RIVERSIDE COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
TEACHING AND LEARNING COMMITTEE
October 6, 2009 –6:15 p.m.
(or immediately following the conclusion of the Governance Board Committee Meeting)
Board Room AD 122, Riverside City College

AGENDA

VI.   Board Committee Reports

    A.   Teaching and Learning

        1.   Riverside Community College District Mission Statement
           - The Committee to review the District Mission Statement.

        2.   Comments from the public.

Adjourn

Prepared by: Naomi Foley
                 Administrative Assistant IV, Academic Affairs

RIVERSIDE COMMUNITY COLLEGE DISTRICT
TEACHING AND LEARNING COMMITTEE

Report No.:   VI-A-1   Date: <u>October 20, 2009</u>

<u>Subject</u>:   Riverside Community College District Mission Statement

<u>Background</u>:   On September 16, 2008 the Board of Trustees approved a new mission statement
for the District. The District Strategic Planning Committee reviews the statement annually. At
their August 28, 2009 meeting, they voted to recommend reaffirmation of the statement:

> "Riverside Community College District is dedicated to the success of our students and to
> the development of the communities we serve.
>
> To advance this mission, our colleges and learning centers provide educational and
> student services to meet the needs and expectations of their unique communities of
> learners.
>
> To support this mission, District Offices provide our colleges with central services and
> leadership in the areas of advocacy, resource development, and planning."

<u>Recommended Action</u>: It is recommended that the Board of Trustees reaffirm the District
Mission Statement.

Gregory W. Gray
Chancellor

<u>Prepared by</u>:   Kristina Kauffman
                  Associate Vice Chancellor, Institutional Effectiveness

RIVERSIDE COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
RESOURCES COMMITTEE MEETING
October 6, 2009 – 7:15 p.m.
(or immediately following the conclusion of the
Planning Board Committee Meeting)
Board Room, AD122, Riverside City College

Committee Members:

Chair:	Mark Takano, Secretary, Board of Trustees
Vice Chair:	Jose Medina, Member, Board of Trustees
Staff Members:	James Buysse, Vice Chancellor, Administration and Finance
	Melissa Kane, Vice Chancellor, Diversity and Human Resources
Academic Senate:	Travis Gibbs, (Moreno Valley Campus)
	Tim Brown (Riverside)
	Patricia Worsham (Norco)
ASRCCD:	Meghan Sheeran
CTA:	Cynthia Mahon (Moreno Valley)
	Amber Casolari (Riverside)
	Shari Yates (Riverside)
CSEA:	Gustavo Segura (Moreno Valley)
	Tamara Caponetto (Norco)

AGENDA

VI. Board Committee Reports

    B.   Resources Committee

        1. Riverside Nursing/Science Building – Design Amendment – GKK Works
           - The Committee to consider an amendment to a construction design services agreement.

        2. Master Grant Submission Schedule for 2009-10
           - The Committee to consider an informational report relative to the development of grant procedures along with a master list of intended grant proposals for the 2009-10 academic year.

        3. 2009-2010 Budget – Public Hearing and Budget Adoption
           - The Committee to review the District's 2009-2010 budget.

        4. Comments from the public

Adjourn

Prepared by: Charlotte Zambrano
                Executive Administrative Assistant
                Administration and Finance

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RESOURCES COMMITTEE

Report No.:   VI-B-1   Date: <u>October 20, 2009</u>

<u>Subject</u>:   Riverside Nursing/Science Building Project – Design Amendment #4

<u>Background</u>: On June 20, 2006, the Board of Trustees approved an agreement with GKK Works
(GKK) to provide plans, specifications and working drawings for the Nursing/Science Building
project at the Riverside City Campus for $4,290,825.15.   The agreement included the provision
to assign GKK additional services on a negotiated basis. On September 11, 2007, the Board of
Trustees approved a first amendment with GKK for the development of design and specifications
of a site plan layout and special signage, engineering and design services for audio-visual and
information technology systems, and design services for development of safety and security
systems for $389,952. On June 17, 2008, the Board of Trustees approved a second amendment
for design services to assess changes required by the California Building Code (2007 CBC)
related to structural/mechanical systems and fire/life safety issues for $850,482. On August 18,
2009, the Board of Trustees approved a third amendment for the development of hazardous
materials management services in response to Division of State Architect (DSA) Fire Marshal's
Plan review of the Riverside Nursing/Science Building project for $22,857.

In order for the District to comply with the California Community Colleges (CCC), and Investor-
Owned Utility (IOU) Energy Effiency Partnership program, the District must implement new
building standards to help meet energy efficiency construction project goals. Leadership in
Energy and Environmental Design (LEED) certification is the first step in implementing an
intergrated, systems-oriented approach to green project design, development and operations. The
District, by achieving a more energy efficient construction design, can capitalize on the
CCC/IOU Energy Efficiency Program which provides incentive funds to Community College
Districts, as well as participate in California's national leadership in energy efficiency.

Request for additional services with GKK to provide a LEED feasibility study for the Riverside
Nursing/Science Building project would be the 4th amendment. The LEED feasibility study
includes a review of project documents and provides a summary analysis to LEED prerequisites
and the estimated potential savings these changes would yield to the District. GKK included a
review of the mechanical and electrical designs, as well as documentation for suggested
alternatives. Additional related services are described in the attached amendment. The additional
cost associated with the fourth amendment is not to exceed $24,900. The GKK agreement,
including all previous amendments and reimbursable expenses, totals $5,579,016.15.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RESOURCES COMMITTEE

Report No.:   VI-B-1   Date: <u>October 20, 2009</u>

<u>Subject</u>:   Riverside Nursing/Science Building Project – Design Amendment #4
                (continued)

To be funded from the Board approved project budget, State Construction Act (Resource 4100)
and District Measure "C" Funds (Resource 4160).

<u>Recommended Action</u>: It is recommended the Board of Trustees approve Amendment #4 for a
Leadership Energy and Environmental Design feasibility study with GKK Works for the
Riverside Nursing/Science Building project in an amount not to exceed $24,900, and authorize
the President of Riverside City College, to sign the amendment.

                                Gregory W. Gray
                                Chancellor

<u>Prepared by</u>:   Jan Muto
                President
                Riverside City Campus

                Orin L. Williams
                Associate Vice Chancellor
                Facilities Planning, Design and Construction

FOURTH AMENDMENT TO AGREEMENT
BETWEEN
RIVERSIDE COMMUNITY COLLEGE DISTRICT
AND
GKK WORKS
(Riverside Nursing/Science Building Project)

This document amends the original agreement between the Riverside Community College District and GKK Works, which was approved by the Board of Trustees on June 20, 2006.

The agreement is hereby amended as follows:

I.   Additional compensation of this amended agreement shall not exceed $24,900, including reimbursable expenses. The term of this agreement shall be from the original agreement date of June 21, 2006, to the estimated completion date of September 30, 2012. Payments and final payment shall coincide with original agreement.

II.   The additional scope of work is described in Exhibit I, attached.

All other terms and conditions of the original agreement shall remain in full force and effect.

IN WITNESS WHEREOF, the parties hereto have executed this Amendment as of the date written below.

GKK WORKS   RIVERSIDE COMMUNITY COLLEGE
                                               DISTRICT

By: _____   By: _____
    Kris Kay   Dr. Jan Muto
    Principle of Higher Education   President
    2355 Main St., Ste. 220   Riverside City College
    Irvine, CA 92614

Date: _____   Date: _____

Exhibit I

Project: Nursing/Science Building Project
              Riverside City Campus

Scope of Work:

Additional services are to provide a Leadership in Energy and Environmental Design (LEED) feasibility study for the Riverside Nursing/Science Building Project.

Scope of Services:

Task 1 - Project Review and LEED Project Registration Phase Services:

Design Team review of the LEED process, feasibility, and documentation for the Project in preparation for certification with the Green Building Certification Institute (GBCI) by providing these services:

1. Project documents review, recommendations and feasibility study: Review Project Documentation and provide summary analysis with respect to LEED Prerequisites and target credits. Advise the District on potential accommodations that might be made to facilitate achievement of basic LEED certification requirements. Determine appropriate LEED target credits, Project Certification potential, and develop strategy to pursue LEED submittal requirements for target credits.

    a. Purpose: The Project team goal is to analyze how best to achieve basic LEED Certification of the Project (LEED for New Construction 2009).

2. At this time, it is noted that the Project is in the Bid Phase and has not been registered with the Green Building Certification Institute.

3. Deliverable: Feasibility Report, including an annotated speculative LEED Target Review and responsibility matrix to facilitate information management for the Project.

4. Project Registration with the GBCI and LEED Online project administration related to developing the feasibility report.

5. Meetings and Coordination: We anticipate that this task will require 1-2 meetings with District and/or Construction Manager, in addition to our in-house Design team meetings.

Task 2 – Energy Efficiency Concepts Analysis and Report:

1. Project Team to review the mechanical and electrical design and documentation for the Project to identify energy savings opportunities, to clarify potential LEED credits related to energy using systems and to support required initiation of the LEED commissioning process.

2. Deliverables:

    a. Energy Efficiency Options Report that will include an annotated speculative LEED Target Review and responsibility matrix to facilitate information management for the Project.

    b. Basis of Design document consistent with LEED Commissioning requirements.

3. Meetings and Coordination: We anticipate that this task will require 1-2 meetings with District and/or Construction Manager, in addition to our in-house Design team meetings.

General:
If required, the Design Team, under subsequent agreement, shall prepare and coordinate revisions/documentation to the contract documents, required for potential submittal to the GBCI for certification review. The District, College, Construction Manager, and Trade Contractors, along with the Design Team all have responsibilities material to the successful LEED certification of the project.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RESOURCES COMMITTEE

Report No.:   VI-B-2   Date: <u>October 20, 2009</u>

<u>Subject</u>:   Master Grant Submission Schedule for 2009-10

<u>Background</u>: As per AP 3280, which delineates how grants will be handled in our three-college
district, the Grants Office is charged with presenting three reports per year to the Board of
Trustees. Attached hereto is the first of these reports. It provides the Board with a brief
background concerning of the development of grant procedures, and the 2009-10 master grants
submission list which represents the grants the District intends to apply for in the 2009-10
academic year.

<u>Information Only</u>.

                                                    Gregory W. Gray
                                                    Chancellor

<u>Prepared by</u>:   Richard Keeler
                   Director, Grants

Riverside Community College District
Report to the Board of Trustees
Grants Office – Fall 2009

Background

Recognizing that grants have long-term, far-reaching effects on the campuses, and that the district's evolving structure would necessitate a uniform and effective process for grants, the Grants Office began working with Core Operations Task Force (COTF) in the summer of 2004. Although those efforts resulted in COTF endorsing procedures in the fall of 2004, the proposed procedures were not approved by the district for implementation.

In April 2008, under the leadership of Dr. Debbie DiThomas, the Grants Office began discussing the need for district procedures related to grants and presented the identified need to Executive Cabinet for consideration. In response, the Cabinet tasked a group, the Grants Procedures Committee (Appendix A), with recommending processes and procedures to address the issues of grant priorities and accountability in a 3-college district. The Committee included representation from all of the campuses, the District, the RCCD Foundation and the Grants Office.

Beginning with what COTF had endorsed, the Committee collaboratively produced procedures that were approved by the Executive Cabinet in September, 2008. As the procedures were implemented over a year's time, it was recognized that there were areas that the procedures did not address. The Committee reconvened to consider the outstanding issues and collectively proposed additional provisions that were incorporated into these revised procedures, which were approved by Executive Cabinet on September 14, 2009.

Reporting to the Board

The newly-revised procedures, corresponding to BP 3280 that the Board will be reviewing tonight, require that the Grants Office provide the Board with a report three times each academic year. Each fall, the Grants Office will present the Board with a master grant submission schedule (Appendix B), which is a listing of grants for which the District intends to apply in that academic year. Each winter, the Grants Office will update the Board on the progress and status of grant opportunities, applications and awards and in spring, the Grants Office will provide the Board with a comprehensive grant activity report for the year.

Appendix A

Grants Procedures Committee

- Dr. Debbie DiThomas, Chair
- Michele Arnold
- Bill Bogle
- Dr. Ed Bush
- Chris Carlson
- Dr. Lisa Conyers
- Richard Keeler
- Colleen Molko
- Jim Parsons
- Dr. Patrick Schwerdtfeger

- Kathleen Bender
- Patti Braymer
- Amy Cardullo
- Maureen Chavez
- Norm Godin
- Dr. Gaither Loewenstein
- Annabelle Nery
- Reagan Romali
-

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DRAFT   Master Submission Schedule for 2009-10   DRAFT

Agency	Opportunity	Purpose	Initiative Met	Amount	Known or Anticipated Submission Deadline	Applicants
California Arts Council	Music Presenting Grant	Discounted or free musical theatre performances that will serve California's underserved, rural and/or inner-city populations	Performance Riverside	$15,000	7/1/09	Riverside/ RCCD Foundation
Ronald McDonald House Children's Charities	N/A	Funding to support the aquatics complex	Aquatics	$100,000	7/1/2009	RCCD Foundation
National League of Cities	Communities Learning in Partnership	Collaboration with RUSD and the City of Riverside to improve postsecondary persistence and degree completion of low-income young adults	Basic Skills	$140,595	7/29/09	Riverside
U.S. Department of Housing and Urban Development	Hispanic-Serving Institutions Assisting Communities	Community service	Community service, basic skills	$600,000	8/7/09	Moreno Valley
Chancellor's Office	Statewide Economic Stimulus Funds for Allied Health	Grant has already been awarded, however, the Chancellor's Office has requested a completed redesign of the project	Allied Health	$350,000	8/10/09	Moreno Valley
The Office of Statewide Health Planning and Development	Song-Brown Physicians Assistant Training Program	Support the training of Physician Assistants	Allied Health	$100,000	8/13/09	Moreno Valley

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Moreno Valley = lavender color
Norco = yellow color

DRAFT   Master Submission Schedule for 2009-10   DRAFT

Agency	Opportunity	Purpose	Initiative Met	Amount	Known or Anticipated Submission Deadline	Applicants
The Office of Statewide Health Planning and Development	Song-Brown Physicians Assistant Training Special Programs	Support special programs for PA students	Allied Health	~$50,000	8/13/09	Moreno Valley
California Arts Council	Community Arts Partnership Grant	To explore the development of an arts education and marketing volunteer organization that would provide services to community centers, underserved groups, hospitals, after school programs, and service clubs and organizations located throughout the Greater Riverside area	Performance Riverside	$1,500	8/14/09	Riverside/ RCCD Foundation
California Arts Council	Recovery Grant Applications	To pay three musicians for four performances (to replace lost jobs due to the economy)	Performance Riverside	$19,476	8/24/09	Riverside/ RCCD Foundation
Pacific Life Foundation		To underwrite the Discovery Theatre Program	Performance Riverside	$10,000	8/29/09	Riverside/ RCCD Foundation
Defense Logistics Agency	Procurement Assistance Center	Provides important resource information and procurement training to businesses seeking to market their goods and services to federal, state and local government	Economic Development	$250,000	9/1/09	District
Carpenter Foundation		To underwrite the Discovery Theatre Program	Performance Riverside	$10,000	No deadline but expected to be submitted in September 2009	Riverside/ RCCD Foundation

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DRAFT   Master Submission Schedule for 2009-10   DRAFT

Agency	Opportunity	Purpose	Initiative Met	Amount	Known or Anticipated Submission Deadline	Applicants
National Science Foundation	Scholarships in Science, Technology, Engineering, and Mathematics	Support scholarships for academically talented, financially needy students, enabling them to enter the workforce following completion of an associate, baccalaureate, or graduate level degree in science and engineering disciplines.	STEM (with articulation with 4-year institutions and specialized student support services).	$600,000	9/14/09	Riverside
LA84	N/A	Funding to support the aquatics complex	Aquatics	~$100,000	9/30/09	RCCD Foundation
U.S. Department of Labor	Health Care and Other High Growth and Emerging Industries	The purpose of the SGA is to fund projects providing training, education, and job placement assistance to prepare workers to enter the health care sector and other high growth and emerging industries.	Nursing and Allied Health	$2-$5M	10/5/09	Riverside and Moreno Valley
U.S. Department of Labor	Health Care and Other High Growth and Emerging Industries	Part of a consortia led by the Chancellor's Office on behalf of an allied health initiative	Allied Health	~$300 - $400K	10/5/09	Moreno Valley
U.S. Department of Labor	Health Care and Other High Growth and Emerging Industries	Part of a consortia led by the Chancellor's Office on behalf of a health information technology initiative	Health Information Technology	~$300 - $400K	10/5/09	Moreno Valley
U.S. Department of Education	Student Support Services	Provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their postsecondary education	Student Support Services	$1,100,000	Expected as early as October 2009	Riverside

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DRAFT Master Submission Schedule for 2009-10 DRAFT

Agency	Opportunity	Purpose	Initiative Met	Amount	Known or Anticipated Submission Deadline	Applicants
U.S. Department of Education	Student Support Services	Provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their postsecondary education	Student Support Services	$1,100,000	Expected as early as October 2009	Moreno Valley
U.S. Department of Education	Student Support Services	Provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their postsecondary education	Student Support Services	$1,100,000	Expected as early as October 2009	Norco
U.S. Department of Education	Student Support Services	Provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their postsecondary education	Student Support Services (DSP&S Target Population)	$1,100,000	Expected as early as October 2009	Norco
National Science Foundation	Advanced Technological Education - National Center Category	With an emphasis on two-year colleges, the Advanced Technological Education (ATE) program focuses on the education of technicians for the high-technology fields that drive our nation's economy. The program involves partnerships between academic institutions and employers to promote improvement in the education of science and engineering technicians at the undergraduate and secondary school levels.	Logistics and Supply Chain Technology	$5 M	10/15/09	Norco

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DRAFT Master Submission Schedule for 2009-10 DRAFT

Agency	Opportunity	Purpose	Initiative Met	Amount	Known or Anticipated Submission Deadline	Applicants
U.S. Department of Commerce	Broadband Technology Opportunities Program (Recovery Funds)	Infrastructure development and equipment related to broadband capacity	Infrastructure	Not Specified	2nd Round in Late 2009; 3rd Round in Early 2010	Riverside
U.S. Department of Commerce	Broadband Technology Opportunities Program (Recovery Funds)	Infrastructure development and equipment related to broadband capacity	Infrastructure	Not Specified	2nd Round in Late 2009; 3rd Round in Early 2010	Moreno Valley
The Office of Statewide Health Planning and Development	Song Brown Registered Nursing Education Capitation Program	Associate Degree in Nursing Program Expansion	School of Nursing	$200,000	11/5/09	Riverside
Health Resources and Services Administration	Nursing Workforce Diversity Program	To increase nursing education opportunities for individuals from disadvantaged backgrounds (including racial and ethnic minorities underrepresented among registered nurses) by providing student scholarships or stipends, pre-entry preparation, and retention activities	School of Nursing	~$279,000	Expected deadline date of 11/21/09	Riverside
The Foundation for California Community Colleges	Unknown	FCCC will be the applicant for this Chancellor's Office consortia effort in support of allied health; Moreno Valley Campus has been selected to participate along with several other colleges	Allied Health	~$1.2M	Expected to be due in January 2009	Moreno Valley

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Agency	Opportunity	Purpose	Initiative Met	Amount	Known or Anticipated Submission Deadline	Applicants
U.S. Department of Education	Talent Search	This program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to the postsecondary institution of their choice.	Pipeline from Middle School to RCCD via Academic and Student Support Services	$1,100,000	Competitions for funding are held every four years; the next deadline is expected in Winter 2010	Riverside
U.S. Department of Education	Talent Search	This program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to the postsecondary institution of their choice.	Pipeline from Middle School to RCCD via Academic and Student Support Services	$1,100,000	Competitions for funding are held every four years; the next deadline is expected in Winter 2010	Moreno Valley
U.S. Department of Agriculture	Hispanic-Serving Institutions Education Grants Program	To promote and strengthen the ability of Hispanic-Serving Institutions to carry out higher education programs that attract, retain, and graduate outstanding students capable of enhancing the nation's food and agricultural scientific and professional work force	STEM	$300,000	Expected to be due in February 2010	Riverside
National Science Foundation	Proactive Recruitment in Introductory Science and Mathematics	Strengthen the nation's scientific competitiveness by increasing the numbers of well-prepared, successful U.S. undergraduate majors and minors in science and mathematics	STEM (including articulation with 4-year institutions and revision of curriculum)	~$1.3M	Not announced but expected to occur in February 2010	Riverside

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DRAFT   Master Submission Schedule for 2009-10   DRAFT

Agency	Opportunity	Purpose	Initiative Met	Amount	Known or Anticipated Submission Deadline	Applicants
California Community Colleges Chancellors Office	Enrollment Growth for Associate Degree in Nursing Programs	To support expanded capacity in the ADN program	Nursing	~$1.1M	Expected to be due in March 2010	Riverside
National Science Foundation	Advanced Technological Education - Project Category	With an emphasis on two-year colleges, the Advanced Technological Education (ATE) program focuses on the education of technicians for the high-technology fields that drive our nation's economy. The program involves partnerships between academic institutions and employers to promote improvement in the education of science and engineering technicians at the undergraduate and secondary school levels.	Green Technology	$900,000	4/23/10	Norco
National Science Foundation	Advanced Technological Education - Project Category	With an emphasis on two-year colleges, the Advanced Technological Education (ATE) program focuses on the education of technicians for the high-technology fields that drive our nation's economy. The program involves partnerships between academic institutions and employers to promote improvement in the education of science and engineering technicians at the undergraduate and secondary school levels.	CIS	$900,000	4/23/10	Riverside

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DRAFT **Master Submission Schedule for 2009-10** **DRAFT**

Agency	Opportunity	Purpose	Initiative Met	Amount	Known or Anticipated Submission Deadline	Applicants
National Science Foundation	Course, Curriculum, and Laboratory Improvement	The Course, Curriculum, and Laboratory Improvement (CCLI) program seeks to improve the quality of science, technology, engineering, and mathematics (STEM) education for all undergraduate students. The program supports efforts to create, adapt, and disseminate new learning materials and teaching strategies, develop faculty expertise, implement educational innovations, assess learning and evaluate innovations, and conduct research on STEM teaching and learning.	STEM	$200,000	2010 dates unpublished but expected to be in May 2010 for phase 1 projects	Riverside
National Science Foundation	Course, Curriculum, and Laboratory Improvement	The Course, Curriculum, and Laboratory Improvement (CCLI) program seeks to improve the quality of science, technology, engineering, and mathematics (STEM) education for all undergraduate students. The program supports efforts to create, adapt, and disseminate new learning materials and teaching strategies, develop faculty expertise, implement educational innovations, assess learning and evaluate innovations, and conduct research on STEM teaching and learning.	STEM	$200,000	2010 dates unpublished but expected to be in May 2010 for phase 1 projects	Norco

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DRAFT Master Submission Schedule for 2009-10 DRAFT

Agency	Opportunity	Purpose	Initiative Met	Amount	Known or Anticipated Submission Deadline	Applicants
U.S. Department of Education	Child Care Access Means Parents in School	This program supports the participation of low-income parents in postsecondary education through the provision of subsidized campus-based child care services	Early Childhood Studies	$300,000	5/8/10	Riverside
National Endowment for the Arts	Challenge America: Reaching Every Community Fast-Track Review Grants	The Challenge America: Reaching Every Community Fast-Track Review Grants category offers support primarily to small and mid-sized organizations for projects that extend the reach of the arts to underserved populations -- those whose opportunities to experience the arts are limited by geography, ethnicity, economics, or disability	Performance Riverside	$10,000	Not announced but expected to be 5/28/10	Riverside/ RCCD Foundation
U.S. Department of Education	Title V (if competition is held in 2010)	Developing Hispanic Serving Institutions grant	Engagement Centers	$2.8M	Anticipated deadline date is 6/15/10	Riverside
Economic Development Administration (EDA), Department of Commerce	EDA American Recovery Funding	To promote comprehensive, entrepreneurial and innovation-based economic development efforts to enhance the competitiveness of regions, resulting in increased private investment and higher-skill, higher-wage jobs in regions that have experienced sudden and severe economic dislocation and job loss due to corporate restructuring	Various High-Skill, High Wage Industry Sectors	To Be Negotiated With Local/Regional EDA Office	Rolling through 6/30/10	Riverside

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DRAFT   **Master Submission Schedule for 2009-10**   **DRAFT**

Agency	Opportunity	Purpose	Initiative Met	Amount	Known or Anticipated Submission Deadline	Applicants
Economic Development Administration (EDA), Department of Commerce	EDA American Recovery Funding	To promote comprehensive, entrepreneurial and innovation-based economic development efforts to enhance the competitiveness of regions, resulting in increased private investment and higher-skill, higher-wage jobs in regions that have experienced sudden and severe economic dislocation and job loss due to corporate restructuring	Various High-Skill, High Wage Industry Sectors	To Be Negotiated With Local/Regional EDA Office	Rolling through 6/30/10	Moreno Valley
Economic Development Administration (EDA), Department of Commerce	EDA American Recovery Funding	To promote comprehensive, entrepreneurial and innovation-based economic development efforts to enhance the competitiveness of regions, resulting in increased private investment and higher-skill, higher-wage jobs in regions that have experienced sudden and severe economic dislocation and job loss due to corporate restructuring	Various High-Skill, High Wage Industry Sectors	To Be Negotiated With Local/Regional EDA Office	Rolling through 6/30/10	Norco
Bank of America	Neighborhood Excellence Initiative Awards	Neighborhood improvement through focus on areas such as education, community development/ neighborhood preservation, arts and culture, and health and human services	Performance Riverside	$10,000	Ongoing	Riverside/ RCCD Foundation

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DRAFT   Foundation Grants for Potential Inclusion in the Master Submission Schedule for 2009-10   DRAFT

Agency	Opportunity	Initiative Met	Amount	Known or Anticipated Submission Deadline	Comments
Kresge Foundation	Challenge Grant	Aquatics Complex	$500K+	February, May, August, November	The appropriate time to submit a letter of intent for a Challenge grant is when your organization has raised initial private gifts, including some lead gifts, toward your private capital campaign fundraising goal. Initial approach: Letter or proposal. Board meeting dates: March, June, September and December. Deadline: None. Final notification: Generally within 4 to 6 months; decisions announced after each board meeting, applicants notified in writing.
Weingart Foundation	Capital Fund	Aquatics Complex	Will fund construction, 10% of total	Rolling	For specific projects with capital expenditures. Funding is available to support land, facility, equipment purchases, renovations, or new construction. For new construction and major renovation projects, grant amounts will generally not
Weingart Foundation	Capital Fund	Nursing and Arts	budget, must have a large portion already funded	Rolling	exceed 10% of a total capital budget, and in the case of very large projects, the percentage is likely to be considerably less. For large capital campaigns, an application will generally only be invited for projects that have raised a substantial
Weingart Foundation	Capital Fund	Allied Health	~$250K	Rolling	amount of their fundraising goal, and are either in construction or have a firm construction start date. The Foundation accepts and processes grant requests through our Regular Grant Program throughout the year with no deadlines. Applying to our Regular Grant Program involves a two-step application process.
LA84	N/A	Aquatics Complex	$100-$250K	March 13 July 10 October 9 (if not submitted in September 2009)	The LA84 Foundation accepts proposals at any time on a first-come, first-served basis. Please keep in mind that the Board of Directors meets three times per year and it takes months to process an application. For time-sensitive programs beginning between June and September, the grant proposal should be received no later than March 13; for programs beginning between October and December, the grant proposal should be received no later than July 10; for programs beginning between January and May, the grant proposal should be received no later than October 9.

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DRAFT Foundation Grants for Potential Inclusion in the Master Submission Schedule for 2009-10 DRAFT

Agency	Opportunity	Initiative Met	Amount	Known or Anticipated Submission Deadline	Comments
California Wellness Foundation	Various	Allied Health	~$100K+	Rolling	Program directors review letters of interest on an ongoing basis.
California Wellness Foundation	Various	Nursing	~$100K+	Rolling	Program directors review letters of interest on an ongoing basis.
The California Endowment	Various	Allied Health	~$100K+	Rolling	No deadlines
The California Endowment	Various	Nursing	~$100K+	Rolling	No deadlines

District = mint color
Riverside = turquoise color
Moreno Valley = lavender color
Norco = yellow color

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RESOURCES COMMITTEE

Report No.:   VI-B-3   Date: October 20, 2009

Subject: 2009-2010 Budget – Public Hearing and Budget Adoption

Background: Attached for the Board's review is a copy of the proposed final budget for the
2009-2010 fiscal year. The Board of Trustees will consider any comments or questions that may
arise during the public hearing on the College District's 2009-2010 Budget at the October 20,
2009, meeting and will then consider adoption of the Budget. The 2009-2010 Budget proposal
was previously discussed by the Board's Resources Committee.

Recommended Action: It is recommended that the Board of Trustees adopt the attached 2009-
2010 Budget for the Riverside Community College District.

                                        Gregory W. Gray
                                        Chancellor

Prepared by: James L. Buysse
                Vice Chancellor
                Administration and Finance

RIVERSIDE COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
PLANNING COMMITTEE
October 6, 2009 – 6:30 p.m.
(or immediately following the conclusion
of the Teaching and Learning Board Committee Meeting)
Board Room AD 122, Riverside City College

AGENDA

VI.   Board Committee Reports

    C.   Planning

        1.   Riverside Community College District Report Card on
              the Strategic Plan 2008-2012
              - The Committee to be presented with an update on the Strategic Plan.

        2.   Norco Secondary Effects Project
              - The Committee to review the design of the Secondary Effects Project and the
              tentative budget.

        3.   Consulting Services for the Office of Facilities Planning, Design and
              Construction
              - The Committee to review consultant agreements to augment the services and
              expertise of the RCCD Facilities Planning, Design and Construction
              Department.

        4.   Comments from the public.

Adjourn

Prepared by: Naomi Foley
              Administrative Assistant IV, Academic Affairs

RIVERSIDE COMMUNITY COLLEGE DISTRICT
PLANNING COMMITTEE

Report No.:   VI-C-1   Date: October 20, 2009

Subject: Riverside Community College District Report Card on
                the Strategic Plan 2008-2012

Background: Presented for the Board's information is an update, presented in the form of a
Report Card, on the District Strategic Plan 2008-2010. On September 16, 2008, the Board
approved the District Strategic Plan which includes outcome measures for each strategy.   The
Report Card, which notes the progress on the outcome measures for 2008-2009, was delivered to
the District Strategic Planning Committee for review on August 28, 2009. The District Strategic
Planning Committee is now forwarding the Report Card for the Board's information and
recommends inclusion of an additional theme, "Green Initiatives."

Recommended Action: It is recommended that the Board of Trustees approve the inclusion of an
additional theme in the District Strategic Plan 2008-2012.

                                Gregory W. Gray
                                Chancellor

Prepared by: Kristina Kauffman
               Associate Vice Chancellor, Institutional Effectiveness

District Strategic Plan 2008 – 2012
Report Card 2008-2009

Riverside Community College District

OFFICE OF INSTITUTIONAL EFFECTIVENESS

September 2009

2

Riverside Community College District Mission Statement

Riverside Community College District is dedicated to the success of our students and to the development of the communities we serve.

To advance this mission, our colleges and learning centers provide educational and student services to meet the needs and expectations of their unique communities of learners.

To support this mission, District Offices provide our colleges with central services and leadership in the areas of advocacy, resource development, and planning.

Preface

In April of 2008 Riverside Community College District began the efforts that resulted in creation of a District Strategic Plan 2008-2012. Following extensive dialogue with representatives of all constituency groups the District Strategic Planning Committee ultimately recommended six themes, thirty-three strategies and more than fifty outcomes measures to the Board of Trustees. In October of 2008 the Board adopted the plan.

This "Report Card" on progress on the District Strategic Plan for 2008-2009 is the first comprehensive report on outcomes related to any strategic plan. It contains narratives on the progress related to each strategy during 2008-2009 activities, per the direction of the Strategic Planning Committee. In most cases the data contained in this initial report card provides only a baseline for analysis or starting point for dialogue. Most of the outcomes that result from implementation of this plan will not be seen in data or analysis until subsequent years. Throughout the upcoming weeks and months faculty, staff and administrative will take a careful look at each of the themes, strategies, and possible lessons while remaining focused on how this information may help guide policies, procedures and practices that enhance student learning.

Strategic Themes

Theme One: Student Access

Education is the vital pathway to meeting career and social challenges, seizing opportunities in the workplace, and obtaining an enhanced quality of life. Yet, the percentage of individuals enrolled in college, particularly those in the 18-to-24 age group, has not kept pace with the need for higher education. As an **open-access institution** and the largest provider of post-secondary education in its region Riverside Community College District recognizes the critical role and influence it has on the future of the region.

If we are to cultivate the educated society needed for 21st century job skills and global competitiveness, we must **increase awareness** about the benefits of a college education, particularly among younger students and those most at risk for unemployment. Research has shown that continuous enrollment from high school through college leads to greater goal completion as evidenced by higher levels of transfer, associate degree attainment, and completion of job skills training. Underrepresented minorities and members of low-income families still lag behind other groups in seeking and receiving a college education directly following high school. The District is strongly committed to serving all students, and special programs and support mechanisms are in place to **recruit and retain first-generation and at-risk students.**

While the price of tuition in Riverside Community College District is exceptionally low when compared to other institutions of higher education, the District is very much aware that the cost of attending may also include lost wages, child care, and transportation. As a result RCCD is dedicated to providing **ease of access** through the continued establishment of neighborhood sites and **alternative ways of delivering instruction.**
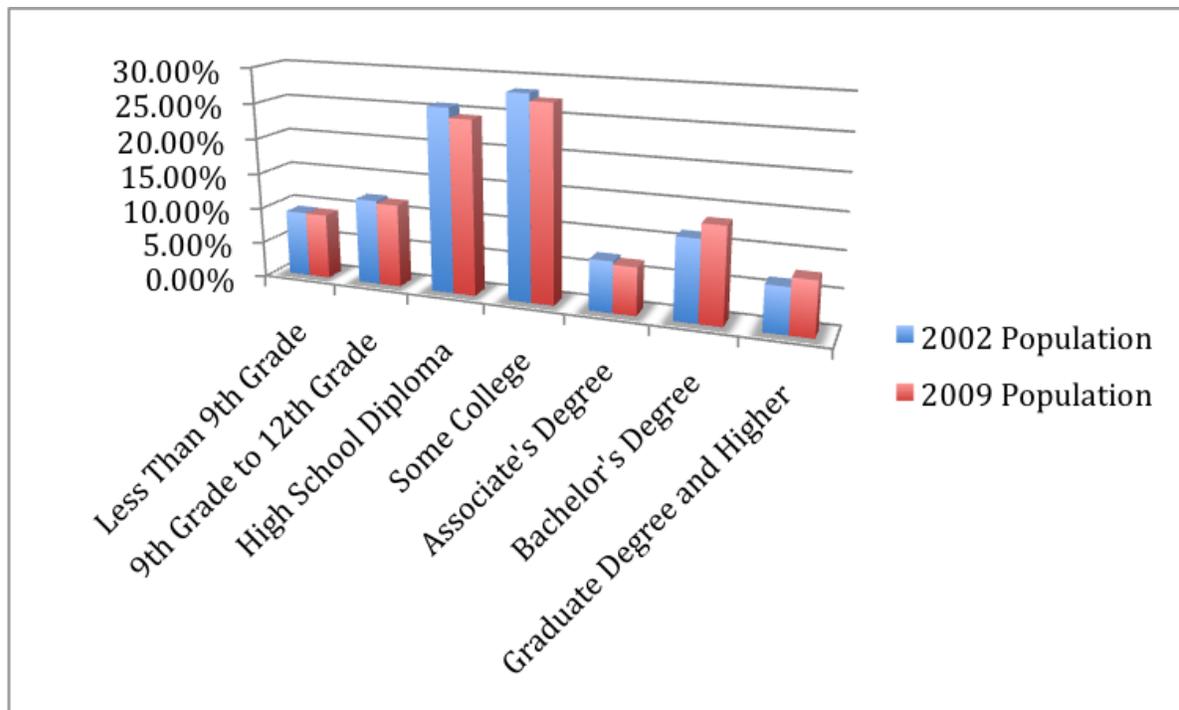
Education in Riverside County   *Source: EMSI - Fall 2008*

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California Educational Needs Index
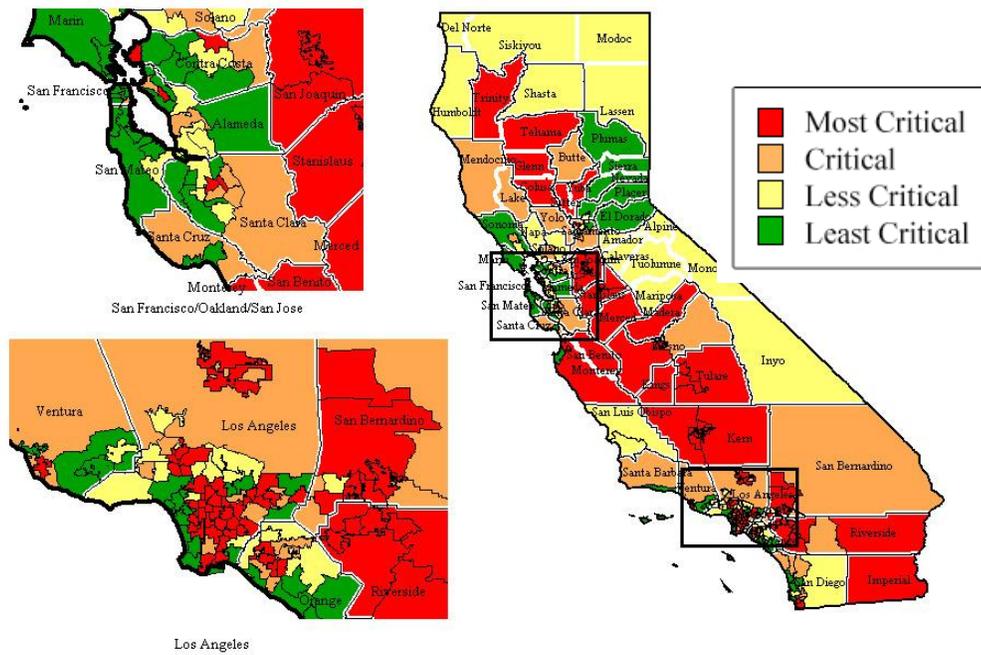
California Educational Needs Index State Report 2008, Lumina Foundation
Red indicates a "most critical" need for College Education by Region
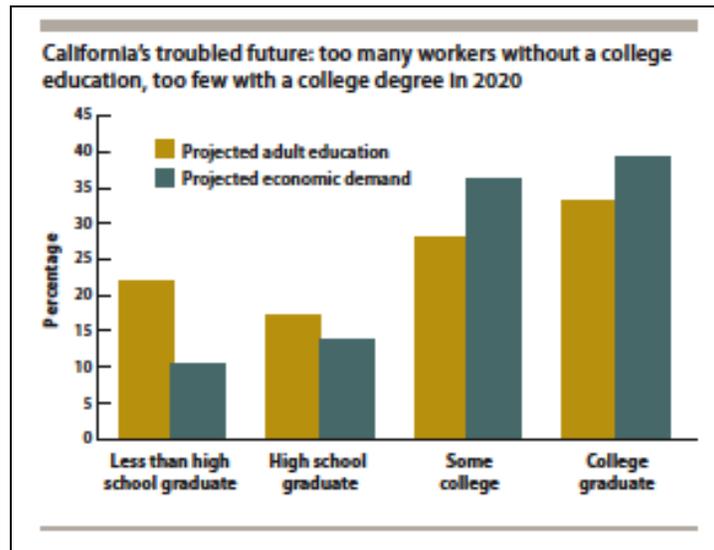
Source: Public Policy Institute of California, *California's Future Workforce: Will there be enough graduates*? December 2008.

