RIVERSIDE COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
TEACHING AND LEARNING COMMITTEE
January 20, 2009 – 6:00 p.m.
Student Services 101, Moreno Valley Campus

Committee Members: José Medina, Committee Chairperson
Janet Green, Vice Chairperson
Ray Maghroori, Vice Chancellor, Academic Affairs
Linda Lacy, Vice Chancellor, Student Services/Operations
Doug Beckstrom, Academic Senate Representative (Moreno Valley)
Sharon Crasnow, Academic Senate Representative (Norco)
Richard Davin, Academic Senate Representative (Riverside)
Kyl Myers, ASRCC Student Representative
Matt Phillips, ASRCC Student Representative
Chris Rocco, CTA Representative (Moreno Valley)
Dorothy Reina, CTA Representative (Norco)
Debbie Cazares, CTA Representative (Riverside)
Gustavo Segura, CSEA Representative (Moreno Valley)
Sharon Drake, CSEA Representative (Norco)

AGENDA

VI. Board Committee Reports

A. Teaching and Learning

1. Proposed Curricular Changes
- The Committee to review the proposed curricular changes for inclusion in the catalog and schedule of classes.

2. Subcontract Agreement with California Poly Pomona Foundation, Inc.
- The Committee to review the agreement to fund a collaborative project with California Polytechnic University, Pomona as part of the College Cost Reduction and Access Act Cooperative grant program. The term of the agreement is October 1, 2008 through September 30, 2009.

3. Subcontract Agreement with California State University, San Bernardino Foundation
- The Committee to review the agreement to fund a collaborative project with California State University, San Bernardino as part of the College Cost Reduction and Access Act Cooperative grant program. The term of the agreement is October 1, 2008 through September 30, 2010.

4. Agreement with Riverside County Department of Public Social Services
   - The Committee to review an agreement to provide workshops and supportive services for the Independent Living Skills and Emancipation programs. The term of the agreement is January 1, 2009 through June 30, 2011.

5. General Education Student Learning Outcomes: Graduate Survey Findings
   - The Committee to be presented with a report on the General Education Student Learning Outcomes survey.

6. Faculty Development
   - The Committee to be presented with an update about faculty development at Riverside City College.

7. Sabbatical Leave Report
   - The Committee to be presented with a sabbatical leave report from Arend Flick.

8. Comments from the public.

Adjourn

Prepared by: Naomi Foley
Administrative Assistant, Academic Affairs

RIVERSIDE COMMUNITY COLLEGE DISTRICT
TEACHING AND LEARNING COMMITTEE

Report No.: VI-A-1 Date: January 27, 2009

Subject: Proposed Curricular Changes

Background: Presented for the Board's review and consideration are proposed curricular changes. The District Curriculum Committee and the administration have reviewed the attached proposed curricular changes and recommend their adoption by the Board of Trustees.

Recommended Action: It is recommended that the Board of Trustees approve the curricular changes for inclusion in the catalog and in the schedule of class offerings.

Irving G. Hendrick
Interim Chancellor

Prepared by: Sylvia Thomas
Associate Vice Chancellor of Instruction

New Stand-Alone Course Proposals

1. ART-19 – Experimental Drawing (N, R) 3 units
   Prerequisite: ART-17.
   Continued study of many of the skills acquired in Beginning Drawing; however, the emphasis will be on the use of experimental methods and materials. Less attention will be directed toward traditional and fundamental academic concerns and more focus will be placed on the cultural, interpretive, psychological, and conceptual possibilities that result from exploration and engaging alternatives. The art elements, color, composition, mark making, mixed media, expression, concept, and context will all be investigated. Students will be encouraged to explore and access less conventional solutions to a variety of projects. Students pay for their own materials. 36 hours lecture and 72 hours laboratory.

2. BIO-15 – Soil Science and Management Laboratory (MV, N, R) 2 units
   Prerequisite: None.
   A supplementary laboratory course to BIO-14 (Soil Science and Management), focusing on the basics of soil science, physical and biogeochemical properties, and interpretation for use and management. This course will give students hands-on perspectives of soil science, ranging from agricultural, wildlands, watershed, and environmental impacts. 108 hours laboratory.

3. DAN-D31 – Hip-Hop Dance (MV, N, R) 1 unit
   Prerequisite: None.
   Learn, practice and apply fundamental hip-hop dance skills and vocabulary. Introduction to the historical and cultural context of hip-hop culture. May be taken a total of four times. 54 hours laboratory

4. ENE-42B – SolidWorks II (N) 3 units
   Prerequisite: ENE 42: SolidWorks I or prior SolidWorks experience.
   This is an advanced course in using the three-dimensional parametric solid-modeler SolidWorks. This course is designed to further 3D parametric solid modeling software techniques learned in SolidWorks I. Students will delve deeper into topics that were introduced in the first SolidWorks course such as extruding, sweeping, lofting, shelling, assemblies, and animation. May be taken a total of three times. 27 hours lecture and 90 hours of laboratory.

5. FIT-S3A – Introduction to Fire Academy and Physical (MV) 1 unit
   Conditioning for Fire Academy Students
   Prerequisite: None.
   This course is a six-week physical conditioning and Fire Academy orientation program to prepare future Fire Academy cadets for the physical and emotional demands of the Fire Academy. Students will participate in muscular strength development, cardio-respiratory endurance training, body composition assessment, physical agility and flexibility training. Additionally, students will be introduced to the paramilitary format of the Fire Academy,

and the expectations that are placed on Fire Academy cadets. 24 hours lecture and 24 hours laboratory.

6. HLS-1 – Introduction to Homeland Security (MV) 3 units
Prerequisite: None.
This course is designed to introduce students to a comprehensive overview of homeland security from an all-hazard, multidisciplinary perspective. Students will examine threats to homeland security, including natural and technological disasters, as well as acts of domestic and international terrorism, including weapons of mass destruction. Students will review the roles and responsibilities of government agencies, private organizations, and individual citizens in homeland security including but not limited to law enforcement, fire, EMS, public health, education, mental health, and special districts (water, utilities, sanitation). Students will meet the state and federal requirements for certification in SEMS/NIMS by completing: IS 100 (Introduction to Incident Command), IS 200 (ICS for Single Resources and Initial Action Incidents), IS 700 (National Incident Management System: An Introduction) and IS 800 (National Response Plan: An Introduction). 54 lecture hours.

7. MUC-1 – Performance Techniques for Studio Recording (N) 1 unit
Prerequisite: None.
Introduction to practical performance techniques for the recording studio. Students will have the opportunity to plan and implement their own recording session utilizing techniques such as sound design, microphone technique, sound effects, mixing and production. The class will culminate in a CD recording. This class is appropriate for vocalists, instrumentalists and future recording artists. May be taken a total of four times. 54 hours lab.

8. PHP-V05 - Baseball, Varsity, Men (MV, N, R) 2 units
Prerequisite: None.
Limitation on enrollment: Retention based on successful tryout.
This course is designed to assist advanced baseball players to improve their skills, knowledge and strategy of the game through a highly organized, intense program of activity drills, lecture and inter-squad practice leading to intercollegiate competition. Repeating this course provides the student an opportunity for additional skill and competency development. May be taken a total of four times. 180 hours laboratory.

9. PHP-V07 - Golf, Varsity, Men (MV, N, R) 2 units
Prerequisite: None.
Limitation on enrollment: Retention based on successful tryout.
This course will provide an opportunity for experienced golfers to improve skills, knowledge, and strategy of the game of golf. It will consist of highly organized and intense setting of lectures, individual and team practice sessions and video/DVD/film evaluation to prepare students for intercollegiate competition in golf. Repeating this course provides the

student an opportunity for additional skill and competency development. May be taken a total of four times. 180 hours laboratory.

10. PHP-V09 - Swimming and Diving, Varsity Men (MV, N, R) 2 units
Prerequisite: None.
Limitation on enrollment: Retention based on successful tryout.
This course is designed to serve as an opportunity for swimmers and divers to develop the fundamental skills and strategies along with a physical conditioning program necessary for the sport of competitive swimming and diving. It will consist of highly organized and intense setting of lectures, individual and team practice sessions and video/DVD/film evaluation to prepare the students for intercollegiate competition in swimming and diving. Repeating this course provides the student an opportunity for additional skill and competency development. May be taken a total of four times. 180 hours laboratory.

11. PHP-V10 - Soccer, Varsity Men (MV, N, R) 2 units
Prerequisite: None.
Limitation on enrollment: Retention based on successful tryout.
This course prepares the student athletes to practice and compete at the intercollegiate level in soccer. Athletes will demonstrate proficiency and knowledge of advanced principles of offensive and defensive team concepts. Student athletes will participate in a physical conditioning program designed to prepare them for intercollegiate competition in soccer. Repeating this course provides the student an opportunity for additional skill and competency development. May be taken a total of four times. 180 hours laboratory.

12. PHP-V11 - Pep Squad, Varsity, Men and Women (MV, N, R) 2 units
Prerequisite: None.
Limitation on enrollment: Retention based on successful tryout.
This course is designed as an opportunity for students to advance in the skills of tumbling, jumping, dance, partner stunts and pyramids. It will consist of highly organized lectures, individual and team practice sessions, physical conditioning programs and video/DVD/film evaluation to prepare students for college activities and athletic competitions in pep squad. Repeating this course provides the student an opportunity for additional skill and competency development. May be taken a total of four times. 180 hours laboratory.

13. PHP-V19 - Swimming and Diving, Varsity, Women (MV, N, R) 2 units
Prerequisite: None.
Limitation on enrollment: Retention based on successful tryout.
This course is designed to serve as an opportunity for swimmers and divers to develop the fundamental skills and strategies along with a physical conditioning program necessary for the sport of competitive swimming and diving. It will consist of highly organized and intense setting of lectures, individual and team practice sessions and video/DVD/film evaluation to prepare the students for intercollegiate competition in swimming and diving.

Repeating this course provides the student an opportunity for additional skill and competency development. May be taken a total of four times. 180 hours laboratory.

14. PHP-V23 - Water Polo, Varsity, Men (MV, N, R) 2 units
Prerequisite: None.
Limitation on enrollment: Retention based on successful tryout.
This course is designed to serve as a opportunity for water polo players to develop and improve fundamental skills, along with offensive and defensive skills of the game of water polo. It will consist of a highly organized and intense setting of lectures, individual and team practice sessions and video/DVD/film evaluation to prepare students for intercollegiate competition in water polo. Repeating this course provides the student an opportunity for additional skill and competency development. May be taken a total of four times. 180 hours laboratory.

15. PHP-V24 - Water Polo, Varsity, Women (MV, N, R) 2 units
Prerequisite: None.
Limitation on enrollment: Retention based on successful tryout.
This course is designed to serve as an opportunity for water polo players to develop and improve fundamental skills, along with offensive and defensive skills of the game of water polo. It will consist of a highly organized and intense setting of lectures, individual and team practice sessions and video/DVD/film evaluation to prepare students for intercollegiate competition in water polo. Repeating the course provides the student an opportunity for additional skill and competency development. May be taken a total of four times. 180 hours laboratory.

16. PHP-V25 - Soccer, Varsity, Women (MV, N, R) 2 units
Prerequisite: None.
Limitation on enrollment: Retention based on successful tryout.
This course prepares the student athletes to practice and compete at the intercollegiate level in soccer. Athletes will demonstrate proficiency and knowledge of advanced principles of offensive and defensive team concepts. Student athletes will participate in a physical conditioning program designed to prepare them for intercollegiate competition in soccer. Repeating this course provides the student an opportunity for additional skill and competency development. May be taken a total of four times. 180 hours laboratory.

17. REA-4 – Critical Reading as Critical Thinking (N, R) 3 units
Prerequisite: None.
This course is intended for students to fully understand the relationship between critical reading and critical thinking. Emphasis will be placed on the development of reading skills in the interpretation, analysis, criticism, and advocacy of ideas encountered in academic reading. 54 hours lecture.

18. SOC-17 – Introduction to Public Mental Health (MV, R) 3 units
Prerequisite: None.

This is an introductory course for students interested in public mental health. An overview of the history of public mental health, the types and functions of agencies, practices, careers, professional ethics, current trends and issues is provided. 54 hours lecture.

19. SOC-50 – Introduction to Social Research Methods (N, R) 3 units
Prerequisite: None.
This course is designed to introduce the student of social sciences to the nature of scientific inquiry and to the basic principles and procedures applied to the conduct of research in the social sciences. The course will be organized around the generally accepted sequential steps in the research process; from the inception of a research idea to the research design for inquiry, to the gathering and analysis of data, to the final report of the findings. 54 hours lecture.

20. SCE-820 – Music for Active Seniors (MV, N, R) 0 units
Prerequisite: None.
This course will focus on listening to, participating in and learning the history of music deemed to be of interest to older adults. Classes will include live instrumental and vocal presentations and instruction on composers, song stories, backgrounds and musical styles from approximately 1900 forward. This course is designed for students 55 years and older who are able to be active, mobile participants. 30 hours laboratory; Positive Attendance.

21. SCE-821 – Music Therapy for Frail Seniors (MV, N, R) 0 units
Prerequisite: None.
This course will focus on listening to, participating in and learning the history of music deemed to be of interest to seniors. Class will include live piano or other instruments and vocal presentations and instruction on composers, song stories, backgrounds and musical styles from approximately 1900 forward. This course is designed for students 55 years and older who might live in assisted living environments. 30 hours laboratory; Positive Attendance.

<u>Course Revision Proposals</u>

1. CAT-76A - Website Creation using Microsoft FrontPage – title and description changes
From:
Web Site Creation using Microsoft FrontPage
Learn to design, create, publish and maintain quality Web sites using Microsoft FrontPage. Use FrontPage to streamline and automate Web site management. Features include hyperlinks, navigation bars, image maps, tables, frames, forms, databases, site maps, discussion groups, themes, shared borders, cascading style sheets, hover buttons and Dynamic HTML effects. 54 hours lecture.

To:
Introduction to Microsoft Expression Web
This course provides students with the knowledge and skills required to quickly design and implement Web pages and to administer and update existing Web sites using

Microsoft Expression Web. The course uses Microsoft Expression Web to streamline and automate Web site management on your web site. 54 hours lecture and 18 hours laboratory.

2. CIS-72A - Introduction to Web Page Creation – remove cross-listing with CAT-72A

3. CIS-72B - Intermediate Web Page Creation Using Cascading Style Sheets (CSS) – remove cross-listing with CAT-72B

4. CIS-76A - Website Creation using Microsoft FrontPage – title and description changes
   From:
   Web Site Creation using Microsoft FrontPage
   Learn to design, create, publish and maintain quality Web sites using Microsoft FrontPage. Use FrontPage to streamline and automate Web site management. Features include hyperlinks, navigation bars, image maps, tables, frames, forms, databases, site maps, discussion groups, themes, shared borders, cascading style sheets, hover buttons and Dynamic HTML effects. 54 hours lecture.

   To:
   Introduction to Microsoft Expression Web
   This course provides students with the knowledge and skills required to quickly design and implement Web pages and to administer and update existing Web sites using Microsoft Expression Web. The course uses Microsoft Expression Web to streamline and automate Web site management on your web site. 54 hours lecture and 18 hours laboratory.

5. COS-801 – Level VI Cosmetology Concepts – description, prerequisite and hours changes
   From:
   Prerequisite: COS-60A.
   This is a class designed to facilitate day and evening students that still have hours to complete after COS-60E has been completed or, for evening students, the 9 week summer session. All related cosmetology subjects required by the Board of Barbering and Cosmetology will be practiced. Not all students are required to finish since this is a class designed to help day students complete their hours, and evening students complete hours and operations in the summer. Students will receive an operation for each application performed as it will be required at state board. Students can take up to 100 hours of lecture and up to 230 hours of laboratory.

   To:
   Prerequisite: COS 60E or COS 60E2.
   This class is designed for the student who has not acquired all the skills and/or accrued the required total of 1600 hours to sit for the state licensing exam. Students work solely under the supervision of a qualified instructor in a laboratory setting. In the course, students may review applications and techniques and improve subject matter knowledge. Students may

perform operations and applications such as chemical hair treatments, manicuring, and facials and/or receive instructor in salon management or employment skills. Student work is evaluated by an instructor. Students may take up to 100 hours of laboratory.

6. COS-811 – Cosmetology Teacher Training – description and hours changes

From:

This is a class designed to facilitate students that still have hours to complete after 61B has been completed or, for students who have completed 61A or 61B during the 9 week summer session. All related pedagogy subjects required by the Board of Barbering and Cosmetology will be practiced. Not all students are required to finish since this is a class designed to help day students complete their hours, and current enrolled students' complete hours and operations in the summer. Students will receive an operation or technical credit for each application performed as it will be required at state board. Students can take up to 54 hours of lecture and up to 246 hours of laboratory.

To:

This course is designed for the experienced cosmetologist to become a qualified instructor. When a student has not acquired all the skills and/or accrued the required total of 600 hours to qualify for the local teacher-training certificate, they may enroll in COS-811. Students work solely under the supervision of a qualified instructor in a laboratory setting. In the course, students may review applications and techniques and improve subject matter knowledge. Students may perform operations and applications such as assisting the instructor with laboratory work for student demo haircutting, chemical relaxing, press and curl manicuring and/or receive instructor in-classroom management or employment skills. Student work is evaluated by an instructor. Students may take up to 300 hours of laboratory.

7. COS-812 – Level II Esthetician Concepts – description and hours changes

From:

This is a class designed to facilitate students that still have hours to complete after COS-62B has been completed or, for students who have completed COS-62A or COS-62B during the 9 week summer session. All related pedagogy subjects required by the Board of Barbering and Cosmetology will be practiced. Not all students are required to finish since this is a class designed to help currently enrolled students complete hours and operations. Students will receive an operation or technical credit for each application performed as it is required by Board. Student can take up to 95 hours lecture and 246 hours laboratory.

To:

This course is designed to prepare the student for a career in skin care and make-up. When a student has not completed all the skills and/or accrued the required total of 600 hours to sit for the state licensing exam, they may enroll in COS-812. Students work solely under the supervision of a qualified instructor. In this course, students may review application and techniques and improve subject matter knowledge. Students may perform operations and applications such as eyebrow arching and hair removal (wax, tweezer and

depilatories), corrective make-up, application of artificial eyelashes (strip and individual), facials and/or receive instruction in salon management or employment skills. Student work is evaluated by an instructor. Students may take up to 100 hours of laboratory.

8. ENE-42 - 3-D Parametric Solid Modeling with SolidWorks – title and description changes
From:
3-D Parametric Solid Modeling with SolidWorks
Prerequisite: None.
This course is designed to introduce the student to three-dimensional parametric solid modeling software techniques. Students will begin with basic parametric solid modeling techniques advancing into complex assemblies requiring animation. May be taken a total of three times. 27 hours lecture and 90 hours of laboratory.

To: Solid Works I
Prerequisite: None.
This course is designed to introduce the student to three-dimensional parametric solid modeling with SolidWorks. Students will begin with basic parametric solid modeling techniques advancing into complex assemblies requiring animation. May be taken a total of three times. 27 hours lecture and 90 hours of laboratory

9. PHP-21 - Athletic Training Applications – description change
From:
The student, under the supervision of the Head Athletic Trainer, will be responsible for all aspects of the athletic training services to be provided to an assigned Riverside Community College athletic team. Students will be responsible for all pre and post practice and competition athletic training situations. The field experience hours earned in the course may partially fulfill the requisites and requirements of the National Athletic Trainers Association Certification. This course may be taken a total of four times. 108 hours laboratory.

To:
The student, under the supervision of a Certified Athletic Trainer, will be responsible for all aspects of the athletic training services to be provided to an assigned Riverside Community College athletic team. Students will be responsible for all pre- and post-practice and competition athletic training situations. The field experience hours earned in the course may fulfill the prerequisites and requirements needed to apply to an accredited Athletic Training Education Program at a four year institution. May be taken a total of four times. 108 hours laboratory.

10. PHP-A75 - Walking for Fitness – description change
From:
This course will assist students in improving physical health and general well being. It is designed for men and women of all ages, and is concerned with cardiovascular health, fitness, and weight control. Emphasis will be in building cardiovascular efficiency and

promoting weight loss through walking. Subsequent enrollment in additional semesters will provide the student an opportunity for added skill competency development within each activity area. May be taken a total of four times. 54 hours laboratory.

To:
This course will assist students in improving physical health and general well being. It is designed for men and women of all ages, with and emphasis on cardiovascular health, fitness, and maintenance of healthy weight. Walking programs will be established to improve cardio-respiratory endurance and encourage optimal body composition. Subsequent enrollment in additional semesters will provide the student an opportunity for added skill competency development within each activity area. This course may be taken a total of four times. 54 hours laboratory.

11. SCE-804 - Senior Topics – description change
From:
This course is designed to encourage students 55 years and older to develop a sense of personal empowerment through continued learning that demonstrates self-awareness of knowledge, experience, understanding and wisdom attained in later adulthood. Students will participate in various discussions of special interest and have an opportunity to review and discuss great books, biographies, film, theatre, music and news items while experiencing intellectual excitement and the pleasure of camaraderie during class sessions. Students would provide their own entrance fees to any events planned. 24 hours lecture; Positive Attendance.

To:
This course will encourage students 55 years and older to develop a sense of personal empowerment through continued learning and self-awareness of the knowledge, experience, understanding and wisdom attained in later adulthood. Students will learn communication and listening skills as they participate in various discussions of special interest and have an opportunity to review and discuss books, biographies, film, theatre, music and news items while experiencing intellectual excitement and the pleasure of camaraderie during class sessions. Students would provide their own entrance fees to any events planned. 24 hours lecture; Positive Attendance.

12. SCE-805 – Writing and Reading Therapy for Seniors – title and description changes
From:
Writing and Reading Therapy for Seniors
This course is designed to encourage students 55 years and older to either A) read short stories, essays and various works of authors and discuss their finding and feeling regarding these works and/or B) write short stories and essays of a autobiographical and biographical form as a means of capturing the story of their lives and the lives of their families. The course will provide an encouraging and welcoming social environment as well as a means of capturing the well-written history of an older generation. 24 hours laboratory; Positive Attendance.

To:
Creative Writing for Older Adults
This course for adults 55 years and older teaches students how to create and shape autobiographies, fiction and non-fiction writing and poetry into readable and publishable form. The course will provide an encouraging and welcoming social environment as well as a means of capturing the well-written works from an older generation. 24 hours laboratory; Positive Attendance.

13. SCE-809 - Computer Basics for Seniors – title change
From:
Computer Basics for Seniors

To:
Computer Basics for Older Adults

14. SCE-810 - Photography as Therapy for Seniors – title change
From:
Photography as Therapy for Seniors

To:
Photography as Therapy for Older Adults

15. SCE-811 - Drawing and Painting for Seniors – title and description changes
From:
Drawing and Painting for Seniors
Course will include a potpourri of drawing, illustration, painting, mixed media and basic design components that will allow individual classes to have one or more emphases. Class will be focus on personal creative interpretation of subjects from life, landscape and imagination, and will include basic exploration of design elements and principles, composition, observation skills, perspective on art appreciation and history and methods of conserving and displaying completed works, all in a welcoming social environment. Students will provide their own materials and supplies. 24 hours laboratory; Positive Attendance.

To:
Drawing and Painting for Older Adults
This course is designed for students 55 years and older, and will include a potpourri of drawing, illustration, painting, mixed media and basic design components. Individual classes will have one or more emphases and will focus on the development and/or enhancement of mental acuity, fine motor skills, creativity and art appreciation in a welcoming social environment. Classes may include creative interpretation of subjects from life, landscape and imagination, basic exploration of design elements and principles, composition, observation skills, perspective on art appreciation and history and methods

of conserving and displaying completed works. Socialization and interaction will be an important part of this class. Students will be taught in a progressive systematic manner. Students will provide their own materials and supplies. 24 hours laboratory; Positive Attendance.

16. SCE-813 - Dynamic Activities for Seniors – title and description changes

From:

Dynamic Activities for Seniors

Students aged 55 years and older at all levels of fitness will learn basic information about helpful and harmful activities and exercises in reference to the aging process. Students will learn and perform basic movements and exercises designed to increase strength, flexibility, balance, coordination and cardiovascular fitness designed to help them overcome some of the side affects of aging. Students will learn to monitor their own fitness level and the appropriate level of exercise that will be of benefit to their bodies. The class is designed the make the tasks of daily living more enjoyable. 24 hours laboratory; Positive Attendance.

To:

Dynamic Activities for Older Adults

Students aged 55 years and older at all levels of fitness will learn basic information about helpful and harmful activities and exercises in reference to the aging process and will be exposed to information regarding common physical health problems of older adults. Students will learn and perform basic movements and exercises designed to increase strength, flexibility, balance, coordination and cardiovascular fitness designed to help counteract some of the side affects of aging. Students will participate in discussions about the importance of a healthy life style in preventing disease, and will learn to monitor their own fitness level to discover the appropriate level of exercise that will be of benefit to their bodies. The class is designed the make the tasks of daily living more enjoyable. 24 hours laboratory; Positive Attendance.

17. SCE-814 - T'ai-Chi Ch'uan for Seniors – title and description changes

From:

T'ai-Chi Ch'uan for Seniors

This course introduces the Yang style of T’ai-chi Ch’uan, a traditional Chinese exercise method used to help improve mental and physical faculties that may slow as a result of the aging process. This internal form of Kung Fu improves balance and agility in seniors, can lower blood pressure, improve arthritis and reduce stress. Students will be taught in a progressive systematic manner. Classes are designed for students 55 years and older. 24 hours laboratory; Positive Attendance.

To:

T'ai-Chi Ch'uan for Older Adults

This course introduces the Yang style of T’ai-chi Ch’uan, a traditional Chinese exercise method used to help improve mental and physical faculties that may slow as a result of the

aging process. This internal form of Kung Fu improves balance and agility in seniors, can lower blood pressure, improve arthritis and reduce stress. Students will be taught this technique along with the importance of a healthy life style in preventing disease. Students will be taught in a progressive systematic manner. Classes are designed for students 55 years and older. 24 hours laboratory; Positive Attendance.

18. SCE-815 - Yoga for Seniors – title and description changes
From:
Yoga for Seniors
Students 55 years and older will learn the principles of yoga exercises and how their practice can increase levels of health and fitness. Students will learn techniques to improve their breathing, concentration, flexibility, strength, balance and endurance as well as techniques to help them relax. 24 hours laboratory; Positive Attendance.

To:
Yoga for Older Adults
Students 55 years and older will learn the principles of yoga exercises and how their practice can increase levels of health and fitness. Students will learn techniques to improve their breathing, concentration, flexibility, strength, balance and endurance as well as techniques to help them relax. Students will be exposed to information regarding health and fitness for older adults, including the importance of exercise and good nutrition. Students will learn to monitor their own fitness level in a way designed to help them live a healthier and longer life. 24 hours laboratory; Positive Attendance.

19. SCE-816 - Swim and Water Exercise for Seniors – title and description changes
From:
Swim and Water Exercise for Seniors
Students 55 years and older will learn basic swimming skills, including water safety in and around a pool. Students will learn aquatic exercises designed to increase strength, flexibility, balance, coordination and cardiovascular fitness and relieve stress and muscle tension for seniors. 24 hours laboratory; Positive Attendance.

To:
Swim and Water Exercise for Older Adults
Students 55 years and older will learn basic swimming skills or low-level water aerobics including water safety in and around a pool. Students will learn aquatic exercises designed to increase strength, flexibility, balance, coordination and cardiovascular fitness and relieve stress and muscle tension. 24 hours laboratory; Positive Attendance.

20. SCE-819 - Walking for Health for Seniors – title, prerequisite and description changes
From:
Walking for Health for Seniors
Prerequisite: None.

Students 55 years and older will learn to improve physical stamina and increase their current level of health through walking designed to address their cardiovascular needs. The course will cover safety techniques, including the proper clothing and footwear, hydration, and how to monitor heart rate levels as well as building cardiovascular efficiency, strength and endurance, weight control, general mental vitality and an opportunity to exercise in an socially interactive and safe environment. 24 hours laboratory; Positive Attendance.

To:
Walking for Health for Older Adults
Prerequisite: None.
Advisory: Ability to walk unassisted for approximately one hour. The class will meet in one hour increments and students must be able to walk from the beginning location to the designated ending location.
Students 55 years and older will learn to improve physical stamina and increase their current level of health by walking in a way designed to address their cardiovascular needs. The course will cover safety techniques, including the proper clothing and footwear, hydration, and how to monitor heart rate levels as well as building cardiovascular efficiency, strength and endurance, weight control, general mental vitality and providing an opportunity to exercise in a socially interactive and safe environment. Students will be exposed to information regarding health and fitness for older adults including the importance of exercise and nutrition. 24 hours laboratory; Positive Attendance.

21. SCE-830 - Mature Driver Improvement - prerequisite change
From:
Prerequisite: None.

To:
Prerequisite: None.
Advisory: Students must possess a valid California Driver's License and be prepared to pay a nominal fee (currently $1.00) for the DMV Certificate.

22. SCE-833 - Creative Eating for a Healthy Lifestyle – title, hours and description changes
From:
Creative Eating for a Healthy Lifestyle
This class focuses on providing students with relevant and updated information about nutrition and the role nutrition plays in maintaining and improving health. 32 hours laboratory.

To:
Health Wellness and Nutrition for Older Adults
Adults 55 years and older will learn practical information about nutrition and dietary needs for older adults. Topics can include general health, nutrition, consumer awareness,

market trends/dietary fads, healthy food preparation and safety. Emphasis will be placed on nutrition and the role it plays throughout the aging process. 24 hours laboratory; Positive Attendance.

23. SCE-840 - Craft Design for Seniors – title and description changes

From:

Craft Design for Seniors

This course offers students 55 years and older the opportunity to create and construct various types of crafts in a socially interactive environment. The course will feature crafts that give students an opportunity to use their creative talents while retaining and continuing to develop their fine motor skills and improve memory skills. Some of the crafts featured in various classes might include ceramics, stain glass, wood carving, jewelry, china painting, calligraphy, fabric crafts, scrap book design, various crafts using glass items, wood items, clay pots, found items and items from nature like gourds and pine cones, etc. Students will supply their own craft materials. 24 hours laboratory; Positive Attendance.

To:

Craft Design for Older Adults

This course offers students 55 years and older the opportunity to create and construct various types of crafts in an interactive and stimulating environment. The course will feature crafts that give students an opportunity to use their creative talents while retaining and continuing to develop their fine motor skills and improve memory skills. Some of the crafts featured in various classes might include ceramics, stain glass, wood carving, jewelry, china painting, calligraphy, fabric crafts, scrap book design, various crafts using glass items, wood items, clay pots, found items and items from nature like gourds and pine cones, etc. Students will supply their own craft materials. 24 hours laboratory; Positive Attendance.

<u>Proposed Course Deletions</u>

1. CAT-72A - Introduction to Web Page Creation

2. CAT-72B - Intermediate Web Page Creation Using Cascading Style Sheets (CSS)

3. ENE-32 - Cad Workstation Customization

4. ENE-43 - 3DTechnical Computer Animation

5. ENE-44 - Adv Computer Animation

6. FIT-E3C – First Responder Medical/EMT 1A Upgrade Program

7. FIT-S1D – Basic Fire Engine Operation

8. FIT-S18 – Fire Department Water Tender Operations
9. PHP-A35 - Ski Conditioning
10. PHP-A79- In-Line Skating
11. PHP-V05A - Baseball, Varsity, Men
12. PHP-V05B - Baseball, Varsity, Men
13. PHP-V07A - Golf, Varsity, Men
14. PHP-V07B - Golf, Varsity, Men
15. PHP-V09A - Swimming and Diving, Varsity, Men
16. PHP-V09B - Swimming and Diving, Varsity, Men
17. PHP-V10A - Soccer, Varsity, Men
18. PHP-V10B - Soccer, Varsity, Men
19. PHP-V11A - Pep Squad, Varsity, Men/Women
20. PHP-V11B - Pep Squad, Varsity, Men/Women
21. PHP-V19A - Swimming and Diving, Varsity, Women
22. PHP-V19B - Swimming and Diving, Varsity, Women
23. PHP-V23A - Water Polo, Varsity, Men
24. PHP-V23B - Water Polo, Varsity, Men
25. PHP-V24A - Water Polo, Varsity, Women
26. PHP-V24B - Water Polo, Varsity, Women
27. PHP-V25A - Soccer, Varsity, Women
28. PHP-V25B - Soccer, Varsity, Women

<u>New Degree Patterns</u>

1. State-approved degree – Film Studies (R) – See Attachment A

New Certificate Patterns

1. Locally-approved certificate – Office Fast-Track (R) – See Attachment B

2. Locally-approved certificate – Victim Services Aide (R) – See Attachment C

Revised Degree/Certificate Patterns

1. State-approved degree/certificate - Culinary Arts – See Attachment D

2. State-approved degree/certificate - Engineering Software Applications – See Attachment E

3. Locally-approved certificate - Industrial Design – See Attachment F

4. State-approved degree/certificate - Drafting Technology - See Attachment G

5. State-approved degree/certificate - Computer Applications - See Attachment H

6. Locally-approved certificate – Web Master – See Attachment I

7. State-approved degree/certificate – Computer Programming – See Attachment J

8. Locally-approved certificate – E-Commerce – See Attachment K

9. Locally-approved certificate – C++ Programming – See Attachment L

10. Locally-approved certificate – Java Programming – See Attachment M

11. Locally-approved certificate – Visual Basic Programming – See Attachment N

ATTACHMENT A

FILM STUDIES
Associate of Arts Degree

Required Courses (21 units)		Units
FST-1	Introduction to Film Studies	3
FST-2	Introduction to Television Studies	3
FST-7	History of World Film I	3
or		
FST-8	History of World Film II	3

Level One Electives (Choose from list)	3
Level Two Electives (Complete Group A or B)	6
Level Three Electives (Choose from list)	3

Level One Electives (3 units)		
FST-5	Fiction and Film	3
FST-6	Screenplay Analysis	3

Level Two Electives - Complete Group A or B (6 units)		
Group A	Comparative Studies	
FST-3	Introduction to International Cinema	3
FST-4	Introduction to Film Genres	3
or		
Group B	Screenwriting Studies	
ENG-38	Introduction to Screenwriting	3
ENG-49	Introduction to the One-Hour Teleplay	3

Level Three Electives (3 units)		
ART-10	Modern and Contemporary Art History	3
ENG-11	Creative Writing	3
ENG-13	Introduction to Playwriting	3
ENG-39	Screenwriting II	3
FTV-48	Short Film Production	3
FTV-60	Overview of Digital Media	3
FTV-68	Story Development Process in the Entertainment Industry	3
MUS-26	Film Music Appreciation	3
THE-3	Introduction to the Theater	3
THE-39	Acting for the Camera	3

Associate of Arts Degree
The Associate of Arts Degree in Film Studies will be awarded upon completion of the degree requirements, including general education and other graduation requirements as described in the college catalog.

ATTACHMENT B

OFFICE FAST-TRACK
Certificate Program

Required Courses (12 units)		Units
CAT-1A	Business Etiquette	1
CAT-30A	Business English 30A	1
CAT/CIS-34A	Introduction to Microsoft Word for Windows	1.5
CAT-53	Keyboarding/Typing Fundamentals	1
CAT/CIS-65	Introduction to Microsoft PowerPoint	1.5
CAT/CIS-93	Computers for Beginners	3
CAT/CIS-95A	Introduction to the Internet	1.5
CAT/CIS-98A	Introduction to Excel	1.5

ATTACHMENT C

VICTIM SERVICES AIDE
Certificate Program

Required Courses (16 units)		Units
ADJ-1	Introduction to the Administration of Justice	3
ADJ-2	Principles and Procedures of the Justice System	3
ENG-1A	English Composition	4
HMS-5	Introduction to Evaluation and Counseling	3
or		
SPE-9	Interpersonal Communication	3
SOC-20	Introduction to Criminology	3

ATTACHMENT D

CULINARY ARTS
Certificate Program

Required Courses (27 units)		Units
CUL-36	Introduction to Culinary Arts	8
CUL-37	Intermediate Culinary Arts	8
CUL-38	Advanced Culinary Arts	8
CUL-200	Culinary Arts Work Experience (minimum of one unit)	1-2-3-4
Electives	(Choose from list below)	2

Electives (6 units)		
CUL-20	Fundamentals of Baking	2
CUL-22	Cake Decorating I	2

Associate of Science Degree
The Associate of Science Degree in Culinary Arts will be awarded upon completion of the degree requirements, including general education and other graduation requirements as described in the college catalog.

ATTACHMENT E

ENGINEERING SOFTWARE APPLICATIONS
Certificate Program

Required Courses (21 units)		Units
ENE-21	Drafting	3
ENE-30	Computer-Aided Drafting	3
ENE-31	Computer-Aided Drafting and Design	3
ENE-42	SolidWorks I	3
ART-36	Computer Art	3
CIS-1A	Introduction to Computer Information Systems	3
ADM-71	Adobe Photoshop	3
or		
CIS/CAT-78A	Introduction to Adobe Photoshop	3

Associate of Science Degree
The Associate of Science Degree in Engineering Software Applications will be awarded upon completion of the degree requirements, including general education and other graduation requirements as described in the college catalog.

ATTACHMENT F

INDUSTRIAL DESIGN
Certificate Program

Required Courses (10 units)		Units
ENE-28	Technical Design	3
ENE-42	SolidWorks I	3
MAN-52	Computer-Aided Manufacturing-Mastercam	4

ATTACHMENT G

DRAFTING TECHNOLOGY
Certificate Program

Required Courses (24-25 units)		Units
ENE-21	Drafting	3
ENE-22	Engineering Drawing	3
ENE-28	Technical Design	3
ENE-30	Computer-Aided Drafting (CAD)	3
ENE-31	Computer-Aided Drafting and Design	3
ENE-51	Blueprint Reading	2
ENE-52	Geometric Dimensioning & Tolerancing	2
ENE-60	Math for Engineering Technology	3
Electives	(Choose from list below)	2-3

Electives		
ARE-24	Architectural Drawing	3
ENE-23	Descriptive Geometry	3
ENE-26	Civil Engineering Drafting	3
ELE/ENE-27	Technical Communication	3
ENE-42	SolidWorks I	3
ENE/MAN/ WEL-34	Metal Joining Processes	2

Associate of Science Degree
The Associate of Science Degree in Drafting Technology will be awarded upon completion of the degree requirements, including general education and other graduation requirements as described in the college catalog.

ATTACHMENT H

COMPUTER APPLICATIONS
Certificate Program

Required Courses (31.5 units)		Units
CIS-1A	Introduction to Computer Information Systems	3
CIS-1B	Advanced Concepts in Computer Information Systems	3
CIS-5	Fundamentals of Programming Logic using C++	3
or		
CIS-28A	MS Access Programming	3
CIS-21	Introduction to Operating Systems	3
CIS-95A	Introduction to the Internet	1.5
CAT-31	Business Communications	3
or		
BUS-22	Management Communications	3
Electives 1	(Choose from list below)	7.5
Electives 2	(Choose from list below)	7.5

Electives 1 (7.5 units)		
CIS-2	Fundamentals of Systems Analysis	3
CIS-23	Software and End User Support	3
CIS-25	Data Communications	3
CIS-61	Introduction to Databases	3
CIS/CAT-80	Word Processing: Microsoft Word for Windows	3
CIS/CAT-84	Word Processing: WordPerfect for Windows	3
CIS/CAT-98B	Advanced Excel	1.5
GIS-1	Introduction to Geographic Information Systems	3

Electives 2 (7.5 units)		
CIS-12	PHP Dynamic Web Site Programming	3
CIS-14A	Web Programming: Java Script	3
CIS-14B	Web Programming: Active Server Pages	3
CIS/CAT-54A	Introduction to Flash	3
CIS/CAT-56A	Designing Web Graphics	3
CIS-72A	Introduction to Web Page Creation	1.5
CIS-72B	Intermediate Web Page Creation using Cascading Style Sheets (CSS)	1.5
CIS/CAT-76A	Introduction to Microsoft Expression Web	3
CIS/CAT-76B	Introduction to DreamWeaver	3
CIS/CAT-78A	Introduction to Adobe PhotoShop	3
CIS/CAT-79	Introduction to Adobe Illustrator	3
CIS/CAT-81	Introduction to Desktop Publishing using Adobe InDesign	3

Associate of Science Degree

The Associate of Science Degree in Computer Applications will be awarded upon completion of the degree requirements, including general education and other graduation requirements as described in the college catalog.

ATTACHMENT I

WEB MASTER
Certificate Program

Required Courses (13.5 units)		Units
CIS-14A	Web Programming: JavaScript	3
CIS-72A	Introduction to Web Page Creation	1.5
CIS-72B	Intermediate Web Page Creation using Cascading Style Sheets (CSS)	1.5
CIS/CAT-76B	Introduction to DreamWeaver	3
Electives	(Choose from list below)	4.5

Electives (4.5 units)		
CIS-12	PHP Dynamic Web Site Programming	3
CIS-14B	Web Programming: Active Server Pages	3
CIS/CAT-54A	Introduction to Flash	3
CIS/CAT-56A	Designing Web Graphics	3
CIS-72C	Introduction to XML	1.5

ATTACHMENT J

COMPUTER PROGRAMMING
Certificate Program

Required Courses (25.5 units)		Units
CIS-1A	Introduction to Computer Information Systems	3
CIS-2	Fundamentals of Systems Analysis	3
CIS-5	Fundamentals of Programming Logic using C++	3
CIS-21	Introduction to Operating Systems	3
CIS-72A	Introduction to Web Page Creation	1.5
Electives	From Group 1	6
Electives	From Group 2	6

Electives - Group 1 (6 units)		
CIS-12	PHP Dynamic Web Site Programming	3
CIS-14A	Web Programming: JavaScript	3
CIS-14B	Web Programming: Active Server Pages	3
CIS-15A	Visual Basic Programming: Objects	3
CIS-17A	C++ Programming: Objects	3
CIS-18A	Java Programming: Objects	3

Electives - Group 2 (6 units)		
CIS-11	Computer Programming using Assembler	3
CIS-15B	Visual Basic Programming: Advanced Objects	3
CIS-15C	Visual Basic Programming: Databases	3
CIS-17B	C++ Programming: Advanced Objects	3
CIS-17C	C++ Programming: Data Structures	3
CIS-18B	Java Programming: Advanced Objects	3
CIS-18C	Java Programming: Data Structures	3

Associate of Science Degree
The Associate of Science Degree in Computer Programming will be awarded upon completion of the degree requirements, including general education and other graduation requirements as described in the college catalog.

ATTACHMENT K

E-COMMERCE
Certificate Program

Required Courses (15 units)		Units
BUS-10	Introduction to Business	3
CIS-21	Introduction to Operating Systems	3
CIS-25	Introduction to Data Communications	3
CIS/CAT-76A	Introduction Microsoft Expression Web	3
or		
CIS/CAT-76B	Introduction to DreamWeaver	3
Electives	(Choose from list below)	3

Electives (3 units)		
CIS-14A	Web Programming: JavaScript	3
CIS-15B	Visual Basic Programming: Advanced Objects	3
CIS-15C	Visual Basic Programming: Databases	3
CIS-17B	C++ Programming: Advanced Objects	3
CIS-18B	Java Programming: Advanced Objects	3

ATTACHMENT L

C++ PROGRAMMING
Certificate Program

Required Courses (12 units)		Units
CIS-5	Fundamentals of Programming Logic using C++	3
CIS-17A	C++ Programming: Objects	3
CIS-17B	C++ Programming: Advanced Objects	3
CIS-17C	C++ Programming: Data Structures	3

ATTACHMENT M

JAVA PROGRAMMING
Certificate Program

Required Courses (12 units)		Units
CIS-5	Fundamentals of Programming Logic using C++	3
CIS-18A	Java Programming: Objects	3
CIS-18B	Java Programming: Advanced Objects	3
CIS-18C	Java Programming: Data Structures	3

ATTACHMENT N

VISUAL BASIC PROGRAMMING

Certificate Program

Required Courses (12 units)		Units
CIS-5	Fundamentals of Programming Logic using C++	3
CIS-15A	Visual Basic Programming: Objects	3
CIS-15B	Visual Basic Programming: Advanced Objects	3
CIS-15C	Visual Basic Programming: Databases	3

RIVERSIDE COMMUNITY COLLEGE DISTRICT
TEACHING AND LEARNING COMMITTEE

Report No.: VI-A-2 Date: January 27, 2009

Subject: Subcontract Agreement with California Poly Pomona Foundation, Inc.

Background: Presented for the Board's review and consideration is a subcontract agreement between Riverside Community College District (RCCD) and California Poly Pomona Foundation, Inc. on behalf of California Polytechnic University, Pomona to perform work in support of the achievement of the goals and objectives of Riverside City College's College Cost Reduction and Access Act (CCRAA) Cooperative grant program, Step Up to Success. RCCD, California Polytechnic University, Pomona and California State University, San Bernardino will collaborate on this project and focus on one primary activity: improving Science Technology Engineering Math (STEM) student learning and success. RCCD will provide overall administrative oversight for the program. The term of the agreement is for October 1, 2008 through September 30, 2009. Funding source: CCRAA Grant.

Recommended Action: It is recommended that the Board of Trustees ratify the agreement to fund this collaborative project with California Polytechnic University, Pomona, from October 1, 2008 through September 30, 2009, for an amount not to exceed $253,640.00, and authorize the Vice Chancellor, Administration and Finance, to sign the agreement.

Irving G. Hendrick
Interim Chancellor

Prepared by: Patrick Schwerdtfeger
Vice President, Academic Affairs, Riverside City College

Subaward Agreement

Prime Awardee	Subawardee	
Institution/Organization Name: Riverside Community College District Address: 4800 Magnolia Avenue Riverside, CA 92506	Institution/Organization ("COLLABORATOR") Name: California Poly Pomona Foundation, Inc. on behalf of California State Polytechnic University, Pomona Address: 3801 W. Temple Avenue, Bldg. 55 Pomona, CA 91768 EIN No.: 95-2417645	
Prime Award No. P031 C080046	Subaward No. P031 C080046 - 1	
Awarding Agency U.S. Department of Education	CFDA No. 84.031C	
Subaward Period of Performance October 1, 2008 – September 30, 2009	Amount Funded this Action $253,640	Total $253,640
Project Title College Cost Reduction and Access Act (CCRAA) Step Up to Success Program		
Reporting Requirements [Project Director will notify as she is notified by U.S. Department of Education]		

Terms and Conditions

1) Riverside Community College District hereby awards a cost reimbursable subaward, as described above, to Collaborator. The statement of work and budget for this subaward are (check one):

☐ as specified in Collaborator's proposal dated ; or

☒ as shown in Attachment 4 . In its performance of subaward work, Collaborator shall be an independent entity and not an employee or agent of Riverside Community College District.

2) Riverside Community College District shall reimburse Collaborator not more often than monthly for allowable costs. All invoices shall be submitted using Collaborator's standard invoice, but at a minimum shall include current and cumulative costs, subaward number, and certification as to truth and accuracy of invoice. *Invoices that do not reference Riverside Community College District's subaward number shall be returned to Collaborator.* Invoices should be directed to the Project Director, as shown in Attachment 3. Questions concerning invoice receipt or payments should be directed to the appropriate party's Financial Contact, as shown in Attachment 3.

3) A final statement of cumulative costs incurred, marked "FINAL," must be submitted to Riverside Community College District's Project Director NOT LATER THAN sixty (60) days after subaward end date. The final statement of costs shall constitute Collaborator's final financial report.

4) All payments shall be considered provisional and subject to adjustment within the total estimated cost in the event such adjustment is necessary as a result of an adverse audit finding against the Collaborator.

5) Matters concerning the technical performance of this subaward should be directed to the appropriate party's Project Director, as shown in Attachment 3. Technical reports are required as shown above, "Reporting Requirements."

6) Matters concerning the request or negotiation of any changes in the terms, conditions, or amounts cited in this subaward agreement, and any changes requiring prior approval, should be directed to the appropriate party's Administrative Contact, as shown in Attachment 3. Any such changes made to this subaward agreement require the written approval of each party's Authorized Official, as shown in Attachment 3.

7) Each party shall be responsible for its negligent acts or omissions and the negligent acts or omissions of its employees, officers, or directors, to the extent allowed by law.

8) Either party may terminate this agreement with thirty days written notice to the appropriate party's Administrative Contact, as shown in Attachment 3. Riverside Community College District shall pay Collaborator for termination costs as allowable under OMB Circular A-21or A-122, as applicable.

9) No-cost extensions require the approval of Riverside Community College District. Any requests for a no-cost extension should be addressed to and received by the Administrative Contact, as shown in Attachment 3, not less than forty-five days prior to the desired effective date of the requested change.

10) The Subaward is subject to the terms and conditions of the Prime Award and other special terms and conditions, as identified in Attachment 2. Funding for year two of the program (October 1, 2009 – September 30, 2010) is contingent upon the award of a second year's funding by the U.S. Department of Education to Riverside Community College District.

11) By signing below Collaborator makes the certifications and assurances shown in Attachment 1.

By an Authorized Official of RIVERSIDE COMMUNITY COLLEGE DISTRICT:		By an Authorized Official of COLLABORATOR:	
_____	_____	_____	_____
James L. Buysse, Vice Chancellor Administration and Finance	Date	G. Paul Storey, Executive Director Cal Poly Pomona Foundation, Inc.	Date

Attachment 1
Subaward Agreement

By signing the Subaward Agreement, the authorized official of COLLABORATOR certifies, to the best of his/her knowledge and belief, that:

Certification Regarding Lobbying

1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the Collaborator, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or intending to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the Collaborator shall complete and submit Standard Form -LLL, "Disclosure Form to Report Lobbying," to Riverside Community College District.

3) The Collaborator shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U. S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less that $10,000 and not more that $100,000 for each such failure.

Debarment, Suspension, and Other Responsibility Matters

Collaborator certifies by signing this Subaward Agreement that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

OMB Circular A-133 Assurance

Collaborator assures Riverside Community College District that it complies with A-133 and that it will notify Riverside Community College District of completion of required audits and of any adverse findings, which impact this subaward.

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION

SEP 25 2008

Linda Lacy
Riverside Community College District
Riverside City College
4800 Magnolia Avenue
Riverside, CA 92506-1299

RE: Application P031C080046

Dear Applicant:

Congratulations! It is my pleasure to inform you that the Department of Education has approved your fiscal year 2008 College Cost Reduction and Access Act (CCRAA) Hispanic-Serving Institutions (HSI) Program grant application for funding for two years. We have enclosed two copies of the Grant Award Notification document specifying the amount of the grant for the first year of funding. One copy is for the project director and the other copy is for the institution's certifying official.

Continuation funding following the first year of your grant is contingent upon your demonstrating that the project has made substantial progress in meeting the approved goals and objectives and on Congressional appropriation of funds for the program. You should note that you may only use funds for those activities that directly relate to the goals and objectives of the funded application.

We have also enclosed, for your review and use, a memorandum that discusses key financial management requirements for discretionary grants. Additionally, a set of the non-federal field reviewers' evaluations of your grant application is provided for your information.

Again, congratulations on your success in the 2008 CCRAA-HSI competition. Your assigned program specialist will contact the project director shortly. In the interim, if you have any questions, please contact Peter Fusscas, Team Leader for the HSI Program at (202) 502-7590.

Sincerely,

James E. Laws, Jr., Ed.D.
Director
Institutional Development and
Undergraduate Education Service

Enclosures:
Grant Award Notification (2 copies)
Financial Management Memorandum
Reviewers' Evaluations

U.S. Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

1 RECIPIENT NAME:
Riverside Community College District/Riverside City College
4800 Magnolia Avenue
Riverside, CA 92506 - 1299

2 PROJECT TITLE
84.031C
Riverside City College Step Up to Success Cooperative Grant

3 PROJECT STAFF

RECIPIENT PROJECT DIRECTOR
Mary Legner (951) 222 - 8886

EDUCATION PROGRAM CONTACT
Carnisia M. Proctor (202) 502 - 7606

EDUCATION PAYMENT CONTACT
GAPS PAYEE HOTLINE (888) 336 - 8930

4 KEY PERSONNEL

NAME	TITLE	LEVEL OF EFFORT
Mary Legner	Project Director	50%

5 AWARD INFORMATION
PR/AWARD NUMBER P031C080046
ACTION NUMBER 01
ACTION TYPE New
AWARD TYPE Discretionary

6 AWARD PERIODS
BUDGET PERIOD 10/01/2008 - 09/30/2009
PERFORMANCE PERIOD 10/01/2008 - 09/30/2010

FUTURE BUDGET PERIODS

BUDGET PERIOD	DATE	AMOUNT
02	10/01/2009 - 09/30/2010	$1,116,476.00

7 AUTHORIZED FUNDING

THIS ACTION	$1,227,783.00
BUDGET PERIOD	$1,227,783.00
PERFORMANCE PERIOD	$1,227,783.00
RECIPIENT COST-SHARE	1.40%
RECIPIENT NON-FEDERAL AMOUNT	$17,226.00

8 ADMINISTRATIVE INFORMATION
DUNS/SSN 110250284
REGULATIONS EDGAR AS APPLICABLE

ATTACHMENTS A, B OPE-2, C, E1, E2, E3, F, S

9 LEGISLATIVE AND FISCAL DATA
AUTHORITY: PL College Cost Reduction Act COLLEGE COST REDUCTION ACT
PROGRAM TITLE: HIGHER EDUCATION - INSTITUTIONAL AID

CFDA/SUBPROGRAM NO: 84.031C

FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT
0201A	2008	2008	EP000000	B	JJ5	000	031	4101C	$1,227,783.00

Ver. 1
ED-GAPS001 (01/98)

U.S. Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

10

PR/AWARD NUMBER: P031C080046

RECIPIENT NAME: Riverside Community College District/Riverside City College

TERMS AND CONDITIONS

(1) THE FOLLOWING ITEMS ARE INCORPORATED IN THE GRANT AGREEMENT: (1) THE RECIPIENT'S APPLICATION (BLOCK 2), (2) THE APPLICABLE EDUCATION DEPARTMENT REGULATIONS (BLOCK8), AND (3) THE SPECIAL TERMS AND CONDITIONS SHOWN AS ATTACHMENTS (BLOCK 8).

