	Access	Goal 1	3% 3427 3352 2031 788 3%	1.6% 3390 3330 1926 **820** NC	*Partially Achieved* **Only the part-time FTE target was met** **(.20 met – 1 of 5)**
2	**Enrollment Credit and Non-Credit Report** Percentage increase over prior year by demographic status Total enrollment Full-time enrollment status Part-time enrollment status Program Area	Access	Goal 1	3% 10,029 1758 3176 3%	2% 10,246 1642 **3306** Slight increase	*Partially Achieved* **Overall and part-time enrollment targets were met** **(.50 met – 2 of 4)**
3	**Course Credit and Non-Credit Report** Percentage increase over prior year by location and demographic status All FTE Reimbursable FTE Full-time enrollment status Part-time enrollment status Program Area Courses offered Billing Credits enrolled	Access Community Engagement	Goal 1 Goal 9	3% 3427 3352 Trends Trends 3% 62,000	1.6% 3390 **3330** Trends Trends 3% 59,640	*Partially Achieved* **Only the part-time enrollment target was met** **(.14 met – 1 of 7)**
4	**Community and Student Satisfaction:** Average rating level for services	Access Community Engagement	Goal 2 and Goal 9	Every 3 Years	Every 3 Years Next Due in 2011-12	Not measured in 2010-11 Survey to be administered in 2011-12
5	**Student Engagement - CCSSE** CCSSE – Targets met or exceeded for all Benchmarks: Active & Collaborative Learning (ACL) Student Effort (SE) Academic Challenge (AC) Faculty Student Interaction (FSI) Support for Learners (SL)	Access (SE and SL) Learning & Achievement (All)	Goal 4	52.8 50.9 53.0 53.8 51.7	51.3 50.6 **53.3** 50.8 46.8	*Partially Achieved* **Only the Academic Challenge target was met for Learning and Achievement** **(.20 met – 1 of 5)**

SI #	Success Indicator	Core Theme	Strategic Plan Goal	2010 Target	2010 Achievement	Achievement Status
6	**Student Engagement - SENSE** SENSE – Targets met or exceeded for all Benchmarks: Early Connections (EC) High Expectations & Aspirations (HEA) Clear Academic Plan & Pathway (AP) Effective Track to Learning (ETL) Engaged Learning (EL) Academic & Social Support Network (AS)	Access (All) Learning & Achievement (All)	Goal 2 and Goal 4	Every 3 Years	Every 3 Years Next Due in 2012-13	Baseline determined in 2010 with targets set for future – measured every three years
7	**Labor Trends** Percentage of programs meeting high demand labor trends (requiring a degree) out of top 20	Learning Achievement	Goal 3	80% State 90% Local	**100% State** **100% Local**	**Achieved**
8	**Employer Perceptions** Average ratings on the Employer Satisfaction and Opinion Survey	Community Engagement	Goal 8	Set Baseline in 2011	To Be Set	Not Measured in 2010-11, baseline was to be determined and was deferred to 2012-13 due to low survey response rates.
9	**Employee Satisfaction and Opinion** Level of employee satisfaction and opinion ratings on the annual survey	Innovation and Sustainability	Goal 7	Set Baseline in 2011	To Be Set	Not Measured of all employees in 2010-11 and deferred to 2012-13 to set baseline
12	**Student Achievement** **A.** Percent of passing grades in courses and by course type Lower Division Collegiate Occupational Preparatory Occupational Vocational Postsecondary Remedial **B.** Percent passing courses after being placed on Early Alert **C.** Average GPA of program students **D.** Average GPA of graduates	Learning & Achievement	Goal 4	78.83% 77.13% 89.92% 93.80% 58.73% Not Measured 2.94 3.25	**79.31%** **77.27%** 86.26% **94.13%** **59.07%** Not Measured 2.88 **3.31**	*Not Fully Achieved* **The occupational preparatory rate and average GPA of program students measures were not met** **(.72 met - 5 of 7)**
13	**Student Outcomes** Benchmark targets met or exceeded on a National Survey (CAAP), or other recognized method to gauge student outcomes, specifically for General Student Learning Outcomes	Learning & Achievement	Goal 4	Every 3 Years	Every 3 Years Next Due in 2011	Not Measured in 2010-11