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Student Access Strategies:

1. Promote visibility and greater awareness of the importance of college through innovative outreach programs and by promoting early awareness of the importance of college and academic skills.

   Outcome Measures: *District-wide survey; focus groups; increase in college-going rate*

2. Increase the RCCD capture rate (percentage of High School (HS) students that attend RCCD after leaving HS) and the college-going rate of high school students in the District by building stronger collaborations with K-12.

   Outcome Measure: *Capture rate for recent high school graduates*

3. Increase awareness that RCCD offers open access enrollment to all adults through outreach to underrepresented groups and through increased marketing of all aspects of the college, programs, and district services.

   Outcome Measures: *Enrollment rates for first-generation students, males, Latinos, African-Americans, Native Americans, and adults over 24*

4. Expand services to students in outlying (unincorporated) areas, which are the fastest growing in the District.

   Outcome Measures: *Capture rates in outlying high school districts; summary of new service locations*

5. Continue refinement of pre-enrollment processes including application, orientation, assessment, and counseling.

   Outcome Measures: *Enrollment rate of students who apply; survey of non-enrolled students*

Theme One: Student Access

Strategy One

Promote visibility and greater awareness of the importance of college through innovative outreach programs and by promoting early awareness of the importance of college and academic skills.

OUTCOME MEASURES: District-wide survey; focus groups; increase in college-going rate

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NARRATIVE ON PROGRESS:

Innovative Outreach: The Public Affairs and Advancement Office has been working with the campuses to pilot new media and social networking sites. As traditional media continues to give way to new media, the department is focusing on several pilot programs intended to communicate to our varied target markets. District wide efforts by the Public Affairs and Advancement Office involved in the following projects:

- Published a guideline document to assist program staff to focus their new media campaign efforts.
- Collaborated with Open Campus to develop an introductory workshop for faculty and staff with basic information about new media and how best to initiate these efforts.
- In conjunction with Web Development staff, Public Affairs is creating a plan to integrate new media with re-design efforts currently underway for the district and campus web site.

Riverside City College:

- Launched a general MySpace site for the campus and several program specific sites
- Piloted its first Twitter campaign through Outreach in conjunction with the campus marketing committee, to be followed by a second effort from the Business/CIS Department in fall 2009.

Norco Campus:

- Launched a general campus MySpace site

Riverside Community College District has been a founding member of the Educational Leaders Federation (ELF). This organization which is in its second year of existence consists of some 60 educational, business and civic leaders who meet on a regular basis to explore and develop strategies for increasing the college going rate of the students in our region. The June 2009 meeting of this group was held at RCCD. Many of the District's administrators attend ELF meetings. The Vice Chancellor, Academic Affairs is a member of the steering committee of this organization.

DATA:

RCCD College Going Rates*, 2000-2008

*College Going Rate is the percent of recent high school graduates from our feeder districts less than 20 years old attending any community college or state university during the fall term for the first-time.
Source: California Postsecondary Educational Commission, 2009.
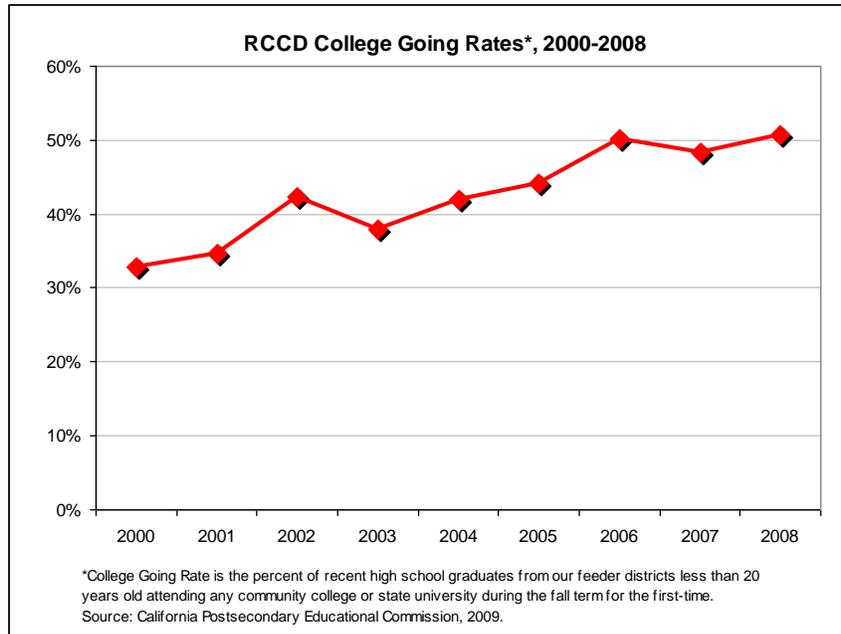
COMMENTARY:

Efforts to engage social networking sites as a means of promoting each of the campuses will continue in 2009-2010.

A statistically valid survey to assess our community's awareness of college and the value of academic skills was deemed to be cost prohibitive in 2008-2009. Alternatives for lost cost surveys of 8th and 10th graders and/or focus groups will be explored in 2009-2010.

Theme One: Student Access

Strategy Two

Increase the RCCD capture rate (percentage of HS students that attend RCCD after leaving HS) and the college-going rate of high school students in the District by building stronger collaborations with K-12.

> *OUTCOME MEASURE: Capture rate for recent high school graduates*
> _____

NARRATIVE ON PROGRESS:

Riverside Community College District offers its placement exam at all feeder high schools during the spring semester to prepare high school seniors to be ready to enroll at RCC in the fall semester. In 2002, RCCD embarked on comprehensive training of high school counselors to teach the Guidance 45, Introduction to College, courses. To date, over 123 counselors have been trained. This has had a very positive effect on how counselors view the community college system as noted in their attitude toward recommending the community college system for their students. Today, Guidance 45, Introduction to College, is offered at all high schools in the district to allow students to meet the mandatory orientation and counseling pre-enrollment requirement. The three colleges also host "Counselor to Counselor" days to increase communication between the high school and the college counselors. This also facilitates the high school graduate's transition to college. In addition, each of the colleges has individual programs such as those described below, which are aimed at increasing RCCD's capture rate.

Norco: The partnership between the Norco Campus and John F. Kennedy Middle College High School has contributed toward the District's efforts to increase its capture rate of local high school completers. Since its opening in Fall 2006, 648 JFK students have taken college courses at RCC-Norco. These students have taken 2,652 courses at the RCC Norco Campus with an overall pass rate of 73.36%. Beginning in fall 2009 all students enrolled at JFK will be required to co-enroll in RCC-Norco classes. As a result of this policy, projected JFK enrollments at Norco will rise to approximately 650 students. Many of these students will continue at Norco upon completing their JFK High School diplomas, thus increasing the campus' local capture rate.

Riverside City College is in its second year of our UPWARD Bound grant that prepares first generation and low-income students for college. In addition The Rubidoux Annex **Student Success Center** (SSC) was created during the summer 08 intersession and was operational at the start of fall 2008 semester. The creation of the SSC allowed for a centralized location where the One-Stop concept could be embodied. The services available at the SSC are:

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- Four Computers available for student use allowing access to WebAdvisor and use for Homework
- Career & Transfer Center
  - Career Technical Education certificate information sheets
  - Transfer and major information sheets
  - Software available (Eureka & Choices)
  - Representatives available for one-on-one appointments
- Financial aid representatives available once a month
- Counselors available during key times in the semester
- Schedule one-on-one appointment with DSP&S representative
- Rubidoux Annex students can now order their textbooks online and pick them up at the Annex.

Moreno Valley: Interest exceeds available spaces at Moreno Valley's three middle/early college high schools, and outreach efforts are designed to provide broad dissemination of information and recruitment in accordance with each program's unique mission. Announced information sessions, which are typically very well attended, advise prospective students and their parents/guardians of programmatic objectives and allow for personalized exchange through question-and-answer breakouts. College personnel work closely throughout the academic year with high school counselors from three districts, who assist in advising applicants and, later, in tracking progress and success for those students enrolled.

Coordinated enrollment initiatives have resulted in capture rates nearing full program capacity, and success rates exceeding the district average of 66%: middle college high school on campus, 123 students, 48 FTES, 80% success rate; Vista del Lago Middle College High School, 65 students, 24 FTES, 70% success rate; Nuview Bridge Early College High School, 355 students, 36 FTES, 78% success rate.

DATA:

RCCD Capture Rates*, 2000-2008

*Capture Rate is the percent of recent high school graduates from our feeder districts less than 20 years old attending Riverside Community College District during the fall term for the first-time.
Source: California Postsecondary Educational Commission, 2009.
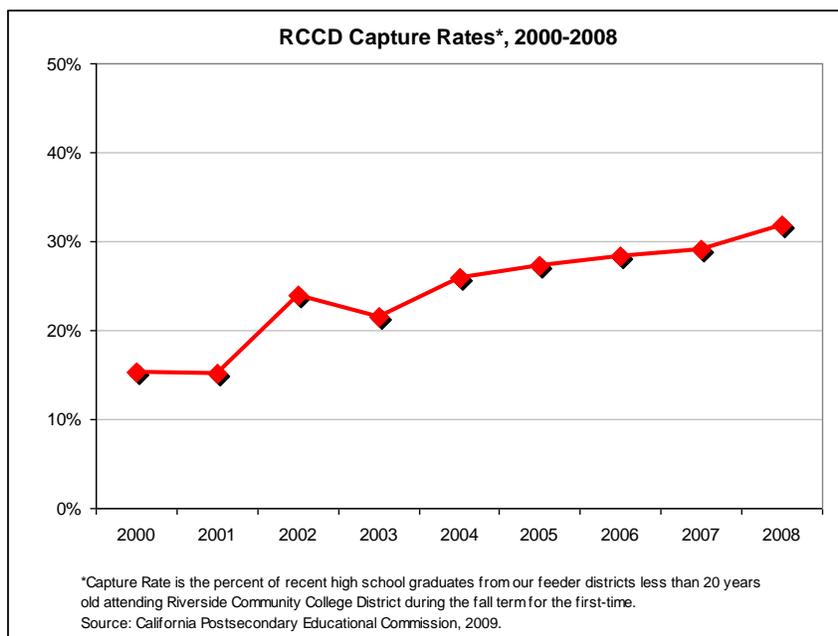
Capture Rates* for all Public High Schools in our Service Area

School District	High School, City	2003	2004	2005	2006	2007
Alvord	Alvord Continuation High, Riverside	0.0%	0.0%	10.0%	13.5%	12.5%
	La Sierra High, Riverside	29.2%	24.2%	25.6%	29.0%	27.3%
	Norte Vista High, Riverside	24.7%	30.3%	26.4%	35.9%	23.7%
Corona-Norco	Buena Vista High, Corona	0.0%	3.1%	0.5%	2.1%	2.8%
	Centennial High, Corona	20.4%	22.0%	18.8%	27.5%	26.1%
	Centennial Vista High, Corona	0.0%	5.0%	0.0%	0.0%	4.0%
	Corona High, Corona	23.6%	28.1%	22.9%	28.0%	33.4%
	Corona Vista High, Corona	0.0%	0.0%	0.0%	20.0%	0.0%
	Corona-Norco Alternative, Corona		96.0%	64.2%	92.5%	0.0%
	John F. Kennedy High, Norco					29.3%
	Norco High, Norco	26.0%	34.6%	32.1%	30.7%	28.7%
	Norco Vista High, Norco	8.1%	0.0%	0.0%	2.9%	0.0%
	Santiago High, Corona	21.0%	34.9%	29.8%	27.7%	32.0%
Jurupa	Jurupa Valley High, Mira Loma	22.3%	31.7%	29.7%	32.5%	25.3%
	Nueva Vista Continuation High, Riverside	11.1%	2.2%	6.6%	13.6%	10.3%
	Rubidoux High, Riverside	28.4%	30.8%	24.2%	30.7%	25.0%
Moreno Valley	Canyon Springs High, Moreno Valley	28.2%	31.0%	26.7%	36.8%	34.6%
	March Mountain High, Moreno Valley	18.3%	22.7%	21.4%	22.9%	25.7%
	Moreno Valley High, Moreno Valley	18.6%	24.8%	23.6%	28.0%	28.4%
	Valley View High, Moreno Valley	28.9%	35.8%	34.1%	31.3%	33.5%
	Vista del Lago High, Moreno Valley			0.0%	30.9%	31.1%
Riverside	Abraham Lincoln Continuation, Riverside	6.4%	9.2%	11.6%	8.3%	13.9%
	Arlington High, Riverside	24.1%	25.6%	20.8%	27.8%	28.4%
	John W. North High, Riverside	20.1%	25.9%	23.2%	29.8%	30.7%
	Martin Luther King Jr. High, Riverside	0.0%	0.0%	0.0%	37.2%	34.0%
	Polytechnic High, Riverside	24.9%	27.6%	25.2%	31.0%	37.4%
	Raincross High (Continuation), Riverside	57.1%	71.4%	37.5%	0.0%	30.0%
	Ramona High, Riverside	17.3%	36.8%	27.0%	30.0%	32.8%
	Summit View Independent Study, Riverside	13.7%	14.0%	8.2%	27.8%	18.8%
Val Verde	Rancho Verde High, Moreno Valley	18.0%	22.9%	23.6%	31.1%	30.3%
	Val Verde High, Perris	3.5%	9.4%	7.3%	26.3%	34.7%

*Capture rates are the total of first-time student aged 19 or under attending RCCD in the years specified.
Source: California Postsecondary Education Commission, 2009

Theme One: Student Access

Strategy Three

Increase awareness that RCCD offers open access enrollment to all adults through outreach to underrepresented groups and through increased marketing of all aspects of the college, programs, and district services.

OUTCOME MEASURES: Enrollment rates for first-generation students, males, Latinos, African-Americans, Native Americans, and adults over 24

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NARRATIVE ON PROGRESS:

Outreach efforts to underserved populations in the past academic year were expanded to include:

- Rubidoux Education Center
  o Marketing collateral and workshop information is produced in English and Spanish
    - A bilingual Rubidoux Center brochure is in development
  o A 20-second cable television/web video was produced for Spanish language audiences
  o Rubidoux Center and Public Affairs partnered with St. John's Catholic Church to set up a booth and outreach to the congregation before and after services. Congregation is primarily Hispanic.
- Stokoe Center
  o All collateral material features multi-ethnic visual images to align with target audience
- General Media
  o The District increased marketing to minority media by 40%
  o Increased distribution of Spanish language press releases
  o Increased ad placement in local minority media by 15%
- The Riverside Campus is in the second year of an UPWARD Bound Grant that prepares first generation and low-income students for college.

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RESEARCH AND DATA:

RCCD Enrollments by Ethnicity,
Fall Semesters 2002 to 2008

Source: California Community Colleges Chancellor's Office Data Mart, July 2009.

RCCD Underrepresented Populations
as a percentage of total enrollment,
Fall Semesters 2002 to 2008

Source: California Community Colleges Chancellor's Office Data Mart, July 2009, and internal RCCD records.

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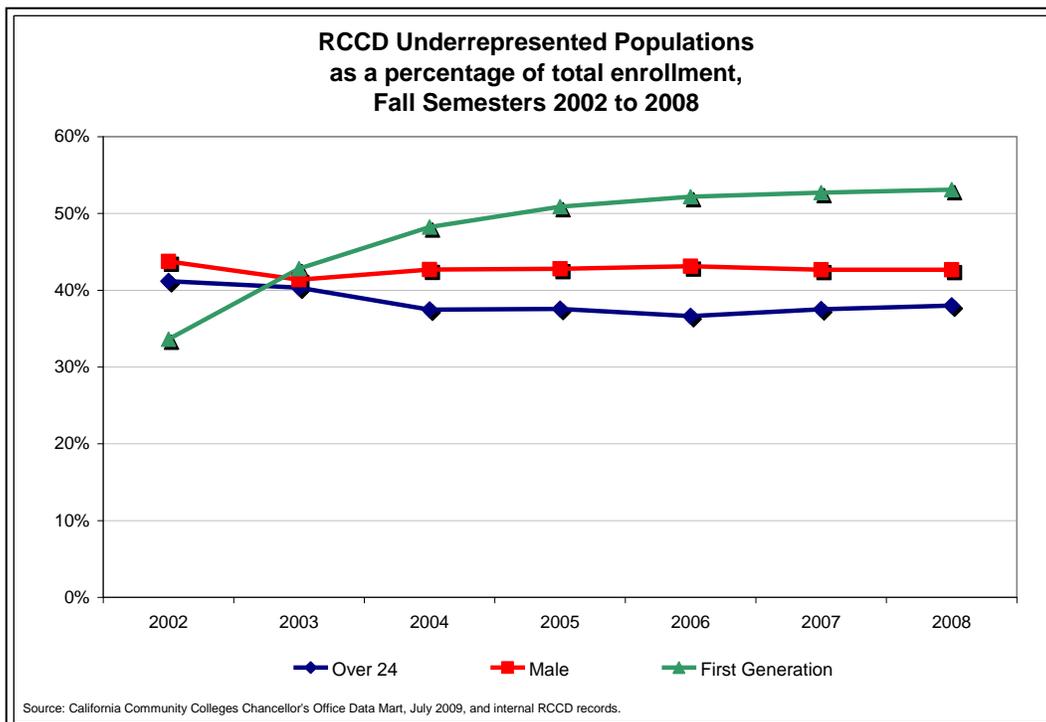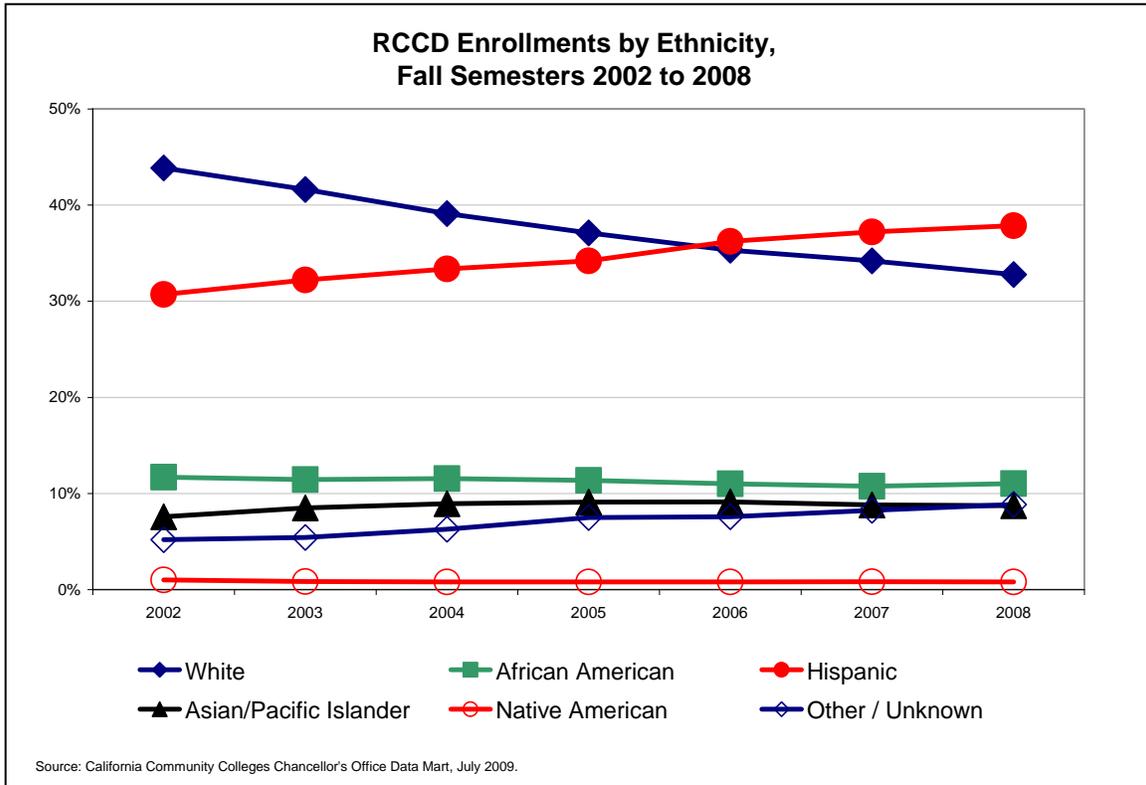
Theme One: Student Access

Strategy Four

Expand services to students in outlying (unincorporated) areas, which are the fastest growing in the District.

OUTCOME MEASURES: Capture rates in outlying high school districts; summary of new service locations

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NARRATIVE ON PROGRESS:

The Norco Campus has engaged a consultant and preliminary planning is underway for south Corona educational center. Development of a south Corona Education Center has been discussed at the Norco Strategic Planning Committee and at the District Strategic Planning Committee and has been prioritized by the DSPC for future funding recommendations.

RESEARCH AND DATA:

The map below shows the RCCD service area, which is composed of the six feeder high school districts: Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde. As the definition suggests, looking outside of the legally defined cities (but still within district boundaries), there are three high schools meeting the criteria: Jurupa Valley High, Rubidoux High and Citrus Hill.   The latest capture rates (2007) for these colleges were 25.3% for Jurupa and 25.0% for Rubidoux. (Citrus Hill had its first graduating class in 2008, so figures are not available.).

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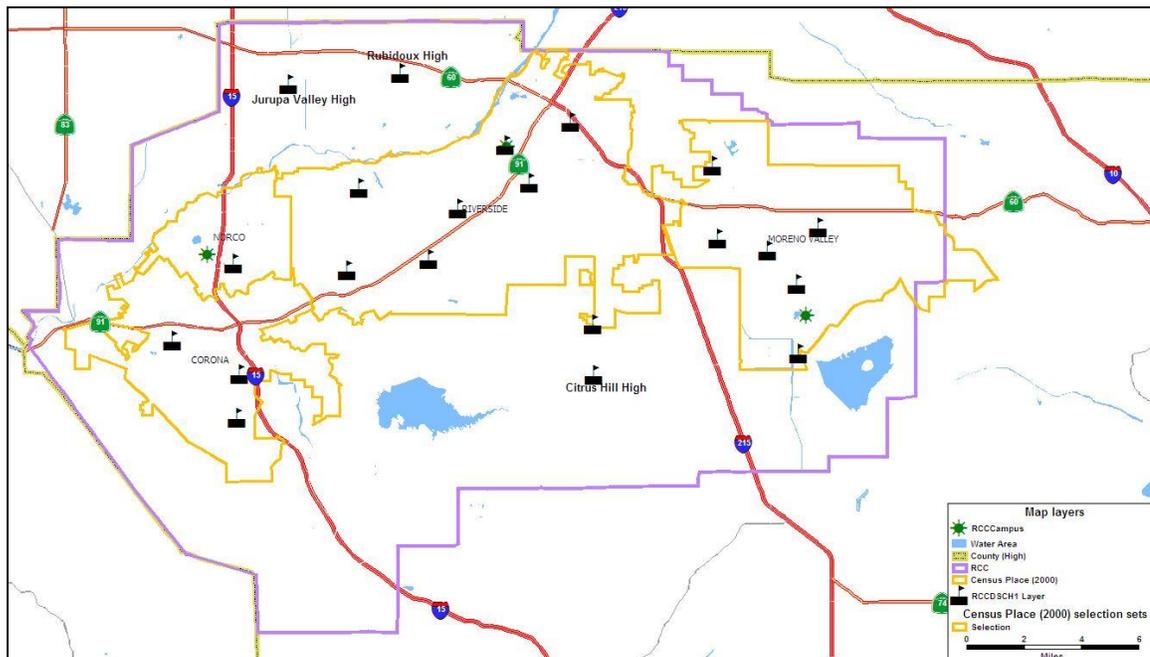
Theme One: Student Access

Strategy Five

Continue refinement of pre-enrollment processes including application, orientation, assessment, and counseling.

OUTCOME MEASURES: Enrollment rate of students who apply; survey of non-enrolled students

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NARRATIVE ON PROGRESS:

All first time college students seeking an extended goal, such as certificate, degree or transfer, are required to participate in RCC's assessment, orientation and counseling (AOC) processes. The campus processes for implementation of this mandate vary. During 2008 - 2009 there was an emphasis at Riverside and Moreno Valley on One Stop workshops that allowed the student to complete all three components of the pre-enrollment mandate.

In addition, a district-wide counseling task force was formed to develop and implement online orientation and the development of a 1st semester educational plan. The program is almost fully developed and our target for implementation is January, 2010.

During fiscal year 2008-2009 Moreno Valley Campus hired a new full-time counselor, and implemented several new processes at the Ben Clark Training Center (BCTC) including the establishment of an Assessment Center, and began providing counseling services and monthly AOC (assessment, orientation, and counseling) sessions.

RESEARCH AND DATA:

Rate of Actual Enrollments to Applications*, Fall Terms 2006 to 2008

	Fall 2006	Fall 2007	Fall 2008
Rate	43.1%	39.2%	53.4%

*This rate is calculated as the proportion of total active enrollments to the total of applications filed during the enrollment period for each term.
Source: RCCD Institutional Reporting, August 2009.

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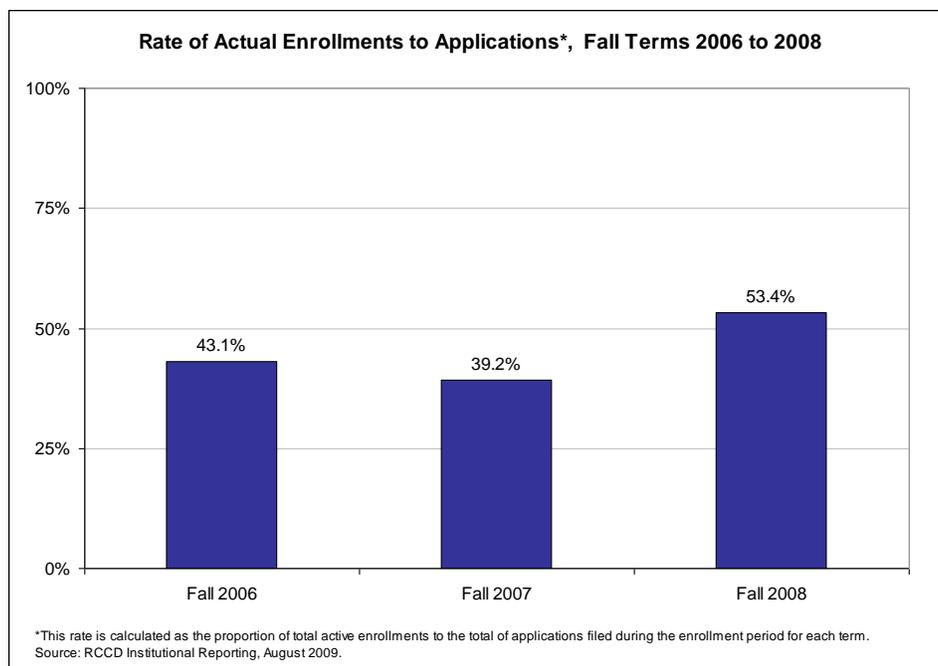
COMMENTARY:

A study of students who apply, or who take the placement exam, but do not subsequently enroll in courses will be undertaken in 2009-2010.

Theme Two: Student Success

Riverside Community College District is **dedicated to the success of our students.** Success comes in many forms and the District facilitates achievement by offering numerous pathways and a variety of approaches to teaching and learning. The District is a recognized leader in the state in **online and hybrid course** offerings and in its use of student learning outcomes assessment to improve teaching and learning.

In addition, the District has identified model basic skills and **English as a Second Language programs** and is developing best practices for classrooms and labs. The District is committed to continue the **enhancement of basic skills education** and to ensure that all **faculty are equipped to facilitate learning** for all of our students.

Student Success Strategies:

1. Expand basic skills options and integrate basic skills development into general curriculum through: learning communities, paired courses, supplemental instruction, scheduling patterns to support success, and by providing modes of instruction that support student learning preferences.

    OUTCOME MEASURES: Baseline measures for developmental education and ARCC indicators

2. Develop effective pathways for student success by encouraging all students to use student services, and promoting the completion of a Student Educational Plan (SEP).

    OUTCOME MEASURES Number of students who use student services and who have a current SEP

3. Promoting degree and certificate completion in career and technical programs by expanding short-term classes and programs to improve job skills.

    OUTCOME MEASURES: Degree and certification completion rates in career and technical programs; persistence rates

4. Increase transfer awareness, transfer readiness, and transfer rates.

    OUTCOME MEASURES: Faculty survey of transfer awareness concerns; increase in success rates in transfer level courses; increase in transfer ready students; increase in transfer rate to four-year colleges

5. Expand and improve instructional delivery modes including hybrid courses, online courses, short-term (fast track) classes, and align delivery/timing of services to the needs of students.

    OUTCOME MEASURES: Summary of instructional options; retention and success comparison for face-to-face, hybrid, and online classes; enrollment rates for short-term courses; student satisfaction survey.

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6. Promote effective teaching and learning through ongoing identification of and assessment of student learning outcomes.

   OUTCOME MEASURES: Annual Student Learning Outcomes Assessment reports

7. ~~Develop a rubric for evaluation of existing and prospective collaborations and partnerships.~~

   ~~OUTCOME MEASURES: Rubric for evaluation of collaborations and partnerships to determine their impact on student success~~

8. Expand upon the definitions of student success to include non-traditional indicators of success and develop a rubric for assessing broad forms of student achievement.

   OUTCOME MEASURES: Definitions of student success and rubric for assessing the degree of success based on those indicators; survey data

Theme Two: Student Success

Strategy One

Expand basic skills options and integrate basic skills development into general curriculum through: learning communities, paired courses, supplemental instruction, scheduling patterns to support success, and by providing modes of instruction that support student learning preferences.

> *OUTCOME MEASURE: Baseline measures for developmental education and ARCC indicators*

NARRATIVE ON PROGRESS:

Statewide efforts to improve basic skills and ESL are extensive and include research projects and numerous and varied initiatives to improve students abilities in basic skills and ESL.

The District is currently engaged in an extensive and detailed research project to provide an initial baseline for analysis of ongoing campus based efforts. In subsequent years this initial data will be utilized to evaluate the efficacy of a variety of efforts and direct future projects.

Norco continued with its success track, which are scheduling patterns in basic skills courses, primarily math and English, to support both retention and success. The scheduling patterns remained primarily between 8 am-2 pm from Monday through Friday. Five tracks were offered in Fall 2008: Early Bird, Night Owl, Late Riser, Fast Track and Other Choices. All tracks incorporate a cluster of basic skills math and English courses, guidance courses and an elective. Tutor-assisted courses were employed for 17 of the courses that are historically difficult for students and/or have large enrollments.

Riverside enhanced or developed several programs in 2008-2009 including:
- Enhanced and improved learning communities from basic skills and beyond through research and effective professional development opportunities for faculty teaching in learning communities.
- Developed a comprehensive Supplemental Instruction program for basic skills students in the areas of English, Reading, Mathematics, ESL and vocational programs.
- Developed a complimentary course list with counseling to assist students in selecting academically appropriate courses to take while enrolled in basic skills courses (based on historical data)
- Created non-credit courses in English and Reading accompanied with directed-learning activities to assist students who need assistance with basic skills in writing and reading.

Moreno Valley:

- In fall 2008, an interactive website was built for the Basic Skills Initiative Committee. The site serves as an information clearinghouse, storing committee documents such as proposal forms, agendas, and committee meeting minutes. Also, funded proposals are posted on the site so that the college community has access to information on funded projects. Information regarding upcoming BSI-related conferences is displayed as well as a calendar with meeting dates and events. Links to the state Basic Skills Initiative (BSI) site can also be found on this page.

- As a method of engaging Moreno Valley faculty in working on projects, the Basic Skills Initiative committee has concentrated on funding curriculum development for learning communities during the 2008/09 academic year. It was perceived that faculty were interested in curriculum development, but often lacked time to devote to this endeavor while carrying their full teaching load. The committee actively recruited faculty to design linked-course curriculum during the winter 2009 semester and paid a stipend of $3000 per faculty member to develop a syllabus and linked assignments for the following pairs of courses. Guidance 48/Math 90 ABC, Chemistry 2A/Math 35, English 50/Reading 83, Geography 1/Reading 83, English 50/Library 1, EAR 28/ESL55, and Reading 86/Psych 1. Additional curriculum is being developed for learning communities during the summer 2009 semester: English 50/Fire Tech 1 and 2, and Math 63/PHP A75.

- With the help of BSI funds, tutorial services are being developed for online students in math and English classes to be delivered using Elluminate, an online conferencing tool. Travel to the University of Missouri's National Supplemental Instruction Workshop has been approved for two faculty members to help in developing a training program for tutors in the online centers at Moreno Valley. BSI funding has also enabled expansion of tutorial services in the campus math lab and the writing and reading center.

- Basic Skills funding supported the One Book/One College project by purchasing a copy of *Exposed: the Toxic Chemistry of Everyday Products* and *What's at Stake for American Power*, for every faculty member. Faculty, from all disciplines, were encouraged to use the book for assignments in writing across the curriculum. Another round of funding for the One Book program has been approved for the 2009-2010 academic year.

RESEARCH AND DATA:

Improvement Rates* for ESL** and Basic Skills, for cohorts starting in 2003, 2004 and 2005

ESL Improvement Rate: 49.3% (2003-04 Cohort), 48.4% (2004-05 Cohort), 49.2% (2005-06 Cohort)

Basic Skills Improvement Rate: 57.4% (2003-04 Cohort), 56.1% (2004-05 Cohort), 54.9% (2005-06 Cohort)

*Improvement Rate is the percentage of students who successfully complete an initial course and then successfully complete a higher-level course in the same discipline within three academic years.
**ESL Improvement Rates examines improvements based only on initial enrollments in ESL-51or ESL-52.

Source: 2009 ARCC Report, California Community Colleges Chancellor's Office, April 2009. ESL

The above graphic shows the ARCC report data for the indicator "Improvement Rates for ESL and Credit Basic Skills Courses." This indicator measures the proportion of students successfully taking a higher level ESL or Basic Skills course within during a subsequent three year period. (Regarding the inconsistent findings on ESL Improvement Rate: RCCD Institutional Research conducted an independent analysis of these data elements and determined that the differences were due to the way ESL courses are coded. A majority of RCCD's ESL course enrollments are coded so that their successful sequential completion does not fit the criteria as designated by ARCC standards.