THIS AWARD SUPPORTS ONLY THE BUDGET PERIOD SHOWN IN BLOCK 6. IN ACCORDANCE WITH 34 CFR 75.253, THE DEPARTMENT OF EDUCATION WILL CONSIDER CONTINUED FUNDING IF: (1) CONGRESS HAS APPROPRIATED SUFFICIENT FUNDS UNDER THE PROGRAM, (2) THE DEPARTMENT DETERMINES THAT CONTINUING THE PROJECT WOULD BE IN THE BEST INTEREST OF THE GOVERNMENT, (3) THE RECIPIENT HAS MADE SUBSTANTIAL PROGRESS TOWARD MEETING THE OBJECTIVES IN ITS APPROVED APPLICATION, AND (4) THE RECIPIENT HAS SUBMITTED REPORTS OF PROJECT PERFORMANCE AND BUDGET EXPENDITURES THAT MEET THE REPORTING REQUIREMENTS FOUND AT 34 CFR 75.118 AND ANY OTHER REPORTING REQUIREMENTS ESTABLISHED BY THE SECRETARY.

IN ACCORDANCE WTH 34 CFR 74.25(c)(2), OR 34 CFR 80.30(d)(3) CHANGES TO KEY PERSONNEL IDENTIFIED IN BLOC K 4 MUST RECEIVE PRIOR APPROVAL FROM THE DEPARTMENT.

THE SECRETARY ANTICIPATES FUTURE FUNDING FOR THIS AWARD ACCORDING TO THE SCHEDULE IDENTIFIED IN BLOCK 6. THESE FIGURES ARE ESTIMATES ONLY AND DO NOT BIND THE SECRETARY TO FUNDING THE AWARD FOR THESE PERIODS OR FOR THE SPECIFIC AMOUNTS SHOWN. THE RECIPIENT WILL BE NOTIFIED OF SPECIFIC FUTURE FUNDING ACTIONS THAT THE SECRETARY TAKES FOR THIS AWARD.

Patricia M Beat 9-25-08

AUTHORIZING OFFICIAL **DATE**

Ver. 1
ED-GAPS001 (01/98)

EXPLANATION OF BLOCKS ON THE GRANT AWARD NOTIFICATION

For Discretionary, Formula, and Block Grants (See Block 5 of the Notification)

1. **RECIPIENT NAME** - The legal name of the recipient, name of the primary organizational unit that will undertake the funded activity, and the complete address of the recipient. The recipient is commonly known as the "grantee."
2. **PROJECT TITLE AND CFDA NUMBER** - Identifies the Catalog of Federal Domestic Assistance (CFDA) subprogram title and the associated subprogram number.
3. **PROJECT STAFF** - This block contains the names and telephone numbers of the U.S. Department of Education and recipient staff who are responsible for project direction and oversight.
   - ***RECIPIENT PROJECT DIRECTOR** - The recipient staff person responsible for administering the project. This person represents the recipient to the U.S. Department of Education.
   - **EDUCATION PROGRAM CONTACT** - The U.S. Department of Education staff person responsible for the programmatic, administrative and business-management concerns of the Department.
   - **EDUCATION PAYMENT CONTACT** - The U.S. Department of Education staff person responsible for payments or questions concerning electronic drawdown and financial expenditure reporting.
4. *** KEY PERSONNEL** - Name, title and percentage (%) of effort the key personnel identified devotes to the project.
5. **AWARD INFORMATION** - Unique items of information that identify this notification.
   - **PR/AWARD NUMBER** - A unique, identifying number assigned by the Department to each application. On funded applications, this is commonly known as the "grant number" or "document number."
   - **ACTION NUMBER** - A numeral that represents the cumulative number of steps taken by the Department to date to establish or modify the award through fiscal or administrative means. Action number "01" will always be "NEW AWARD"
   - **ACTION TYPE** - The nature of this notification (e.g., NEW AWARD, CONTINUATION, REVISION, ADMINISTRATIVE)
   - **AWARD TYPE** - The particular assistance category in which funding for this award is provided, i.e., DISCRETIONARY, FORMULA, or BLOCK.
6. **AWARD PERIODS** - Project activities and funding are approved with respect to three different time periods, described below:
   - **BUDGET PERIOD** - A specific interval of time for which Federal funds are being provided from a particular fiscal year to fund a recipient's approved activities and budget. The start and end dates of the budget period are shown.
   - **PERFORMANCE PERIOD** - The complete length of time the recipient is proposed to be funded to complete approved activities. A performance period may contain one or more budget periods.
   - ***FUTURE BUDGET PERIODS** - The estimated remaining budget periods for multi-year projects and estimated funds the Department proposes it will award the recipient provided substantial progress is made by the recipient in completing approved activities, the Department determines that continuing the project would be in the best interest of the Government, Congress appropriates sufficient funds under the program, and the recipient has submitted a performance report that provides the most current performance information and the status of budget expenditures.
7. **AUTHORIZED FUNDING** - The dollar figures in this block refer to the *Federal* funds provided to a recipient during the award periods.
   - ***THIS ACTION** - The amount of funds obligated (added) or de-obligated (subtracted) by this notification.
   - ***BUDGET PERIOD** - The total amount of funds available for use by the grantee during the stated budget period to this date.
   - ***PERFORMANCE PERIOD** - The amount of funds obligated from the start date of the first budget period to this date.
   - **RECIPIENT COST-SHARE** - The funds, expressed as a percentage, that the recipient is required to contribute to the project, as defined by the program legislation or regulations and/or terms and conditions of the award.
   - **RECIPIENT NON-FEDERAL AMOUNT** - The amount of non-federal funds the recipient must contribute to the project as identified in the recipient's application. When non-federal funds are identified by the recipient where a cost share is not a legislation requirement, the recipient will be **required** to provide the non-federal funds.
8. **ADMINISTRATIVE INFORMATION** - This information is provided to assist the recipient in completing the approved activities and managing the project in accordance with U.S. Department of Education procedures and regulations.
   - **DUNS/SSN** - A unique, identifying number assigned to each recipient for payment purposes. The number is based on either the recipient's assigned number from Dun and Bradstreet or the individual's social security number.
   - ***REGULATIONS** - The parts of the Education Department General Administrative Regulations (EDGAR) and specific program regulations that govern the award and administration of this grant.
   - ***ATTACHMENTS** - Additional sections of the Grant Award Notification that discuss payment and reporting requirements, explain Department procedures, and add special terms and conditions in addition to those established, and shown as clauses, in Block 10 of the award. Any attachments provided with a notification continue in effect through the project period until modified or rescinded by the Authorizing Official.
9. **LEGISLATIVE AND FISCAL DATA** - The name of the authorizing legislation for this grant, the CFDA title of the program through which funding is provided, and U.S. Department of Education fiscal information.
   - **FUND CODE, FUNDING YEAR, AWARD YEAR, ORG. CODE, PROJECT CODE, OBJECT CLASS** - The fiscal information recorded by the U.S. Department of Education's Grant Administration and Payment System to track obligations by award.
   - **AMOUNT** - The amount of funds provided from a particular appropriation and project code. Some notifications authorize more than one amount from separate appropriations and/or project codes. The total of all amounts in this block equals the amount shown on the line, "THIS ACTION" (See "AUTHORIZED FUNDING" above (Block 7)).
10. **TERMS AND CONDITIONS OF AWARD** - Requirements of the award that are binding on the recipient.
    - ***AUTHORIZING OFFICIAL** - The U.S. Department of Education official authorized to award Federal funds to the recipient, establish or change the terms and conditions of the award, and authorize modifications to the award.

FOR FORMULA AND BLOCK GRANTS ONLY:

(See also Blocks 1, 2, 5, 6, 8, 9 and 10 above)

3. **EDUCATION STAFF** - The U.S. Department of Education staff persons to be contacted for programmatic and payment questions.
7. **AUTHORIZED FUNDING**
   - **CURRENT AWARD AMOUNT** - The amount of funds that are obligated (added) or de-obligated (subtracted) by this action.
   - **PREVIOUS CUMULATIVE AMOUNT** - The total amount of funds awarded under the grant before this action.
   - **CUMULATIVE AMOUNT** - The total amount of funds awarded under the grant, this action included.

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* This item differs or does not appear on formula and block grants.

Attachment 3
Subaward Agreement

Riverside Community College District Contacts	Collaborator Contacts
Administrative Contact Name: Colleen Molko Associate Director, Grants Address: 4800 Magnolia Avenue Riverside, CA 92506 Telephone: (951) 222-8932 Fax: (951) 328-3787 Email: colleen.molko@rcc.edu	Administrative Contact Name: Dr. Mandayam Srinivas Professor Address: 3801 W. Temple Avenue Building 8-3 Pomona, CA 91768 Telephone: (909) 869-3437 Fax: (909) 869-5336 Email: masrinivas@csupomona.edu
Project Director Name: Mary Legner Associate Professor, Mathematics Address: 4800 Magnolia Avenue Riverside, CA 92506 Telephone: (951) 222-8886 Fax: Email: mary.legner@rcc.edu	Project Director Name: Dr. Mandayam Srinivas Address: 3801 W. Temple Avenue Building 8-3 Pomona, CA 91768 Telephone: (909) 869-3437 Fax: (909) 869-5336 Email: masrinivas@csupomona.edu
Financial Contact Name: Bill J. Bogle, Jr. District Controller Address: 4800 Magnolia Avenue Riverside, CA 92506 Telephone: (951) 222-8041 Fax: (951) 222-8021 Email: bill.bogle@rcc.edu	Financial Contact Name: Ms. Debbie Schroeder-Linthicum Grants Manager Address: Cal Poly Pomona Foundation, Inc. 3801 W. Temple Avenue, Bldg. 55 Pomona, CA 91768 Telephone: (909) 869-2961 Fax: (909) 8694549 Email: dlschroeder@csupomona.edu
Authorized Official Name: James L. Buysse Vice Chancellor, Administration and Finance Address: 4800 Magnolia Avenue Riverside, CA 92506 Telephone: (951) 222-8047 Fax: (951) 222-8893 Email: jim.buysse@rcc.edu	Authorized Official Name: G. Paul Storey Executive Director Cal Poly Pomona Foundation, Inc. Address: 3801 W. Temple Ave., Bldg. 55 Pomona, CA 91768 Telephone: (909) 869-2951 Fax: (909) 869-4549 Email: gpstorey@csupomona.edu

Attachment 4

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PROJECT NARRATIVE

Riverside City College

Riverside City College (RCC) is applying as lead institution in a cooperative development grant in partnership with its sister campuses, Norco Campus (NC) and Moreno Valley Campus (MVC) and nearby four-year institutions, California State Polytechnic University, Pomona (CPP) and California State University San Bernardino (CSUSB). The partnership will focus on one activity: improving STEM student learning and success by developing model STEM transfer programs between the institutions and building a strong foundation for transfer with success strategies in the STEM discipline.

Need for the Project

A public-private partnership dedicated to building a stronger and more diverse STEM workforce called Building Engineering and Science Talent (BEST) developed a comprehensive series of reports on the growing need for a well-educated and competitive workforce. The group spoke to the looming demographic forces that are changing the way America looks. By 2015, the nation's undergraduate population will expand by over 2.6 million students, two million of whom will be students of color and almost half of this 2.6 million increase will occur in California, Texas and Florida. "Even with these increases, Hispanic and African American students enrolled in post-secondary education in 2015 will greatly lag behind their respective shares of the U.S. population." [1] The basic sorting process of higher education—admission

[1] BEST: Building Engineering and Science Talent, "A Bridge for All: Higher Education Design Principles to Broaden Participation in Science, Technology, Engineering and Mathematics," February 2004, p. 8.

requirements, costs, and financial aid complexity, for example---will also work to reduce the numbers of underrepresented minorities as students move from high school to higher degrees.

In May 2007, the Academic Competitiveness Council lead by Secretary of Education Margaret Spellings began an organized effort to address the issue of a well-educated and skilled workforce for the 21st century. The Postsecondary Education working group identified one overarching national goal—to increase the number of undergraduates who enroll in *and graduate* from STEM programs.[2] In South Korea, 38% of all undergraduates receive their degrees in science or engineering; in France, 47%, in China, 50%, in Singapore, 67%. In the U.S., the figure is only 15%.[3] Concerned with U.S. economic competitiveness in an increasingly complex and global economy, ACC expressed concern over the ability of higher education to produce STEM experts and maintain American preeminence in STEM areas.[4] As BEST reports, we as a nation will continue to turn to international talent to fill the needs of the workforce in STEM if this concern is not addressed.[5]

As community colleges are the fastest growing segment of higher education, they will become the major higher educational entity that will address STEM needs.[6] In California, the community college system is the largest in the nation and is totally open access, serving nearly 2.9 million students. California has begun The Basic Skills Initiative that addresses the skill

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[2] U.S. Dept. of Education, Report of the Academic Competitiveness Council, May 2007, p. 2.

[3] National Academy of Sciences, "Rising Above the Gathering Storm, 2007, p.16.

[4] ACC, p. 5.

[5] BEST, "The Talent Imperative: Meeting America's Challenge in Science and Engineering, ASAP", 2004, p. 1.

[6] Talent Imperative, p. 14.

level of the students that attend the 109 community colleges in the system. Recognizing the lack of skills in our students, Riverside City College has joined in this effort, combining state funding and a federal Title V grant to address developmental education.

The Need for the Project at RCC: Student Success in STEM Disciplines

In Spring 2006, many of the STEM disciplines began looking at student enrollment, retention, and success data. Data on overall student success reported to the California Community Colleges Chancellor's Office revealed problematic "success rates" in the major STEM fields.

Overall Student Success by Program (Percentages)

Program Type	Spring 07	Fall 07	Spring 06	Fall 06	Spring 05	Fall 05
Biological Sciences	62.06	60.32	58.35	63.82	59.14	56.89
Engineering/Industrial Tech	75.25	77.07	78.3	77.83	78.69	77.83
Information Technology	57.13	52.77	57.58	55.05	52.96	52.84
Mathematics	51.28	50.96	51.39	53.16	52.54	52.78

Data Mart: CA Community Colleges System Office [7]

Consistent positive student outcomes were recorded for engineering and the industrial technologies courses; however, student success rates in other STEM areas were dismal.

For the three-year period that the faculty was studying these disciplines, the success rates for underrepresented minorities were consistently lower than the success rates of white, non-Hispanic students, many by a large percentage. When conducting research on success rates by

[7] Percentages are calculated by dividing the number of students enrolled in the courses who received a passing grade by the total number of students enrolled.

gender, they found that the data collected for STEM fields is positively skewed by the inability to break out nursing students from overall STEM students.[8] The table below shows the success rates of students by ethnicity from Fall 2005 to Fall 2007.

Student Success Rates by Ethnicity (Percentage)

Dept.	Ethnicity	Fall 07	Spr 07	Fall 06	Spr 06	Fall 05	Spr 05
BIO	African American	37.84%	37.50%	60.61%	32.43%	29.73%	39.13%
BIO	Hispanic	50.23%	46.03%	54.44%	36.87%	37.64%	46.67%
BIO	White	51.33%	59.44%	56.25%	58.16%	54.69%	56.31%
CIS	African American	31.03%	42.27%	34.08%	39.62%	39.78%	36.44%
CIS	Hispanic	47.03%	50.00%	48.93%	53.77%	46.14%	51.02%
CIS	White	59.25%	58.79%	60.85%	62.42%	59.82%	58.49%
ENE	African American	0.00%	0.00%	0.00%	0.00%	50.00%	0.00%
ENE	Hispanic	33.33%	50.00%	100.00%	100.00%	100.00%	0.00%
ENE	White	100.00%	80.00%	100.00%	100.00%	100.00%	0.00%
MAT	African American	38.49%	32.60%	33.90%	32.58%	34.64%	31.09%
MAT	Hispanic	44.43%	41.10%	42.63%	43.00%	42.07%	39.43%
MAT	White	51.55%	49.46%	50.83%	52.33%	53.88%	48.95%

(RCCD Institutional Research)

[8] RCCD has a large, successful nursing program that is populated overwhelmingly by women, and therefore breaking out biological science and mathematics success by gender does not accurately reflect RCC's female student achievement in these disciplines as a whole.

Based on the numerical reality of overall poor student performance in STEM disciplines, faculty and administrators came together and agreed that they needed to help *all* STEM students succeed, and in much larger numbers. A core group of STEM faculty formed a Student Performance Council and began to address overall student performance, as well as performance of minorities and women, in STEM disciplines.

The Need for the Project at RCC: Student Transfer in STEM Disciplines

Collecting the data from nearby transfer institutions, CPP and CSUSB, shows problematic STEM transfer rates. As the largest community college district in the Inland Empire and one of the largest feeder districts to both four-year institutions, the number of students continuing on with their higher education is relatively small and the number of STEM transfers is a small percentage of that pool of students.

California State University San Bernardino			
Academic Year	Total # of Transfers	Total # of STEM transfers	%
2005-6	573	51	9
2006-7	489	55	11
2007-8	479	47	10
California State Polytechnic University, Pomona			
2005-6	80	8	10
2006-7	85	9	10.5
2007-8	68	4	6

(Data provided by Institutional Research, CPP and CSUSB)

Preparing students for success in STEM courses will be the starting point for solving the transfer problem. Also providing strong relational experiences with STEM students who have completed upper division work at partner institutions, students who are contemplating transfer will feel more comfortable actually doing so. A seamless transition with all coursework counting at the transfer institution and completion of the baccalaureate in 4 years or less will make also make transfer in STEM disciplines more attractive.

Needs of Disadvantaged Students

The service area for RCCD includes six feeder unified school districts. The college-going rate of students that graduate from these feeder districts only rose a total of one percent over a two year period (from 42% in 2004 to 43% in 2006.)[9] In 2006, of all African-American high school graduates, only 45% enrolled in college. Hispanic graduates enrolled at a lower rate of 39%. This is reflective of the overall low college-going rates.

A better indication of disadvantaged student needs is most obvious in the data that the State of California collects when administering the high school exit exam (CAHSEE). The passage rates for RCC's feeder districts show that there is a fundamental and recurring problem in computation and language skills—and the need for remediation upon entrance to college is extensive. Over the last three years, the CAHSEE passage rates for all students taking the exams in both English and Mathematics have increased from 63% and 61% respectively to 75% and 74% in Riverside County.

RCCD's six feeder districts have followed suit in this increase with passage rates of 74% in both English-language arts and Mathematics for all students for this past academic year. However, when underrepresented minorities and gender passage rates are parsed from overall

[9] California Postsecondary Education Commission webpage: http://www.cpec.ca.gov

data, the success rates minorities as compared to whites is more reflective of student needs once they get to college.

2004-2005						
Subject	**County Pass Rate**	**Feeder District Pass Rate**	**African American**	**Hispanic**	**American Indian**	**White (non-Hispanic)**
English	63%	64%	61%	56%	55%	80%
Mathematics	61%	60%	51%	52%	54%	75%
2005-2006						
Subject	**County Pass Rate**	**Feeder District Pass Rate**	**African American**	**Hispanic**	**American Indian**	**White (non-Hispanic)**
English	58%	57%	53%	49%	43%	74%
Mathematics	55%	53%	44%	47%	41%	70%
2006-2007						
Subject	**County Pass Rate**	**Feeder District Pass Rate**	**African American**	**Hispanic**	**American Indian**	**White (non-Hispanic)**
English	75%	74%	70%	67%	60%	88%
Mathematics	74%	74%	64%	68%	57%	86%

(CA Department of Education)

While minority passage rates on the CAHSEE exam are generally lower than overall passage rates—Mathematics is consistently lower for all graduates as compared to English. Although passage rates for African Americans and Hispanics for both areas have improved, the

unspoken problem for Riverside is the consistent 32% or more of minorities who cannot pass the high school exit exam at all.

Gaps or Weaknesses in Services, Infrastructure or Opportunities

Although RCC has made subtle changes to improve STEM services and activities on campus over the past 5 years, widespread change has been difficult to achieve. Based on current methodological research conducted by Building Engineering & Science Talent (BEST), a public-private partnership dedicated to increasing underrepresented groups in Science, Engineering and Technology and CCRAA funding, RCC will be taking a comprehensive approach to improving STEM enrollment and outreach.

RCC has had great success designing a "concurrent courses" model for our early college high school (ECHS) students who want to begin taking college-level credit courses before graduation. However, articulation agreements with our partner universities for STEM courses are outdated. RCC will replicate the model transfer program being developed with CPP in logistics and bring together faculty from RCC and its two four-year partners to work on core and recommended courses for STEM majors. Faculty will review curricula for these courses and their lab requirements to make sure that student learning outcomes for courses at all the institutions are included and agreed upon.

RCC currently does not offer STEM students a central location or "home" in which to find support services. Instead, STEM students, like many students on campus, must find where different services are offered, such as tutoring and academic advisement. This is detrimental to STEM student outreach and success. To address this issue, RCC plans to design a center specifically for STEM students, modeled after the highly successful Model Institutions Excellence Program (MIEP) STEM-dedicated center(s) at the University of Texas at El Paso

(UTEP). UTEP states that for the past 12 years MIEP activities have had a significant impact on minority student retention and completion of STEM degrees each year. [10] MIEP has been successful at increasing not only retention and success rates for minorities and underrepresented groups in STEM majors, but has benefited all UTEP students. Creating a STEM student center on campus, students will be able to access STEM program services in one central location. The center will create a sense of a STEM community that is currently lacking on campus and will focus efforts on the "whole needs" of each student.

Project Design

As Spann and Calderwood (1998) point out, colleges best address the diverse needs of their students by an approach that integrates academics and student support services. Riverside Community College's (RCC) ***Step Up to Success*** program addresses both the academic and student support services aspects of STEM programs and courses under one comprehensive activity: improved student learning and student success in STEM fields of study. RCC's ***Step Up to Success*** program has five major goals that will be met during the course of the project. Program services have been designed and developed specifically based on recent educational research detailing the best methodologies to reach out and retain majority and minority STEM students (please see the Project Services section for citations). Each goal is reasonable, attainable, measurable, and successfully addresses the needs of the target population. The five goals are as follows:

Goal One: Increase the number of underrepresented minorities, women and veterans who want to attend RCC and major in the Biological Sciences, Engineering and Industrial Technologies, Mathematics, or Computer Information Systems (CIS) by 20%. Identify target

[10] http://research.utep.edu/Default.aspx?tabid=3582

populations in high schools through various activities. ***Step Up to Success*** will accomplish this goal through development outreach activities to our K-12 partners, EDD/EDA and the Veterans Administration that include:

1. Develop an 11th grade assessment instrument for students who identify themselves (or their program of study identifies them) as possible STEM transfer students.
2. Work with K-12 STEM faculty to develop college success strategies and STEM skills improvement techniques for the target group.
3. Design college preparatory guidance courses for STEM students.
    a. The first course, Guidance 45, will help students develop an individual educational plan that provides a clear pathway to transfer. The course will provide them with materials on all the student support services available to them and the special STEM success services available in the STEM center.
    b. The second course, Guidance 48, will focus on college success strategies, including time and money management, study skills, and health. A STEM faculty member will provide information about majors, careers and information useful to STEM students.
    c. Develop a basic interdisciplinary course to improve STEM skills, and create cohorts with priority registration for this course if they attend RCC:
        i. Math 52
        ii. Biology 1
        iii. CIS 93 or 1A

   d. Interested high school seniors will be counseled to begin the STEM career pathway of their choice and concurrently enroll in one or more RCC STEM pathway courses in each of their senior semesters.

4. Make career presentations for high school students by STEM faculty.
   a. Work with feeder districts to integrate RCC faculty presentations in parent nights and career days.
   b. Include special presentations to female students by female STEM faculty.
5. Hold open houses for K-12 students and their parents.
   a. Hold an open house for K-12 students and their parents.
   b. Show STEM career video to parents to show viability of careers for their children.
   c. Provide flash drives with STEM program logo as a “gift” for attending outreach functions.
6. Develop an outreach plan to work with the Veteran’s Administration to attract veterans to STEM pathways and careers.
   a. Vets have basic skills in mathematics and engineering as well as training in various STEM areas, so we will use “work and life experience” credits to provide them with a faster track through STEM career pathways.
7. Develop an outreach plan to work with county services to attract workers who need retraining to STEM career pathways.
   a. Use “life and work experience” credits to provide them with a faster track to degree completion..

8. Develop an overall marketing plan for outreach activities to sustain the momentum of the outreach efforts:
    a. Veteran's brochure
    b. EDD/One stop centers
    c. High school CDs for counselors and use in classes
    d. Women's brochure

Goal Two: RCC will increase student retention by increasing the number of students that enroll in and complete STEM paired core courses by 15% and increase student success in STEM courses by increasing the passage rate by 15%. The objectives for this goal are:

1. Have STEM faculty mentor and advise students.
2. Provide professional development for "project-based learning."
3. Have RCC and four-year institution faculty participate in faculty exchanges.
4. Renovate space to provide a "crash center" for STEM students offering comprehensive student support services
5. Identify and track "at risk" students and provide counseling and tutoring support to improve student achievement using a dedicated educational advisor for STEM students.
6. Create a master STEM schedule to provide the maximization of course offerings for STEM students.

Goal Three: Create faculty-to-faculty teams in order to evaluate STEM extended course outlines for courses in Biological Sciences, Engineering Technology, Mathematics and CIS offered by RCC, California State Polytechnic University, Pomona (CPP), and California State University, San Bernardino (CSUSB), to determine equivalency. Currently, all institutions

involved in this project are reviewing their articulation plans for accuracy and comprehensiveness.

The purpose of faculty-to-faculty teams and interaction is to look at the required courses for STEM majors AND recommended electives in order to determine equivalency between courses. An example of this is Biological Sciences faculty from RCC and CPP meeting to discuss courses that exist at CPP but are not currently offered at RCC; faculty members are currently negotiating the design of a Biometrics course that can be offered at RCC and would articulate to CPP. After successful negotiations, CPP has agreed to offer their Biometrics course on our campus as well as provide faculty development for RCC's instructor(s) in order to develop a permanent Biometrics course taught by RCC faculty to sustain the STEM comprehensive career pathway effort.

1. One to two faculty from CPP from each department (Biology, Mathematics, CIS, and Engineering), and one faculty from each of the departments at CSUSB (CIS and Mathematics) will work with a faculty member (or more) from each of the Riverside Community College District campuses (when appropriate) to determine accuracy, comprehensiveness and student learning outcomes for all core courses for the STEM major and recommended courses for the major for student transfer.
2. Pathways from RCCD campuses to partner institutions will be designed to provide students with a seamless conduit in order to improve retention and completion in STEM majors. Classes will be offered in order of how they should be taken in regards to completion and transfer. This will ensure that students will benefit from the articulation effort during and after conclusion of the project.

3. Faculty teams will work together to develop an academic Engineering transfer pathway for RCC. The RCC team will consist of faculty in Mathematics, as the majority of the Engineering course curricula is Mathematics courses. This articulation plan will be done concurrently with 1 & 3.
4. Faculty teams from CSUSB in CIS and Math will join RCC faculty from the three campuses to develop course equivalencies for students who choose to transfer to CSUSB for their continued educational path.

Goal Four: Develop model STEM transfer program with both CPP and CSUSB in four STEM areas. This will increase the number of transfers to both institutions by 15%.

1. Have CPP teams and RCC teams in Biology, CIS, Mathematics and Engineering develop "educational plans" that reflect core, recommended and general education requirements for a seamless transfer for a student from RCC.
2. Have CSUSB teams and RCC teams in Math and CIS develop "educational plans" that reflect core, recommended and general education requirements for a seamless transfer.
3. CSUSB and RCC will finalize an agreement that will allow STEM students to come to CSUSB during their second year at RCC and take one course at no charge to help them on the path to achieving the baccalaureate degree in a STEM field during each of RCCD's semesters.

Goal Five: Develop a student tracking system and activities that reinforce the connection between high school students and RCC and between RCC students and the four-year institutional partners.

1. Identify and track "at risk" students and provide counseling and tutoring support to improve student achievement using a dedicated RCC educational advisor for STEM students.
    a. Pair 1st and 2nd year RCC students with 3rd and 4th year CPP students for mentoring purposes and improving identification with success amongst younger students.
    b. Provide on campus visits and activities that RCC students can participate in with their mentors and tutors at CPP.
    c. Provide stipends to CPP students who tutor RCC students and to RCC students who tutor either RCC STEM students or high school STEM students.
2. Develop a STEM website as a student project and competition that would provide:
    a. A "share space" for each student to develop her/his own portfolio of STEM work.
    b. On-line tutoring with tutors on call for 12 hours per day.
    c. Information about STEM transfer and STEM careers.
    d. House STEM transfer diagrams for student and parent access to answer questions about "what's next."
3. Provide a STEM center for STEM students. Build community by providing a dedicated space for STEM students to receive the following services:
    a. Tutoring: identify best STEM students at RCC and STEM students from four-year partners and train them in best practices; provide peer tutoring in the STEM center.
    b. Computer lab with STEM web-based training software.

c. House a dedicated educational advisor for STEM students.

d. House the counselors provided by the four-year institutions so they can have office hours and provide information and counseling to RCC STEM student.

4. Work with four-year institutional partners to track RCC students and their success in order to sustain faculty interaction after completion of the grant for continued improvement of STEM transfer students.

The eight principles adopted by ***Step Up to Success*** that are outlined in the Project Services section that follows have been proven to work to broaden participation in science, technology, engineering and math.[11] Supportive institutional leadership, targeted outreach, engaged faculty, personal attention, peer support, enriched research experiences, bridging to the next level, and continuous evaluation of the program will be implemented by the ***Step Up to Success*** Program to capture the targeted student groups, meet their needs and motivate them to continue their education. Please see the extensive discussion of these design principles in the Quality of Project Services section.

Step Up to Success has identified the two greatest needs of underrepresented minorities in Riverside County: low college going rates and deficient skills reflected in the inability of over 30% of high school students to successfully pass the high school exit exam. By implementing the BEST design principles that work to attract students to STEM disciplines and help them succeed, the *Step Up to Success* Program will increase the college-going rate of high schools students in feeder school districts and improve the retention and success of those students. With

[11] BEST, "A BEST for all: Higher Education Design Principles to Broaden Participation in Science, Technology, Engineering and Mathematics," April 2004, p. 5.

updated articulation agreements in place with neighboring four-year institutions, the ability to transfer and continue along the STEM career pathway of choice will be provided.

Project Services

Ensuring Equal Access and Treatment

All three colleges in the Riverside Community College District (RCCD), Riverside City Campus (RCC), lead institution of the ***Step Up to Success*** project, Moreno Valley Campus, and Norco Campus, place a strong emphasis on Equity and Diversity, and are taking a comprehensive, full-access approach to the CCRAA STEM program, ***Step Up to Success***. As cited in the February, 2004 Building Engineering & Science Talent (BEST) report, *A BEST for All: Higher Education Design Principles to Broaden Participation in Science, Technology, Engineering and Mathematics*, "combining the following eight design principles: institutional leadership; targeted [outreach]; engaged faculty; personal attention; peer support; enriched research experience(s); bridging to the next level; and continuous evaluation of the program" are "design principles [that] represent a common-sense understanding of individuals, groups and institutions refined by trial and error, made operational and [are] *proven to work.*"[12]

Institutional Leadership

Step Up to Success is supported at all levels of administration at each of the three colleges and university partners. Interim President for RCC, Dr. Linda Lacy, has expressed her enthusiastic support and commitment to ***Step Up to Success***, as has the new president of Moreno Valley, Dr. Monte Perez, and the President of Norco, Dr.Brenda Davis. Participants of the project, including Dr. Patrick Schwerdtfeger, Vice President for Academic Affairs and Ms.

[12] BEST, "A BEST for All: Higher Education Design Principles to Broaden Participation in Science, Technology, Engineering and Mathematics," February 2004, p. 5.

Virginia McKee-Leone, Dean of Instruction; STEM faculty on all three campuses, and the Project Director, Dr. Mary Legner, Associate Professor and Vice Chair for the department of Mathematics, are committed and excited to implement ***Step Up to Success*** as soon as possible.

Targeted Outreach

CCRAA funding will allow RCC to implement outreach activities in order to identify and attract underrepresented students (especially minorities and women) to attend one of RCC's STEM programs: Biological Sciences, Engineering and Industrial Technologies, Mathematics, or Computer Information Sciences. RCC plans to encourage and reach out to men and women in the services, as well as students interested in STEM fields as early as the 11th grade. RCC has worked with K-12 partners in STEM-related activities in the past, improving mathematics courses in the Jurupa Unified School District (JUSD) by developing curricula with JUSD faculty and providing faculty support during implementation of the project.

RCC STEM faculty and students will work with K-12 partners to develop college success strategies for skills improvement of STEM students. RCC faculty and students will make STEM presentations to students and parents to convey the viability of an education and career in STEM fields. 11th grade students identified by their teachers and counselors as interested in STEM studies will be assessed and formed into cohorts for tracking throughout their high school careers.

RCC will hold a one-time student contest in order to create an informational website devoted to the ***Step Up to Success*** program that will be accessible via the RCC main website. Searchable through online search mechanisms such as Google and Yahoo!, the website will contain comprehensive STEM program and career information, a "share space" where each

student can develop his or her own portfolio, online tutoring, the location of the Center, a descriptive list of services provided, and downloadable and printable applications and forms.

The ***Step Up to Success*** program will also hold an annual outreach video contest, where we will ask STEM students to create their own videos about ***Step Up to Success*** program as well as "what students can do with a degree in science." The three most innovative videos will be chosen to use as outreach tools for K-12 students, their parents, and members of the military, both past and present, to inform them about the feasibility of choosing a STEM career and make science more interesting and relevant to real life. Students will receive bookstore gift certificates for participation.

RCC will also design special presentations and brochures for past and present members of the military and Riverside County personnel. Members of ***Step Up to Success*** will work with the Veteran's Administration and Riverside County to attract veterans and county workers who may need training or retraining, in STEM careers. Many veterans, current members of the military, and county employees have basic skills in mathematics and engineering, as well as training in various STEM areas; because of this valuable experience, we will work to offer college credits for their "work and life experience" in STEM. This will provide them with a faster pathway to achieving a STEM degree, giving them job stability and greater opportunities.

Engaged Faculty

Because RCC is a community college and not a research university, faculty concentrate on student success rather than scientific research. The STEM faculty who helped develop this program (as well as faculty in all STEM departments) have "an ongoing commitment to developing student talent" that is evidenced through the design of ***Step Up to Success***.[13]

[13] Best, p. 22.

Professional development activities, including RCCD and four year partner faculty exchanges, have been planned for all STEM faculty members that will improve teaching and learning at all levels. Special topics will be offered regarding "best practices" for outreach and teaching methods for underrepresented STEM students, and faculty will receive credits for attending these professional development opportunities. STEM faculty will also have access to "improving teaching and learning in STEM" papers, online STEM journals on "best practices" in teaching, as well as the most up-to-date research being done on community colleges and community college students. Experts on project-based learning (a teaching method proven effective in several studies and reports) will also train faculty to successfully execute this type of methodology in their classrooms, enabling STEM faculty to capture the interest of their students with ongoing scientific projects across courses.

STEM faculty who participate in ***Step Up to Success*** will receive state-of-the art, effective STEM equipment, including a faculty laptop dedicated to the faculty member's STEM efforts. Classroom Response Systems ("clickers" and necessary software) will be provided and have been shown to facilitate discussion by polling students' opinions and discussing the reasons for their opinions[14]; guide lectures by collecting immediate feedback about students' understanding of lecture topics so confusion can be addressed quickly[15]; and encourage peer instruction by allowing students to discuss a question and collect data and perform formative

[14] UT Austin, Division of Instructional Innovation and Assessment's Classroom Performance Systems website.

[15] Columbia University Medical Center's Center for Educational Research and Evaluation: Audience Response System.

assessment on course topics or learning student preferences throughout the cycle of a course.[16]

Personal Attention

Because "the sorting process in science, engineering and technology reduces the size of the talent pool at each successive phase of education, eliminating African Americans, Hispanics and Native Americans in disproportionate numbers," the ***Step Up to Success*** program is focused on addressing the "'whole person' needs of the undergraduate." [17] According to the team of experts who designed the BEST report, focusing on the "whole person" includes "addressing, through mentoring and tutoring, the learning needs of each student." These interactions "develop a sense of community. It is this sense of belonging that facilitates coursework performance, the free exchange of ideas and a sense that the campus is dedicated to students' academic success."[18]

Step Up to Success is designed specifically to encourage and support students to be successful in STEM fields, from the K-12 classroom, to RCC, and beyond. Membership in ***Step Up to Success*** will afford students a range of special opportunities, support, and privileges:

- Priority registration.
- A rich variety of learning approaches: seminars, field trips, group projects, and student presentations for example.

[16] Crouch & Mazur, 2001; Draper & Brown 2004; and Vanderbilt University's Center for Teaching - Classroom Response Systems Website)

[17] BEST, p. 9.

[18] BEST, p. 19.

- One-on-one mentoring by STEM faculty and peer mentors in preparing applications for university admissions and scholarships.
- Leadership opportunities: students can serve as peer tutors, K-12 mentors and participate in presentations and open houses as well as other outreach activities.
- RCC's STEM Center will provide a central home for the ***Step Up to Success*** program. Among being the central "hub" for RCCD's STEM program, it will offer four year counselors a place to have office hours with RCCD students and STEM students access to a computer lab with STEM web-based software.

RCC's ***Step Up to Success*** will offer students the personal attention that is required for all STEM majors' success. A great deal of "personal attention" will come from a full-time STEM Education Advisor and a full-time STEM Counselor. RCC will modify Guidance 45 and Guidance 48 courses by weaving a STEM emphasis through them and introduce students to the ***Step Up to Success*** program, and viable pathways to transfer and achieving STEM degrees from four-year universities. STEM faculty members will discuss what students can do with a STEM degree, real-life applications of STEM, and the benefits of participating in ***Step Up to Success***.

Peer Support

The value of peer-to-peer learning has long been recognized in literature.[19] Peer support, through tutoring and mentoring, is an invaluable tool to increase retention and performance of STEM students. In the article *STEM Professions: Opportunities and Challenges for Latinos in science, technology, engineering, and mathematics*, the authors found that colleges and universities are considered more successful if they tailor support services in way that leverage the strengths of Latino culture and family dynamics "… [such as] successfully using

[19] Bernard, 1990.

peer and group-based support systems with Latino students." [20] In order to help more STEM students perform at proficient levels and transfer to four-year universities, the ***Step Up to Success*** program will identify the highest-performing and "at risk" STEM students. ***Step Up to Success*** will identify "best practices" for peer mentoring and tutoring, and then train high-performing students to be peer mentors and tutors to "at-risk" RCC students, as well as high school students who are struggling with STEM courses. ***Step Up to Success*** will also pair 1st and 2nd year RCC students with 3rd and 4th year CPP students for STEM activities, site visits to the four-year institutions, and mentoring purposes.

Enriched Research Experience(s)

Another component to successful retention of STEM students is providing them with enriched research experiences that "extend research experience beyond classroom hours during the academic year."[21] ***Step Up to Success*** will provide STEM students at RCC the opportunity to visit industry sites which will assist students with bridging the school-work transition and will broaden their knowledge of possible STEM careers. Students also will visit four-year partner institutions and university laboratories to become familiar with the college they will be attending, the faculty, their mentors and peers, and as well as the expectations of the STEM program of interest. Four-year visits will also build camaraderie between RCC students and four-year students, strengthening the peer-mentoring process. Trips to scientific museums and centers will also be part of the RCC STEM program experience; these outings will contribute to a continued student interest in STEM as well as will show students how STEM applies to life in a realistic

[20] Tornatzky, et.al., "STEM Professions: Opportunities and Challenges for Latinos in science, technology, engineering and mathematics, 2006, p. 6.

[21] BEST, p. 23.

way.

Project-based learning, a proven method to increase student enrollment and success in the STEM disciplines, will also be used in the ***Step Up to Success*** program. RCCD faculty, in conjunction with K-12 and four-year partners, will create STEM projects that will have the potential to begin in 11th grade and can be worked on/modified every year until the student graduates with his/her STEM baccalaureate degree. "Project-based learning is widely supported in science education. It provides opportunities for the development of new skills, exploration of curiosities, practice in project-management, and differentiation in instruction … [they also] foster new appreciation for a diverse group of students in the disciplines of STEM." [22]

Bridging to the Next Level

"Too few programs recognize that they are part of an education and workforce continuum." [23] RCCD recognizes the importance of building institutional and community relationships, especially when it comes to creating and maintaining a successful program. All three campuses of RCCD have successfully joined both K-12 and university partners for a variety of programs and projects. The Department of Education's GEAR UP program, the Gates Foundation's Early College High School program, the Early College High School program via the James Irvine Foundation, and two USDA STEM bridging student programs with the University of California, Riverside are examples of programs that have been created and sustained between RCC, Moreno Valley, Norco and K-12 partners.

Faculty from all three RCCD campuses are in the process of negotiating articulation agreements with California Polytechnic University, California State University, San Bernardino,

[22] http://www.vast.org/content/File/v1n2/7-final.pdf.

[23] BEST, p. 23

the University of California, Riverside, and Loma Linda University in Biology, Engineering, Mathematics, Health, and CIS in order to increase STEM learning opportunities for low-income and underserved populations. RCCD has also worked closely with several K-12 districts located in the immediate region surrounding each campus to offer early college high school programs, concurrent courses, and mentoring/tutoring program opportunities for underprivileged and minority K-12 students. RCCD, along with its university partners, is in the process of designing an effective bridging system that includes creating a master STEM schedule of classes to provide the maximization of course offerings for STEM students. This will ensure that ***Step Up to Success*** students will have a seamless transition between secondary and post-secondary education. An important component of this transition will include the opportunity for interested high school seniors to be counseled and qualified to begin the ***Step Up to Success*** program *before* exiting high school. Students who qualify will be able to concurrently enroll in one, or more, college-level courses at RCCD in each of their last two semesters in high school.

Also, as part of the bridging process, and to ensure that potential STEM students are prepared to take college-level, non-remedial STEM courses, RCCD STEM faculty and staff will design and implement assessment mechanisms for students interested in the ***Step Up to Success*** program by using both standardized and modified assessment tests. Based on the results, students will be offered the opportunity to take college-level courses when they become seniors in high school. If students are not prepared to take college-level STEM courses, they will have the opportunity to take a "STEM refresher course" that includes a combination of material from Mathematics 52, Biology 1 and CIS 93/1A. This course will be designed by STEM ***Step Up to Success*** faculty participants in conjunction with the Vice President for Academic Affairs and Dean of Instruction. RCCD peer mentors and tutors will also work with students who need to

improve their basic STEM skills so they can begin taking college-level STEM courses before entering, or as they enter, RCCD.

Continuous Evaluation of the Program

BEST defines continuous evaluation as "ongoing monitoring of process and outcomes that guide program adjustments to heighten impact"[24] and states that "effective programs never stop asking basic questions about processes and outcomes." [25] Project evaluation will be conducted for ***Step Up to Success*** by an external evaluator, Dr. Marie-France Orillion. The evaluation plan that Dr. Orillion has designed includes both quantitative and qualitative measures. Data will be collected as indicated in the Project Evaluation plan, and will used for both formative and summative evaluation purposes. Quantitative measures will include annual compilation of enrollment, retention, and graduation/transfer data for students majoring in any of RCCD's STEM programs. ***Step Up to Success*** will also work with our four-year partners to track RCCD students and their success rates in order to sustain faculty interaction during and after the funding period. Please refer to the Evaluation section for a detailed evaluation program.

Pervasive Student Need

A ninth principle, "not readily designed but embodies a pervasive need," [26] is comprehensive *financial assistance for low-income students.* Retention and persistence for minority and women students are greatly impacted by financial need. In fact, "one study found that students who continued in—as well as those who left – STEM fields, had more financial difficulties due to the extra time taken to pursue degrees in some STEM fields … financial

[24] BEST, p. 5.

[25] BEST, p. 23.

[26] BEST, p. 5.

conditions, family obligations, and demanding STEM-related courses." [27] ***Step Up to Success*** will ease compounding financial burdens by offering stipends to students who participate in the following activities: peer tutoring, outreach activities to nearby public schools (including the design of the website, video contests, and participating in student STEM presentations), and participating in research projects with STEM faculty.

Project Personnel

Equal Opportunity Employer

The Director of Diversity, Equity and Compliance and his staff are responsible for RCC District efforts to maintain a climate that is free of unlawful discrimination, harassment and retaliation. Diversity, Equity and Compliance works collaboratively with all three colleges to create an environment that is safe for respectful intellectual interactions and growth. Their efforts include the Equal Employment Opportunity program; inclusiveness and diversity planning; district-wide training on diversity and compliance issues; and investigation of discrimination, harassment and retaliation complaints.

Project Personnel

Because of the heavy emphasis on outreach and retention of women and minorities in STEM fields, Riverside Community College District's Riverside City Campus' Project ***Step Up to Success*** requires knowledgeable and experienced leadership. All must work together collaboratively in order to successfully design and execute the project.

Project Director

Dr. Mary Legner, Associate Professor, Department of Mathematics at RCC has been chosen as the project director for ***Step Up to Success***. Dr. Legner graduated in 2003 with her

[27] BEST, STEM, p. 7.

Ph.D. in Pure Mathematics from the University of California, Riverside. She is an Associate Professor and is currently serving as vice-chair for the Department of Mathematics. Dr. Legner has presented at the Gateway to College Peer Learning Conference for 2008, participated in the Rubidoux Early College High School faculty collaboration, and is a member of the UCR Task Force that is investigating the attrition rate of UCR students in UCR's Mathematics sequence (a subcommittee is looking a pre-matriculation issues).

Dr. Legner is also faculty co-advisor of WISE, Women In Science and Engineering; a collaborator to implement RCCD's Developmental Mathematics courses for STEM students at the University of California, Riverside since 2006; Co-Chair, Regional Math Professional Learning Council sponsored by Cal-PASS (California Partnership for Achieving Student Success); and a participant in the Standards-Focused Project Based Learning Training presented by the Buck Institute for Education.

Key Personnel

Dr. Heather Smith has been an Assistant Professor of Life Sciences at RCC since 2002. She received her Ph.D. in Environmental Toxicology the University of California, Riverside. She has taught General Biology, Microbiology, Environmental Science, Human Genetics, and Introduction to Human Anatomy and Physiology at RCC. She currently belongs to the American Association for Cancer Research (AACR), the Society of Professional Hispanic Engineers (SHPE), and Sigma Xi.

Dr. Smith has received funding through the USDA for community college student science research, was the outreach coordinator for the NSF-funded MYBEST@UCR program, which mentors students year-round in Biological Engineering, Science, and Technology at UCR. She is a Women in Science and Engineering (WISE) RCC Faculty Advisor and a member of

IMPAC, an advisory committee for articulation agreements between Community Colleges, California State Schools, and the University of California. Dr. Smith has served as a faculty advisor for the Students of Color in the Sciences Program at Pomona.

Edward "Todd" Wales got his B.A. in Industrial Education from California State University, Long Beach, and has taught both high school and college courses. He is currently Associate Professor in Engineering Technology and has served as Department Chair for Engineering, Industrial & Business Technologies since 2002. Mr. Wales has participated in: curriculum development for Engineering/Drafting/Architecture/Computer-Aided Drafting; informal academic counseling; and designing drafting and CAD labs.

Mr. Wales belongs to Epsilon Pi Tau, an honorary fraternity for Industrial Educators, Phi Delta Kappa, and Educational Fraternity and the California Drafting Technology Consortium, Division of the California Industrial Technology Education Consortium. Mr. Wales has also been a Tech Prep Advisor since 1996, with the primary focus being on articulation.

Carlos M. Garcia is an Associate Professor of Engineering at Riverside Community College District's Norco campus. Mr. Garcia obtained his M.S. in Electrical Engineering from California State University, Northridge, his B.S. Electrical Engineering at California State University, Fresno, and his B.S. in Civil Engineering from the University of Southern California (USC). Mr. Garcia has had 17 years of teaching at the college level and has taught a variety of courses including: Advanced AutoCAD, SolidWorks, Construction Blue Print Reading, Technical Writing, Electronics, Statics (Engineering Mechanics), MasterCam Software & Computer Information Systems (CIS) plans. Mr. Garcia has also worked on curriculum development in order to meet the demands of an ever changing community.

Paul A. VanHulle graduated with his M.A. in Career & Technical Education from

California State University, San Bernardino in June 2002. He also completed a teaching credential from California State University, Los Angeles in June 1998, and his B.A. in Technology Education (Industrial Technology) in June of 1997. He has been an instructor and curriculum development specialist for Manufacturing and Machining Classes since 2005, and has been instrumental in the following activities: facilitating approvals of Manufacturing & Engineering courses; creating a mission statement and goals for the manufacturing program; facilitating three web enhanced courses teaching in CNC manual programming, Mastercam, CNC setup and operations; producing detailed plans for five future certificate proposals for the manufacturing program; preparing curriculum for a rapid manufacturing course approved in 2007; and was a contributing team player on two National Science Foundation Grant.

Virginia McKee-Leone, Dean of Instruction, is a highly motivated and accomplished teaching professional with more than 24 years of teaching experience (17 years as full-time faculty at Riverside Community College). She has served the College and District as President of the Academic Senate for five years and is currently serving as the chief instructional officer for Riverside City College as the Dean of Instruction. Ms. McKee-Leone is currently working to complete her Ph.D. in Biology at Loma Linda University. Ms. McKee-Leone was instrumental in developing the Biotechnology Program at RCCD's Moreno Valley Campus, and has won several awards including teacher of the year in physical and life sciences.

Dr. Patrick Schwerdtfeger is Vice President for Academic Affairs at Riverside City College. In his career he has served at a faculty member, as president of the faculty senate, and as an instructional dean at Palomar Community College. Dr. Schwerdtfeger has a B.A. in History from Loyola University, Los Angeles, an M.A. in Speech Communication from CSU Northridge, an M.A. in Theology from the University of San Diego, and a doctoral degree in Leadership

Studies from the University of San Diego.

Marie-France Orillion graduated from the University of California, Riverside, in December 2007 with her Ph.D. in Curriculum and Instruction *and* Institutional Leadership and Policy Analysis. In 1997 she received her M.B.A. from UCR in Management, and in 1987 she earned her B.S. in Business Administration at California State University, Long Beach.

Most recently Dr. Orillion has worked on the UCR-based Copernicus Project, which is "focused on the identification and recruitment of future science teachers, teacher preparation, and mentoring of new and veteran teachers." Dr. Orillion is responsible for analyzing qualitative data, working with the quantitative researcher to synthesize qualitative and quantitative data, and prepare reports for research and policy audiences. She was recently invited to the New Faculty Seminar for American Educational Research Association and was a Hispanic Border Leadership Institute (HBLI) Fellow funded by the Kellogg Foundation.

Positions to be Filled

Step Up to Success* Educational Advisor.** The STEM Education Advisor will have no less than a B.A. degree, and will have had 2 years experience working as an educational advisor to college-level students. Preferably the candidate will have experience working with minorities and disadvantaged students. The Education Advisor will be dedicated to supporting and advising existing ***Step Up to Success students and coordinating and executing outreach presentations and activities for high school students from feeder schools.

Step Up to Success* Counselor.** The ***Step Up to Success counselor will be a 100% full-time position. The counselor will have a Master's degree in counseling, psychology, or a related field, and 2 years of experience working as a counselor to K-16 students. The counselor will be responsible for ensuring that all ***Step Up to Success*** students are "on track" to successful transfer

to a four-year university via a personalized education plan.

Step Up to Success* Outcomes Assessment Specialist.** The Outcomes Specialist will be responsible for collecting and synthesizing ***Step Up to Success student data to aid with evaluating success of the program. This will be a 50% time position, and the candidate will have, at minimum at baccalaureate degree, and 2 years of experience working with statistical student data.

Step Up to Success* Student Personnel.** Successful STEM students from the ***Step Up to Success program will be chosen to tutor, mentor, and give presentations to high school students. The STEM Student Center will also be staffed with ***Step Up to Success*** students who will help support the Outcomes Specialist, Counselor, and Educational Advisor. This will ensure that STEM students with financial needs will be able to seek employment that will be relevant to their education, their peers' education, and to STEM in general, rather than having to seek employment in an unrelated field (food service, retail, etc.).

Adequacy of Resources

The budget for ***Step Up to Success*** provides the resources to execute the goals, objectives and outcomes of the program. Senior personnel of Riverside City College are stakeholders in the project and will oversee and facilitate the project objectives with dedicated time to the project from the President, the Vice President of Academic Affairs (5% in-kind), and the Dean of Instruction (5% in-kind).

Personnel

The Project Director (50% funded) is necessary to execute day-to-day responsibility for the project implementation and management. The STEM Counselor (Case Manager) will provide career guidance and refer students to resources. The Educational Advisor will perform

strategic roles in organizing mentorship and tutoring activities, operating the STEM Success Center, assisting with STEM transfer field trips as well as coordinating engagement activities and workshops. The project will perform continuous improvement in the formative evaluation by the external evaluator. The Outcomes Assessment Specialist will develop the systems needed for the collection of necessary program data, collect and analyze the data and work with the external evaluator to provide feedback for the formative evaluation and continuous improvement.

STEM faculty and STEM students are critical to the project's success. STEM faculty will be paid to research and pilot alternative learning strategies and innovations, participate in the efforts to develop model transfer agreements with the four-year partners, participate in faculty development and exchange activities, and perform other program-related work. STEM students will receive stipends to participate in K-12 outreach activities and tutoring, on-campus tutoring and mentoring for RCC students, and website development.