SI #	Success Indicator	Core Theme	Strategic Plan Goal	2010 Target	2010 Achievement	Achievement Status
14	**Structured Work Experience** Participation Rates **A.** Percent of students participating in work experience by course type **B.** Percent of change in participating employers from year to year	Access (A and B) Learning & Achievement (A) Community Engagement (B)	Goal 2 Goal 4 Goal 8	Baseline Data Results	Baseline to be set	Baseline determined in 2010 with targets set for future – measured every three years
15	**Fiscal Cash Flow Responsibilities:** Measured by the Cash Flow Statement showing positive growing cash flow to meet ending fund balance target	Innovation & Sustainability	Goal 5 Goal 6 Goal 7	$900,000	**$2,278,609** 1,200,000 (general) 1,078,069 (plant)	***Achieved***
16	**Fiscal Responsibilities – All Funds:** Target met or exceeded for - **A.** Positive ending fund balance **B.** Current ratio - assets to liabilities	Innovation & Sustainability	Goal 5 Goal 6 Goal 7	$900,000 2:1	**$2,278,609** **2.56:1**	***Achieved***
17	**Fiscal Enterprise Fund Responsibilities:** Combined ending fund balance target met prior to general fund transfers	Innovation & Sustainability	Goal 5 Goal 6 Goal 7	$100,000	**$347,884** 134,000 471,884	***Achieved***
19	**Infrastructure Equipment and Software Maintenance:** Percentage of materials and supplies budgeted and spent on administrative and instructional equipment and software.	Innovation & Sustainability	Goal 5 Goal 6 Goal 7	Baseline Data Results	% to maintain based on baseline data results	Baseline determined in 2010 with targets set for future – measured every three years
20	**Infrastructure Maintenance and Safety Project:** Percentage of identified deferred maintenance and safety projects completed	Innovation & Sustainability	Goal 5 Goal 6 Goal 7	Baseline Data Results	% to maintain based on baseline data results	Baseline determined in 2010 with targets set for future – measured every three years
21	**OPEN – New Indicator for 2011-12**					
22	**Community Participation and Satisfaction in Activities and Events** **A**. Percentage of Activities and Events compared to prior year **B.** Rating level for facilities services	Community Engagement	Goal 9	Reservations: All: 3422 In-Kind: 32	Reservations: **All: 3687** **In-Kind: 38**	***Achieved 22A*** – Participation in Activities and Events 22B - Baseline determined in 2010 with targets set for future – measured every three years

SI #	Success Indicator	Core Theme	Strategic Plan Goal	2010 Target	2010 Achievement	Achievement Status
23	**Strategic Plan Accomplishments** Percentage of strategic plan annual priorities completed	Innovation & Sustainability	Goal 5	85%	**95%**	***Achieved***
26 State	**BITS COMPANY SATISFACTION (KPM 10)** Percentage of companies ranking training they received through community college Business and Industry Training System (BITS)	Community Engagement	Goal 8	95%	Unknown	No response received from survey; unable to determine achievement. Based on trend data this indicator would normally be achieved.

The indicators are not sequential as there are indicators that are measured for performance by reporting units and units that are not measured at the institutional level.

KPM = Key Performance Measure which is a State of Oregon measure with data supplied by Community College and Workforce Development (CCWD).

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Mission Fulfillment

The Institutional Effectiveness All College Success Indicators are maintained by the Institutional Researcher and is inclusive of the Institutional Level Success Indicators used to demonstrate Mission Fulfillment. Assessment of the indicators is documented in academic and administrative unit reviews, enrollment plans, campus master plans, Board of Education presentations and posted on the College website. The President, Vice President of Administrative Services, and Executive Director of Integrated Technical Services reviewed the Institutional Level Success Indicators and proposed to the Planning Council an acceptable threshold of Mission Fulfillment, which was approved on January 26, 2011:

Mission Fulfillment Threshold

The College will meet established targets for 70% of Institutional Level Success Indicators.

Southwestern demonstrates achievement of Mission Fulfillment by successfully meeting the Objectives of our Core Themes. To ensure itself and the public that Southwestern is meeting its goals and fulfilling its Mission, the College monitors the Institutional Level Success Indicators for each of the Core Theme Objectives. Core Themes are mapped to individual Institutional Level Success Indicators and reviewed each year for applicability, annual target levels, and with consideration of new or the deletion of an indicator or measure. All success indicators are assessable and meaningful to the College whether at an institutional level, reporting unit level, or unit level. The Institutional Effectiveness All College Success Indicators were used to identify the Institutional Level Success Indicators used to demonstrate Mission Fulfillment and the effectiveness of the College. Each Core Theme Objective is measured against a baseline figure established in the 2009-10 academic year and then annual targets were set for each success indicator.

Accreditation Requirement:

1.A.2 *The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.*

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