However, for ESL courses coded to meet the ARCC improvement criteria, the ESL improvement rates stabilize at 49%, with less than a 1% year-to-year difference.

Summary of BSI measures of Data for Developmental Education

2005, 2006, 2007 worksheets

The Basic Skills Initiative (BSI) identifies several baseline measures that a college can use to track systemic changes to basic skills. The compilation of data for the district and the three campuses showed some interesting trends in developmental education (DE).

Decline in DE Placement. Between 2005 and 2007, the percentage of new students assessed into DE courses, and subsequently enrolled in any course (district-wide), substantially decreased from 68.8% to 58.9%. This trend happened at all three campuses, but was more pronounced at MOV and NOR than at RIV.

Increase in DE Enrollments. During this same time period, RCCD experienced an increase of almost 12% in the number of students that enrolled in DE. The growth at NOR and RIV were similar (7.5%), but MOV experienced a growth of over 17% in DE enrollments. This growth could be the result of the increased number of sections offered at each campus. The number of DE enrollments at NOR grew by 8% while at RIV, the growth was almost 20%. MOV grew by almost a third (31.9%).

Relative Stability in Success Rate in DE. The district-wide student success rate in DE experienced very minor changes between 2005 and 2007. This rate did differ by campus. RIV had the lowest success rate in DE courses, though it remained stable (57.7% in Fall 2007). NOR, too, was stable though somewhat higher (64.5% in Fall 2007). However, MOV changed quite a bit, from 60.2% in Fall 2005 to 66.8% in Fall 2006 and back down to 57.4% in Fall 2007.

The following courses are considered developmental:

|				
ENG-185	ESL-51	ESL-90B	MAT-107	REA-101
ENG-60A	ESL-51A	ESL-90C	MAT-51	REA-121
ENG-60A1	ESL-51B	ESL-90D	MAT-63	REA-81
ENG-60A2	ESL-52	ESL-90E	MAT-64	REA-82
ENG-60A3	ESL-53	ESL-90F	MAT-65	REA-83
ENG-60A4	ESL-70	ESL-90G	MAT-90A	REA-84
ENG-60B	ESL-71	ESL-90H	MAT-90B	REA-86
ENG-60C	ESL-72	ESL-90I	MAT-90C	REA-86A
ENG-90A	ESL-72A	ESL-90J	MAT-90D	REA-87
ENG-90B	ESL-90A	ESL-91	MAT-90E	REA-91
ENG-90C		ESL-92	MAT-90F	REA-95
		ESL-95		
		ESL-96		
		ESL-97		
		GUI-85A		
		GUI-85B		

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BSI measures of Data for Developmental Education, District

Baseline Measures for Developmental Education (DEV) For Selected Fall Term	Levels of Measurement Developmental Education			
	2005	2006	2007	2008
Percentage of New Students (who enrolled in any course) Assessed into Developmental Education Courses	68.8%	69.2%	58.9%	
Unduplicated Number of Students Enrolled in Developmental Education	4,838	5,053	5,405	
Number of Developmental Education Sections Offered	221	244	264	
Percentage of Section Offerings that are Developmental Education	7.2%	7.8%	8.3%	
Student Success Rate in Developmental Education Courses	59.4%	60.5%	59.3%	
Student Retention Rate in Developmental Education Courses	87.2%	87.4%	87.9%	
Student Course Repetition Rate in Developmental Education Courses	30.0%	32.2%	32.8%	
Fall-to-Fall Persistence Rate of Developmental Education Students	50.7%	52.6%	51.8%	
Percentage of Developmental Ed. Sections Taught by Full-Time Faculty	33.8%	32.9%	29.8%	
Percentage of Developmental Education Students who Subsequently Enroll in Transfer-Level Courses	76.8%	77.3%	77.7%	
Success Rate of Developmental Education Students in Transfer-Level Courses	78.2%	77.6%	78.5%	
Percentage of Students who Successfully Completed a Developmental Education Course and Earned a Degree or Certificate	9.1%	11.2%	10.1%	
Percentage of Students who Successfully Completed a Developmental Education Course and Subsequently Transferred	9.3%	12.2%	10.9%	

BSI Data for Developmental Education, Moreno Valley Campus

Baseline Measures for Developmental Education (DEV) For Selected Fall Term	Levels of Measurement Developmental Education			
	2005	2006	2007	2008
Percentage of New Students Assessed into Developmental Education Courses	71.9%	61.8%	55.0%	
Unduplicated Number of Students Enrolled in Developmental Education	1,241	1,386	1,455	
Number of Developmental Education Sections Offered	47	57	62	
Percentage of Section Offerings that are Developmental Education	7.6%	7.7%	8.8%	
Student Success Rate in Developmental Education Courses	60.2%	66.8%	57.4%	
Student Retention Rate in Developmental Education Courses	86.1%	87.3%	87.4%	
Student Course Repetition Rate in Developmental Education Courses	23.9%	29.5%	29.3%	
Fall-to-Fall Persistence Rate of Developmental Education Students	42.9%	44.2%	44.1%	
Percentage of Developmental Ed. Sections Taught by Full-Time Faculty	18.8%	21.2%	20.0%	
Percentage of Developmental Education Students who Subsequently Enroll in Transfer-Level Courses	86.6%	77.2%	77.0%	
Success Rate of Developmental Education Students in Transfer-Level Courses	85.4%	80.7%	81.1%	
Percentage of Students who Successfully Completed a Developmental Education Course and Earned a Degree or Certificate	9.1%	12.9%	10.7%	
Percentage of Students who Successfully Completed a Developmental Education Course and Subsequently Transferred	6.8%	11.3%	5.5%	

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Data for Developmental Education, Norco Campus

Baseline Measures for Developmental Education (DEV) For Selected Fall Term	Levels of Measurement			
	Developmental Education			
	2005	**2006**	**2007**	**2008**
Percentage of New Students Assessed into Developmental Education Courses	72.1%	71.9%	58.1%	
Unduplicated Number of Students Enrolled in Developmental Education	1,404	1,429	1,511	
Number of Developmental Education Sections Offered	52	56	56	
Percentage of Section Offerings that are Developmental Education	8.4%	8.4%	9.1%	
Student Success Rate in Developmental Education Courses	65.1%	63.4%	64.5%	
Student Retention Rate in Developmental Education Courses	90.4%	89.3%	90.5%	
Student Course Repetition Rate in Developmental Education Courses	31.6%	33.9%	35.0%	
Fall-to-Fall Persistence Rate of Developmental Education Students	43.4%	43.9%	43.8%	
Percentage of Developmental Ed. Sections Taught by Full-Time Faculty	36.1%	31.6%	22.2%	
Percentage of Developmental Education Students who Subsequently Enroll in Transfer-Level Courses	84.4%	76.6%	77.5%	
Success Rate of Developmental Education Students in Transfer-Level Courses	86.8%	76.5%	78.2%	
Percentage of Students who Successfully Completed a Developmental Education Course and Earned a Degree or Certificate	6.7%	10.6%	12.0%	
Percentage of Students who Successfully Completed a Developmental Education Course and Subsequently Transferred	8.3%	11.1%	13.0%	

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Data for Developmental Education, Riverside Campus

Baseline Measures for Developmental Education (DEV) For Selected Fall Term	Levels of Measurement			
	Developmental Education			
	2005	2006	2007	2008
Percentage of New Students Assessed into Developmental Education Courses	66.5%	70.6%	61.3%	
Unduplicated Number of Students Enrolled in Developmental Education	2,800	2,847	3,010	
Number of Developmental Education Sections Offered	122	131	146	
Percentage of Section Offerings that are Developmental Education	6.6%	7.6%	8.1%	
Student Success Rate in Developmental Education Courses	56.4%	56.3%	57.7%	
Student Retention Rate in Developmental Education Courses	86.2%	86.6%	86.9%	
Student Course Repetition Rate in Developmental Education Courses	31.4%	32.3%	33.3%	
Fall-to-Fall Persistence Rate of Developmental Education Students	43.1%	46.4%	45.9%	
Percentage of Developmental Ed. Sections Taught by Full-Time Faculty	37.5%	38.8%	37.2%	
Percentage of Developmental Education Students who Subsequently Enroll in Transfer-Level Courses	85.3%	78.8%	79.0%	
Success Rate of Developmental Education Students in Transfer-Level Courses	79.4%	75.9%	77.7%	
Percentage of Students who Successfully Completed a Developmental Education Course and Earned a Degree or Certificate	11.1%	11.9%	9.2%	
Percentage of Students who Successfully Completed a Developmental Education Course and Subsequently Transferred	11.1%	12.7%	11.8%	

Students enrolled in ENG-60A between Fall 2002 and Summer 2003 were identified as either succeeding[1]or not succeeding[2] in the course. Successful students in ENG-60A were then tracked to see if they had enrolled in ENG-60B through Spring 2007 and if so, whether they were successful or not. Students who were successful in ENG-60B were tracked to see if they had enrolled in ENG-50[3] through Spring 2007 and if so, whether they were successful or not. Finally, students who were successful in ENG-50 were tracked to see if they had enrolled in ENG-1A through Spring 2007 and if so, whether they were successful or not. Data for this report was provided through the DATATEL Administrative System as well as MIS data.

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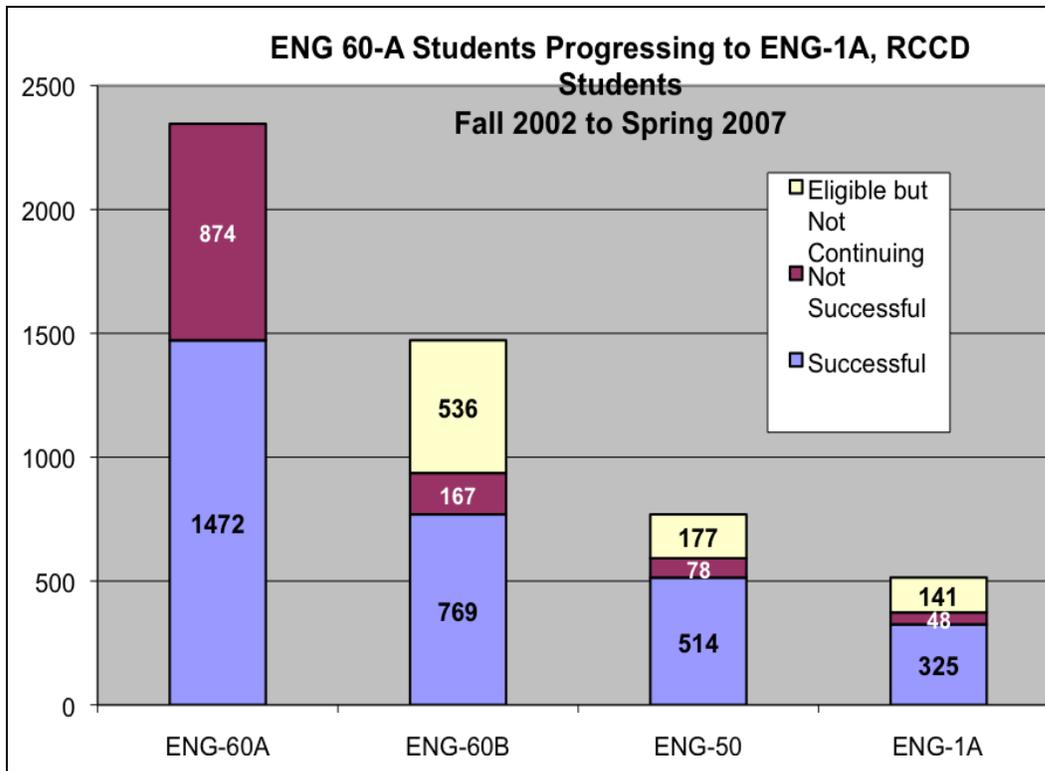
[1] Grade of A, B, C, or CR

[2] Grade of D, F, NC or W

[3] Or ENG-50A

Students enrolled in Reading 81 between Fall 2002 and Summer 2003 were identified as either succeeding[4]or not succeeding[5] in the course. Successful students in Reading 81 were then tracked to see if they had enrolled in Reading 82 through Spring 2007 and if so, whether they were successful or not. Students who were successful in Reading 82 were tracked to see if they had enrolled in Reading 83[6] through Spring 2007 and if so, whether they were successful or not. Finally, students who were successful in ENG-50 were tracked to see if they had enrolled in Reading 83 through Spring 2007 and if so, whether they were successful or not. Data for this report was provided through the DATATEL Administrative System as well as MIS data.

REA - 81 Students Progressing to REA - 83, RCCD Students Fall 2002 to Spring 2007

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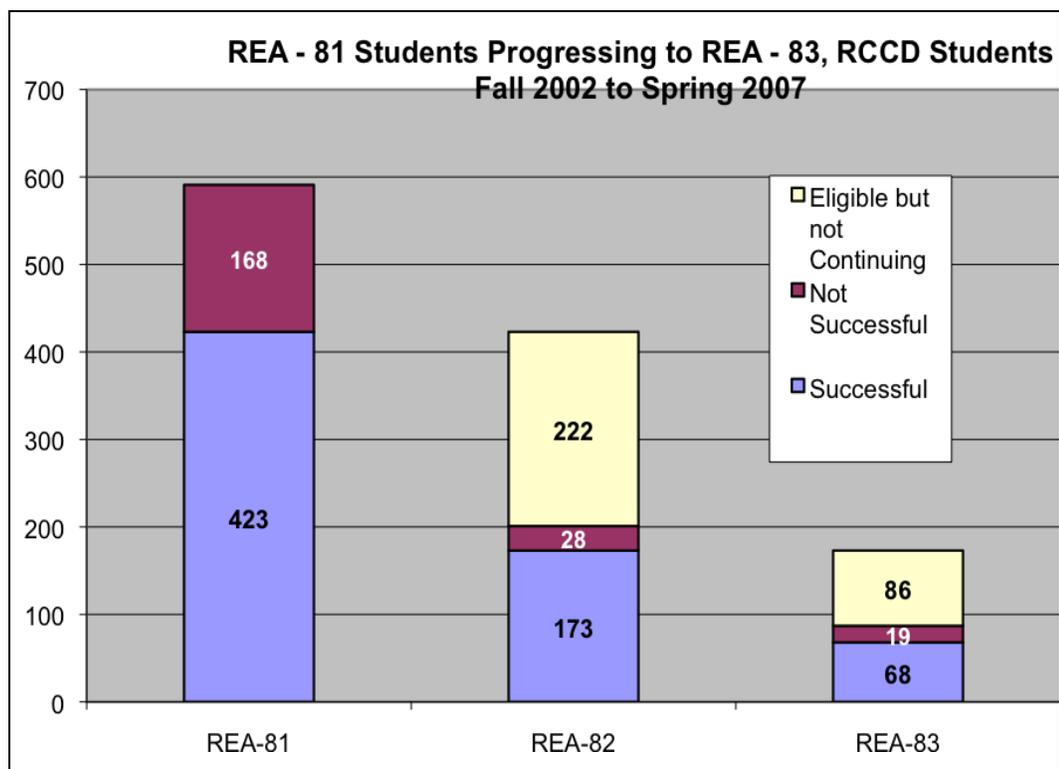
[4] Grade of A, B, C, or CR
[5] Grade of D, F, NC or W
[6] Or ENG-50A

Students enrolled in MAT-50 or 51 (Level 1) between Fall 2002 and Summer 2003 were identified as either succeeding[7] or not succeeding[8] in the course. Successful students in MAT-50 or 51 (Level 1) were then tracked to determine if they had enrolled MAT-52 (Level 2) through Spring 2007 and if so, whether they were successful or not. Students who were successful in MAT-52 (Level 2) were tracked to determine if they had enrolled in MAT-53 or 35 (Level 3) through Spring 2007 and if so, whether they were successful or not. Students who were successful in MAT-53 or 35 (Level 3) were tracked to determine if they had enrolled in MAT – 4 or 5 or 11 or 12 or 25 or 36 (Level 4) through Spring 2007 and if so, whether they were successful or not. Students who were successful in MAT – 4 or 5 or 11 or 12 or 25 or 36 (Level 4) were tracked to determine if they enrolled in a MAT-10 or 1A (Level 5) through Spring 2007 and if so, whether they were successful or not.

MAT - Level 1 Students Progressing to MAT - Level 5, RCCD Students Fall 2002 to Spring 2007

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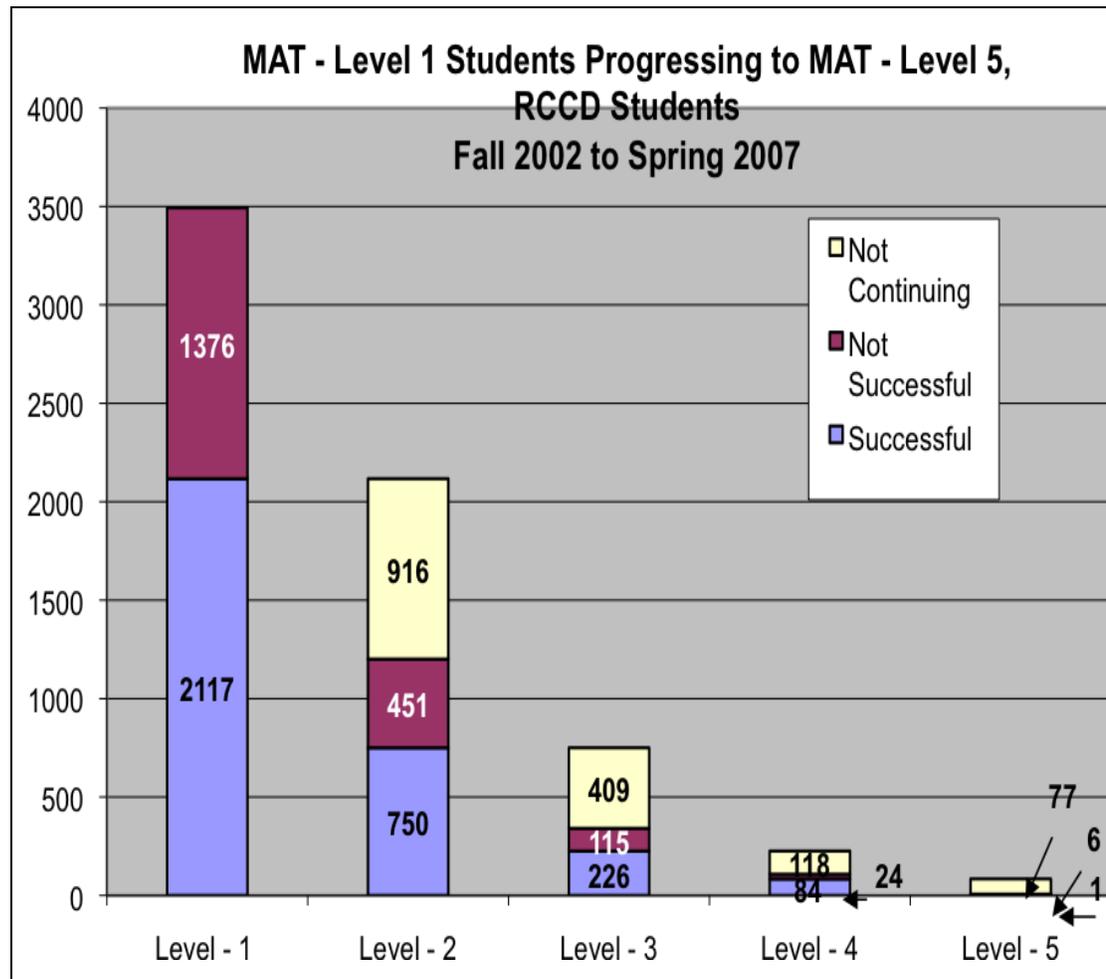
[7] Grade of A, B, C, or CR
[8] Grade of D, F, NC or W

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Theme Two: Student Success

Strategy Two

Develop effective pathways for student success by encouraging all students to use student services, and promoting the completion of a Student Educational Plan (SEP).

> *OUTCOME MEASURE: Number of students who use student services and who have a current SEP*

NARRATIVE ON PROGRESS:

Moreno Valley Campus: The Moreno Valley campus has offered a full complement of student services for many years. New or expanding programs and services during Fiscal Year 2008-2009 include:

- Student Services classified personnel and counselors facilitated the Back-to-College Day for faculty, informing faculty of the functions and staffing of each Student Services department. In addition, faculty participated in simulated online enrollment process.
- Established a Science, Technology, Engineering, and Math (STEM) Student Success Center
- Established a Veterans Program and initiated counselor training
- Required all 400 Early College High School (Gates Grant) students to develop and update SEPs each semester
- Increased Tutorial Services from 23 areas in 2006-2007 to 34 subject areas in 2008-2009
- Established a fully operational Health Services Office
- Assigned a full-time EOPS Coordinator to Campus.

Riverside City College: Over this past year the Student Services Division continued and initiated programs designed to increase student usage of student services with the goal of leading students to develop educational plans. Efforts in the 2008-09 academic year included:

- **Basic Skills Presentations:** Providing workshops to all basic skills classes encouraging students to make an appointment with a counselor to develop an SEP. Follow-up through Basic Skills is provided to those students who do not take the initiative to make the appointment, further encouraging them to utilize counseling services.
- **Learning Communities/Specialized Programs:** The counseling faculty made a concerted effort to work with target programs. Faculty collaborated with programs such as, Honors, Ujima, CAP/Basic Skills, and other groups to advertise the importance of students making an appointment in counseling to develop their SEP. Counselors conducted workshops, classroom presentations, and worked with faculty involved in those programs to make the development of a SEP as part of the student's class assignment.

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Norco Campus engaged in the following activities:

- **SEP promotion at the counseling level***: During each new student orientation, emphasis was placed on meeting with a counselor every semester to develop and update student educational plans. Reminder postcards ("Yellow Cards") are completed by each student during orientation and subsequently mailed to the student about the 6th to 7th week of the following semester as a reminder to the student to visit counseling to develop their personalized SEP. At a grassroots level, all full-time counselors were associated with a student program and/or were a club advisor geared at promoting sound academic development that includes the development of an SEP. Outcomes assessment for counseling included the objective to increase the number of students completing Student Educational Plans. During the spring session, additional resources were leveraged to ensure a staffing level of five counselors during operational hours allowing students greater access to our counselors. Also during the spring semester, at least one counselor was present at a booth, at any given time, during campus fairs providing outreach to students encouraging them to visit counseling for an SEP. During the fall Student Services Fair, appointments were made on the spot for students. All special funded program counselors (EOPS and DSPS) emphasized and/or required SEP development for their students. The Student Support Services (SSS) Coordinator also serves as an adjunct counselor and ensures that SSS participants have an updated SEP. Faculty, especially those in the English, science, and nursing disciplines, are becoming more and more aware of the importance of SEP development and, as a result, are requiring their students to develop SEP's.
- **SEP emphasis at the staffing level***: At the start of the academic year, Norco Campus participated in the district-wide training for frontline counseling staff designed to promote data integrity through correctly coding counseling appointments. In understanding the importance of data integrity, we added an additional, highly skilled hourly staff member to assist with the processing of SEP's.
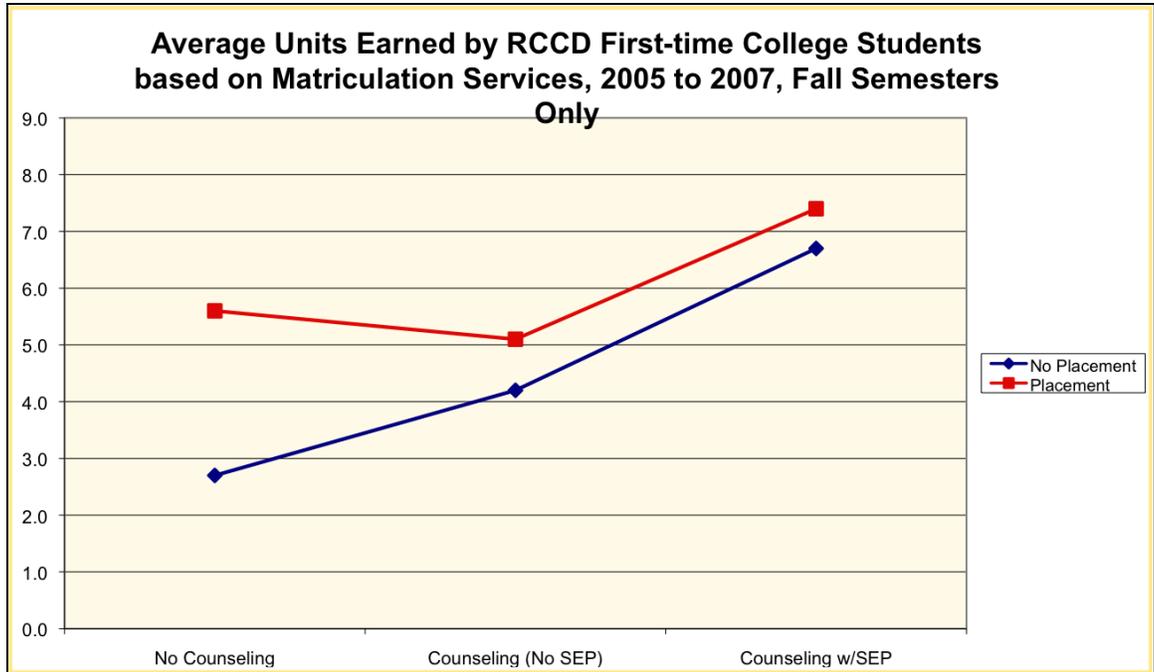
District-wide efforts include:
- **15 Unit Completion Letter:** The district has continued the practice of mailing out letters to all RCCD students who have successfully completed 15 or more units, and who have not yet completed an educational plan, encouraging them to set-up a counseling appointment.
- Students in EOPS, Veteran's, DSPS, Athletics, and Puente are required to have an SEP.

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RESEARCH AND DATA:

**RCCD Enrollments and Student Education Plans
Fall Semesters 2002 to 2008**

Source: California Community Colleges Chancellor's Office Data Mart, July 2009, and internal RCC records.

**Moreno Valley Enrollments and Student Education Plans
Fall Semesters 2002 to 2008**

Norco Enrollments and Student Education Plans
Fall Semesters 2002 to 2008

Riverside Enrollments and Student Education Plans
Fall Semesters 2002 to 2008

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Average Units Earned by RCCD First-time College Students based on Matriculation Services, 2005 to 2007, Fall Semesters Only

Fall to Spring Persistence of RCCD First-time College Students based on Matriculation Services, 2005 to 2007, Fall Semesters Only

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Theme Two: Student Success

Strategy Three

Promoting degree and certificate completion in career and technical programs by expanding short-term classes and programs to improve job skills.

> OUTCOME MEASURES: *Degree and certification completion rates in career and technical programs; persistence rates*
>
> _____

NARRATIVE ON PROGRESS:

> Workforce preparation has initiated and expanded their offerings to assist Career and Technical Education students in improving their jobs skills through workshops and classes. These include: Skills to Success, Resume Building, and Interpersonal Skills on the Job.
>
> Career and Technical Education has implemented the use of eight-week classes in occupational areas and will continue to move forward in that area. Film and Television, Applied Digital Media, Business and Computer Information Systems, Culinary and GM, Toyota and Ford Corporate Auto programs have moved in that direction.

RESEARCH AND DATA:

The table below represents students enrolled in selected Career and Technical Education cohort-based programs. Students were included in the present analysis if they enrolled in the first course in the program sequence. These students' records were examined to determine whether they had received an award (either degree or certificate) within the subsequent three years. The Completion Rate of the program is calculated as the proportion of students receiving awards to the overall total of students who took the first course in the program.

Completion Rates for Selected Cohort-Based Career and Technical Education (CTE) Programs

Program	Degree / Certificate	CTE Units Required	Cohort Started During	Students in cohort	# receiving award within 3 years	Completion Rate (within 3 years)
Vocational Nursing	Degree / Certificate	51	2004-2005	353	264	74.8%
Associate in Science Degree in Nursing	Degree	71.5	2004-2005	118	114	96.6%
Firefighter Academy	Degree / Certificate	19	2004-2005	79	49	62.0%
Cosmetology-General	Certificate	42	2004-2005	77	75	97.4%
Culinary*	Certificate	26	2006-2007	45	31	68.9%
CISCO Networking	Certificate	16	2004-2005	41	32	78.0%
Paramedic	Certificate	49.5	2004-2005	30	1	3.3%
Esthetician	Certificate	17	2004-2005	29	29	100.0%
Toyota T-Ten	Certificate	28	2004-2005	26	9	34.6%
Physicians Assistant	Certificate	91.5	2004-2005	25	19	76.0%
Automotive Technology - General Motors Specialty	Degree	44	2004-2005	22	2	9.1%
Basic Correctional Deputy Training	Certificate	13	2004-2005	22	20	90.9%
Dental Hygiene	Degree	60.5	2004-2005	16	16	100.0%
			TOTAL	883	661	74.9%

*This program's completion rate reflects a two year window only.

Source: California Community Colleges Chancellor's Office, referential data files.

The Career and Technical Education (CTE) programs selected for the present study represent programs with very clearly defined curricular patterns that students take largely as cohorts. Whereas a few of these cohort-based programs have success rates lower than 10% for the three-year period under review, over half of these programs have a success rate over 70%.

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Theme Two: Student Success

Strategy Four

Increase transfer awareness, transfer readiness, and transfer rates.

> *OUTCOME MEASURES: Faculty survey of transfer awareness concerns; increase in success rates in transfer level courses; increase in transfer ready students; increase in transfer rate to four-year colleges*
>
> _____

### NARRATIVE ON PROGRESS:

In the spring 2009 semester, RCCD faculty were asked to complete an online survey asking about their knowledge of Transfer Awareness and Developmental Education. The survey period was open from March 10, 2009 to March 27, yielding 216 responses (from both full and part-time faculty at all the three campuses). The present document shows the results of these findings. To ease interpretation, the graphics below reflect a composite recoding of "Strongly Agree" and "Agree" into one category (shown in the graphic).

RESEARCH:

For the first item ("I am knowledgeable about student transfer preparation services"), there is a 13 percentage point difference between Moreno Valley and Riverside City's level of agreement.

I am knowledgeable about student transfer preparation services.

■ Moreno Valley □ Norco ■ Riverside ■ RCCD

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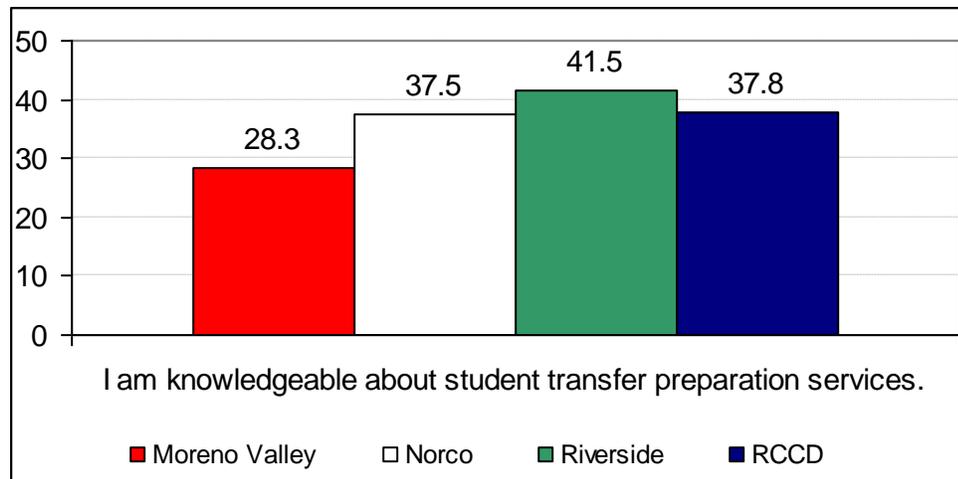
This pattern emerges in item two ("I am aware of the transfer requirements at the University of California for students who major in my field or closely related fields"), though less prominently.
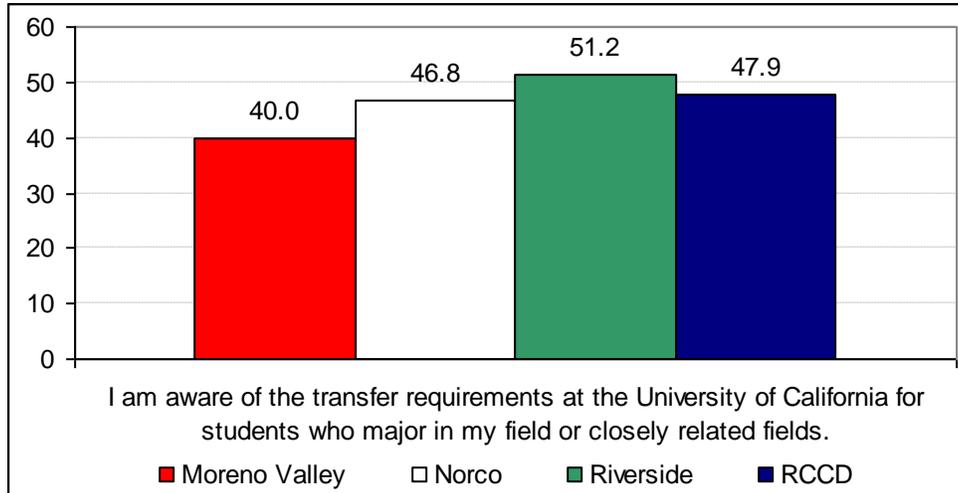
Again, for item three ("I am aware of the transfer requirements at the California State University for students who major in my field or closely related fields"), there is a major difference between Moreno Valley and Riverside responses, with Norco remaining between the two.

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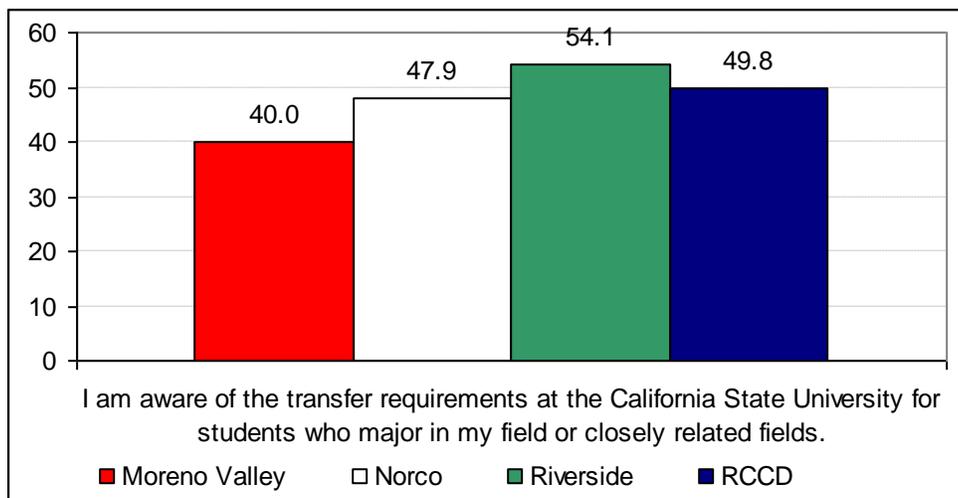
The graphic below indicates the one item ("I am aware of the transfer requirements for at least one private college or university for students who major in my field or closely related fields") where the pattern previously noted, does not apply. For this question, Norco showed the lowest level of agreement with this item while Riverside and Moreno Valley are more closely grouped.

I am aware of the transfer requirements for at least one private college or university for students who major in my field or closely related fields

■ Moreno Valley □ Norco ■ Riverside ■ RCCD

I regularly talk with my students about transferring.