Travel

The project personnel are necessary to executing the project and meeting the objectives and outcomes. Some travel will be required for conference participation and collaborative meetings with partners and off-site outreach.

Supplies

Instructional supplies will support success in the classroom and labs. Books, clickers and computers will be made available in the STEM Success Center. Non-instructional supplies will support the Center and program objectives.

Contractual

The budget supports the activities of the External Evaluator who has been providing advice in developing the program design since the inception of ***Step Up to Success.***

Other

Funds will be used to lease a portable facility to house the activities of the program and provide a community for the students involved in the program. Materials to support outreach and retention are also included. Two four-year institutions will provide faculty teams to work with RCC faculty on extensive collaboration to develop full model STEM transfer agreements.

Conclusion

Funding requests to cover the costs of ***Step Up to Success*** are reasonable in relation to the program goals, design and potential significance.

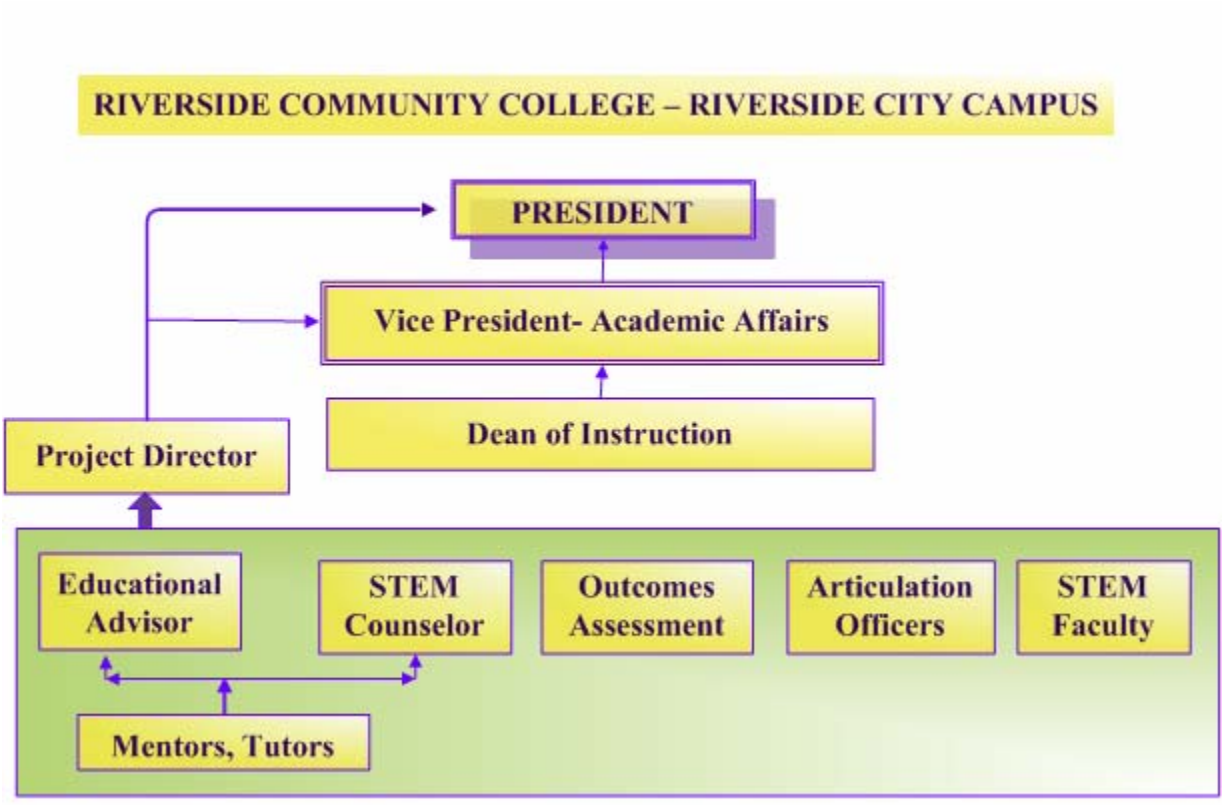
Management Plan

The Management Plan developed for Riverside City College's STEM model transfer program, ***Step Up to Success***, will ensure that the objectives of the project will be met in a timely manner and within the budget specified. In creating the STEM Student Success Center and offering a comprehensive student support system, RCC is committed to increasing both the percentage of Hispanic and underrepresented minority and women students who successfully progress through their chosen STEM educational plan. By developing STEM model transfer programs with California State Polytechnic University (CPP) and California State University San Bernardino (CSUSB), RCC's ***Step Up to Success*** program will increase the percentage of underrepresented students transferring from RCC to four-year institutions.

In pursuing the comprehensive activity of improved student access and success in STEM education, the management plan will address the five project goals and will accomplish them within budget and time allowed: 1) Increase the number of underrepresented minorities and women who want to attend RCC and major in the Biological Sciences, Engineering and Industrial Technologies, Mathematics, or Computer Information Systems (CIS); 2) Increase the

retention of students in STEM; 3) Create faculty-to-faculty teams to evaluate STEM extended course outlines for courses in Biological Sciences, Engineering, Mathematics and CIS offered by RCC, CPP and CSUSB to determine equivalency; 4) Develop model STEM transfer programs with both CPP and CSUSB in 4 STEM areas: Biology, CIS, Engineering, and Mathematics; 5) Develop a student tracking system and activities that reinforce the connection between high school students and RCC and between RCC students and the four-year institutional partners.

The staffing configuration for the ***Step Up to Success*** program is sufficient to achieve the goals, objectives and outcomes. The chart below illustrates the project staffing, structure, and the lines of communication.



Continuous feedback and improvement methods have been carefully woven into the operation of the project and will be included in the Project Evaluation through quantitative and qualitative assessment. The President of the RCC has ultimate authority and responsibility for

the overall operation of the project, ensuring definitive compliance with Department of Education and RCCD policies, procedures, and regulations; all positions in this project ultimately report the President. Assisting in administration and management of the project will be the Vice President of Academic Affairs. The Vice President will support the objectives by assisting with the development of the ***Step Up to Success*** Program's STEM Student Success Center, including the designation of physical space, as well as facilitation with faculty and staff. The Project Director will report to both the College President and Vice President about the progress of the project, whether it is meeting milestones, objectives, and goals in a timely and fiscally responsible manner.

For the purposes of this project, and to demonstrate institutional support, we have secured an agreement with the Vice President of Academic Affairs for the Project Director to receive 50% course release time to oversee this project. The institution has offered to appoint Dr. Mary Legner, currently Vice Chair of the Mathematics Department, as Project Director to facilitate faculty participation and commitment in this important STEM project. Dr. Legner will oversee overall operations of the Center, will arrange and participate in articulation agreements, and ensure ongoing feedback and continuous improvement of the project (listed in the Evaluation Plan). Key Personnel member Dr. Heather Smith will assist Dr. Legner with all of the aforementioned duties.

The Educational Advisor (100% CCRAA funded) will facilitate STEM educational activities and events, monitor and schedule mentor and tutor efforts, and support students in the STEM Student Success Center. The dedicated STEM Counselor (100% CCRAA funded) will serve as case manager for targeted STEM students and work with student cohorts to ensure sufficient student progress and success, focusing on underrepresented minorities, women and

veterans. The Outcomes Assessment Special (50% CCRAA funded) will provide research and data support to the ***Step Up to Success*** program efforts, monitoring outcomes and milestones as the efforts progress.

The Project Director, Drs. Smith, Mr. Lewis Hall (CIS), Vice President of Academic Affairs, Dean of Instruction, ***Step Up to Success*** program Counselor, Educational Advisor, and Outcomes Assessment Specialist will arrange bi-weekly meetings in order to discuss program progress, ensure that the program is meeting specific objectives, and discuss pertinent issues. With the help of the External Evaluator, they will consider and implement any suggestions for continuous improvement.

The ***Step Up to Success*** program will have additional expert resources to assist in planning and ongoing evaluation. Dr. Marie Orillion has agreed to be the external evaluator for this program. Working as part of the successful Copernicus Project at the University of California, Riverside, which is "centered in early identification of future science teachers, systematic recruitment from a diverse pool of candidates, high quality and focused teacher preparation beginning at the community college level, and sustained, mentored support of new and veteran teachers through ongoing professional development," Dr. Orillion has had extensive experience with outreach and retention of STEM students, as well as with the planning, execution and evaluation of a successful STEM program. Dr. Orillion, in conjunction with the Outcomes Assessment Specialist, will review project evaluation statistics, including student performance progress via enrollment counts and completion, retention, student GPAs, staff development data, and database resources developed and implemented through the project. This evaluation process will ensure the implementation of the strategies and learning methods are related to the latest educational research and that the project is meeting its goals.

Drs. Legner, Smith, and Mr. Hall, along with selected Biology, Mathematics, Engineering, and CIS faculty, will meet with professors from each of the respective departments at CPP and CSUSB to review core and recommended courses for the baccalaureate degrees. Courses will be evaluated and accepted to ensure a seamless transfer for RCC students. The Dean of Instruction from RCC will facilitate the evaluative and articulation acceptance process. These agreements will create articulated pathways in the aforementioned STEM fields to attract and increase the number of students transferring and obtaining four year degrees in STEM majors in four years *or less*.

Procedures to execute project responsibilities will include the following:

- Develop ***Step Up to Success*** Policies and Procedures manual outlining all staff responsibilities, project specific management and procedures.
- Project faculty/staff will meet bi-weekly and with the President's cabinet on a regular basis.
- Project faculty/staff will interact with Academic Senate, attend STEM discipline meetings in order to coordinate ***Step Up to Success*** components and activities
- Data will be reviewed by the Project Director, Data Specialist and External evaluator when available in order to provide continuous improvement of program services.

The Project Director will work with the RCCD Finance and Administration Office to ensure that all expenditures are in compliance with district fiscal policies and procedures. The project director will monitor project expenditures and maintain detailed supporting documentation for project expenditures as is necessary to document their relationship to the objectives of the project. RCCD undergoes an annual audit in compliance with Office of Management and Budget circular A-133 (Single Audit Act).

Project Milestones, Responsible Persons and Timeline

Goal One: To significantly increase the number of underrepresented minorities and women who want to attend RCC and major in the biological sciences, engineering and industrial technologies, mathematics, or computer information systems.

Project Milestone	Responsible Persons	Timeline	Budget
11th grade assessment instrument	Project Director (PD)	By 2/09	$ 133
K-12 STEM strategies	PD, Dean	By 6/09	$ 22,394
STEM Guidance courses	PD, Ed. Advisor	By 6/09	$ 800
STEM Skills course	PD, Dean	By 6/09	No cost
High School Career presentations	PD, Ed. Advisor	By 3/09	$ 2,132
Open House for STEM depts.	PD, VP, Dean	By 9/09	$ 3,066
Outreach plans for veterans and incumbent workers	PD, Counselor	By 6/09	No cost
Marketing plans & materials	PD, students, Ed. Adv.	By 6/09	$ 10,000

Goal Two: To increase student retention and student success in STEM courses

Project Milestone	Responsible Persons	Timeline	Budget
STEM faculty mentor/advise	PD, Counselor, Ed. Advisor	By 9/09	$ 18,000
STEM faculty pedagogy/develp.	PD, Dean	By 9/09	$ 54,000
New STEM schedule in place	PD	By 2/10	$ 3,000

Goal Three: Create faculty-to-faculty teams to evaluate core and recommended courses			
Project Milestone	**Responsible Persons**	**Timeline**	**Budget**
Core courses evaluated/agreement	PD, STEM faculty	By 9/09	$ 410,776
Recommended courses evaluated/agreement	PD, STEM faculty	By 9/10	$ 429,918

Goal Four: To develop model STEM transfer programs with CPP and CSUSB			
Project Milestone	**Responsible Persons**	**Timeline**	**Budget**
Transfer agreements: Biology	VP, Dean, PD	By 6/10	No cost
Transfer agreements: Math	VP, Dean, PD	By 7/10	No cost
Transfer agreements: CIS	VP, Dean, PD	By 8/10	No cost
Transfer agreement: Engineering	VP, Dean, PD	By 9/10	No cost

Goal Five: To develop a student tracking system and activities to reinforce transfer			
Project Milestone	**Responsible Persons**	**Timeline**	**Budget**
Link high schoolers to RCC	PD, Ed. Adv., Coun.	By 6/09	$ 27,000
Link RCC students to 4-yr. schools	PD, Ed. Adv., Coun.	By 6/09	$ 55,200
Website in place	PD, Ed. Adv.	By 9/09	$ 1,500
STEM Student Center opened	VP, PD	By 9/09	$288,000
Mentor, Tutors in place	PD, Coun., Ed. Adv.	By 9/09	$113,502

Conclusion

The Project Director, working with RCC STEM staff, faculty, administrators, and four-year university partners, will implement all aspects of the project and monitor progress in relation to the required outcomes on an ongoing basis. The results of these reviews will be shared with all participants during regular project meetings, and continuous improvement will be made to the project's structure, content, and policies and procedures as is deemed necessary for project success.

Evaluation Plan

Dr. Marie Orillion graduated from the University of California, Riverside, in December 2007 with her Ph.D. in Curriculum and Instruction *and* Institutional Leadership and Policy Analysis. In 1997 she received her M.B.A. from UCR in Management, and in 1987 she earned her B.S. in Business Administration at California State University, Long Beach.

Most recently Dr. Orillion has worked on the UCR-based Copernicus Project, which is "focused on the identification and recruitment of future science teachers, teacher preparation, and mentoring of new and veteran teachers." Dr. Orillion is responsible for analyzing qualitative data, working with the quantitative researcher to synthesize qualitative and quantitative data, and prepare reports for research and policy audiences. She was recently invited to the New Faculty Seminar for American Educational Research Association and was a Hispanic Border Leadership Institute (HBLI) Fellow funded by the Kellogg Foundation.

Dr. Orillion joined the team of faculty and grant writers at the inception of the project to aid in the development of the design. She has actively engaged the group with questions and suggestions as the design has progressed, helping identify gaps and develop outcomes.

Evaluation overview:

The evaluation plan will consist of a mixed methods approach for formative and summative assessment based on the five goals in this proposal. Assessment and observation will track project progress and implementation (formative evaluation) in order to facilitate timely feedback to the management team supporting continuous improvement as time progresses. Summative evaluation will track the project's ability to reach each of its measurable objectives as well as providing a longitudinal study of student success, retention and transfer as compared to historical data.

Formative Evaluation

Formative evaluation involves five goals; goals one and two both have three sub-goals. The **first goal** is to increase the number of underrepresented minorities and women who want to attend RCC and major in the biological sciences, engineering and industrial technologies, mathematics, or computer information systems by 20%. In order to assess whether or not the project is meeting this goal, faculty, staff, and administration will continually question the following: what resources are being made available to target students; whether or not STEM students are developing the work habits and skills that they will need in college; to what extent have these new/improved courses affected students' perspectives towards STEM careers; and how successful outreach efforts are in attracting target students.

For **sub-goal 1a**, ***Step Up to Success*** will collaborate with K-12 STEM faculty to identify target students and to develop remediation and college preparatory curriculum; observe faculty meetings (as scheduled in the project timeline); collect relevant documents, such as student success reports, retention and outreach data, and overall project progress report on an ongoing basis; and interview and survey participating STEM faculty once per year.

For **sub-goal 1b**, ***Step Up to Success*** will offer concurrent courses to target students to

inculcate college-bound attitudes, introduce students to the college student role, and build competencies in key disciplines. To determine successful meeting of this sub-goal, the project will conduct focus group interviews at least once per year, and conduct baseline and follow-up surveys that will collect demographic data of students, student perspectives towards college and careers in STEM fields. ***Step Up to Success*** will then match selected components of the K-12 survey(s) to RCC program participant survey(s) to enable longitudinal tracking of data at the end of each semester in all STEM courses. Surveys will be administered online to improve accuracy. Incentives will be offered to the first 100 respondents to increase participation.

Sub-goal 1c consists of outreach activities in various venues, including Riverside County feeder districts and Veteran's Administration facilities. Outreach activities will consist of presentations and open houses. ***Step Up to Success*** will observe selected events and as scheduled and count the number of attendees and brochures taken in order to ensure that ***Step Up to Success*** activities are reaching the number of students as well as the targeted population that ***Step Up to Success*** has identified. ***Step Up to Success*** will also survey attendees to inquire as to the interest generated for RCC's STEM programs from these activities. A postcard with a link to this survey will be included in the outreach materials.

The **second major goal** of ***Step Up to Success*** is to improve student retention by increasing the number of students taking STEM courses. The goal is to increase the number of students who "stick with" the STEM program by completing the first required STEM course of their pathway and then enroll in the required second course by 15%. ***Step Up to Success*** will also augment student success in STEM courses by increasing passage rates by 15%. Program faculty, staff and administrators will continually scrutinize the following to ensure that this goal is met: whether students able to maintain and increase their GPAs while in the program; how

effective various components of the program are in contributing to the overall growth of target students as STEM majors; obtain feedback on a biannual basis as to what the experience of students in the various components of the program is and modify components if necessary to meet student needs; and inquire if students are benefiting from faculty mentors.

Sub-goal 2a consists of improving student retention and achievement through programs that develop faculty teaching and mentoring practices. To measure the effectiveness of these programs, ***Step Up to Success*** will observe workshops and other events as scheduled; collect relevant documents on an ongoing basis; interview and survey participating faculty once per year; and survey students in "gatekeeper" courses every semester.

Creating a viable learning community through peer mentoring, providing a space for social and academic gatherings, and providing a dedicated advisor for STEM students is **sub-goal 2b**. ***Step Up to Success*** will have potential STEM students tour the ***Step Up to Success*** Center; conduct informal interviews with potential STEM students; conduct focus group with STEM mentors; and survey students. Each of these activities will take place once per academic year.

Sub-goal 2c is the support of "at-risk" students through peer mentors and tutors. To help meet this goal, ***Step Up to Success*** will conduct (separate) focus groups with "at-risk" students, peer mentors, and tutors; and will survey students at least once per year.

The **third major goal** of this project will be to create faculty-to-faculty teams to evaluate STEM extended course outlines for classes in Biological Sciences, Engineering Technology, Mathematics, and CIS offered by RCC, California State Polytechnic University, Pomona (CPP) and California State University, San Bernardino (CSUSB) to determine equivalency and achieve 100% articulation. To assess whether or not the project is meeting this goal, faculty, staff, and

administration will examine the following: what percentage of the work remains to be completed at year end; what courses remain to be articulated; what the perceived strengths and challenges of the emergent program are; what compromises were necessary to achieve articulation; who benefits from the ***Step Up to Success*** program, and in what ways; and which groups might find this program challenging, and in what ways. ***Step Up to Success*** faculty and staff will also attend meetings as scheduled, interview STEM faculty participants once per year, and collect relevant documents on an ongoing basis as a means of measuring 100% articulation rate.

The **fourth major goal** of ***Step Up to Success*** is to develop model transfer programs with both CPP and CSUSB in four STEM areas (Biological Sciences, Engineering, Mathematics, and CIS) in order to increase the number of transfer students to both institutions by 15%. Faculty, staff, and administration will examine the following: what percentage of works remains to be completed at year end; what courses remain to be articulated; what the perceived strengths and challenges of the emergent plan; what compromises were necessary to achieve articulation; who benefits from the ***Step Up to Success*** program, and in what ways; and which groups might find this program challenging, and in what ways to evaluate the level of success for goal four.

Sub-goal 4a is to reduce total time to degree through concurrent enrollment. ***Step Up to Success*** faculty and staff will attend faculty meetings as scheduled, interview STEM faculty participants once per year, and collect relevant documents on an ongoing basis as a means of measuring whether or not articulation agreements have reduced completion time for a STEM baccalaureate degree. The ***Step Up to Success*** planning team members will be interviewed once per year, relevant documents will be collected on an ongoing basis, and ***Step Up to Success*** faculty and staff members will attend planning meetings as scheduled.

Sub-goal 4b will be to development comprehensive educational plans enabling seamless

transfer from RCC to the participating four-year institutions. Team members will attend planning meeting as scheduled, interview planning team members one time per year, and collect relevant documents on an ongoing basis to evaluate whether or not ***Step Up to Success*** is meeting sub-goal 4b.

The **fifth and final measurable** goal for ***Step Up to Success*** is to develop a student tracking system and activities that reinforce the connection between high school students and RCC and between RCC and four-year institutions. Faculty, staff, and administrators of ***Step Up to Success*** will evaluate this goal by determining the following: how effective the various components of the program are in contributing to the academic development of target students are; what the experience is of students in the various components of the program; and what the nature of student relationships are with the advisor, their mentors, and their tutors.

Step Up to Success **sub-goal 5a** will be to create a supportive learning environment by providing a dedicated advisor, tutoring, peer mentoring, and a central space for social and academic gatherings. ***Step Up to Success*** will also provide incentives, such as design competitions, to encourage application of learned concepts and innovation. Site visit/observations, focus group interviews with mentors and tutors, and focus group interviews with target students will take place once per semester; S***tep Up to Success*** will also survey students and interview the STEM advisor once a year to gage sub-goal success.

Sub-goal 5b is to develop a system for tracking the success of RCC students who complete the ***Step Up to Success*** program and transfer to a participating four-year institutional partner. ***Step Up to Success*** will encourage sustained involvement of faculty for the ongoing improvement of the experiences of STEM transfer students. The following methods will be used to evaluate whether or not sub-goal 5b has been completed: interview participating faculty;

interview relevant administrators; and implement a longitudinal survey of program faculty. Each of these activities will take place once per year.

Summative Evaluation

By project end, ***Step Up to Success*** will measure to what extent the program has reached each of its measurable goals. For **Goal One**: ***Step Up to Success*** will increase the number of underrepresented minorities and women who want to attend RCC and major in Biological Sciences, Engineering, Mathematics, or CIS by 20%. Summative evaluation for goal one will be to collect data on enrollments of underrepresented minorities and women during and after the project to compare with historical data. This will be updated yearly.

For **Goal Two**, ***Step Up to Success*** will improve student retention by increasing the number of students in STEM paired courses who enroll in the second course by 15% and increase student success in STEM courses by increasing the passage rate by 15%. ***Step Up to Success*** will collect retention and graduation/transfer data for students majoring in RCC's STEM programs, compare with historical data once per year.

Goal Three is to complete articulation between RCC, California State Polytechnic University, Pomona, and California State University, San Bernardino. Formative assessment will include documenting the percentage of work completed towards goal of comprehensive articulation. Documentation will be updated yearly.

For **Goal Four**, ***Step Up to Success*** will develop model STEM transfer programs with both California State Polytechnic University, Pomona and California State University, San Bernardino. ***Step Up to Success***, on a yearly basis, will compare transfer and graduation data with historical data to determine progress towards the 15% increase in transfer rate goal.

The final goal, **Goal Five** of the ***Step Up to Success*** program, is to develop a student

tracking system and activities that reinforce the connection between high school students and RCC and between RCC and the four-year institutions. ***Step Up to Success*** will collect retention and graduation/transfer data for students majoring in RCC's STEM programs, and compare these figures with historical data. This information will be updated yearly. Longitudinal surveys of students, from entrance into the program to graduation with their baccalaureate degrees, will be done on a yearly basis.

Step Up to Success will link K-12 and RCC student surveys. Where possible, the K-12 and RCC instruments will be the same to allow for tracking of students through the academic pipeline (K-baccalaureate completion). As students advance through the pipeline, core questions will remain the same, and supplemental questions will be added to address new developmental concerns, e.g., transfer to a four-year institution. Because the project involves reform across the STEM curriculum, the evaluation will measure the efficacy of the program against historical data.

Proposed Budget

Year One:

1. Personnel

Name/Title	Type (mos)/ No. of stdnts	Computation	Term	Monthly/Hourly	WTUs	% effort	Effort mos./hrs	Grant Funds	Matching	Project Costs
Dr. Mandayam Srinivas (Assoc Dean of Science)	9	$147,562	AY	$16,396	9	20.00%	1.80	$ 29,512	$ -	$ 29,512
Dr. Norali Pernalete (Eng. Tech)	9	$81,151	AY	$9,017	8	17.78%	1.60	$ 14,427	$ -	$ 14,427
Dr. Gerald Herder (Eng. Tech)	12	$132,280	AY	$11,023	8	17.78%	2.13	$ 23,516	$ -	$ 23,516
Dr. Pam Sperry (BIO)	9	$117,954	AY	$13,106	8	17.78%	1.60	$ 20,970	$ -	$ 20,970
Dr. Chris George (BIO)	9	$94,686	AY	$10,521	8	17.78%	1.60	$ 16,833	$ -	$ 16,833
Dr. Larisa Prieser (Comp. Info. Sys)	9	$107,452	AY	$11,939	8	17.78%	1.60	$ 19,103	$ -	$ 19,103
Dr. Carlos Navarrete (Comp. Info. Sys)	9	$107,542	AY	$11,949	8	17.78%	1.60	$ 19,119	$ -	$ 19,119
Dr. Kamta Rai (Math)	9	$97,686	AY	$10,854	8	17.78%	1.60	$ 17,366	$ -	$ 17,366
Dr. Alan Krinik (Math)	9	$101,988	AY	$11,332	8	17.78%	1.60	$ 18,131	$ -	$ 18,131
CPP Student Tutors	12		AY	$12.50			50.00	$ 7,500	$ -	$ 7,500
Subtotal								$ 186,477	$ -	$ 186,477

2. Fringe Benefits

Name/Title	Term	Salary Base	Rate			
Dr. Mandayam Srinivas (Assoc Dean of Science)	AY	$ 29,512	33.00%	$ 9,739	$ -	$ 9,739
Dr. Norali Pernalete (Eng. Tech)	AY	$ 14,427	33.00%	$ 4,761	$ -	$ 4,761
Dr. Gerald Herder (Eng. Tech)	AY	$ 23,516	33.00%	$ 7,760	$ -	$ 7,760
Dr. Pam Sperry (BIO)	AY	$ 20,970	33.00%	$ 6,920	$ -	$ 6,920
Dr. Chris George (BIO)	AY	$ 16,833	33.00%	$ 5,555	$ -	$ 5,555
Dr. Larisa Prieser (Comp. Info. Sys)	AY	$ 19,103	33.00%	$ 6,304	$ -	$ 6,304
Dr. Carlos Navarrete (Comp. Info. Sys)	AY	$ 19,119	33.00%	$ 6,309	$ -	$ 6,309
Dr. Kamta Rai (Math)	AY	$ 17,366	33.00%	$ 5,731	$ -	$ 5,731
Dr. Alan Krinik (Math)	AY	$ 18,131	33.00%	$ 5,983	$ -	$ 5,983
CPP Student Tutors	AY	$ 7,500	8.00%	$ 600	$ -	$ 600
Subtotal				$ 59,662	$ -	$ 59,662

3. Travel

From/to				
1. Domestic	Local travel costs from CPP to RCCD for participating CPP faculty	$ 5,000	$ -	$ 5,000
2. Foreign		$ -		
Subtotal		$ 5,000	$ -	$ 5,000

4. Equipment

	Unit Price	Qty			
			$ -		$ -
			$ -		$ -
			$ -		$ -
			$ -		$ -
			$ -		
Subtotal			$ -	$ -	$ -

5. Supplies

	Unit Price	Qty			
Project supplies (copying, paper, etc.)			$ 2,500		$ 2,500
			$ -		
			$ -		
			$ -		
			$ -		
Subtotal			$ 2,500	$ -	$ 2,500

6. Contractual

			$ -
			$ -
			$ -
			$ -
Subtotal	$ -	$ -	$ -

7. Construction

			$ -
			$ -
			$ -
Subtotal	$ -	$ -	$ -

8. Other

	Unit Price	Qty			
					$ -
			$ -		$ -
			$ -		$ -
			$ -		$ -
			$ -		$ -
			$ -		$ -
			$ -		$ -
Subtotal			$ -	$ -	$ -

9. Total Direct Costs (sections 1-8)

Subtotal	$ 253,640	$ -	$ 253,640

10. Indirect Costs

	Grant Funds	Matching	Project Costs
Base:	$ -		
Subtotal	$ -	$ -	$ -

11. Training Stipends

Subtotal	$ -	$ -	$ -

12. Total Costs (sections 9-11)	**$ 253,640**	**$ -**	**$ 253,640**

Proposed Budget

Year Two:

1. Personnel

Name/Title	Type (mos)/ No. of stdnts	Computation	Term	Monthly/Hourly	WTUs	% effort	Effort mos./hrs	Grant Funds	Matching	Project Costs
Dr. Mandayam Srinivas (Assoc Dean of Science)	9	$156,416	AY	$17,380	9	20.00%	1.80	$ 31,283	$ -	$ 31,283
Dr. Norali Pernalete (Eng. Tech)	9	$86,020	AY	$9,558	8	17.78%	1.60	$ 15,292	$ -	$ 15,292
Dr. Gerald Herder (Eng. Tech)	12	$140,217	AY	$11,685	8	17.78%	2.13	$ 24,927	$ -	$ 24,927
Dr. Pam Sperry (BIO)	9	$125,031	AY	$13,892	8	17.78%	1.60	$ 22,228	$ -	$ 22,228
Dr. Chris George (BIO)	9	$100,367	AY	$11,152	8	17.78%	1.60	$ 17,843	$ -	$ 17,843
Dr. Larisa Prieser (Comp. Info. Sys)	9	$113,899	AY	$12,655	8	17.78%	1.60	$ 20,249	$ -	$ 20,249
Dr. Carlos Navarrete (Comp. Info. Sys)	9	$113,995	AY	$12,666	8	17.78%	1.60	$ 20,266	$ -	$ 20,266
Dr. Kamta Rai (Math)	9	$103,547	AY	$11,505	8	17.78%	1.60	$ 18,408	$ -	$ 18,408
Dr. Alan Krinik (Math)	9	$108,107	AY	$12,012	8	17.78%	1.60	$ 19,219	$ -	$ 19,219
CPP Student Tutors	12		AY	$12.50			50.00	$ 7,500	$ -	$ 7,500
Subtotal								$ 197,216	$ -	$ 197,216

2. Fringe Benefits

Name/Title	Term	Salary Base	Rate	Grant Funds	Matching	Project Costs
Dr. Mandayam Srinivas (Assoc Dean of Science)	AY	$ 31,283	33.00%	$ 10,323	$ -	$ 10,323
Dr. Norali Pernalete (Eng. Tech)	AY	$ 15,292	33.00%	$ 5,047	$ -	$ 5,047
Dr. Gerald Herder (Eng. Tech)	AY	$ 24,927	33.00%	$ 8,226	$ -	$ 8,226
Dr. Pam Sperry (BIO)	AY	$ 22,228	33.00%	$ 7,335	$ -	$ 7,335
Dr. Chris George (BIO)	AY	$ 17,843	33.00%	$ 5,888	$ -	$ 5,888
Dr. Larisa Prieser (Comp. Info. Sys)	AY	$ 20,249	33.00%	$ 6,682	$ -	$ 6,682
Dr. Carlos Navarrete (Comp. Info. Sys)	AY	$ 20,266	33.00%	$ 6,688	$ -	$ 6,688
Dr. Kamta Rai (Math)	AY	$ 18,408	33.00%	$ 6,075	$ -	$ 6,075
Dr. Alan Krinik (Math)	AY	$ 19,219	33.00%	$ 6,342	$ -	$ 6,342
CPP Student Tutors	AY	$ 7,500	8.00%	$ 600	$ -	$ 600
Subtotal				$ 63,206	$ -	$ 63,206

3. Travel

From/to		Grant Funds	Matching	Project Costs
1. Domestic	Local travel costs from CPP to RCCD for participating CPP faculty	$ 5,000	$ -	$ 5,000
2. Foreign		$ -		
Subtotal		$ 5,000	$ -	$ 5,000

4. Equipment

	Unit Price	Qty			
			$ -		$ -
			$ -		$ -
			$ -		$ -
			$ -		$ -
			$ -		
Subtotal			$ -	$ -	$ -

5. Supplies

	Unit Price	Qty			
Project supplies (copying, paper, etc.)			$ 2,500		$ 2,500
			$ -		
			$ -		
			$ -		
			$ -		
Subtotal			$ 2,500	$ -	$ 2,500

6. Contractual

				$ -
				$ -
				$ -
				$ -
Subtotal			$ -	$ -	$ -

7. Construction

				$ -
				$ -
				$ -
Subtotal			$ -	$ -	$ -

8. Other

	Unit Price	Qty			
					$ -
			$ -		$ -
			$ -		$ -
			$ -		$ -
			$ -		$ -
			$ -		$ -
			$ -		$ -
Subtotal			$ -	$ -	$ -

9. Total Direct Costs (sections 1-8)

Subtotal	$ 267,922	$ -	$ 267,922

10. Indirect Costs

	Grant Funds	Matching	Project Costs
Base:	$ -		
Subtotal	$ -	$ -	$ -

11. Training Stipends

Subtotal	$ -	$ -	$ -

12. Total Costs (sections 9-11)	**$ 267,922**	**$ -**	**$ 267,922**

RIVERSIDE COMMUNITY COLLEGE DISTRICT
TEACHING AND LEARNING COMMITTEE

Report No.: VI-A-3 Date: January 27, 2009

Subject: Subcontract Agreement with California State University, San Bernardino Foundation

Background: Presented for the Board's review and consideration is a subcontract agreement between Riverside Community College District (RCCD) and California State University, San Bernardino Foundation on behalf of California State University, San Bernardino (CSUSB) to perform work in support of the achievement of the goals and objectives of Riverside City College's College Cost Reduction and Access Act (CCRAA) Cooperative grant program, Step Up to Success. RCCD, CSUSB and Cal Poly Pomona will collaborate on this project and focus on one primary activity: improving Science Technology Engineering Math (STEM) student learning and success. RCCD will provide overall administrative oversight for the program. The term of the agreement is for October 1, 2008 through September 30, 2010. Funding source: CCRAA Grant.

Recommended Action: It is recommended that the Board of Trustees ratify the agreement to fund this collaborative project with California State University, San Bernardino, from October 1, 2008 through September 30, 2010, for an amount not to exceed $227,945.00, and authorize the Vice Chancellor, Administration and Finance, to sign the agreement.

Irving G. Hendrick
Interim Chancellor

Prepared by: Patrick Schwerdtfeger
Vice President, Academic Affairs, Riverside City College

Subaward Agreement

Prime Awardee	Subawardee	
Institution/Organization Name: Riverside Community College District Address: 4800 Magnolia Avenue Riverside, CA 92506	Institution/Organization ("COLLABORATOR") Name: California State University, San Bernardino Foundation Address: 5500 University Parkway San Bernardino, CA 92407-2393 EIN No.:	
Prime Award No. P031 C080046	Subaward No. P031 C080046 - 2	
Awarding Agency U.S. Department of Education	CFDA No. 84.031C	
Subaward Period of Performance October 1, 2008 – September 30, 2010	Amount Funded this Action $112,288	Est. Total (if incrementally funded) $227,945
Project Title College Cost Reduction and Access Act (CCRAA) Step Up to Success Program		
Reporting Requirements [Project Director will notify as she is notified by U.S. Department of Education]		

Terms and Conditions

1) Riverside Community College District hereby awards a cost reimbursable subaward, as described above, to Collaborator. The statement of work and budget for this subaward are (check one):

☐ as specified in Collaborator's proposal dated ; or

☒ as shown in Attachment 4 . In its performance of subaward work, Collaborator shall be an independent entity and not an employee or agent of Riverside Community College District.

2) Riverside Community College District shall reimburse Collaborator not more often than monthly for allowable costs. All invoices shall be submitted using Collaborator's standard invoice, but at a minimum shall include current and cumulative costs (including cost sharing), subaward number, and certification as to truth and accuracy of invoice. *Invoices that do not reference Riverside Community College District's subaward number shall be returned to Collaborator.* Invoices should be directed to the Project Director, as shown in Attachment 3. Questions concerning invoice receipt or payments should be directed to the appropriate party's Financial Contact, as shown in Attachment 3.

3) A final statement of cumulative costs incurred, including cost sharing, marked "FINAL," must be submitted to Riverside Community College District's Project Director NOT LATER THAN sixty (60) days after subaward end date. The final statement of costs shall constitute Collaborator's final financial report.

4) All payments shall be considered provisional and subject to adjustment within the total estimated cost in the event such adjustment is necessary as a result of an adverse audit finding against the Collaborator.

5) Matters concerning the technical performance of this subaward should be directed to the appropriate party's Project Director, as shown in Attachment 3. Technical reports are required as shown above, "Reporting Requirements."

6) Matters concerning the request or negotiation of any changes in the terms, conditions, or amounts cited in this subaward agreement, and any changes requiring prior approval, should be directed to the appropriate party's Administrative Contact, as shown in Attachment 3. Any such changes made to this subaward agreement require the written approval of each party's Authorized Official, as shown in Attachment 3.

7) Each party shall be responsible for its negligent acts or omissions and the negligent acts or omissions of its employees, officers, or directors, to the extent allowed by law.

8) Either party may terminate this agreement with thirty days written notice to the appropriate party's Administrative Contact, as shown in Attachment 3. Riverside Community College District shall pay Collaborator for termination costs as allowable under OMB Circular A-21or A-122, as applicable.

9) No-cost extensions require the approval of Riverside Community College District. Any requests for a no-cost extension should be addressed to and received by the Administrative Contact, as shown in Attachment 3, not less than forty-five days prior to the desired effective date of the requested change.

10) The Subaward is subject to the terms and conditions of the Prime Award and other special terms and conditions, as identified in Attachment 2. Funding for year two of the program (October 1, 2009 – September 30, 2010) is contingent upon the award of a second year's funding by the U.S. Department of Education to Riverside Community College District.

11) By signing below Collaborator makes the certifications and assurances shown in Attachment 1.

By an Authorized Official of RIVERSIDE COMMUNITY COLLEGE DISTRICT:		By an Authorized Official of COLLABORATOR:	
_____	_____	_____	_____
James L. Buysse, Vice Chancellor Administration and Finance	Date	Charles Stanley, Director Sponsored Programs Administration California State University, San Bernardino Foundation	Date

Attachment 1
Subaward Agreement

By signing the Subaward Agreement, the authorized official of COLLABORATOR certifies, to the best of his/her knowledge and belief, that:

Certification Regarding Lobbying

1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the Collaborator, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or intending to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the Collaborator shall complete and submit Standard Form -LLL, "Disclosure Form to Report Lobbying," to Riverside Community College District.

3) The Collaborator shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U. S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less that $10,000 and not more that $100,000 for each such failure.

Debarment, Suspension, and Other Responsibility Matters

Collaborator certifies by signing this Subaward Agreement that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

OMB Circular A-133 Assurance

Collaborator assures Riverside Community College District that it complies with A-133 and that it will notify Riverside Community College District of completion of required audits and of any adverse findings, which impact this subaward.

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION

SEP 25 2008

Linda Lacy
Riverside Community College District
Riverside City College
4800 Magnolia Avenue
Riverside, CA 92506-1299

RE: Application P031C080046

Dear Applicant:

Congratulations! It is my pleasure to inform you that the Department of Education has approved your fiscal year 2008 College Cost Reduction and Access Act (CCRAA) Hispanic-Serving Institutions (HSI) Program grant application for funding for two years. We have enclosed two copies of the Grant Award Notification document specifying the amount of the grant for the first year of funding. One copy is for the project director and the other copy is for the institution's certifying official.

Continuation funding following the first year of your grant is contingent upon your demonstrating that the project has made substantial progress in meeting the approved goals and objectives and on Congressional appropriation of funds for the program. You should note that you may only use funds for those activities that directly relate to the goals and objectives of the funded application.

We have also enclosed, for your review and use, a memorandum that discusses key financial management requirements for discretionary grants. Additionally, a set of the non-federal field reviewers' evaluations of your grant application is provided for your information.

Again, congratulations on your success in the 2008 CCRAA-HSI competition. Your assigned program specialist will contact the project director shortly. In the interim, if you have any questions, please contact Peter Fusscas, Team Leader for the HSI Program at (202) 502-7590.

Sincerely,

James E. Laws, Jr., Ed.D.
Director
Institutional Development and
Undergraduate Education Service

Enclosures:
Grant Award Notification (2 copies)
Financial Management Memorandum
Reviewers' Evaluations

U.S. Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

1 RECIPIENT NAME:
Riverside Community College District/Riverside City College
4800 Magnolia Avenue
Riverside, CA 92506 - 1299

2 PROJECT TITLE
84.031C
Riverside City College Step Up to Success Cooperative Grant

3 PROJECT STAFF

RECIPIENT PROJECT DIRECTOR
Mary Legner (951) 222 - 8886

EDUCATION PROGRAM CONTACT
Carnisia M. Proctor (202) 502 - 7606

EDUCATION PAYMENT CONTACT
GAPS PAYEE HOTLINE (888) 336 - 8930

4 KEY PERSONNEL

NAME	TITLE	LEVEL OF EFFORT
Mary Legner	Project Director	50%

5 AWARD INFORMATION
PR/AWARD NUMBER P031C080046
ACTION NUMBER 01
ACTION TYPE New
AWARD TYPE Discretionary

6 AWARD PERIODS
BUDGET PERIOD 10/01/2008 - 09/30/2009
PERFORMANCE PERIOD 10/01/2008 - 09/30/2010

FUTURE BUDGET PERIODS

BUDGET PERIOD	DATE	AMOUNT
02	10/01/2009 - 09/30/2010	$1,116,476.00

7 AUTHORIZED FUNDING

THIS ACTION	$1,227,783.00
BUDGET PERIOD	$1,227,783.00
PERFORMANCE PERIOD	$1,227,783.00
RECIPIENT COST-SHARE	1.40%
RECIPIENT NON-FEDERAL AMOUNT	$17,226.00

8 ADMINISTRATIVE INFORMATION
DUNS/SSN 110250284
REGULATIONS EDGAR AS APPLICABLE

ATTACHMENTS A, B OPE-2, C, E1, E2, E3, F, S

9 LEGISLATIVE AND FISCAL DATA
AUTHORITY: PL College Cost Reduction Act COLLEGE COST REDUCTION ACT
PROGRAM TITLE: HIGHER EDUCATION - INSTITUTIONAL AID

CFDA/SUBPROGRAM NO: 84.031C

FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT
0201A	2008	2008	EP000000	B	JJ5	000	031	4101C	$1,227,783.00

Ver. 1
ED-GAPS001 (01/98)

U.S. Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

10

PR/AWARD NUMBER: P031C080046

RECIPIENT NAME: Riverside Community College District/Riverside City College

TERMS AND CONDITIONS

(1) THE FOLLOWING ITEMS ARE INCORPORATED IN THE GRANT AGREEMENT: (1) THE RECIPIENT'S APPLICATION (BLOCK 2), (2) THE APPLICABLE EDUCATION DEPARTMENT REGULATIONS (BLOCK8), AND (3) THE SPECIAL TERMS AND CONDITIONS SHOWN AS ATTACHMENTS (BLOCK 8).

THIS AWARD SUPPORTS ONLY THE BUDGET PERIOD SHOWN IN BLOCK 6. IN ACCORDANCE WITH 34 CFR 75.253, THE DEPARTMENT OF EDUCATION WILL CONSIDER CONTINUED FUNDING IF: (1) CONGRESS HAS APPROPRIATED SUFFICIENT FUNDS UNDER THE PROGRAM, (2) THE DEPARTMENT DETERMINES THAT CONTINUING THE PROJECT WOULD BE IN THE BEST INTEREST OF THE GOVERNMENT, (3) THE RECIPIENT HAS MADE SUBSTANTIAL PROGRESS TOWARD MEETING THE OBJECTIVES IN ITS APPROVED APPLICATION, AND (4) THE RECIPIENT HAS SUBMITTED REPORTS OF PROJECT PERFORMANCE AND BUDGET EXPENDITURES THAT MEET THE REPORTING REQUIREMENTS FOUND AT 34 CFR 75.118 AND ANY OTHER REPORTING REQUIREMENTS ESTABLISHED BY THE SECRETARY.

IN ACCORDANCE WTH 34 CFR 74.25(c)(2), OR 34 CFR 80.30(d)(3) CHANGES TO KEY PERSONNEL IDENTIFIED IN BLOC K 4 MUST RECEIVE PRIOR APPROVAL FROM THE DEPARTMENT.

THE SECRETARY ANTICIPATES FUTURE FUNDING FOR THIS AWARD ACCORDING TO THE SCHEDULE IDENTIFIED IN BLOCK 6. THESE FIGURES ARE ESTIMATES ONLY AND DO NOT BIND THE SECRETARY TO FUNDING THE AWARD FOR THESE PERIODS OR FOR THE SPECIFIC AMOUNTS SHOWN. THE RECIPIENT WILL BE NOTIFIED OF SPECIFIC FUTURE FUNDING ACTIONS THAT THE SECRETARY TAKES FOR THIS AWARD.

Patricia M Beat 9-25-08

AUTHORIZING OFFICIAL **DATE**

Ver. 1
ED-GAPS001 (01/98)

EXPLANATION OF BLOCKS ON THE GRANT AWARD NOTIFICATION

For Discretionary, Formula, and Block Grants (See Block 5 of the Notification)

1. **RECIPIENT NAME** - The legal name of the recipient, name of the primary organizational unit that will undertake the funded activity, and the complete address of the recipient. The recipient is commonly known as the "grantee."
2. **PROJECT TITLE AND CFDA NUMBER** - Identifies the Catalog of Federal Domestic Assistance (CFDA) subprogram title and the associated subprogram number.
3. **PROJECT STAFF** - This block contains the names and telephone numbers of the U.S. Department of Education and recipient staff who are responsible for project direction and oversight.
   - ***RECIPIENT PROJECT DIRECTOR** - The recipient staff person responsible for administering the project. This person represents the recipient to the U.S. Department of Education.
   - **EDUCATION PROGRAM CONTACT** - The U.S. Department of Education staff person responsible for the programmatic, administrative and business-management concerns of the Department.
   - **EDUCATION PAYMENT CONTACT** - The U.S. Department of Education staff person responsible for payments or questions concerning electronic drawdown and financial expenditure reporting.
4. *** KEY PERSONNEL** - Name, title and percentage (%) of effort the key personnel identified devotes to the project.
5. **AWARD INFORMATION** - Unique items of information that identify this notification.
   - **PR/AWARD NUMBER** - A unique, identifying number assigned by the Department to each application. On funded applications, this is commonly known as the "grant number" or "document number."
   - **ACTION NUMBER** - A numeral that represents the cumulative number of steps taken by the Department to date to establish or modify the award through fiscal or administrative means. Action number "01" will always be "NEW AWARD"
   - **ACTION TYPE** - The nature of this notification (e.g., NEW AWARD, CONTINUATION, REVISION, ADMINISTRATIVE)
   - **AWARD TYPE** - The particular assistance category in which funding for this award is provided, i.e., DISCRETIONARY, FORMULA, or BLOCK.
6. **AWARD PERIODS** - Project activities and funding are approved with respect to three different time periods, described below:
   - **BUDGET PERIOD** - A specific interval of time for which Federal funds are being provided from a particular fiscal year to fund a recipient's approved activities and budget. The start and end dates of the budget period are shown.
   - **PERFORMANCE PERIOD** - The complete length of time the recipient is proposed to be funded to complete approved activities. A performance period may contain one or more budget periods.
   - ***FUTURE BUDGET PERIODS** - The estimated remaining budget periods for multi-year projects and estimated funds the Department proposes it will award the recipient provided substantial progress is made by the recipient in completing approved activities, the Department determines that continuing the project would be in the best interest of the Government, Congress appropriates sufficient funds under the program, and the recipient has submitted a performance report that provides the most current performance information and the status of budget expenditures.
7. **AUTHORIZED FUNDING** - The dollar figures in this block refer to the *Federal* funds provided to a recipient during the award periods.
   - ***THIS ACTION** - The amount of funds obligated (added) or de-obligated (subtracted) by this notification.
   - ***BUDGET PERIOD** - The total amount of funds available for use by the grantee during the stated budget period to this date.
   - ***PERFORMANCE PERIOD** - The amount of funds obligated from the start date of the first budget period to this date.
   - **RECIPIENT COST-SHARE** - The funds, expressed as a percentage, that the recipient is required to contribute to the project, as defined by the program legislation or regulations and/or terms and conditions of the award.
   - **RECIPIENT NON-FEDERAL AMOUNT** - The amount of non-federal funds the recipient must contribute to the project as identified in the recipient's application. When non-federal funds are identified by the recipient where a cost share is not a legislation requirement, the recipient will be **required** to provide the non-federal funds.
8. **ADMINISTRATIVE INFORMATION** - This information is provided to assist the recipient in completing the approved activities and managing the project in accordance with U.S. Department of Education procedures and regulations.
   - **DUNS/SSN** - A unique, identifying number assigned to each recipient for payment purposes. The number is based on either the recipient's assigned number from Dun and Bradstreet or the individual's social security number.
   - ***REGULATIONS** - The parts of the Education Department General Administrative Regulations (EDGAR) and specific program regulations that govern the award and administration of this grant.
   - ***ATTACHMENTS** - Additional sections of the Grant Award Notification that discuss payment and reporting requirements, explain Department procedures, and add special terms and conditions in addition to those established, and shown as clauses, in Block 10 of the award. Any attachments provided with a notification continue in effect through the project period until modified or rescinded by the Authorizing Official.
9. **LEGISLATIVE AND FISCAL DATA** - The name of the authorizing legislation for this grant, the CFDA title of the program through which funding is provided, and U.S. Department of Education fiscal information.
   - **FUND CODE, FUNDING YEAR, AWARD YEAR, ORG. CODE, PROJECT CODE, OBJECT CLASS** - The fiscal information recorded by the U.S. Department of Education's Grant Administration and Payment System to track obligations by award.
   - **AMOUNT** - The amount of funds provided from a particular appropriation and project code. Some notifications authorize more than one amount from separate appropriations and/or project codes. The total of all amounts in this block equals the amount shown on the line, "THIS ACTION" (See "AUTHORIZED FUNDING" above (Block 7)).
10. **TERMS AND CONDITIONS OF AWARD** - Requirements of the award that are binding on the recipient.
    - ***AUTHORIZING OFFICIAL** - The U.S. Department of Education official authorized to award Federal funds to the recipient, establish or change the terms and conditions of the award, and authorize modifications to the award.

FOR FORMULA AND BLOCK GRANTS ONLY:

(See also Blocks 1, 2, 5, 6, 8, 9 and 10 above)

3. **EDUCATION STAFF** - The U.S. Department of Education staff persons to be contacted for programmatic and payment questions.
7. **AUTHORIZED FUNDING**
   - **CURRENT AWARD AMOUNT** - The amount of funds that are obligated (added) or de-obligated (subtracted) by this action.
   - **PREVIOUS CUMULATIVE AMOUNT** - The total amount of funds awarded under the grant before this action.
   - **CUMULATIVE AMOUNT** - The total amount of funds awarded under the grant, this action included.

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* This item differs or does not appear on formula and block grants.

Attachment 3
Subaward Agreement

Riverside Community College District Contacts	Collaborator Contacts
Administrative Contact Name: Colleen Molko Associate Director, Grants Address: 4800 Magnolia Avenue Riverside, CA 92506 Telephone: (951) 222-8932 Fax: (951) 328-3787 Email: colleen.molko@rcc.edu	Administrative Contact Name: Charles Stanley, Director Sponsored Programs Administration Foundation for California State University, San Bernardino Address: 5500 University Parkway San Bernardino, CA 92407-2393 Telephone: (909) 537-3914 Fax: (909) 537-7036 Email: cstanley@csusb.edu
Project Director Name: Mary Legner Associate Professor, Mathematics Address: 4800 Magnolia Avenue Riverside, CA 92506 Telephone: (951) 222-8886 Fax: Email: mary.legner@rcc.edu	Project Director Name: George Georgiou, Professor and Chair, Computer Science and Engineering Address: 5500 University Parkway San Bernardino, CA 92407-2393 Telephone: 909-537-5326 Fax: 909-537-7004 Email: georgiou@csusb.edu
Financial Contact Name: Bill J. Bogle, Jr. District Controller Address: 4800 Magnolia Avenue Riverside, CA 92506 Telephone: (951) 222-8041 Fax: (951) 222-8021 Email: bill.bogle@rcc.edu	Financial Contact Name: Charles Stanley, Director Sponsored Programs Administration Foundation for California State University, San Bernardino Address: 5500 University Parkway San Bernardino, CA 92407-2393 Telephone: (909) 537-3914 Fax: (909) 537-7036 Email: cstanley@csusb.edu
Authorized Official Name: James L. Buysse Vice Chancellor, Administration and Finance Address: 4800 Magnolia Avenue Riverside, CA 92506 Telephone: (951) 222-8047 Fax: (951) 222-8893 Email: jim.buysse@rcc.edu	Authorized Official Name: Charles Stanley, Director Sponsored Programs Administration Foundation for California State University, San Bernardino Address: 5500 University Parkway San Bernardino, CA 92407-2393 Telephone: (909) 537-3914 Fax: (909) 537-7036 Email: cstanley@csusb.edu

Attachment 4

Table of Contents

PROJECT NARRATIVE

Riverside City College

Riverside City College (RCC) is applying as lead institution in a cooperative development grant in partnership with its sister campuses, Norco Campus (NC) and Moreno Valley Campus (MVC) and nearby four-year institutions, California State Polytechnic University, Pomona (CPP) and California State University San Bernardino (CSUSB). The partnership will focus on one activity: improving STEM student learning and success by developing model STEM transfer programs between the institutions and building a strong foundation for transfer with success strategies in the STEM discipline.

Need for the Project

A public-private partnership dedicated to building a stronger and more diverse STEM workforce called Building Engineering and Science Talent (BEST) developed a comprehensive series of reports on the growing need for a well-educated and competitive workforce. The group spoke to the looming demographic forces that are changing the way America looks. By 2015, the nation's undergraduate population will expand by over 2.6 million students, two million of whom will be students of color and almost half of this 2.6 million increase will occur in California, Texas and Florida. "Even with these increases, Hispanic and African American students enrolled in post-secondary education in 2015 will greatly lag behind their respective shares of the U.S. population." [1] The basic sorting process of higher education—admission

[1] BEST: Building Engineering and Science Talent, "A Bridge for All: Higher Education Design Principles to Broaden Participation in Science, Technology, Engineering and Mathematics," February 2004, p. 8.

requirements, costs, and financial aid complexity, for example---will also work to reduce the numbers of underrepresented minorities as students move from high school to higher degrees.

In May 2007, the Academic Competitiveness Council lead by Secretary of Education Margaret Spellings began an organized effort to address the issue of a well-educated and skilled workforce for the 21st century. The Postsecondary Education working group identified one overarching national goal—to increase the number of undergraduates who enroll in *and graduate* from STEM programs.[2] In South Korea, 38% of all undergraduates receive their degrees in science or engineering; in France, 47%, in China, 50%, in Singapore, 67%. In the U.S., the figure is only 15%.[3] Concerned with U.S. economic competitiveness in an increasingly complex and global economy, ACC expressed concern over the ability of higher education to produce STEM experts and maintain American preeminence in STEM areas.[4] As BEST reports, we as a nation will continue to turn to international talent to fill the needs of the workforce in STEM if this concern is not addressed.[5]

As community colleges are the fastest growing segment of higher education, they will become the major higher educational entity that will address STEM needs.[6] In California, the community college system is the largest in the nation and is totally open access, serving nearly 2.9 million students. California has begun The Basic Skills Initiative that addresses the skill

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[2] U.S. Dept. of Education, Report of the Academic Competitiveness Council, May 2007, p. 2.

[3] National Academy of Sciences, "Rising Above the Gathering Storm, 2007, p.16.

[4] ACC, p. 5.

[5] BEST, "The Talent Imperative: Meeting America's Challenge in Science and Engineering, ASAP", 2004, p. 1.

[6] Talent Imperative, p. 14.

level of the students that attend the 109 community colleges in the system. Recognizing the lack of skills in our students, Riverside City College has joined in this effort, combining state funding and a federal Title V grant to address developmental education.

The Need for the Project at RCC: Student Success in STEM Disciplines

In Spring 2006, many of the STEM disciplines began looking at student enrollment, retention, and success data. Data on overall student success reported to the California Community Colleges Chancellor's Office revealed problematic "success rates" in the major STEM fields.

Overall Student Success by Program (Percentages)

Program Type	Spring 07	Fall 07	Spring 06	Fall 06	Spring 05	Fall 05
Biological Sciences	62.06	60.32	58.35	63.82	59.14	56.89
Engineering/Industrial Tech	75.25	77.07	78.3	77.83	78.69	77.83
Information Technology	57.13	52.77	57.58	55.05	52.96	52.84
Mathematics	51.28	50.96	51.39	53.16	52.54	52.78

Data Mart: CA Community Colleges System Office [7]

Consistent positive student outcomes were recorded for engineering and the industrial technologies courses; however, student success rates in other STEM areas were dismal.

For the three-year period that the faculty was studying these disciplines, the success rates for underrepresented minorities were consistently lower than the success rates of white, non-Hispanic students, many by a large percentage. When conducting research on success rates by

[7] Percentages are calculated by dividing the number of students enrolled in the courses who received a passing grade by the total number of students enrolled.

gender, they found that the data collected for STEM fields is positively skewed by the inability to break out nursing students from overall STEM students.[8] The table below shows the success rates of students by ethnicity from Fall 2005 to Fall 2007.

Student Success Rates by Ethnicity (Percentage)

Dept.	Ethnicity	Fall 07	Spr 07	Fall 06	Spr 06	Fall 05	Spr 05
BIO	African American	37.84%	37.50%	60.61%	32.43%	29.73%	39.13%
BIO	Hispanic	50.23%	46.03%	54.44%	36.87%	37.64%	46.67%
BIO	White	51.33%	59.44%	56.25%	58.16%	54.69%	56.31%
CIS	African American	31.03%	42.27%	34.08%	39.62%	39.78%	36.44%
CIS	Hispanic	47.03%	50.00%	48.93%	53.77%	46.14%	51.02%
CIS	White	59.25%	58.79%	60.85%	62.42%	59.82%	58.49%
ENE	African American	0.00%	0.00%	0.00%	0.00%	50.00%	0.00%
ENE	Hispanic	33.33%	50.00%	100.00%	100.00%	100.00%	0.00%
ENE	White	100.00%	80.00%	100.00%	100.00%	100.00%	0.00%
MAT	African American	38.49%	32.60%	33.90%	32.58%	34.64%	31.09%
MAT	Hispanic	44.43%	41.10%	42.63%	43.00%	42.07%	39.43%
MAT	White	51.55%	49.46%	50.83%	52.33%	53.88%	48.95%

(RCCD Institutional Research)

[8] RCCD has a large, successful nursing program that is populated overwhelmingly by women, and therefore breaking out biological science and mathematics success by gender does not accurately reflect RCC's female student achievement in these disciplines as a whole.

Based on the numerical reality of overall poor student performance in STEM disciplines, faculty and administrators came together and agreed that they needed to help *all* STEM students succeed, and in much larger numbers. A core group of STEM faculty formed a Student Performance Council and began to address overall student performance, as well as performance of minorities and women, in STEM disciplines.

The Need for the Project at RCC: Student Transfer in STEM Disciplines

Collecting the data from nearby transfer institutions, CPP and CSUSB, shows problematic STEM transfer rates. As the largest community college district in the Inland Empire and one of the largest feeder districts to both four-year institutions, the number of students continuing on with their higher education is relatively small and the number of STEM transfers is a small percentage of that pool of students.

California State University San Bernardino			
Academic Year	Total # of Transfers	Total # of STEM transfers	%
2005-6	573	51	9
2006-7	489	55	11
2007-8	479	47	10
California State Polytechnic University, Pomona			
2005-6	80	8	10
2006-7	85	9	10.5
2007-8	68	4	6

(Data provided by Institutional Research, CPP and CSUSB)

Preparing students for success in STEM courses will be the starting point for solving the transfer problem. Also providing strong relational experiences with STEM students who have completed upper division work at partner institutions, students who are contemplating transfer will feel more comfortable actually doing so. A seamless transition with all coursework counting at the transfer institution and completion of the baccalaureate in 4 years or less will make also make transfer in STEM disciplines more attractive.

Needs of Disadvantaged Students

The service area for RCCD includes six feeder unified school districts. The college-going rate of students that graduate from these feeder districts only rose a total of one percent over a two year period (from 42% in 2004 to 43% in 2006.)[9] In 2006, of all African-American high school graduates, only 45% enrolled in college. Hispanic graduates enrolled at a lower rate of 39%. This is reflective of the overall low college-going rates.

A better indication of disadvantaged student needs is most obvious in the data that the State of California collects when administering the high school exit exam (CAHSEE). The passage rates for RCC's feeder districts show that there is a fundamental and recurring problem in computation and language skills—and the need for remediation upon entrance to college is extensive. Over the last three years, the CAHSEE passage rates for all students taking the exams in both English and Mathematics have increased from 63% and 61% respectively to 75% and 74% in Riverside County.

RCCD's six feeder districts have followed suit in this increase with passage rates of 74% in both English-language arts and Mathematics for all students for this past academic year. However, when underrepresented minorities and gender passage rates are parsed from overall

[9] California Postsecondary Education Commission webpage: http://www.cpec.ca.gov

data, the success rates minorities as compared to whites is more reflective of student needs once they get to college.

2004-2005						
Subject	**County Pass Rate**	**Feeder District Pass Rate**	**African American**	**Hispanic**	**American Indian**	**White (non-Hispanic)**
English	63%	64%	61%	56%	55%	80%
Mathematics	61%	60%	51%	52%	54%	75%
2005-2006						
Subject	**County Pass Rate**	**Feeder District Pass Rate**	**African American**	**Hispanic**	**American Indian**	**White (non-Hispanic)**
English	58%	57%	53%	49%	43%	74%
Mathematics	55%	53%	44%	47%	41%	70%
2006-2007						
Subject	**County Pass Rate**	**Feeder District Pass Rate**	**African American**	**Hispanic**	**American Indian**	**White (non-Hispanic)**
English	75%	74%	70%	67%	60%	88%
Mathematics	74%	74%	64%	68%	57%	86%

(CA Department of Education)

While minority passage rates on the CAHSEE exam are generally lower than overall passage rates—Mathematics is consistently lower for all graduates as compared to English. Although passage rates for African Americans and Hispanics for both areas have improved, the

unspoken problem for Riverside is the consistent 32% or more of minorities who cannot pass the high school exit exam at all.

Gaps or Weaknesses in Services, Infrastructure or Opportunities

Although RCC has made subtle changes to improve STEM services and activities on campus over the past 5 years, widespread change has been difficult to achieve. Based on current methodological research conducted by Building Engineering & Science Talent (BEST), a public-private partnership dedicated to increasing underrepresented groups in Science, Engineering and Technology and CCRAA funding, RCC will be taking a comprehensive approach to improving STEM enrollment and outreach.

RCC has had great success designing a "concurrent courses" model for our early college high school (ECHS) students who want to begin taking college-level credit courses before graduation. However, articulation agreements with our partner universities for STEM courses are outdated. RCC will replicate the model transfer program being developed with CPP in logistics and bring together faculty from RCC and its two four-year partners to work on core and recommended courses for STEM majors. Faculty will review curricula for these courses and their lab requirements to make sure that student learning outcomes for courses at all the institutions are included and agreed upon.

RCC currently does not offer STEM students a central location or "home" in which to find support services. Instead, STEM students, like many students on campus, must find where different services are offered, such as tutoring and academic advisement. This is detrimental to STEM student outreach and success. To address this issue, RCC plans to design a center specifically for STEM students, modeled after the highly successful Model Institutions Excellence Program (MIEP) STEM-dedicated center(s) at the University of Texas at El Paso

(UTEP). UTEP states that for the past 12 years MIEP activities have had a significant impact on minority student retention and completion of STEM degrees each year. [10] MIEP has been successful at increasing not only retention and success rates for minorities and underrepresented groups in STEM majors, but has benefited all UTEP students. Creating a STEM student center on campus, students will be able to access STEM program services in one central location. The center will create a sense of a STEM community that is currently lacking on campus and will focus efforts on the "whole needs" of each student.

Project Design

As Spann and Calderwood (1998) point out, colleges best address the diverse needs of their students by an approach that integrates academics and student support services. Riverside Community College's (RCC) ***Step Up to Success*** program addresses both the academic and student support services aspects of STEM programs and courses under one comprehensive activity: improved student learning and student success in STEM fields of study. RCC's ***Step Up to Success*** program has five major goals that will be met during the course of the project. Program services have been designed and developed specifically based on recent educational research detailing the best methodologies to reach out and retain majority and minority STEM students (please see the Project Services section for citations). Each goal is reasonable, attainable, measurable, and successfully addresses the needs of the target population. The five goals are as follows:

Goal One: Increase the number of underrepresented minorities, women and veterans who want to attend RCC and major in the Biological Sciences, Engineering and Industrial Technologies, Mathematics, or Computer Information Systems (CIS) by 20%. Identify target

[10] http://research.utep.edu/Default.aspx?tabid=3582

populations in high schools through various activities. ***Step Up to Success*** will accomplish this goal through development outreach activities to our K-12 partners, EDD/EDA and the Veterans Administration that include:

1. Develop an 11th grade assessment instrument for students who identify themselves (or their program of study identifies them) as possible STEM transfer students.
2. Work with K-12 STEM faculty to develop college success strategies and STEM skills improvement techniques for the target group.
3. Design college preparatory guidance courses for STEM students.
    a. The first course, Guidance 45, will help students develop an individual educational plan that provides a clear pathway to transfer. The course will provide them with materials on all the student support services available to them and the special STEM success services available in the STEM center.
    b. The second course, Guidance 48, will focus on college success strategies, including time and money management, study skills, and health. A STEM faculty member will provide information about majors, careers and information useful to STEM students.
    c. Develop a basic interdisciplinary course to improve STEM skills, and create cohorts with priority registration for this course if they attend RCC:
        i. Math 52
        ii. Biology 1
        iii. CIS 93 or 1A

   d. Interested high school seniors will be counseled to begin the STEM career pathway of their choice and concurrently enroll in one or more RCC STEM pathway courses in each of their senior semesters.

4. Make career presentations for high school students by STEM faculty.
   a. Work with feeder districts to integrate RCC faculty presentations in parent nights and career days.
   b. Include special presentations to female students by female STEM faculty.
5. Hold open houses for K-12 students and their parents.
   a. Hold an open house for K-12 students and their parents.
   b. Show STEM career video to parents to show viability of careers for their children.
   c. Provide flash drives with STEM program logo as a “gift” for attending outreach functions.
6. Develop an outreach plan to work with the Veteran’s Administration to attract veterans to STEM pathways and careers.
   a. Vets have basic skills in mathematics and engineering as well as training in various STEM areas, so we will use “work and life experience” credits to provide them with a faster track through STEM career pathways.
7. Develop an outreach plan to work with county services to attract workers who need retraining to STEM career pathways.
   a. Use “life and work experience” credits to provide them with a faster track to degree completion..

8. Develop an overall marketing plan for outreach activities to sustain the momentum of the outreach efforts:
    a. Veteran's brochure
    b. EDD/One stop centers
    c. High school CDs for counselors and use in classes
    d. Women's brochure

Goal Two: RCC will increase student retention by increasing the number of students that enroll in and complete STEM paired core courses by 15% and increase student success in STEM courses by increasing the passage rate by 15%. The objectives for this goal are:

1. Have STEM faculty mentor and advise students.
2. Provide professional development for "project-based learning."
3. Have RCC and four-year institution faculty participate in faculty exchanges.
4. Renovate space to provide a "crash center" for STEM students offering comprehensive student support services
5. Identify and track "at risk" students and provide counseling and tutoring support to improve student achievement using a dedicated educational advisor for STEM students.
6. Create a master STEM schedule to provide the maximization of course offerings for STEM students.

Goal Three: Create faculty-to-faculty teams in order to evaluate STEM extended course outlines for courses in Biological Sciences, Engineering Technology, Mathematics and CIS offered by RCC, California State Polytechnic University, Pomona (CPP), and California State University, San Bernardino (CSUSB), to determine equivalency. Currently, all institutions

involved in this project are reviewing their articulation plans for accuracy and comprehensiveness.

The purpose of faculty-to-faculty teams and interaction is to look at the required courses for STEM majors AND recommended electives in order to determine equivalency between courses. An example of this is Biological Sciences faculty from RCC and CPP meeting to discuss courses that exist at CPP but are not currently offered at RCC; faculty members are currently negotiating the design of a Biometrics course that can be offered at RCC and would articulate to CPP. After successful negotiations, CPP has agreed to offer their Biometrics course on our campus as well as provide faculty development for RCC's instructor(s) in order to develop a permanent Biometrics course taught by RCC faculty to sustain the STEM comprehensive career pathway effort.

1. One to two faculty from CPP from each department (Biology, Mathematics, CIS, and Engineering), and one faculty from each of the departments at CSUSB (CIS and Mathematics) will work with a faculty member (or more) from each of the Riverside Community College District campuses (when appropriate) to determine accuracy, comprehensiveness and student learning outcomes for all core courses for the STEM major and recommended courses for the major for student transfer.
2. Pathways from RCCD campuses to partner institutions will be designed to provide students with a seamless conduit in order to improve retention and completion in STEM majors. Classes will be offered in order of how they should be taken in regards to completion and transfer. This will ensure that students will benefit from the articulation effort during and after conclusion of the project.

3. Faculty teams will work together to develop an academic Engineering transfer pathway for RCC. The RCC team will consist of faculty in Mathematics, as the majority of the Engineering course curricula is Mathematics courses. This articulation plan will be done concurrently with 1 & 3.
4. Faculty teams from CSUSB in CIS and Math will join RCC faculty from the three campuses to develop course equivalencies for students who choose to transfer to CSUSB for their continued educational path.

Goal Four: Develop model STEM transfer program with both CPP and CSUSB in four STEM areas. This will increase the number of transfers to both institutions by 15%.

1. Have CPP teams and RCC teams in Biology, CIS, Mathematics and Engineering develop "educational plans" that reflect core, recommended and general education requirements for a seamless transfer for a student from RCC.
2. Have CSUSB teams and RCC teams in Math and CIS develop "educational plans" that reflect core, recommended and general education requirements for a seamless transfer.
3. CSUSB and RCC will finalize an agreement that will allow STEM students to come to CSUSB during their second year at RCC and take one course at no charge to help them on the path to achieving the baccalaureate degree in a STEM field during each of RCCD's semesters.

Goal Five: Develop a student tracking system and activities that reinforce the connection between high school students and RCC and between RCC students and the four-year institutional partners.

1. Identify and track "at risk" students and provide counseling and tutoring support to improve student achievement using a dedicated RCC educational advisor for STEM students.
    a. Pair 1st and 2nd year RCC students with 3rd and 4th year CPP students for mentoring purposes and improving identification with success amongst younger students.
    b. Provide on campus visits and activities that RCC students can participate in with their mentors and tutors at CPP.
    c. Provide stipends to CPP students who tutor RCC students and to RCC students who tutor either RCC STEM students or high school STEM students.
2. Develop a STEM website as a student project and competition that would provide:
    a. A "share space" for each student to develop her/his own portfolio of STEM work.
    b. On-line tutoring with tutors on call for 12 hours per day.
    c. Information about STEM transfer and STEM careers.
    d. House STEM transfer diagrams for student and parent access to answer questions about "what's next."
3. Provide a STEM center for STEM students. Build community by providing a dedicated space for STEM students to receive the following services:
    a. Tutoring: identify best STEM students at RCC and STEM students from four-year partners and train them in best practices; provide peer tutoring in the STEM center.
    b. Computer lab with STEM web-based training software.

c. House a dedicated educational advisor for STEM students.

d. House the counselors provided by the four-year institutions so they can have office hours and provide information and counseling to RCC STEM student.

4. Work with four-year institutional partners to track RCC students and their success in order to sustain faculty interaction after completion of the grant for continued improvement of STEM transfer students.

The eight principles adopted by ***Step Up to Success*** that are outlined in the Project Services section that follows have been proven to work to broaden participation in science, technology, engineering and math.[11] Supportive institutional leadership, targeted outreach, engaged faculty, personal attention, peer support, enriched research experiences, bridging to the next level, and continuous evaluation of the program will be implemented by the ***Step Up to Success*** Program to capture the targeted student groups, meet their needs and motivate them to continue their education. Please see the extensive discussion of these design principles in the Quality of Project Services section.

Step Up to Success has identified the two greatest needs of underrepresented minorities in Riverside County: low college going rates and deficient skills reflected in the inability of over 30% of high school students to successfully pass the high school exit exam. By implementing the BEST design principles that work to attract students to STEM disciplines and help them succeed, the *Step Up to Success* Program will increase the college-going rate of high schools students in feeder school districts and improve the retention and success of those students. With

[11] BEST, "A BEST for all: Higher Education Design Principles to Broaden Participation in Science, Technology, Engineering and Mathematics," April 2004, p. 5.

updated articulation agreements in place with neighboring four-year institutions, the ability to transfer and continue along the STEM career pathway of choice will be provided.

Project Services

Ensuring Equal Access and Treatment

All three colleges in the Riverside Community College District (RCCD), Riverside City Campus (RCC), lead institution of the ***Step Up to Success*** project, Moreno Valley Campus, and Norco Campus, place a strong emphasis on Equity and Diversity, and are taking a comprehensive, full-access approach to the CCRAA STEM program, ***Step Up to Success***. As cited in the February, 2004 Building Engineering & Science Talent (BEST) report, *A BEST for All: Higher Education Design Principles to Broaden Participation in Science, Technology, Engineering and Mathematics*, "combining the following eight design principles: institutional leadership; targeted [outreach]; engaged faculty; personal attention; peer support; enriched research experience(s); bridging to the next level; and continuous evaluation of the program" are "design principles [that] represent a common-sense understanding of individuals, groups and institutions refined by trial and error, made operational and [are] *proven to work.*"[12]

Institutional Leadership

Step Up to Success is supported at all levels of administration at each of the three colleges and university partners. Interim President for RCC, Dr. Linda Lacy, has expressed her enthusiastic support and commitment to ***Step Up to Success***, as has the new president of Moreno Valley, Dr. Monte Perez, and the President of Norco, Dr.Brenda Davis. Participants of the project, including Dr. Patrick Schwerdtfeger, Vice President for Academic Affairs and Ms.

[12] BEST, "A BEST for All: Higher Education Design Principles to Broaden Participation in Science, Technology, Engineering and Mathematics," February 2004, p. 5.

Virginia McKee-Leone, Dean of Instruction; STEM faculty on all three campuses, and the Project Director, Dr. Mary Legner, Associate Professor and Vice Chair for the department of Mathematics, are committed and excited to implement ***Step Up to Success*** as soon as possible.

Targeted Outreach

CCRAA funding will allow RCC to implement outreach activities in order to identify and attract underrepresented students (especially minorities and women) to attend one of RCC's STEM programs: Biological Sciences, Engineering and Industrial Technologies, Mathematics, or Computer Information Sciences. RCC plans to encourage and reach out to men and women in the services, as well as students interested in STEM fields as early as the 11th grade. RCC has worked with K-12 partners in STEM-related activities in the past, improving mathematics courses in the Jurupa Unified School District (JUSD) by developing curricula with JUSD faculty and providing faculty support during implementation of the project.

RCC STEM faculty and students will work with K-12 partners to develop college success strategies for skills improvement of STEM students. RCC faculty and students will make STEM presentations to students and parents to convey the viability of an education and career in STEM fields. 11th grade students identified by their teachers and counselors as interested in STEM studies will be assessed and formed into cohorts for tracking throughout their high school careers.

RCC will hold a one-time student contest in order to create an informational website devoted to the ***Step Up to Success*** program that will be accessible via the RCC main website. Searchable through online search mechanisms such as Google and Yahoo!, the website will contain comprehensive STEM program and career information, a "share space" where each

student can develop his or her own portfolio, online tutoring, the location of the Center, a descriptive list of services provided, and downloadable and printable applications and forms.

The ***Step Up to Success*** program will also hold an annual outreach video contest, where we will ask STEM students to create their own videos about ***Step Up to Success*** program as well as "what students can do with a degree in science." The three most innovative videos will be chosen to use as outreach tools for K-12 students, their parents, and members of the military, both past and present, to inform them about the feasibility of choosing a STEM career and make science more interesting and relevant to real life. Students will receive bookstore gift certificates for participation.

RCC will also design special presentations and brochures for past and present members of the military and Riverside County personnel. Members of ***Step Up to Success*** will work with the Veteran's Administration and Riverside County to attract veterans and county workers who may need training or retraining, in STEM careers. Many veterans, current members of the military, and county employees have basic skills in mathematics and engineering, as well as training in various STEM areas; because of this valuable experience, we will work to offer college credits for their "work and life experience" in STEM. This will provide them with a faster pathway to achieving a STEM degree, giving them job stability and greater opportunities.

Engaged Faculty

Because RCC is a community college and not a research university, faculty concentrate on student success rather than scientific research. The STEM faculty who helped develop this program (as well as faculty in all STEM departments) have "an ongoing commitment to developing student talent" that is evidenced through the design of ***Step Up to Success***.[13]

[13] Best, p. 22.

Professional development activities, including RCCD and four year partner faculty exchanges, have been planned for all STEM faculty members that will improve teaching and learning at all levels. Special topics will be offered regarding "best practices" for outreach and teaching methods for underrepresented STEM students, and faculty will receive credits for attending these professional development opportunities. STEM faculty will also have access to "improving teaching and learning in STEM" papers, online STEM journals on "best practices" in teaching, as well as the most up-to-date research being done on community colleges and community college students. Experts on project-based learning (a teaching method proven effective in several studies and reports) will also train faculty to successfully execute this type of methodology in their classrooms, enabling STEM faculty to capture the interest of their students with ongoing scientific projects across courses.

STEM faculty who participate in ***Step Up to Success*** will receive state-of-the art, effective STEM equipment, including a faculty laptop dedicated to the faculty member's STEM efforts. Classroom Response Systems ("clickers" and necessary software) will be provided and have been shown to facilitate discussion by polling students' opinions and discussing the reasons for their opinions[14]; guide lectures by collecting immediate feedback about students' understanding of lecture topics so confusion can be addressed quickly[15]; and encourage peer instruction by allowing students to discuss a question and collect data and perform formative

[14] UT Austin, Division of Instructional Innovation and Assessment's Classroom Performance Systems website.

[15] Columbia University Medical Center's Center for Educational Research and Evaluation: Audience Response System.

assessment on course topics or learning student preferences throughout the cycle of a course.[16]

Personal Attention

Because "the sorting process in science, engineering and technology reduces the size of the talent pool at each successive phase of education, eliminating African Americans, Hispanics and Native Americans in disproportionate numbers," the ***Step Up to Success*** program is focused on addressing the "'whole person' needs of the undergraduate." [17] According to the team of experts who designed the BEST report, focusing on the "whole person" includes "addressing, through mentoring and tutoring, the learning needs of each student." These interactions "develop a sense of community. It is this sense of belonging that facilitates coursework performance, the free exchange of ideas and a sense that the campus is dedicated to students' academic success."[18]

Step Up to Success is designed specifically to encourage and support students to be successful in STEM fields, from the K-12 classroom, to RCC, and beyond. Membership in ***Step Up to Success*** will afford students a range of special opportunities, support, and privileges:

- Priority registration.
- A rich variety of learning approaches: seminars, field trips, group projects, and student presentations for example.

[16] Crouch & Mazur, 2001; Draper & Brown 2004; and Vanderbilt University's Center for Teaching - Classroom Response Systems Website)

[17] BEST, p. 9.

[18] BEST, p. 19.

- One-on-one mentoring by STEM faculty and peer mentors in preparing applications for university admissions and scholarships.
- Leadership opportunities: students can serve as peer tutors, K-12 mentors and participate in presentations and open houses as well as other outreach activities.
- RCC's STEM Center will provide a central home for the ***Step Up to Success*** program. Among being the central "hub" for RCCD's STEM program, it will offer four year counselors a place to have office hours with RCCD students and STEM students access to a computer lab with STEM web-based software.

RCC's ***Step Up to Success*** will offer students the personal attention that is required for all STEM majors' success. A great deal of "personal attention" will come from a full-time STEM Education Advisor and a full-time STEM Counselor. RCC will modify Guidance 45 and Guidance 48 courses by weaving a STEM emphasis through them and introduce students to the ***Step Up to Success*** program, and viable pathways to transfer and achieving STEM degrees from four-year universities. STEM faculty members will discuss what students can do with a STEM degree, real-life applications of STEM, and the benefits of participating in ***Step Up to Success***.

Peer Support

The value of peer-to-peer learning has long been recognized in literature.[19] Peer support, through tutoring and mentoring, is an invaluable tool to increase retention and performance of STEM students. In the article *STEM Professions: Opportunities and Challenges for Latinos in science, technology, engineering, and mathematics*, the authors found that colleges and universities are considered more successful if they tailor support services in way that leverage the strengths of Latino culture and family dynamics "… [such as] successfully using

[19] Bernard, 1990.

peer and group-based support systems with Latino students." [20] In order to help more STEM students perform at proficient levels and transfer to four-year universities, the ***Step Up to Success*** program will identify the highest-performing and "at risk" STEM students. ***Step Up to Success*** will identify "best practices" for peer mentoring and tutoring, and then train high-performing students to be peer mentors and tutors to "at-risk" RCC students, as well as high school students who are struggling with STEM courses. ***Step Up to Success*** will also pair 1st and 2nd year RCC students with 3rd and 4th year CPP students for STEM activities, site visits to the four-year institutions, and mentoring purposes.

Enriched Research Experience(s)

Another component to successful retention of STEM students is providing them with enriched research experiences that "extend research experience beyond classroom hours during the academic year."[21] ***Step Up to Success*** will provide STEM students at RCC the opportunity to visit industry sites which will assist students with bridging the school-work transition and will broaden their knowledge of possible STEM careers. Students also will visit four-year partner institutions and university laboratories to become familiar with the college they will be attending, the faculty, their mentors and peers, and as well as the expectations of the STEM program of interest. Four-year visits will also build camaraderie between RCC students and four-year students, strengthening the peer-mentoring process. Trips to scientific museums and centers will also be part of the RCC STEM program experience; these outings will contribute to a continued student interest in STEM as well as will show students how STEM applies to life in a realistic

[20] Tornatzky, et.al., "STEM Professions: Opportunities and Challenges for Latinos in science, technology, engineering and mathematics, 2006, p. 6.

[21] BEST, p. 23.

way.

Project-based learning, a proven method to increase student enrollment and success in the STEM disciplines, will also be used in the ***Step Up to Success*** program. RCCD faculty, in conjunction with K-12 and four-year partners, will create STEM projects that will have the potential to begin in 11th grade and can be worked on/modified every year until the student graduates with his/her STEM baccalaureate degree. "Project-based learning is widely supported in science education. It provides opportunities for the development of new skills, exploration of curiosities, practice in project-management, and differentiation in instruction … [they also] foster new appreciation for a diverse group of students in the disciplines of STEM." [22]

Bridging to the Next Level

"Too few programs recognize that they are part of an education and workforce continuum." [23] RCCD recognizes the importance of building institutional and community relationships, especially when it comes to creating and maintaining a successful program. All three campuses of RCCD have successfully joined both K-12 and university partners for a variety of programs and projects. The Department of Education's GEAR UP program, the Gates Foundation's Early College High School program, the Early College High School program via the James Irvine Foundation, and two USDA STEM bridging student programs with the University of California, Riverside are examples of programs that have been created and sustained between RCC, Moreno Valley, Norco and K-12 partners.

Faculty from all three RCCD campuses are in the process of negotiating articulation agreements with California Polytechnic University, California State University, San Bernardino,

[22] http://www.vast.org/content/File/v1n2/7-final.pdf.

[23] BEST, p. 23

the University of California, Riverside, and Loma Linda University in Biology, Engineering, Mathematics, Health, and CIS in order to increase STEM learning opportunities for low-income and underserved populations. RCCD has also worked closely with several K-12 districts located in the immediate region surrounding each campus to offer early college high school programs, concurrent courses, and mentoring/tutoring program opportunities for underprivileged and minority K-12 students. RCCD, along with its university partners, is in the process of designing an effective bridging system that includes creating a master STEM schedule of classes to provide the maximization of course offerings for STEM students. This will ensure that ***Step Up to Success*** students will have a seamless transition between secondary and post-secondary education. An important component of this transition will include the opportunity for interested high school seniors to be counseled and qualified to begin the ***Step Up to Success*** program *before* exiting high school. Students who qualify will be able to concurrently enroll in one, or more, college-level courses at RCCD in each of their last two semesters in high school.

Also, as part of the bridging process, and to ensure that potential STEM students are prepared to take college-level, non-remedial STEM courses, RCCD STEM faculty and staff will design and implement assessment mechanisms for students interested in the ***Step Up to Success*** program by using both standardized and modified assessment tests. Based on the results, students will be offered the opportunity to take college-level courses when they become seniors in high school. If students are not prepared to take college-level STEM courses, they will have the opportunity to take a "STEM refresher course" that includes a combination of material from Mathematics 52, Biology 1 and CIS 93/1A. This course will be designed by STEM ***Step Up to Success*** faculty participants in conjunction with the Vice President for Academic Affairs and Dean of Instruction. RCCD peer mentors and tutors will also work with students who need to

improve their basic STEM skills so they can begin taking college-level STEM courses before entering, or as they enter, RCCD.

Continuous Evaluation of the Program

BEST defines continuous evaluation as "ongoing monitoring of process and outcomes that guide program adjustments to heighten impact"[24] and states that "effective programs never stop asking basic questions about processes and outcomes." [25] Project evaluation will be conducted for ***Step Up to Success*** by an external evaluator, Dr. Marie-France Orillion. The evaluation plan that Dr. Orillion has designed includes both quantitative and qualitative measures. Data will be collected as indicated in the Project Evaluation plan, and will used for both formative and summative evaluation purposes. Quantitative measures will include annual compilation of enrollment, retention, and graduation/transfer data for students majoring in any of RCCD's STEM programs. ***Step Up to Success*** will also work with our four-year partners to track RCCD students and their success rates in order to sustain faculty interaction during and after the funding period. Please refer to the Evaluation section for a detailed evaluation program.

Pervasive Student Need

A ninth principle, "not readily designed but embodies a pervasive need," [26] is comprehensive *financial assistance for low-income students.* Retention and persistence for minority and women students are greatly impacted by financial need. In fact, "one study found that students who continued in—as well as those who left – STEM fields, had more financial difficulties due to the extra time taken to pursue degrees in some STEM fields … financial

[24] BEST, p. 5.

[25] BEST, p. 23.

[26] BEST, p. 5.

conditions, family obligations, and demanding STEM-related courses." [27] ***Step Up to Success*** will ease compounding financial burdens by offering stipends to students who participate in the following activities: peer tutoring, outreach activities to nearby public schools (including the design of the website, video contests, and participating in student STEM presentations), and participating in research projects with STEM faculty.

Project Personnel

Equal Opportunity Employer

The Director of Diversity, Equity and Compliance and his staff are responsible for RCC District efforts to maintain a climate that is free of unlawful discrimination, harassment and retaliation. Diversity, Equity and Compliance works collaboratively with all three colleges to create an environment that is safe for respectful intellectual interactions and growth. Their efforts include the Equal Employment Opportunity program; inclusiveness and diversity planning; district-wide training on diversity and compliance issues; and investigation of discrimination, harassment and retaliation complaints.

Project Personnel

Because of the heavy emphasis on outreach and retention of women and minorities in STEM fields, Riverside Community College District's Riverside City Campus' Project ***Step Up to Success*** requires knowledgeable and experienced leadership. All must work together collaboratively in order to successfully design and execute the project.

Project Director

Dr. Mary Legner, Associate Professor, Department of Mathematics at RCC has been chosen as the project director for ***Step Up to Success***. Dr. Legner graduated in 2003 with her

[27] BEST, STEM, p. 7.

Ph.D. in Pure Mathematics from the University of California, Riverside. She is an Associate Professor and is currently serving as vice-chair for the Department of Mathematics. Dr. Legner has presented at the Gateway to College Peer Learning Conference for 2008, participated in the Rubidoux Early College High School faculty collaboration, and is a member of the UCR Task Force that is investigating the attrition rate of UCR students in UCR's Mathematics sequence (a subcommittee is looking a pre-matriculation issues).

Dr. Legner is also faculty co-advisor of WISE, Women In Science and Engineering; a collaborator to implement RCCD's Developmental Mathematics courses for STEM students at the University of California, Riverside since 2006; Co-Chair, Regional Math Professional Learning Council sponsored by Cal-PASS (California Partnership for Achieving Student Success); and a participant in the Standards-Focused Project Based Learning Training presented by the Buck Institute for Education.

Key Personnel

Dr. Heather Smith has been an Assistant Professor of Life Sciences at RCC since 2002. She received her Ph.D. in Environmental Toxicology the University of California, Riverside. She has taught General Biology, Microbiology, Environmental Science, Human Genetics, and Introduction to Human Anatomy and Physiology at RCC. She currently belongs to the American Association for Cancer Research (AACR), the Society of Professional Hispanic Engineers (SHPE), and Sigma Xi.

Dr. Smith has received funding through the USDA for community college student science research, was the outreach coordinator for the NSF-funded MYBEST@UCR program, which mentors students year-round in Biological Engineering, Science, and Technology at UCR. She is a Women in Science and Engineering (WISE) RCC Faculty Advisor and a member of

IMPAC, an advisory committee for articulation agreements between Community Colleges, California State Schools, and the University of California. Dr. Smith has served as a faculty advisor for the Students of Color in the Sciences Program at Pomona.

Edward "Todd" Wales got his B.A. in Industrial Education from California State University, Long Beach, and has taught both high school and college courses. He is currently Associate Professor in Engineering Technology and has served as Department Chair for Engineering, Industrial & Business Technologies since 2002. Mr. Wales has participated in: curriculum development for Engineering/Drafting/Architecture/Computer-Aided Drafting; informal academic counseling; and designing drafting and CAD labs.

Mr. Wales belongs to Epsilon Pi Tau, an honorary fraternity for Industrial Educators, Phi Delta Kappa, and Educational Fraternity and the California Drafting Technology Consortium, Division of the California Industrial Technology Education Consortium. Mr. Wales has also been a Tech Prep Advisor since 1996, with the primary focus being on articulation.

Carlos M. Garcia is an Associate Professor of Engineering at Riverside Community College District's Norco campus. Mr. Garcia obtained his M.S. in Electrical Engineering from California State University, Northridge, his B.S. Electrical Engineering at California State University, Fresno, and his B.S. in Civil Engineering from the University of Southern California (USC). Mr. Garcia has had 17 years of teaching at the college level and has taught a variety of courses including: Advanced AutoCAD, SolidWorks, Construction Blue Print Reading, Technical Writing, Electronics, Statics (Engineering Mechanics), MasterCam Software & Computer Information Systems (CIS) plans. Mr. Garcia has also worked on curriculum development in order to meet the demands of an ever changing community.

Paul A. VanHulle graduated with his M.A. in Career & Technical Education from

California State University, San Bernardino in June 2002. He also completed a teaching credential from California State University, Los Angeles in June 1998, and his B.A. in Technology Education (Industrial Technology) in June of 1997. He has been an instructor and curriculum development specialist for Manufacturing and Machining Classes since 2005, and has been instrumental in the following activities: facilitating approvals of Manufacturing & Engineering courses; creating a mission statement and goals for the manufacturing program; facilitating three web enhanced courses teaching in CNC manual programming, Mastercam, CNC setup and operations; producing detailed plans for five future certificate proposals for the manufacturing program; preparing curriculum for a rapid manufacturing course approved in 2007; and was a contributing team player on two National Science Foundation Grant.

Virginia McKee-Leone, Dean of Instruction, is a highly motivated and accomplished teaching professional with more than 24 years of teaching experience (17 years as full-time faculty at Riverside Community College). She has served the College and District as President of the Academic Senate for five years and is currently serving as the chief instructional officer for Riverside City College as the Dean of Instruction. Ms. McKee-Leone is currently working to complete her Ph.D. in Biology at Loma Linda University. Ms. McKee-Leone was instrumental in developing the Biotechnology Program at RCCD's Moreno Valley Campus, and has won several awards including teacher of the year in physical and life sciences.

Dr. Patrick Schwerdtfeger is Vice President for Academic Affairs at Riverside City College. In his career he has served at a faculty member, as president of the faculty senate, and as an instructional dean at Palomar Community College. Dr. Schwerdtfeger has a B.A. in History from Loyola University, Los Angeles, an M.A. in Speech Communication from CSU Northridge, an M.A. in Theology from the University of San Diego, and a doctoral degree in Leadership

Studies from the University of San Diego.

Marie-France Orillion graduated from the University of California, Riverside, in December 2007 with her Ph.D. in Curriculum and Instruction *and* Institutional Leadership and Policy Analysis. In 1997 she received her M.B.A. from UCR in Management, and in 1987 she earned her B.S. in Business Administration at California State University, Long Beach.

Most recently Dr. Orillion has worked on the UCR-based Copernicus Project, which is "focused on the identification and recruitment of future science teachers, teacher preparation, and mentoring of new and veteran teachers." Dr. Orillion is responsible for analyzing qualitative data, working with the quantitative researcher to synthesize qualitative and quantitative data, and prepare reports for research and policy audiences. She was recently invited to the New Faculty Seminar for American Educational Research Association and was a Hispanic Border Leadership Institute (HBLI) Fellow funded by the Kellogg Foundation.

Positions to be Filled

Step Up to Success* Educational Advisor.** The STEM Education Advisor will have no less than a B.A. degree, and will have had 2 years experience working as an educational advisor to college-level students. Preferably the candidate will have experience working with minorities and disadvantaged students. The Education Advisor will be dedicated to supporting and advising existing ***Step Up to Success students and coordinating and executing outreach presentations and activities for high school students from feeder schools.

Step Up to Success* Counselor.** The ***Step Up to Success counselor will be a 100% full-time position. The counselor will have a Master's degree in counseling, psychology, or a related field, and 2 years of experience working as a counselor to K-16 students. The counselor will be responsible for ensuring that all ***Step Up to Success*** students are "on track" to successful transfer

to a four-year university via a personalized education plan.

Step Up to Success* Outcomes Assessment Specialist.** The Outcomes Specialist will be responsible for collecting and synthesizing ***Step Up to Success student data to aid with evaluating success of the program. This will be a 50% time position, and the candidate will have, at minimum at baccalaureate degree, and 2 years of experience working with statistical student data.

Step Up to Success* Student Personnel.** Successful STEM students from the ***Step Up to Success program will be chosen to tutor, mentor, and give presentations to high school students. The STEM Student Center will also be staffed with ***Step Up to Success*** students who will help support the Outcomes Specialist, Counselor, and Educational Advisor. This will ensure that STEM students with financial needs will be able to seek employment that will be relevant to their education, their peers' education, and to STEM in general, rather than having to seek employment in an unrelated field (food service, retail, etc.).

Adequacy of Resources

The budget for ***Step Up to Success*** provides the resources to execute the goals, objectives and outcomes of the program. Senior personnel of Riverside City College are stakeholders in the project and will oversee and facilitate the project objectives with dedicated time to the project from the President, the Vice President of Academic Affairs (5% in-kind), and the Dean of Instruction (5% in-kind).

Personnel

The Project Director (50% funded) is necessary to execute day-to-day responsibility for the project implementation and management. The STEM Counselor (Case Manager) will provide career guidance and refer students to resources. The Educational Advisor will perform

strategic roles in organizing mentorship and tutoring activities, operating the STEM Success Center, assisting with STEM transfer field trips as well as coordinating engagement activities and workshops. The project will perform continuous improvement in the formative evaluation by the external evaluator. The Outcomes Assessment Specialist will develop the systems needed for the collection of necessary program data, collect and analyze the data and work with the external evaluator to provide feedback for the formative evaluation and continuous improvement.

STEM faculty and STEM students are critical to the project's success. STEM faculty will be paid to research and pilot alternative learning strategies and innovations, participate in the efforts to develop model transfer agreements with the four-year partners, participate in faculty development and exchange activities, and perform other program-related work. STEM students will receive stipends to participate in K-12 outreach activities and tutoring, on-campus tutoring and mentoring for RCC students, and website development.

Travel

The project personnel are necessary to executing the project and meeting the objectives and outcomes. Some travel will be required for conference participation and collaborative meetings with partners and off-site outreach.

Supplies

Instructional supplies will support success in the classroom and labs. Books, clickers and computers will be made available in the STEM Success Center. Non-instructional supplies will support the Center and program objectives.

Contractual

The budget supports the activities of the External Evaluator who has been providing advice in developing the program design since the inception of ***Step Up to Success.***

Other

Funds will be used to lease a portable facility to house the activities of the program and provide a community for the students involved in the program. Materials to support outreach and retention are also included. Two four-year institutions will provide faculty teams to work with RCC faculty on extensive collaboration to develop full model STEM transfer agreements.

Conclusion

Funding requests to cover the costs of ***Step Up to Success*** are reasonable in relation to the program goals, design and potential significance.

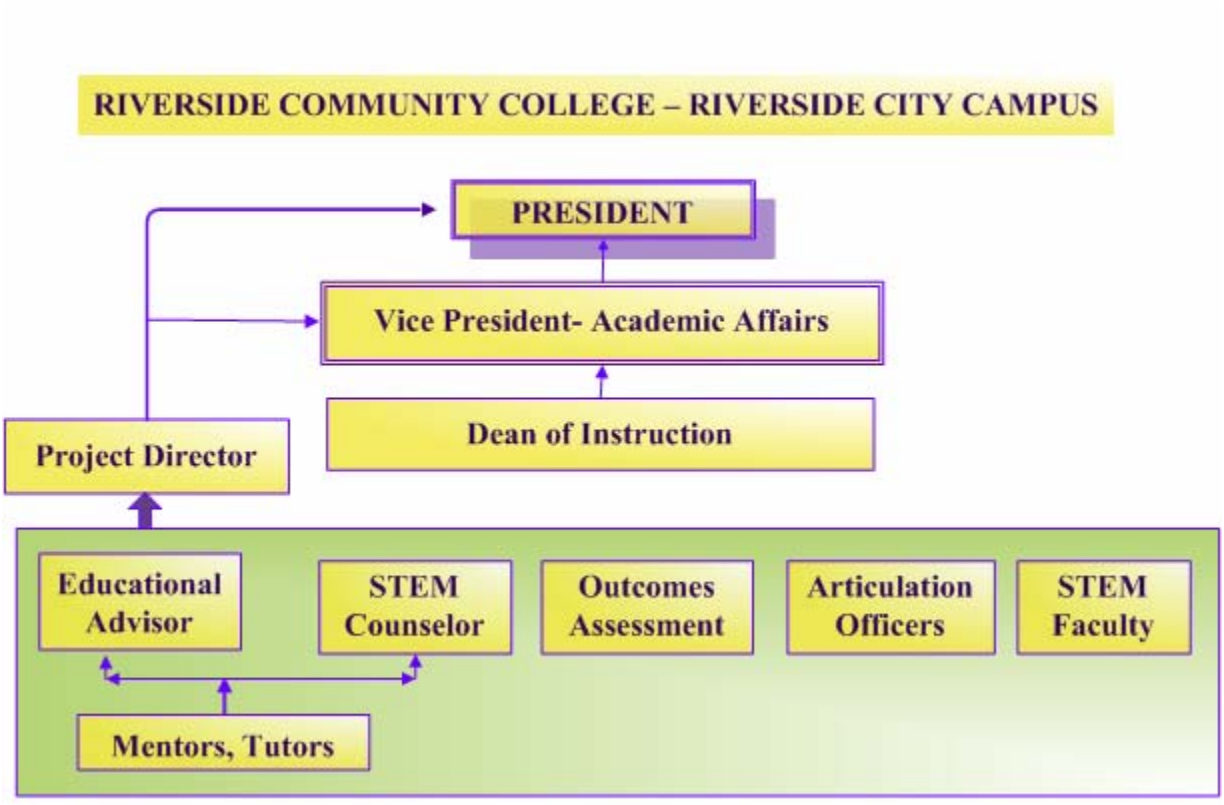
Management Plan

The Management Plan developed for Riverside City College's STEM model transfer program, ***Step Up to Success***, will ensure that the objectives of the project will be met in a timely manner and within the budget specified. In creating the STEM Student Success Center and offering a comprehensive student support system, RCC is committed to increasing both the percentage of Hispanic and underrepresented minority and women students who successfully progress through their chosen STEM educational plan. By developing STEM model transfer programs with California State Polytechnic University (CPP) and California State University San Bernardino (CSUSB), RCC's ***Step Up to Success*** program will increase the percentage of underrepresented students transferring from RCC to four-year institutions.

In pursuing the comprehensive activity of improved student access and success in STEM education, the management plan will address the five project goals and will accomplish them within budget and time allowed: 1) Increase the number of underrepresented minorities and women who want to attend RCC and major in the Biological Sciences, Engineering and Industrial Technologies, Mathematics, or Computer Information Systems (CIS); 2) Increase the

retention of students in STEM; 3) Create faculty-to-faculty teams to evaluate STEM extended course outlines for courses in Biological Sciences, Engineering, Mathematics and CIS offered by RCC, CPP and CSUSB to determine equivalency; 4) Develop model STEM transfer programs with both CPP and CSUSB in 4 STEM areas: Biology, CIS, Engineering, and Mathematics; 5) Develop a student tracking system and activities that reinforce the connection between high school students and RCC and between RCC students and the four-year institutional partners.

The staffing configuration for the ***Step Up to Success*** program is sufficient to achieve the goals, objectives and outcomes. The chart below illustrates the project staffing, structure, and the lines of communication.



Continuous feedback and improvement methods have been carefully woven into the operation of the project and will be included in the Project Evaluation through quantitative and qualitative assessment. The President of the RCC has ultimate authority and responsibility for

the overall operation of the project, ensuring definitive compliance with Department of Education and RCCD policies, procedures, and regulations; all positions in this project ultimately report the President. Assisting in administration and management of the project will be the Vice President of Academic Affairs. The Vice President will support the objectives by assisting with the development of the ***Step Up to Success*** Program's STEM Student Success Center, including the designation of physical space, as well as facilitation with faculty and staff. The Project Director will report to both the College President and Vice President about the progress of the project, whether it is meeting milestones, objectives, and goals in a timely and fiscally responsible manner.

For the purposes of this project, and to demonstrate institutional support, we have secured an agreement with the Vice President of Academic Affairs for the Project Director to receive 50% course release time to oversee this project. The institution has offered to appoint Dr. Mary Legner, currently Vice Chair of the Mathematics Department, as Project Director to facilitate faculty participation and commitment in this important STEM project. Dr. Legner will oversee overall operations of the Center, will arrange and participate in articulation agreements, and ensure ongoing feedback and continuous improvement of the project (listed in the Evaluation Plan). Key Personnel member Dr. Heather Smith will assist Dr. Legner with all of the aforementioned duties.

The Educational Advisor (100% CCRAA funded) will facilitate STEM educational activities and events, monitor and schedule mentor and tutor efforts, and support students in the STEM Student Success Center. The dedicated STEM Counselor (100% CCRAA funded) will serve as case manager for targeted STEM students and work with student cohorts to ensure sufficient student progress and success, focusing on underrepresented minorities, women and

veterans. The Outcomes Assessment Special (50% CCRAA funded) will provide research and data support to the ***Step Up to Success*** program efforts, monitoring outcomes and milestones as the efforts progress.

The Project Director, Drs. Smith, Mr. Lewis Hall (CIS), Vice President of Academic Affairs, Dean of Instruction, ***Step Up to Success*** program Counselor, Educational Advisor, and Outcomes Assessment Specialist will arrange bi-weekly meetings in order to discuss program progress, ensure that the program is meeting specific objectives, and discuss pertinent issues. With the help of the External Evaluator, they will consider and implement any suggestions for continuous improvement.

The ***Step Up to Success*** program will have additional expert resources to assist in planning and ongoing evaluation. Dr. Marie Orillion has agreed to be the external evaluator for this program. Working as part of the successful Copernicus Project at the University of California, Riverside, which is "centered in early identification of future science teachers, systematic recruitment from a diverse pool of candidates, high quality and focused teacher preparation beginning at the community college level, and sustained, mentored support of new and veteran teachers through ongoing professional development," Dr. Orillion has had extensive experience with outreach and retention of STEM students, as well as with the planning, execution and evaluation of a successful STEM program. Dr. Orillion, in conjunction with the Outcomes Assessment Specialist, will review project evaluation statistics, including student performance progress via enrollment counts and completion, retention, student GPAs, staff development data, and database resources developed and implemented through the project. This evaluation process will ensure the implementation of the strategies and learning methods are related to the latest educational research and that the project is meeting its goals.

Drs. Legner, Smith, and Mr. Hall, along with selected Biology, Mathematics, Engineering, and CIS faculty, will meet with professors from each of the respective departments at CPP and CSUSB to review core and recommended courses for the baccalaureate degrees. Courses will be evaluated and accepted to ensure a seamless transfer for RCC students. The Dean of Instruction from RCC will facilitate the evaluative and articulation acceptance process. These agreements will create articulated pathways in the aforementioned STEM fields to attract and increase the number of students transferring and obtaining four year degrees in STEM majors in four years *or less*.

Procedures to execute project responsibilities will include the following:

- Develop ***Step Up to Success*** Policies and Procedures manual outlining all staff responsibilities, project specific management and procedures.
- Project faculty/staff will meet bi-weekly and with the President's cabinet on a regular basis.
- Project faculty/staff will interact with Academic Senate, attend STEM discipline meetings in order to coordinate ***Step Up to Success*** components and activities
- Data will be reviewed by the Project Director, Data Specialist and External evaluator when available in order to provide continuous improvement of program services.

The Project Director will work with the RCCD Finance and Administration Office to ensure that all expenditures are in compliance with district fiscal policies and procedures. The project director will monitor project expenditures and maintain detailed supporting documentation for project expenditures as is necessary to document their relationship to the objectives of the project. RCCD undergoes an annual audit in compliance with Office of Management and Budget circular A-133 (Single Audit Act).

Project Milestones, Responsible Persons and Timeline

Goal One: To significantly increase the number of underrepresented minorities and women who want to attend RCC and major in the biological sciences, engineering and industrial technologies, mathematics, or computer information systems.