■ Moreno Valley □ Norco ■ Riverside ■ RCCD
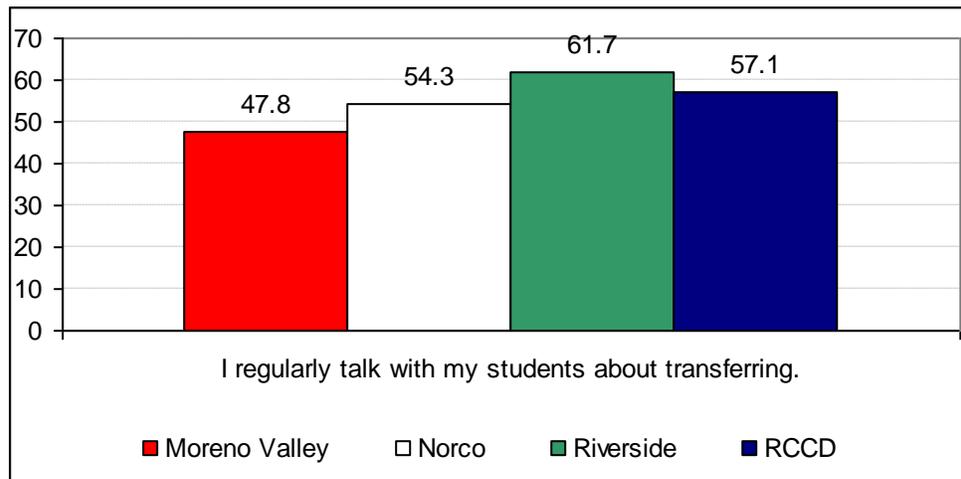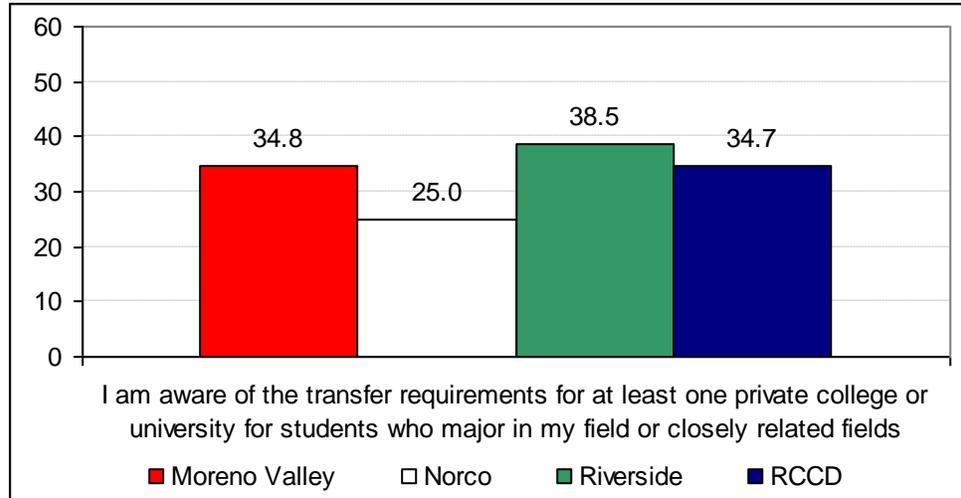
Throughout the district, while over half of all faculty in the survey (57%) agreed with the item "I regularly talk with my students about transferring," agreement rates for this item varied by campus.

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On the item regarding the belief that it is important for students in their disciplines to transfer, there was general widespread agreement (over 80%) between the three campuses.
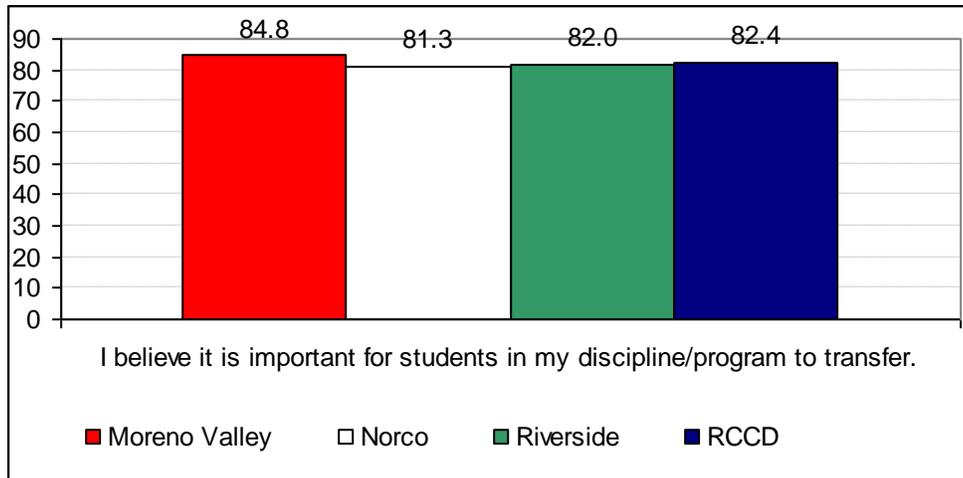
Findings: The present survey on Faculty Transfer Awareness demonstrates that there are significant differences between the campuses on self-reported measures of Transfer Awareness. Typically, Moreno Valley reported lower levels on most of these measures, and Riverside City reported higher measures.

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ADDITIONAL RESEARCH AND DATA:

In terms of actual transfer activity, using data from the ARCC report, the three most recent cohorts had very similar proportions of students becoming "Transfer Directed," "Transfer Prepared" and a slightly decreasing proportion of students actually transferring.

Percent of ARCC Cohort and Transfer Rates

■2000-01   □2001-02   ■2002-03

"**Transfer Directed**" means a student successfully completed at least one transfer-level Math and English course.
"**Transfer Prepared**" means student successfully completed 60 UC/CSU transferable units with a grade point average of at least 2.0 in those transferable courses.
Source: Accountabilty Report for the Community Colleges. 2009: Chancellor's Office files.

At the enrollment level, success rates for transferable courses remained stable for the most recent three fall terms.

**Success Rates* for Transferable Courses,
Fall Terms 2006 to 2008**

63.0%   63.6%   65.7%

2006   2007   2008

*Success rates are computed as the number of enrolled students (with grade of A,B,C,CR,P) divided by the number of enrolled students (with a grade of A,B,C,D,F,CR,NC, W,I,P,NP,DR) multiplied by 100. This definition aligns with the California Community Colleges Chancellor's Office.

Source: 2008 Sections Statistics, RCCD Institutional Reporting website, retrieved July 2009,
http://www.rcc.edu/administration/academicaffairs/effectiveness/PRData/SectionStatistics2008.xls

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Theme Two: Student Success

Strategy Five

Expand and improve instructional delivery modes including hybrid courses, online courses, short-term (fast track) classes, and align delivery/timing of services to the needs of students.

> *OUTCOME MEASURES: Summary of instructional options; retention and success comparison for face-to-face, hybrid, and online classes; enrollment rates for short-term courses; student satisfaction surveys*
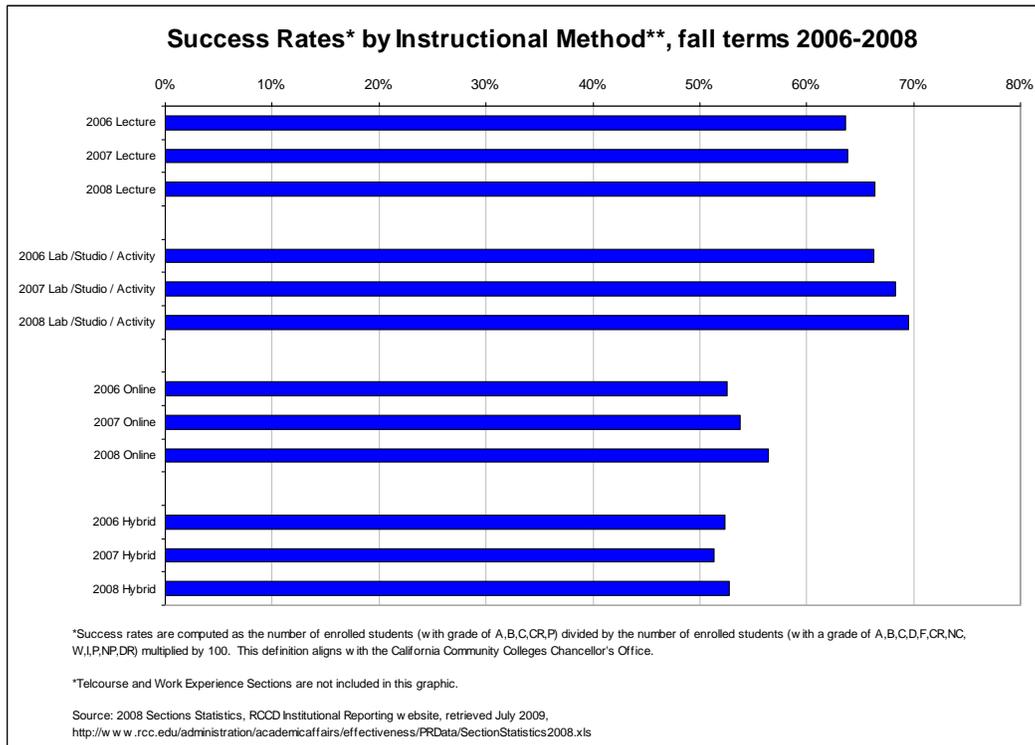
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NARRATIVE ON PROGRESS:

The district continues to offer a range of scheduling options, delivery formats and instructional options including:
- Scheduling options:
  - Weekend
  - Short Term (6, 8 week)
  - Full Term (16 weeks)
  - Day
  - Evening
- Delivery formats:
  - Hybrid
  - Online
  - Web Enhanced
- Types of courses
  - Credit/Non Credit/Not for Credit
  - Lecture, Lab, Lecture/Lab, Activity Courses

RESEARCH AND DATA:

Success Rates* by Day Scheduling**
by Fall terms, 2006 - 2008

2006 Mon - Fri	
2007 Mon - Fri	
2008 Mon - Fri	
2006 Sat / Sun	
2007 Sat / Sun	
2008 Sat / Sun	
2006 Online	
2007 Online	
2008 Online	

*Success rates are computed as the number of enrolled students (w ith grade of A,B,C,CR,P) divided by the number of enrolled students (w ith a grade of A,B,C,D,F,CR,NC, W,I,P,NP,DR) multiplied by 100. This definition aligns w ith the California Community Colleges Chancellor's Of fice.
**"Sat / Sun" refers to sections that met on Saturday or Sunday exclusively. "Mon - Fri" refers to sections taught w ith any combination of w eekdays.

Source: 2008 Sections Statistics, RCCD Institutional Reporting w ebsite, retrieved July 2009,
http://w w w .rcc.edu/administration/academicaffairs/effectiveness/PRData/SectionStatistics2008.xls

Success Rates* by Course Length** for Fall terms, 2006 - 2008

2006 Short-Term	
2007 Short-Term	
2008 Short-Term	
2006 Full-Term	
2007 Full-Term	
2008 Full-Term	

*Success rates are computed as the number of enrolled students (w ith grade of A,B,C,CR,P) divided by the number of enrolled students (w ith a grade of A,B,C, D,F,CR,NC,W,I,P,NP,DR) multiplied by 100. This definition aligns w ith the California Community Colleges Chancellor's Of fice.

** "Short-Term" refers to courses of 8 or few er w eeks. "Full-Term" refers to courses of 9 or more w eeks.

Source: 2008 Sections Statistics, RCCD Institutional Reporting w ebsite, retrieved July 2009,
http://w w w .rcc.edu/administration/academicaffairs/effectiveness/PRData/SectionStatistics2008.xls

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Success Rates* by Instructional Method**, fall terms 2006-2008

*Success rates are computed as the number of enrolled students (w ith grade of A,B,C,CR,P) divided by the number of enrolled students (w ith a grade of A,B,C,D,F,CR,NC, W,I,P,NP,DR) multiplied by 100. This definition aligns w ith the California Community Colleges Chancellor's Office.

*Telcourse and Work Experience Sections are not included in this graphic.

Source: 2008 Sections Statistics, RCCD Institutional Reporting w ebsite, retrieved July 2009,
http://w w w .rcc.edu/administration/academicaffairs/effectiveness/PRData/SectionStatistics2008.xls

Success Rates* by Time of Day**, fall terms 2006-2008

*Success rates are computed as the number of enrolled students (w ith grade of A,B,C,CR,P) divided by the number of enrolled students (w ith a grade of A,B,C,D,F,CR,NC, W,I,P,NP,DR) multiplied by 100. This definition aligns w ith the California Community Colleges Chancellor's Office.

**This graphic excludes online courses.
Source: 2008 Sections Statistics, RCCD Institutional Reporting w ebsite, retrieved July 2009,
http://w w w .rcc.edu/administration/academicaffairs/effectiveness/PRData/SectionStatistics2008.xls

**Selected Results from the fall 2008
Online Course Student Survey
(n=605)**

Have you completed an online course before?

      75% No, this was first course online

      11% Taken a course within the past year

      14% Within the past two years

Which of the following grades best describes your most recent online course experience?

      53%   A

      36%   B

      7%   C or D

      4%   F, Incomplete or Withdrawal

Which of the following best describes the difficulty of your last online course experience?

      20%   I completed the course, and it was easy. (74)

      66%   I completed the course and it was challenging. (238)

      9%   I completed the course, and it was hard. (33)

      5%   I did not complete the course. (17)

Would you consider taking another RCC online course in the future?

      84%   Yes

      5%   No

      11%   Undecided

Which best describes the level of interaction between yourself and the online instructor?

      48%   Excellent, I have plenty of opportunities to interact with the instructor.

      35%   Good, but I would like more opportunities to interact with the instructor.

      11%   Poor, I need more contact with the instructor.

      6%   I would like to take the course without ever interacting with the instructor.

Which best describes the level of interaction between yourself and other students in your online course?

      52%   Excellent, I have plenty of opportunities to interact with other students.

      25%   Good, but I would like more opportunities to interact with other students.

      9%   Poor, I need more contact with other students.

      15%   I would like to take the course without ever interacting with other students.

What type of courses are you taking this semester? (Multiple responses allowed)

      57%   Regular (face-to-face) classes.

      76%   Online classes.

      26%   Hybrid classes.

      0%   Teleweb classes.

      9%   Web-enhanced classes.

Theme Two: Student Success

Strategy Six

Promote effective teaching and learning through ongoing identification of and assessment of student learning outcomes.

OUTCOME MEASURE: Annual Student Learning Outcomes (SLO) Assessment reports

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NARRATIVE ON PROGRESS:

In 2001 formal efforts began across the district to develop student learning outcomes and assessments plans for all courses. Since then the district has adopted SLO for General Education and AA, AS degrees. Nearly all courses have formally adopted SLOs and assessment efforts have increased significantly in the last two years. ACCJC policy requires that there be SLOs in place, assessment practices ongoing and effective utilization of assessment for all courses and programs by 2012. The chart below illustrates progress over the last three years as based upon each campus' report to the ACCJC.

DATA:

Source: RCCD Institutional Effectiveness, August 2009.

49
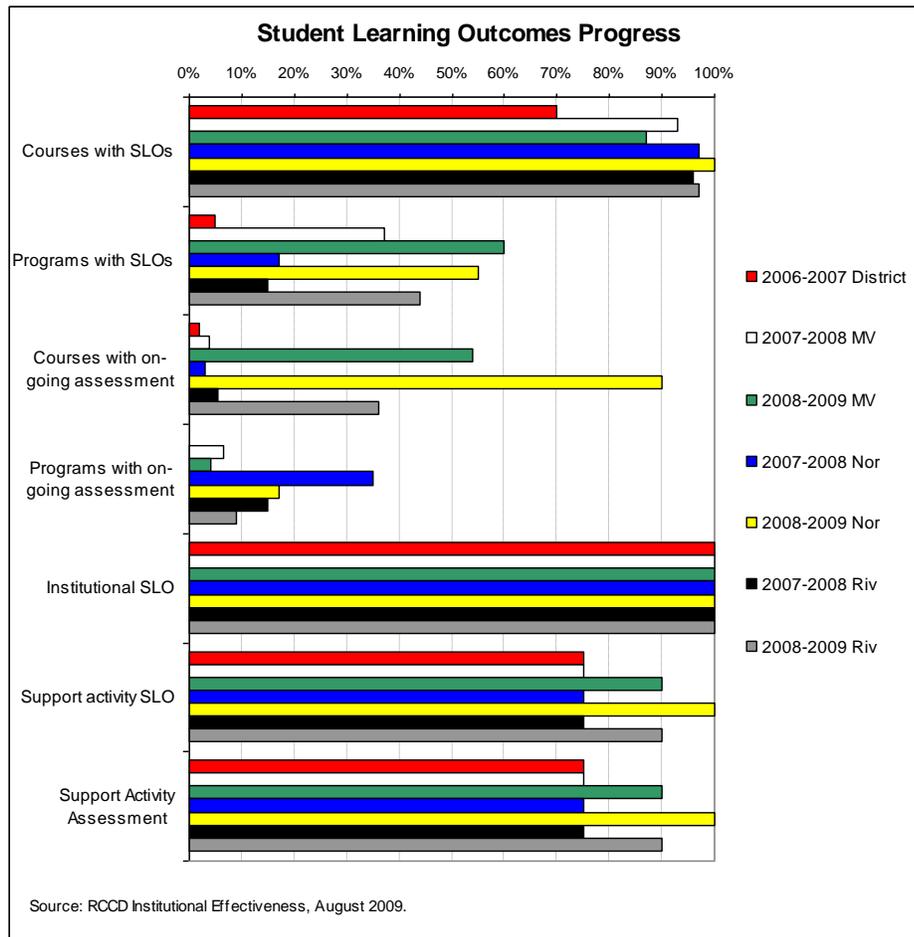
General Education Student Learning Outcomes Survey, Spring 2008:
Executive Summary

<u>Background</u>

The District Assessment Committee (DAC) has identified 25 General Education Student
Learning Outcomes (GESLOs), listed here:

- Analyzing and solving complex problems
- Constructing sound arguments and evaluating the arguments of others
- Considering and evaluating rival hypotheses
- Recognizing and assessing evidence from a variety of sources
- Generalizing appropriately from specific cases
- Integrating knowledge across a range of academic and everyday contexts
- Identifying your own and others' assumptions, biases, and their consequences
- Demonstrating computer literacy
- Locating, evaluating, and using information effectively
- Writing with precision and clarity to express complex thought
- Reading college-level materials with understanding and insight
- Listening thoughtfully and respectfully to the ideas of others
- Speaking with precision and clarity to express complex thought
- Understanding the basic content and modes of inquiry of the major knowledge fields (i.e.., humanities, social sciences, physical sciences)
- Analyzing experimental results and drawing reasonable conclusions from them
- Using the symbols and vocabulary of mathematics to solve problems and communicate results
- Responding to and evaluating artistic expression
- Maintaining and transferring academic and technical skills to the workplace
- Being a life-long learner, able to acquire and employ new knowledge
- Setting goals and devising strategies for personal and professional development and well being
- Demonstrating appreciation for civic responsibility and ethical behavior
- Participating in constructive social interaction
- Demonstrating teamwork skills
- Demonstrating understanding of ethnic, religious, and socioeconomic diversity
- Demonstrating understanding of alternative political, historical, and cultural viewpoints

These items were put into a survey format and distributed to students who participated in
the graduation practice at each campus in Spring 2008. 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."

<u>Gains</u>
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 so results

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were available for comparison between campuses. In terms of gains, 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.

District-wide, the top three areas with the largest gains were:
- Analyzing and solving complex problems
- Constructing sound arguments and evaluating the arguments of others
- Recognizing and assessing evidence from a variety of sources

The top three areas with the largest gains for MOV were:
- Analyzing and solving complex problems
- Identifying your own and others assumptions, biases, and their consequences
- Constructing sound arguments and evaluating the arguments of others

The top three areas with the largest gains for NOR were:
- Constructing sound arguments and evaluating the arguments of others
- Recognizing and assessing evidence from a variety of sources
- Reading college-level materials with understanding and insight

The top three areas with the largest gains for RIV were:
- Analyzing and solving complex problems
- Recognizing and assessing evidence from a variety of sources
- Constructing sound arguments and evaluating the arguments of others

The top gains for RIV mirror the district gains which would be expected given that most of the responses were from the RIV campus. The one GESLO consistent for all three campuses was "Constructing sound arguments and evaluating the arguments of others." Two of the top three gains for both MOV and NOR were consistent with the district and RIV but were different between the other two campuses. MOV and RIV agreed on "Analyzing and solving complex problems," while NOR and RIV agreed on "Recognizing and assessing evidence from a variety of sources." The GESLO unique to MOV was "Identifying your own and others assumptions, biases, and their consequences," while the GESLO unique to NOR was "Reading college-level materials with understanding and insight."

Whereas the strengths of each campus are different, the weaknesses are consistent across the district. 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 required or perhaps students do not glean this GESLO as part of their classes.

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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Theme Two: Student Success

Strategy Seven

~~Develop a rubric for evaluation of existing and prospective collaborations and partnerships.~~

> *~~OUTCOME MEASURES: Rubric for evaluation of collaborations and partnerships to determine their impact on student success~~*

COMMENTARY:

At their August 28, 2009 meeting, the District Strategic Planning Committee voted to recommend deletion of this strategy. Evaluations occur as part of standard operating procedures.

Theme Two: Student Success

Strategy Eight

Expand upon the definitions of student success to include non-traditional indicators of success and develop a rubric for assessing broad forms of student achievement.

> **OUTCOME MEASURES:** *Definitions of student success and rubric for assessing the degree of success based on those indicators; survey data*

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NARRATIVE ON PROGRESS:

The traditional measures of student success (degree/certificate completion and transfer) have often been shown to be problematic. One side of the discussion reveals problems in measurement: who should be included in the count? How long should the cohort be tracked? Are the mitigating circumstances that might affect these measures and if so, what are they and how are they measured? The side of the discussion is more to the point: these measures simply don't capture the complete picture of student success. Furthermore, the traditional measures taken by themselves show the community colleges are not effective in serving their communities, showing low graduation and transfer rates.

Recent studies have explored alternative or intermediate measures of success as a way for colleges to focus on specific sub-steps that contribute to traditional methods. These intermediate measures have been termed "milestones" and "momentum points." If momentum points can be identified and thereby interventions can be implemented to increase them, then in theory more students could achieve milestones, including degree completion and transfer.

A study was conducted to identify factors that influence degree completion. Using a cohort of first-time college students in Fall 2002, students were tracked for 6 years (Summer 2008). Regressions were computed in three stages, each stage reflecting the influence of the prior stage.

The first stage was based on information about the student that can not be changed such as ethnicity and gender. Only those variables that were significantly associated with degree completion were then added to the second stage, such as high school academic performance. This second stage included variables such as grades obtained in high school English and math and high school GPA. As before, only those variables significantly associated with degree completion were added to the final stage – college academic performance. This final stage included variables such as units attempted and completed in the first semester and overall college GPA. (Please note that not all variables used in the study are included here.)

Results showed that the influence of demographic variables became less important as more academic data was taken into account, first from high school and then from college. In fact, as college-level data was applied, the influence of demographic variables disappeared. Surprisingly, many variables that are assumed to have an influence on eventual degree completion did not prove significant. Only one college variable proved significant to eventual degree completion: the number of units earned in the first semester.

This summary reflects the results of a preliminary study. Further research is scheduled for 2009-2010 to refine the measures in the study and to help identify additional momentum points.

Theme Three: Service to the Community

Businesses in the RCCD service area face considerable challenges. Local industries are looking for workers with vocational and trade skills, but the education of adults does not match the employer demands. At the same time, population gains in the Riverside area have outstripped gains in jobs for college graduates, an imbalance that has led to the region being one of the nation's largest commuter communities.

There is, however, considerable **demand for skilled labor**. The Inland Empire suffers from a significant deficit of high school graduates with vocational skills. The District is committed to provide an array of **educational services** to the local community empowering students to become **valuable contributors** to the economic and social life of the region.

Service to the Community Strategies:

1. Analyze, refine, and promote programs in Career and Technical Education, Economic Development, and Community Education to improve competency and competitive capability of incumbent workers/residents through training and vocational skills preparation.

   OUTCOME MEASURES: Employment surveys

2. Foster economic growth and global competitiveness through high quality training and business development services that address the marketing needs of local business and expand international business and trading opportunities.

   OUTCOME MEASURES Change in existing sales, new jobs created, number of businesses trading internationally, and amount of federal and state contracts awarded to local businesses

3. Maintain and strengthen existing ties with community-based organizations while developing new productive relationships with additional community groups geared toward the enhancement of existing programs and consideration of new initiatives to address identified community needs.

   OUTCOME MEASURES: Inventory of community activities engaged in by RCCD trustees, administrators, faculty, staff, and students.

4. Ensure that all geographic areas of the District have opportunities for personal enrichment and life-long learning through Community Education programs and other initiatives.

   OUTCOME MEASURES: Inventory of programs and survey of participant satisfaction

5. Respond to the needs of the region for social, cultural, and political programs.

   OUTCOME MEASURES: Inventory of programs and activities hosted by RCCD and its colleges

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Theme Three: Service to the Community

Strategy One

Analyze, refine, and promote programs in Career and Technical Education, Economic Development, and Community Education to improve competency and competitive capability of incumbent workers/residents through training and vocational skills preparation.

*O*UTCOME *M*EASURE: *Employment surveys*

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N*ARRATIVE ON* P*ROGRESS:*

Community Education: A survey of community education students was revised to include the student perspective on the efficacy of community education to improve competency and competitive capability of incumbent workers/residents. Survey results will be available for the 2009-2010 report card. Offerings that support this need include:

- Supervisory and Leadership Certificate Series
- Short online or one day face-2-face computer software classes
- Floral Design Certificate Series
- Notary class

The Office of Economic Development has been engaged in the following efforts during the fiscal year 2008-2009:

- During the period January 1, 2009 to March 31, 2009, the Inland Empire Center for Applied and Competitive Technologies (CACT) focused its energies in four major areas: Career-Technical Outreach, Contract Training, Technical Assists, and strengthening of the manufacturing/engineering program at the CACT host college, Riverside Community College District, Norco Campus. The CACT participated in two high school career days and leveraged National Science Foundation (NSF) funds to host a winter robotics camp for high school students. In the area of contract training, the CACT is providing training in Programmable Logic Controllers for a local aerospace manufacturer. In the area of technical assists, the CACT has focused primarily in the area of Rapid Prototyping as RCCD has the only Rapid Prototyping capability among community colleges in the Inland Empire. CACT frequently worked with inventors and small companies interested in product development and served as a "tutorial" place for RCCD engineering students who have trouble with their Rapid Prototyping projects. CACT developed and is actively implementing by leveraging NSF funds the development of an automation program for the logistics industry. In the grant, the target audience is specifically at-risk youth and foster care youth who are approaching their emancipation dates.
- The District provided pre-employment training to Riverside county residents in warehousing, distribution and logistics (WDL). Two, 64-hour courses were offered this quarter. A 32-hour forklift class was provided for participants in the WDL

training as well. RCCD is planning Logistics Employment training for City of Moreno Valley residents in partnership with the Moreno Valley Unified School District and the City's Development Dept. The City of Riverside will also partner with RCCD in the coming quarter.

Norco: A proposal for new "green technology" training program has been submitted in partnership with the district's Contract Education Office for possible funding under the federal stimulus grant program.

Riverside: The City of Riverside Chamber of Commerce has collaborated with the college to provide internships with the Work Experience program.

DATA:

Annual Successful Course Completion Rates for Career and Technical Education Courses

2005-06	2006-07	2007-08
75.6%	78.3%	75.5%

Source: Accountability Report for the Community Colleges, California Community College

COMMENTARY:

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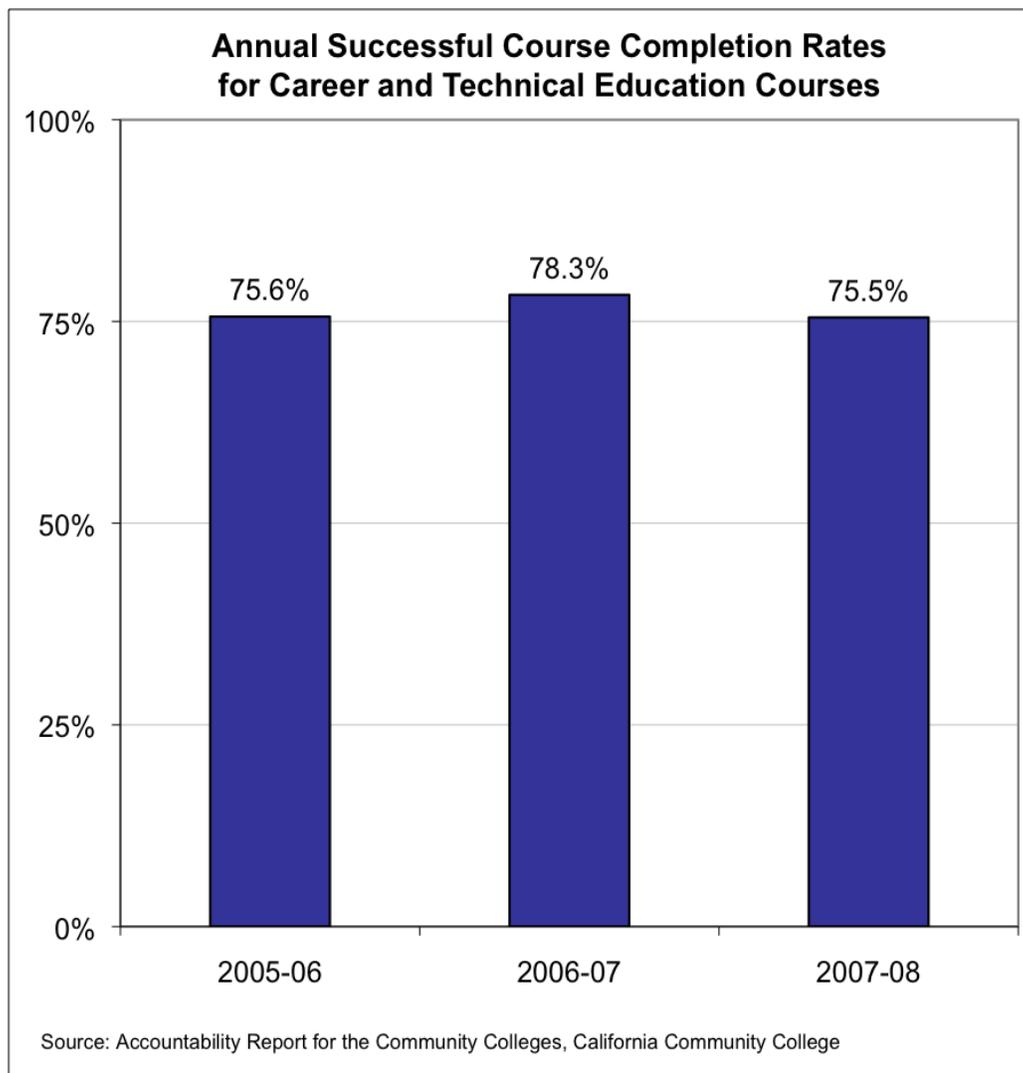
Progress on Employment Surveys: Under the direction of Institutional Effectiveness, the Office of Institutional Research conducted a literature review on the administration of employer surveys. Much of the recent literature is based on the work of Banta (1993). The institutions Banta reviewed administered surveys by mail and phone to employers and to alumni to obtain employer information and permission to survey their employers. There was no significant difference between the use of mail or phone to obtain information. The use of alumni contact information for employers proved to be the best method. However, low response rates to surveys were attributed to low response rates of alumni. Another limitation of the studies was that employers were unable to identify employed alumni of institutions.

Institutional Research surveyed participating members of the Research and Planning list serve statewide. Crafton Hills was the only institution that administered an online, employer survey. At RCCD, due to grants, the physicians' assistant and nursing programs have surveyed their alumni but not their employers. Based on the findings of the physicians' assistant program and Crafton Hills' research, the online survey seems to be the most logical and inexpensive way to survey employers. However, Institutional Effectiveness is faced with the challenges and costs related to establishing an alumni database, the initial set-up of a survey instrument, and follow-up of survey respondents that are not covered in the budget.

During 2009-2010 Institutional Effectiveness will explore options for use of surveys and/or focus groups with local Chambers of Commerce in the hope of developing an effective methodology for long-range studies in this area.

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Theme Three: Service to the Community

Strategy Two

Foster economic growth and global competitiveness through high quality training and business development services that address the marketing needs of local business and expand international business and trading opportunities.

OUTCOME MEASURES: Change in existing sales, new jobs created, number of businesses trading internationally, and amount of federal and state contracts awarded to local businesses

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NARRATIVE ON PROGRESS:

Riverside Community College District offered numerous opportunities to expand business expertise in 2008-2009. In addition to the traditional curriculum offered through the Business Departments on all three campuses the District's **Center for International Trade and Development (CITD)** collaborated with the County of San Bernardino, Economic Development Division, Foreign Trade Association, and the Distribution Management Association of U.S. Customs "Importer Security Filing" new 10+2 Program 2009. Over 100 participants from the logistics industry attended the event. CITD collaborated with the City of Riverside to offer the international Business Certificate Program series and CITD began marketing the CDFA Agricultural Export Training program "CalAgX." The CITD also led a trade mission to China for five California colleges and universities - Oct 19-24, 2008, meetings with 100 agents; public and private universities and middle schools in three major cities in China; organized participation in Thailand OCSC international education export for ten California colleges and universities; promotional events in Ho Chi Minh City for four colleges and universities.

RESEARCH AND DATA:

In 2007 the Office of Economic Development's activities led to:
- New Jobs Created 543
- People Trained 2,050
- Total Economic Impact $29,755,026

Theme Three: Service to the Community

Strategy Three

Maintain and strengthen existing ties with community-based organizations while developing new productive relationships with additional community groups geared toward the enhancement of existing programs and consideration of new initiatives to address identified community needs.

> OUTCOME MEASURE: *Inventory of community activities engaged in by RCCD trustees, administrators, faculty, staff, and students.*

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NARRATIVE ON PROGRESS:

Riverside: New programs included a dual admissions agreement with Chapman University; Weatherization jobs for Foster youth through the Community Action Partnership (CAP). Additionally a newly funded partnership with the California Family Life Center, which operates the Youth Opportunity Center in Rubidoux, will provide $70,000 to partner with the Center and assist 16 – 24 year olds who have not completed high school, and are not engaged in college or are not employed.

Norco: ESL Outreach Day was held on June 5, 2009. Thirty-one participants attended, many of whom were first-time visitors to the Norco Campus. The Campus Outreach Office participated in Inland Empire College Fair, sponsored by Today's Youth, in May 09.

COMMENTARY:

A survey instrument was developed during 2008-2009 and first distributed in August 2009. A report on the inventory of community activities will be available for the 2009-2010 report.

Theme Three: Service to the Community

Strategy Four

Ensure that all geographic areas of the District have opportunities for personal enrichment and life-long learning through Community Education programs and other initiatives.

OUTCOME MEASURE: Inventory of programs and survey of participant satisfaction

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NARRATIVE ON PROGRESS:

The District extended Community Education courses to the following new locations:
- Burl House Studio, 2060 Chicago, Riverside 92507
- Arlanza Community Center, 7801 Grammercy Pl Ste. B, Riverside 92503
- Arlington Commons, 10849 Arlington Ave., Riverside   92505
- Bordwell Park Community Center, 2008 Martin Luther King, Riverside 92507
- Country Village, 10250 Country Club Dr., Mira Loma 91752
- Magnolia Pres Church, 7200 Magnolia Ave., Riverside 92504
- Orange Terrace Community Center, 20010 Orange Terrace Pkwy, Riverside 92508

Senior Citizen Education New Locations 2008-2009:
- Arlanza Community Center
- Arlington Commons
- Bobby Bonds Sports Complex
- Bordwell Park Community Center
- Country Village
- Crown Pointe
- Cypress Gardens Convalescent Hospital
- Dales Senior Center
- Emeritus @ Villa de Anza
- Encore Senior Village
- Grove Community Church
- Integrated Care Communities
- Magnolia Pres Church
- Orange Terrace Community Center
- Raincross Senior Village
- Sunrise Assisted Living
- Whispering Fountain Apartments

DATA:

Senior Citizen Education	2007-2008	2008-2009
Unduplicated Head Count	2819	3417
Courses offered	345	400
FTES generated	200	292

New Community Education Locations 2008-2009
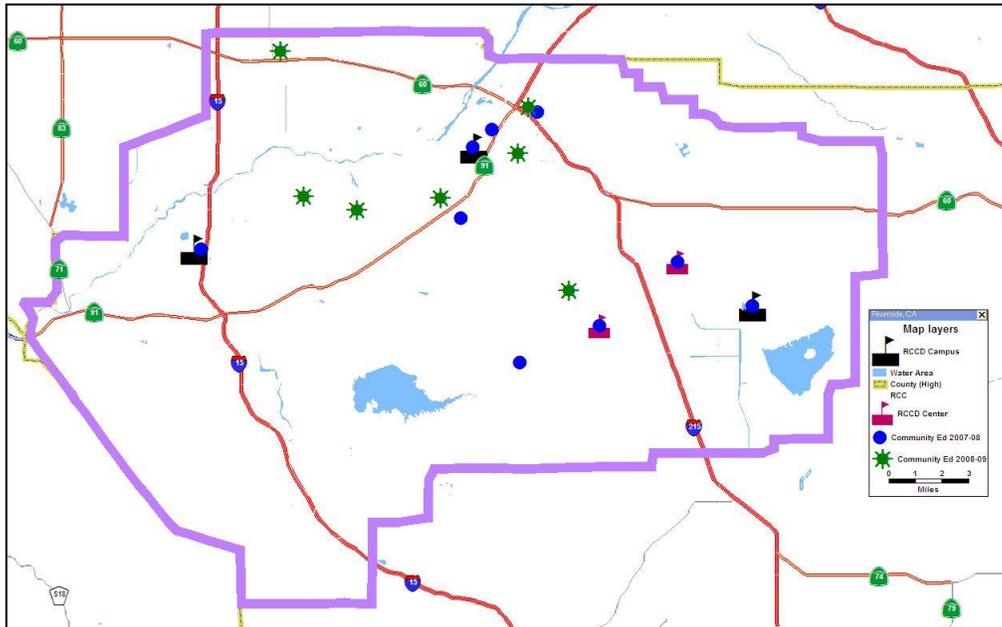
Theme Three: Service to the Community

Strategy Five

Respond to the needs of the region for social, cultural, and political programs.

OUTCOME MEASURE: Inventory of programs and activities hosted by RCCD and its colleges
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NARRATIVE ON PROGRESS:

An extensive array of programs were offered during the 2008-2009 fiscal year, particularly in the arts:

Norco Programming:

Poetry readings in Aiery Library were held in November 08 and April 09; Notes Café concerts were held in spring 08 and spring 09.

Riverside Programming:
- Living Roots of Music featuring Lauren Pelon
- A Midsummer Night's Dream
- Annie Get Your Gun
- Bassoon, Horn and Tuba Studio Recital
- Celebrate Dance
- Celebrating Women in Mathematics and Science workshop
- Clarinet & Strings Studio Recital
- Clarinet and Strings Studio Recital
- Classical Guitarist Martha Masters
- Combos and Jazz Lab Band
- Concert – A Celebration of the Musical Masters
- Dancers for Life
- Empowering Young Women conference
- Faculty Recital featuring Angelis Chevalier, piano
- Flute & Oboe Studio Recital
- Flute and Oboe Studio Recital
- French Horn & Bassoon Studio Recital
- Guest Recital featuring Caryn Pierce, viola and Ramona Sohn Allen, piano
- Guest Recital featuring Leo Chelyapov, clarinet and Dr. Peter Curtis, guitar
- Guest Recital featuring Marcin Dylla, guitar
- Guest Recital featuring Martin Taylor, guitar.
- Guitar Ensemble and Guitar Studio Recital
- Guys and Dolls
- Holly Dazzle
- How to Succeed in Business Without Really Trying
- Jazz Ensemble I and Evening Jazz Ensemble.

- Jazz Guitarist Mimi Fox
- Keeping your Body as Finely Tuned as Your Instrument
- Kinetic Conversations
- Marian Call
- MIDI Class Recital
- MIDI Recital
- Percussion Ensemble Recital
- Percussion Studio Recital
- Piano Studio Recital.
- RCC Chamber Singers and RCC College Choir
- RCC Chamber Singers presents "Coffee House"
- RCC Chamber Singers Spring Concert
- RCC College Choir Concert
- RCC Guitar Ensemble and Guitar Studio Recital
- RCC Jazz Combos and Jazz Lab Band
- RCC Jazz Ensemble and Evening Jazz Ensemble with RCC Friends
- RCC Jazz Festival
- RCC Percussion Ensemble
- RCC Piano Faculty and Friends Recital
- RCC President's Honor Recital
- RCC Symphony Orchestra
- RCC Symphony Orchestra presents "A Night at the Opera"
- RCC Vocal Jazz Ensemble and RCC Jazz Ensemble
- RCC Wind Ensemble Concert
- RCC Wind Ensemble with the King Karl King Honor Band
- RCC Wind Ensemble with the Rancho Belago Wind Symphony
- RCC Wind Ensemble with the Santiago High School Festival Winds
- RCC Wind Ensemble with the Tribute to John Philip Sousa Honor Band
- Riverside City College Chamber Singers Fall Concert with special guest choir
- Riverside Master Chorale presents: Haydn and Mendelssohn 200th Anniversary
- Saxophone & Bass Studio Recital
- Saxophone and Bass Studio Recital
- Sensational Showtunes : Up Close and Personal
- Student Recitals
- The 3rd Annual RCC Music Faculty Recital
- The John Jorgensen Quintet pioneers of American gypsy jazz.
- The Laramie Project
- The North High School Chamber Singers
- The Vagina Monologues
- Tribute to Ellington and Basie Concert
- Trombone & Tuba Studio Recital
- Trombone Studio Recital
- Trumpet Studio Recital
- Voice Studio Recital

The World Affairs Council of the Inland Empire has its offices on the Riverside campus and makes all of its presentations and discussions available for free to students. The Council also makes DVDs of each presentation available to educators for classroom use. During fiscal year 2008-2009 these included:
- Tour of NPR WEST Studios in Culver City and "Q & A with Mike Shuster, Foreign Correspondent"

- "Negotiating Arab-Israeli Peace: American Leadership in the Middle East" with Ambassador Daniel C. Kurtzer and Professor Scott B. Lasensky
- "Iraq and the next American President" with Time Bureau Chief Brian Bennett
- "Re-engage! America and the World After Bush" with Journalist Helena Cobban
- "PAKISTAN: The Most Dangerous Country in the World" with Bruce Riedel of the Brookings Institution
- "Everyone Has the Right to my Opinion" with Political Cartoonist and Senior Editor for Investor's Business Daily, Michael Ramirez
- "Diplomacy in Crisis: The Real Cost of Letting Diplomacy Decline" with Ambassador Ronald E. Neumann
- "The Gamble: General Petraeus and the American Military Adventure in Iraq, 2006 – 2008" with Pentagon Correspondent for the Washington Post Thomas E. Ricks
- "Contemporary Challenges in Asia" with Ambassador Michael H. Armacost
- "How to Win a Cosmic War: God Globalization, and the End of the War on Terror" Author Reza Aslan
- "Health Care Crisis in Southern California: Can we improve Health Care and Reduce Costs?" with
Dr. Robert M. Kaplan Distinguished Professor and Chair of the Department of Health Services in the School of Public Health and Distinguished Professor in the Department of Medicine UCLA/RAND.

Theme Four: System Effectiveness

Riverside Community College District is experiencing rapid growth and systemic change. The District plans to transition from a single-college, multi-campus institution to a multiple-college, single-district structure. It is imperative that the transition makes it possible for the District to better serve students as a result of growing structural diversity. **Effective coordination** of procedures and practices **reduces costs** and ensures valuable **participation in important decisions.** Increasing the effectiveness of the District frees up **human, physical, financial, and intellectual resources** enabling an increasingly strong focus on student success.

System Effectiveness Strategies:

1. Develop an effective and accredited three college district that is highly responsive to the unique needs of each college's service area and maximize economies of scale and service to students:
   - Decentralize responsibilities and authority to the campuses in accordance with an agreed upon timetable and funding plan
   - Maintain the benefits of a common core curriculum while effectively serving the unique needs of each college's community
   - Establish and maintain common baseline standards for physical and technological infrastructure, including total cost of ownership.

   OUTCOME MEASURES: Accreditation of Norco and Moreno Valley; establishment of and assessment of responsiveness to timetables for decentralization; establishment of common baseline technical and facilities standards

2. Enhance and institutionalize operational and strategic planning processes that are deliberative, systematic, and data driven; complement the District and campus strategic and master plans; and effectively prioritize new and ongoing resource needs.

   OUTCOME MEASURES: Establishment of practices and procedures; integration of campus and District priorities identified in program review and campus/district master plans

3. Institutionalize a budget allocation model that is data driven and informed by planning priorities.

   OUTCOME MEASURES: Degree to which the criteria set forth in the budget allocation model are achieved.

4. Continue implementation and improvement of a comprehensive enrollment management plan and effectively coordinate program and course offerings within and between campuses and centers to best serve students.

   OUTCOME MEASURES: Increase in overall fill rates; decrease in percent of classes cancelled; increase in overall WSCH to FTEF; increase overall awards and certificates given

5. Develop an integrated marketing plan that is aligned with the District and campus strategic planning processes.

    OUTCOME MEASURES: Approved and implemented marketing plan that results in an increased level of contacts and awareness as defined through the strategic planning process

6. Continue ongoing assessment and refinement of educational technology standards and future needs, including the use of innovative, hosted solutions for functions currently provided by Information Services.

    OUTCOME MEASURES: Ongoing assessment of what is available in the market place, successful implementation of current and new technologies, resulting in satisfied users and cost savings.

Theme Four: System Effectiveness

Strategy One

Develop an effective and accredited three-college district that is highly responsive to the unique needs of each college's service area and maximize economies of scale and service to students:

- **Decentralize responsibilities and authority to the campuses in accordance with an agreed upon timetable and funding plan**
- **Maintain the benefits of a common core curriculum while effectively serving the unique needs of each college's community**
- **Establish and maintain common baseline standards for physical and technological infrastructure, including total cost of ownership.**

OUTCOME MEASURES: Accreditation of Norco and Moreno Valley; establishment of and assessment of responsiveness to timetables for decentralization; establishment of common baseline technical and facilities standards

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NARRATIVE ON PROGRESS:

Accreditation: During the 2008-2009 fiscal year Moreno Valley and Norco prepared applications for Accreditation and submitted them for Board of Trustees approval. In addition, Riverside City College prepared and submitted for Board of Trustees approval their Second Follow-up Report for submission to the Accrediting Commission for Community and Junior Colleges. All three campuses look forward to ACCJC team visits in October and Norco and Moreno Valley anticipate learning the fate of their application for full accreditation in January of 2009.

Decentralization: A specific timetable for continued decentralization has not been adopted district-wide however significant efforts in this regard have been ongoing throughout the district. For example in fiscal year 2008-2009**:**

- Operational and reporting practices related to Datatel are under consideration and progress is being made to prepare for the three-college transition.
- Academic Affairs transitioned:
  - New Faculty Orientation to the campuses for 2009-2010
  - Back to College events were jointly managed in 2008-2009 and moved to a campus focus with the exception of the District Day for 2009-2010
  - SLO assessment activities are increasingly campus based
- Student Services: Executive Cabinet has followed a plan adopted in December 2008

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for Student Services Reorganization.

Curriculum: In 2008, a new structure consisting of a district curriculum committee and three local college curriculum committees was developed to support the approval of courses and programs in a three-college system. Likewise, a new curriculum-approval process was implemented which sustains campus autonomy while maintaining one-district core curriculum. The process is a bifurcated one that includes a workflow for college specific curriculum and one for district-wide shared curriculum. During the 2008-2009 academic year, both college-specific and district-wide/shared curriculum and programs were approved.

Additionally, implementation of the curriculum management system, CurricUNET, continued. The system streamlines the approval process and has created a transparent, paper-less process that allows for approval by the appropriate units/faculty and facilitates vetting within and among the college(s)' faculty. With the adopted procedures and structure in place, RCCD has successfully addressed the vision of the Board of Trustees to adopt "the one curriculum-one student contract strategy" which supports "the maintenance of a single district-wide curriculum architecture and student contract" (Adopted by the Board of Trustees, December 17, 2002).

Technological infrastructure standards for all classrooms were established at a district wide level and are now augmented by campuses to facilitate discipline needs. Faculty and staff are engaged in renovation and new building construction so that their needs are part of a continual qualitative revision of the standards. Equipment definitions exist for standard presentation classrooms and smart classrooms. For example, document cameras have been added to the definition based on faculty feedback. All building wiring is category 6, except where more bandwidth is required, for example category 6A is used for the Norco technology building to handle a 10 gigabit transfer rate. Additionally, redundant rings allow for two entries to buildings so if one fails or is damaged there is a redundant entry.

Physical Infrastructure: Work is ongoing in establishment of common baseline standards for capital infrastructure. Internal meetings have been held to discuss standards. A consultant has been selected and data gathering has begun. Total Cost of Ownership considerations will be intertwined with determination of the final standards.

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Theme Four: System Effectiveness

Strategy Two

Enhance and institutionalize operational and strategic planning processes that are deliberative, systematic, and data driven; complement the District and campus strategic and master plans; and effectively prioritize new and ongoing resource needs.

> *OUTCOME MEASURES: Establishment of practices and procedures; integration of campus and District priorities identified in program review and campus/district master plans*

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NARRATIVE ON PROGRESS:

On October 21, 2008, the Board of Trustees approved the Riverside Community College District Strategic Plan 2008-2012. The plan includes a revised mission statement; one that drives the District's strategic themes and that provides a template for each college's individual mission statements. The overarching themes and strategies in the plan offer a foundation for each college's strategic planning process and also clarify the District's role in the planning process. In addition, the District's Mission Statement confirms, as a general principle, the support role of the District Offices in the planning process. The themes and strategies in the adopted strategic plan, although not identical, parallel and complement the strategic planning initiatives of the California Community Colleges and the three colleges within the District.

The District Strategic Planning Committee addresses planning issues that affect all three colleges.[9] The specific process for moving items or issues through the District's decision-making processes begins with the program review and strategic planning processes at the college level or with the program review of the District's administrative units. The Office of the Associate Vice Chancellor for Institutional Effectiveness provides the program review templates (as developed by the Program Review Committee) to the colleges and to the District Offices. Each college has adopted individual strategic planning processes that link comprehensive program reviews (every four years) and annual program reviews to the allocation of resources at the colleges. In 2007-08 and again in 2008-09 the administrative units at the District Offices completed their program reviews. Each unit submitted its program review to the appropriate Vice Chancellor, who prioritized the requests for the Chancellor to consider. The funding for these requests comes from the District Office allocation provided in the budget allocation process to allocate funds to the colleges and to the District Offices. The budget allocation process allows each segment of the District to

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[9] See the Operational Guidelines for the Riverside Community College District Strategic Planning Committee for a complete list of voting members.

distribute new financial resources using the strategic planning processes developed by each college and the District Offices.[10]

During 2008-2009 the function of the District Strategic Planning Committee (DSPC) was refined and established in the committee's Guidelines. The Committee has the following functions:

1. The DSPC establishes and coordinates planning processes, and develops and recommends approval of the District Strategic Plan.
2. The DSPC receives reports of the activities of the Campus/College Strategic Planning Committees.
3. The DSPC reviews and make recommendations regarding any project that might affect two or more campuses, the district, the allocation of state capital outlay, or local bond money.
4. The District Strategic Planning Committee (DSPC) considers, reviews, and analyzes district-wide implications of new programs to existing programs and units on budgets, planning, and policies. New programs necessitate a recommendation from the DSPC before they can be funded under the line item, "New District/College Programs/Initiatives" of the Budget Allocation Model.
5. The DSPC reviews recommendations from its membership regarding planning or strategic concerns and forms subcommittees as needed to research and propose practice, policy or resource changes.
6. The DSPC makes recommendations to the Chancellor on any item or issue that affects two or more campuses.

Essentially, the District Strategic Planning Committee makes recommendations to the Chancellor, who ultimately makes his recommendation to the Board of Trustees on items or issues that affect all three colleges.

A timeline for District strategic or capital resource prioritization was also established in the 2008-2009 fiscal year:

August Meeting:	Review Annual Report on the Status of the District Strategic Plan and Review the District's Mission Statement
November Meeting:	Discussion of the alignment of District and Campus Strategic Plans Annual Revision of the Criteria for Prioritization
April 15th:	Submission of prioritized list of resource requests
April Meeting:	First reading and discussion of prioritized lists
May Meeting:	Prioritization recommendations made

The representatives from each college's strategic planning committee serve as the "feedback mechanism" between the college committees and the District Strategic Planning Committee. The

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[10] See the Operational Guidelines for the Riverside Community College District Strategic Planning Committee for a complete overview of the operating procedures and function of the RCCDSPC and of the roles and processes of the campus committees and District Offices.

agendas for the District Strategic Planning Committee meetings have a place for each college and the District to report their planning initiatives. The individual college representatives also report the activities and actions of the District Strategic Planning Committee to the college strategic planning committees. Again, each college has a place on its strategic planning committee agenda for this purpose.

With the formal adoption of the Riverside Community College District Strategic Plan and the implementation of the budget allocation process, the District has provided the framework for each college's mission and strategic planning process. The process clearly connects the planning with budget allocations at all levels of District operation. In fact, the budget allocation process reflects many of the District's strategic themes and offers incentives for increasing Weekly Student Contact Hours (WSCH) and Full-time Equivalent Faculty and providing resources for new programmatic initiatives.[11] Moreover, the program review templates supplied by the District and the nature of data made available to various District constituencies have been modified as a result of the recommendations coming from the strategic planning committees at each college.

Additional References and documents referred to in this section can be found at
http://www.rcc.edu/administration/academicaffairs/effectiveness/planning.cfm

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[11] See the Introduction to the Riverside Community College District Budget for 2008-2009 for an explanation of the budget allocation process used to provide resources to the colleges and District Offices.

Theme Four: System Effectiveness

Strategy Three

Institutionalize a budget allocation model that is data driven and informed by planning priorities.

> *OUTCOME MEASURES: Degree to which the criteria set forth in the budget allocation model are achieved.*

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NARRATIVE ON PROGRESS:

> In September 2007, a District task force made up of the chief business officers from each college and the District along with representatives from various college constituencies and campuses developed a Budget Allocation Model (BAM) that the District adopted in Fall 2008. The task force disseminated the proposed model with its various permutations throughout the District for comment and revision. The model continues to be refined and modified as each college assesses its processes. To ensure continued assessment and review, the original task force has evolved into the District Budget Advisory Council (formally formed in Spring 2009). It meets regularly and addresses budget-related issues. In addition, this committee continually evaluates and revises the adopted BAM process to make it more effective. The District used the model to allocate financial resources for the 2008-09 academic year. The District budget (2008-09) outlines the rationale and provides the allocations to each District entity in its introductory material.[12]

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[12] See the Introduction to the Riverside Community College District Budget 2008-09.

Theme Four: System Effectiveness

Strategy Four

Continue implementation and improvement of a comprehensive enrollment management plan and effectively coordinate program and course offerings within and between campuses and centers to best serve students.

> **OUTCOME MEASURES**: *Increase in overall fill rates; decrease in percent of classes cancelled; increase in overall WSCH to FTEF; increase overall awards and certificates given*
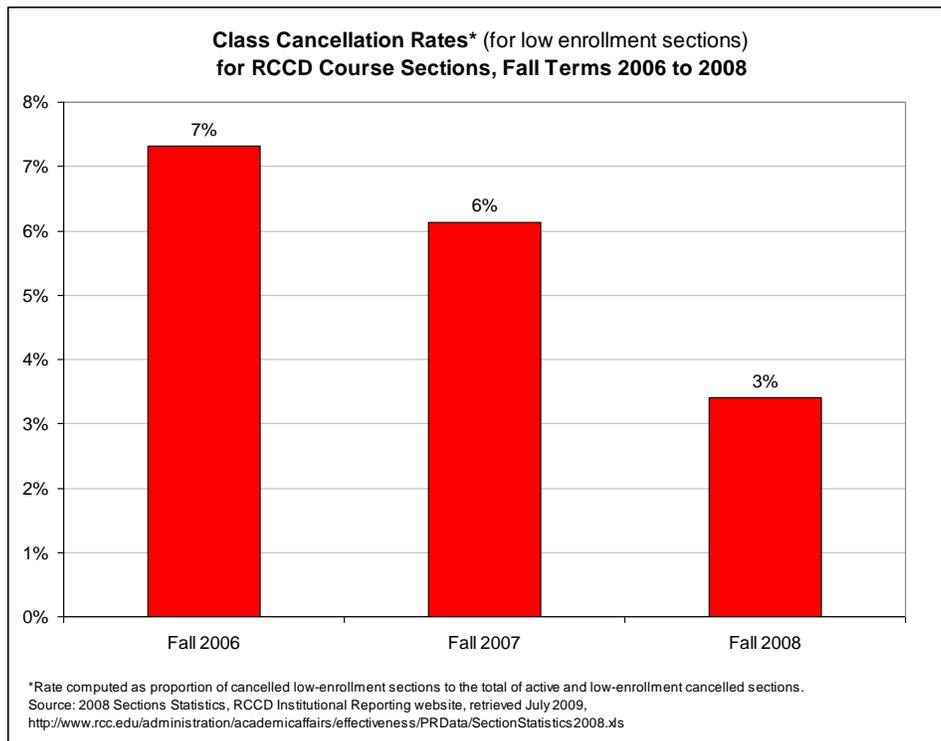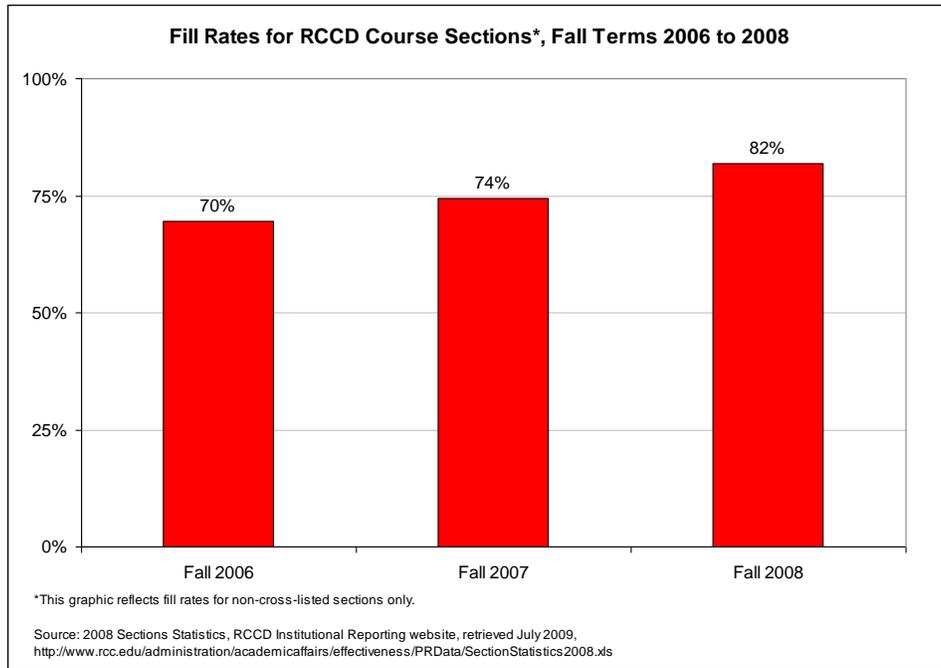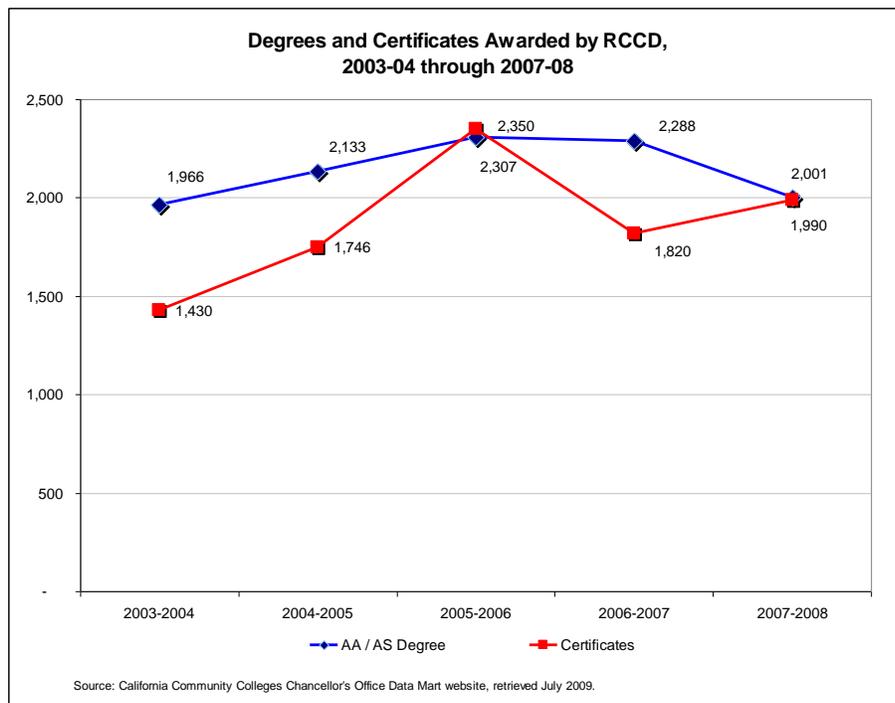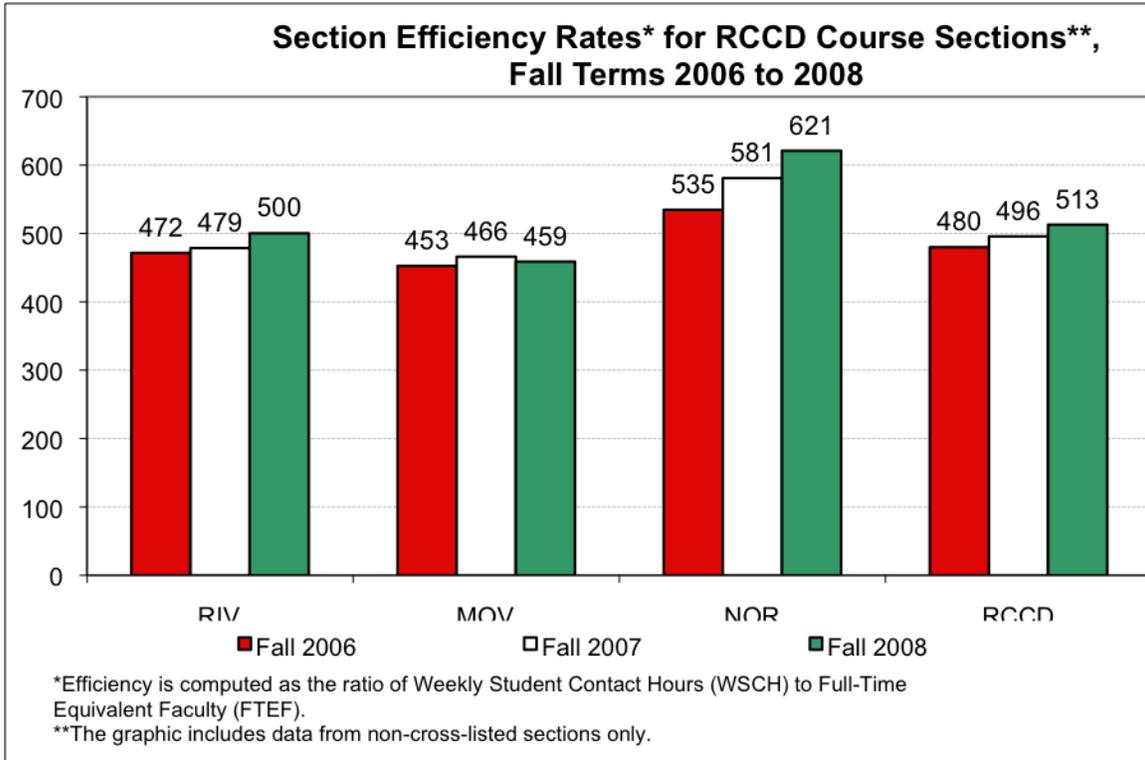
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NARRATIVE ON PROGRESS:

Academic Affairs (Institutional Reporting and Instruction) has collaborated with and supported the colleges in the development of a comprehensive enrollment strategy. Both Institutional Reporting and Information Services have combined efforts to provide data and assistance with data interpretation to the colleges to inform decision-making that resulted in an optimized schedule of course offerings.

The overall FTES growth for the year was approximately 15% when compared with 2007-2008. Effective class management yielded greatly improved fill ratios of 75%. At the same time, attention to teaching assignments yielded improved WSCH/FTEF ratios based on total FTES of ~525 for fall 08 and ~537 for spring 09. Preliminary research suggests the number of awards and certificates may have increased more than 20% for 2008-2009.

There are challenging times ahead due in large measure to severe budget restrictions; however, the district's comprehensive enrollment strategy which utilizes all available data and is based on coordinated and collaborative decision making with the colleges will ensure that the maximum level of access to courses is available to students as a result of well-planned scheduling patterns and attention to maximizing outcomes.

DATA:

Fill Rates for RCCD Course Sections*, Fall Terms 2006 to 2008

*This graphic reflects fill rates for non-cross-listed sections only.

Source: 2008 Sections Statistics, RCCD Institutional Reporting website, retrieved July 2009,
http://www.rcc.edu/administration/academicaffairs/effectiveness/PRData/SectionStatistics2008.xls

Class Cancellation Rates* (for low enrollment sections)
for RCCD Course Sections, Fall Terms 2006 to 2008

*Rate computed as proportion of cancelled low-enrollment sections to the total of active and low-enrollment cancelled sections.
Source: 2008 Sections Statistics, RCCD Institutional Reporting website, retrieved July 2009,
http://www.rcc.edu/administration/academicaffairs/effectiveness/PRData/SectionStatistics2008.xls

Section Efficiency Rates* for RCCD Course Sections**, Fall Terms 2006 to 2008

	Fall 2006	Fall 2007	Fall 2008
RIV	472	479	500
MOV	453	466	459
NOR	535	581	621
RCCD	480	496	513

■ Fall 2006   □ Fall 2007   ■ Fall 2008

*Efficiency is computed as the ratio of Weekly Student Contact Hours (WSCH) to Full-Time Equivalent Faculty (FTEF).
**The graphic includes data from non-cross-listed sections only.

Degrees and Certificates Awarded by RCCD, 2003-04 through 2007-08

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
AA / AS Degree	1,966	2,133	2,307	2,288	2,001
Certificates	1,430	1,746	2,350	1,820	1,990

—◆— AA / AS Degree   —■— Certificates

Source: California Community Colleges Chancellor's Office Data Mart website, retrieved July 2009.

Theme Four: System Effectiveness

Strategy Five

Develop an integrated marketing plan that is aligned with the District and campus strategic planning processes.

> *OUTCOME MEASURES: Approved and implemented marketing plan that results in an increased level of contacts and awareness as defined through the strategic planning process*

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NARRATIVE ON PROGRESS

Development of a fully integrated marketing plan on the district level was deferred in 2009-2010 to concentrate on two other areas:

1. Campus, center and program level marketing strategies
2. External communications component

Work has taken place with the Rubidoux Annex, the Innovative Learning Center at Stokoe, and the career technical programs to identify and implement marketing strategies to build awareness and promote benefits. Marketing vehicles included direct mail, advertising, media relations, and promotional collateral material, as well as support for open houses and other events. The responses from the two centers were very positive. A marketing plan was developed for career technical education, but put on hold due to resource limitations.

At the campus level, the Public Affairs Representative for Norco and Moreno Valley campuses initiated efforts to more fully integrate marketing into the campuses' strategic planning committees. This education phase is resulting in an increased awareness of the value of strategic marketing, the practical applications, and the level of commitment required by the campuses to execute strategic marketing strategies. We expect in 2009/10 to assist each RCCD campus with developing strategic marketing plans.

External communications efforts included the design and production of a quarterly Press-Enterprise insert, the RCCD Community Report, which also is off-printed as a stand alone for distribution by direct mail to specific target audiences, an 18% increase in media releases and placement, and an increase in external communications to under-served populations (conducted by the Community Relations Specialist). In 2009/10, we will refine measurement techniques to better quantify the work with under-served populations.

In 2009/10, the district will begin a brand development process, resulting in strategic branding for the three campuses/colleges, the District and the RCCD Foundation.

Theme Four: System Effectiveness

Strategy Six

Continue ongoing assessment and refinement of educational technology standards and future needs, including the use of innovative, hosted solutions for functions currently provided by Information Services.

> **OUTCOME MEASURES:** *Ongoing assessment of what is available in the market place, successful implementation of current and new technologies, resulting in satisfied users and cost savings.*

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NARRATIVE ON PROGRESS:

Information Services has been actively involved in assessment and enhancement of their services. In 2008-2009 student e-mail, which benefits from a "hosted solution" from Microsoft was expanded. Datatel services continued to be upgraded and expanded. Analysis suggests that this system will continue to be hosted internally for the foreseeable future. Future developments in software suggest a trend toward software as a service that can be utilized by devices such as a Blackberry and IPhone.   Access seems to be moving to the "cloud" with subscriptions providing software as a service for all devices including PCs. Information Services will continue to analyze this trend seeking appropriate and cost-effective solutions. One scenario that is being considered is the use of a "cloud" approach for computer labs.

In February of 2009 the District Strategic Planning Committee established a Web Working Group to review:

- o   Analysis of current resources and technical capabilities
- o   Fiscal and technical analysis of college-based, function-based, and district-center management of internet/web services.
- o   Staffing needs for various levels of service and management structure

The Web Working Group has met regularly and issued monthly reports to the DSPC on their progress. In the 2008-2009 fiscal year their progress included an analysis of current resources and technical capabilities and an assessment of how current resources can be leveraged for greater productivity, including the use of hosted servers. In 2009-2010 they will continue this work and move on to an analysis of future options.

Theme Five: Financial Resource Development

The District is committed to seeking expansion of all possible sources of revenue to support student learning. State funds and local property taxes account for more than 75 percent of funding. In order to provide long-term stability to District and college operations, **resource diversification** is crucial. In recent years the District has been very successful at receiving federal and state **grants** and is committed to continuing to seek such sources of revenue. **Industry partnerships**, contract education, and **foundation support** continues to be vital to the District's ability to fulfill its mission.

The California Community Colleges rank among the lowest in the nation in terms of full-time equivalent student funding. In addition, community colleges, which provide most of the first responders, nurses and other vital skills to the state, are funded at substantially lower levels than other segments of California education (see chart below). The District is committed to continuing its **lobbying efforts** in support of community colleges in general and the District in particular.

	2002-03	2003-04	2004-05	2005-06	2006-07
CC	$4,680.00	$4,502.00	$4,902.00	$6,461.00	$5,708.00
K-12			$7,244.00		$8,501.00
CSU	$10,784.00	$10,542.00	$11,113.00	$11,624.00	$11,972.00
UC	$15,399.00	$16,298.00	$16,602.00	$18,203.00	$18,749.00
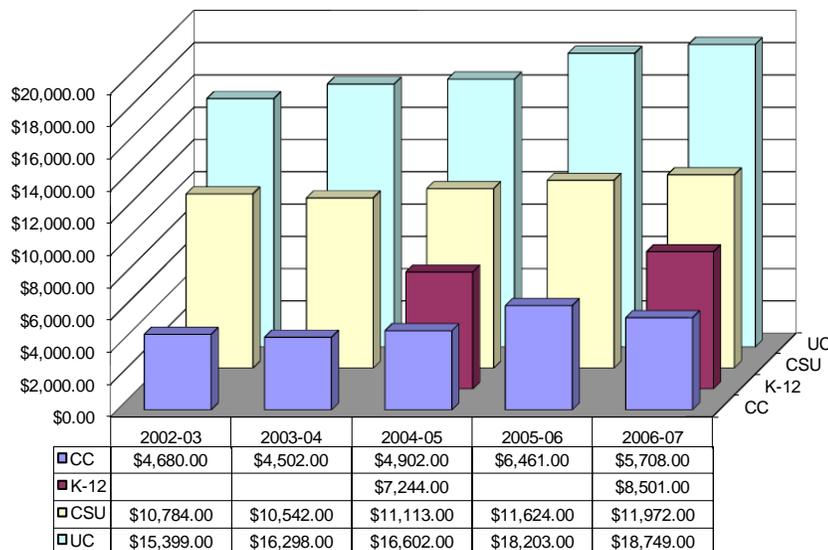
Data compiled from: CPEC fiscal profiles, 2004-2006, California Community College League Fast Facts 2008

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Financial Resource Development Strategies:

1. Advocate for increased overall state apportionment and a differential funding model for high cost programs in critical career and technical education programs.

   OUTCOME MEASURES Increases in funding

2. Advocate for changes in how grant funded square footage impacts inventory and future construction.

   OUTCOME MEASURES Assessment of changes in the funding model

3. Integrate resource development efforts by the RCCD Foundation, bond measures, and external sources with District strategic planning and resource allocation processes.

   OUTCOME MEASURES Degree to which priorities identified are addressed by resource development efforts

4. Increase grant funding from all sources to the District and its colleges.

   OUTCOME MEASURES: Increases in grant funding.

Theme Five: Financial Resource Development

Strategy One

Advocate for increased overall state apportionment and a differential funding model for high cost programs in critical career and technical education programs.

> *OUTCOME MEASURE: Increases in funding*

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NARRATIVE ON PROGRESS:

No progress on this strategy as a result of the state budget crisis.

Theme Five: Financial Resource Development

Strategy Two

Advocate for changes in how grant funded square footage impacts inventory and future construction.

> *OUTCOME MEASURE: Assessment of changes in the funding model*
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NARRATIVE ON PROGRESS:

No progress on this strategy as a result of the state budget crisis.

Theme Five: Financial Resource Development

Strategy Three

Integrate resource development efforts by the RCCD Foundation, bond measures, grants and external sources with District strategic planning and resource allocation processes.

> OUTCOME MEASURE: *Degree to which priorities identified are addressed by resource development efforts*

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NARRATIVE ON PROGRESS:

At their August 28, 2009 meeting the District Strategic Planning Committee voted to recommend the addition of the word "grants" to this strategy.

The RCCD foundation has always worked in collaboration with the college presidents and Chancellor to ensure that resource development efforts are integrated. In an effort to build clearer linkages the District Strategic Planning Committee added the Director of the Foundation as a staff member of the committee during their June 25, 2009 meeting.

The Director of the Foundation will provide the District Strategic Planning Committee with a report on the integration of resource development efforts during 2009-1010, and annually thereafter.

In 2008/2009 grants were obtained in support of many vital services to students and system effectiveness. The list which follows details those grants.