Project Milestone	Responsible Persons	Timeline	Budget
11th grade assessment instrument	Project Director (PD)	By 2/09	$ 133
K-12 STEM strategies	PD, Dean	By 6/09	$ 22,394
STEM Guidance courses	PD, Ed. Advisor	By 6/09	$ 800
STEM Skills course	PD, Dean	By 6/09	No cost
High School Career presentations	PD, Ed. Advisor	By 3/09	$ 2,132
Open House for STEM depts.	PD, VP, Dean	By 9/09	$ 3,066
Outreach plans for veterans and incumbent workers	PD, Counselor	By 6/09	No cost
Marketing plans & materials	PD, students, Ed. Adv.	By 6/09	$ 10,000

Goal Two: To increase student retention and student success in STEM courses

Project Milestone	Responsible Persons	Timeline	Budget
STEM faculty mentor/advise	PD, Counselor, Ed. Advisor	By 9/09	$ 18,000
STEM faculty pedagogy/develp.	PD, Dean	By 9/09	$ 54,000
New STEM schedule in place	PD	By 2/10	$ 3,000

Goal Three: Create faculty-to-faculty teams to evaluate core and recommended courses			
Project Milestone	**Responsible Persons**	**Timeline**	**Budget**
Core courses evaluated/agreement	PD, STEM faculty	By 9/09	$ 410,776
Recommended courses evaluated/agreement	PD, STEM faculty	By 9/10	$ 429,918

Goal Four: To develop model STEM transfer programs with CPP and CSUSB			
Project Milestone	**Responsible Persons**	**Timeline**	**Budget**
Transfer agreements: Biology	VP, Dean, PD	By 6/10	No cost
Transfer agreements: Math	VP, Dean, PD	By 7/10	No cost
Transfer agreements: CIS	VP, Dean, PD	By 8/10	No cost
Transfer agreement: Engineering	VP, Dean, PD	By 9/10	No cost

Goal Five: To develop a student tracking system and activities to reinforce transfer			
Project Milestone	**Responsible Persons**	**Timeline**	**Budget**
Link high schoolers to RCC	PD, Ed. Adv., Coun.	By 6/09	$ 27,000
Link RCC students to 4-yr. schools	PD, Ed. Adv., Coun.	By 6/09	$ 55,200
Website in place	PD, Ed. Adv.	By 9/09	$ 1,500
STEM Student Center opened	VP, PD	By 9/09	$288,000
Mentor, Tutors in place	PD, Coun., Ed. Adv.	By 9/09	$113,502

Conclusion

The Project Director, working with RCC STEM staff, faculty, administrators, and four-year university partners, will implement all aspects of the project and monitor progress in relation to the required outcomes on an ongoing basis. The results of these reviews will be shared with all participants during regular project meetings, and continuous improvement will be made to the project's structure, content, and policies and procedures as is deemed necessary for project success.

Evaluation Plan

Dr. Marie Orillion graduated from the University of California, Riverside, in December 2007 with her Ph.D. in Curriculum and Instruction *and* Institutional Leadership and Policy Analysis. In 1997 she received her M.B.A. from UCR in Management, and in 1987 she earned her B.S. in Business Administration at California State University, Long Beach.

Most recently Dr. Orillion has worked on the UCR-based Copernicus Project, which is "focused on the identification and recruitment of future science teachers, teacher preparation, and mentoring of new and veteran teachers." Dr. Orillion is responsible for analyzing qualitative data, working with the quantitative researcher to synthesize qualitative and quantitative data, and prepare reports for research and policy audiences. She was recently invited to the New Faculty Seminar for American Educational Research Association and was a Hispanic Border Leadership Institute (HBLI) Fellow funded by the Kellogg Foundation.

Dr. Orillion joined the team of faculty and grant writers at the inception of the project to aid in the development of the design. She has actively engaged the group with questions and suggestions as the design has progressed, helping identify gaps and develop outcomes.

Evaluation overview:

The evaluation plan will consist of a mixed methods approach for formative and summative assessment based on the five goals in this proposal. Assessment and observation will track project progress and implementation (formative evaluation) in order to facilitate timely feedback to the management team supporting continuous improvement as time progresses. Summative evaluation will track the project's ability to reach each of its measurable objectives as well as providing a longitudinal study of student success, retention and transfer as compared to historical data.

Formative Evaluation

Formative evaluation involves five goals; goals one and two both have three sub-goals. The **first goal** is to increase the number of underrepresented minorities and women who want to attend RCC and major in the biological sciences, engineering and industrial technologies, mathematics, or computer information systems by 20%. In order to assess whether or not the project is meeting this goal, faculty, staff, and administration will continually question the following: what resources are being made available to target students; whether or not STEM students are developing the work habits and skills that they will need in college; to what extent have these new/improved courses affected students' perspectives towards STEM careers; and how successful outreach efforts are in attracting target students.

For **sub-goal 1a**, ***Step Up to Success*** will collaborate with K-12 STEM faculty to identify target students and to develop remediation and college preparatory curriculum; observe faculty meetings (as scheduled in the project timeline); collect relevant documents, such as student success reports, retention and outreach data, and overall project progress report on an ongoing basis; and interview and survey participating STEM faculty once per year.

For **sub-goal 1b**, ***Step Up to Success*** will offer concurrent courses to target students to

inculcate college-bound attitudes, introduce students to the college student role, and build competencies in key disciplines. To determine successful meeting of this sub-goal, the project will conduct focus group interviews at least once per year, and conduct baseline and follow-up surveys that will collect demographic data of students, student perspectives towards college and careers in STEM fields. ***Step Up to Success*** will then match selected components of the K-12 survey(s) to RCC program participant survey(s) to enable longitudinal tracking of data at the end of each semester in all STEM courses. Surveys will be administered online to improve accuracy. Incentives will be offered to the first 100 respondents to increase participation.

Sub-goal 1c consists of outreach activities in various venues, including Riverside County feeder districts and Veteran's Administration facilities. Outreach activities will consist of presentations and open houses. ***Step Up to Success*** will observe selected events and as scheduled and count the number of attendees and brochures taken in order to ensure that ***Step Up to Success*** activities are reaching the number of students as well as the targeted population that ***Step Up to Success*** has identified. ***Step Up to Success*** will also survey attendees to inquire as to the interest generated for RCC's STEM programs from these activities. A postcard with a link to this survey will be included in the outreach materials.

The **second major goal** of ***Step Up to Success*** is to improve student retention by increasing the number of students taking STEM courses. The goal is to increase the number of students who "stick with" the STEM program by completing the first required STEM course of their pathway and then enroll in the required second course by 15%. ***Step Up to Success*** will also augment student success in STEM courses by increasing passage rates by 15%. Program faculty, staff and administrators will continually scrutinize the following to ensure that this goal is met: whether students able to maintain and increase their GPAs while in the program; how

effective various components of the program are in contributing to the overall growth of target students as STEM majors; obtain feedback on a biannual basis as to what the experience of students in the various components of the program is and modify components if necessary to meet student needs; and inquire if students are benefiting from faculty mentors.

Sub-goal 2a consists of improving student retention and achievement through programs that develop faculty teaching and mentoring practices. To measure the effectiveness of these programs, ***Step Up to Success*** will observe workshops and other events as scheduled; collect relevant documents on an ongoing basis; interview and survey participating faculty once per year; and survey students in "gatekeeper" courses every semester.

Creating a viable learning community through peer mentoring, providing a space for social and academic gatherings, and providing a dedicated advisor for STEM students is **sub-goal 2b**. ***Step Up to Success*** will have potential STEM students tour the ***Step Up to Success*** Center; conduct informal interviews with potential STEM students; conduct focus group with STEM mentors; and survey students. Each of these activities will take place once per academic year.

Sub-goal 2c is the support of "at-risk" students through peer mentors and tutors. To help meet this goal, ***Step Up to Success*** will conduct (separate) focus groups with "at-risk" students, peer mentors, and tutors; and will survey students at least once per year.

The **third major goal** of this project will be to create faculty-to-faculty teams to evaluate STEM extended course outlines for classes in Biological Sciences, Engineering Technology, Mathematics, and CIS offered by RCC, California State Polytechnic University, Pomona (CPP) and California State University, San Bernardino (CSUSB) to determine equivalency and achieve 100% articulation. To assess whether or not the project is meeting this goal, faculty, staff, and

administration will examine the following: what percentage of the work remains to be completed at year end; what courses remain to be articulated; what the perceived strengths and challenges of the emergent program are; what compromises were necessary to achieve articulation; who benefits from the ***Step Up to Success*** program, and in what ways; and which groups might find this program challenging, and in what ways. ***Step Up to Success*** faculty and staff will also attend meetings as scheduled, interview STEM faculty participants once per year, and collect relevant documents on an ongoing basis as a means of measuring 100% articulation rate.

The **fourth major goal** of ***Step Up to Success*** is to develop model transfer programs with both CPP and CSUSB in four STEM areas (Biological Sciences, Engineering, Mathematics, and CIS) in order to increase the number of transfer students to both institutions by 15%. Faculty, staff, and administration will examine the following: what percentage of works remains to be completed at year end; what courses remain to be articulated; what the perceived strengths and challenges of the emergent plan; what compromises were necessary to achieve articulation; who benefits from the ***Step Up to Success*** program, and in what ways; and which groups might find this program challenging, and in what ways to evaluate the level of success for goal four.

Sub-goal 4a is to reduce total time to degree through concurrent enrollment. ***Step Up to Success*** faculty and staff will attend faculty meetings as scheduled, interview STEM faculty participants once per year, and collect relevant documents on an ongoing basis as a means of measuring whether or not articulation agreements have reduced completion time for a STEM baccalaureate degree. The ***Step Up to Success*** planning team members will be interviewed once per year, relevant documents will be collected on an ongoing basis, and ***Step Up to Success*** faculty and staff members will attend planning meetings as scheduled.

Sub-goal 4b will be to development comprehensive educational plans enabling seamless

transfer from RCC to the participating four-year institutions. Team members will attend planning meeting as scheduled, interview planning team members one time per year, and collect relevant documents on an ongoing basis to evaluate whether or not ***Step Up to Success*** is meeting sub-goal 4b.

The **fifth and final measurable** goal for ***Step Up to Success*** is to develop a student tracking system and activities that reinforce the connection between high school students and RCC and between RCC and four-year institutions. Faculty, staff, and administrators of ***Step Up to Success*** will evaluate this goal by determining the following: how effective the various components of the program are in contributing to the academic development of target students are; what the experience is of students in the various components of the program; and what the nature of student relationships are with the advisor, their mentors, and their tutors.

Step Up to Success **sub-goal 5a** will be to create a supportive learning environment by providing a dedicated advisor, tutoring, peer mentoring, and a central space for social and academic gatherings. ***Step Up to Success*** will also provide incentives, such as design competitions, to encourage application of learned concepts and innovation. Site visit/observations, focus group interviews with mentors and tutors, and focus group interviews with target students will take place once per semester; S***tep Up to Success*** will also survey students and interview the STEM advisor once a year to gage sub-goal success.

Sub-goal 5b is to develop a system for tracking the success of RCC students who complete the ***Step Up to Success*** program and transfer to a participating four-year institutional partner. ***Step Up to Success*** will encourage sustained involvement of faculty for the ongoing improvement of the experiences of STEM transfer students. The following methods will be used to evaluate whether or not sub-goal 5b has been completed: interview participating faculty;

interview relevant administrators; and implement a longitudinal survey of program faculty. Each of these activities will take place once per year.

Summative Evaluation

By project end, ***Step Up to Success*** will measure to what extent the program has reached each of its measurable goals. For **Goal One**: ***Step Up to Success*** will increase the number of underrepresented minorities and women who want to attend RCC and major in Biological Sciences, Engineering, Mathematics, or CIS by 20%. Summative evaluation for goal one will be to collect data on enrollments of underrepresented minorities and women during and after the project to compare with historical data. This will be updated yearly.

For **Goal Two**, ***Step Up to Success*** will improve student retention by increasing the number of students in STEM paired courses who enroll in the second course by 15% and increase student success in STEM courses by increasing the passage rate by 15%. ***Step Up to Success*** will collect retention and graduation/transfer data for students majoring in RCC's STEM programs, compare with historical data once per year.

Goal Three is to complete articulation between RCC, California State Polytechnic University, Pomona, and California State University, San Bernardino. Formative assessment will include documenting the percentage of work completed towards goal of comprehensive articulation. Documentation will be updated yearly.

For **Goal Four**, ***Step Up to Success*** will develop model STEM transfer programs with both California State Polytechnic University, Pomona and California State University, San Bernardino. ***Step Up to Success***, on a yearly basis, will compare transfer and graduation data with historical data to determine progress towards the 15% increase in transfer rate goal.

The final goal, **Goal Five** of the ***Step Up to Success*** program, is to develop a student

tracking system and activities that reinforce the connection between high school students and RCC and between RCC and the four-year institutions. ***Step Up to Success*** will collect retention and graduation/transfer data for students majoring in RCC's STEM programs, and compare these figures with historical data. This information will be updated yearly. Longitudinal surveys of students, from entrance into the program to graduation with their baccalaureate degrees, will be done on a yearly basis.

Step Up to Success will link K-12 and RCC student surveys. Where possible, the K-12 and RCC instruments will be the same to allow for tracking of students through the academic pipeline (K-baccalaureate completion). As students advance through the pipeline, core questions will remain the same, and supplemental questions will be added to address new developmental concerns, e.g., transfer to a four-year institution. Because the project involves reform across the STEM curriculum, the evaluation will measure the efficacy of the program against historical data.

BUDGET FOR CSUSB CCRAA SUB-AWARD: STEP UP TO SUCCESS

	Line Item	# hours	Year 1	# hours	Year 2	Cumulative
			Oct 1, 2008 - Sept 30, 2009		Oct 1, 2009 - Sept 30, 2010	
	PERSONNEL					
	Cost of living 3% in Years 2-5					
	A. Salaries & Wages					
	Project Director: George Georgiou					
	Professor and Chair, Computer Science and Engineering, CSUSB					
	No salary requested	0	0	0	0	0
	Arturo Concepcion, Professor CSE: Academic Year	35	2,604	35	2,682	5,286
	Concepcion: Summer	80	5,951	80	6,130	12,081
	David Turner, Professor, CSE: AY	57	3,555	57	3,662	7,217
	Turner: Summer	80	4,990	80	5,140	10,130
	Tony Coulson, Professor, IDS: AY	49	3,252	49	3,350	6,602
	Coulson, Summer	80	5,309	80	5,468	10,777
	Frank Lin, Professor, IDS: AY	29.5	2,304	29.5	2,373	4,677
	Lin: Summer	80	6,249	80	6,436	12,685
	Jake Zhu, Professor, IDS: AY	52	3,360	52	3,461	6,821
	Zhu: Summer	80	5,169	80	5,324	10,493
		Months		Months		
	Rolland Trapp, Professor of Mathematics, AY	1	10,040	1	10,341	20,381
	Trapp. Summer salary	1.55	15,562	1.55	16,029	31,591
	Joseph Chavez, Professor of Mathematics	1	10,665	1	10,985	21,650
	Chavez, Summer salary	1.55	16,531	1.55	17,027	33,558
						0
		0	0	0.0		0
						0
	Total Salary & Wages		**95,541**		**98,407**	**193,948**

BUDGET FOR CSUSB CCRAA SUB-AWARD: STEP UP TO SUCCESS

	Line Item	# hours	Year 1	# hours	Year 2	Cumulative
			Oct 1, 2008 - Sept 30, 2009		Oct 1, 2009 - Sept 30, 2010	
	B. Fringe Benefits					
	Concepcion AY overload and Summer Rate: 11.29%		966		995	1,961
	Turner AY overload & Summer: 11.29%		965		994	1,958
	Coulson AY overload & Summer: 11.29%		967		996	1,962
	Lin AY overload & Summer: 11.29%		966		995	1,960
	Zhu AY overload & Summer: 11.29%		963		992	1,955
	Trapp: AY rate: 31%		3,112		3,206	6,318
	Trapp: Sumer rate: 11.29%		1,757		1,810	3,567
	Chavez: AY rate: 31%		3,306		3,405	6,712
	Chavez, Summer rate: 11.29%		1,866		1,922	3,789
	Foundation Non-clerical rate: 58%		-		-	0
	Total Fringe Benefits		**14,867**		**15,314**	**30,181**
	Total Salaries, Wages, & Fringe		**110,408**		**113,721**	**224,129**
	TRAVEL					
	Ground transportation: 6 x 60 mi (eg. MV campus) r/t x 5 trips/year @ $0.505/mi		909		909	1,818
	5 x 15 mi (eg RCC City campus) r/t x 8 trips @ $0.505		303		303	606
	Total Travel		**1,212**		**1,212**	**2,424**
	OTHER COSTS					
	Office supplies, printer cartridges, copying, telephone charges, fax, etc		668		724	1,392
	for 7 faculty in 3 departments + project administrator					
	Total Other Costs		**668**		**724**	**1,392**
	Total Project Costs		**112,288**		**115,657**	**227,945**
	Indirect/overhead costs: Not allowed		-		-	0
	Total Amounts		**112,288**		**115,657**	**227,945**

RIVERSIDE COMMUNITY COLLEGE DISTRICT
TEACHING AND LEARNING COMMITTEE

Report No.: VI-A-4 Date: January 27, 2009

Subject: Agreement with Riverside County Department of Public Social Services

Background: Attached for the Board's review and consideration is an agreement between Riverside Community College District (RCCD) and Riverside County Department of Public Social Services (DPSS), for Independent Living Skills/Emancipation Services for youth who are or were wards or dependents of the Juvenile Court and in out-of-home care in Riverside County. This agreement replaces the previous contract that terminated on December 31, 2008. The District will provide pre-emancipated youth the opportunity to learn six core competencies to independent living as identified by individual needs and goals and documented in each youth's Transitional Independent Living Plan (TILP). RCCD will help youth establish a life-long connection with a significant adult, provide direction and mentoring to youth that have emancipated up to age 21, and assist the youth from in-care services to independent living. RCCD will be paid $2,781,914.00 for providing this service. The time frame for this agreement is January 1, 2009 through June 30, 2011. Funding source: No cost to the District.

Recommended Action: It is recommended that the Board of Trustees ratify this agreement to provide workshops and supportive Independent Living Skills/Emancipation services, for the period January 1, 2009 through June 30, 2011, for an amount of $2,781,914.00, and authorize the Vice Chancellor, Administration and Finance, to sign the agreement.

Irving G. Hendrick
Interim Chancellor

Prepared by: Shelagh Camak
Executive Dean, Workforce Development

Michael Wright
Director, Workforce Preparation Grants and Contracts

Riverside County Department of Public Social Services
Contracts Administration Unit
10281 Kidd Street
Riverside, CA 92503

PROFESSIONAL SERVICES CONTRACT: CS 3989-00

CONTRACTOR:	RIVERSIDE COMMUNITY COLLEGE DISTRICT
CONTRACT TERM:	JANUARY 1, 2009 THROUGH JUNE 30, 2011
MAXIMUM REIMBURSABLE AMOUNT:	$2,781,914

WHEREAS, Department of Public Social Services and Department of Probation, hereinafter referred to as DPSS and DOP, require Independent Living Skills/Emancipation services for youth who are or were wards or dependents of the Juvenile Court and in out-of-home care in Riverside County;

WHEREAS, RIVERSIDE COMMUNITY COLLEGE DISTRICT is qualified to provide Independent Living Skills/Emancipation services to Riverside County youth;

WHEREAS, DPSS and DOP desire RIVERSIDE COMMUNITY COLLEGE DISTRICT, hereinafter referred to as the Contractor, to perform these services in accordance with the CONTRACT TERMS and CONDITIONS (CT&C), attached hereto and incorporated herein by this reference. The CT&C specify the responsibilities of DPSS and the Contractor; and

WHEREAS, the Parties have found it necessary to make material changes to the agreement number CP1922-00 dated August 1, 2006;

NOW THEREFORE, DPSS, DOP and Contractor do hereby agree to terminate agreement CP1922-00 rendering all provisions therein of no further force and effect, and execute agreement CS 3989-00 to govern all terms and conditions of services provided after the date of execution. Thereafter, DPSS, DOP and Contractor agree that Contractor will provide said services in return for monetary compensation, all in accordance with the terms and conditions contained in the current Agreement attached hereto and incorporated herein.

Authorized Signature for Riverside County:	Authorized Signature for Contractor:
Printed Name of Person Signing:	Printed Name of Person Signing:
Roy Wilson	James Buysse
Title: Chairman, Board of Supervisors	Title: Vice Chancellor, Administration & Finance
Address: 4080 Lemon Street Riverside, CA 92501	Address: 4800 Magnolia Avenue Riverside, CA 92506
Date:	Date:

RIVERSIDE COMMUNITY COLLEGE DISTRICT

PROFESSIONAL SERVICES CONTRACT

FOR

INDEPENDENT LIVING SKILLS/EMANCIPATION SERVICES

FUNDED UNDER CATALOG OF FEDERAL DOMESTIC ASSISTANCE # 93.674

TERMS AND CONDITIONS

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LIST OF EXHIBITS

CONTRACT TERMS AND CONDITIONS

I. ABBREVIATIONS/DEFINITIONS

A. "Active In Care youth" are defined as pre-emancipated youth participating in life skills and ILP events.

B. "Active After Care Youth" are defined as post-emancipated youth responding to the Emancipation Coach's attempts to provide various ILP services.

C. "DPSS" refers to the County of Riverside and its Department of Public Social Services, Children Services Division.

D. "DOP" refers to the Riverside County Department of Probation, Juvenile Division.

E. "EC" refers to the Emancipation Coach.

F. "Eligible Youth" refers to those youth identified in the Chafee Bill.

G. "ETO" refers to the Efforts to Outcomes performance management database.

H. "ILP" refers to the Independent Living Program.

I. "Non Active In Care Youth" is defined as a pre-emancipated youth not willing to participate in life skills and unresponsive to all contact attempts, AWOL, incarcerated, unable to locate, denial of services/support, or medically fragile, after all reasonable efforts to do so are completed and documented in the case file.

J. "Non Active After Care Youth" is defined as a post-emancipated youth not participating or receiving ILP post-emancipation services, unresponsive to all contact attempts, incarcerated, and/or an After Care Youth the ILP EC in unable to locate.

K. "Referral" is made by DPSS or DOP. Determination of which services are provided is made after the referral is received.

L. "Seminars" are defined as informal discussion groups to present and discuss information on specific topics (i.e. FAFSA, Parenting, independence difficulties) which support youth self-sufficiency and prepare them for emancipation.

M. "Workshops" are defined as brief, intensive educational programs for youth, which emphasize participation in problem solving.

II. DPSS RESPONSIBILITIES

DPSS will:

A. Assign DPSS Children Services Program staff to collaborate with the Contractor.

B. Monitor the performance of the Contractor in meeting the terms, conditions, and services in this Agreement. DPSS, at its sole discretion, may monitor the performance of the Contractor through any combination of the following methods: periodic on-site visits, annual inspections, evaluations, and Contractor self-monitoring.

C. Refer youth to be served, and will provide case management functions as required by California Department of Social Services (CDSS) regulations.

D. Complete an assessment and Transitional Independent Living Plan (TILP) for each pre-emancipated youth, identifying needed skills and knowledge, and provide ongoing case management.

E. When referring a youth to the Contractor, DPSS will provide the Contractor a completed TILP, and a copy of the Youth's assessment.

F. Complete ETO Referral Form, attached hereto as Exhibit A and incorporated herein by this reference.

G. In collaboration with the Contractor and other stakeholders, schedule the youth Emancipation Conference (YEC).

III. DOP RESPONSIBILITIES

DOP will:

A. Assign a staff member as liaison between DPSS and the Contractor.

B. Refer youth to be served, and will provide case management functions.

C. Complete a Transitional Independent Living Plan (TILP) for each pre-emancipated youth, identifying needed skills and knowledge, and provide ongoing case management.

D. Complete ETO and/or DOP Referral Forms, attached hereto as Exhibit A and B, respectively, and incorporated herein by this reference.

E. Ensure the youth's Probation Officer attends the YEC.

F. Maintain confidentiality in the database.

IV. JOINT RESPONSIBILITIES

DPSS and the Contractor shall:

A. Meet quarterly, or more frequently as needed, to monitor the implementation and performance of this agreement and to provide assistance as needed.

B. Provide services that are youth-focused, strength-based, and affirming, which result in a healthy, self-sufficient young adult.

C. Identify, refer, and accept all youth for services. Services shall address contemporary needs, be relevant and consistent with each youth's Transitional Independent Living Plan (TILP).

D. Facilitate a streamlined referral process and enhance communication between county staff and all collaborative partners.

E. Maximize opportunities to provide integrated, coordinated, and easily accessible services and resources for youth.

F. During Joint Operational Meetings review the annual and quarterly program reports required under this agreement and ensure that services provided are timely and consistent with established Transitional Independent Living Plans.

V. CONTRACTOR RESPONSIBILITIES

Contractor shall:

A. Identify a single point of contact to collaborate with DPSS ILP management.

B. Will make the following services available to all ILP referred youth:

1. Independent Living Skills: Six Core Competencies

The Contractor will make available to youth the six (6) core competencies as identified by individual needs and goals documented in each youth's Transitional Independent Living Plan. These competencies include, but are not limited to:

- Education
- Career development
- Assistance in obtaining services that promote health, and safety skills
- Daily living skills
- Financial resources
- Housing resource information

2. Assist in establishing life-long connections for youth which are consistent with AB 408. EC'S shall work with youth in identifying and linking a significant adult relationship for each youth prior to emancipation.

3. Implement methods that increase youth's interest and participation in ILP services.

4. Provide EC services in English and in Spanish, as needed.

5. Develop a case file or case record for each youth referred. All services received by each youth will be documented in the youth's case record.

6. Collaborate with community partners, private agencies, other caregivers, and stakeholders to make available comprehensive emancipation services to all referred youth.

7. Provide an overview of ILP services available to Foster Youth and work collaboratively with group home staff and other caregivers to elicit the youth's participation.

8. Confirm that all employees or individuals providing routine service under this Agreement pass a criminal background clearance. Guest speakers, presenters, or trainers may participate at life skills workshops or special events provided activities are monitored by the Contractor to avoid any unsupervised contract with youth. Individuals with criminal evictions may only be exempted by joint consultation with DPSS.

9. Employ ECs who meet the following educational requirements: Bachelors degree in sociology, social work, or a related field, and one (1) to two (2) years experience desirable in the human services field. Must possess a basic understanding of adolescent and child abuse issues, and be a minimum age of twenty-one (21).

10. Ensure that Emancipation Coaches are available to offer required services to youth living in the Desert, Mid-County, and Western regions of Riverside County and capable of providing routine face-to-face contact.

11. Emancipation Coaches must receive a minimum of one (1) hour of supervision per week and keep abreast of current best practices in child abuse and adolescent issues and other topics related to youth emancipation through conferences and seminars.

12. The Contractor shall make all reasonable efforts to contact each referred youth living in Riverside and San Bernardino counties within ten (10) working days of the DPSS referral date to set an appointment for and intake interview.

13. The Contractor shall develop a procedure for scheduling all activities and maintaining accurate records of all services provided.

14. Establish a consistent, fair, and equitable process for issuing cash incentives to youth.

15. Establish a consistent, fair, and equitable process for issuing youth payments for specific direct service or commodity purchases.

16. The Contractor will maintain a saving account for each youth. Monetary incentives shall be directly deposited into each youth's ILP savings account. Final incentives will be given to the youth at the time of their emancipation.

17. Create an annual master training calendar for each site and provide this calendar to DPSS, DOP, group homes, and foster parents who have ILP youth. This calendar shall be distributed annually and shall be distributed to youth when they enter the program.

18. Create a quarterly newsletter, which contains information and resources useful to ILP youth working towards emancipation and independent living. The newsletter shall be used to inform and promote the ILP program and events and provide links to valuable community resources. This newsletter shall be distributed to all youth, caregivers, to DPSS and DOP, and selected community partners.

19. Coordinate the transportation of youth to the Contractor's coaching sessions, seminars, workshops, and major events as necessary by issuing bus passes or bus tickets to after-care youth or other youth as designated by DPSS.

20. The Contractor shall maintain an ILP resource directory and emancipation binder, which contains community resources and links of value to youth. The resource manual will be updated at least once per year and distributed to DPSS social workers and DOP probation officers who serve ILP youth, and ILP youth.

21. Establish written procedures for reporting all special incidents that occur during the performance of duties involving the Contractor or their designated staff, ILP youth, or that occur on the Contractor's property or during a Contractor sponsored event. Special incidents include but are not limited to matters involving personal safety, emotional distress, inappropriate staff or participant behavior, alcohol or substance abuse, etc. Special incident reports will be submitted within 72 hours after the incident occurred directly to the DPSS Regional Manager assigned oversight of the ILP Program.

22. Establish written procedures and instruct staff how to recognize and report child abuse or neglect consistent with Section 11165.05 of the California Penal Code.

23. Implement a system designed to allow youth the opportunity to express and have considered their views, grievances, and complaints regarding the Contractor's service delivery. Inform DPSS on the status of each complaint forwarded within two working days of receipt.

24. Actively work to secure employment opportunities for and train youth to obtain and maintain jobs, and whenever possible employ emancipated youth, and develop and implement apprenticeship programs with other suitable employers.

25. The Contractor shall provide assistance, resources, and/or refer youth, as needed, to the following individual services:

- Parenting classes;
- Specialized services to pregnant and/or parenting youth;
- Specialized services to those who are developmentally challenged;
- Practical needs such as clothing, food, housing, and transportation after emancipation;
- Employment; includes job search preparation, job search, job acquisition;
- Education; includes development and implementation of a post-emancipation educational or vocational plan; completion and submission of admission materials;
- Financial aid; includes the completion and submission of financial aid applications;
- Health and mental health services;
- Legal services;

The Contractor will collaborate with and/or make referrals to other agencies, which provide services, as identified in the approved case plan.

26. <u>Seminars, Workshops, and Event Planning</u>

a. The Contractor shall offer regularly scheduled workshops accessible to youth living in the Desert, Mid-County, and Western regions of Riverside County. Workshops should be provided in the evenings and/or on Saturdays to facilitate youth access. A sufficient number of Life skills workshops shall be offered so that no youth will wait more than forty-five (45) days after being referred to the Contractor to receive this service:

(1) Be scheduled for maximum effect. For example, high school seniors who plan on attending vocational school or college need assistance in applying for education financial aid; a workshop which includes the completion of financial aid applications should be held a minimum of sixty (60) days prior to the date of submitting these forms.

(2) Accommodate youth who have self-identified as having learning disabilities or who are developmentally delayed. Such youth shall be accommodated to maximize their learning and participation.

(3) Address specific administrative requirements for youth employment such as Human Resources requirements.

b. The Contractor will provide a series of workshops in Blythe to facilitate youth access in the community.

c. Submit written subject content, learning objectives, and a participant evaluation process for each major event for DPSS review and approval prior to the actual event.

d. Seminars and workshops are to be no more than three (3) hours in length. There must be one adult staff person for every 10 youth in attendance.

e. The Contractor shall have each youth attending the seminar, workshop, or event sign-in on the Seminar/Workshop/Event Sign-In Sheet, attached hereto as Exhibit C, and incorporated herein by this reference.

f. Seminars and workshops may include presentations of introductory topics to more than thirty-six (36) participants if the experiential, learning, and discussion breakout phases are limited to thirty-six (36) youth.

g. Topics for Life Skills workshops or special events shall include, but are not limited to:

- Computer/Internet Skills
- Interpersonal/Social Skills
- Consumer Education
- Educational Enhancement
- Employment: Career exploration, labor laws and employee rights
- Money Management, Including Credit Management
- Pregnancy Prevention
- College/Scholarship Information
- Cultural Awareness
- Nutrition
- Self-Esteem/Personal Growth
- Income Tax Responsibilities
- Auto/Health Insurance
- Cultural Awareness
- Daily Living Skills
- Survival Skills
- Choices and Consequences
- Housing Issues and Concerns
- Community Resources
- Housekeeping Concerns

h. The Contractor shall plan the logistics, notify participants, create and mail invitations and flyers, and acquire the venues needed for seminars, workshops, and major events.

i. Encourage the collaboration of the California Youth Connection (CYC), Riverside Chapter, in the planning of events, seminars, workshops, major and special events.

j. Provide an evening meal for youth attending workshops, seminars and special events occurring during the evening hours; breakfast and/or lunch for youth attending half-day or all-day events.

k. CONTRACTOR will conduct a minimum of three (3) major events during each contract year:

<u>Emancipation Event</u>

The Contractor shall coordinate an Emancipation Event once a year during the month of May to recognize all Riverside County ILP youth who will emancipate that year. The purpose of the event is to acknowledge their emancipation and to encourage them in achieving their personal goals. The event shall involve a reception and ceremony. DPSS and DOP shall provide a list of youth eligible to attend. Youth, caretakers, mentors, and county personnel shall be invited.

Education Event
The Contractor shall coordinate an Education Event once a year. The purpose of this event is to help youth understand the value and how to access vocational or college education. The one-day event shall involve a series of brief classes on financial aid, college options, preparation for college, and other issues relating to continuing education. DPSS and DOP shall provide a list of youth eligible to attend

Employment Event
The Contractor shall coordinate an Employment Event once a year. The purpose of this event is to help youth understand job preparation and job searching skills. This one-day event shall involve a series of brief classes on resume writing, applications, and other job skills. DPSS and DOP shall provide a list of youth eligible to attend.

27. The Contractor will provide youth with wallet-size reference cards with key resources and telephone numbers, including the contact information of their assigned EC.

28. Emancipation Coaches

a. The goal of the Emancipation Coaches (EC) is to provide a consistent, safe adult mentoring relationship easily accessible to each youth. In the context of this mentoring relationship ECs will motivate youth; guide, direct, and teach youth; support and advocate for youth; coordinate, arrange or purchase needed services or commodities for that youth; participate in each youth's Emancipation Conference; and continually evaluate the effectiveness of each youth's emancipation plan. This is a long-term supportive relationship which begins prior to the youth's emancipation and continues until they reach their 21st birthday.

b. The Contractor will mentor youth on subjects that are appropriate for their situation and may include, but are not limited to, the following topics:

- Daily Living Skills;
- Survival Skills;
- Facilitate the understanding of family-of-origin relationships
- Values Clarification
- Choices and Consequences
- Pregnancy Prevention
- Housing Issues and Concerns
- Transportation
- Entertainment and Recreation
- Community Resources
- Housekeeping Concerns
- Food Management
- Food Bank, Shelter Resources, and Housing Information

c. The Contractor shall be accessible to youth from their office or while in the field and will inform youth of their hours of availability.

d. The Contractor will establish an ILP bank account for each youth; financial incentives are to be deposited into this account, which will be turned over to the youth at the time of their emancipation.

29. Youth in Pre-Emancipation Status

a. Active youth in pre-emancipation status who live in Riverside or the Greater Inland Empire area including the cities of San Bernardino, Redlands, Rialto, Fontana, Ontario, Chino, Victorville, and surrounding communities, the Contractor will provide face-to-face coaching interactions in which there is one (1) EC to one (1) youth. There will be two (2) face-to-face contacts for each 90-day period. For youth living outside of the designated contact area, telephone contract between the EC and the youth may be substituted for face-to-face contact,

b. If appropriate, prior to their eighteenth (18th) birthday or date of termination, the EC shall provide each youth with information necessary to obtain Adult Mental Health Services.

c. The Contractor shall discuss the housing needs of each youth six (6) months prior to emancipation.

d. The Contractor shall contact the assigned DPSS social worker or DOP ILP coordinator by telephone or email at least once per month to review the emancipation progress and concerns of each youth. Contact may be more frequent depending on the needs and circumstances of that youth.

30. Youth Emancipation Conferences

a. The Contractor shall collaborate with the assigned DPSS social worker or DOP ILP Coordinator to schedule a Youth Emancipation Conference (YEC) for each eligible youth 17 to 17.5 years old residing in Riverside or the Greater Inland Empire area, including the cities of San Bernardino, Redlands, Rialto, Fontana, Ontario, Chino, Victorville, and surrounding communities. The objective of the YEC is to evaluate and plan each eligible youth's readiness for emancipation. The YEC is a youth-centered, strength-based process, which brings together and includes significant people identified by the youth as belonging to their support system.

b. The YEC must include the youth, and should include the Contractor, DPSS social worker or DOP probation officer when appropriate. The YEC may also include the youth's CASA, caregiver, or other persons important to the Youth.

c. Each YEC has four major components:

(1) Review, evaluate, and/or update the current Transitional Independent Living Plan (TILP); review and discuss individual goals, strengths, and areas of needed assistance;

(2) Develop and implement strategies, which support each youth in achieving their TILP goals;

(3) Confirm or assist in establishing a significant, life-long adult relationship for that youth which will continue with them after emancipation; and

(4) Verify that youth has obtained a Medi-Cal, SSN card, California driver's license or identification, and original birth certificate. Additionally, verify that youth as resources to replace documents in the event they are loss. If needed, assist youth in obtaining vital documents.

d. Youth Emancipation Conferences may occur at CONTRACTOR, DPSS, DOP, or other locations, which facilitates that youth's and adult supporter's access and participation. A second, or follow-up Youth Emancipation Conference may be scheduled 6 months prior to the youth's emancipation to assess the youth's final needs and status for emancipation.

31. Active Youth in Post-Emancipation Status

a. Active youth in post-emancipation status who live in Riverside or the Greater Inland Empire area, including the cities of San Bernardino, Redlands, Rialto, Fontana, Ontario, Chino, Victorville and surrounding communities, the Contractor will provide face-to-face coaching interactions in which there is one (1) EC to one (1) youth. There will be two (2) face-to-face contacts for each 90-day period. For youth living outside of the designated area, telephone contact between the EC and the youth may be substituted for face-to-face contact.

b. For active after-care youth not living in the designated contact area, the Contractor will offer incentives and assistance to help youth achieve their post-emancipation goals. For post-emancipation youth not residing in California, Contractor will provide links to appropriate agencies in the state where the youth resides. Establish a process for providing the above-mentioned services to out-of-state youth.

c. Contractor shall conduct an assessment of independent living skills using an assessment tool approved by the California Department of Public Social Services as reflected in policy section 31-236 (56)(A). Examples of approved assessment tools include: Daniel Memorial Institute Independent Living Assessment for Life Skills, Ansell-Casey Skills Assessment, Phillip Roy Life Skills Curriculum, or the Community College Foundation Life Skills Assessment Pre and Post Questionnaires. This assessment shall be used to determine the nature and level of services to be provided to each youth and shall include:

- Documentation Status
- Educational Status
- Vocational Status
- Financial Status
- Employment Status
- Assessment of independent living skills by using the Ansell-Casey to each youth.

d. The Contractor will revise and update the TILP to address the post-emancipation needs of each youth. Each TILP must have time-limited goals to equip the youth with the skills and resources necessary for self-sufficiency prior to his/her 21st birthday. The Contractor shall utilize the YEC and TILP to review every six (6) months so that the needs of the youth are best served.

e. Provide emergency shelter, food, and clothing to youth that are experiencing a personal crisis. The Contractor will provide these resources within 24 hours of request.

CONTRACTOR shall establish a plan for addressing the emergency needs of a minimum of ten youth at any given time.

f. The Contractor shall provide linkage to and develop resources for mental health and health resources for emancipated youth. The Contractor shall refer youth with special health and mental health care needs, including mental illness, chronic health needs, and assistance with medications to the appropriate provider for services.

g. For those youth who did not plan to attend a vocational school, community college, university or receive military training, the Contractor shall re-assess interest in pursuing post-secondary education within 90 days of emancipation. The Contractor shall provide in-depth information to the youth on at least 10 vocational training options within 180 days of emancipation.

h. Assist youth in applying for educational and/or vocational financial aid, entrance to post-secondary educational and training institutions, and employment.

32. Incentive Management

a. Youth participating in this program are eligible to receive cash incentives for participation in major events and payment for certain expenses. Incentives and payments are to be submitted, approved, and paid through a process established by the Contractor. The Contractor may provide funds to youth for:

- Bus passes.
- Housing rental deposits and fees.
- Housing utility deposits and fees.
- Work-related equipment and supplies.
- Training-related equipment and supplies.
- Education-related equipment and supplies.

Examples include:

Emergency food, clothing, and shelter.
Emergency transportation costs
Uniforms, work tools, first year union dues
Limited tuition and educational expenses
Tutorial expenses
Crisis counseling
College or vocational textbooks
School and/or application fees
Driver's training
Reimbursement for California ID or Driver's License

b. The Contractor will use the allocation received under this agreement to pay the following expenses:

- Annual California Youth Connection conference fees for 10 (ten) youth and 2 (two) adult supporters.
- Motel and transportation associated with California Youth Connection conferences.
- Monthly California Youth Connection state meetings, and

- Food for local California Youth Connection meetings twice per month.

c. *Incentives provided to Emancipated Youths under the Emancipated Youth Stipend (EYS) budget category must clearly be tied a specific Emancipated Youth and claimed under the Emancipated Youth Stipend budget category.*

33. Data Collection Requirements

a. The Contractor and DPSS shall jointly ensure that all data collection practices preserve client confidentiality.

b. The Contractor shall maintain a data collection process, which will support the Annual ILP Statistical Report and the Annual ILP Narrative Text Reports.

34. Outcome Measures

DPSS and the Contractor will work in collaboration to develop outcome measures, which best meet the needs of youth.

35. Quality Assurance

DPSS shall meet periodically with the Contractor to review and evaluate a random selection of ILP case records. The review shall include, but is not limited to, an evaluation of the necessity and appropriateness of services provided and length of services. Cases to be reviewed shall be randomly selected by DPSS.

DPSS shall meet periodically to select youth at random to conduct a telephone customer satisfaction survey. The format of the survey will be cooperatively developed with CONTRACTOR, DPSS, and DOP. Results of the survey, when available, will be discussed at the Joint Operational Meetings.

VI. FISCAL PROVISIONS

A. MAXIMUM AMOUNT

Total payments under this Agreement shall not exceed $2,781,914. The maximum amount for fiscal year 2008/2009 is $581,914. The maximum amount for each of the following fiscal years is $1,100,000: 2009/2010, 2010/2011.

B. METHOD, TIME, AND SCHEDULE/CONDITION OF PAYMENTS

1. The initial claiming period shall include the period beginning January 1, 2009, through Januaryr 31, 2009. All other claims shall be submitted no later than forty-five (45) days after the claiming period (calendar month) in which the services were provided. DPSS may reject late claims. These claims shall be processed within twenty (20) calendar days of receipt by DPSS and forwarded to the Auditor-Controller's office for payment. The Contractor shall utilize DPSS Forms 2076A and 2076B, "Contractor Payment Request," attached hereto and incorporated herein in Exhibit D and Exhibit E respectively.

2. The Contractor shall submit all claims for payment and supporting documents that correspond to the Line Item Budget, Exhibit F, for the claiming period. If the required supporting documentation or actual receipts are not provided, DPSS may delay payment until

the report or receipts are received by DPSS. Instructions for and copies of the required billings are contained in Exhibit B and Exhibit C, respectively.

3. The Contractor will submit an estimated claim for the month of June to be received by DPSS no later than June 6, 2009, in order to capture that month's payment in that fiscal year. Actual billing for June shall be submitted no later than July 30, reimbursing DPSS for any overpayment for that month, or requesting payment of the under-billed amount. All claims related to the contract will be submitted within thirty (30) calendar days of the end of this Agreement. Any claim submitted after this will not be paid by DPSS.

4. Emancipated Youth Stipends (EYS) claimed must be for services provided to Emancipated Youth. Incentives claimed under the EYS Incentives budget line item for emancipated youth must be for a specific youth.

5. No payment will be made to the Contractor during periods in which the Contractor has ceased operations or has discontinued services agreed upon in the contract.

C. LINE ITEM BUDGET

DPSS will pay the Contractor for services performed under this Agreement according to the Line Item Budget in Exhibit E, attached hereto and incorporated herein by this reference.

D. FINANCIAL RESOURCES

The Contractor warrants that during the term of this Agreement, the Contractor shall retain sufficient financial resources necessary to perform all aspects of its obligations, as described under this Agreement. Further, the Contractor warrants that there has been no adverse material change in the Contractor, parent, or subsidiary business entities, resulting in a negative impact to the financial condition and circumstances of the Contractor since the date of the most recent financial statements.

E. RECORDS, INSPECTIONS, AND AUDITS

1. The Contractor shall maintain auditable books, records, documents, and other evidence pertaining to costs and expenses in this Agreement. The Contractor shall maintain these records for three (3) years after final payment has been made or until all pending County, state, and federal audits, if any, are completed, whichever is later.

2. Any authorized representative of the County of Riverside, the State of California, and the federal government shall have access to any books, documents, papers, electronic data, and other records, which these representatives may determine to be pertinent to this Agreement for performing an audit, evaluation, inspection, review, assessment, or examination. These representatives are authorized to obtain excerpts, transcripts, and copies, as they deem necessary. Further, these authorized representatives shall have the right at all reasonable times to inspect or otherwise evaluate the work performed, or being performed, under this Agreement and the premises in which it is being performed.

   This access to records includes, but is not limited to, service delivery, referral, financial, and administrative documents for three (3) years after final payment is made, or until all pending DPSS, state, and federal audits are completed, whichever is later.

3. Should the Contractor disagree with any audit conducted by DPSS, the Contractor shall have the right to employ a licensed, Certified Public Accountant (CPA) to prepare and file with

DPSS a certified financial and compliance audit that is in compliance with generally-accepted government accounting standards of related services provided during the term of this Agreement. The Contractor shall not be reimbursed by DPSS for such an audit.

4. In the event the Contractor does not make available its books and financial records at the location where they are normally maintained, the Contractor agrees to pay all necessary and reasonable expenses, including legal fees, incurred by DPSS in conducting any audit.

F. SUPPLANTATION

The Contractor shall not claim reimbursement or apply sums received for this Agreement with any other source of revenue.

G. DISALLOWANCE

In the event the Contractor receives a payment for services under this Agreement which is later disallowed for nonconformance with the terms and conditions herein by DPSS, the Contractor shall promptly refund the disallowed amount to DPSS on request, or at its option, DPSS may offset the amount disallowed from any payment due to the Contractor under any contract with DPSS.

H. AVAILABILITY OF FUNDS

DPSS' obligation for payment under this Agreement is contingent upon availability of funds from which payment can be made.

I. EQUIPMENT

1. All items purchased with funds provided under this Agreement expressly for the purpose of equipment purchases, or that is furnished to Contractor and has a single unit cost of at least $100, including sales tax, and a useful life of more than one (1) year, shall be considered capital equipment. The title to all items of capital equipment purchased vests and will remain in the County of Riverside Department of Public Social Services. If state funding is used, title shall vest and remain with the State of California. If the capital equipment is used for, activities besides those required for this Agreement, costs must be prorated accordingly. Upon termination of this Agreement, the Contractor shall immediately return any items of capital equipment to the DPSS (or the state) or its representative, or dispose of them in accordance with the directions of the County of Riverside DPSS (or the California Department of Social Services [CDSS]). The Contractor further agrees to the following:

   a. To maintain all items of capital equipment in good working order and condition, normal wear and tear excepted;

   b. To label and number all items of capital equipment, do periodic inventories as required by DPSS, and maintain an inventory list showing where and how the capital equipment is being used in accordance with procedures developed by DPSS. All such lists shall be submitted to DPSS or CDSS with ten (10) days of any request therefore; and

   c. To report in writing to DPSS immediately after discovery, the loss or theft of any items of capital equipment. For stolen items, the local law enforcement agency must be contacted and a copy of the police report must be submitted to DPSS.

2. The purchase of any capital equipment by the Contractor shall require the prior written approval of DPSS, and shall fulfill the provisions of this Agreement, which are appropriate and directly related to the Contractor's services or activities under the terms of this Agreement. DPSS may refuse reimbursement for any costs resulting from capital equipment purchased, which the Contractor incurs if prior approval has not been obtained from DPSS.

VII. GENERAL PROVISIONS

A. EFFECTIVE PERIOD

This Agreement is effective for the period of January 1, 2009 through June 30, 2011.

B. INDEPENDENT CAPACITY

Each party shall act in an independent capacity and not as an agent or employee of the other.

C. CONFLICT OF INTEREST

The Contractor covenants that it presently has no interest, including but not limited to, other projects or independent agreements, and shall not acquire any such interest, direct or indirect, which are, or which the Contractor believes to be, incompatible in any manner or degree with the performance of services required to be performed under this Agreement. The Contractor further covenants that in the performance of this Agreement, no person having any such interest shall be employed or retained by it under this Agreement.

The Contractor agrees to inform DPSS of all of the Contractor's interests, which are, or the Contractor believes to be, incompatible with any interests of DPSS.

D. LICENSES AND PERMITS

In accordance with the provisions of Chapter 9, Division 3, of the Business and Professions Code concerning the licensing of Contractors, all Contractors shall be licensed, if required, in accordance with the laws of this state and any Contractor not so licensed is subject to the penalties imposed by such laws.

The Contractor warrants that it has all necessary permits, approvals, certificates, waivers, and exemptions necessary for the provision of services hereunder and required by the laws and regulations of the United States, the State of California, the County of Riverside, and all other appropriate governmental agencies, and shall maintain these throughout the term of this Agreement.

E. CONFIDENTIALITY

The Contractor shall maintain the confidentiality of all information and records pertaining to Welfare and Institutions Code, Section 10850, and CDSS Manual of Policies and Procedures, Division 19 regulations and comply with all other statutory laws and regulations relating to privacy and confidentiality.

F. CHILD ABUSE REPORTING

The Contractor shall establish a procedure acceptable to DPSS to ensure that all employees, volunteers, consultants, subcontractors, or agents performing services under this Agreement

report child abuse or neglect to a child protective agency as defined in Penal Code, Section 11166.

G. ELDER AND DEPENDENT ADULT ABUSE REPORTING

The Contractor shall provide documentation of a policy and procedure acceptable to DPSS to ensure that all employees, volunteers, consultants, subcontractors, or agents performing services under this Agreement report elder and dependent adult abuse pursuant to Welfare & Institutions Code (WIC) Sections 15600 et seq. Suspected incidents of abuse should be immediately reported to DPSS, followed by a written report within two working days.

H. REPORTING

The Contractor will provide the following reports to:

1. The Contractor shall prepare and submit to DPSS the Annual ILP Statistical Report and the Annual ILP Narrative Text Report four weeks prior to the required submission dates to the State of California.

2. Within 90 days of the start of this agreement, CONTRACTOR and DPSS will cooperatively develop and implement a quarterly YOUTH SERVICES REPORT format. Report elements include but may not be limited to:

   - Youth's name
   - Youth's social security number
   - Youth's date of birth
   - Youth's county of jurisdiction
   - Agency (DPSS or DOP)
   - Name of Youth's EC
   - Number of EC face-to-face contacts with that youth
   - Date of last TILP
   - Date of last Youth Emancipation Conference
   - Anticipated Date of Emancipation
   - Emancipation Date
   - Date of next court hearing
   - Itemized listing of services (reimbursements, incentives, etc.) provided to that youth during the reporting period

3. Within 90 days of the start of this agreement, CONTRACTOR and DPSS will cooperatively develop and implement a format and process for the Quarterly Training and Special Events Report, to report the frequency, nature, and quality of each youth's participation in seminars, workshops, major and special events. Report elements include but not are limited to youth's:

   - Name
   - Social Security Number
   - Date of birth
   - Listing of each youth's participation in all seminars, workshops, major and special events that identify the event by name and date of participation for that reporting period
   - Evaluation of participation in the program
   - Incentives received

4. Develop and submit written subject content, learning objectives and a participant evaluation process for each major or special event to DPSS for review and approval prior to the actual event.

   The Contractor shall have the capability to produce statistical and/or ad hoc reports on request.

   All reports will be submitted electronically and be compatible with MS Excel, MS Access, or MS Word applications. The Contractor shall have the ability to provide program data upon request in a form, which will import into MS Excel or MS Access.

   Data submitted to DPSS may be published or reported in public forums, at seminars, or other public events; included in written reports; posted for public review; or submitted for publication. All data will be reported in aggregate and clients will not be individually identified.

I. NOTICES

All notices, claims, correspondence, reports, and/or statements authorized or required by this Agreement shall be addressed as follows:

DPSS: Department of Public Social Services
Contracts Administration Unit
10281 Kidd Street
Riverside, California 92503

DOP: Department of Probation
Juvenile Division
4095 Lemon Street, 3rd Floor
P.O. Box 833
Riverside, CA 92502

CONTRACTOR: Riverside Community College District
4800 Magnolia Avenue
Riverside, CA 92506

All notices shall be deemed effective when they are made in writing, addressed as indicated above, and deposited in the United States mail. Any notices, correspondence, reports, and/or statements authorized or required by this Agreement addressed in any other fashion will not be acceptable, *except invoices and other financial documents, which must be addressed to:*

Department of Public Social Services
Fiscal/Management Reporting Unit
4060 County Circle Drive
Riverside, CA 92503

J. INSURANCE

Without limiting or diminishing the Contractor's obligation to indemnify or hold the County harmless, Contractor shall procure and maintain or cause to be maintained, at its sole cost and expense, the following insurance coverage during the term of this Agreement.

Workers' Compensation:

If Contractor has employees as defined by the State of California, Contractor shall maintain Workers' Compensation Insurance (Coverage A) as prescribed by the laws of the State of California. Policy shall include Employers' Liability (Coverage B) including Occupational Disease with limits not less than $1,000,000 per person per accident. Policy shall be endorsed to waive subrogation in favor of the County of Riverside; and, if applicable, to provide a Borrowed Servant/Alternate Employer Endorsement.

Commercial General Liability:

Commercial General Liability insurance coverage, including but not limited to, premises liability, contractual liability, products and completed operations liability, personal and advertising injury, cross liability coverage, and employment practices liability covering claims which may arise from or out of Contractor's performance of its obligations hereunder. Policy shall name the County of Riverside, its Agencies, Districts, and Special Districts, their respective directors, officers, Board of Supervisors, elected or appointed officials, employees, agents, or representatives as Additional Insured for liability arising out of the services of the Contractor, its officers, employees, subcontractors, agents or representatives arising out of or in anyway relating to this Agreement. Policy's limit of liability shall not be less than $1,000,000 per occurrence combined single limit. If such insurance contains a general aggregate limit, it shall apply separately to this Agreement or be no less than two (2) times the occurrence limit.

Vehicle Liability:

If Contractor's vehicles or mobile equipment is used in the performance of the obligations under this Agreement, Contractor shall maintain liability insurance for all owned, non-owned, or hired vehicles so used in an amount not less than $1,000,000 per occurrence combined single limit. If such insurance contains a general aggregate limit, it shall apply separately to this Agreement or be no less than two (2) times the occurrence limit. Policy shall name the County of Riverside, its Agencies, Districts, Special Districts, their respective directors, officers, Board of Supervisors, elected or appointed officials, employees, agents, or representatives as Additional Insured.