Student Access:

- CCRAA grants: Moreno Valley Campus and City College Individual Grants. City College has a Cooperative grant with Cal Poly Pomona. The strategy is to increase the preparation of underrepresented students in STEM fields and provide them with transfer opportunities to baccalaureate institutions. We are ending the first year of the grants and are expecting a second year of funding for each at about the same level. These are major infrastructure grants of about $1 million (or more).

- Nursing Enrollment Growth: Chancellor's Office grant to support expansion of nursing enrollment. The Nursing Education program is successfully implementing the program and meeting the enrollment expectations.

- Nursing Song-Brown Capitation: There are two awards for City College to expand nursing enrollment by about 10 students each. Successfully being implemented by Nursing Education.

- <u>Nurse Education Practice and Retention (HRSA)</u>. This major federal grant further develops and continues efforts to retain and support nursing students, particularly those from underserved populations as they progress through RCC's established career ladder. HRSA used this grant as a national model; it is successfully being implemented by Nursing Education.

- <u>Song-Brown Nursing Special Programs</u>: This is a focus grant from the State to provide additional pre- and post-testing for the first year cohort to fill in gaps in knowledge using new software. Successful implementation by Nursing Education.

- <u>Title V-Developing Hispanic Serving Institutions</u>: City College and Moreno Valley are in the 6th year (extension of their grants) and have successfully completed their projects. These grants provided basic skills opportunities to underserved students.

- <u>Song-Brown Physician Assistant Capitation</u>, Moreno Valley Campus: The PA grant provides funding toward an instructor in this program. It has been awarded each year to the program. The grant helps to support an instructor and is successful.

- <u>Song-Brown Physician Assistant Mental Health</u>, Moreno Valley Campus: This is a special focus grant with the mental health facilities. Graduates of the PA program continue study in this field using these funds with clinicals at the mental health facilities.

- <u>Early College High School</u>, NuView Union High School: Moreno Valley Campus has led a grant from the Foundation for California Community Colleges (using Gates funding) to establish a successful ECHS. This high school is successful in this program.

- <u>Child Care Access Means Parents in School</u>: City College TRIO grant supports child care for underserved students to be able to attend college.

Student Success

- <u>Student Support Services</u>, federal TRIO program at Norco Campus. This grant provides services to a cohort at Norco Campus to increase success in college.

- <u>Nursing Capacity Building Grants</u> (two of them) from the Chancellor's Office. These grants build the infrastructure needed to serve more students. Nursing Education has successfully been implementing these grants.

- <u>NEPR</u> (HRSA)-please see description above.

- <u>Song Brown Nursing Special Programs</u>-please see description above.

- <u>Song-Brown PA Mental Health</u>- please see above.

- <u>Title V-Developing Hispanic Serving Institutions</u>-please see above.

- <u>Fast Track to the ADN in Nursing</u>: This is an earmark grant being run through the Rubidoux Annex.

- ECHS NuView Union High School: please see above.

Service to the Community:

- California Civil Liberties Public Education Program, California State Library (two grants): These grants support the inventory and digitizing processes for the Mine Okubo collection.

- National Endowment of the Humanities, Challenge America grant: This is a small but prestigious grant for Performance Riverside.

- City of Riverside: Provides support for Performance Riverside through the Arts Council.

- National Science Foundation: Goods to Go: Norco Campus CACT works with industry to develop and enhance manufacturing instructional opportunities for students. Grant is about to close successfully.

- National Science Foundation: Close the Gap: Norco Campus CACT supports the development of Logistics curriculum in coordination industry. Successful implementation in progress. This grant is the basis for developing a National Center of Excellence in Supply Chain Management through the NSF.

- Small Business Development Center: Tri-Tech SBDC is operated by RCCD's Economic Development. The Center has met expectations from the intermediary, Cal State University, Fullerton. The SBDC provides services to businesses in San Bernardino, Riverside, and Orange Counties.

Organizational and Professional Development:

- Title V Cooperative Development Grant, Moreno Valley Campus with partner Norco Campus: This grant with UC Riverside is for faculty professional development. It runs one more year.

- Nursing Capacity Building Grants (two of them) from the Chancellor's Office. Please see description above.

- Nursing Enrollment Growth: please see description above.

- Career and Technical Education Collaborative-Project UNITE. The project is district-wide, providing model CTE curriculum among six partners.   RCC also received supplemental funding to support high school students in architecture working with Norco Campus.

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Theme Six: Organizational and Professional Development

Community college faculty, staff, and administrators face an increasingly complex array of educational and service needs necessitating a major commitment to human resource development in at least five broad areas:

- recruitment of a qualified and diverse workforce;
- leadership development;
- professional development particularly in the area of how best to facilitate student learning and assessment in all areas including basic skills;
- technology training; and
- organizational development to prepare faculty, staff, and administrators to effectively evaluate data, participate in strategic planning, and cope with rapid change.

Organizational and Professional Development Strategies

1. Expand the District's capacity to recruit a qualified and diverse workforce and increase the percentage of full-time faculty and staff.

   OUTCOME MEASURES: Increase in the percentage of full-time faculty and full-time staff; increase outreach and recruitment of diverse candidates

2. Recruit, select, and expand the skills of faculty who are dedicated to teaching students at all developmental levels regardless of their discipline.

   OUTCOME MEASURES: Increase in the percentage of faculty who report dedication to teaching students at all developmental levels and who report increases in their skill set enabling them to effectively facilitate learning for developmental students

3. Develop methodologies to evaluate and adjust employee assignments in order to enhance the District's capacity to respond to change by implementing effective approaches to training, reclassifying, and retaining staff within Title 5 guidelines regarding recruitment.

   OUTCOME MEASURES: Increases in staff retention and satisfaction

4. Foster the development of effective management and leadership skills for faculty and staff and secure pathways for leadership development.

   OUTCOME MEASURES: List of professional development opportunities in management and leadership; survey of attendees; increase in the number of people involved in leadership at all levels; increase in the percentage of current employees who apply for promotional opportunities within the District

5. Enhance development and training opportunities for all employees to meet the mission, vision, and values of the District.

   OUTCOME MEASURES: Increase in number of development and training opportunities; survey of employee knowledge of the mission, vision and values of the District

Theme Six: Organizational and Professional Development

Strategy One

Expand the District's capacity to recruit a qualified and diverse workforce and increase the percentage of full-time faculty and staff.

OUTCOME MEASURES: *Increase in the percentage of full-time faculty and full-time staff; increase outreach and recruitment of diverse candidates*

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NARRATIVE ON PROGRESS:

During the 2008-2009 fiscal year external outreach activities included:

- Participation at the LA CCC Registry Job Fair with information booth and hospitality suite; 1,700 job seekers attended
- Advertised employment opportunities in diversity publications:
  - Diverse Issues in Higher Education
  - Hispanic Outlook in Higher Education
  - Asian Pacific Careers
  - Latinos in Higher Education
  - Tribal College Journal
- Participated in community events (table sponsorship and program advertising):
  - NAACP Annual Freedom Fund Awards and Scholarship Dinner
  - John Sotelo: A Legacy of Social Change sponsored by Community Settlement Association
  - Dining in the Dark sponsored by the Blindness Support Services
  - Cesar Chavez Memorial Breakfast sponsored by the Latino Network
  - Martin Luther King, Jr. & Black History Celebration sponsored by Moreno Valley Black Chamber of Commerce
- Two Faculty Recruitment Retreats with campus Deans of Instruction for the development of a recruitment strategy for the large volume of tenure-track positions
- Funded cost of special edition advertising in Diverse magazine

Internal outreach included:

- Diversity Appreciation week/month activities
- Diversity Celebration banners developed and displayed at each campus during the month of April
- Development and distribution of Diversity bookmarks
- Facilitated diversity awareness activities at each campus
- Development and purchase of "Equity" pins

District programs, policies and procedures were also developed or enhanced:

- A new Diversity Initiative
- Established and organized campus-based diversity committees
- District wide Employee Climate Survey
- Development of web page accessibility monitoring and notification process -- AP 3725: Establishing and Maintaining Web Page Accessibility
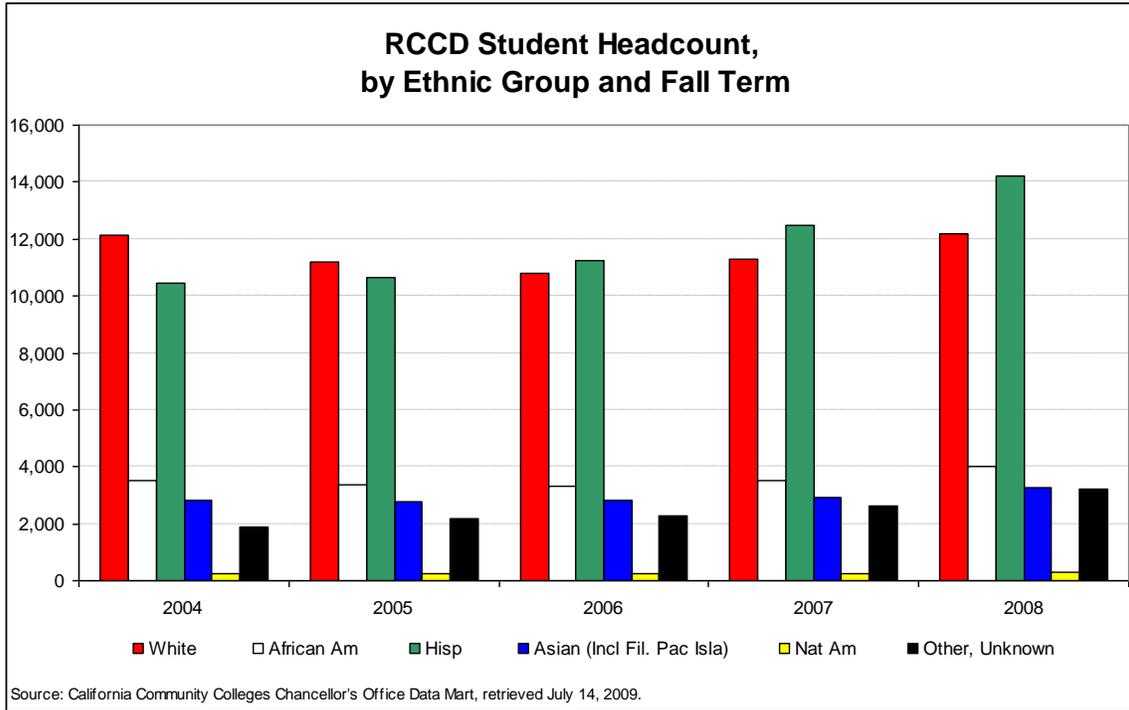
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- Updated and aligned District procedure for providing group benefits for Registered Domestic Partners – AP 7515: Group Benefits for Domestic Partners
- Worked with DSP&S on revision and documentation of test accommodation procedure
- Worked with District Facilities Planning, Design & Constriction and PSOMAS on District ADA Transition Plan update and outreach
- Developed District EEO recruitment and retention and statistical reporting process
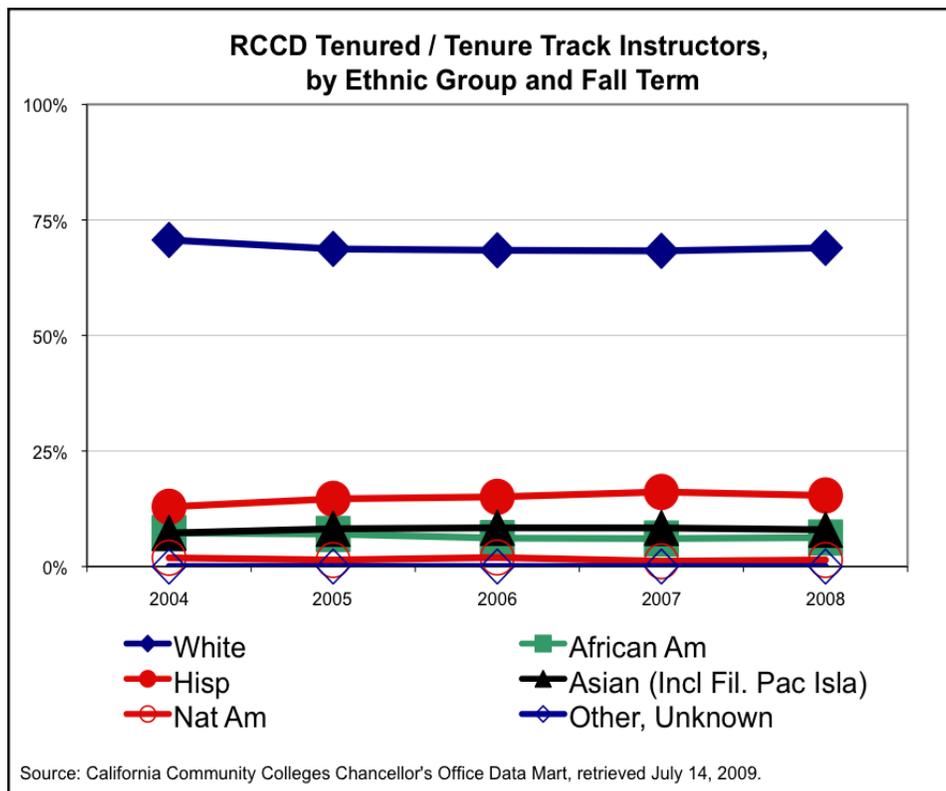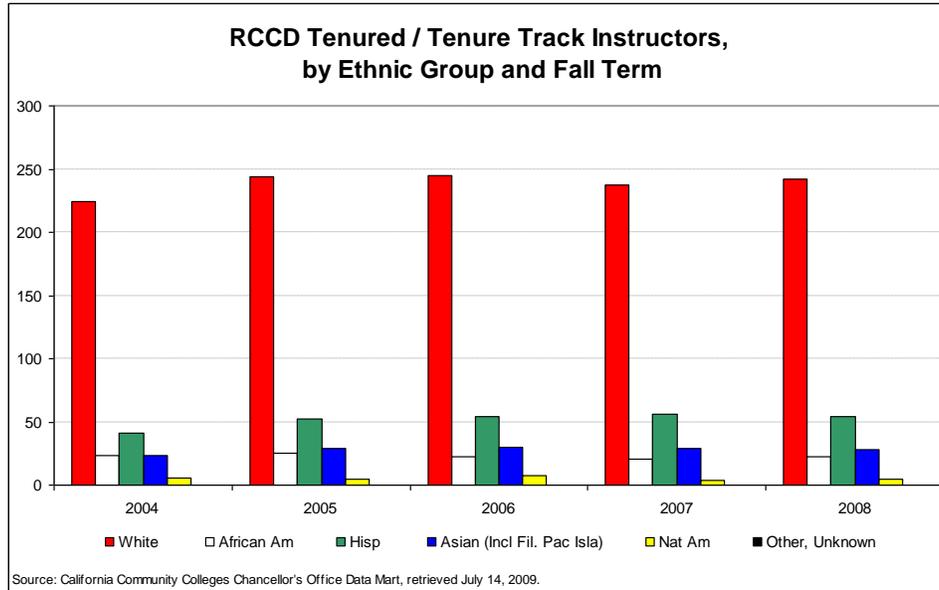
Diversity support training opportunities included:
- Internal and online training resources for AB-1825 compliant Sexual Harassment Avoidance and Reporting for Supervisors training
- Sponsored employee attendance at the following institutes and conferences:
    - Windmills: Disabilities Awareness Training of the Trainer (1 classified staff)
    - National Multicultural Institute Training of the Trainer (4 faculty and 2 classified staff)
    - National Conference of Race & Ethnicity in American Higher Education (2 administrators)
    - Liebert Cassidy Whitmore -- Train the Trainer: Harassment Prevention
    - Faculty Recruitment & Retention: Successful Strategies with Dr. JoAnn Moody --2 sessions; 66 attendees—faculty, administrators and HR Specialists
    - EEO and Interview Protocols Workshop –21 sessions; 212 attendees
    - District Reporting Procedure for Unlawful Discrimination, Harassment and Retaliation workshop— 11 sessions; 216 attendees
- Informational presentations to the Academic Planning Council, Strategic Planning, accreditation preparation meetings at all three campuses
- Sponsorship of District Executive Leadership class: "Culturally Centered Communications: Bridging Cross-Cultural Communication"
- Establishment of a District Diversity Training development team
- Development of certified training program for Equity Monitors of screening and interview committees
- Informational presentations on Diversity, Civility and the Discrimination and Harassment Reporting Procedures for classes and department staff meetings -- 17 sessions; 268 attendees
- Complaint Processing
    - Title 5 Formal Complaint of Discrimination, Harassment and Retaliation: 14
    - Title 5 Informal Complaint of Discrimination, Harassment and Retaliation: 2
    - ADA Accommodation: 1
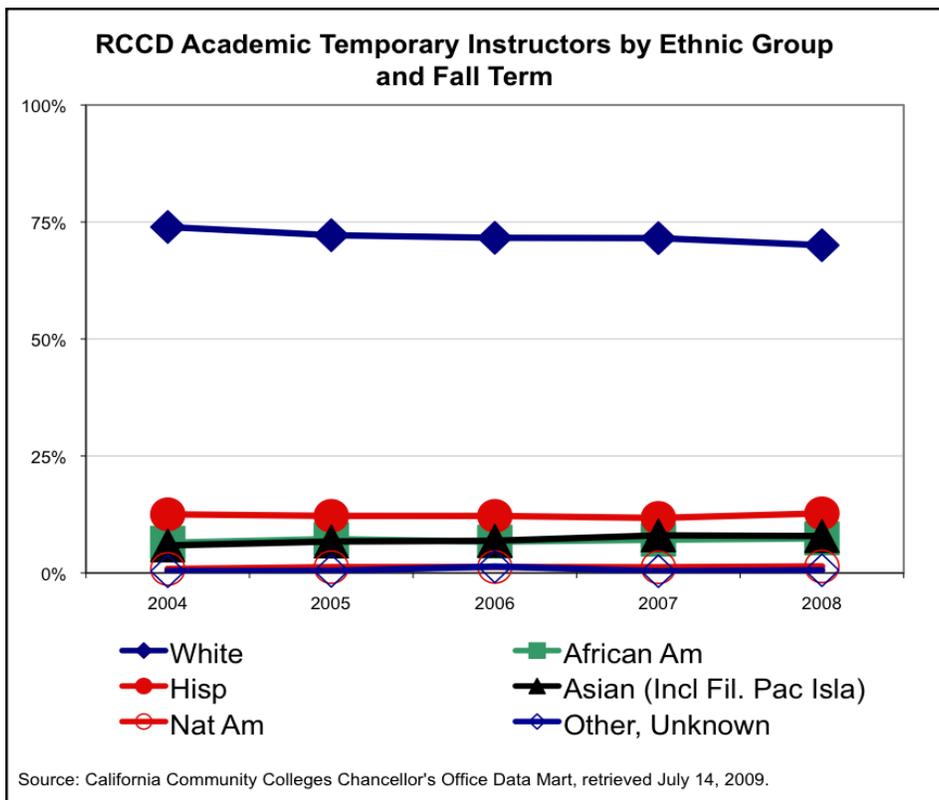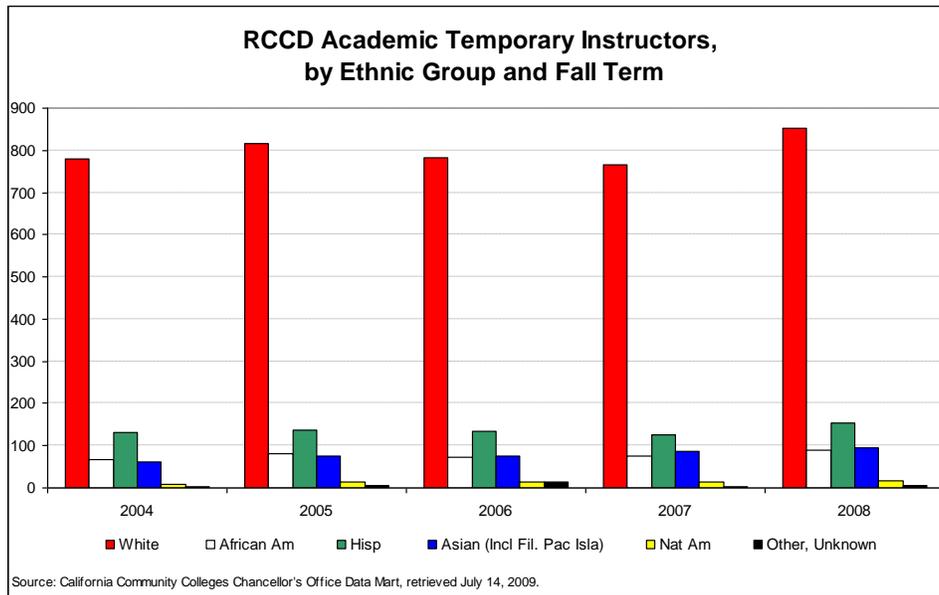   - Federal Equal Employment Opportunity Commission Complaint: 1
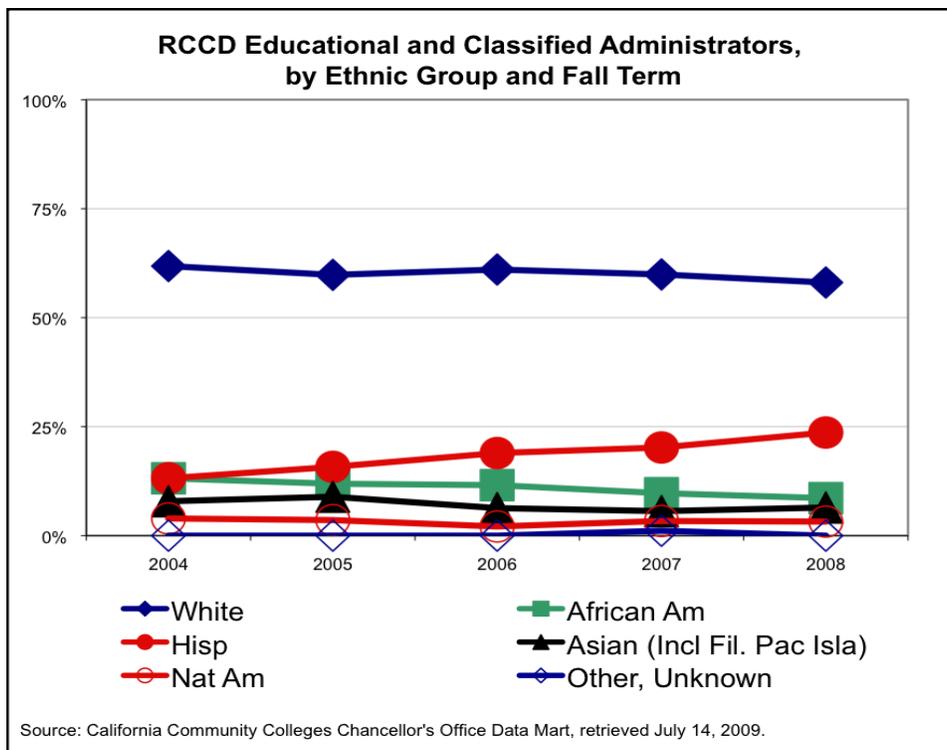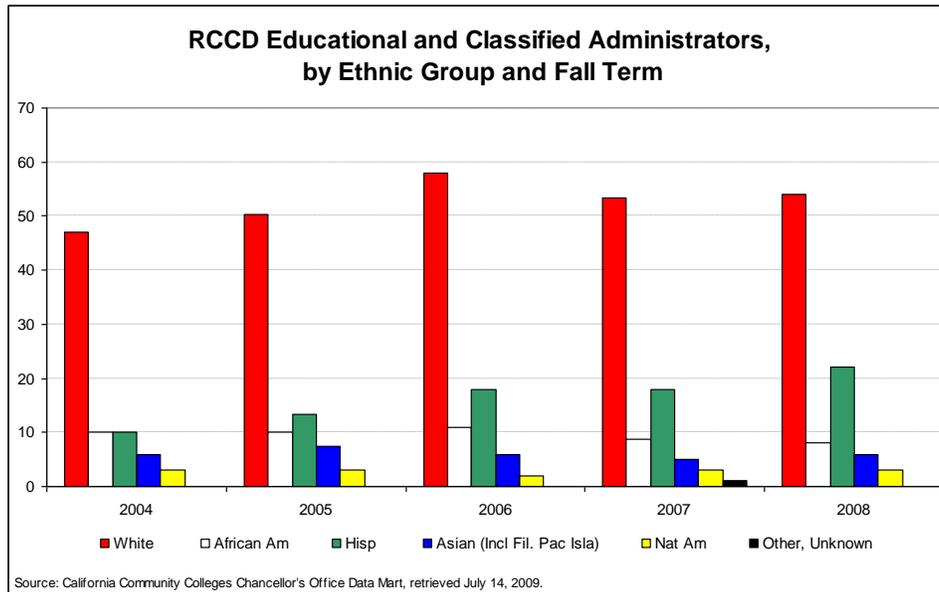
RESEARCH AND DATA:

The charts below were produced using data available from the California Community Colleges Chancellor's Office online Data Mart. These charts show various RCCD employment categories and the counts of employees, by self-reported ethnic category and fall term. To provide context, the chart below shows the student headcount for the fall terms 2004 through 2008.

RCCD Student Headcount, by Ethnic Group and Fall Term

Legend: ■ White □ African Am ■ Hisp ■ Asian (Incl Fil. Pac Isla) ■ Nat Am ■ Other, Unknown

Source: California Community Colleges Chancellor's Office Data Mart, retrieved July 14, 2009.
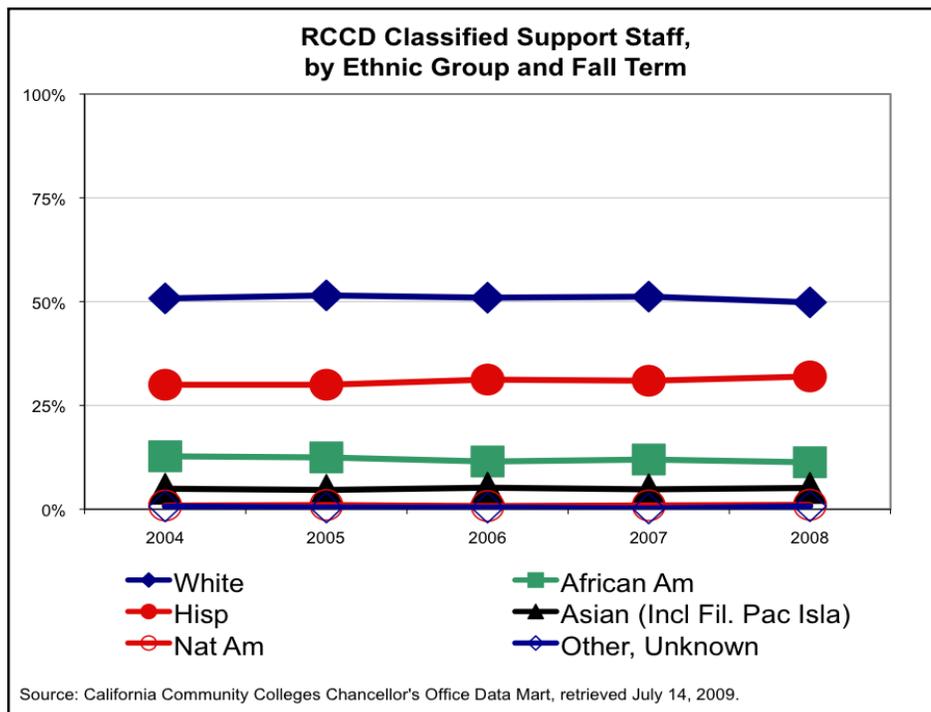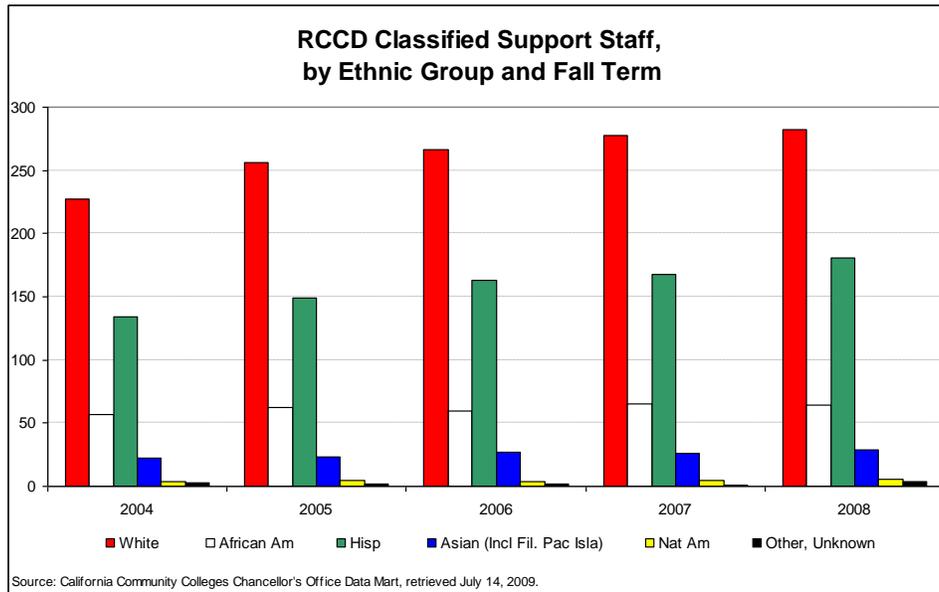
92

The charts that follow indicate the number of employees in each group in the first chart and the percentage representation of each ethnic group in the second chart.

RCCD Tenured / Tenure Track Instructors, by Ethnic Group and Fall Term

■ White □ African Am ■ Hisp ■ Asian (Incl Fil. Pac Isla) □ Nat Am ■ Other, Unknown

Source: California Community Colleges Chancellor's Office Data Mart, retrieved July 14, 2009.

RCCD Tenured / Tenure Track Instructors, by Ethnic Group and Fall Term

White African Am Hisp Asian (Incl Fil. Pac Isla) Nat Am Other, Unknown

Source: California Community Colleges Chancellor's Office Data Mart, retrieved July 14, 2009.

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RCCD Academic Temporary Instructors,
by Ethnic Group and Fall Term

Source: California Community Colleges Chancellor's Office Data Mart, retrieved July 14, 2009.

RCCD Academic Temporary Instructors by Ethnic Group
and Fall Term

Source: California Community Colleges Chancellor's Office Data Mart, retrieved July 14, 2009.

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**RCCD Educational and Classified Administrators,
by Ethnic Group and Fall Term**

Source: California Community Colleges Chancellor's Office Data Mart, retrieved July 14, 2009.

**RCCD Educational and Classified Administrators,
by Ethnic Group and Fall Term**

Source: California Community Colleges Chancellor's Office Data Mart, retrieved July 14, 2009.

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RCCD Classified Support Staff, by Ethnic Group and Fall Term

Source: California Community Colleges Chancellor's Office Data Mart, retrieved July 14, 2009.

RCCD Classified Support Staff, by Ethnic Group and Fall Term

Source: California Community Colleges Chancellor's Office Data Mart, retrieved July 14, 2009.

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Theme Six: Organizational and Professional Development

Strategy Two

Recruit, select, and expand the skills of faculty who are dedicated to teaching students at all developmental levels regardless of their discipline.

> *OUTCOME MEASURES: Increase in the percentage of faculty who report dedication to teaching students at all developmental levels and who report increases in their skill set enabling them to effectively facilitate learning for developmental students*
>
> _____

NARRATIVE ON PROGRESS:

In the spring 2009 semester, RCCD faculty members were asked to complete an online survey asking about their knowledge of developmental education. The survey period was open from March 10, 2009 to March 27, yielding 216 responses (from both full and part-time faculty at all the three campuses). The present document shows the results of these findings. To ease interpretation, the graphics below reflect a composite recoding of "Strongly Agree" and "Agree" into one category (shown in the graphic). All figures are given in percentages.
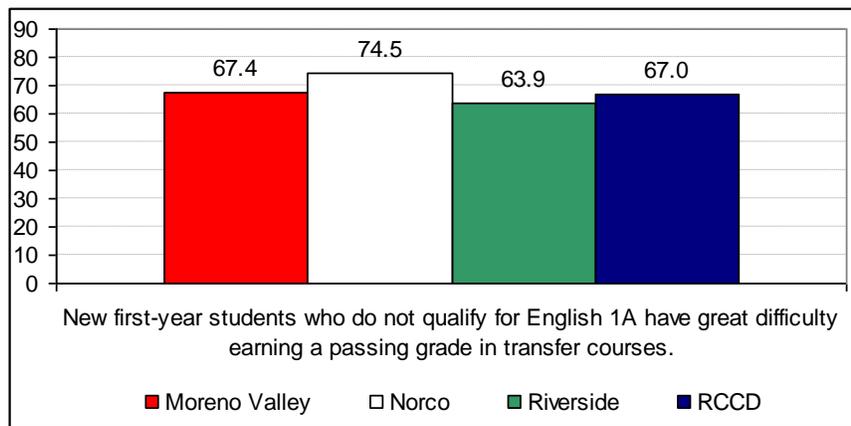
RESEARCH:

Findings: For the first item ("I am well prepared to teach students who need basic skills courses, and who are currently enrolled in my course"), there is a 13 percentage point difference between Moreno Valley and Riverside City's level of agreement.

I am well prepared to teach students who need basic skills courses, and who are currently enrolled in my course.

■ Moreno Valley   □ Norco   ■ Riverside   ■ RCCD

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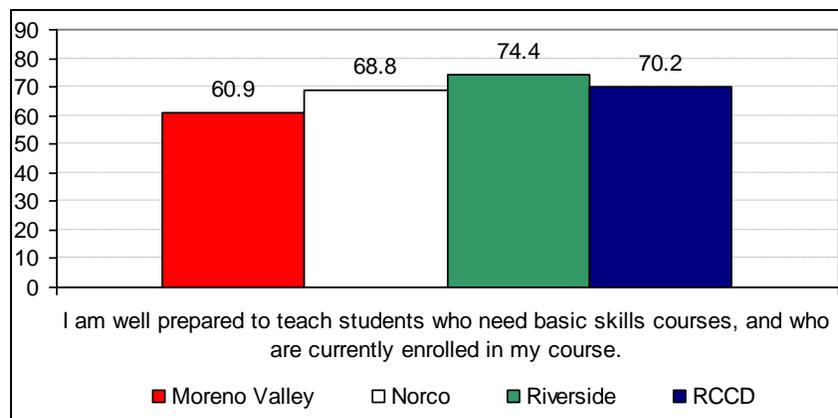
The next item ("It is important for our college/campus to make basic skills education a high priority."), shows a more narrow range of responses, with Moreno Valley having the largest proportion answering in the affirmative regarding developmental education as a high priority.


Chart: Bar graph with values — Moreno Valley 84.4, Norco 79.2, Riverside 81.1, RCCD 81.4. Y-axis 0 to 90.

It is important for our college/campus to make basic skills education a high priority.

■ Moreno Valley   □ Norco   ■ Riverside   ■ RCCD
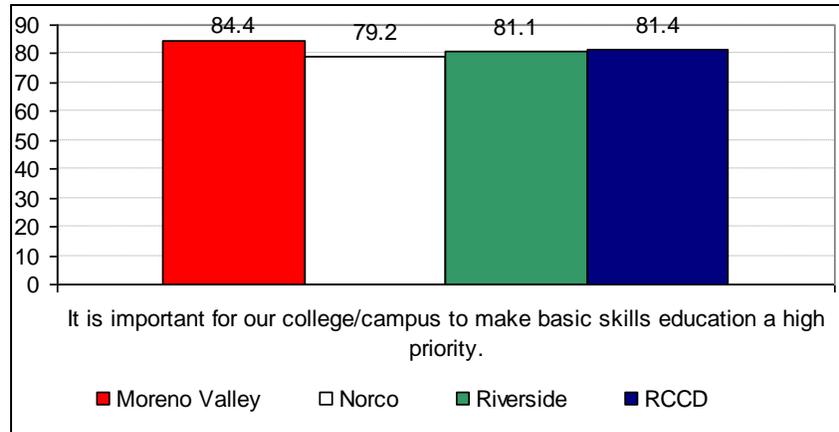
There was a disparity of responses by campus to the question "New first-year students who do not qualify for English 1A have great difficulty earning a passing grade in transfer courses." Norco agreed with this sentiment the most and Riverside City the least.

Chart: Bar graph with values — Moreno Valley 67.4, Norco 74.5, Riverside 63.9, RCCD 67.0. Y-axis 0 to 90.

New first-year students who do not qualify for English 1A have great difficulty earning a passing grade in transfer courses.

■ Moreno Valley   □ Norco   ■ Riverside   ■ RCCD

(A recent study conducted by the Institutional Research Office found that in Fall 2006, almost 50% of students who placed into basic skills English (which did not include English 50) earned a GPA of 2.0 or higher in transfer level courses. In Fall 2007, that number was about 40%.)

Moreno Valley agreed with the statement "It is important for all faculty, regardless of their discipline, to be skilled in working with students who have basic skills needs" over 20% more than Norco did, while Riverside was closer to the District.

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Bar chart titled "It is important for all faculty, regardless of their discipline, to be skilled in working with students who have basic skill needs." with values: Moreno Valley 82.6, Norco 62.5, Riverside 66.7, RCCD 69.1
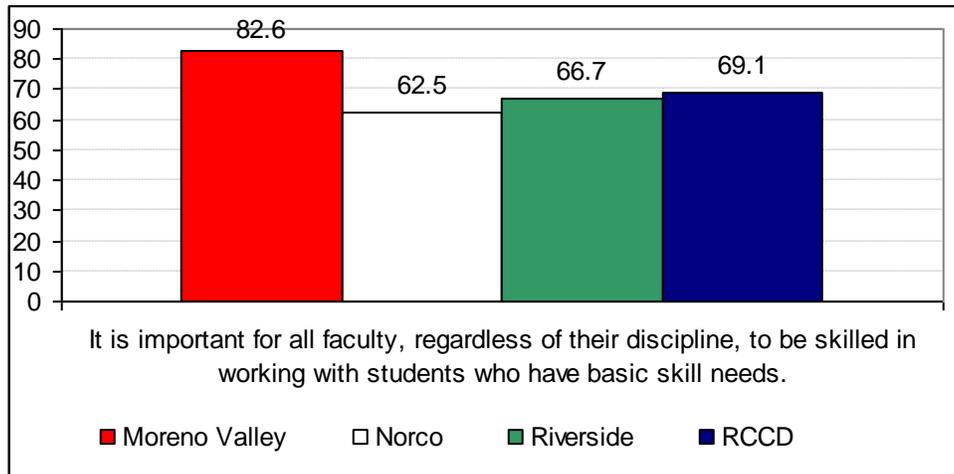
Moreno Valley agreed much less than other campuses in agreement with the statement "Faculty development opportunities at RCCD have helped me prepare to teach students with basic skills needs." The other two campuses and the district are more closely clustered in the high 40 to low 50 percent ranges.

Bar chart titled "Faculty development opportunities at RCCD have helped me prepare to teach students with basic skills needs." with values: Moreno Valley 34.8, Norco 51.1, Riverside 48.8, RCCD 46.3
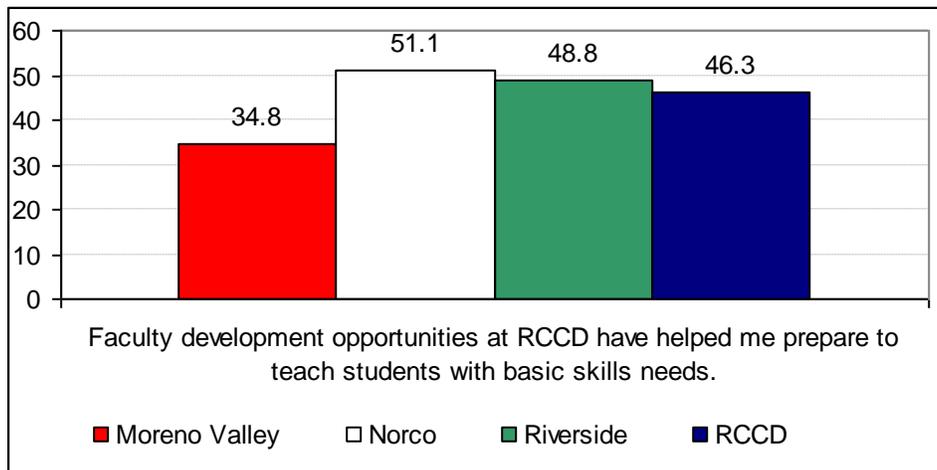
Findings: The present survey demonstrates that there are significant differences between the campuses on self-reported measures of developmental education awareness.

Theme Six: Organizational and Professional Development

Strategy Three

Develop methodologies to evaluate and adjust employee assignments in order to enhance the District's capacity to respond to change by implementing effective approaches to training, reclassifying, and retaining staff within Title 5 guidelines regarding recruitment.

OUTCOME MEASURE: *Increases in staff retention and satisfaction*

_____

NARRATIVE ON PROGRESS:

For many years the District has encouraged faculty and staff to pursue additional education by offering professional growth opportunities for advanced pay and to enhance employees' morale, self-esteem, self-improvement and upward mobility. During 2008-2009 additional opportunities with in the District included:

- A No Holes Barred Approach to Employee Body Piercing, Tattoos, and Dress Codes
- Administrative Assistant's Conference (2 Sessions Provided)
- Business Writing Basics for Professionals
- CalSTRS Retirement Workshop (3 Sessions Provided)
- Creating More Efficiencies from the Evaluation Process
- Customer Service the RCCD Way (3 Sessions Provided)
- Demystifying CalSTRS Workshop (3 Sessions Provided)
- Disciplinary Matrix Training (3 Sessions Provided)
- EEO & Interview Protocols (16 Sessions Provided)
- Effective Teamwork Strategies
- Employee Due Process Rights and Skelly: A Guide to Implementing Public Employee Discipline
- Faculty Recruitment & Retention: Successful Strategies for Administrators
- Faculty Recruitment & Retention: Successful Strategies for Interview Committees
- Handling Grievances
- Legal Issues for Negotiators
- Legally Compliant Strategies for Diversity Enhancement
- Manager and Supervisors Conference
- Managing Overlapping Leave Laws and the Discipline Process
- Managing the Marginal Employee
- New Classified/Confidential Employee Orientation/Training (9 Sessions Provided)
- Preventing Discrimination, Harassment & Retaliation in Colleges and Universities (3 Sessions Provided)
- Privacy Issues in Our Technological World
- Procedures for Handling Complaints of Unlawful Discrimination, Harassment & Retaliation (5 Sessions Provided)
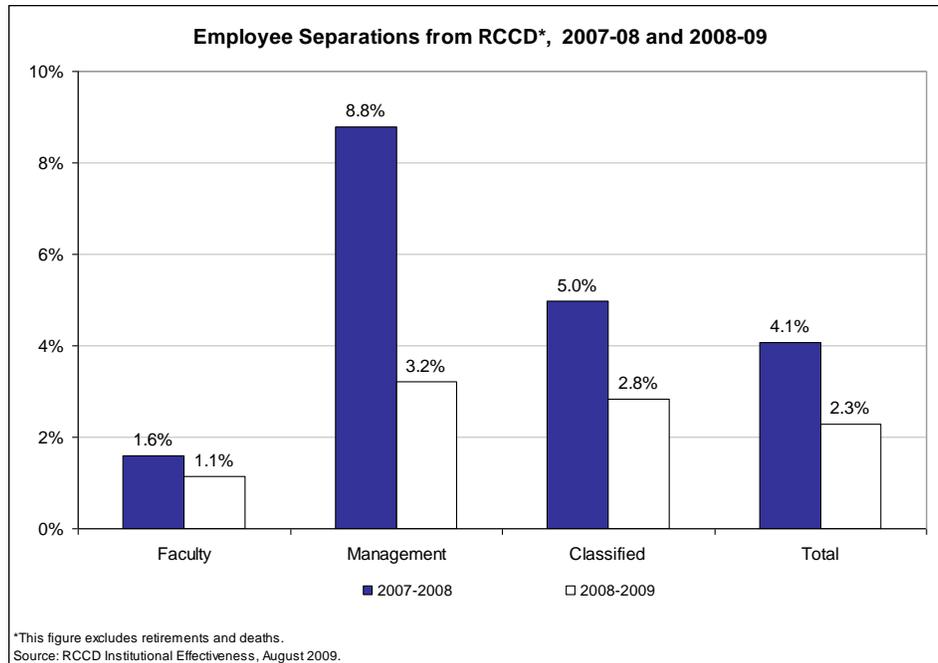- Promoting Safety in Community College Districts

- Public Meeting Law and Public Records Act: Review and Update
- Reductions in Staffing
- Speed Reading, How to Read Faster and Improve Retention

Reclassification: Prior to the 2008-2009 fiscal year the District contracted with a consultant to perform a comprehensive Classification and Compensation study for managers/supervisors and classified and confidential staff. As part of the project, job descriptions were completed and evaluations were done on all RCCD classifications using the Hay Guide Chart method of job evaluation. Grade and salary structures were developed.   The purpose of the study was to:

- Support and create a consistent and contemporary classification structure.
- Standardize the District's classification plan to assure uniformity in the manner in which positions are allocated, defined and placed in the District's organizational structure.
- Create a salary structure that is competitive with the market (external equity) and that aligns positions internally (internal equity).

The plan establishes a new market based salary schedule to replace the old salary schedule effective September 1, 2009.   In addition, the District plans to have the requisite trained resources to be able to administer the plan on an ongoing basis using the Hay Guide Chart method of job evaluation.

DATA:

Employee Separations from RCCD*, 2007-08 and 2008-09

	Faculty	Management	Classified	Total
2007-2008	1.6%	8.8%	5.0%	4.1%
2008-2009	1.1%	3.2%	2.8%	2.3%

*This figure excludes retirements and deaths.
Source: RCCD Institutional Effectiveness, August 2009.

Theme Six: Organizational and Professional Development

Strategy Four

Foster the development of effective management and leadership skills for faculty and staff and secure pathways for leadership development.

> *OUTCOME MEASURES: List of professional development opportunities in management and leadership; survey of attendees; increase in the number of people involved in leadership at all levels; increase in the percentage of current employees who apply for promotional opportunities within the District.*
>
> _____

NARRATIVE ON PROGRESS:

Ongoing enrollment management workshops are held on campus for department chairs and assistant chairs.

In 2008-2009 workshops for managers and administrators also included:
- Appreciative Inquiry and Capitalizing on Kindness
- Creating More Efficiencies from the Evaluation Process
- Development of Administrative Unit Assessment strategies
- Effective Teamwork Strategies
- Employee Due Process Rights and Skelly: A Guide to Implementing Public Employee Discipline
- Faculty Recruitment & Retention: Successful Strategies for Administrators
- Handling Grievances
- Legal Issues for Negotiators
- Legally Compliant Strategies for Diversity Enhancement
- Manager and Supervisors Conference
- Managing Overlapping Leave Laws and the Discipline Process
- Managing the Marginal Employee
- Public Meeting Law and Public Records Act: Review and Update

Theme Six: Organizational and Professional Development

Strategy Five

Enhance development and training opportunities for all employees to meet the mission, vision, and values of the District.

> **OUTCOME MEASURES**: *Increase in number of development and training opportunities; survey of employee knowledge of the mission, vision and values of the District*

_____

NARRATIVE ON PROGRESS:

A new Mission, Vision and Values Statement for the District was adopted by the Board of Trustees on October 21, 2008. During 2008-2009 fiscal year a survey was designed to measure employee knowledge of the mission vision and values. Plans were also made for Back to College events including a review of the mission, vision and values in August 2009. A survey of employee knowledge will be provided pre and post for that event, and results will be tabled in fall 2009.

A report on the survey of employee knowledge will be included in the 2009-2010 Report Card.

Proposed Additional Theme for 2009-2012

Theme Seven: Green Initiatives

As a higher education institution, Riverside Community College District is committed to educating and training individuals who are sensitive, cognizant and able to relate effectively to their surroundings. Given the growing importance of our environmental issues, it is RCCD's goal to prepare its students for an era when the preservation of our environment and stewardship of our natural resources is everyone's business. We need to be aware and educated about the sustainability and quality of our surroundings: From our farms to our factories, from our lakes to our rivers. Sustainability cannot be assumed. We need to ensure it.

Sustainability. There will be challenges. But there will be opportunities as well. Opportunities will come in the form of new jobs and careers. They will come in the form of new technologies and new energy sources. It is RCCD's goal to train its students so they can be effective members of this new emerging economy.

And finally, RCCD is a significant business organization. It has a budget of nearly $160 million. It has over 2000 employees. It is a major user of water, gas, and electricity. It is RCCD's goal to be an environmentally socially responsible organization. We want to practice what we teach our students. We want to be an exemplary community college district that contributes to the sustainability of not just its immediate surrounding, but our state, our country and indeed our planet.

Proposed New Strategies for Theme 7

Green Initiative Strategies

1. Ensures that RCCD is sensitive to and encourages environmentally responsible citizens.

   OUTCOME MEASURES: Degree to which graduates report greater sensitivity to environmental concerns as a result of their experiences while a student, revisions to current course materials designed to assist students in developing environmental sensitivity.

2. Support the development courses and programs that enable students to participate directly in the green economy.

   OUTCOME MEASURES: Increase in course and programmatic offerings that prepare students for employment in the green economy and related fields.

3. Enhance RCCD's organization capacity and practices as a socially responsible institution of higher learning.

   OUTCOME MEASURES: Changes in practices that increase the capacity of the institution to be environmentally socially responsible.

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Special Thanks for Naomi Foley for her assistance in preparation of the final document

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RIVERSIDE COMMUNITY COLLEGE DISTRICT
PLANNING COMMITTEE

Report No.:   VI-C-2   Date: <u>October 20, 2009</u>

<u>Subject</u>:   Norco Secondary Effects Project – Tentative Budget Approval

<u>Background</u>:   On May 19, 2009, the Board of Trustess approved project planning and design
funding for the Secondary Effects project at the Norco Campus. These funds were necessary to
execute the planning and design of the project; inclusive of Architect and Engineering design
fees, Division of State Architect (DSA) fees, and other related planning services and fees. In
addition to the planning and design funding approval, the Board of Trustees approved on
May 19, 2009 an agreement with Hill Partnership (HPI) Architects to provide design and
engineering services for the Norco Secondary Effects project.

The Norco Secondary Effects project is planned to repurpose and rehabilitate 31,000 square feet
of space. The Norco campus will attain and provide to students a new Biology Lab, a new
Chemistry Lab, a remodeled Physics Lab, a remodeled Chemistry Lab, a new Art Gallery, a new
Learning Center including Integrated Instructional Support Labs, remodeled office spaces, an
expanded College Police office, an enlarged Assessment Center, and an enlarged Admissions
and Records services area. The attached Schematic Design Package (Exhibit A) is included for
review.

Staff and the architect now offer a project design presentation for the Board's consideration.

Additionally, staff is requesting Board approval of a tentative budget for the Secondary Effects
project at the Norco campus in the amount of $16,009,004. The tentative budget includes Group
II Equipment for instructional purposes, inclusive of science, furniture, and electronics. If
approved, staff and the design team will complete the contract documents and present the final
draft to the Board of Trustees for review and approval to proceed to the bid process.

To be funded from District Measure "C" funds (Resource 4160)

<u>Recommended Action</u>: It is recommended that the Board of Trustees approve the scope design
of the Secondary Effects project at the Norco campus and the tentative budget, in the amount of
$16,009,004 and authorize the use of Measure "C" funds.

                                                      Gregory W. Gray
                                                      Chancellor

<u>Prepared by</u>:   Brenda Davis
                        President, Norco Campus

                        Gaither Loewenstein
                        Vice President Educational Services, Norco Campus

                        Orin L. Williams
                        Associate Vice Chancellor, Facilities Planning, Design and Construction

SCHEMATIC DESIGN PACKAGE

SEPTEMBER 17, 2009

hpi

115 22nd street
newport beach, california 92663
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hillpartnership.com

architects   planners   interiors

NORCO - SECONDARY EFFECTS

Riverside Community College District - Norco Campus
2001 Third Street
Norco, California 92860

BUILDINGS A, B, D, E, G

Background –

In May 2009, Riverside Community College District (District) selected Hill Partnership Inc., Architects (HPI) to provide programming and design services for the Norco Campus Secondary Effects project. The Project consists of renovation, remodeling and conversion of existing classrooms, labs, administrative and service spaces in the following buildings to meet current program needs:

- Humanities Building -   Building D
- Science and Technology Building -   Building B
- Library Building -   Building G
- Corral Building -   Building E
- Student Services Building -   Building A

The buildings were originally completed / occupied in 1991. Many of the buildings have undergone subsequent renovation.

Process –

HPI, together with College and District representatives developed a Space Needs Program specific to the building user requirements, concurrent with conceptual design studies. The programming and conceptual design documents evolved from an iterative process where options were presented for review, comments were received and then responded to.

The objective of the enclosed schematic design documents is to define the components of the program and to clearly define arrangements and relationships between elements of the program that will satisfy the owner's needs and requirements. The drawings reflect the evolution and refinement of the schematic design process. Further development of the Schematic Design documents will occur in the Design Development Phase.

Phasing and Swing Space Requirement –

On approval of the Schematic Design documents, HPI will work with the College to establish a phasing plan. It is assumed for purposes of development to the Schematic Estimate this project will be bid as a single phase contract and will be completed in multiple phases to minimize the impact on College operations. It is anticipated the total construction time will range from 16 to 24 months.

Dependent on phasing, swing spaces will need to be identified. The scope of work defined in this document specifically excludes swing space requirements and costs.

Site Accessibility –

The District is currently developing an accessibility Master Plan and ADA assessment. The scope of required site improvements are not currently included / detailed in the Schematic Design Estimate.

INTRODUCTION

Riverside Community College District - Norco Campus
2001 Third Street
Norco, California 92860

BUILDINGS A, B, D, E, G

PROJECT BUDGET

Date Prepared: September 17, 2009
District: Riverside Community College District
College: Norco Campus
Project Name: Secondary Effects

1. Site Acquisition $0

2. Plans and Working Drawings
A. Architectural Fee for Preliminary Plans $ 325,343
B. Architectural Fee for Working Drawings $ 418,298
C. Project Management $ 185,910
D. Office of the State Architect Plan Check Fee $ 51,707
E. Community College Plan Check Fee $ 0
F. Preliminary Test (hazardous materials) $ 30,000
G. Other costs (legal, advertising, printing) $ 70,000 $1,081,258

3. Construction
A. Utility Service $142,107
B. Site Development, Service $ 0
C. Site Development, General $137,500
D. Other Site Development $ 0
E. Reconstruction $9,015,903
F. New Construction (building w/ Group I equipment) $ 0
G. Other costs $ 0 $9,295,510

4. Contingency $ 929,551
5. Architectural and Engineering Oversight $ 185,910
6. Test and Inspections $ 404,955
A. $ 91,484
B. $312,000

7. Construction Management $ 371,820
8. Total Construction Costs (items 3 through 7 above) $ 11,187,746
9. Furniture and Group II Equipment $ 3,740,000

10. Total Project Cost (items 1, 2, 8 and 9) $16,009,004

Riverside Community College District - Norco Campus
2001 Third Street
Norco, California 92860
BUILDINGS A, B, D, E, G

BUDGET SUMMARY

hpi

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SEPTEMBER 17, 2009

SCHEMATIC DESIGN PLANS

BUILDING A - STUDENT SERVICES

BUILDING B - SCIENCE AND TECHNOLOGY

BUILDING D - HUMANITIES

BUILDING E - CORRAL

BUILDING G - LIBRARY

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SCHEMATIC DESIGN

Riverside Community College District - Norco Campus
2001 Third Street
Norco, California 92860

BUILDINGS A, B, D, E, G

BUILDING A

Building Data / Code Analysis:

Occupancy Type - B

Building Type - V-A

Allowable Building Height - 3-story

Actual Building Height - 2-story

Allowable Area / Floor - 18,300 S.F.

Actual Area / Floor:
1st floor - 8,304 S.F.
2nd floor - 6,319 S.F.

18,300 S.F. > 8,304 S.F. OK

Age of Building - Completed 1991

Scope of Work:

Interior – First Floor

- Renovation of ground floor to provide for enlargement of the Educational Service/ Student Service functions (A&R, financial aid) and Business office (VP business, cashier office).
- President's office will remain in its existing location with minor improvements including correction of acoustic deficiencies.

Interior – Second Floor

- Renovation of second floor is limited to expansion of the existing Assessment Center and provision of open access student computers (Web Advisor).
- Replacement of floor finishes and painting throughout.

Exterior -

- Exterior improvement will be limited to provision of 2 cashier transaction windows including a new canopy and related hardscape improvements to provide access.
- Modification of existing storefront to provide a secondary means of egress from the President's Office.

Code Required Modifications –

- Due to extent of renovation the stairs (2) serving the second floor of Building A will be reconfigured to provide the required width (4' minimum clear).
- Minor restroom modifications to meet current code requirements including entry door replacement / relocation.
- Minor elevation upgrades

Electrical and HVAC –

- See enclosed Design Narrative

FIRST FLOOR PLAN - BUILDING A

Riverside Community College - Norco Campus
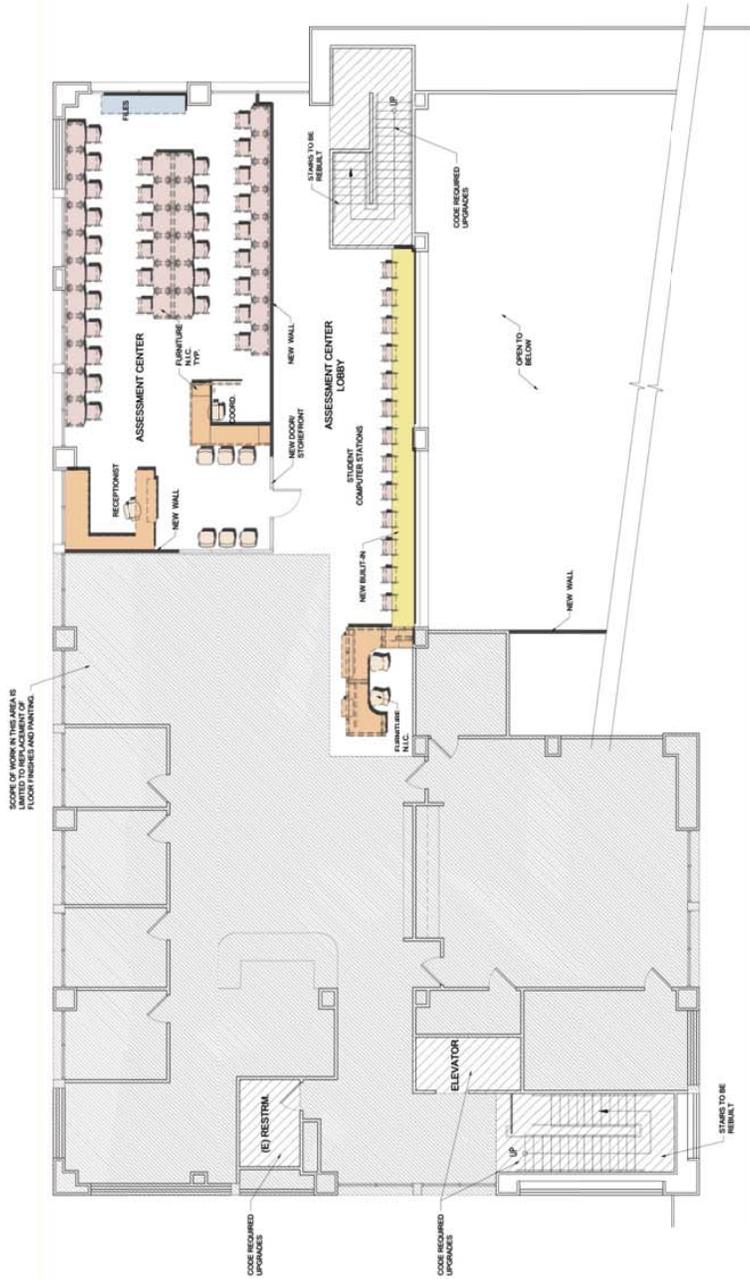2001 Third Street
Norco, California 92860

NORCO - SECONDARY EFFECTS

SHEET 1 OF 11
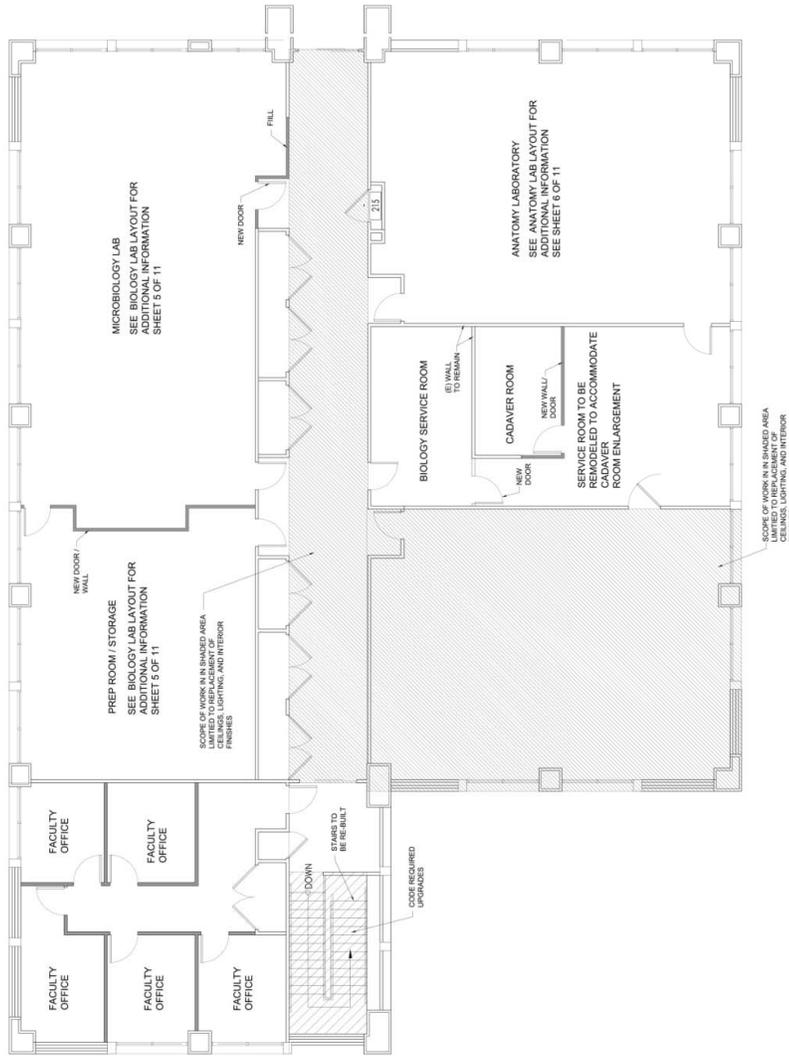
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architects   planners   interiors

SECOND FLOOR PLAN - BUILDING A

SHEET 2 OF 11

Riverside Community College - Norco Campus
2001 Third Street
Norco, California 92860

NORCO - SECONDARY EFFECTS

hpi

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architects   planners   interiors

BUILDINGS B, C & D

Building Data / Code Analysis:

Occupancy Type -   A-1   Theater (Building C)
                          A-3 or B Labs
                          B   Classroom and Office Space

Building Type -   II-A

Allowable Building Height - 3-story

Actual Building Height -   2-story

Allowable Area / Floor -   15,500 S.F.   (based on A-1 occupancy)

Actual Area / Floor:
    1st floor -   19,294 S.F.
    2nd floor -   16,692 S.F.

Area Increase (Frontage) -

If = [F/P − 0.25] w/30
   = [780/1060 − 0.25] 30/30
   = 48
15,500 S.F. x 1.48 = 22,948 S.F.
22,948 S.F. > 19,294 S.F. OK

Age of Building -   Completed 1991

Scope of Work – Building B

Interior – First Floor

• Convert existing Applied Technology / Computer Lab (Rooms 101 and 111) to new Art Gallery and related storage and support spaces.

• Convert existing Faculty Offices (Rooms 104 and 107) to 3 Music Practice Studios with exterior access to courtyard. Provide appropriate sound isolation to adjacent Gallery and second floor spaces.

• The scope of work at the second floor will require removal and replacement of ceiling and lighting at (Room 108). Small Lecture and (Room 109) Women's Restroom. The balance of ground floor spaces impacted by second floor scope of work are renovated as a part of the first floor scope.

Interior - Second Floor

• Repurpose existing Microbiology Lab (Room 207) to new Anatomy lab.

• Renovate existing lab support space to provide cadaver storage and lab prep space serving existing Anatomy Lab (Room 211) and proposed Anatomy Lab (Room 207).

• Anticipated scope of work in Room 211, existing Anatomy Lab and Room 201 Small Lecture includes replacement of ceiling, lighting and finishes.

• Repurpose Rooms 202, 203 (small lecture) and adjoining Faculty Offices as a new Microbiology Laboratory and prep room.

Exterior

• Removal and infill of existing windows into proposed first floor Gallery Storage areas (north elevation).

• Removal and infill of existing windows to create new entry to Gallery and provide clerestory windows at south elevation.

Code Required Modifications –

• Due to the extent of renovation the stair serving the second floor will be reconfigured to provide the required width (4' minimum).

• Women's Restrooms will require minor modifications including provision for a semi-ambulatory stall.

Electrical and HVAC –

• See enclosed Design Narrative

FIRST FLOOR PLAN - BUILDING B

Riverside Community College - Campus
2001 Third Street
Norco, California 92860

NORCO - SECONDARY EFFECTS

(Floor plan labels: PRACTICE ROOM, MUSIC VEST., PRACTICE ROOM, PRACTICE ROOM, ART STORAGE, NEW WALL INFILL, NEW DOOR/ STOREFRONT, (E) DOOR, NEW ACOUSTIC WALLS, HIGH DENSITY STORAGE, I.T. CABINET, ANTI-THEFT SECURITY SYSTEM, NEW DOOR, GENERAL STORAGE, MECH., MECH., (E) WALL, MOVABLE GALLERY WALLS, NEW WALL INFILL, BUILT-IN WORKBENCH, NEW DOOR (FULL HEIGHT), GALLERY 2,565 S.F., NEW ACOUSTIC WALL, ACOUSTIC UPGRADE TO EXISTING WALL, VERTICAL LIFT, CEILING MOUNTED FLAT SCREENS TYP (6), CODE REQUIRED UPGRADES INCLUDING SEMI-AMBULATORY STALL, WOMENS RESTROOM, VEST., NEW HARDWOOD FLOORING, ANTI-THEFT SECURITY SYSTEM, NEW DOOR/ WALL INFILL CLERESTORY WINDOWS ABOVE, NEW WALL TYP., (E) WALL, NEW DOORS/ STOREFRONT, RECEPTION/ CLERK, FURNITURE N.I.C. TYP., SMALL CLASSROOM, NEW HOLLOW METAL DOOR, MECH., MECH., ELEC., ART DIRECTOR OFFICE, MEETING ROOM, NEW BUILT-IN, NEW WALL TYP., CONFERENCE ROOM, SCOPE OF WORK IN THIS AREA IS LIMITED TO REPLACEMENT OF CEILING, LIGHTING, AND INTERIOR FINISHES, STAIR TO BE RE-BUILT, CODE REQUIRED UPGRADES, UP)

SECOND FLOOR PLAN - BUILDING B

Riverside Community College - Campus
2001 Third Street
Norco, California 92860

NORCO - SECONDARY EFFECTS

BIOLOGY LABORATORY

ARCHITECTURAL

Occupancy: B
Floor: rubber tile & base
Walls: gypsum board and enamel paint
Ceiling: 10' acoustic tile
Doors: 3'x8'; 3'x8'
Acoustic Attenuation: NC 40 or less
Vibration Attenuation: 4000 microinches or less
Light Attenuation: light attenuation at windows
Accessibility: (1) student island and instructor bench; biological safety cabinets

MECHANICAL

Hours of operation: 6 am to 10 pm
Temperature: 68-72 deg. F, +/- 2 deg. F
100% exhaust- no recirculation of air
Exhaust on emergency power supply
(6) air changes per hour occupied
(4) air changes per hour unoccupied
Provide night set back to (4) air changes per hour from 10 pm to 6 am
Pressure: Negative; Humidity: Ambient
Exhaust at 6' BSC: 1150 c.f.m.
Exhaust at 4.5' BSC: 770 c.f.m.

ELECTRICAL

110v fourplex and duplex outlets
(1) duplex per student at islands and perimeter workstations
Data junction boxes at perimeter and instructor bench
Lighting: indirect fluorescent @ 75 f.c.

PLUMBING

(2) Cold water faucets at each cupsink with vacuum breakers
Hot/Cold water at perimeter sinks with vacuum breakers
Pure water at perimeter sinks with vacuum breakers
(3) sinks @ 24"l x 15" w x 12"d
Tempered domestic water at safety shower/eyewash
Capped floor drain below safety shower
Hot/Cold water at autoclave
Floor sink at autoclave
(1) gas valve per student at island benches
(1) gas valve at each biological safety cabinet

CONTRACTOR FURNISHED EQUIPMENT

Wood casework- base cabinets, wall cabinets, tall cabinets
Resin tops and sinks
Faucets & fittings
24' Writing board; Projection Screens
Digital projection system; Media cabinet
Biological safety cabinets
Chemical storage cabinets

COLLEGE FURNISHED EQUIPMENT

Chairs; Digital projector
Benchtop analytical instruments
Document projector at instructor bench
Refrigerator, freezer, incubators, carts
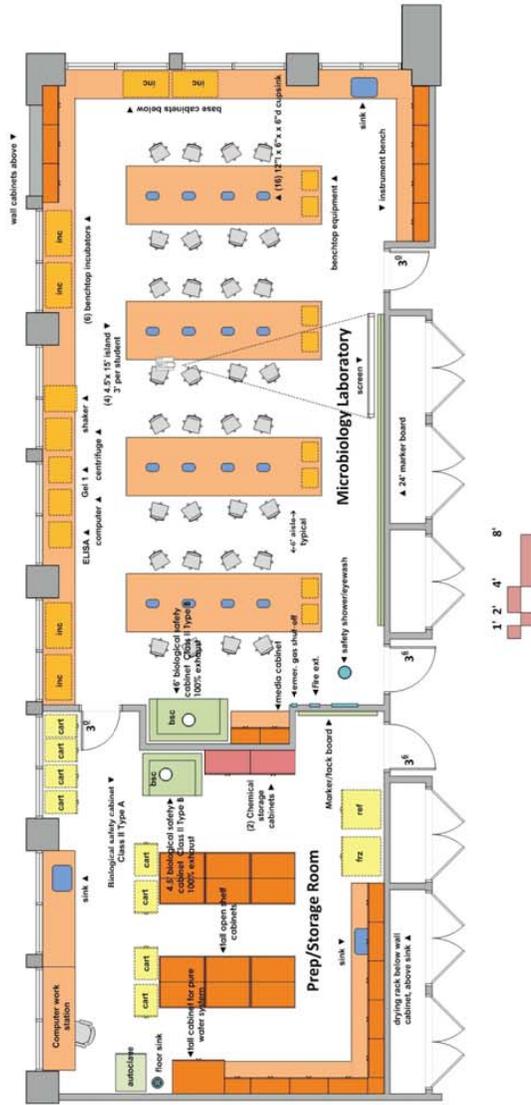
SECOND FLOOR PLAN - BUILDING B

Riverside Community College - Campus
2001 Third Street
Norco, California 92860

NORCO - SECONDARY EFFECTS

SHEET 5 OF 11

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ANATOMY LABORATORY
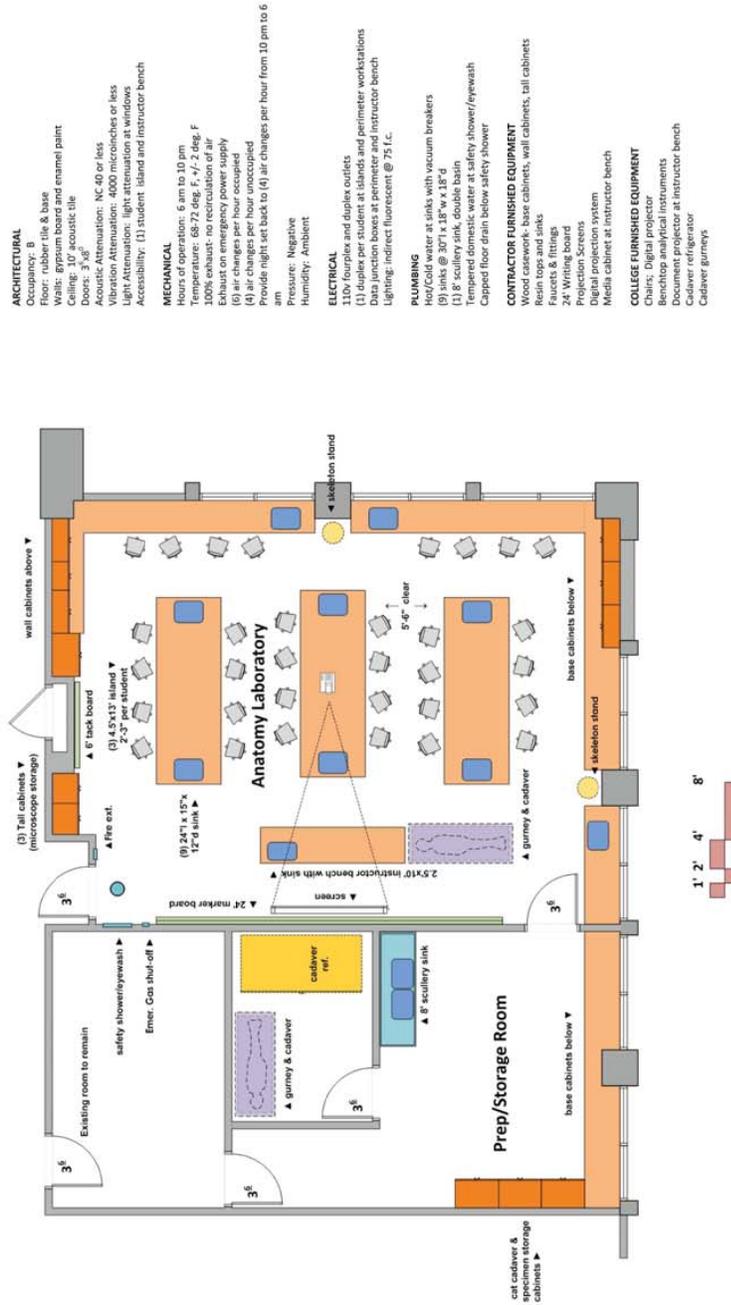
ARCHITECTURAL
Occupancy: B
Floor: rubber tile & base
Walls: gypsum board and enamel paint
Ceiling: 10' acoustic tile
Doors: 3'x8'
Acoustic Attenuation: NC 40 or less
Vibration Attenuation: 4000 microinches or less
Light Attenuation: light attenuation at windows
Accessibility: (1) student island and instructor bench

MECHANICAL
Hours of operation: 6 am to 10 pm
Temperature: 68-72 deg. F, +/- 2 deg. F
100% exhaust- no recirculation of air
Exhaust on emergency power supply
(6) air changes per hour occupied
(4) air changes per hour unoccupied
Provide night set back to (4) air changes per hour from 10 pm to 6 am
Pressure: Negative
Humidity: Ambient

ELECTRICAL
110v fourplex and duplex outlets
(1) duplex per student at islands and perimeter workstations
Data junction boxes at perimeter and instructor bench
Lighting: indirect fluorescent @ 75 f.c.