General Insurance Provisions – All lines:

1. Any insurance carrier providing insurance coverage hereunder shall be admitted to the State of California and have an A.M. BEST rating of not less than an A:VIII(A:8) unless such requirements are waived, in writing, by the County Risk Manager. If the County's Risk Manager waives a requirement for a particular insurer, such waiver is only valid for that specific insurer and only for one policy term.
2. The Contractor's insurance carrier(s) must declare its insurance deductibles or self-insured retentions. If such deductibles or self-insured retentions exceed $500,000 per occurrence, such deductibles and/or retentions shall have the prior written consent of the County Risk Manager before the commencement of operations under this Agreement. Upon notification of deductibles or self insured retention's unacceptable to the County, and at the election of the County's Risk Manager, Contractor's carriers shall either; 1) reduce or eliminate such deductibles or self-insured retentions as respects this Agreement with the County, or 2) procure a bond which guarantees payment of losses and related investigations, claims administration, defense costs and expenses.

3. The Contractor shall cause their insurance carrier(s) to furnish the County of Riverside with 1) a properly executed original Certificate(s) of Insurance and original copies of Endorsements effecting coverage as required herein; or, 2) if requested to do so orally or in writing by the County Risk Manager, provide original copies of policies including all

Endorsements and all attachments thereto, showing such insurance is in full force and effect. Further, said Certificate(s) and policies of insurance shall contain the covenant of the insurance carrier(s) that thirty (30) days written notice be given to the County of Riverside prior to any material modification, cancellation, expiration, or reduction in coverage of such insurance. In the event of a material modification, cancellation, expiration, or reduction in coverage, this Agreement shall terminate forthwith, unless the County of Riverside receives, prior to such effective date, another properly executed original Certificate of Insurance and original copies of endorsements or original policies, including all endorsements and attachments thereto evidencing coverage set forth herein and the insurance required herein is in full force and effect.

4. It is understood and agreed by the parties hereto and the insurance company(s), that the Certificate(s) of Insurance and policies shall so covenant and shall be construed as primary insurance, and the County's insurance and/or deductibles and/or self-insured retentions or self-insured programs shall not be construed as contributory.

5. The County of Riverside's Reserved Rights for Insurance: If, during the term of this Agreement or any extension thereof, there is a material change in the scope of services or performance of work; or, there is a material change in the equipment to be used in the performance of the scope of work, the County of Riverside reserves the right to adjust the types of insurance required under this Agreement and the monetary limits of liability for the insurance coverage required herein, if; in the County Risk Manager's reasonable judgment, the amount or type of insurance carried by the Contractor has become inadequate.

6. Contractor shall pass down the insurance obligations contained herein to all tiers of subcontractors working under this Agreement.

7. The insurance requirements contained in this Agreement may be met with program(s) of self-insurance acceptable to the County's Risk Manager.

K. HOLD HARMLESS/INDEMNIFICATION

Contractor shall indemnify and hold harmless the County of Riverside, its Agencies, Districts, Special Districts and Departments, their respective directors, officers, Board of Supervisors, elected and appointed officials, employees, agents and representatives (the "COUNTY'S Indemnified Parties") from any liability whatsoever, including but not limited to, property damage, bodily injury, or death, based or asserted upon any services of Contractor, its officers, employees, subcontractors, agents or representatives arising out of or in any way relating to this Agreement and Contractor shall defend at its sole expense and pay all costs and fees, including but not limited to, attorney fees, cost of investigation, defense and settlements or awards, on behalf of the COUNTY'S Indemnified Parties in any claim or action based upon such liability.

County shall indemnify and hold harmless the Contractor, its officers, employees, subcontractors, agents or representatives (the "Contractor's Indemnified Parties") from any liability whatsoever, including but not limited to, property damage, bodily injury, or death, based or asserted upon any services of COUNTY, its Agencies, Districts, Special Districts and Departments, their respective directors, officers, Board of Supervisors, elected and appointed officials, employees, agents and representatives arising out of or in any way relating to this Agreement and County shall defend at its sole expense and pay all costs and fees, including but not limited to, attorney fees, cost of

investigation, defense and settlements or awards, on behalf of the Contractor's Indemnified Parties in any claim or action based upon such liability.

With respect to any action or claim subject to indemnification herein, the indemnifying party shall, at their sole cost, have the right to use counsel of their choice and shall have the right to adjust, settle, or compromise any such action or claim without the prior consent of the indemnified party; provided, however, that any such adjustment, settlement or compromise in no manner whatsoever limits or circumscribes the indemnifying party's obligation to indemnify as set forth herein.

Indemnifying party's obligation hereunder shall be satisfied when they have provided the indemnified party the appropriate form of dismissal relieving the indemnified party from any liability for the action or claim involved.

The specified insurance limits required in this Agreement shall in no way limit or circumscribe the indemnifying party's obligation to indemnify as set forth herein.

In the event there is conflict between this clause and California Civil Code Section 2782, this clause shall be interpreted to comply with Civil Code 2782. Such interpretation shall not relieve the indemnifying party's obligation to provide indemnification to the fullest extent allowed by law.

L. HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

The Contractor in this Agreement is subject to all relevant requirements contained in the Health Insurance Portability and Accountability Act of 1996 (HIPAA), Public Law 104-191, enacted August 21, 1996, and the laws and regulations promulgated subsequent thereto. The Contractor hereto agrees to cooperate in accordance with the terms and intent of this Agreement for implementation of relevant law(s) and/or regulation(s) promulgated under this Law. The Contractor further agrees that it shall be in compliance, and shall remain in compliance with the requirements of HIPAA, and the laws and regulations promulgated subsequent hereto, as may be amended from time to time.

All social service privacy complaints should be referred to:

Department of Public Social Services
HR/Administrative Compliance Services Unit
10281 Kidd Street
Riverside, CA 92503
(909) 358-3030

M. ASSIGNMENT

The Contractor shall not assign any interest in this Agreement, and shall not transfer any interest in the same, whether by assignment or novation, without prior written consent of DPSS. Any attempt to assign or delegate any right or obligation herein shall be deemed void and of no force or effect.

N. SUBCONTRACT FOR SERVICES

No agreement shall be made by the Contractor with any party to furnish any of the services herein contained without the prior written approval of DPSS. This provision shall not require the approval of agreements of employment between the Contractor and personnel assigned for services there under.

O. DISPUTES

Except as otherwise provided in this Agreement, any dispute between the parties as to performance of the work, the interpretation of this Agreement, payment or nonpayment for work performed, or for disputes on whether or not the Contractor is in default, the parties shall attempt to resolve the dispute by mediation or other means. If the Contractor has not been previously terminated by DPSS; then pending resolution of the dispute, the Contractor agrees to continue to work diligently to completion, and DPSS agrees to make payments as called for herein, except that DPSS may withhold only those funds which are in dispute.

P. TERMINATION

Either party may terminate this Agreement without cause by giving thirty (30) days written notification to the other party. In the event DPSS elects to abandon, indefinitely postpone, or terminate the Agreement, DPSS shall make payment for all services performed up to the date that written notice was given in a prorated amount.

DPSS may terminate this Agreement with cause by giving five (5) days written notification to the Contractor should the Contractor fail to perform the covenants of this Agreement in the time and manner specified. In the event of such termination, DPSS may proceed with the work in any manner deemed proper by DPSS. Notice shall be deemed served on the date of mailing.

Q. NON-DISCRIMINATION ASSURANCE

The Contractor shall not discriminate in its recruiting, hiring, promotion, demotion, or termination practices on the basis of race, religious creed, color, national origin, ancestry, physical handicap, medical conditions, marital status, age or sex in the performance of this agreement, and, to the extent they shall apply with the provisions of the Fair Employment and Housing Act (FEHA) at Gov. Code 12900 et seq., and the Federal Civil Rights Act of 1064 (P.L. 88-352).

R. CIVIL RIGHTS NON-DISCRIMINATION

The Contractor shall complete the Vendor Assurance of Compliance with the Riverside Welfare Department Nondiscrimination in State and Federally Assisted Programs form, attached hereto as Exhibit G and incorporated herein by this reference. The Contractor will sign and date Exhibit F and return it to DPSS along with the executed Contract. The Contractor shall ensure that the administration of public assistance and social service programs are nondiscriminatory. To the effect that no person shall because of ethnic group identification, age, sex, color, disability, medical condition, national origin, race, ancestry, marital status, religion, religious creed or political belief be excluded from participation in or be denied the benefits of, or be otherwise subject to discrimination under any program or activity receiving federal or state financial assistance.

S. COMPLIANCE WITH RULES, REGULATIONS, REQUIREMENTS, AND DIRECTIVES

The Contractor shall comply with all rules, regulations, requirements, and directives of the California Department of Social Services, other applicable state agencies, and funding sources which impose duties and regulations upon DPSS which are equally applicable and made binding upon the Contractor as though made with the Contractor directly. The Contractor shall comply with Section 11320 of the Welfare and Institutions Code as added by AB 2580 (Chapter 1025, Statutes of 1985).

T. SANCTIONS

Failure by the Contractor to comply with any of the provisions covenants, requirements or conditions of this Agreement including, but not limited to reporting and evaluation requirements, shall be a material breach of this Agreement. In such event, DPSS may immediately terminate this Agreement and may take any other remedies available at law, or otherwise specified in this Agreement. DPSS may also:

1. Afford the Contractor a time period within which to cure the breach, the period of which shall be established at the sole discretion of DPSS; and/or

2. Discontinue reimbursement to the Contractor for and during the period in which the Contractor is in breach, the reimbursement of which shall not be entitled to later recovery; and/or

3. Withhold funds pending curing of the breach; and/or

4. Offset against any monies billed by the Contractor but unpaid by DPSS. DPSS and/or the CDSS shall give the Contractor notice of any action pursuant to this paragraph, the notice of which shall be effective when given.

U. GOVERNING LAW

This Agreement shall be construed and interpreted according to the laws of the State of California. Jurisdiction and venue shall be agreed upon in the appropriate courts in the County of Riverside, State of California. Should action be brought to enforce or interpret the provisions of this Agreement, the prevailing party shall be entitled to attorney's fees in addition to whatever other relief is granted.

V. MODIFICATION OF TERMS

No addition to or alteration of the terms of this Agreement, whether by written or verbal understanding of the parties, their officers, agents or employees, shall be valid unless made in the form of a written amendment to this Agreement which is formally approved and executed by both parties.

W. ENTIRE AGREEMENT

This Agreement constitutes the entire Agreement between the parties hereto with respect to the subject matter hereof, and all prior or contemporaneous agreements of any kind or nature relating to the same shall be deemed to be merged herein.

ETO REFERRAL FORM

EXHIBIT A

Add Participant:

Case Number:	
*Eligibility:	--Select--
*First Name:	
Middle Initial:	
*Last Name:	
Suffix:	--Select--
*Address 1:	
Apt./Suite #:	
*Zip Code:	
Email:	
SSN:	
*DOB:	-Month- -Day- -Year-
Gender Type:	--Select--
Ethnicity/Race:	--Select--
Marital Status:	--Select--
Number of Children:	--Select--
Home Phone:	
Work Phone:	Ext.
Cell Phone:	
CA County of Jurisdiction:	--Select--
Out-of-State Jurisdiction:	--Select--
Dual Status Youth:	--Select--
Region:	--Select--
Supervisor:	
Program Type:	--Select--
Primary Social Worker:	
Primary Social Worker Phone:	

EXHIBIT A

Primary Probation Officer:

Primary Probation Officer Phone Number:

ILP Social Worker:

ILP Probation Officer:

RCC Coach: --Select--

State ID:

TILP Attachment:

Assessment Attachment:

Primary Language: --Select--

Secondary Language: --Select--

Employed: --Select--

Type of Employment: --Select--

TILP Signed Date: -Month- -Day- -Year-
today | +1 | +7 | +30 | +90

TILP Due (# of days):

TILP Overdue (# of days):

married: Yes/True
No/False

Enroll in Program: ILP - DPSS

Program Start Date: Nov 13 2008

Projected End Date: -Month- -Day- -Year- (optional)

SUBMIT

EXHIBIT B

DOP In-Care Referral Form

Date Prepared:

Youth Information:			
Name:			Ethnicity:
Address:			Telephone:
DOB:			SSN:
Caregiver Name:			
☐ DPSS	☐ Probation	☐ Kin-Gap	☐ Out-of-County, If yes county of Jurisdiction
Note: Out-of-County youth are youth who are dependents in a jurisdiction other than Riverside but are placed in Riverside. Kin-Gap youth are youth no longer dependents of Riverside County and are in legal guardianship with a relative.			

Social Worker/Probation Officer's Information:	
ILP Social Worker/Probation Officer:	Telephone:
Social Worker:	Telephone:
Probation Officer:	Telephone:

Employment/Volunteer Status :		
☐ Currently Employed at:	☐ Part Time, hours#	☐ Full Time
☐ Volunteer at:	Number of hours	
☐ No Job Experience	☐ Some Job Experience	
☐ Currently seeking Employment		

Other Pertinent Information such as Medication and Behavioral Issues:

DPSS 3479 (05/06) In-Care Referral

EXHIBIT B

DOP After-Care Referral Form

Date Prepared:

This Form Must be Completed Six (6) Months Prior to Youth Emancipation			
Name of Youth:	DOB:	SSN:	Ethnicity:
Address:			Telephone:
Name of Care Provider:			Telephone:
Type of Placement:			
Name of Social Worker:			Telephone:
Name of Probation Officer:			Telephone:
Name of ILP Social worker/Probation Officer:			Telephone:
Name of Mentor:			Telephone:

Narrate Needs/Plans for Youth to Include:
☐ Emancipation Plans:
☐ Employment, Current and Future Plans:
☐ Housing Plans on day of Emancipation:
☐ Education, Current Status and Future Plans such as Applied Vocational/2 yr/4yr, FAFSA and other Scholarships:
☐ Medical Information such as Medication, Health Needs/Limitations:
☐ Behavioral/Social Issues:
Additional Information to Include Extracurricular/Volunteer:

SEMINAR/WORKSHOP/EVENT SIGN-IN SHEET *EXHIBIT C*

(TITLE OF MODULE) - (MONTH / YEAR)
(WORKSHOP SITE)

START TIME_____ END TIME _____ (DATE OF WORKSHOP)
(Week # OF 4)

Last	First	DOB	Phone #	Youth Signature

RCC Staff
Printed Name & Signature _____

RCC Staff
Printed Name & Signature _____

EC - Printed Name & Signature _____

DPSS Staff – (If applicable)
Printed Name & Signature _____

Guest Speaker (If applicable) _____
name organization title

CONTRACTOR PAYMENT REQUEST *EXHIBIT D*

DPSS 2076A (Rev: APRIL, 2003)

TO: **Riverside County**
Department of Public Social Services
Attn: Management Reporting Unit
4060 County Circle Drive
Riverside, CA 92503

FROM: _____
Remit to Name
_____
Address
_____
City State Zip Code
_____
Contractor Name
_____
Contract Number

Total amount requested _____ for the period of _____ 20 ____.

Select Payment Type(s) Below

☐ **Advance Payment** $ _____
(If allowed by Contract/MOU)

☐ **Actual Payment** $ _____
(Same amount as 2076B if required)

☐ **Unit of Service Payment** $ _____

_____ (# of Units) x ($) _____
_____ (# of Units) x ($) _____
_____ (# of Units) x ($) _____

_____ (# of Units) x ($) _____
_____ (# of Units) x ($) _____
_____ (# of Units) x ($) _____

Any questions regarding this request should be directed to: _____
Name Phone #

I hereby certify under penalty of perjury that to the best of my knowledge the above is true and correct.

_____
Authorized Signature Title Date

FOR DPSS USE ONLY - DO NOT WRITE BELOW THIS LINE

Business Unit (5) _____
Account (6) _____
Fund (10) _____
Dept ID (10) _____
Program (5) _____
Class (10) _____
Project/Grant (15) _____
Vendor Code (10) _____

Purchase Order # (10) _____
Amount Authorized _____
Comments if amount authorized is different from amount requested _____
Program (if applicable) _____ Date
Management Reporting Unit _____ Date
Contracts Administration Unit _____ Date
General Accounting Section _____ Date

Invoice # _____

DEPARTMENT OF PUBLIC SOCIAL SERVICES FORMS
Instructions for Form 2076A

Mailing Instructions: When completed, these forms will summarize all of your claims for payment. Your Claims Packet will include **Form 2076A, 2076B** (if required). invoices, payroll verification, and copies of canceled checks attached, receipts, bank *statements, sign-in sheets, daily logs, mileage logs, and other back-up documentation* needed to comply with Contract/MOU.

Mail Claims Packet to address shown on upper left corner of Form 2076A.
[see method, time, and schedule/condition of payments).
(Please type or print information on all DPSS Forms.)

FORM DPSS 2076A
CONTRACTOR PAYMENT REQUEST

"Remit to Name"
The legal name of your agency.

"Address"
The remit to address used when this contract was established for your agency. **All address changes must be submitted for processing prior to use.**

"Contractor Name"
Business name, if different than legal name *(if not leave blank).*

"Contract Number"
Can be found on the first page of your contract.

"Amount Requested"
Fill in the total amount and billing period you are requesting payment for.

"Payment Type"
Check the box and enter the dollar amount for the type(s) of payment(s) you are requesting payment for.

"Any questions regarding..."
Fill in the name and phone number of the person to be contacted should any questions arise regarding your request for payment.

"Authorized Signature, Title, and Date (Contractor's)
Self-explanatory **(required). Original Signature needed for payment.**

EVERYTHING BELOW THE THICK SOLID LINE IS FOR DPSS USE ONLY AND S HOULD BE LEFT BLANK.

COUNTY OF RIVERSIDE DEPARTMENT OF PUBLIC SOCIAL SERVICES CONTRACTOR EXPENDITURE REPORT (2076B)				*EXHIBIT E*
CONTRACTOR:				
ACTUAL EXPENDITURES FOR (MM/YYYY)				
CONTRACT #				
EXPENSE CATEGORY List each line item as outlined in contract budget.	APPROVED BUDGETED AMOUNT	CURRENT EXPENDITURES BILLABLE AMOUNT	CUMULATIVE EXPENDITURES	UNEXPENDED BUDGETED AMOUNT
TOTAL BUDGET/EXPENSES				

IN-KIND/CASH CONTRIBUTION

List each type of contribution				
TOTAL IN-KIND/CASH MATCH				

CLIENT FEES COLLECTED	CURRENT PERIOD	YEAR TO DATE

DEPARTMENT OF PUBLIC SOCIAL SERVICES FORMS
Instructions for Form 2076B

Mailing Instructions: When completed, these forms will summarize all of your claims for payment. Your Claims Packet will include **Form 2076A, 2076B** (if required). invoices, payroll verification, and copies of canceled checks attached, receipts, bank *statements, sign-in sheets, daily logs, mileage logs, and other back-up documentation* needed to comply with Contract/MOU.

Mail Claims Packet to address shown on upper left corner of Form 2076A.
[see method, time, and schedule/condition of payments).
(Please type or print information on all DPSS Forms.)
information on all DPSS Forms.)

FORM DPSS 2076B
CONTRACTOR EXPENDITURE REPORT

When completed, this form is attached to the front of your invoices, and behind DPSS Form 2076A. *Only if Contract/MOU contains a line item budget, or you are to report match, or client contains a line item budget, or you are to report match, or client fees collected.*

"Contractor Name"
Business name, if different than legal name *(if not leave blank).*

"Actual Expenditures For"
The billing period you are requesting payment for.

"Contract Number"
Can be found on the first page of your contract.

"Approved Budget Amount"
Current itemized budget amount as approved *(or amended)* in accordance with the **Fiscal Provisions** of your executed Contract/MOU agreement.

"Current Expenditures"
Itemized expenditures incurred during the billing period.

"Cumulative Expenditures"
Cumulative expenditures from previous billings plus current expenditures.

"Unexpended Budgeted Amount"
Approved budget amount less cumulative expenditures.

"In-kind/Cash Contribution"
If your contract requires that you provide a match, fill in your itemized contributions, if not leave blank. *The same documentation is required for match as for actual reimbursable costs.*

"Client Fees Collected"
If your contract allows you to collect client fees fill in the total amount collected (if not specifically *addressed in your Contract/MOU you may not collect additional fees from the client).*

ILP January - June 08/09 Budget

Exhibit F

LINE ITEM BUDGET

A. Administration Expenditures (ILP)			
Salaries			
Director, Workforce Preparation 10% FTE	Michael Wright		$5,283.00
Program Director 100% FTE	John Sousa		$49,040.00
Accounting Services Clerk 75% FTE	Cynthia Freeman		$18,846.00
Clerical Support 46.9% FTE	Carol Wohlk		$2,629.00
Clerical Support 50% FTE	Bonnie Claunch		$790.00
Clerical Support 50% FTE	TBA		$8,445.00
Data Management 10% FTE	Ted Tetirick		$2,443.00
Benefits			$34,997.00
	Sub Total Administration Cost		**$122,473.00**
B. Operation Expenses (ILP)			
Office Supplies			$11,902.00
Operating Expenses and Services			$17,112.00
Operating expense includes but not limited to the following			
Mileage reimbursement	$	11,070.00	
Travel Expenses	$	95.00	
Telephone Services	$	5,375.00	
Other Services not Specified	$	572.00	
Equipment			$7,700.00
Equipment expense includes but not limited to the following			
3 Desktops Computers	$	5,121.00	
1 Laptop Computer	$	2,579.00	
Site License for Social Solutions	$	-	
	Sub Total Operating Expenses		**$36,714.00**
C. Consultants			
			$0.00
D. Conference Expenses			
	$	-	**$0.00**
E. Lecturers			
			$0.00
F. Case Management Expenditures (ILP)			
Salaries			
Emancipation Coach - 100% FTE	Christopher Dech		$22,687.00

Emancipation Coach - 100% FTE	Anthony Escalera	$22,511.00
Emancipation Coach - 100% FTE	Peggy Gutierrez	$24,623.00
Emancipation Coach - 100% FTE	Jeremy Johnson	$24,278.00
Emancipation Coach - 100% FTE	Sahib Jon	$24,623.00
Emancipation Coach - 100% FTE	Udawna Neal	$22,511.00
Emancipation Coach - 100% FTE	Whitney Wilczynski	$24,623.00
Emancipation Coach - Part Time Hourly	TBA	$0.00
Workshop Presenters	TBA	$10,354.00
Benefits		$77,364.00
Sub Total Case Management Cost		**$253,574.00**
G. Subcontracts		
MSJC		$35,939.00
Sub Total Subcontracts		**$35,939.00**
H. Pre-Emancipation Incentives		
		$74,714.00
I. Post-Emancipation Incentives		
		$58,500.00
Grand Total of all Expenses		**$581,914.00**

ILP 09/10 and 10/11 Budget

LINE ITEM BUDGET

A. Administration Expenditures (ILP)			
Salaries			
Director, Workforce Preparation 10% FTE	Michael Wright		$10,530.00
Program Director 100% FTE	John Sousa		$97,750.00
Accounting Services Clerk 75% FTE	Cynthia Freeman		$36,926.00
Clerical Support 46.9% FTE	Carol Wohlk		$12,774.00
Clerical Support 50% FTE	Bonnie Claunch		$13,930.00
Clerical Support 50% FTE	TBA		$8,445.00
Data Management 10% FTE	Ted Tetirick		$4,808.00
Benefits			$64,408.00
	Sub Total Administration Cost		**$249,571.00**
B. Operation Expenses (ILP)			
Office Supplies			$14,000.00
Operating Expenses and Services			$36,062.00
Operating expense includes but not limited to the following			
Mileage reimbursement		$ 21,000.00	
Travel Expenses		$ 1,000.00	
Telephone Services		$ 11,000.00	
Other Services not Specified		$ 3,062.00	
Equipment			$7,700.00
Equipment expense includes but not limited to the following			
3 Desktops Computers		$ 5,121.00	
1 Laptop Computer		$ 2,579.00	
Site License for Social Solutions		$ -	
	Sub Total Operating Expenses		**$57,762.00**
C. Consultants			
			$0.00
D. Conference Expenses			
		$ -	**$0.00**
E. Lecturers			
			$0.00

F. Case Management Expenditures (ILP)		
Salaries		
Emancipation Coach - 100% FTE	Christopher Dech	$44,119.00
Emancipation Coach - 100% FTE	Anthony Escalera	$43,943.00
Emancipation Coach - 100% FTE	Peggy Gutierrez	$47,093.00
Emancipation Coach - 100% FTE	Jeremy Johnson	$47,093.00
Emancipation Coach - 100% FTE	Sahib Jon	$47,093.00
Emancipation Coach - 100% FTE	Udawna Neal	$43,943.00
Emancipation Coach - 100% FTE	Whitney Wilczynski	$47,093.00
Emancipation Coach - Part Time Hourly	TBA	$0.00
Workshop Presenters	TBA	$21,700.00
Benefits		$131,966.00
Sub Total Case Management Cost		**$474,043.00**
G. Subcontracts		
MSJC		$68,624.00
Sub Total Subcontracts		**$68,624.00**
H. Pre-Emancipation Incentives		
		$133,000.00
I. Post-Emancipation Incentives		
		$117,000.00
Grand Total of all Expenses		**$1,100,000.00**

EXHIBIT G

CONTRACTOR, SUBCONTRACTOR, AND/OR VENDOR ASSURANCE OF COMPLIANCE WITH RIVERSIDE COUNTY DEPARTMENT OF PUBLIC SOCIAL SERVICES NON-DISCRIMINATION IN STATE AND FEDERALLY ASSISTED PROGRAMS

NAME OF VENDOR/RECIPIENT: **RIVERSIDE COMMUNITY COLLEGE DISTRICT**

HEREBY AGREES THAT it will comply with Title VI of the Civil Rights Act of 1964 as amended: Section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1975 as amended; the Food Stamp Act of 1977, as amended, and in particular Section 272.6; Title II of the Americans with Disabilities Act of 1990; Government Code (GC) Section 11135, as amended; California Code of Regulations (CCR) Title 22 Section 98000-98413; Title 24 of the California Code of Regulations, Section 3105A(e); the Dymally-Alatorre Bilingual Services Act; Section 1808 Removal of Barriers to Inter Ethnic Adoption Act of 1996 and other applicable federal and state laws, as well as their implementing regulations [including 45 Code of Federal Regulations (CFR) Parts 80, 84, and 91, 7 CFR Part 15, and 28 CFR Part 42], by ensuring that employment practices and the administration of public assistance and social services programs are nondiscriminatory, to the effect that no person shall because of race, color, national origin, political affiliation, religion, martial status, sex, age, or disability be excluded from participation in or be denied the benefits of, or be otherwise subject to discrimination under any program or activity receiving federal or state assistance; and HEREBY GIVE ASSURANCE THAT it will immediately take any measures necessary to effectuate this agreement.

THIS ASSURANCE is given in consideration of and for the purpose of obtaining any and all federal and state assistance; and THE VENDOR/RECIPIENT HEREBY GIVES ASSURANCE THAT administrative methods/procedures which have the effect of subjecting individuals to discrimination or defeating the objectives of the California Department of Social Services (CDSS) Manual of Policies and Procedures (MPP) Chapter 21, will be prohibited.

BY ACCEPTING THIS ASSURANCE, the vendor/recipient agrees to compile data, maintain records, and submit reports as required to permit effective enforcement of the aforementioned laws, rules, and regulations and permit authorized CDSS and/or federal government personnel, during normal working hours, to review such records, books and accounts as needed to ascertain compliance. If there are any violations of this assurance, CDSS shall have the right to invoke fiscal sanctions or other legal remedies in accordance with Welfare and Institutions Code Section 10605, or Government Code Section 11135-39, or any other laws, or the issue may be referred to the appropriate federal agency for further compliance action and enforcement of this assurance.

THIS ASSURANCE is binding on the vendor/recipient directly or through contract, license, or other provider services, as long as it receives federal or state assistance; and shall be submitted annually with the required Civil Rights Plan Update.

Date

Jim Buysse, Vice Chancellor,
Administration & Finance

4800 Magnolia Avenue
Riverside, CA 92506
Address of Vendor/Recipient

RIVERSIDE COMMUNITY COLLEGE DISTRICT
TEACHING AND LEARNING COMMITTEE

Report No.: VI-A-5 Date: January 27, 2009

Subject: General Education Student Learning Outcomes: Graduate Survey Findings

Background: Presented for the Board's information is a report on the General Education Student Learning Outcomes survey. The General Education Student Learning Outcomes (GESLO) for Academic and Vocational Degree Programs of Riverside Community College District were approved by the Board on December 12, 2006. These 25 GESLOs were developed over the course of several years, spearheaded by the District Assessment Committee (DAC) with feedback from discipline members in all general education areas. A survey of graduates to determine their perception of gains in each of these GESLO areas during their years with the district was first undertaken in 2006, and repeated in 2007 and 2008. This presentation will provide an overview of the GESLOs and an analysis of the survey findings.

Information Only.

Irving G. Hendrick
Interim Chancellor

Prepared by: Kristina Kauffman
Associate Vice Chancellor, Institutional Effectiveness

General Education Student Learning Outcomes Survey
Spring 2008

Riverside Community College District
Office of Institutional Research

Daniel Martinez, Ph.D.
Associate Director, Institutional Research
General Education Student Learning Outcomes Survey, Spring 2008

Executive Summary

The District Assessment Committee (DAC) has identified 25 GESLOs. These items were put into a survey format and students were asked to respond on a 1 to 4 scale, 1 being "No Gains" and 4 being "Significant Gains." The students were also given the option of responding, "Unable to Judge."

Gains

For the district and all three campuses separately, 80% of students reported moderate or significant gains in at least 21 out of the 25 areas. Below are the number of GESLOs with more than 80% of self-reported gains by campus and district:

- RCCD: 22
- MOV: 23
- NOR: 21
- RIV: 21

Two GESLOs consistently had the lowest student gains (fewer than 80% of respondents) for the district and at all three campuses: "Responding to and evaluating artistic expression," and "Demonstrating computer literacy." Regarding computer literacy, it could be that students are coming to RCCD with computer skills when they enroll and therefore are not gaining those skills as part of their educational experience. Regarding artistic expression, it could be that courses that expose students to "artistic expression" are not be required or perhaps students do not glean this GESLO as part of their classes. Both of these areas should be investigated in more depth.

Campuses compared to District

The comparison of campus results to the district-wide results suggests that the campuses may have differing strengths and weaknesses or areas of emphasis in their curriculum. For instance, when MOV gains were compared to the district, three of their top areas are the lowest areas for the other campuses (1 for NOR, 2 for RIV). One of the top gains for RIV was one of the lowest for NOR. None of the GESLOs with the top gains were duplicated at the other campuses.

Courses taken by graduates

The courses taken by graduates were consistent between the three campuses. The top courses reported in more detail below are limited somewhat arbitrarily (50 or more enrollments at MOV and NOR, 100 or more at RIV) because the variety of courses students have taken in their path to graduation is quite extensive (over 400 for both MOV and NOR and over 800 at RIV). The top 12 courses are the same for the three campuses, though in slightly different orders. However, the 13th class for NOR and RIV, HIS-6, is the 19th class at MOV. This difference may be an anomaly or could be due to systemic differences between the campuses.

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Graduates, Spring 2008 -- DISTRICT

This report presents the results of the third annual graduate survey of the RCCD General Education SLOs (GESLOs), conducted in Spring 2008. The District Assessment Committee (DAC) has identified 25 GESLOs. These items were put into a survey format and students were asked to respond on a 1 to 4 scale, 1 being "No Gains" and 4 being "Significant Gains." The students were also given the option of responding, "Unable to Judge."

Surveys were passed out during the graduation rehearsal for Spring 2008. For the first time, graduations and graduation rehearsals were held on each of the three campuses. A total of 641 surveys were received: 154 from MOV, 137 from NOR, and 350 from RIV. This portion of the report reflects the results of the 3 campuses combined.

Unable to Judge

Two of the 25 GESLOs showed that 5% or more graduates responded that they were "Unable to Judge." These areas were:

- "Responding to and evaluating artistic expression" (6.4%); and,
- "Maintaining and transferring academic and technical skills to the workplace" (5.2%).

Gains

Of the 25 GESLOs, 80% or more of the students reported moderate or significant gains in 22 areas, with four areas at 90% or higher. These areas were:

- "Analyzing and solving complex problems" (92.0%);
- "Constructing sound arguments and evaluating the arguments of others" (91.5%);
- "Recognizing and assessing evidence from a variety of sources" (90.8%); and,
- "Writing with precision and clarity to express complex thought" (90.6%).

The GESLO with the lowest percentage of student-reported gain was "Responding to and evaluating artistic expression" (76.1%). This GESLO was also the one which the highest number of students were "Unable to Judge." There were four other GESLOs which showed student-reported gains below 80%:

- "Demonstrating computer literacy" (77.2%); and,
- "Using the symbols and vocabulary of mathematics to solve problems and communicate results" (77.6%).

Table 1 shows the percentage of self-reported "Moderate" or "Significant" gains in descending order.

Table 1: Self-reported "Moderate" or "Significant" Gains of Graduates, Spring 2008, in descending order

Analyzing and solving complex problems	92.0%
Constructing sound arguments and evaluating the arguments of others	91.5%
Recognizing and assessing evidence from a variety of sources	90.8%
Writing with precision and clarity to express complex thought	90.6%
Identifying your own and others assumptions, biases, and their consequences	90.0%
Integrating knowledge across a range of academic and everyday contexts	89.7%
Locating, evaluating, and using information effectively	89.7%
Reading college-level materials with understanding and insight	89.7%
Setting goals and devising strategies for personal and professional development and well being	89.6%
Being a life-long learner, able to acquire and employ new knowledge	89.2%
Listening thoughtfully and respectfully to the ideas of others	87.7%
Speaking with precision and clarity to express complex thought	87.5%
Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences)	87.1%
Participating in constructive social interaction	86.9%
Generalizing appropriately from specific cases	85.5%
Demonstrating appreciation for civic responsibility and ethical behavior	85.2%
Demonstrating understanding of alternative political, historical, and cultural viewpoints	84.7%
Analyzing experimental results and drawing reasonable conclusions from them	84.0%
Considering and evaluating rival hypotheses	83.5%
Demonstrating teamwork skills	83.3%
Maintaining and transferring academic and technical skills to the workplace	82.9%
Demonstrating understanding of ethnic, religious, and socioeconomic diversity	82.9%
Using the symbols and vocabulary of mathematics to solve problems and communicate results	77.6%
Demonstrating computer literacy	77.2%
Responding to and evaluating artistic expression	76.1%

Course History

Students who completed the survey were given the opportunity to provide their student ID numbers. These IDs were used to determine which classes they had taken while enrolled at RCCD. Of the surveys returned, 602 (93.9%) had a valid ID. Table 2 shows the course abbreviations and the number of students who successfully (grade of A, B, C, or CR) completed the course for courses in which 100 or more students received a successful grade, in descending order.

As expected, English courses are well represented in this list. However, though Math 35 is the third highest course in the list, the GESLO, "Using the symbols and vocabulary of mathematics to solve problems and communicate results," was one of areas with the lowest percentage of gains for graduates. There is no ART course in this top list which may explain why so many students were "Unable to Judge" in this area.

Summary

The General Education Student Learning Outcomes identified by the RCCD District Assessment Committee appear to be consistent with what students who graduate from the college are learning while here. More than 3 out of 4 graduates reported that they have made moderate or significant gains in all 25 areas, with 22 of the areas showing that 80% or more of the students have had moderate or significant gains.

The course history of graduates may help with the future direction of GESLOs in that patterns may be discovered that could influence what areas may need focus by the district to ensure adequate student gains.

Table 2: Successfully completed courses of graduates at RCCD with 100 or more students, in descending order, Spring 2008

Course	Number of Students
HES-1	459
ENG-1A	396
MAT-35	338
POL-1	309
MAT-52	281
SOC-1	263
ENG-50	260
ENG-1B	258
PSY-1	231
SPE-1	231
HIS-7	230
CIS-1A	228
HIS-6	186
SPE-9	171
PHP-A81	159
ENG-60B	144
MAT-11	140
PHP-30	137
PSY-9	135
ENG-60A	130
ANT-1	124
BIO-1	120
HUM-10	118
SPA-1	117
CHE-2A	116
MUS-19	113
GEG-1	107
MAT-12	104
PHP-4	104
THE-3	102

General Education Student Learning Outcomes Survey,

Graduates, Spring 2008 -- MOV

This report presents the results of the third annual graduate survey of the RCCD General Education SLOs (GESLOs), conducted in Spring 2008. The District Assessment Committee (DAC) has identified 25 GESLOs. These items were put into a survey format and students were asked to respond on a 1 to 4 scale, 1 being "No Gains" and 4 being "Significant Gains." The students were also given the option of responding, "Unable to Judge."

Surveys were passed out during the graduation rehearsal for Spring 2008. For the first time, graduations and graduation rehearsals were held on each of the three campuses. This report reflects the responses of students who completed the survey at the MOV campus during graduation rehearsal, a total of 154 responses.

Unable to Judge

Five of the 25 GESLOs showed that 5% or more graduates responded that they were "Unable to Judge," with one area as high as 13%. These areas were (in descending order):

- "Speaking with precision and clarity to express complex thought" (13.0%)
- "Responding to and evaluating artistic expression" (7.1%);
- "Using the symbols and vocabulary of mathematics to solve problems and communicate results" (5.8%);
- "Generalizing appropriately from specific cases" (5.2%); and,
- "Maintaining and transferring academic and technical skills to the workplace" (5.2%).

Gains

Of the 25 GESLOs, 80% or more of the students reported moderate or significant gains in 23 areas, with 13 areas at 90% or higher and no area showing reported moderate or significant gains lower than 79%.

The GESLO with the lowest percentage of student-reported gain was "Responding to and evaluating artistic expression" (79.3%). This GESLO was also the one which the highest number of students were "Unable to Judge." The other GESLO which showed student-reported gains below 80% was, "Demonstrating computer literacy" (79.9%).

Table 1 shows the percentage of self-reported "Moderate" or "Significant" gains in descending order.

Table 1: Self-reported "Moderate" or "Significant" Gains of Graduates, Spring 2008, in descending order, MOV

Analyzing and solving complex problems	94.2%
Identifying your own and others assumptions, biases, and their consequences	93.6%
Constructing sound arguments and evaluating the arguments of others	92.3%
Writing with precision and clarity to express complex thought	92.2%
Demonstrating understanding of alternative political, historical, and cultural viewpoints	92.2%
Demonstrating understanding of ethnic, religious, and socioeconomic diversity	91.6%
Being a life-long learner, able to acquire and employ new knowledge	91.0%
Integrating knowledge across a range of academic and everyday contexts	90.9%
Participating in constructive social interaction	90.9%
Listening thoughtfully and respectfully to the ideas of others	90.3%
Recognizing and assessing evidence from a variety of sources	90.3%
Setting goals and devising strategies for personal and professional development and well being	90.3%
Demonstrating appreciation for civic responsibility and ethical behavior	90.3%
Analyzing experimental results and drawing reasonable conclusions from them	89.7%
Reading college-level materials with understanding and insight	89.6%
Locating, evaluating, and using information effectively	89.6%
Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences)	88.3%
Generalizing appropriately from specific cases	87.7%
Demonstrating teamwork skills	87.7%
Maintaining and transferring academic and technical skills to the workplace	85.7%
Considering and evaluating rival hypotheses	84.5%
Using the symbols and vocabulary of mathematics to solve problems and communicate results	81.2%
Speaking with precision and clarity to express complex thought	80.5%
Demonstrating computer literacy	79.9%
Responding to and evaluating artistic expression	79.3%

Course History

Students who completed the survey were given the opportunity to provide their student ID numbers. These IDs were used to determine which classes they had taken while enrolled at RCCD not just at MOV.

Of the surveys returned at MOV, 134 (87.0%) had a valid ID. Table 2 shows the course abbreviations and the number of students who successfully (grade of A, B, C, or CR) completed the course for courses in which 50 or more students received a successful grade, in descending order.

As expected, English courses are well represented in this list. However, though Math 35 is the third highest course in the list, the GESLO, "Using the symbols and vocabulary of mathematics to solve problems and communicate results," was one of the areas with the lowest percentage of gains for graduates and one of the highest areas where students indicated that they were "Unable to judge." There is no ART course in this top list which may explain why so many students were "Unable to Judge" in this area.

Summary

The General Education Student Learning Outcomes identified by the RCCD District Assessment Committee appear to be consistent with what students who graduate from the college are learning while here. More than 3 out of 4 graduates reported that they have made moderate or significant gains in all 25 areas, with 23 of the areas showing that 80% or more of the students have had moderate or significant gains and more than half of the areas showing that 90% or more of the students indicated moderate or significant gains.

The course history of graduates may help with the future direction of GESLOs in that patterns may be discovered that could influence what areas may need focus by the district to ensure adequate student gains.

Table 2: Successfully completed courses of graduates at MOV with 50 or more students, in descending order, Spring 2008

Course	Number of Students
HES-1	100
ENG-1A	83
MAT-35	75
MAT-52	68
PSY-1	65
POL-1	64
SOC-1	63
ENG-50	61
SPE-1	56
ENG-1B	55
HIS-7	50

General Education Student Learning Outcomes Survey,

Graduates, Spring 2008 —NOR

This report presents the results of the third annual graduate survey of the RCCD General Education SLOs (GESLOs), conducted in Spring 2008. The District Assessment Committee (DAC) has identified 25 GESLOs. These items were put into a survey format and students were asked to respond on a 1 to 4 scale, 1 being "No Gains" and 4 being "Significant Gains." The students were also given the option of responding, "Unable to Judge."

Surveys were passed out during the graduation rehearsal for Spring 2008. For the first time, graduations and graduation rehearsals were held on each of the three campuses. This report reflects the responses of students who completed the survey at the NOR campus during graduation rehearsal, a total of 137 responses.

Unable to Judge

Only one of the 25 GESLOs showed that 5% or more graduates responded that they were "Unable to Judge." That GESLO was "Maintaining and transferring academic and technical skills to the workplace" (5.9%).

Gains

Of the 25 GESLOs, 80% or more of the students reported moderate or significant gains in 21 areas, with 8 areas at 90% or higher. Table 1 shows the GESLOs in descending order by the percentage of students reporting moderate or significant gains.

The GESLOs with the lowest percentage of student-reported gain were "Using the symbols and vocabulary of mathematics to solve problems and communicate results" (74.5%) and "Responding to and evaluating artistic expression" (74.5%). Two other areas with less than 80% student-reported gains were:

- Demonstrating computer literacy (76.6%); and,
- Maintaining and transferring academic and technical skills to the workplace (77.2%).

Table 1 shows the percentage of self-reported "Moderate" or "Significant" gains in ascending order.

Table 1: Self-reported "Moderate" or "Significant" Gains of Graduates, Spring 2008, in descending order, NOR

Constructing sound arguments and evaluating the arguments of others	94.2%
Recognizing and assessing evidence from a variety of sources	93.4%
Reading college-level materials with understanding and insight	92.0%
Writing with precision and clarity to express complex thought	91.9%
Integrating knowledge across a range of academic and everyday contexts	90.5%
Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences)	90.5%
Locating, evaluating, and using information effectively	90.5%
Identifying your own and others assumptions, biases, and their consequences	90.4%
Analyzing and solving complex problems	89.1%
Being a life-long learner, able to acquire and employ new knowledge	89.0%
Setting goals and devising strategies for personal and professional development and well being	89.0%
Listening thoughtfully and respectfully to the ideas of others	88.3%
Demonstrating understanding of alternative political, historical, and cultural viewpoints	86.1%
Participating in constructive social interaction	85.4%
Generalizing appropriately from specific cases	84.7%
Considering and evaluating rival hypotheses	84.6%
Speaking with precision and clarity to express complex thought	84.6%
Demonstrating understanding of ethnic, religious, and socioeconomic diversity	84.6%
Analyzing experimental results and drawing reasonable conclusions from them	81.8%
Demonstrating appreciation for civic responsibility and ethical behavior	81.0%
Demonstrating teamwork skills	81.0%
Maintaining and transferring academic and technical skills to the workplace	77.2%
Demonstrating computer literacy	76.6%
Responding to and evaluating artistic expression	74.5%
Using the symbols and vocabulary of mathematics to solve problems and communicate results	74.5%

Course History

Students who completed the survey were given the opportunity to provide their student ID number. These IDs were used to determine which classes they had taken while enrolled at RCCD not just at NOR.

Of the surveys returned at NOR, 133 (97.1%) had a valid ID. Table 2 shows the course abbreviations and the number of students who successfully (grade of A, B, C, or CR) completed the course for courses in which 50 or more students received a successful grade, in descending order.

As expected, English courses are well represented in this list. However, though Math 35 is the third highest course in the list, the GESLO, "Using the symbols and vocabulary of mathematics to solve problems and communicate results," was one of the areas with the lowest percentage of gains for graduates.

Summary

The General Education Student Learning Outcomes identified by the RCCD District Assessment Committee appear to be consistent with what students who graduate from the college are learning while here. Almost 4 out of 5 graduates reported that they have made moderate or significant gains in all 25 areas, with 21 of the areas showing that 80% or more of the students have had moderate or significant gains and almost one third of the areas showing that 90% or more of the students indicated moderate or significant gains.

The course history of graduates may help with the future direction of GESLOs in that patterns may be discovered that could influence what areas may need focus by the district to ensure adequate student gains.

Table 2: Successfully completed courses of graduates at NOR with 50 or more students, in descending order, Spring 2008

Course	Number of Students
HES-1	120
ENG-1A	108
MAT-35	94
POL-1	90
ENG-1B	75
ENG-50	66
SOC-1	61
HIS-7	60
MAT-52	60
HIS-6	57
PSY-1	57
SPE-1	52

General Education Student Learning Outcomes Survey,

Graduates, Spring 2008 — RIV

This report presents the results of the third annual graduate survey of the RCCD General Education SLOs (GESLOs), conducted in Spring 2008. The District Assessment Committee (DAC) has identified 25 GESLOs. These items were put into a survey format and students were asked to respond on a 1 to 4 scale, 1 being "No Gains" and 4 being "Significant Gains." The students were also given the option of responding, "Unable to Judge."

Surveys were passed out during the graduation rehearsal for Spring 2008. For the first time, graduations and graduation rehearsals were held on each of the three campuses. This report reflects the responses of students who completed the survey at the RIV campus during graduation rehearsal, a total of 350 responses.

Unable to Judge

Four of the 25 GESLOs showed that 5% or more graduates responded that they were "Unable to Judge." These areas were (in descending order):

- "Responding to and evaluating artistic expression" (7.1%);
- "Using the symbols and vocabulary of mathematics to solve problems and communicate results" (6.0%);
- "Demonstrating computer literacy" (5.7%); and,
- "Demonstrating understanding of ethnic, religious, and socioeconomic diversity" (5.7%).

Gains

Of the 25 GESLOs, 80% or more of the students reported moderate or significant gains in 21 areas, with 3 areas at 90% or higher. These areas were:

- "Analyzing and solving complex problems" (92.2%);
- "Recognizing and assessing evidence from a variety of sources" (90.0%); and,
- "Constructing sound arguments and evaluating the arguments of others" (90.0%).

The GESLO with the lowest percentage of student-reported gain was "Responding to and evaluating artistic expression" (75.5%). This GESLO was also the one which the highest number of students who were "Unable to Judge." In fact, all four areas were also the areas with the highest percentage of students who indicated that they were "Unable to judge." The other areas were:

- "Demonstrating computer literacy" (76.3%);
- "Using the symbols and vocabulary of mathematics to solve problems and communicate results" (77.1%); and,
- "Demonstrating understanding of ethnic, religious, and socioeconomic diversity" (78.3%).

Table 1 shows the percentage of self-reported "Moderate" or "Significant" gains in ascending order.

Table 1: Self-reported "Moderate" or "Significant" Gains of Graduates, Spring 2008, in descending order, RIV

Analyzing and solving complex problems	92.2%
Recognizing and assessing evidence from a variety of sources	90.0%
Constructing sound arguments and evaluating the arguments of others	90.0%
Writing with precision and clarity to express complex thought	89.5%
Locating, evaluating, and using information effectively	89.4%
Setting goals and devising strategies for personal and professional development and well being	89.4%
Integrating knowledge across a range of academic and everyday contexts	88.8%
Reading college-level materials with understanding and insight	88.8%
Identifying your own and others assumptions, biases, and their consequences	88.3%
Being a life-long learner, able to acquire and employ new knowledge	88.2%
Speaking with precision and clarity to express complex thought	86.5%
Listening thoughtfully and respectfully to the ideas of others	86.3%
Participating in constructive social interaction	85.8%
Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences)	85.2%
Generalizing appropriately from specific cases	84.9%
Demonstrating appreciation for civic responsibility and ethical behavior	84.5%
Maintaining and transferring academic and technical skills to the workplace	84.0%
Considering and evaluating rival hypotheses	82.8%
Analyzing experimental results and drawing reasonable conclusions from them	82.5%
Demonstrating teamwork skills	82.3%
Demonstrating understanding of alternative political, historical, and cultural viewpoints	80.9%
Demonstrating understanding of ethnic, religious, and socioeconomic diversity	78.3%
Using the symbols and vocabulary of mathematics to solve problems and communicate results	77.1%
Demonstrating computer literacy	76.3%
Responding to and evaluating artistic expression	75.5%

Course History

Students who completed the survey were given the opportunity to provide their student ID numbers. These IDs were used to determine which classes they had taken while enrolled at RCCD not just at RIV.

Of the surveys returned at RIV, 335 (95.7%) had a valid ID. Table 2 shows the course abbreviations and the number of students who successfully (grade of A, B, C, or CR) completed the course for courses in which 100 or more students received a successful grade, in descending order.

As expected, English courses are well represented in this list. However, though Math 35 is the third highest course in the list, the GESLO, "Using the symbols and vocabulary of mathematics to solve problems and communicate results," was one of the areas with the lowest percentage of gains for graduates and one of the highest areas where students indicated that they were "Unable to judge." There is no ART course in this top list which may explain why so many students were "Unable to Judge" in this area.

Summary

The General Education Student Learning Outcomes identified by the RCCD District Assessment Committee appear to be consistent with what students who graduate from the college are learning while here. More 3 out of 4 graduates reported that they have made moderate or significant gains in all 25 areas, with 21 of the areas showing that 80% or more of the students have had moderate or significant gains.

The course history of graduates may help with the future direction of GESLOs in that patterns may be discovered that could influence what areas may need focus by the district to ensure adequate student gains.

Table 2: Successfully completed courses of graduates at RIV with 100 or more students, in descending order, Spring 2008

Course	Number of Students
HES-1	239
ENG-1A	205
MAT-35	169
POL-1	155
MAT-52	153
SOC-1	139
ENG-50	133
CIS-1A	131
ENG-1B	128
SPE-1	123
HIS-7	120
PSY-1	109

General Education Student Learning Outcomes Survey

Campus to District Comparisons, 2008

The RCCD General Education Student Learning Outcomes (GESLO) Survey has been conducted for three years and for the first time, it was administered to all three campuses separately. This report is a brief synopsis of interesting findings regarding the differences between the district and the campuses. Changes may be informative as the college measures student gains in these general areas.

MOV

Comparing responses between RCCD and MOV, 19 of the 25 GESLOs from graduates at MOV showed a higher percentage of student-reported gains compared to RCCD overall. Six showed differences of 4% or higher:

- "Demonstrating understanding of ethnic, religious, and socioeconomic diversity" (+8.7%);
- "Demonstrating understanding of alternative political, historical, and cultural viewpoints" (+7.5%);
- "Analyzing experimental results and drawing reasonable conclusions from them" (+5.7%);
- "Demonstrating appreciation for civic responsibility and ethical behavior" (+5.1%);
- "Demonstrating teamwork skills" (+4.4%); and,
- "Participating in constructive social interaction" (+4.0%).

Conversely, four areas showed MOV students had fewer gains compared to RCCD. The differences of three areas were less than 1%, but notably, one area showed a large difference compared to district. That area was "Speaking with precision and clarity to express complex thought" (-7.0%).

Table 1 shows the comparison of MOV and RCCD on the GESLOs.

Table 1: GESLOs in descending order by the difference between MOV and RCCD, Spring 2008

91.6%	82.9%	8.7%	Demonstrating understanding of ethnic, religious, and socioeconomic diversity
92.2%	84.7%	7.5%	Demonstrating understanding of alternative political, historical, and cultural viewpoints
89.7%	84.0%	5.7%	Analyzing experimental results and drawing reasonable conclusions from them
90.3%	85.2%	5.1%	Demonstrating appreciation for civic responsibility and ethical behavior
87.7%	83.3%	4.4%	Demonstrating teamwork skills
90.9%	86.9%	4.0%	Participating in constructive social interaction
81.2%	77.6%	3.6%	Using the symbols and vocabulary of mathematics to solve problems and communicate results
93.6%	90.0%	3.6%	Identifying your own and others assumptions, biases, and their consequences
79.3%	76.1%	3.2%	Responding to and evaluating artistic expression
85.7%	82.9%	2.8%	Maintaining and transferring academic and technical skills to the workplace
79.9%	77.2%	2.7%	Demonstrating computer literacy
90.3%	87.7%	2.6%	Listening thoughtfully and respectfully to the ideas of others
94.2%	92.0%	2.2%	Analyzing and solving complex problems
87.7%	85.5%	2.2%	Generalizing appropriately from specific cases
91.0%	89.2%	1.8%	Being a life-long learner, able to acquire and employ new knowledge
92.2%	90.6%	1.6%	Writing with precision and clarity to express complex thought
90.9%	89.7%	1.2%	Integrating knowledge across a range of academic and everyday contexts
88.3%	87.1%	1.2%	Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences)
84.5%	83.5%	1.0%	Considering and evaluating rival hypotheses
92.3%	91.5%	0.8%	Constructing sound arguments and evaluating the arguments of others
90.3%	89.6%	0.7%	Setting goals and devising strategies for personal and professional development and well being
89.6%	89.7%	-0.1%	Locating, evaluating, and using information effectively
89.6%	89.7%	-0.1%	Reading college-level materials with understanding and insight
90.3%	90.8%	-0.5%	Recognizing and assessing evidence from a variety of sources
80.5%	87.5%	-7.0%	Speaking with precision and clarity to express complex thought

NOR

Comparing responses between RCCD and NOR, 12 of the 25 GESLOs from graduates at NOR showed a higher percentage of student-reported gains compared to RCCD overall. Though no area showed a difference in gains of 4% or higher, four showed differences of 2% or higher:

- "Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences)" (+3.4%);
- "Constructing sound arguments and evaluating the arguments of others" (+2.7%);
- "Recognizing and assessing evidence from a variety of sources" (+2.6%); and,
- "Reading college-level materials with understanding and insight" (+2.3%).

Three areas showed NOR students had fewer gains compared to RCCD greater than 3%. These areas were:

- "Maintaining and transferring academic and technical skills to the workplace" (-5.7%);
- "Demonstrating appreciation for civic responsibility and ethical behavior" (-4.2%); and,
- "Using the symbols and vocabulary of mathematics to solve problems and communicate results" (-3.1%).

Table 2 shows the comparison of NOR and RCCD on the GESLOs.

Table 2: GESLOs in descending order by the difference between NOR and RCCD, Spring 2008

90.5%	87.1%	3.4%	Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences)
94.2%	91.5%	2.7%	Constructing sound arguments and evaluating the arguments of others
93.4%	90.8%	2.6%	Recognizing and assessing evidence from a variety of sources
92.0%	89.7%	2.3%	Reading college-level materials with understanding and insight
84.6%	82.9%	1.7%	Demonstrating understanding of ethnic, religious, and socioeconomic diversity
86.1%	84.7%	1.4%	Demonstrating understanding of alternative political, historical, and cultural viewpoints
91.9%	90.6%	1.3%	Writing with precision and clarity to express complex thought
84.6%	83.5%	1.1%	Considering and evaluating rival hypotheses
90.5%	89.7%	0.8%	Integrating knowledge across a range of academic and everyday contexts
90.5%	89.7%	0.8%	Locating, evaluating, and using information effectively
88.3%	87.7%	0.6%	Listening thoughtfully and respectfully to the ideas of others
90.4%	90.0%	0.4%	Identifying your own and others assumptions, biases, and their consequences
89.0%	89.2%	-0.2%	Being a life-long learner, able to acquire and employ new knowledge
89.0%	89.6%	-0.6%	Setting goals and devising strategies for personal and professional development and well being
76.6%	77.2%	-0.6%	Demonstrating computer literacy
84.7%	85.5%	-0.8%	Generalizing appropriately from specific cases
85.4%	86.9%	-1.5%	Participating in constructive social interaction
74.5%	76.1%	-1.6%	Responding to and evaluating artistic expression
81.8%	84.0%	-2.2%	Analyzing experimental results and drawing reasonable conclusions from them
81.0%	83.3%	-2.3%	Demonstrating teamwork skills
84.6%	87.5%	-2.9%	Speaking with precision and clarity to express complex thought
89.1%	92.0%	-2.9%	Analyzing and solving complex problems
74.5%	77.6%	-3.1%	Using the symbols and vocabulary of mathematics to solve problems and communicate results
81.0%	85.2%	-4.2%	Demonstrating appreciation for civic responsibility and ethical behavior
77.2%	82.9%	-5.7%	Maintaining and transferring academic and technical skills to the workplace

RIV

Comparing responses between RCCD and RIV, only 2 of the 25 GESLOs from graduates at RIV showed a higher percentage of student-reported gains compared to RCCD overall, though the differences were small:

- "Maintaining and transferring academic and technical skills to the workplace" (+1.1%); and,
- "Analyzing and solving complex problems" (+0.2%).

Most of the areas where RIV students had fewer gains compared to RCCD were less than 2% but two GESLOs were greater than 2%. These areas were:

- "Demonstrating understanding of ethnic, religious, and socioeconomic diversity" (-4.6%); and,
- "Demonstrating understanding of alternative political, historical, and cultural viewpoints" (-3.8%).

Table 2 shows the comparison of RIV and RCCD on the GESLOs.

Table 2: GESLOs in descending order by the difference between RIV and RCCD, Spring 2008

84.0%	82.9%	1.1%	Maintaining and transferring academic and technical skills to the workplace
92.2%	92.0%	0.2%	Analyzing and solving complex problems
89.4%	89.6%	-0.2%	Setting goals and devising strategies for personal and professional development and well being
89.4%	89.7%	-0.3%	Locating, evaluating, and using information effectively
77.1%	77.6%	-0.5%	Using the symbols and vocabulary of mathematics to solve problems and communicate results
84.9%	85.5%	-0.6%	Generalizing appropriately from specific cases
75.5%	76.1%	-0.6%	Responding to and evaluating artistic expression
82.8%	83.5%	-0.7%	Considering and evaluating rival hypotheses
84.5%	85.2%	-0.7%	Demonstrating appreciation for civic responsibility and ethical behavior
90.0%	90.8%	-0.8%	Recognizing and assessing evidence from a variety of sources
88.8%	89.7%	-0.9%	Integrating knowledge across a range of academic and everyday contexts
76.3%	77.2%	-0.9%	Demonstrating computer literacy
88.8%	89.7%	-0.9%	Reading college-level materials with understanding and insight
86.5%	87.5%	-1.0%	Speaking with precision and clarity to express complex thought
88.2%	89.2%	-1.0%	Being a life-long learner, able to acquire and employ new knowledge
82.3%	83.3%	-1.0%	Demonstrating teamwork skills
89.5%	90.6%	-1.1%	Writing with precision and clarity to express complex thought
85.8%	86.9%	-1.1%	Participating in constructive social interaction
86.3%	87.7%	-1.4%	Listening thoughtfully and respectfully to the ideas of others
90.0%	91.5%	-1.5%	Constructing sound arguments and evaluating the arguments of others
82.5%	84.0%	-1.5%	Analyzing experimental results and drawing reasonable conclusions from them
88.3%	90.0%	-1.7%	Identifying your own and others assumptions, biases, and their consequences
85.2%	87.1%	-1.9%	Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences)
80.9%	84.7%	-3.8%	Demonstrating understanding of alternative political, historical, and cultural viewpoints
78.3%	82.9%	-4.6%	Demonstrating understanding of ethnic, religious, and socioeconomic diversity

RIVERSIDE COMMUNITY COLLEGE DISTRICT
TEACHING AND LEARNING COMMITTEE

Report No.: VI-A-6 Date: January 27, 2009

Subject: Faculty Development

Background: Attached for the Board's information are a brief history of developments in faculty development and the current advances of Faculty Development at Riverside City College.

Information Only.

Irving G. Hendrick
Interim Chancellor

Prepared by: Amber Casolari
Faculty Development Coordinator, Riverside City College

Significant Changes in Faculty Development Since the Late 1960s
and
Recent Developments in Faculty Development at Riverside City College

by
Amber Casolari, Ph.D.
Assistant Professor of Economics
Faculty Development Coordinator, Riverside City College
Treasurer, RCCDFA/CCA/CTA/NEA

The faculty development movement began over forty years ago and has led to significant changes in the educational system. In California there were important changes that occurred over twenty years ago that shape what faculty commonly think of as faculty development or what is known of as FLEX. Recently, institutions such as the Carnegie Foundation for the Advancement of Teaching have led to further advances in the field of faculty or professional development. All of these changes impact the educational system and locally what is being done at Riverside City College. I would like to share with you a brief history of the developments in faculty development and the current advances being made by the Riverside City College Faculty Development committee as a result.

The faculty development movement began in the late sixties and early seventies due to several factors. According to Lewis, the first was the highly unstable macroeconomic conditions of the time which resulted in high rates of inflation and therefore weakening economic conditions. Weakening economic conditions typically result in cuts to the educational system. The inevitable outcome of tight education budgets was the inability of faculty and colleges to be as mobile as they once were. This was particularly true at national research institutions where teaching was considered a secondary duty for the professoriate. Therefore researchers were forced to teach more often than they had previously and thus needed assistance (Lewis, 1997). The California Statewide Academic Senate also notes that just prior to this time there was a large influx of new faculty to teaching in California Community Colleges which required training in teaching (1993). In addition, during this time period students began to protest the fact that their course material lacked a connection to the current issues of the day. Lastly, there was a diverse student population replacing homogeneous student populations of the past such as older students, part-time students, and students from diverse ethnic cultural and socioeconomic backgrounds (Lewis, 1997). These conditions led faculty to seek out assistance for their teaching since they had been trained as discipline experts and not in the field of education (Lewis, 1997). As a result, the field of faculty development has grown tremendously. By the year 2000, nearly 60% of all four year institutions maintained programs and it is estimated that currently, nearly 75% of all institutions of higher education have a faculty development program (Lewis, 1997).

Several organizations were established to assist in this work. The most prominent national organization is the Professional Organization of Developers (POD). One important role

of this organization is to define the language used by the profession. For example, the terms faculty development and professional development are often confused. To clarify, terminology has been carefully defined in the field. POD recognizes three primary categories of development activities. The first category is known as faculty development. Faculty development emphasizes the "improvement of teaching effectiveness" (Gillespie, 2002). Examples of faculty development activities include pedagogy workshops or discussions of collaborative learning. The second category is instructional development which emphasizes course and curriculum design, and effectiveness via assessment (Gillespie, 2002). Examples of instructional development include workshops that discuss assessment activities or backward design. Professional development refers to the combination of faculty and instructional development activities. The third category is known as organizational development. Organizational development "focuses on the institution's structure and the relationship among its units" (Gillespie, 2002). Examples of organizational development include workshops related to administrative duties such as WebAdvisor and Resource 25 training.

California community college (CCC) faculty, given their substantial teaching load, had difficulty finding time for professional development activities during the lengthy 18 week semester. Therefore, in the early 80s a compromise was struck which allowed CCC faculty a reduced calendar and time to devote for professional development activities; however, in order to reduce their student contact hours they were now required to validate their hours spent on professional development. This requirement is known as FLEX. Similar to POD, the Statewide Academic Senate and the Chancellor's Office have established criteria for acceptable activities. Development activities must be related to either staff improvement, student improvement, or instructional improvement (Academic Senate, 1993).

Recently, despite the gains made, many prominent individuals and organizations have criticized higher education for its lack of focus on the scholarship of teaching and learning. Most prominently Ernest Boyer, writing as the President of the Carnegie Foundation, in his text Scholarship Reconsidered, argued that faculty are so focused on research, as are their evaluation committees, that teaching is not a priority at most institutions of higher education. Moreover, he points out the harsh reality that faculty are not trained as educators but rather as researchers and discipline experts. He further argues that in our role as researchers we have the ability to add to

the teaching and learning literature. He adds that this research must be considered by evaluation committees as important as the research conducted in our respective fields (1990).

The Carnegie Foundation has worked diligently to make changes in this respect. They have sponsored scholars programs, created mentorships, provided grants, and most notably, the institution co-hosts an annual conference known as ISSOTL (The International Society for the Scholarship of Teaching and Learning) where publications in the teaching and learning field can be presented from a wide range of disciplines and to an international audience. (Carnegie).

Another important innovation in the field of teaching and learning has been the research of Faculty Learning Communities (FLCs) by authors such as Milton Cox from the University of Miami. These groups may also be referred to as Faculty Inquiry Groups (FIGs) or Communities of Scholars by individuals like Pat Hutchings from the Carnegie Foundation. Dr. Cox argues that FLCs allow faculty to work with colleagues from other disciplines in a non-threatening way to discuss issues that all face involving teaching and learning. This environment allows faculty to innovate and create partnerships with other entities on and off campus. In addition, faculty bond with one another and become motivated as well as accountable to the community (Cox, 2004).

Other influential Carnegie scholars are Mary Huber and Pat Hutchings. In their work with California Community colleges to improve student success in pre-collegiate math and English courses (developmental education courses) known as SPECC, they made a few observations about professional development in CCC. In a recent Carnegie Perspectives article Pat Hutchings writes:

> Part of what needs to be different is language. Though most educators aspire to be life-long learners and to improve in the various facets of their professional work, being "developed" is not an altogether appealing prospect. For starters, it sounds like something that happens *to* you; even worse, there's a sense that something's broken and needs to be fixed. In contrast, many of the SPECC sites have adopted the language of "faculty inquiry," pointing toward a process that begins with the questions that good, thoughtful teachers have, and need to understand more fully, about their own students' learning. In this spirit, SPECC campuses have created Faculty Inquiry Groups (FIGs) that illustrate powerful professional growth and learning characterized by three key principles.
>
> Opportunities for teachers to grow and develop must be sustained over time**.** Professional development often takes the form of one-time workshops and presentations by outside speakers that may or may not be related to the campus's goals for student learning. SPECC participants have been energetic in pointing out the limitations of this model. "We believe that the one-hour, lunch-time faculty development workshop has little impact on the transformation of faculty attitudes and behavior," one campus team reported. In contrast, they noted that their work in

> the Carnegie project "has taught us that if we are serious about making radical changes to the way we deliver instruction, we must work intensively with a select group of faculty over an extended period of time." Some FIGs established in SPECC have continued for more than a year now.
>
> A second principle is the importance of collaboration**.** One of the most persistent impediments to educational improvement is that teachers have—because institutions provide—so few purposeful, constructive occasions for sharing what they know and do. Thus, one of the most important moves a campus can make is to create occasions for educators to talk, to find colleagues, to be part of a community of practice. As an administrator at Merced College remarked during a SPECC site visit, "Good things happen when teachers talk."
>
> The third defining feature is a focus on evidence about student learning**.** SPECC campuses have served as laboratories for exploring how to bring different kinds and levels of evidence more effectively to bear on the improvement of teaching and learning.

The Riverside City College Faculty Development committee has been extremely dedicated to these principles over the last few years. We offer workshops in all three categories of development: faculty, instructional and organizational, during the designated FLEX days as well as throughout the semester. Additionally, we have invited outside speakers to discuss ideas that are considered transformative teaching ideas. However, agreeing with the premise that one time workshops and speakers lack the in depth discussion opportunities as well as the other benefits a longstanding program, last year, we introduced a new program known as the Community of Scholars program—"a collegial learning community of scholarly inquiry and professional development"—whereby faculty across the disciplines work closely with a fellow faculty convener/facilitator to identify to common teaching concerns and identify meaningful ways to implement change into curriculum and pedagogy. Moreover, community participants will consider how the issues facing them can be addressed at a larger institutional level.

During the 2007-08 academic year three communities were established: "Incorporating Diversity Into Your Curriculum" facilitated by Kristi Woods, "Advancing Information Competency" facilitated by Steve Brewster, and "Creating Significant Learning Experiences," based on the principles of L. Dee Fink, facilitated by Amber Casolari. Nearly 25 faculty participated and have implemented changes into their courses as a result. During the 2008-09 academic year, three communities were established with roughly 20 faculty participants. One primary difference is that faculty will participate in the community for the entire academic year as opposed to one semester like the previous academic year. The "Diversity Revisited" community facilitated by Kristi Woods had tremendous success and participants requested that

they continue their research into this academic year. The second community, "Think Fink," facilitated by Jami Brown and Jacqueline Lesch is examining the principles of Bloom's taxonomy relative to L. Dee Fink's Taxonomy of Significant Learning. In the third community "Teaching Students To Be Students," facilitated by Thatcher Carter, participants are examining the many reasons students fail courses and are attempting to craft solutions to some of the issues.

The Faculty Development committee has achieved many accomplishments during the last academic year. Please refer to the attached document (FDC Accomplishments 2007-08). We have been equally active this year with the Community of Scholars program and professional development activities. We will also be hosting a two-day event with noted speaker Barbara Millis on cooperative learning in March. We will continue to foster a cooperative relationship between other committees on campus such as the student success committee, CAP, Riverside assessment committee, library, and to work closely with all disciplines. Lastly, we are pleased to announce the opening of the Center for Teaching Excellence in spring of 2009. The CTE will be located on the fourth floor of the digital library and will contain multiple resources for faculty. A few of the resources available will include a library of teaching and learning resources, open campus assistance, a bank of computers, meeting space, and an interactive classroom.

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RIVERSIDE COMMUNITY COLLEGE DISTRICT
TEACHING AND LEARNING COMMITTEE

Report No.: VI-A-7 Date: January 27, 2009

Subject: Sabbatical Leave Report

Background: Attached for the Board's information is a sabbatical leave report from Arend Flick.

Information Only.

Irving G. Hendrick
Interim Chancellor

Prepared by: Kristina Kauffman
Associate Vice Chancellor, Institutional Effectiveness

Sabbatical Leave Report

Arend Flick

2007-2008

Sabbatical Leave Report

Arend Flick

I had a number of interrelated goals in mind when I applied for sabbatical leave this past academic year. Having served on the district assessment committee (DAC) since its inception in 2000, and as faculty chair of that committee and district assessment coordinator since 2004, I wanted to take some uninterrupted time to research and review the assessment literature more thoroughly than I had had time to do, with particular emphasis on general education (GE) assessment, often regarded as the greatest challenge facing institutions of higher education today. I wanted to do this partly to be able to bring back a series of recommendations to the district about how to improve our efforts to define and assess general education, but I was also eager to satisfy my own intellectual curiosity about this topic. A related focus of study for my sabbatical year was the concept of electronic portfolios, digitalized repositories of student coursework (along with ancillary artifacts like reflections done by students about their academic progress, learning goals statements, evidence of co-curricular activity, etc.). Electronic portfolios ("eportfolios," as they are usually called now) have been shown to be of great pedagogical use, aiding in the development of metacognitive skills and life-long learning competencies. But I had also become aware of their value for outcomes assessment and accountability purposes. They are increasingly seen as more authentic kinds of evidence than standardized test performances are that students have achieved the learning goals for particular courses and programs, and evaluation of sample student eportfolios has become an increasingly common technique by which colleges and universities attempt to pinpoint problem areas in their curricula that can lead to improvement. (Not incidentally, eportfolios have found increasing favor with accrediting agencies.) I had hoped to study GE assessment and the eportfolio movement as thoroughly as

time permitted, attending conferences, reading, networking, visiting other colleges in which these techniques are being employed with success. As evidence of my efforts, I intended to write a report on general education assessment for the district, and to write several other pieces related to assessment for possible publication. I also hoped to develop an approach to piloting an eportfolio system for the district if I could discover a feasible one. Finally, I indicated that I would also use the year off from teaching duties to improve my own teaching abilities, particularly by researching a particular pedagogy, problem-based learning, that had interested me for a long time, and which I had been trying to employ (with uneven results, I felt) in my classes for several years.

I am pleased to be able to report that I mostly succeeded in meeting the objectives I laid out for myself a year ago—despite the fact that accreditation-related duties consumed much of my time from June through October of 2007. And I accomplished a few other things relevant to my professional life, ones I wouldn't have anticipated in spring, 2007. A year away from teaching also permitted me the freedom for some pursuits—e.g., a trip to Alaska, a series of yoga classes, a lot of pleasure reading—unrelated (superficially, at least) to the teaching of English and the assessment of course or program outcomes. But I will do my job at RCCD better for having had this year of relative freedom.

Conferences attended:

In the past 14 months, my sabbatical enabled me to attend the following conferences, during which I focused as much as possible on presentations related to GE assessment and eportfolios:

- The Association of Institutional Researchers (AIR) annual conference in Kansas City, MO in June 2007. The AIR forum has a track devoted to assessment, and over the past few years I have found AIR's data-driven presentations particularly useful. The 2007

AIR Forum was immediately preceded by a mini-conference on teaching and assessment held at the University of Missouri-Kansas City, where our former RCCD colleague Rick Axelson was working at the time. At that conference, I served on a panel with Rick and Catherine Wehlburg of Texas Christian University called "Putting It All Together: Meaningful Assessment at the Institution Level" that was well received by the 75 or so attendees.

- The Strengthening Student Success conference in San Jose in October 2007. This annual conference, which focuses on outcomes assessment in the California community colleges, has tracks on general education and on English. (I was involved in the planning of the first two conferences in 2006 and 2007 and served as English strand leader for both years.)
- The Indiana University-Purdue University Indianapolis (IUPUI) assessment institute in November 2007, held annually in Indianapolis. IUPUI is a national leader in assessment and the use of eportfolios, and their strand devoted to eportfolios was very worthwhile.
- The TechEd conference in February 2008, in Ontario. A sign of the growing national interest in eportfolios was the inclusion of several good presentations on that topic.
- The annual AIR Forum in Seattle, in May 2008.
- An international conference on eportfolios in August 2008, in Park City, Utah.

I'd like to express my gratitude to the RCCD Office of Institutional Effectiveness and to the Norco Title V office for their generous support enabling me to attend these conferences.

Other research conducted:

There is now a rather voluminous amount of information on GE assessment and eportfolios on the Internet, so I set myself a course of reading in it that I will continue into the

next academic year. Fewer books have been written on these topics than might be supposed, but I now own just about all of them and have read most. For my inquiry into problem-based learning, I followed a similar course, acquiring and reading the several books on the topic and reading as much as I could online.

I also looked for opportunities to consult with colleagues at other institutions on these topics. Much of this consultation was done by email, but whenever practicable, I made visits to such institutions for more concentrated discussion and observation. To cite one example, I became intrigued with the feasibility and desirability of employing an assessment data management system at RCCD partly as a way of stimulating more authentic assessment, so besides researching these systems at conferences and over the Internet, I visited Crafton Hills College, which employs a system called eLumen to see what one looks like in action. To cite another rather serendipitous example, I had been asked by the Los Angeles Community College District to help them set up some assessment workshops, but I discovered in working with them that one of their colleges was also using eLumen and that the district was shortly to embark on an eportfolio pilot. Having the time to pursue these paths allowed me to make the kind of discoveries I would not have been able to make otherwise—ones I hope will work to the betterment of RCCD.

Writings:

As noted above, my research this past year has led to a number of articles and reports that provide evidence of the my productivity and directly or indirectly benefit the district in return:

- A three-part essay on “non-collaborative assessment” for the California community college listserv devoted to outcomes assessment, appearing in August 2007. My focus in these articles (available at the RCCD assessment website) is on techniques through which

individual instructors can engage in meaningful assessment on their own, as may be necessary in various circumstances (e.g., one-instructor disciplines, adjunct instructors unable to network with colleagues, etc.).

- A long piece on whether outcomes assessment leads inevitably to standardization of pedagogy, written originally in October, 2007 in response to an RCCD colleague's concerns as expressed in an "rcc-all" email. In this essay I try to allay these fears in part by showing how difficult it would be to develop standardized assessment measures for the vast majority of the courses we teach. This piece is also on the RCCD assessment website, but I am working on adapting it for traditional publication.
- An essay written jointly with Rick Axelson (now an Assistant Professor at the University of Iowa) called "Sustaining Assessment: A Post-Epidemiological Approach Using the Program Evaluation Standards," accepted for publication by Assessment Update (the most prestigious and widely read assessment journal in the country) later this year. In talking about our individual research preoccupations—Rick's on the formal standards developed by the American Association of Evaluators that have never been used by outcomes assessment professionals, mine on the reasons so many teachers seem to resist outcomes assessment when academia would seem to be an institution built on the premise that gathering evidence (and using evidence for improvement) is a good thing—we discovered a meeting point that enabled us to write an article detailing how employing these standards could help alleviate this resistance. Rick and I have begun to work on other articles as well, including one that casts doubt on the pervasive but insufficiently tested belief that all forms of "student engagement" increase levels of student learning.

- A long report on assessing GE addressed to the RCCD, and completed in May, with a series of recommendations for implementing an effective GE assessment program in the district. I also note that the general education program at RCCD is itself badly in need of modification (the same can be said of most GE programs elsewhere), and I make some suggestions about what changes need to be made and how to effect those changes. While this report is probably the single most important outcome resulting from my sabbatical, I confess to having some doubts, given the district's many other preoccupations, about whether it will be read and its recommendations acted upon (though I entertain no illusion that my suggestions represent the only possible avenue for accomplishing what clearly needs to be accomplished).
- Under the category of writing not directly related to my original sabbatical proposal but having some bearing on my professional life, I found myself preoccupied for over a month in December and January preparing a eulogy for my dissertation director (and dear friend) at Berkeley, Ralph W. Rader (I delivered the eulogy at Ralph's memorial service on January 19, 2008), and assisting in the process of editing his selected essays for publication by Ohio State University Press. I reread literally everything he had written over his half century of professional life, a bittersweet undertaking, and wrote a long essay on his contribution to literary theory that may help to inform the introduction to that collection. I have also begun work on a scholarly project related to an avocational interest of mine, the Lewis and Clark expedition, that I hope will result in publication.
- Under "writings" I would also place my creation of a faculty website, something that I had long wanted to do primarily as a method of making course materials available to students who might have misplaced or been unable to obtain them. I enrolled in the

RCCD hybrid academy in May and had a website up by August—clearly the product of a cyber-amateur, but nevertheless a source of some satisfaction. I have no interest in teaching in an entirely online environment, but my experience developing the site persuades me that I may eventually begin to develop and teach some hybrid courses.

- Finally, the sabbatical enabled me to nearly complete an assessment project focused on critical thinking competency attainment in a representative sampling of RCCD students enrolled in GE courses. DAC had asked instructors to provide it with sample student work late in spring 2007 in response to assignments calling for critical thinking. I needed much of the past year to develop a viable approach to scoring this work. Scoring was completed during summer 2008; I now await data from the Office of Institutional Research to be able to complete a report, probably by October 2008. My tentative conclusion is that this general approach to GE assessment works, and should be modified and implemented (eventually as part of an eportfolio system for generating sample student work) in future assessments of GE outcomes.

The electronic portfolio pilot project:

The most challenging goal I set for myself for the sabbatical turned out to be the electronic portfolio research. As long ago as 2001, several other DAC members and I journeyed to Palomar College to observe their "digital portfolio" system, through which they hoped to undertake authentic forms of outcomes assessment. But they had only succeeded in getting a handful of students to develop portfolios, and there was no evidence (so it seemed to us, at least) that this technology was mature enough to lend itself to assessment purposes. Five years later, however, I began to see compelling evidence—particularly in Web 2.0 applications—that the time might finally be right for eportfolios, particularly because so many assessment theorists

whom I respected had begun to advocate for them. And I became aware of a number of institutions, some of them community colleges, who had implemented large-scale eportfolio systems and begun to make them work for outcomes assessment purposes. But in the first six months or so of the sabbatical, I pursued a number of dead ends and blind alleys as I looked for an approach that might be right for RCCD. I discovered a bewildering variety of possible tools, from open source applications (like IUPUI's) that would require us to dedicate much of our IT resources to development, to over 20 for-profit vendors of eportfolio software, each of which I tried to research thoroughly despite concerns that the cost would be prohibitive. (Interested readers may learn more of this journey in my GE report.) Finally, though, I discovered through my work with the LACCD that the CCC chancellor's office was about to begin a pilot eportfolio project based on a platform I very much admired, used successfully by the state of Minnesota, now called efolio but become xfolio in a new version of the tool debuting in January 2009. LA Community College District had been invited to pilot this tool for possible CCC system-wide use, but I was also able to get approval for RCCD to join the pilot as well. We expect to use fall, 2008 for planning but begin to have students in a number of RCCD programs develop their own portfolios by spring 2009—all at only a very modest cost to the district. I'm cautiously optimistic that this effort will be of significant value to the district.

Pedagogy:

A final area to which I've devoted the sabbatical leave relates to my teaching. The development of a faculty website is one manifestation of that devotion, but so is the amount of reading I was able to do on collaborative and problem-based learning. I will go back into the classroom this fall with a more rigorous understanding of the theories behind, and specific applications of, these methodologies. I expect my English 1A classes in particular to be almost

entirely problem-based, by which I mean that students will spend most of their class time defining and attempting to solve problems (not listening to me talk), and of course writing—sometimes collaboratively—about those problems and solutions. (The first problem of the semester will be the course itself—in the first hour of the first day, my students will be asked to identify what they see as the chief questions they have about the course and then work collaboratively to find answers to those questions.) I am also adapting my 1A classes to make them focus more rigorously on critical thinking as I have come to understand it than ever before. It came to me suddenly as I listened to a presentation on calibrated peer review at the October Strengthening Student Success conference that English 1A might profitably focus, in the required readings and writing, on pseudoscience (e.g., alien abduction, telekinesis, the Bermuda triangle), pseudohistory (9/11 conspiracy theories, Holocaust denial), and pseudomedicine. And so I have redefined my course so that I can teach argumentation, logical reasoning, the avoidance of logical fallacies, etc., in this context. (In a world where so many bright people seem to believe so many weird things, this new focus also feels to me like an act of good citizenship.) I have always been in the habit of regularly remaking my courses, but the sabbatical encouraged me toward a more radical—and for me at least, more exciting—remaking than I had ever attempted before.

The sabbatical has been enormously useful to me both professionally and personally (I'm probably not unique as a teacher in wondering whether there is any meaningful line to be drawn between the two), as I have tried to indicate. Whether it will have benefited the RCCD will partly rest with my colleagues, in both the faculty and administration, and can only be judged accurately, if at all, in the years to come. I'm confident that my students at least will benefit from the time I had away from teaching. And if, in five years, RCCD has aggressively

reconsidered its approach to general education, and supported the development of a district-wide eportfolio process, I'm equally confident it will have benefited as well.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
RESOURCES COMMITTEE MEETING
January 20, 2009, 7:45 p.m.
Student Services 101, Moreno Valley Campus

Committee Members:
Mark Takano, Committee Chairperson
Jose Medina, Vice Chairperson
James L. Buysse, Vice Chancellor, Administration and Finance
Melissa Kane, Vice Chancellor, Diversity and Human Resources
Doug Beckstrom, Academic Senate Representative (Moreno Valley Campus)
Tim Brown, Academic Senate Representative (Riverside)
Patricia Worsham, Academic Senate Representative (Norco)
Amber Casolari, CTA Representative (Riverside)
Shari Yates, CTA Representative (Riverside)
Karin Skiba, CTA Representative (Norco)
Gustavo Segura, CSEA Representative (Moreno Valley)
Tamara Caponetto, CSEA Representative (Norco)
Tish Chavez, Confidential Representative (Riverside)
Zulma Michaca, ASRCCD
Meshay Brown, ASRCCD

AGENDA

VI. Board Committee Reports

B. Resources Committee

1. Riverside Nursing/Sciences Building Project - Multiple Prime Construction Management Agreement - Barnhart Inc., a Heery International Company
- The Committee to consider a construction management agreement for the Riverside Nursing/Sciences Building and the expenditure of project funds.

2. District Modular Projects - Moreno Valley Allied Health Sciences and Riverside City Campus - Change Order No. 2
- The Committee to review change orders for the District Modular Projects - Moreno Valley Allied Health Sciences and Riverside City Campus.

3. District Modular Projects - Inspection/Testing Services Amendment - River City Testing
   - The Committee to consider an amendment to an inspection/testing services agreement utilizing Measure C funds.

4. Moreno Valley Campus Food Services Remodel - Agreement/Amendment - Higginson+Cartozian Architects, Inc.
   - The Committee to consider an amendment to an agreement for additional architectural services utilizing Measure C funds.

5. Riverside City Campus Food Service Remodel - Change Order No. 1
   - The Committee to consider a change order for the Riverside City Campus Food Service Remodel project.

6. Classification and Compensation Study Overview
   - The Committee will be presented with an update on the Classification and Compensation Plan review conducted by Hay group.

7. 2008-2009 State Budget Update
   - Staff to brief the Committee on any new information relative to the State budget.

8. Comments from the public

Adjourn

Prepared by: Charlotte Zambrano
Administrative Assistant,
Administration and Finance

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RESOURCES COMMITTEE

Report No.: VI-B-1 Date: January 27, 2009

Subject: Riverside Nursing/Sciences Building Project – Multiple Prime Construction Management Agreement – Barnhart Inc., a Heery International Company

Background: On June 17, 2008, the Board of Trustees approved the final design and final project budget for the Riverside Nursing/Sciences Building Project.

Staff is now recommending that the Riverside Nursing/Sciences Building Project be delivered using Multiple Prime Contracting (MPC). MPC is currently being used for the Phase III-Norco/Industrial Technology Project. This agreement supercedes the agreeement with Barnhart, Inc. to provide staff augmentation construction management services approved by the Board of Trustees on August 29, 2006.

Staff is requesting approval to enter into the attached agreement with Barnhart Inc., a Heery International Company to provide multiple prime construction management services for the Riverside Nursing/Sciences Building Project. Services under this agreement would include management and oversight of bid preparation, construction execution and ensuring compliance with: bid drawings and specifications, contract documents, code and labor compliance, and Division of State Architect (DSA) requirements, and assist with building commissioning for the project.

The total fixed fee for the construction management services is identified as follows:

Construction Management Fee - $3,380,165
Basic Compensation Fee- $2,405,000
Total Fee - $5,785,165

The funding source for these construction management services and expenses are included in the Board approved project budget State Construction Act Funds (Resource 4100) and District Measure “C” Funds (Resource 4160).

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RESOURCES COMMITTEE

Report No.: VI-B-1 Date: January 27, 2009

Subject: Riverside Nursing/Sciences Building Project – Multiple Prime Construction Management Agreement – Barnhart Inc., a Heery International Company (continued)

Recommended Action: It is recommended that the Board of Trustees approve the agreement with Barnhart Inc., a Heery International Company, approve the expenditure of project funds in an amount not to exceed $5,785,165 and authorize the Vice Chancellor, Administration and Finance, to sign the agreement with the provision that the agreement end date may be extended without additional compensation.

Irving G. Hendrick
Interim Chancellor

Prepared by: Orin L. Williams
Associate Vice Chancellor
Facilities Planning, Design and Construction

Ruth W. Adams
Director – Contracts, Compliance and Legal Services
Riverside Community College District

C. Michael Webster
Riverside Community College District Planning Consultant
Facilities Planning, Design and Construction

Construction Management – Multiple Prime
Public Works Agreement

RIVERSIDE COMMUNITY COLLEGE DISTRICT

And

BARNHART, INC,
A HEERY INTERNATIONAL COMPANY

Construction Management Services

NURSING/SCIENCES BUILDING PROJECT
RIVERSIDE CITY CAMPUS

CONSTRUCTION MANAGEMENT SERVICES

(Nursing/Sciences Building Project – Riverside City Campus)

This Construction Management Services Agreement ("Agreement") is made and entered into this 28th day of January, 2009 by and between Riverside Community College District (hereinafter "District") and Barnhart, Inc., A Heery International Company (hereinafter referred to as "Construction Manager") for construction management services relating to a multi-prime construction contract for construction of the Nursing/Sciences Building Project located at Riverside City Campus, Riverside, California (the "Project"). This agreement supercedes all previous agreements concerning the Nursing/Sciences Building Project.

ARTICLE 1
CONSTRUCTION MANAGER'S SERVICES AND RESPONSIBILITIES

Construction Manager represents to District that it has the necessary license for a Construction Manager as provided for in Government Code Section 4525, et seq. that it has expertise and experience in construction supervision; bid evaluation; project scheduling; cost benefit analysis; claims review and negotiation; and general management and administration of construction projects. Construction Manager covenants to provide its best skill and judgment in furthering the interests of District in the management of the construction of the Project. Construction Manager agrees to furnish efficient business administration and management services and to perform in an expeditious and economical manner consistent with the interests of District. The Construction Manager hereby designates the following:

Chris Moseley, Principal in Charge/Project Executive
Larry Caprio, Project Manager
Dave Christensen, General Superintendent
John Atherton, Project Superintendent
Larry Hendrick, Estimating/Precon Services Manager
Randy Lanear, BIM/Constructability Manager
Murray Roth, Scheduling Manager
Eric Sierra, Field Engineer

The designee's are Construction Manager's representatives to the Owner. Any substitution of the Construction Manager's representatives shall be approved in writing by the Owner. Construction Manager shall provide the following services with respect to the Project.

1.1 DESIGN PHASE.

The services to be provided during the Design Phase for the Project include, but are not limited to, providing responsible reporting, documentation, recommendations and supervision of the following services: pre-construction scheduling, review and recommendations during the design development stages from the schematic phase to the completion of working drawings,

preparation of conceptual and periodic estimates, budget assessment and cost containment advice, value engineering studies and recommendations, and Construction Manager reviews.

1.1.1 Construction Management Plan. In consultation with the District's architect ("Architect"), the Construction Manager shall prepare a Construction Management Plan for the Project which shall establish the scope for the Project and the general basis for the sequence of contracting for construction of the Project. In preparation for this Construction Management plan, the Construction Manager shall evaluate the local construction market, the District's schedule and budget goals for the Project, develop various alternative approaches, and make recommendations to the District. Upon approval by the District of the Construction Management Plan for the Project, the Construction Manager shall prepare the Construction Management Plan in final form. This document shall indicate the Project's rationale and recommend the strategy for purchasing, construction, the various bid packages for Project, and a Master Project Schedule.

1.1.2 Master Project Schedule. The Construction Manager shall develop a Master Project Schedule for the Project, subject to approval by District, which shall contain key milestones to be accomplished by the participants, including milestone completion dates for the Architect's and any consultant's design activities. The Master Project Schedule shall be consistent with the schedule attached hereto as Exhibit "A" and incorporated herein. The Master Project Schedule shall contain a critical path Master Construction Schedule for the Project and shall provide all major elements. The Master Project Schedule shall utilize the completion date of September 1, 2011.

If necessary, the Construction Manager shall periodically update the Master Project Schedule for the Project and submit each update to the District for the District's approval.

1.1.3 Project Budget. The Construction Manager shall provide a budget based upon the amounts provided by the District pursuant to Paragraph 2.2 ("Project Budget"). This budget shall include: the anticipated total of all of the separate contracts for the Project pursuant to Section 1.1.10 ("Construction Cost"); Construction Manager's compensation; and the General Conditions costs as provided in this Agreement. The Construction Manager shall review any Project requirements of District, the District's schedule goals, and existing budget data.

The Construction Manager shall make a report of the Project Budget to the District indicating: (1) shortfalls or surpluses in the budget, and (2) recommendations for cost reductions, value engineering, or revisions to the District's Project requirements. The Construction Manager shall consult with the Architect and the District to suggest reasonable adjustments in the scope of the Projects, if any, and to suggest alternate Bids in construction documents to adjust the construction costs to conform to the Project Budget.

1.1.4 Cost Management Procedures. The Construction Manager shall implement and maintain cost management procedures throughout the Design Phase for the Project. When design or programmatic changes are made and approved by the District, these changes shall be recorded and the cost effect shall be documented.

1.1.5 Construction Management Coordination and Value Engineering Review. The Construction Manager shall perform constructability reviews, utilizing a checklist type method such as Redicheck or some other form acceptable to District, and shall provide input to the District relative to means and methods of construction, duration of construction, and constructability. This checklist shall be made available to the District and the Architect. The Construction Manager is a licensed general building contractor and all of its services are from the point of view of a building contractor. All services under this section and Agreement are performed from a building contractor's point of view and are to be judged based on what a reasonable building contractor would have done. The Construction Manager disclaims any design liability and is not a code checker, architect or design related professional**.** Nothing in this Agreement shall make Construction Manager responsible for the adequacy or accuracy of any part of the Project design, the responsibility for which shall remain with the Architect.

1.1.6 Coordination/Value Engineering Review. With respect to the Project, the Construction Manager shall review the Architect's 50% and 90% contract document submissions and provide written comments on the coordination of the various disciplines, including civil, structural, architectural, mechanical, electrical, HVAC, plumbing, and landscape. The Construction Manager is a licensed general building contractor and all of its services are from the point of view of a building contractor. All services under this section and Agreement are performed from a building contractor's point of view and are to be judged based on what a reasonable building contractor would have done. The Construction Manager disclaims any design liability and is not a code checker, architect or design related professional**.** Nothing in this Agreement shall make Construction Manager responsible for the adequacy or accuracy of any part of the Project design, the responsibility for which shall remain with the Architect.

1.1.7 Design Review and Comments. The Construction Manager shall provide coordination between the Architect and the District on the proper flow of information for the Project. The Construction Manager shall develop written procedures for orderly communication to all Project consultants. Construction Manager shall advise on-site use and improvements. Nothing in this section shall make Construction Manager responsible for the adequacy or accuracy of any part of the Project design, the responsibility for which shall remain with the Architect.

1.1.8 Cost Adjustment Sessions. The Construction Manager shall prepare for the District's approval a more detailed estimate of Construction Cost, as defined in Article 3, developed by using estimating techniques which anticipates the various elements of the Project. The Construction Manager shall update and refine this estimate at 50% and 90% completion of the Construction Documents. The Construction Manager shall advise the District and the Architect if it appears that the Construction Cost may exceed the budgeted amount for Construction Cost as set forth in the Project Budget. The Construction Manager shall make recommendations for corrective action to bring the Construction Costs within the District Budget.

A fixed limit has been established to the project budget under Paragraph 2.2. The Construction Manager shall consult with the Architect and the District to suggest reasonable adjustments in the scope of the Project, and to suggest alternate bids in the Construction Documents to adjust the Construction Cost to the budgeted amount for Construction Cost as set forth in the Project Budget, if necessary.

1.1.9 Assignment of Responsibility. The Construction Manager shall provide recommendations and information to the District regarding the assignment of responsibilities for safety precautions and programs; temporary Project facilities; and equipment, materials and services for common use of contractors. The Construction Manager shall verify that the requirements and assignment of responsibilities are included in the proposed contract documents.

1.1.10 Separate Contracts (Multi-Prime Contracting). The Construction Manager shall advise on the separation of the Project into separate contracts for various categories of work ("Contracts"). The Construction Manager shall advise on the method to be used for selecting contractors and awarding individual bids. The Construction Manager shall prepare and revise contractor pre-qualification documents and identify potential contractors for District approval. The Construction Manager shall inspect, review, revise and assure proper delivery, assembly of the Project manuals and specifications and shall manage and coordinate the development of construction documents with the Architect. The Construction Manager shall review drawings and specifications for the Contracts to provide that (1) the work of the separate contractors is coordinated, (2) all requirements for the Project have been assigned to the appropriate separate Contract, (3) the likelihood of jurisdictional disputes has been minimized, and (4) proper coordination has been provided for phased construction. Nothing in this section shall make CM responsible for the adequacy or accuracy of any part of the Project design, the responsibility for which shall remain with the Architect.

1.1.11 Monthly Reports. With the District's assistance, Construction Manager shall provide a detailed cash flow tracking system for the Project. The system must be approved and accepted by the District. The Construction Manager shall update the cash flow spread sheet monthly or as required by the District.

1.1.12 Coordination of Relocation of District Property. If applicable, Construction Manager shall coordinate the moving, relocation, temporary housing and storing of District's property prior to the construction phase for the Project.

1.1.13 State Chancellor and Other Public Agencies. The Construction Manager, in cooperation with the District and Architect, shall assist with the coordination and processing of all necessary paperwork and close-out documents with the State Chancellor, Division of the State Architect and any other applicable public agencies.

1.1.14 Professional Consultants. The Construction Manager shall assist the District, if required, in selecting and retaining the professional services of surveyors, special consultants and testing laboratories, and coordinate their services.

1.2 PLAN CHECK AND BIDDING PHASE.

1.2.1 Bidding Procedures. The Construction Manager shall develop and expedite bidding procedures for bid document issuance, bid tracking and receipt of proposals with regard to each of the Contracts. The Construction Manager shall also take the necessary procedures to administer any prequalification of potential contractors as directed by the District and ensure that all Contracts are competitively bid when required by law.

1.2.2 Public Relations Activities. The Construction Manager shall assist the District in all public relations including, but not limited to, preparation of Project information and attending internal and public meetings as required, including site meetings.

The Construction Manager shall be the point of contact for the entire community during all phases of construction in regards to any complaints, questions, safety issues, noise problems, dust problems, etc.

1.2.3 Generate Bidder Interest. The Construction Manager shall develop bidder's interest in the Project and shall maintain contact with potential bidders for the Contracts on a regular basis throughout the bid period. A telephone campaign shall be conducted by Construction Manager to stimulate and maintain interest in bidding on the Project.

1.2.4 Bid Advertisements. The Construction Manager shall coordinate the preparation and placement of the notices and advertisements to solicit bids for each of the Contracts as required by law in cooperation with the District.

1.2.5 Prepare and Expedite Bid Documents Delivery. The Construction Manager shall coordinate and expedite the preparation, assembly and delivery of bid documents and any addenda for each of the Contracts to the bidders including the following, as applicable:

(a) Establish bid schedule by trade;
(b) Prepare summaries of work bid packages;
(c) Arranging for printing, binding and wrapping;
(d) Arranging for delivery; and
(e) Follow-up calls to the bidders.

The Construction Manager shall include the following requirements in all proposed Contract Documents:

(a) The following bonding requirements:

(i) Performance bond at 100% of the contract amount.

(ii) Labor and material bond at 100% of the contract amount.

(b) Insurance in amounts and coverage as directed by the District prior to bid.

(c) All bonds must be provided by a California admitted surety.

1.2.6 Pre-Bid Conference(s). In conjunction with the Architect and District, the Construction Manager shall conduct the pre-bid conference(s). These conferences shall be a forum for the District, the Construction Manager, and Architect to present the District's Project requirements to the bidders, including prequalification requirements, as appropriate, and shall familiarize bidders with the particular Project, bid documents, management techniques and with any special systems, materials or methods.

1.2.7 Coordination and Inquiries. The Construction Manager shall coordinate communications related to bidder inquiries and seek resolution for the appropriate party and provide timely forwarding of such information to the bidders and District.

1.2.8 Addenda Review. The Construction Manager shall administer the addenda process and shall provide a review of each addendum during the bid phase for time, cost, or constructability impact, and make appropriate comments or recommendations.

1.2.9 Bidding of Work. All construction work for the Project shall be competitively bid when required by law and awarded in no more than two bid phases in accordance with normal requirements for general contractors. If the Project is funded with any State funds, Construction Manager shall comply with all applicable requirements. A bid phase summary shall be submitted with each bid phase package listing only the low bidders, their contract amounts, the Construction Manager's fee and General Conditions costs assigned to each bid phase, summed as a total committed cost. Construction Manager shall assist District and Architect to ensure compliance with any Disabled Veteran Business Enterprise goals.

1.2.10 Bid Evaluation. The Construction Manager in cooperation with Architect shall assist the District in pre-qualification, the bid opening, evaluation of the bids for completeness, full responsiveness and price, including alternate prices and unit prices (if applicable), shall make a formal report to the District with regard to the potential award of a Contract, shall receive bids, prepare bids. The Construction Manager shall include a copy of the proposed Contract for each bidder recommended by the Construction Manager.

If applicable, the summary of bids shall classify all bids according to cost allowance categories. When a bid includes work in more than one cost category, the summary shall assign an appropriate amount to each.

Construction Manager shall certify in writing that the Contracts contained in the submittal for the District represents all the contracts required to perform the work in the plans and specifications for the Project, and that no additional contracts are foreseen to complete the necessary work for such Project. In the event the contracts and the work deferred for the future does not represent 100% of the work, and as a direct result of Construction Manager's negligent actions, the additional necessary work shall be offset by a reduction in the Construction Manager's fees.

1.2.11 Rebidding. In the event the bids exceed the Project Budget and the District authorizes rebidding of all or portions of the Project, the Construction Manager shall cooperate in revising the scope and the quality of work as required to reduce the construction costs for the Project. The Construction Manager, without additional compensation, shall cooperate with the District and Architect as necessary to bring construction costs within the Project Budget.

1.2.12 Non-interest in Project. The Construction Manager shall not be a bidder, or perform work for any bidder on any individual Contract.

1.2.13 Purchase, Delivery and Storage of Materials and Equipment. If applicable, the Construction Manager shall investigate and recommend a schedule for the District's purchase of materials and equipment which are a part of the Project and require long lead time procurement, and coordinate the schedule with the early preparation of portions of the contract documents. The Construction Manager shall expedite and coordinate delivery of all purchases.

If applicable, the Construction Manager shall arrange for delivery and storage, protection and security for District-purchased materials, systems and equipment which are a part of the Project, until such items are incorporated into the Project. The Construction Manager shall coordinate with or assign these activities to the appropriate contractor who is responsible for the installation of such materials, systems, and equipment.

1.2.14 Analysis of Labor. The Construction Manger shall provide an analysis of the types and quantities of labor required for the Project and review the availability of appropriate categories of labor required for critical phases. The Construction Manager shall make recommendations to minimize adverse effects of labor shortages.

1.3 CONSTRUCTION PHASE.

The Construction Phase for the Project shall commence with the award of the initial Contract and shall continue until sixty-five (65) days after the recording of a notice of completion for the Project or sixty-five (65) days after completion of the Project as defined in Public Contract Code Section 7107 whichever is earlier.

The Construction Phase consists of the coordination of all activities that are included in the construction of a particular Project. The Construction Manager shall be responsible for coordinating the work for the Project pursuant to the Master Project Schedule. The Construction Manager shall maintain communication with the District throughout the Construction Phase and shall provide responsible reporting and documentation prior to the contractors' pre-construction conference and shall be responsible for coordinating the site construction services provisions (general conditions items) including supervision and administration of the Project, conducting construction progress meetings, providing progress reports, processing contractors requests for information (RFI's), reviewing and recommending with the Architect the approval or disapproval of change orders and payments to the contractors, and maintaining record keeping to assist the District in negotiations, mediation or arbitration of claims or disputes.

1.3.1 Pre-Construction Conference(s). The Construction Manager shall conduct, in conjunction with the District and the Architect, pre-construction orientation conference(s) for the benefit of the successful contractors and shall serve to orient the contractors to the various reporting procedures and site rules prior to the commencement of actual construction. The Construction Manager shall obtain the certificates of insurance and bonds from the contractors and forward such documents after approval by the Construction Manager to the District.

1.3.2 Contract Administration. The Construction Manager, in cooperation with the Architect, shall administer the construction Contracts as set forth herein and as provided in the General Conditions of the Contacts for construction. The Construction Manager shall coordinate the preparation of construction staging areas on-site for the Project and shall coordinate the preparation of the site for construction, including, but not limited to, coordinating fencing, barricades or other items reasonably necessary for efficient construction. The Construction Manager shall also coordinate the mobilization of all contractors and shall coordinate construction sequencing.

In addition, the Construction Manager shall provide management and related services as required to coordinate work of the contractors with each other and the activities and responsibilities of the Architect and District in order to complete the Project in accordance with the Contract Documents and this Agreement and within the Project Budget. The Construction Manger shall provide sufficient organization, qualified and experienced personnel and management to carry out the requirements of this Agreement.

The Construction Manager shall maintain a competent full-time staff at the Project site for the purpose of coordinating and providing general direction for the work and progress of the contractors.

1.3.3 Submittal Procedures. The Construction Manager shall establish and implement procedures with the Architect and coordinate and review shop drawing submittals, requests for information, samples, product data, change orders, payment requests, material delivery dates and other procedures; and maintain logs, files and other necessary documentation. Construction Manager shall assist the Architect and the District's inspector with monitoring the certified payroll for the Project. The Construction Manager shall coordinate the dissemination of any information regarding submittals and consult with the Architect and the District if any Contractor requests interpretations of the meaning and intent of the Contract Documents, and assist in the resolution of questions which may arise.

1.3.4 Meetings. The Construction Manager shall coordinate and conduct preconstruction, construction and weekly job-site progress meetings with the Contractors and shall work with the Architect to ensure that the Architect records, transcribes and distributes minutes to all attendees, the District, and all other appropriate parties. The Construction Manager shall assist in the resolution of any technical construction issues.

1.3.5 Coordination of Technical Inspection and Testing. The Construction Manager shall coordinate with the District's certified inspector all testing required by the Architect or other third parties. If requested, the Construction Manager shall assist the District in selecting any special consultants or testing laboratories. All inspection reports shall be provided to the Construction Manager on a regular basis.

1.3.6 Construction Observation. The Construction Manager shall assist the District's inspector in observing that the materials and equipment being incorporated into the work are handled, stored and installed properly and adequately and are in compliance with the contract documents for the Project. The Construction Manager shall report to the District regarding the status of such activity. The Construction Manager shall endeavor to guard against defects and deficiencies and shall advise the District of any deviations, defects or deficiencies the Construction Manager observes in the work. The Construction Manager's observation duties shall include reasonable diligence to discover work that is not in compliance with the contract documents. These observations shall not, however, cause the Construction Manager to be responsible for any Contractor's means, methods, safety practices, or failure to comply with the construction documents, the responsibility for which belongs to and shall reamin with the District's inspector.

1.3.7 Non-Conforming Work. The Construction Manger shall, in conjunction with the District's inspector, review contractor's recommendations for corrective action on observed non-conforming work. The Construction Manager shall make recommendations to the District, the Architect and District' inspector in instances where the Construction Manager observes work that, in its opinion, is defective or not in conformance with the contract documents. The Construction Manager shall assist the District's inspector in observing the Contractor's work to verify that all authorized changes are properly incorporated in the Project. The Construction Manager shall report to the District regarding the status of such activity and provide a written record of the same. Nothing in this section shall make the Construction Manager responsible for any Contractor's means, methods, safety practices, or failure to comply with the construction documents, the responsibility for which belongs to and shall remain with the District's inspector.

1.3.8 Exercise of Contract Prerogatives. The Construction Manager shall advise the District and make recommendations to the District for exercising the District's Contract prerogatives, such as giving the Contractor notice to accelerate the progress when the schedule goals are in jeopardy due to Contractor failings, withholding payment for cause and other prerogatives when required in an effort to achieve Contract compliance.

1.3.9 Implementation of Master Project Schedule. The Construction Manager shall implement the Master Project Schedule and shall regularly update and maintain the Master Project Schedule incorporating the activities of Contractors on the Project, including activity sequences and durations, allocation of labor and materials, processing of shop drawings, product data and samples, and delivery of products requiring long lead time procurement. The Master Project Schedule shall include the District's occupancy requirements showing portions of the Project having occupancy priority. The Construction Manager shall update, reissue and

distribute the Master Project Schedule as required to show current conditions and revisions required by the actual experience.

1.3.10. Safety Programs. To the extent required by OSHA or any other public agency, Construction Manager shall obtain each Contractor's safety programs and monitor their implementation along with any necessary safety meetings. Construction Manager shall ensure that such safety programs are submitted to the District. Nothing in this Agreement shall make the Construction Manager responsible for the adequacy or enforcement of any Contractor's safety programs or practices, or to direct control over or charge of the acts or omissions of any Contractor, or the subcontractors, agents or employees of any Contractor or any other persons performing portions of the work and not directly employed by the Construction Manager.

1.3.11 Endorsements of Insurance, Performance/Payment Bonds. The Construction Manager shall receive and review Endorsements of Insurance, Performance/Payment Bonds from the Contractors and forward them to the District with a copy to the Architect prior to commencement of any work by such contractors. Construction Manager shall inform the District of any noted deficiencies in insurance, or books submitted.

1.3.12 Changes in Construction Cost. The Construction Manager shall revise and refine the approved estimate of Construction Cost, incorporate approved changes as they occur, and develop cash flow reports and forecasts as needed.

The Construction Manager shall provide regular monitoring of the approve estimate of Construction Cost, showing actual costs for activities in progress and estimates for uncompleted tasks. The Construction Manager shall identify variances between actual and budgeted or estimated costs and advise the District and the Architect whenever the Project's costs appear to be exceeding budgets or estimates.

1.3.13 Construction Progress Review. The Construction Manager shall keep a daily log containing a record of weather, the Contractors working on the site, number of workers, work accomplished, problems encountered, and other relevant data or such additional data as the District may require. The Construction Manager shall make the log available to the District upon request. The Construction Manager shall prepare and distribute the construction schedule updates to the Master Project Schedule on a monthly basis to maintain the Master Project Schedule. After an evaluation of the actual progress as observed by the Construction Manager, scheduled activities shall be assigned percentage-complete values. The report shall reflect actual progress as compared to scheduled progress and note any variances. The Construction Manager shall identify problems encountered in accomplishing the work and recommend appropriate action to the District to resolve these problems with a minimum effect on the timely completion of the Project. If requested by the District, the Construction Manager shall assist the Contractor(s) in preparing a recovery schedule. The recovery schedule shall reflect the corrective action costs (if any) and efforts to be undertaken by the contractor(s) to recapture lost time. This recovery schedule shall be distributed to the Contractor(s), the District, Architect and other appropriate parties.

1.3.14 Maintain On-Site Records. The Construction Manager shall develop and implement a comprehensive document management program. The Construction Manager shall maintain at the Project site, on a current basis: a record copy of all Contracts, drawings, specifications, addenda, change orders and other modifications, in good order and marked to record all changes made during construction; shop drawings; product data; samples; submittals; purchases; materials; equipment; applicable handbooks; Titles 21 and 24 of the California Code of Regulations; the California Uniform Building Code; maintenance and operating manuals and instructions; other related documents and revisions which arise out of the Contracts. The Construction Manager shall maintain records in duplicate, of principal building layout lines, elevations for the bottom of footings, floor levels and key site elevations certified by a qualified surveyor or professional engineer, if necessary. The Construction Manager shall make all records available to the District. At the completion of the Project, the Construction Manager shall deliver all such records to the Architect, so the Architect may complete the record as-built drawings.

1.3.15 Schedule of Values and Processing of Payments. The Construction Manager shall review and approve each Contractor's schedule of values for each of the activities included in that Contractor's schedule of events. The Construction Manager shall develop and maintain a master schedule of values. The Construction Manager shall develop and implement procedures for the review and processing of applications by Contractors for progress and final payments. As part of the evaluation of progress payments, the Construction Manager shall review all "as-built" documents and ensure that the Contractor's "as-built" documents are updated and current. The Construction Manager shall review with the Architect and make recommendations to the District pertaining to payments to the Contractors.

1.3.16 Evaluate Proposal Costs. The Construction Manager shall evaluate Contractors' proposal costs and make a formal recommendation to the District regarding the acceptance of any proposals for a change order.

1.3.17 Negotiations of Change Order Costs and Time Extensions. The Construction Manager shall assist the District and the Architect representative in negotiating any change order costs and time extensions.

1.3.18 Change Order Reports. The Construction Manager shall not issue instructions contrary to the contract between District and a Contractor, or between the District and Architect. The Construction Manager shall ensure that all changes to the Contract between the District and a Contractor shall be by change order executed by the District. Any communication between the Construction Manager and the Contractors shall not in any way be construed as binding on the District, or releasing the Contractor from fulfillment of any of the terms of the Contract. For the Project, the Construction Manager shall prepare and distribute change order reports on a monthly basis throughout the Construction Phase. This report shall provide information pertaining to proposed and executed change orders and their effect on the Contract price and Master Project Schedule as of the date of the report.

1.3.19 Contractor Claims. The Construction Manager shall be given copies of all notices of claims by Contractors against the District for any alleged cause. The Construction

Manager, jointly with Architect, shall perform evaluation of the contents of the claim within twenty-five (25) days, and make recommendations to the District. If requested by the District, the Construction Manager shall prepare estimates based on any alleged cause of claims submitted by the Contractor(s) and shall prepare alternate estimates based on varying scenarios of the claim cause. These estimates shall be transferred to the District and shall be used in claim rulings and negotiations. If requested by the District, the Construction Manager shall analyze the claims for extension of time and prepare an impact evaluation report which reflects the actual impact to the Master Construction Schedule. The report shall also provide a narrative including a recommendation for action to the District. If requested by the District, the Construction Manager shall negotiate claims with the Contractor(s) on behalf of the District. The Construction Manager shall make a written recommendation to the District concerning settlement or other appropriate action. Excepting those claims of which the Construction Manager is responsible, Construction Manager's obligations pursuant to this Paragraph shall cease upon completion of the Project as defined in Paragraph 1.3 of this Agreement.

1.3.20 Project Status Reports. The Construction Manager shall prepare and distribute monthly a Project Status Report. The Construction Manager shall ensure that the Verified Reports required by Title 24 of the California Code of Regulations be completed quarterly by the contractors for the Project.

1.3.21 Equipment Instruction Manuals, Warranties and Releases. The Construction Manager shall obtain all written material such as operations and maintenance manuals, warranties, affidavits, releases, bonds, waivers and guarantees for all equipment installed in the Project. All such materials, including equipment instruction material, keys and documents shall be reviewed and delivered to appropriate District personnel.

1.3.22 Completion of Contracts and Project. When the Construction Manager considers a Contractor's work or a designated portion thereof complete, the Construction Manager shall prepare for the Architect a list of incomplete or unsatisfactory items ("Punch-list") and a schedule for their completion. The Construction Manager shall assist the Architect in conducting inspections.

The Construction Manager shall coordinate the correction and completion of the work. The Construction Manager shall assist the Architect in determining when the Project or a designated portion thereof is complete. The Construction Manager shall prepare a summary of the status of the work of each contractor, listing changes in the previously issued Punch-list and recommending the times within which contractors shall complete the uncompleted items on the Punch-list.

1.3.23 As-Built Documents. The Construction Manager shall perform coordination, supervisory and expediting functions in connection with the contractor's obligation to provide "as-built" documents and make recommendations for adequate withholding of retention in the event that a contractor fails to provide acceptable "as-built" documents.

1.3.24 Training Sessions. The Construction Manager shall coordinate and schedule training sessions, if necessary, for the District's personnel and shall require that the Contractor's obligation in providing this training is fulfilled.

1.3.25 Recommendations to District. The Construction Manager shall endeavor to achieve satisfactory performance from each Contractor. The Construction Manager shall recommend courses of action to the District when requirements of a Contract are not being fulfilled, and the nonperforming party does not take satisfactory corrective action.

1.3.26 Accounting Records. The Construction Manager shall establish and administer an appropriate Project accounting system in conjunction with the District and shall maintain cost accounting records on authorized work performed under unit costs, additional work performed on the basis of actual costs of labor and materials, or other work requiring accounting records.

1.3.27 Permits. The Construction Manager shall assist the District in obtaining all necessary permits for the Project, including without limitation, building, grading, and occupancy permits. This task may encompass accompanying governmental officials (Fire Marshal, DSA, Health Department, etc.) during inspections, assisting in preparing and submitting proper documentation to the appropriate approving agencies, assisting in final testing and other necessary and reasonable activities.

1.3.28 Initial Start-up and Testing. With the Architect and the District's maintenance personnel, the Construction Manager shall observe the Contractors' proper installation of utilities, operational systems and equipment for readiness and assist in their initial start-up and testing for the Project. The Construction Manager shall coordinate and assist District in the move-in for the Project.

1.3.29 Final Completion and Project Report. The Construction Manager, in conjunction with the Architect and the District's inspector, shall at the conclusion of all corrective action of Punch-list items, make a final comprehensive review of the Project, make a report to the District which indicates whether the Construction Manager and the Architect find the work performed acceptable under the Contract Documents and the relevant Project data, and make recommendations as to final payment and the notice of completion to the Contractor(s) for the Project. At the conclusion of the Project, the Construction Manager shall prepare final accounting and close-out reports of all above indicated report systems. These reports shall summarize, for historical purposes, any items which are not self-explanatory.

1.3.30 Warranty. The Construction Manager, shall assist the owner by coordinating and scheduling all warranty work as pertains to Section 1.3.21 (above), throughout the 1 year construction warranty period.

1.4 TIME.

1.4.1 The Construction Manager shall perform the services set forth in this Agreement as expeditiously as is consistent with reasonable skill and care and the orderly progress of the Projects.

1.4.2 In the event the construction time requirements set forth in Section 1.1.2 of this Agreement are exceeded, and the delay is solely caused by the Construction Manager, the Construction Manager's fee shall be reduced by an amount of $1,250.00 per calendar day as liquidated damages, but not as a penalty, starting from the scheduled construction completion date for the Project until construction is substantially complete.

1.4.3 Construction Manager shall be entitled to an extension of time for the time of completion and shall not be subject to a claim for liquidated damages for delays which may arise due to an Act of God as defined in Public Contract Code Section 7105 if the Act of God affects the governmental agency from which approvals are necessary for completion of the Project, but Construction Manager shall have no claim for any other compensation for such delay. Should the schedule for the Project be extended due to an Act of God as discussed above, the Construction Manager's performance contract shall be extended and the Construction Manager shall be compensated for this extension under the provisions of Section 4.4 of this Agreement.

ARTICLE 2
THE DISTRICT'S RESPONSIBILITIES

2.1 The District shall provide full information regarding the requirements of the Project including the District's objectives, constraints and criteria.

2.2 Prior to the commencement of the Design Phase for the Project, the District shall provide a financial plan and budget to be utilized by Construction Manager as set forth in Section 1.1.3 of this Agreement.

2.3 The District shall designate a representative ("District Representative") to act on the District's behalf with respect to each Project. The District, or the District Representative, if authorized, shall render decisions promptly to avoid unreasonable delay in the progress of the Construction Manager's services.

2.4 The District shall furnish tests, inspections and reports as required by law or the contract documents.

2.5 The services, information and reports required by Paragraphs 2.1 through 2.4, inclusive, shall be furnished at District's expense.

2.6 If the District observes or otherwise becomes aware of any fault or defect in the Project, or nonconformance with the contract documents, prompt notice thereof shall be given by the District to the Construction Manager.

2.7 The District reserves the right to perform work related to the Project with the District's own forces and/or to award contracts in connection with the Project. The Construction Manager shall notify the District within ten (10) days of actual knowledge of the District's intent to perform work related to the Project with the District's own forces and/or to award contracts in connection with the Project, if any such independent action shall in any way compromise the Construction Manager's ability to meet the Construction Manager's responsibilities under this Agreement.

2.8 The District shall retain an Architect whose services, duties and responsibilities are described in the Agreement between the District and the Architect. The terms and conditions of the District-Architect agreement shall be furnished to the Construction Manager.

ARTICLE 3
CONSTRUCTION COST AND PROJECT BUDGET

3.1 The Construction Cost of the Project shall be the total of the final contract sums of all of separate contracts of contractors for the Project, and shall not exceed the budgeted amount for the Construction Cost as set forth in the Project Budget.

3.2 Construction Cost shall not include the compensation of Construction Manager, the Architect and other consultants, general conditions, the cost of land, rights-of-way and other costs which are the responsibility of District as provided in Article 2 hereof, inclusive.

3.3 The Project Budget has been established under paragraph 2.2 hereof by the allowance for construction. Construction Manager shall consult with the Architect and District to suggest reasonable adjustments in the scope of the Project, and to suggest alternate bids in the construction documents to adjust the construction Project costs so that it does not exceed the Project Budget.

3.4 If the fixed limit of Construction Cost as set forth in the Project Budget is exceeded by the sum of the lowest figures from bona fide bids, District shall (1) give written approval of an increase in such fixed limit, (2) authorize rebidding of the Project or portions of the Project within a reasonable time, (3) cooperate in revising the scope and the quality of the work as required to reduce the Construction Cost or (4) reject all bids and abandon the Project. In the case of items (2) and (3), Construction Manager, without additional compensation, shall cooperate with District and Architect as necessary, including providing services as set forth in Article I, to bring the Construction Cost within the fixed limit of the Project Budget.

3.5 With the District's assistance, Construction Manager shall provide, on a monthly basis, a detailed cash flow tracking system for the Project. The system must be approved and accepted by the District. The Construction Manager shall update the cash flow spread sheet monthly or as required by the District.

Construction Manager shall provide for the District's review and acceptance, a monthly report for the Project. This report shall show the status for the Project that is under construction pertaining to this contract. With the District's assistance, the Construction Manager shall provide all construction related agenda items. Examples: change orders, notices to proceed, notice of completion, authorization to bid, award of contracts, etc.

ARTICLE 4
BASIS OF COMPENSATION AND PAYMENT

District shall compensate Construction Manager for the services required hereunder, as follows:

4.1 BASIC COMPENSATION FEE.

4.1.1 Construction Manager's Services, as described in Article 1.1 shall be: $150,100 (One Hundred Fifty Thousand, One Hundred Dollars)

4.1.2 Construction Manager's Services, as described in Article 1.2 shall be: $292,200 (Two Hundred Ninety Two Thousand, Two Hundred Dollars)

4.1.3 Construction Manager's Services, as described in Article 1.3 shall be: $2,937,965 (Two Million, Nine Hundred Thirty Seven Thousand, Nine Hundred Sixty Five Dollars)

4.1.2 GENERAL CONDITIONS COSTS.

General Conditions as described in Article 5 shall be reimbursed at cost in accordance with Article 5 with the total not to exceed $2,405,000.

4.2 PAYMENT

4.2.1 BASIC COMPENSATION PAYMENT:

4.2.1.1 Pre-Construction Invoicing. Construction Manager shall invoice for the services set forth in Articles 1.1 and 1.2 in monthly increments.

4.2.1.2 Construction Invoices. Construction Manager shall invoice 90% of the Construction Phase Fee (amount set forth in 4.1.3) in monthly increments during the Construction Phase.

4.2.1.3 Project Retention. Construction Manager shall invoice 10% of the Construction Phase Fee 35 days after the District files the last Notice of Completion for the Project.

4.2.2 GENERAL CONDITIONS PAYMENT.

Construction Manager shall invoice General Conditions costs monthly during the duration of the construction work. All General Condition costs must be supported by an invoice, receipt, an employee time sheet, or other acceptable documentation.

4.3.2 PAYMENT OF INVOICES.

District shall make payments to Construction Manager within thirty (30) days of receipt of the appropriate and approved invoice from Construction Manager.

4.4 ADDITIONAL COMPENSATION.

Construction Manager shall not be entitled to additional compensation unless there are unusual and unanticipated circumstances and only when approved in writing by District, in advance of such services being provided. If the Construction Manager shall claim compensation for any damage sustained by reason of the acts of the District or its agents, Construction Manager shall, within ten (10) days after sustaining of such damage, make to the District a written statement of the damage sustained. On or before the 15th day of the month succeeding that in which such damage shall have been sustained, the Construction Manager shall file with the District an itemized statement of the details and amount of such damage in accordance with this Article, and unless such statement is submitted, any claims by Construction Manager shall be forfeited and invalidated and Construction Manager shall not be entitled to consideration for payment on account of any such damage. In the event extra compensation is approved, extra compensation shall be computed at cost plus ten percent (10%) of billings to Construction Manager by Construction Manager's consultants and for other costs incurred by the Construction Manager and at the following hourly rates for Construction Manager's employees:

Principal In Charge/Project Executive	$ 160.00
Project Manager	$ 140.00
General Superintendent	$ 130.00
Project Superintendent	$ 115.00
Estimating/Precon Services Manager	$ 115.00
BIM/Constructability Manager	$ 120.00
Scheduling Manager	$ 95.00
Field Engineer	$ 85.00
Clerical Assistance	$ 50.00

ARTICLE 5
GENERAL CONDITIONS

Construction Manager shall provide the General Conditions for the Project. General Conditions of the Project are defined as those generic support activities which must be in place to support all construction aspects of the Project. These support activities are set forth in the Reimbursable Expenses and General Conditions Estimate attached hereto as Exhibit "B".

In no event shall the General Condition costs exceed the fixed fee of $2,405,000.00.

All General Condition items and services shall be billed at their actual cost, and the Construction Manager shall take all reasonable steps necessary to obtain the most competitive prices available for these items. If Construction Manager desires to be reimbursed for any other General Conditions costs not specifically set forth in this Article, prior to the commencement of the Construction Phase, Construction Manager shall submit a list of these General Condition items to District for District's approval. The cost of any additional items shall not be reimbursable unless advance written authorization is provided by the District to Construction Manager to obtain the item.

ARTICLE 6
TERMINATION, ABANDONMENT OR SUSPENSION OF WORK

6.1 TERMINATION OF CONSTRUCTION MANAGER SERVICES.

The District may give seven (7) days written notice to Construction Manager of District's intent to suspend or terminate the Construction Manager's services under this Agreement for failure to satisfactorily perform or provide prompt, efficient or thorough service or Construction Manager's failure to complete its services or otherwise comply with the terms of this Agreement. If after the expiration of such seven (7) days, Construction Manager fails to cure the performance as set forth in the District's notice of intent to suspend or terminate the Construction Manager's services, District may issue a notice of termination or suspension. At that time, Construction Manager's services shall be suspended or terminated as set forth in District's notice.

District shall also have the right in its absolute discretion to terminate this Agreement in the event the District is not satisfied with the working relationship with Construction Manager and without cause following twenty-one (21) days prior written notice from District to Construction Manager.

6.2 CONTINUANCE OF WORK.

In the event of a dispute between the parties as to performance of the work or the interpretation of this Agreement, or payment or nonpayment for work performed or not performed, the parties shall attempt to resolve the dispute. Pending resolution of this dispute, Construction Manager agrees to continue the work diligently to completion. If the dispute is not resolved, Construction Manager agrees it shall neither rescind the Agreement nor stop the progress of the work, but Construction Manager's sole remedy shall be to submit such

controversy to determination by a court having competent jurisdiction of the dispute, after the Project has been completed, and not before.

6.3 ABANDONMENT OF A PROJECT.

The District has the absolute discretion to suspend or abandon all or any portion of the work on the Project and may do so upon fourteen (14) day written notice to the Construction Manager. Upon notice of suspension or abandonment, Construction Manager shall immediately discontinue any further action on the Project. If the entire work to be performed on the Project is abandoned, the parties shall each be relieved of the remaining executory obligations of the Agreement, as it relates to the Project, but shall not be relieved of any obligations arising prior to said abandonment.

6.4 COMPENSATION IN THE EVENT OF TERMINATION, ABANDONMENT OR SUSPENSION.

In the event the District terminates, abandons or suspends the work on the Project, there shall be due and payable within thirty (30) days following such termination, abandonment or suspension a sum of money sufficient to increase the total amount paid to Construction Manager to an amount which bears the same proportion to the total fee as the amount of services performed or provided by Construction Manager prior to the time of such termination, suspension or abandonment of this Agreement bears to the entire services Construction Manager is required to perform or provide for the Project.

In the event of termination due to a breach of this Agreement by Construction Manager, the compensation due Construction Manager upon termination shall be reduced by the amount of damages and liquidated damages sustained by District due to such breach.

In the event that District chooses to abandon the Project or terminate the Agreement without cause, Construction Manager shall, in addition to the compensation described above, also be reimbursed for reasonable termination costs through the payment of (1) 3% of the Construction Management Fees incurred to date if less than 50% of the Construction Management Fees have been paid; or (2) 3% of the remaining Construction Management Fees if more than 50% of the Construction Management Fees have been paid. This payment is agreed to compensate Construction Manager for any damages resulting from early termination and is consideration for entry into this termination for convenience clause.

6.5 DELIVERY OF DOCUMENTS.

Upon termination, abandonment or suspension, Construction Manager shall deliver to District all documents and matters related to the Project.

ARTICLE 7
INDEMNIFICATION

To the fullest extent permitted by law, Construction Manager agrees to indemnify, defend and hold District entirely harmless from all liability arising out of:

(a) Any and all claims under workers' compensation acts and other employee benefit acts with respect to Construction Manager's employees or Construction Manager's subcontractors' employees arising out of Construction Manager's work under this Agreement; and

(b) Liability for damages for (1) death or bodily injury to person; (2) injury to, loss or theft of property; (3) any failure or alleged failure to comply with any provision of law or (4) any other loss, damage or expense arising under either (1), (2), or (3) above, sustained by the Construction Manager or any person, firm or corporation employed by the Construction Manger upon or in connection with the Project, to the proportionate extent that the loss, damage or expense is attributable to the willful or negligent acts or omissions of Construction Manager, and excepting liability resulting from the sole or active negligence, or willful misconduct of the District, its officers, employees, agents or independent contractor's who are directly employed by the District;

(c) Any loss, injury to or death or persons or damage to property caused by any act, neglect, default or omission of the Construction Manager, or any person, firm or corporation employed by the Construction Manager, either directly or by independent contract, including all damages due to loss or theft, sustained by any person, firm or corporation including the District , arising out of, or in any way connected with the Project, including injury or damage either on or off District property; to the proportionate extent that the loss, injury, death or damages are attributable to the willful or negligent acts or omissions of Construction Manager and excepting; any loss, injury, death or damages caused by sole or active negligence, or willful misconduct of the District.

To the extent that the Construction Manager is liable for Indemnification paragraph (a) through (c) above at Construction Manger's own expense, cost, and risk, shall defend any and all claims, actions, suits, or other proceedings that may be brought or instituted against the District, its officers, agents or employees, on any such claim or liability, and shall pay or satisfy and judgment that may be rendered against the District, its officers, agents or employees in any action, suit or other proceedings as a result thereof.

ARTICLE 8
SUCCESSORS AND ASSIGNS OR CONFLICT OF INTEREST

8.1 Successors and Assigns. This Agreement is binding upon and inures to the benefit of the successors, executors, administrators, and assigns of each party to this Agreement, provided, however, that the Construction Manager shall not assign or transfer by operation of

law or otherwise any or all rights, burdens, duties, or obligations without prior written consent of the District. Any attempted assignment without such consent shall be invalid.

8.2 Corporate Status. In the event of a change in the corporate status of the Construction Manager, the Owner shall have the right to review the conditions of said change, and if warranted, exercise Section 6.1 Termination of Construction Manager Services.

8.3 Conflict of Interest. For the term of this Agreement, no member, officer, consultant or employee of the Owner, during the term of his or her service with the Owner, shall have any direct interest in this Agreement, or obtain any present or anticipated material benefit arising there from.

8.4 Conflict of Employment. Employment by the Construction Manager of personnel on the payroll of Owner shall not be permitted in the performance of the Services, even though such employment may occur outside of the employee's regular working hours or on weekends, holidays or vacation time. Further, the employment by the Construction Manager of personnel who have been on the Owner's payroll within one year prior to the date of execution of this Agreement, where this employment is caused by and/or dependent upon the Construction Manager securing this or related Agreements with the Owner, is prohibited.

8.5 Fiduciary Responsiblities. The Construction Manager accepts the relationship of trust and confidence established with the Owner by this Agreement. The Construction Manager covenants with the Owner to furnish his best skill and judgment and to cooperate with the Owner's Design Professional in furthering the interests of the Owner. The Construction Manager agrees to furnish efficent business administration and superintendence and to use the Construction Manager's best efforts at all times in the most expeditious and economical manner consistent with the interst of the Owner.

ARTICLE 9
APPLICABLE LAW

This Agreement shall be governed by the laws of the State of California, however, in the event that the District receives any State funding for the Project, this Agreement shall also be governed by any applicable laws and/or regulations relating to such State funding ("Applicable Law"). To the extent that there is any inconsistency between this Agreement and the Applicable Law, or this Agreement omits any requirement of the Applicable Law, the language of the Applicable Law, in effect on the date of the execution of this Agreement, shall prevail.

ARTICLE 10
CONSTRUCTION MANAGER NOT AN OFFICER OR EMPLOYEE OF DISTRICT

While engaged in carrying out and complying with the terms and conditions of this Agreement, the Construction Manager is an independent contractor and not an officer or employee of the District.

ARTICLE 11
INSURANCE

11.1 The Construction Manager shall purchase and maintain policies of insurance with an insurer or insurers, qualified to do business in the State of California and acceptable to District which will protect Construction Manager and District from claims which may arise out of or result from Construction Manager's actions or inactions relating to the Agreement, whether such actions or inactions be by themselves or by an subcontractor or by anyone directly or indirectly employed by any of them, or by anyone for whose acts any of them may be liable. The aforementioned insurance shall include coverage for:

(a) The Construction Manager shall carry Workers' Compensation and Employers Liability Insurance in accordance with the laws of the State of California in an amount not less than One Million Dollars ($1,000,000).

(b) Comprehensive general and auto liability insurance with limits of not less than ONE MILLION DOLLARS ($1,000,000) combined single limit, bodily injury and property damage liability per occurrence, including:

1. Owned, non-owned and hired vehicles;
2. Blanket contractual;
3. Broad form property damage
4. Products/completed operations; and
5. Personal injury.

(c) Professional liability insurance, including contractual liability, with limits of $1,000,000, per occurrence. Such insurance shall be maintained during the term of this AGREEMENT and renewed for a period of at least three (3) years thereafter and/or at rates consistent with the time of execution of this Agreement adjusted for inflation.

11.2 Each policy of insurance required in (b) above shall name District and its officers, agents and employees as additional insureds; shall state that, with respect to the operations of Construction Manager hereunder, such policy is primary and any insurance carried by District is excess and non-contributory with such primary insurance; shall state that no less than thirty (30) days' written notice shall be given to District prior to cancellation; and, shall waive all rights of subrogation. Construction Manager shall notify District in the event of material change in, or failure to renew, each policy. Prior to commencing work, Construction Manager shall deliver to District certificates of insurance as evidence of compliance with the requirements herein. In the event Construction Manager fails to secure or maintain any policy of insurance required hereby, District may, at its sole discretion, secure such policy of insurance in the name of an for the

account of Construction Manager, and in such event Construction Manager shall reimburse District upon demand for the costs thereof.

ARTICLE 12
EXTENT OF AGREEMENT

12.1 This Agreement represents the entire and integrated agreement between the District and the Construction Manager for this Project and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended only by written instrument signed by both the District and the Construction Manager.

12.2 This Agreement exists solely for the benefit of the District and Construction Manager, and no third party is intended to be, whether expressly or implicitly, a beneficiary of this Agreement nor shall any third party have a right to any cause of action against the District or Construction Manager for any alleged breach of this Agreement or any other obligations set forth herein.

The parties, through their authorized representatives, have executed this Agreement as of the day and year first written above.

CONSTRUCTION MANAGER:

Barnhart, Inc.,
a Heery International Company

By: _____

Eric Stenman
President
10760 Thornmint Rd.
San Diego, CA 92127

DISTRICT:

Riverside Community College District

By: _____

James L. Buysse
Vice Chancellor
Administration and Finance

APPROVED AS TO FORM:

Ruth W. Adams

_____

Ruth W. Adams, Esq.
Director – Contracts, Compliance and Legal Services
Riverside Community College District

EXHIBIT "A"

PROPOSED PROJECT SCHEDULE

Start Preliminary Plans	July 1, 2007
Start Working Drawings	December 1, 2007
Complete Working Drawings	December 1, 2008
DSA Final Approval	May 1, 2009
Advertise Bid for Construction	June 1, 2009
Award Construction Contract	August 1, 2009
Advertise Bid for Equipment	September 1, 2010
Complete Project	September 1, 2011

EXHIBIT "B"

REIMBURSABLE EXPENSES

The following Reimbursable Expenses shall be provided under the Construction Manager's direction and shall be reimbursable items under this Agreement. These items and services shall be billed at their actual cost, and the Construction Manager shall take all reasonable steps necessary to obtain the most competitive prices available for these items. The cost for any additional items shall not be reimbursable unless advance written authorization is provided by the Owner to the Construction Manager to obtain the item. Reimbursable expenses to be submitted at time of project estimate.

Barnhart, Inc.,
a Heery International Company
Nursing/Sciences Building Project

General Conditions (GC) Estimate

To be submitted for District approval after execution of Agreement.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RESOURCES COMMITTEE

Report No.: VI-B-2 Date: January 27, 2009

Subject: District Modular Projects – Moreno Valley Allied Health Sciences and Riverside City Campus – Change Order No. 2

Background: On March 18, 2008, the Board of Trustees approved the District Modular Projects – Moreno Valley Allied Health Sciences and Riverside City Campus. This project is intended to provide space for the expansion of Allied Health Sciences at the Moreno Valley campus and to support programs and future renovation projects at the Riverside City campus.

On October 21, 2008 the Board of Trustees approved Change Order No. 1 for changes to the District Modular Projects – Moreno Valley Allied Health Sciences and Riverside City Campus. Staff is now requesting approval of Change Order No. 2. A description of the change order work is noted in the attached Change Order Summary.

To be funded from the Board approved project budget contingency, District Measure "C" Funds (Resource 4160).

Recommended Action: It is recommended that the Board of Trustees approve Change Order No. 2 for the District Modular Projects – Moreno Valley Allied Health Sciences and Riverside City Campus in the amount of $101,658.13, authorize the use of Measure "C" funds and authorize the Associate Vice Chancellor of Facilities Planning, Design and Construction to sign the Change Order.

Irving G. Hendrick
Interim Chancellor

Prepared by: Orin L. Williams
Associate Vice Chancellor
Facilities Planning, Design and Construction

Rick Hernandez
Director, Capital Planning
Facilities Planning, Design and Construction

Riverside Community College District
Facilities, Planning, Design and Construction
District Modular Projects –
Moreno Valley Allied Health Sciences and Riverside City Campus

CHANGE ORDER SUMMARY

Change Order: 2
Contractor: Hinkley & Associates, Inc.

Contract Amount:	$ 3,555,273.83
Change Order No. 1 Amount:	$ 98,484.83
Change Order No. 2 Amount:	$ 101,658.13
Revised Contract Sum:	$ 3,656,931.96
Original Contract Contingency:	$ 345,678.90
Remaining Contract Contingency:	$ 145,535.94

Change Order Description:

- Replacement of police office carpet at the parking structure with VCT and rubber base (Riverside)
  Requested by: District (Campus)
  Accountability: Improved Project Durability
- Construction changes to building A1/2 (Riverside)
  Requested by: District (Campus)
  Accountability: Improved Space Utilization
- Dedicated an HVAC system for IDF at E2 (Riverside)
  Requested by: District
  Accountability: Improve training regarding developing scopes of work
- Evans field data tie-in (Riverside)
  Requested by: Architect
  Accountability: Errors and Omissions
- Credit and change to the ECS foundation (Riverside)
  Requested by: District and Architect
  Accountability: No soils test provided by District/Increase Training
- Credit for the deletion of the walkway lights at Lovekin Field (Riverside)
  Requested by: District
  Accountability: Design Efficiency/Cost Reduction
- Added concrete for trenching (Riverside)
  Requested by: Architect
  Accountability: Unforseen pipes
- Credit for the deletion of coaxial cabling (Riverside)
  Requested by: District (Campus)
  Accountability: Omitted unnecessary project element
- Dedicated an HVAC system at room PSC 15 Intermediate Distribution Frame (IDF) (Moreno Valley Allied Health Center)
  Requested by: Architect
  Accountability: Errors and Omissions
- Attempted debris removal from existing IT/Data conduits (Moreno Valley Allied Health Center)
  Requested by: District
  Accountability: Unforseen

District Modular Projects –
Moreno Valley Allied Health Sciences and Riverside City Campus

CHANGE ORDER SUMMARY (continued)

- Additional electrical at room PSC 6 (Moreno Valley Allied Health Center)
  Requested by: District (Campus)
  Accountability: Improved Space Utilization
- Reduction of bollards (Moreno Valley Allied Health Center)
  Requested by: District
  Accountability: Improved Equipment Safety
- Re-routing of IT/Data conduits to accommodate future parking structure (Moreno Valley Allied Health Center)
  Requested by: District
  Accountability: Unforseen/Pre-planning
- Changes in the pedestrian ramp to add dowels, handrails and guardrails (Moreno Valley Allied Health Center)
  Requested by: District and Architect
  Accountability: Errors and Omissions
- Credit for room PSC 11 electrical/low voltage corrections (Moreno Valley Allied Health Center)
  Requested by: District and Architect
  Accountability: Credit for duplicate work in plans

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RESOURCES COMMITTEE

Report No.: VI-B-3 Date: January 27, 2009

Subject: District Modular Projects – Inspection/Testing Services Amendment – River City Testing

Background: On June 17, 2008, the Board of Trustees ratified a contract agreement with River City Testing to provide special inspection and materials testing services during the construction of the District Modular Projects at Moreno Valley/Allied Health Services and Riverside City campus.

Staff is now requesting to amend the agreement for additional inspection and materials testing services required in order to complete the project. These services are required to complete testing for additional electrical work that was installed to meet District requirements for the relocation of electrical services at the Moreno Valley/Allied Health Services Modulars and additional electrical work that provided upgraded data services for offices in the Lovekin complex. Additional inspection time was also required due to the extended duration of the project. Fees for additional inspection and materials testing services are $57,217.25 and will be paid from project bid savings. Additional scope of work is outlined in attached Amendment.

To be funded from the Board approved project budget, District Measure "C" Funds (Resource 4160).

Recommended Action: It is recommended that the Board of Trustees approve the amendment to the agreement with River City Testing in the amount of $57,217.25, using Measure "C" Funds and authorize the Vice Chancellor, Administration and Finance, to sign the amendment with the provision that the agreement end date may be extended without additional compensation.

Irving G. Hendrick
Interim Chancellor

Prepared by: Orin L. Williams
Associate Vice Chancellor
Facilities Planning, Design and Construction

C. Michael Webster
Riverside Community College District Planning Consultant
Facilities Planning, Design and Construction

AMENDMENT TO THE AGREEMENT
DATED APRIL 1, 2008
BETWEEN
RIVER CITY TESTING
AND
RIVERSIDE COMMUNITY COLLEGE DISTRICT

(District Modular Projects – Moreno Valley/Allied Health and Riverside City Campus)

This Agreement shall be amended this date, January 28, 2009, as follows:

The term of this agreement shall be from the original agreement date of April 1, 2008 to the extended amended date of April 31, 2009, with the provision that the Vice Chancellor of Administration and Finance or his designee may extend the agreement termination date with the consent of River City Testing.

Additional compensation of this amended agreement shall not exceed $57,217.25, including expenses. Payments and final payment shall coincide with original agreement dated April 1, 2008.

Additional scope of work shall be provided in Exhibit I, Attached.

River City Testing	Riverside Community College District
_____	_____
Robert E. Schumacher Director of Operations 7338 Sycamore Canyon Blvd. Ste. 4 Riverside, CA 92508	James L. Buysse Vice Chancellor Administration and Finance
Date: _____	Date: _____

Exhibit I

Moreno Valley/Allied Health Services:

DSA Class 3 Project Inspector	
268 hours regular @ $71.50 per hour	$19,162.00
23 hours overtime @ $107.25	$2,466.75
Special Inspections	
24 hours @ $69.50 per hour	$1,668.00
Total for Moreno Valley/Allied Health Services:	*$23,296.75*

Riverside City Campus:

DSA Class 3 Project Inspector	
294 hours regular @ $71.50 per hour	$21,021.00
14 hours overtime @ $107.25	$1,501.50
Special Inspections	
164 hours @ $69.50 per hour	$11,398.00
Total for Riverside City Campus:	*$33,920.50*

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RESOURCES COMMITTEE

Report No.: VI-B-4 Date: January 27, 2009

Subject: Moreno Valley Campus Food Services Remodel - Agreement/Amendment – Higginson+Cartozian Architects, Inc.

Background: On November 21, 2006 the Board of Trustees approved the Food Services Remodel Project at the Moreno Valley and Riverside City campuses. On October 21, 2008, the Board of Trustees approved the final project budget for the Food Services Remodel at the Moreno Valley campus using District Measure "C" Funds.

On March 20, 2007, the Board of Trustees approved Higginson+Cartozian Architects, Inc. (HCA) to provide design and engineering services to prepare plans and specifications to renovate the food service facilities at the two campuses. The original agreement with HCA provided remodel, upgrades and additions to the existing Student Service Kitchens at Moreno Valley and Riverside City campus, as well as design, design development, construction documents and construction observation. As the Moreno Valley project developed, additonal grading and drainage plans, electrical engineering, data/technology design, kitchen design, plumbing engineering and architectural services were requested by the campus. Based on the evaluation of HCA's original agreement, staff is recommending that the agreement with Higginson+Cartozian, Inc. be amended in an amount not to exceed $162,370. Amendment attached.

To be funded by the Board approved project budget District Measure "C" Funds (Resource 4160).

Recommended Action: It is recommended that the Board of Trustees approve the amendment for additional services to the agreement with Higginson+Cartozian, Inc. for the Moreno Valley Food Services Remodel in the amount of $162,370, using District Measure "C" Funds and authorize the Vice Chancellor, Administration and Finance, to sign the amendment with the provision that the agreement end date may be extended without additional compensation.

Irving G. Hendrick
Interim Chancellor

Prepared by: Orin L. Williams
Associate Vice Chancellor
Facilities Planning, Design and Construction

C. Michael Webster
Riverside Community College District Planning Consultant
Facilities Planning, Design and Construction

AMENDMENT TO THE AGREEMENT DATED MARCH 21, 2007 BETWEEN HIGGINSON+CARTOZIAN ARCHITECTS, INC. AND RIVERSIDE COMMUNITY COLLEGE DISTRICT

(Food Services Remodel – Moreno Valley Campus)

This Agreement shall be amended this date, January 28, 2009, as follows:

The term of this agreement shall be from the original agreement date of March 21, 2007 to the termination date of January 31, 2010, with the provision that the Vice Chancellor of Administration and Finance or his designee may extend the agreement termination date with the consent of Higginson+Cartozian Architects, Inc.

Additional compensation of this amended agreement shall not exceed $162,370, including expenses. Payments and final payment shall coincide with original agreement dated March 21, 2007.

Additonal scope of work includes grading and drainage plans, electrical engineering, data/technology design, kitchen design, plumbing engineering and architectural services.

Higginson+Cartozian Architects, Inc.	Riverside Community College District
_____	_____
David Higginson AIA, CEO 1455 Park Avenue Redlands, CA 92373	James L. Buysse Vice Chancellor Administration and Finance
Date: _____	Date: _____

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RESOURCES COMMITTEE

Report No.: VI-B-5 Date: January 27, 2009

Subject: Riverside City Campus Food Service Remodel – Change Order No. 1

Background: On May 20, 2008, the Board of Trustees awarded a bid to Hinkley and Associates to provide general contracting services for the Riverside City Campus Food Service Remodel project. The Board of Trustees also approved the final project budget of $1,045,268 using Measure "C" funds.

Staff is now requesting the Board of Trustees to approve Change Order No. 1 ($31,912.49) for changes to the project. A description of change order work is noted in the attached Change Order Summary.

To be funded from the Board approved project budget contingency, District Measure "C" Funds (Resource 4160).

Recommended Action: It is recommended that the Board of Trustees approve Change Order No. 1 for the Riverside City Campus Food Service Remodel in the amount of $31,912.49, authorize the use of Measure "C" funds and authorize the Associate Vice Chancellor of Facilities Planning, Design and Construction to sign the Change Order.

Irving G. Hendrick
Interim Chancellor

Prepared by: Orin L. Williams
Associate Vice Chancellor
Facilities Planning, Design and Construction

Rick Hernandez
Director, Capital Planning
Facilities Planning, Design and Construction

Riverside Community College District
Facilities, Planning, Design and Construction
Riverside City Campus Food Service Remodel Project

CHANGE ORDER SUMMARY

Change Order: 1
Contractor: Hinkley & Associates, Inc.

Contract Amount:	$	424,000.00
Change Order Amount:	$	31,912.49
Revised Contract Sum:	$	455,912.49
Original Contract Contingency:	$	42,400.00
Remaining Contract Contingency:	$	10,487.51

Change Order Description:

- Construction of new grease duct
  Requested by: District
  Accountability: Unforseen
- Provide and install new fire dampers and exhaust ducts
  Requested by: Architect and District
  Accountability: Unforseen
- Credit for awning and additional patching and painting
  Requested by: District (Campus)
  Accountability: Client Change
- Credit for deleting the turnstile
  Requested by: District (Campus)
  Accountability: Client Scope Change
- Necessary repairs to the make-up air control system
  Requested by: Architect
  Accountability: Unforseen
- Power for the air curtain at the back door
  Requested by: District
  Accountability: Unforseen

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RESOURCES COMMITTEE

Report No.: VI-B-6 Date: January 27, 2009

Subject: Classification and Compensation Study Overview

Background: Presented for the Committee's information is an update on the Classification and Compensation Plan review conducted by Hay Group. Mr. Neville Kenning, Director Public Sector Consulting with Hay Group, will discuss basic concepts of the classification and compensation study including the background, objectives and process of the RCCD study.

Diversity and Human Resources will discuss the next steps and estimates regarding the cost to implement new salary structures for classified and academic management employees.

Information only.

Irving Hendrick
Interim Chancellor

Prepared by: Melissa Kane
Vice Chancellor, Diversity and Human Resources

RIVERSIDE COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
PLANNING COMMITTEE
January 20, 2009–7:00 p.m.
Student Services 101, Moreno Valley Campus

Committee Members:
Janet Green, Committee Chairperson
Mary Figueroa, Vice Chairperson
Ray Maghroori, Vice Chancellor, Academic Affairs
Kristina Kauffman, Associate Vice Chancellor, Institutional Effectiveness
Doug Beckstrom, Academic Senate Representative, (Moreno Valley)
Lee Nelson, Academic Senate Representative (Riverside)
Tom Wagner, Academic Senate Representative (Norco)
Karina Medel, ASRCCD Student Representative
Edd Williams, CTA Representative (Moreno Valley)
Joe Eckstein, CTA Representative (Norco)
Mark Carpenter, CTA Representative (Riverside)
Gustavo Segura, CSEA Representative (Moreno Valley)
Ginny Haguewood, CSEA Representative (Riverside)

AGENDA

VI. Board Committee Reports

C. Planning

1. Network Operation Center Project – Moreno Valley Campus
- The Committee to review a design presentation and project budget for the Network Operation Center Project for the Moreno Valley Campus.

2. State Construction Reimbursement Program
- The Committee to be presented with a report concerning State Construction Reimbursement.

3. Measure C Issuance Update
-The Committee to be presented with information from Mark Farrell, Vice President of Piper Jaffray, regarding the District's Measure C General Obligation Bond Program.

4. Comments from the public.

Adjourn

Prepared by: Naomi Foley
Administrative Assistant
Academic Affairs

RIVERSIDE COMMUNITY COLLEGE DISTRICT
PLANNING COMMITTEE

Report No.: VI-C-1 Date: January 27, 2009

Subject: Network Operation Center Project – Moreno Valley Campus

Background: Presented for the Board's review and consideration is a design presentation on the Network Operation Center at the Moreno Valley campus by Higginson + Cartozian Architects, Inc. On April 17, 2007, the Board of Trustees approved Higginson + Cartozian Architects, Inc. (HCA) to prepare plans, designs, engineering specifications, bid documents, and construction contracts for the Network Operation Center (NOC) projects at both the Moreno Valley campus and Norco campus. The NOC project will house central telephone and network operations equipment, provide offices for information technology staff and support space for equipment repair, storage and staging new equipment. Additionally, staff is now requesting Board of Trustees approval of a project budget for the Network Operation Center Project at the Moreno Valley campus in the amount of $2,944,082. Funding source: District Measure "C" Funds (Resource 4160).

Recommended Action: It is recommended that the Board of Trustees approve the Network Operation Center project design and budget in the amount of $2,944,082, and authorize the use of Measure "C" funds.

Irving G. Hendrick
Interim Chancellor

Prepared by: Orin L. Williams
Associate Vice Chancellor
Facilities Planning, Design and Construction

RIVERSIDE COMMUNITY COLLEGE DISTRICT
PLANNING COMMITTEE

Report No.: VI-C-2 Date: January 27, 2009

Subject: State Construction Reimbursement Program

Background: The Pooled Money Investment Board has suspended reimbursement of the State's contribution for higher education public works projects for the foreseeable future (please see attached email from Fred Harris). Administration and Finance is researching this situation and will offer recommendations for interim funding of active and planned projects to the Board of Trustees for review and approval at the Planning Committee meeting.

Irving G. Hendrick
Interim Chancellor

Prepared by: Orin L. Williams
Associate Vice Chancellor
Facilities Planning, Design and Construction

Buysse, Jim

From: Harris, Fred [FHARRIS@CCCCO.EDU]
Sent: Wednesday, December 24, 2008 4:06 PM
To: SO2CBO@LISTSERV.CCCNEXT.NET
Subject: Further DOF Clarification on use of local funds during suspension of PMIA

Attachments: Suspension of AB 55 Interim Loans.doc

Suspension of AB 55 Interim Lo...

Memorandum

December 24, 2008

To:
Chief Executive Officers
Chief Business Officers
Facilities Planners

From:
Frederick E. Harris, Assistant Vice Chancellor College Finance & Facilities Planning

Subject:
Further DOF Clarification on use of local funds during suspension of PMIA

Late last night we received the following clarification from the Department of Finance (DOF) on the use of local funds to backfill the state funded portion of an approved project that is currently underway during this period of suspended use of the Pooled Money Investment Account (PMIA/AB 55 loans):

If the System Office and DOF have already approved a construction contract at your district, and the project is underway, the district may continue the work using local funds with the understanding that the district takes the risk of at best a delay in reimbursement and at worst no reimbursement due to a lack of bonds sold. Districts should consult their legal counsel to determine the district's legal exposure and options for going forward with projects based on this information.

This new understanding clarifies item 3b in the enclosed AB 55 loan memo sent out on Friday:

3b. To the extent that districts choose to use local dollars to backfill the state funded portion of the project, those funds will not be reimbursed

Please be clear that at this time there still is no guarantee when and if state funds will be made available in the future to pay district costs incurred after December 16 on current appropriations of state approved projects. What is complicating is not only the state's budget crisis but the lack of overall consumer confidence to make investments. For example, recently the state was trying to sell $500m in tax-exempt Water Resources Bonds AT 9% INTEREST! Usually such an attractive investment is sold within hours of issuance. I'm told that only 1/3 of those bonds sold.

It is the sale of GO and other state bonds that replenishes the PMIA to make interim AB 55 loans to reimburse districts. All state funded projects are first paid out of the PMIA/AB 55 loans. Usually not until well after a project is completed will the state actually sell the GO bonds from which the project was originally appropriated. Once the GO bonds are sold their proceeds will pay back the PMIA the principal and interest of the interim

financing provided by the PMIA which will then be used on other projects needing interim financing.

Due primarily to the budget crisis, California currently has the lowest bond credit rating of 50 states. Unless and until the state's budget crisis is resolved AND overall consumer confidence returns to make investments, the PMIA will continue to have funding problems. Under these circumstances the PMIA is projected to have only $500m available for expenditure thru June 30, 2009 with approximately $18 BILLION in eligible project expenses that could be incurred.

For community colleges we calculate that we have $1.5 billion in unclaimed appropriations since 2004 that could impact the PMIA. Of that amount we further calculate $647m in state funded district projects that are currently under construction. If local funds are available and the decision locally is to assume the risk discussed above, it is this subset of projects that could benefit from the recent DOF clarification.

This is a most undesirable set of circumstances for all involved. We ask for your continued patience as we sort out all the details. Hopefully the effects of that "lump of coal" from last week's suspension of the PMIA can be minimized as we together work through all of this.

Wishing you and yours a Happy Holiday Season. See you next year!

fh

****
Frederick E. Harris
Assistant Vice Chancellor
College Finance & Facilities Planning
California Community Colleges System Office

1102 Q Street, 4th Floor
Sacramento, CA 95811-6549

fharris@cccco.edu
916/324-9508 Office/Cell
925/226-4043 FAX
http://www.cccco.edu/divisions/cffp/finance.htm
****

-----Original Message-----
From: Harris, Fred
Sent: Friday, December 19, 2008 2:46 PM
To: So2ceo (SO2CEO@LISTSERV.CCCNEXT.NET); So2cbo (SO2CBO@LISTSERV.CCCNEXT.NET); So2po (SO2PO@LISTSERV.CCCNEXT.NET); So2fp (SO2FP@LISTSERV.CCCNEXT.NET); So2con (SO2CON@LISTSERV.CCCNEXT.NET)
Subject: PMIB Suspension of Interim Loans for State-funded General Obligation and Lease Revenue Bond Projects

Memorandum

December 19, 2008

TO:
Chief Executive Officers
Chief Business Officers
Facilities Planners
Other Interested Parties

FROM:
Frederick E. Harris, Assistant Vice Chancellor College Finance and Facilities Planning

SUBJECT:
PMIB Suspension of Interim Loans for State-funded General Obligation and Lease Revenue Bond Projects

The Pooled Money Investment Board (PMIB) voted on December 17, 2008 to freeze all disbursements from AB 55 loans (Pooled Money Investment Account (PMIA) loans) with the exception of accrued interest and necessary administrative costs. The PMIB took this action to preserve necessary cash resources to pay the day-to-day operational needs of the state for the balance of the fiscal year pending further PMIB action in January. If loan disbursements continue at the current pace, the state's portion of the PMIA is projected to run out of liquid cash before the end of the current fiscal year (cash held in the Local Agency Investment Fund will remain). No future loans or higher amount of loan renewals will be approved until the budget crisis is resolved in a manner sufficient to allow the state to resume issuing bonds.

As a result of this PMIB Action, the Department of Finance (DOF) has provided us with the following further guidance to share with you:

1. Cease authorizing any new grants or obligations for bond projects, including new phases of existing projects. Instruct all grant/loan recipients to not enter into any new construction, agreements or contracts.

* If districts incur state costs from this point forward, these costs will not be reimbursed.

* Until this PMIA issue is resolved, we will not process project requests that obligate state funds.

2. Freeze all disbursements not authorized or submitted to the Controller for payment prior to December 17, 2008.

* District reimbursement requests that did not make it to the Controller's by December 17, 2008 won't be paid until the PMIA issue is resolved.

* We are in the process of determining with the Controller's Office what specific project claims will be reimbursed.

3. There are special considerations for projects that have local funding.

* Districts could request approval for the next project phase of a state funded project ONLY if local funds are used. Until this PMIA issue is resolved, STATE FUNDS WILL NOT BE OBLIGATED OR RELEASED. If a district chooses to proceed with an approval request, the approval request letter must certify that:

a. ONLY local funds will be expended;

b. To the extent that districts choose to use local dollars to backfill the state funded portion of the project, those funds will not be reimbursed; and

c. If a district proceeds with the locally funded portion of a contract, the district will be responsible for the entire contract obligation should state funds for the project not become available.

* Public Works Board items will be processed, at DOF discretion, for actions that do not involve the release of state dollars (e.g. approval of preliminary plans and working drawings).

In this holiday season, we wish we had better news. We are currently in the process of determining the status of claims that are at the Controller's Office. Once we have any new information we will share it with you.

****

Frederick E. Harris
Assistant Vice Chancellor
College Finance & Facilities Planning

California Community Colleges System Office

1102 Q Street, 4th Floor
Sacramento, CA 95811-6549

fharris@cccco.edu
916/324-9508 Office/Cell
925/226-4043 FAX
http://www.cccco.edu/divisions/cffp/finance.htm
****

****

STATE OF CALIFORNIA **DIANE WOODRUFF, CHANCELLOR (INTERIM)**

CALIFORNIA COMMUNITY COLLEGES
SYSTEM OFFICE
1102 Q STREET
SACRAMENTO, CA 95811
(916) 445-8752
HTTP://WWW.CCCCO.EDU

Memorandum

December 19, 2008

TO: Chief Executive Officers
Chief Business Officers
Facilities Planners
Other Interested Parties

FROM: Frederick E. Harris, Assistant Vice Chancellor
College Finance and Facilities Planning

SUBJECT: PMIB Suspension of Interim Loans for State-funded General Obligation and Lease Revenue Bond Projects

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3. **There are special considerations for projects that have local funding.**

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     a. ONLY local funds will be expended;

     b. To the extent that districts choose to use local dollars to backfill the state funded portion of the project, those funds will not be reimbursed; and

     c. If a district proceeds with the locally funded portion of a contract, the district will be responsible for the entire contract obligation should state funds for the project not become available.

   - Public Works Board items will be processed, at DOF discretion, for actions that do not involve the release of state dollars (e.g. approval of preliminary plans and working drawings).

In this holiday season, we wish we had better news. We are currently in the process of determining the status of claims that are at the Controller's Office. Once we have any new information we will share it with you.