PLUMBING
Hot/Cold water at sinks with vacuum breakers
(9) sinks @ 30"l x 18"w x 18"d
(1) 8' scullery sink, double basin
Tempered domestic water at safety shower/eyewash
Capped floor drain below safety shower

CONTRACTOR FURNISHED EQUIPMENT
Wood casework- base cabinets, wall cabinets, tall cabinets
Resin tops and sinks
Faucets & fittings
24" Writing board
Projection Screens
Digital projection system
Media cabinet at instructor bench

COLLEGE FURNISHED EQUIPMENT
Chairs; Digital projector
Benchtop analytical instruments
Document projector at instructor bench
Cadaver refrigerator
Cadaver gurneys

SECOND FLOOR PLAN - BUILDING B

SHEET 6 OF 11

Riverside Community College - Campus
2001 Third Street
Norco, California 92860

NORCO - SECONDARY EFFECTS

BUILDINGS B, C & D

Building Data / Code Analysis:

Occupancy Type -   A-1   Theater (Building C)
                    A-3 or B Labs
                    B   Classroom and Office Space

Building Type -   II-A

Allowable Building Height -   3-story

Actual Building Height -   2-story

Allowable Area / Floor -   15,500 S.F.   (based on A-1 occupancy)

Actual Area / Floor -
    1st floor -   19,294 S.F.
    2nd floor -   16,692 S.F.

Area Increase (Frontage) -

If = [F/P − 0.25] w/30
    = [780/1060 − 0.25] 30/30
    = .48

15,500 S.F. x 1.48 = 22,948 S.F.
22,948 S.F. > 19,294 S.F.: OK

Age of Building -   Completed 1991

Scope of Work – Building D

Interior – Second Floor

- Full renovation of the existing Physics Lab (Room 202) to accommodate current instructional needs.
- Conversion of existing classroom, faculty office and IT support spaces to a new Organic Chemistry Lab including Prep room and instrumentation / balance space.
- Mechanical upgrades to existing General Chemistry lab to correct ventilation issues.
- Replacement of ceiling grid and lighting at 2nd floor corridor and refinishing of corridor as required by scope of work.

Interior – First Floor

- Scope of work at second floor will require removal and replacement of ceiling tile throughout the majority of the ground floor. Ceiling grid and lighting to remain in place to facilitate continued occupancy of the first floor.
- Replacement of ceiling and lighting in Men's Restroom (Room 109).

Exterior -

- No work anticipated. See Code Required Modifications.

Code Required Modifications -

- Due to the extent of renovation the stair serving the second floor will be reconfigured to provide the required width (4' minimum).
- Entry to Men's Restroom (Room 205) will require reconfiguration to provide appropriate access.
- Minor modifications to restrooms at first and second floor to meet current code requirements.

Electrical and HVAC –

- See enclosed Design Narrative

Scope of Work – Building C

Code Required Modifications –

- Minor elevator upgrades
- Replace / provide code required stair handrail / guardrails

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PREP ROOM / STORAGE
SEE BIOLOGY LAB LAYOUT FOR
ADDITIONAL INFORMATION
SHEET 5 OF 11

MICROBIOLOGY LAB
SEE BIOLOGY LAB LAYOUT FOR
ADDITIONAL INFORMATION
SHEET 5 OF 11

NEW DOOR /
WALL

NEW DOOR

SCOPE OF WORK IN IN SHADED AREA
LIMITED TO REPLACEMENT OF
CEILINGS, LIGHTING, AND INTERIOR
FINISHES

FILL

215

ANATOMY LABORATORY
SEE ANATOMY LAB LAYOUT FOR
ADDITIONAL INFORMATION
SEE SHEET 6 OF 11

BIOLOGY SERVICE ROOM

(E) WALL
TO REMAIN

CADAVER ROOM

NEW WALL /
DOOR

NEW
DOOR

SERVICE ROOM TO BE
REMODELED TO ACCOMMODATE
CADAVER
ROOM ENLARGEMENT

SCOPE OF WORK IN IN SHADED AREA
LIMITED TO REPLACEMENT OF
CEILINGS, LIGHTING, AND INTERIOR
FINISHES

STAIRS TO
BE RE-BUILT

DOWN

CODE REQUIRED
UPGRADES

SECOND FLOOR PLAN - BUILDING D

Riverside Community College - Campus
2001 Third Street
Norco, California 92860

NORCO - SECONDARY EFFECTS

SHEET 7 OF 11

PHYSICS LABORATORY

ARCHITECTURAL
Occupancy: B
Floor: rubber tile & base
Walls: gypsum board and enamel paint
Ceiling: 10' acoustic tile
Doors: $3^0 \times 8^0$
Acoustic Attenuation: NC 40 or less
Vibration Attenuation: 4000 microinches or less
Light Attenuation: Blackout light attenuation at windows
Accessibility: (1) student island and instructor bench; chemical fume hood

MECHANICAL
Hours of operation: 6 am to 10 pm
Temperature: 68-72 deg. F, +/- 2 deg. F
100% exhaust: no recirculation of air
Exhaust on emergency power supply
(6) air changes per hour occupied
(4) air changes per hour unoccupied
Provide night set back to (4) air changes per hour from 10 pm to 6 am
Pressure: Negative; Humidity: Ambient
Exhaust at 4' fume hood: 450 c.f.m.

ELECTRICAL
110v fourplex and duplex outlets
(1) duplex per student at tables
Data junction boxes at perimeter and instructor bench
Lighting: indirect fluorescent @ 75 f.c.

PLUMBING
Hot/Cold at each sink with vacuum breakers
(1) sink @ 24"l x 15"w x 12"d
Tempered domestic water at safety shower/eyewash
Capped floor drain below safety shower
Gas, Air, and Vacuum at instructor bench
Gas, Air, and Vacuum at fume hood

CONTRACTOR FURNISHED EQUIPMENT
Wood casework- base cabinets, wall cabinets, shelving
Resin tops and sinks
Faucets & fittings
24' Writing board; Projection Screens
Digital projection system; Media cabinet
Chemical fume hood

COLLEGE FURNISHED EQUIPMENT
Chairs; Digital projector
Benchtop analytical instruments
Document projector at instructor bench

wall cabinets above ►
base cabinets below ►
sink ►
base cabinets below
marker board ►
2.5'x10' instructor bench ►
screen ►
▲ wall shelves behind marker board
24' horizontal sliding marker board ►
▼ fire ext.
Physics Laboratory
▲ (16) 2'x6' mobile tab bench
safety shower/ eyewash ►
4' chemical fume hood ►
1' 2' 4' 8'
3^6

BUILDING E

Building Data / Code Analysis:

Occupancy Type -	R	
Building Type -	V-B	
Allowable Building Height -		2-story
Actual Building Height -		1-story
Allowable Area / Floor -		9,200 S.F.
Actual Area / Floor -		2,908 S.F.
9,200 S.F. > 2,908 S.F.- OK		
Age of Building –		Completed 1991

Scope of Work:

Interior –

- Repurposing of existing Food Service and Dining Room space to provide a new Faculty Support Center consisting of a Faculty Lounge, Copy / Work Center and Adjunct Faculty Suite.
- Expansion and reconfiguration of existing College Police Office.

Exterior -

- Exterior scope of work is limited replacement of existing storefront and plaster infills at east elevation to accommodate access to new interior reconfiguration.

Code Required Modifications –

- No modifications currently anticipated.

Electrical and HVAC –

- **See enclosed Design Narrative**

FIRST FLOOR PLAN - BUILDING E

Riverside Community College - Norco Campus
2001 Third Street
Norco, California 92860

NORCO - SECONDARY EFFECTS

SHEET 10 OF 11

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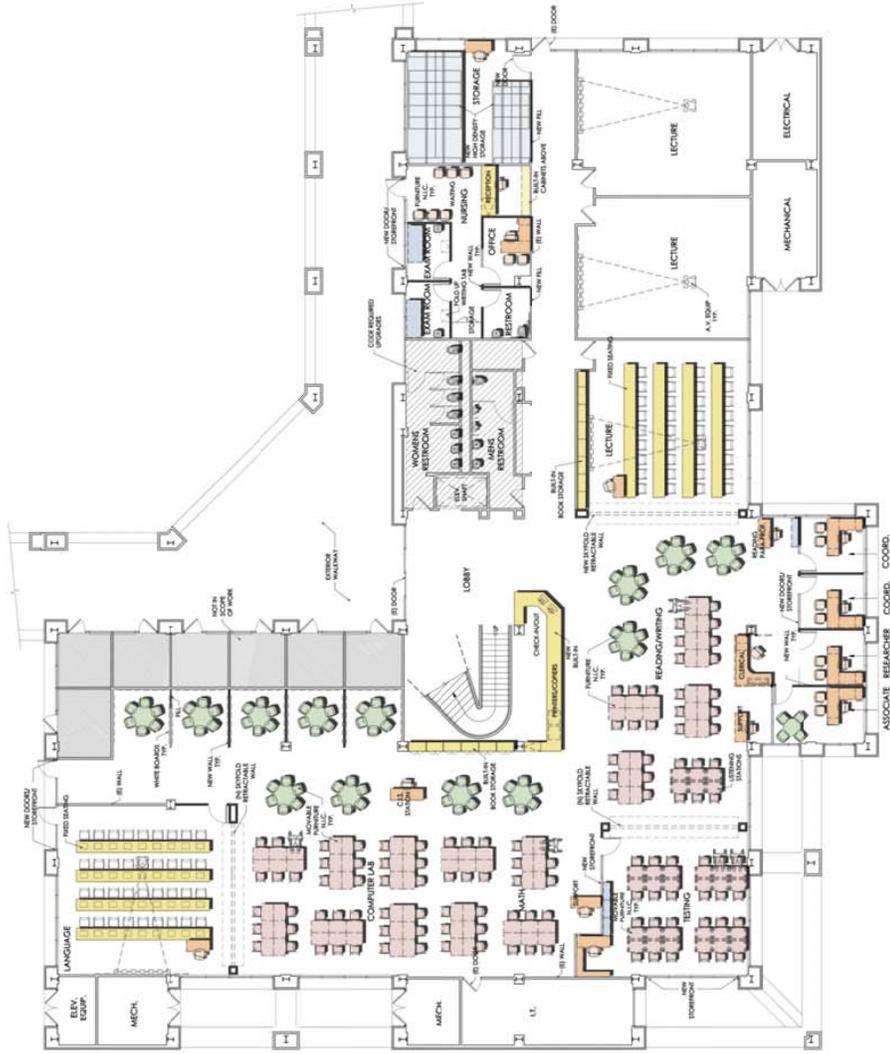
BUILDING G

Building Data / Code Analysis:

Occupancy -	A-3
Building Type -	II-A
Building Height -	2-story
Allowable Area / Floor -	15,500 S.F.

Actual Area / Floor:
1st floor - 16,960 S.F.
2nd floor - 13,780 S.F.

Frontage Increase -

If = [F/P − 0.25] w/30

If = [386/626 − 0.25] 30/30

= .36

15,500 S.F. x 1.36 = 21,000 / floor

21,000 S.F. > 16,960 S.F. OK

Age of Building - Completed 1995

Scope of Work:

Interior – First Floor

- Renovation and repurposing of ground floor of Building G to provide an Integrated Instruction Support Lab, Library Support space and relocated / expanded Student Campus Health / Nursing Center.
- Existing ground floor faculty offices accessed from exterior are excluded from this scope.
- The renovation increases building efficiency by capturing the existing ground floor circulation space within the large open lab
- The building contains a large central stair and 2-story open space. Attention will be given to acoustics / issues resulting from the open stairway. While the stairs will remain open, room acoustics will be assessed to limit the migration of noise from floor to floor.

Interior – Second Floor

- Second floor scope of work shall be limited to modifications of HVAC systems to provide increased comfort.

Exterior –

- Exterior work will be limited to modifications and/or replacement of existing ground floor storefront to provide exterior access to the Student Health / Nursing Center and new Language Lab.

Code Required Modifications –

- Minor restroom modification at first and second floor
- Elevator upgrade

Electrical and HVAC –

- See enclosed Design Narrative

FIRST FLOOR PLAN - BUILDING G

Riverside Community College - Norco Campus
2001 Third Street
Norco, California 92860

NORCO - SECONDARY EFFECTS

SHEET 11 OF 11

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RIVERSIDE COMMUNITY COLLEGE DISTRICT
PLANNING COMMITTEE

Report No.:   VI-C-3   Date: <u>October 20, 2009</u>

<u>Subject</u>:   Consulting Services for the Office of Facilities Planning, Design and Construction

<u>Background</u>:   With the passage of Measure C, the role and performance of the Office of
Facilities Planning, Design and Construction (FPDC) has come to the forefront with campus
master planning, project planning and project delivery. Since the passage of Measure C,
consulting services have been contracted by the District to augment the expertise and scalable
needs of FPDC. The District, due to Measure C and highly anticipated state funded projects
rolling out, has a robust work program that has not been seen in recent history of the District. As
such FPDC recently filled two positions titled "Capital Program Administrator," after nearly a
year of recruitment. The agreement with C.W. Driver for construction management services,
approved by the Board in April 2009, has concluded with the hiring of the second Capitol
Program Administrator position.

However, the need for specific consulting services still remains. The District's planned and
active construction projects at Moreno Valley College, Norco College, Riverside City College
and District-wide continue to create a very large workload relative to the staff on hand. As such,
it is proposed that two agreements for consultant services to augment the services and expertise
of FPDC be considered at this time.

For more than three years, the District has utilized the firm, Facilities Planning and Consulting
Services, for state planning preparation, documentation and coordination, as well as inventory
reporting. These services are critical to the District and the preparation of the Five Year Capital
Outlay Plan in accordance with State guideline recommendations for potential future projects as
directed by the District. The District wishes to continue these services with the firm through a
new contract. Terms of the contract specify that services shall include: assistance with creation
of the annual Space Inventory, Five Year Scheduled Maintenance Plan, Scheduled Maintenance
Project Funding Proposals (PFP), Hazardous Substance PFP's; training of District personnel;
attendance at planning meetings as requested by the District; and assistance with all other
compliance requirements of the California Community Colleges Chancellor's Office (CCCCO).

The attached agreement denotes a rate of $135 per hour, not to exceed $24,000, which includes
reimbursable expenses, and a termination clause should services no longer be needed by the
District. Proposed budget is Measure "C" funds (Resource 4160).

The other consulting service needs of FPDC are for construction plans and projects to be
compliant with agencies, inclusive of monitoring and reporting of compliance. Upon conducting
interviews, it is recommended that a contract for consulting services be entered into with
Facilities Planning & Program Services, Inc. This firm is recommended based upon its expertise
and staffing levels to meet the needs of the District.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
PLANNING COMMITTEE

Report No.: VI-C-3   Date: <u>October 20, 2009</u>

<u>Subject</u>:   Consulting Services for the Office of Facilities Planning, Design and Construction
                  (continued)

As noted in the agreement, Facilities Planning and Program Services, Inc. shall consult and assist
the District in ensuring compliance with legal and contractual requirements, policies and
objectives. Services shall also include: review of construction plans and drawings for
compliance reporting with Federal, State Chancellor's Office, Regulatory and local health and
safety agencies; preparation and monitoring of an energy management plan for the District;
consultation regarding activities on the ACBO Facilities Task Force; attendance at meetings as
requested by the District; assistance in project close out with the Division of State Architect; and
providing administrative support as needed. Consultant services are provided on and off District
property, and consist of a "Project Team" which includes a project manager, project leader,
technical support and administrative support, as requested by District at various hourly rates of
$60 to $150 (Exhibit I, Agreement) and specific team members will be selected depending on the
specific project assignment. The amount of the contract is not to exceed $76,000 which includes
reimbursable expenses, and a termination clause should services no longer be needed by the
District. Proposed budget is Measure "C" funds (Resource 4160).

<u>Recommended Action</u>: It is recommended that the Board of Trustees approve the proposed
consulting services agreements with Facilities Planning and Consulting Services, in an amount
not to exceed $24,000, and Facilities Planning & Program Services, Inc, in an amount not to
exceed $76,000, using District Measure "C" funds in a combined amount of $100,000, and
authorize the Vice Chancellor, Administration and Finance, to sign the agreements.

                                          Gregory W. Gray
                                          Chancellor

<u>Prepared by</u>:   Orin L. Williams
                  Associate Vice Chancellor
                  Facilities Planning, Design and Construction

Backup VI-C-3
October 20, 2009
Page 1 of 10

AGREEMENT BETWEEN

RIVERSIDE COMMUNITY COLLEGE DISTRICT

And

FACILITIES PLANNING AND CONSULTING SERVICES

THIS AGREEMENT is made and entered into on the 21st day of October, 2009, by and between FACILITIES PLANNING AND CONSULTING SERVICES hereinafter referred to as "Consultant"and RIVERSIDE COMMUNITY COLLEGE DISTRICT, hereinafter referred to as the "District."

The parties hereto mutually agree as follows:

1.   Scope of services: Reference Exhibit I, attached.

2.   The services outlined in Paragraph 1 will primarily be conducted at Consultant's office(s).

3.   The services rendered by the Consultant are subject to review by the Associate Vice Chancellor of Facilities Planning, Design and Construction or his designee.

4.   The term of this agreement shall be from October 21, 2009, to the estimated completion date of August 31, 2010, with the provision that the Vice Chancellor of Administration and Finance or his designee may extend the date without a formal amendment to this agreement with the consent of the Consultant.

5.   Payment in consideration of this agreement shall not exceed $24,000 including expenses. Invoice for services will be submitted every month for the portion of services completed on a percentage basis. Payments will be made as authorized by the Associate Vice Chancellor of Facilities Planning, Design and Construction, and delivered by U.S. Mail. The final payment shall not be paid until all of the services, specified in Paragraph 1, have been satisfactorily completed, as determined by Associate Vice Chancellor of Facilities Planning, Design and Construction.

6.   All data prepared by Consultant hereunder, such as plans, drawings, tracings, quantities, specifications, proposals, sketches, magnetic media, computer software or other programming, diagrams, and calculations shall become the property of District upon completion of the Services and Scope of Work described in this Agreement, except that the Consultant shall have the right to retain copies of all such data for Consultant records. District shall not be limited in any way in its use of such data at any time provided that any such use which is not within the purposes intended by this Agreement shall be at District's sole risk, and provided

further, that Consultant shall be indemnified against any damages resulting from such use. In the event the Consultant, following the termination of this Agreement, desires to use any such data, Consultant shall make the request in writing through the office of the Associate Vice Chancellor of Facilities Planning, Design and Construction, who will obtain approval from the Board of Trustees before releasing the information requested.

7.   All ideas, memoranda, specifications, plans, manufacturing procedures, drawings, descriptions, written information, and other materials submitted to Consultant in connection with this Agreement shall be held in a strictly confidential manner by Consultant. Such materials shall not, without the written consent of District, be used by Consultant for any purpose other than the performance of the Services or Scope of Work hereunder, nor shall such materials be disclosed to any person or entity not connected with the performance of the Services or Scope of Work hereunder.

8.   Consultant shall indemnify and hold the District, its Trustees, officers, agents, employees and independent contractors or consultants free and harmless from any claim of damage, liability, injury, death, expense or loss whatsoever based or asserted upon any negligence, recklessness, or willful misconduct of Consultant, its employees, agents or assigns, arising out of, pertaining to, or relating to the performance of Consultant services under this Agreement. Consultant shall defend, at its expense, including without limitation, attorneys fees (attorney to be selected by District), District, its Trustees, officers, agents, employees and independent contractors or consultants, in any legal actions based upon such alleged negligence, recklessness or willful misconduct. The obligations to indemnify and hold District free and harmless herein shall survive until any and all claims, actions and causes of action with respect to any and all such alleged negligence, recklessness or willful misconduct are fully and finally barred by the applicable statute of limitations.

9.   District shall indemnify and hold Consultant, its officers, agents, and employees free and harmless from any claim of damage, liability, injury, death, expense or loss whatsoever based or asserted upon any negligence, recklessness, or willful misconduct of the District, its employees, agents, independent contractors, consultants or assigns, arising out of, pertaining to or relating to the District's actions in the matter of this contract and District shall defend, at its expense, including without limitation, attorney fees (attorney to be selected by Consultant), Consultant, its officers and employees in any legal actions based upon such alleged negligence, recklessness, or willful misconduct. The obligations to indemnify and hold Consultant free and harmless herein shall survive until any and all claims, actions and causes of action with respect to any and all such alleged negligent acts are fully and finally barred by the applicable statute of limitations.

10. Consultant shall procure and maintain comprehensive general liability insurance coverage that shall protect District from claims for damages for personal injury, including, but not limited to, accidental or wrongful death, as well as from claims for property damage, which may arise from Consultant's activities as well as District's activities under this contract. Such insurance shall name District as an additional insured with respect to this agreement and the obligations of District hereunder. Such insurance shall provide for limits of not less than $1,000,000.

11. District may terminate this Agreement for convenience at any time upon written notice to Consultant, in which case District will pay Consultant in full for all services performed and all expenses incurred under this Agreement up to and including the effective date of termination. In ascertaining the services actually rendered to the date of termination, consideration will be given to both completed Work and Work in progress, whether delivered to District or in the possession of the Consultant, and to authorize Reimbursable Expenses. No other compensation will be payable for anticipated profit on unperformed services.

12. Consultant shall not discriminate against any person in the provision of services or employment of persons on the basis of race, religion, sex or gender, disability, medical condition, marital status, age or sexual orientation. Consultant understands that harassment of any student or employee of District with regard to religion, sex or gender, disability, medical condition, marital status, age or sexual orientation is strictly prohibited.

13. Consultant is an independent contractor and no employer-employee relationship exists between Consultant and District.

14. Neither this Agreement, nor any duties or obligations under this Agreement may be assigned by either party without the prior written consent of the other party.

15. The parties acknowledge that no representations, inducements, promises, or agreements, orally or otherwise, have been made by anyone acting on behalf of either party, which is not stated herein. Any other agreement or statement of promises, not contained in this Agreement, shall not be valid or binding. Any modification of this Agreement will be effective only if it is in writing and signed by the party to be charged.

16. This Agreement will be governed by and construed in accordance with the laws of the State of California.

IN WITNESS WHEREOF, the parties hereto have executed this agreement on the day and year first above written.

Facilities Planning and Consulting   Riverside Community College District
Services

_____   _____
Eric Mittlestead   James L. Buysse
CEO   Vice Chancellor
352 Atwood Drive   Administration and Finance
Exeter, CA 93221

Date: _____   Date: _____

Exhibit I

Scope of Services:

- On an as needed basis, Consultant will consult and assist District staff in the preparation of the Five Year Capital Outlay Plan and make recommendations for potential future projects as directed by District.
- Consultant will review and comment on proposed Initial Project Proposals (IPP's) and Final Project Proposals (FPP's) when requested by District.
- The Consultant will assist the District in the creation of the annual Space Inventory as requested by the District.
- Consultant will assist the District in the creation of the Five Year Scheduled Maintenance Plan, Scheduled Maintenance Project Funding Proposals (PFP's) and Hazardous Substance PFP's as requested and directed by District.
- Consultant will conduct training for District personnel and attend District planning meetings as requested by the District.
- Consultant will also assist District with any and all other construction compliance requirements of the California State Chancellors Office as directed and requested by the District.

Compensation:

The Fees for Consultant Services shall be computed on the basis of the following:

$135 per hour for planning and consulting services provided on or off District property.
This agreement shall not exceed $24,000 without prior written authorization from the District.

AGREEMENT BETWEEN

RIVERSIDE COMMUNITY COLLEGE DISTRICT

And

FACILITIES PLANNING & PROGRAM SERVICES, INC.

THIS AGREEMENT is made and entered into on the 21st day of October, 2009, by and between FACILITIES PLANNING & PROGRAM SERVICES, INC. hereinafter referred to as "Consultant"and RIVERSIDE COMMUNITY COLLEGE DISTRICT, hereinafter referred to as the "District."

The parties hereto mutually agree as follows:

1. Scope of services: Reference Exhibit I, attached.

2. The services outlined in Paragraph 1 will primarily be conducted at Consultant's office(s), and on site at Riverside Community College District's, System Offices, Moreno Valley, Norco and Riverside City College Campuses.

3. The services rendered by the Consultant are subject to review by the Associate Vice Chancellor of Facilities Planning, Design and Construction or his designee.

4. The term of this agreement shall be from October 21, 2009, to the estimated completion date of August 31, 2010, with the provision that the Vice Chancellor of Administration and Finance or his designee may extend the date without a formal amendment to this agreement with the consent of the Consultant.

5. Payment in consideration of this agreement shall not exceed $76,000 including reimbursable expenses. Invoice for services will be submitted every month for the portion of services completed on a percentage basis. Payments will be made as authorized by the Associate Vice Chancellor of Facilities Planning, Design and Construction, and delivered by U.S. Mail. The final payment shall not be paid until all of the services, specified in Paragraph 1, have been satisfactorily completed, as determined by Associate Vice Chancellor of Facilities Planning, Design and Construction**.**

6. All data prepared by Consultant hereunder, such as plans, drawings, tracings, quantities, specifications, proposals, sketches, magnetic media, computer software or other programming, diagrams, and calculations shall become the property of District upon completion of the Services and Scope of Work described in this Agreement, except that the Consultant shall have the right to retain copies of all such data for Consultant records. District shall not be limited in any way in its use of such data at any time provided that any such use which is not within the

purposes intended by this Agreement shall be at District's sole risk, and provided further, that Consultant shall be indemnified against any damages resulting from such use. In the event the Consultant, following the termination of this Agreement, desires to use any such data, Consultant shall make the request in writing through the office of the Associate Vice Chancellor of Facilities Planning, Design and Construction, who will obtain approval from the Board of Trustees before releasing the information requested.

7.   All ideas, memoranda, specifications, plans, manufacturing procedures, drawings, descriptions, written information, and other materials submitted to Consultant in connection with this Agreement shall be held in a strictly confidential manner by Consultant. Such materials shall not, without the written consent of District, be used by Consultant for any purpose other than the performance of the Services or Scope of Work hereunder, nor shall such materials be disclosed to any person or entity not connected with the performance of the Services or Scope of Work hereunder.

8.   Consultant shall indemnify and hold the District, its Trustees, officers, agents, employees and independent contractors or consultants free and harmless from any claim of damage, liability, injury, death, expense or loss whatsoever based or asserted upon any negligence, recklessness, or willful misconduct of Consultant, its employees, agents or assigns, arising out of, pertaining to, or relating to the performance of Consultant services under this Agreement. Consultant shall defend, at its expense, including without limitation, attorneys fees (attorney to be selected by District), District, its Trustees, officers, agents, employees and independent contractors or consultants, in any legal actions based upon such alleged negligence, recklessness or willful misconduct. The obligations to indemnify and hold District free and harmless herein shall survive until any and all claims, actions and causes of action with respect to any and all such alleged negligence, recklessness or willful misconduct are fully and finally barred by the applicable statute of limitations.

9.   District shall indemnify and hold Consultant, its officers, agents, and employees free and harmless from any claim of damage, liability, injury, death, expense or loss whatsoever based or asserted upon any negligence, recklessness, or willful misconduct of the District, its employees, agents, independent contractors, consultants or assigns, arising out of, pertaining to or relating to the District's actions in the matter of this contract and District shall defend, at its expense, including without limitation, attorney fees (attorney to be selected by Consultant), Consultant, its officers and employees in any legal actions based upon such alleged negligence, recklessness, or willful misconduct. The obligations to indemnify and hold Consultant free and harmless herein shall survive until any and all claims, actions and causes of action with respect to any and all such alleged negligent acts are fully and finally barred by the applicable statute of limitations.

10. Consultant shall procure and maintain comprehensive general liability insurance coverage that shall protect District from claims for damages for personal injury, including, but not limited to, accidental or wrongful death, as well as from claims for property damage, which may arise from Consultant's activities as well as District's activities under this contract. Such insurance shall name District as an additional insured with respect to this agreement and the obligations of District hereunder. Such insurance shall provide for limits of not less than $1,000,000.

11. District may terminate this Agreement for convenience at any time upon written notice to Consultant, in which case District will pay Consultant in full for all services performed and all expenses incurred under this Agreement up to and including the effective date of termination. In ascertaining the services actually rendered to the date of termination, consideration will be given to both completed Work and Work in progress, whether delivered to District or in the possession of the Consultant, and to authorize Reimbursable Expenses. No other compensation will be payable for anticipated profit on unperformed services.

12. Consultant shall not discriminate against any person in the provision of services or employment of persons on the basis of race, religion, sex or gender, disability, medical condition, marital status, age or sexual orientation. Consultant understands that harassment of any student or employee of District with regard to religion, sex or gender, disability, medical condition, marital status, age or sexual orientation is strictly prohibited.

13. Consultant is an independent contractor and no employer-employee relationship exists between Consultant and District.

14. Neither this Agreement, nor any duties or obligations under this Agreement may be assigned by either party without the prior written consent of the other party.

15. The parties acknowledge that no representations, inducements, promises, or agreements, orally or otherwise, have been made by anyone acting on behalf of either party, which is not stated herein. Any other agreement or statement of promises, not contained in this Agreement, shall not be valid or binding. Any modification of this Agreement will be effective only if it is in writing and signed by the party to be charged.

16. This Agreement will be governed by and construed in accordance with the laws of the State of California.

IN WITNESS WHEREOF, the parties hereto have executed this agreement on the day and year first above written.

Facilities Planning & Program   Riverside Community College District
Services, Inc.

_____   _____
Ron Beeler   James L. Buysse
President   Vice Chancellor
20671 Vista Del Norte   Administration and Finance
Yorba Linda, CA 92886

Date: _____   Date: _____

Exhibit I

FPPS
FACILITIES PLANNING & PROGRAM SERVICES, INC.

Scope of Servces:

Facilities Planning and Program Services, Inc. ("FPPS") will provide consulting services to the Riverside Community College District including, but not limited to, the following:

- Assist District staff in the District's construction program, ensuring compliance with legal and contractual requirements and District policies and objectives.
- Assist with the review of construction plans and drawings to ensure conformance with District requirements.
- Assist the District with securing sources of funding for the District's building programs.
- Assist with the preparation of plans and compliance reporting with Federal, State, Regulatory and local health and safety agencies.
- Assist with the preparation and monitor the implementation of an energy management plan for the District.
- Assist with the preparation of annual plans for submission to the California Community College Chancellor's Office, including, but not limited to, Space Inventories, Initial Project Proposal's (IPP's) and Final Project Proposal's (FPP's).
- Prepare and maintain a variety of reports and records related to facilities management functions, operations and activities.
- Assist with the preparation of the annual filing of the five-year plans for facilities and scheduled maintenance by the State.
- Assist with resolving claims and lawsuits involving the District's building program.
- Participate in meetings as required
- Provide assistance in Closing out projects with the Division of the State Architect.
- Provide assistance with Administrative Support

Compensation:

Services listed shall not exceed Seventy-One Thousand Dollars and No Cents ($71,000) and reimbursable expenses not to exceed Five Thousand Dollars and No Cents ($5,000). FPPS will provide services with the assistance of a Project Team at an hourly rate as follows:

Project Team:

Project Manager (Ron Beeler)	$150.00/Hr
Project Leader (Cora Baldovino)	$ 95.00/Hr
Technical Support Staff (Natassia Melendrez)	$ 70.00/Hr
Administrative Support Staff (TBD)	$ 60.00/Hr

RIVERSIDE COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
GOVERNANCE COMMITTEE
October 6, 2009 –6:00 p.m.
Board Room AD 122, Riverside City College

Committee Members:

Chair:	Mary Figueroa, Member, Board of Trustees
Vice Chair:	Mark Takano, Secretary, Board of Trustees
Staff Member:	Gregory Gray, Chancellor
	Chris Carlson, Chief of Staff
Academic Senate:	Travis Gibbs/Sal Soto (Moreno Valley)
	Sharon Crasnow (Norco)
	Richard Mahon (Riverside)
ASRCCD:	Francisco Porras
CTA:	Dorothy Reina (Norco)
	Dariush Haghighat (Riverside)
	Mark Sellick (Riverside)
CSEA:	Gustavo Segura (Moreno Valley)
	Richard Goldstein (Riverside)

AGENDA

VI.   Board Committee Reports

D.   Governance

1.   Revised and New Board Policies – First Reading
- The Committee to review Board Policies 3505B and 3280 that is being presented to the Board for first reading

2.   Comments from the public.

Adjourn

Prepared by: Heidi Wills
                     Executive Administrative Assistant
                     Office of the Chancellor/Board of Trustees

RIVERSIDE COMMUNITY COLLEGE DISTRICT
GOVERNANCE COMMITTEE

Report No.:   VI-D-1   Date: October 20, 2009

Subject: Revised and New Board Policies – First Reading

Background: In keeping with our current process of updating our current Board Policies and
Administrative Procedures and adopting new Policies, the items below come before the Board
for first reading.

General Institution
3505B – Emergency Pay – This is a new Policy for the District
3280 – Grants – This is a revision of the Policy the Board previously adopted in November,
              2008.

Recommended Action: It is recommended that the Board of Trustees accept for first reading
Board Policies 3505B and 3280.

                              Gregory W. Gray
                              Chancellor

Prepared by: Ruth W. Adams, Esq.
                Director, Contracts, Compliance and Legal Services

Riverside Community College District Policy   **No. 3505B**

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General Institution
DRAFT

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BP 3505B EMERGENCY PAY

References:

Disaster Relief Act
California Emergency Services Act, Government Code Sections 8550-8668

During times of a declared disaster/emergency, all management staff are expected to work excessive hours in the Emergency Operations Center or Department Operations Center, or wherever they are needed throughout the District. Classified staff and faculty are not required to work in excess of 40 hours per week, but may be asked to do so.

Pay for classified staff who work in excess of 40 hours per week will be paid for the overtime in accordance with the terms set out in their bargaining unit agreement or the Confidential-classified Handbook.

Pay for faculty who work in excess of the number of hours specified in the CTA Collective Bargaining Agreement (Appendix A), will be paid for those excess hours at the hourly lab rate.

Management staff (exempt employees) will receive overtime pay, at their regular rate of pay, for any hours worked over 40 per week. The work week begins at 12:00 a.m. Sunday and ends at 11:59 p.m. the following Saturday.

NOTE: This Policy is legally advised. Language in **bold italic type** has been prepared by RCCD staff, in conjunction with the Disaster Preparedness Consultant.

Date Adopted:
(This is a new Policy for the District)

Riverside Community College District Policy   **No. 3280**

General Institution
DRAFT

BP 3280   GRANTS

Reference:
   Education Code Section 70902

Riverside Community College District embraces the acquisition of extramural funding to support District mission, goals and initiatives. ~~The Board will be informed about all grant applications made and grants received by the District on a periodic basis.~~

The Chancellor shall establish procedures to ***inform the Board of grant activity and to govern the approval, application, processing, and implementation of grants.*** ~~assure timely application and processing of grant applications and funds, and that the grants that are applied for directly support the purposes of the District.~~

Date Adopted: November 18, 2008
Revised: