



**Board of Trustees - Regular Meeting - Board of Trustees Governance Committee,
Teaching and Learning Committee, Planning and Operations Committee,
Facilities Committee and Resources Committee
Tuesday, October 04, 2011 6:00 PM
Room 101 Student Services, Moreno Valley College 16130 Laselle Street, Moreno
Valley 92551**

ORDER OF BUSINESS

Pledge of Allegiance

Anyone who wishes to make a presentation to the Board on an agenda item is requested to please fill out a "REQUEST TO ADDRESS THE BOARD OF TRUSTEES" card, available from the Public Affairs Officer. However, the Board Chairperson will invite comments on specific agenda items during the meeting before final votes are taken. Please make sure that the Secretary of the Board has the correct spelling of your name and address to maintain proper records. Comments should be limited to five (5) minutes or less.

Anyone who requires a disability-related modification or accommodation in order to participate in any meeting should contact the Chancellor's Office at (951) 222-8801 as far in advance of the meeting as possible

Any public records relating to an open session agenda item that is distributed within 72 hours prior to the meeting is available for public inspection at the Riverside Community College District Chancellor's Office, Suite 210, 1533 Spruce Street, Riverside, California, 92507.

- I. PUBLIC HEARING (NONE)
- II. CHANCELLOR'S REPORT
 - A. [Chancellor's Communications Information Only](#)
 - B. [Resolution Number 07-11/12 Recognizing Dr. Brenda Davis as the 2011 Boy Scouts of America Distinguished Citizen](#)
Recommend the Board of Trustees approve a resolution recognizing Dr. Brenda Davis as the 2011 Distinguished Citizen by the Boy Scouts of America, Temescal District.
 - C. [Resolution Number 08-11/12 Recognizing Karen Spiegel as the 2011 Boy Scouts of America Distinguished Citizen](#)
Recommend the Board of Trustees approve a resolution recognizing Karen Spiegel as the 2011 Distinguished Citizen by the Boy Scouts of America, Temescal District.
 - D. [Budget Augmentation for the Citrus Belt Savings and Loan Gallery Project](#)
Recommend approving the budget augmentation in the amount of \$950,000 for the Citrus Belt Savings and Loan Gallery project.
- III. COMMENTS FROM THE PUBLIC
- IV. BOARD COMMITTEE REPORTS
 - A. Governance
 1. [Revised and New Board Policies - First Reading](#)
The committee to review first reading of Administrative Procedure 2345, Board Policies 2345, 2745, 3501, 3520, and 3560.

B. Teaching and Learning

1. [Grants Report - Fall 2011](#)
Information Only
2. [Presentation - Consequences of Neglect: A Local Context](#)
Information Only

C. Planning and Operations

1. [State Capital Outlay Process](#)
Information Only
2. [Information Presentation on the Cost of Providing Career Technical Education Programs](#)
Information Only

D. Facilities

1. [Design Amendment with Hill Partnership, Inc. for Norco Secondary Effects Project](#)
The committee will review a proposed Amendment No. 3 with Hill Partnership, Inc.

E. Resources

1. [Tentative Project Budget for District Design Standards](#)
The committee will review the tentative project budget in the amount of \$170,000 and the use of Measure C funds for the District Design Standards project.
2. [Self-Generation Incentive Program for Norco College](#)
The committee to consider the program application fee in the amount of \$10,000.
3. [Budget Augmentation and Design Amendment for the Alumni Carriage House Restoration Project](#)
The committee to consider a budget augmentation in the amount of \$20,000 increasing the estimated project budget to \$150,000; and Amendment No. 2 with the architect in the amount of \$3,200 for additional project design services.
4. [Budget Augmentation for Wheelock Gymnasium, Seismic Retrofit Project](#)
The committee to review a budget augmentation in the amount of \$395,000 for the Wheelock Gymnasium, Seismic Retrofit project.

V. OTHER BUSINESS (NONE)

VI. CLOSED SESSION

- A. [Pursuant to Government Code Section 54957, Public Employee Discipline/Dismissal /Release](#)
Recommended Action to be Determined

VII. ADJOURNMENT



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[Agenda Item](#)

Agenda Item (II-A)

Meeting 10/4/2011 - Committee/Regular Board

Agenda Item Chancellor's Report (II-A)

Subject Chancellor's Communications

College/District District

Information Only

Background Narrative:

Chancellor will share general information with the Board of Trustees, including federal, state, and local interest and District information.

Prepared By: Greg Gray, Chancellor



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[Agenda Item](#)

Agenda Item (II-B)

Meeting	10/4/2011 - Committee/Regular Board
Agenda Item	Chancellor's Report (II-B)
Subject	Resolution Number 07-11/12 Recognizing Dr. Brenda Davis as the 2011 Boy Scouts of America Distinguished Citizen
College/District	District
Funding	n/a
Recommended Action	It is recommended that the Board of Trustees Adopt Resolution Number 07-11/12 recognizing Dr. Brenda Davis as the 2011 Distinguished Citizen by the Boy Scouts of America, Temescal District

Background Narrative:

Each year the Boy Scouts of America award Distinguished Citizen awards. For 2011, the Temescal District is recognizing Dr. Brenda Davis, President Emerita of Norco College.

Prepared By: Chris Carlson, Chief of Staff

Attachments:

[Resolution Number 07-11/12](#)

RESOLUTION NO 07-11/12

RESOLUTION FOR THE BOARD OF TRUSTEES OF
RIVERSIDE COMMUNITY COLLEGE DISTRICT
IN RECOGNITION OF NORCO COLLEGE PRESIDENT EMERITA BRENDA DAVIS
AS A 2011 BOY SCOUTS OF AMERICA DISTINGUISHED CITIZEN

WHEREAS, Dr. Brenda Davis's distinguished career has spanned over 45 years as a professional nurse, educator, and college administrator; and,

WHEREAS, Dr. Davis has served in numerous administrative capacities during her distinguished career with Riverside Community College District including Dean of Occupational Education, Dean of Grant and Contract Services, Provost of the Norco Campus, and President of Norco College; and,

WHEREAS, Dr. Davis was an integral, respected force within the local community, earning various awards and recognitions that brought honor to Norco College and to the Riverside Community College District; and,

WHEREAS, the relationships she forged in the cities and communities of Norco, Corona, Eastvale, and beyond resulted in lasting benefits to the region, as well as to the community college district; and,

WHEREAS, Dr. Davis is known for her generous contributions of time, talent and support for community projects and initiatives that seek to strengthen neighborhoods and improve the health and lives of residents; and,

WHEREAS, her contributions to the community included service to the Corona-Norco Chamber of Commerce, Today's Youth Organization, Inc., the Greater Corona-Norco Hispanic Chamber of Commerce, Rotary International, the Corona-Norco Family YMCA and the Corona-Norco United Way; and,

WHEREAS, she used her influence as a higher education leader to promote and develop education and service programs with the six K-12 districts served by RCCD, which had a direct benefit to local families; and,

WHEREAS, these programs and services created new pathways to education, job preparation, civic responsibility, and lifelong success; and,

WHEREAS, during three decades with Riverside Community College District, Dr. Davis through her dedication and caring touched the lives of thousands of students of every race, creed and culture;

NOW, THEREFORE, BE IT RESOLVED THE BOARD OF TRUSTEES OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT HEREBY CONGRATULATES DR. BRENDA DAVIS UPON HER SELECTION AS A 2011 DISTINGUISHED CITIZEN BY THE BOY SCOUTS OF AMERICA TEMESCAL DISTRICT.



e-board ▶ Agenda Item

[Agenda Item](#)

Agenda Item (II-C)

Meeting	10/4/2011 - Committee/Regular Board
Agenda Item	Chancellor's Report (II-C)
Subject	Resolution Number 08-11/12 Recognizing Karen Spiegel as the 2011 Boy Scouts of America Distinguished Citizen
College/District	District
Funding	n/a
Recommended Action	It is recommended that the Board of Trustees Adopt Resolution Number 08-11/12 recognizing Karen Spiegel as the 2011 Distinguished Citizen by the Boy Scouts of America, Temescal District

Background Narrative:

Each year the Boy Scouts of America award distinguished Citizen awards. For 2011, the Temescal District is recognizing Corona City Council member Karen Spiegel.

Prepared By: Chris Carlson, Chief of Staff

Attachments:

[Resolution Number 08-11/12](#)

RESOLUTION NO 08-11/12

RESOLUTION FOR THE BOARD OF TRUSTEES OF
RIVERSIDE COMMUNITY COLLEGE DISTRICT
IN RECOGNITION OF CORONA CITY COUNCILWOMAN KAREN SPEIGEL
AS A 2011 BOY SCOUTS OF AMERICA DISTINGUISHED CITIZEN

WHEREAS, Karen Spiegel has served on the Corona City Council since 2002; and,

WHEREAS, her duties as an elected official have included two terms of Mayor (2006 and 2010);
and,

WHEREAS, Ms. Spiegel also represents the City Council on the Riverside County
Transportation Commission, serves on the Executive Committee for the League of California Cities, and
is a member of the Riverside Orange County Authority and the State Route 91 Advisory Committee;
and,

WHEREAS, she has lived in Corona for more than 25 years and is the owner of a local e-
commerce/publishing company; and,

WHEREAS, as a community member, Ms. Spiegel has been an active participant in several local
business, civic and community groups, including the Chamber of Commerce, Soroptomist International
PTA, Alternatives to Domestic Violence and the Foundation for Community and Family Health; and,

WHEREAS, her community involvement has served to strengthen families, empower small
business, and improve the overall quality of life in Corona and the surrounding region; and,

WHEREAS, as an elected official and as a private citizen she has been a supporter and partner of
Norco College, Riverside Community College District, and the RCCD Foundation; and,

WHEREAS, her involvement with higher education has benefitted students, assisted the growth
of Norco College, and helped establish the first RCCD location in Corona; and,

WHEREAS, these contributions help the college district achieve its dual missions of education
and community and economic development;

NOW, THEREFORE, BE IT RESOLVED THE BOARD OF TRUSTEES OF THE RIVERSIDE
COMMUNITY COLLEGE DISTRICT HEREBY CONGRATULATES KAREN SPEIGEL UPON HER
SELECTION AS A 2011 DISTINGUISHED CITIZEN BY THE BOY SCOUTS OF AMERICA TEMESCAL
DISTRICT.



Agenda Item (II-D)

Meeting	10/4/2011 - Committee/Regular Board
Agenda Item	Chancellor's Report (II-D)
Subject	Budget Augmentation for the Citrus Belt Savings and Loan Gallery Project
College/District	District
Funding	Redevelopment Pass-Through Funds
Recommended Action	Recommend that the Board of Trustees approve budget augmentation in the amount of \$950,000 for the Citrus Belt Savings and Loan Gallery project, increasing the total project budget to \$5.15 million.

Background Narrative:

On March 16, 2010, the Board of Trustees approved the Citrus Belt Savings and Loan Gallery project located within the Market Street Properties and a tentative project budget of \$4 million using Redevelopment Pass-Through funds. On August 2, 2011, the Board approved a budget augmentation in the amount of \$200,000 to fund bid overage and replenish the project contingency, increasing the project budget to \$4.2 million.

At this time, it is requested that the board consider further budget augmentation to the project funds, which fall into three elements:

\$250,000 construction fund increase. After review of the construction funds with Tilden Coil Constructors, Inc, staff request \$250,000 increase to the project budget to account for costs increases associated with changes and updates within the project adding redesign fees, supplemental plan check fees, restoration of the exterior façade and unseen conditions. This portion of the project augmentation is needed at this time to keep the project construction moving forward.

\$100,000 fund increase to Furniture, Fixtures and Equipment (FFE) for the project to include the archive and art storage systems installs.

\$600,000 budget augmentation to fund the resources and services necessary to take the rehabilitated facility and finish its transformation into a turn-key art gallery and archives center. This element was not included in the original project funding request. Resources allocated for the turn-key facility will include the art and gallery development, exhibit design and construction the preparations and development of the art exhibitions and center exhibits, inclusive, but not limited to artworks, pedestals, film and digital productions of social justice stories, vitrines and pedestals, computer equipment for the center, exhibition didactics, and object preparations.

In summation the total project augmentation requested is \$950,000, and funded by Redevelopment Pass-Through funds, and would bring the project total to \$5.15 million

Prepared By: Orin Williams, Associate Vice Chancellor, Facilities Planning & Development
Chris Carlson, Chief of Staff



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[Agenda Item](#)

Agenda Item (IV-A-1)

Meeting	10/4/2011 - Committee/Regular Board
Agenda Item	Committee - Governance (IV-A-1)
Subject	Revised and New Board Policies - First Reading
College/District	District
Funding	N/A
Recommended Action	It is recommended that the Board of Trustees accept for first reading Administrative Procedure 2345, Board Policies 2345, 2745, 3501, 3520, and 3560.

Background Narrative:

In keeping with our current process of updating our Board Policies, the items below come before the Board for first reading:

Board of Trustees -
Board Policy and Administrative Procedure 2345 Participation at Board Meetings. This is a discussion and revision of the Policy and Procedure that was approved by the Board on November 18, 2008.

Board Policy 2745 Board Self-Evaluation. This is a revision of the Policy that was revised by the Board on September 16, 2008.

General Institution -

Board Policy 3501 Campus Security and Access. This is a new Policy for the District based on changes to the Clery Act and is legally required.

Board Policy 3520 Local Law Enforcement. This is a revision, based on changes to the Clery Act, of the Policy that was originally adopted by the Board on May 19, 2009.

Board Policy 3560 Alcoholic Beverages. This is a revision, based on changes to the Clery Act, of the Policy that was originally adopted by the Board on May 19, 2009.

Prepared By: Greg Gray, Chancellor
Ruth Adams, General Counsel

Attachments:

[Board Policy 2345 Participation at Board Meetings](#)
[Administrative Procedure 2345 Participation at Board Meetings](#)
[Board Policy 2745 Board Self Evaluation](#)
[Board Policy 3501 Campus Security and Access](#)
[Board Policy 3520 Local Law Enforcement](#)
[Board Policy 3560 Alcoholic Beverages](#)

BP 2345 PARTICIPATION AT BOARD MEETINGS

References:

Education Code Sections 72121, 72121.5, and 72129;
Government Code Sections 54950 et seq., especially 54954.2, 54954.3, 54956,
54956.5, 54957.5, 54960.1, and 54960.5

It is the policy of the Riverside Community College District that all meetings, except for closed sessions, be open to the public, and all Board actions authorized or required by law of the governing board shall be taken at those meetings.

The Board of Trustees shall provide opportunities for participation in the business of the Board.

Matters directly related to the business of the District may be brought to the attention of the Board of Trustees in one of two ways:

1. There will be a time at each ~~regularly scheduled~~ Board meeting for individuals to discuss items not on the agenda.
2. Individuals may place items on a Board agenda in accordance with Administrative Procedure 2345.

If requested, writings that are public records shall be made available in appropriate alternative formats so as to be accessible to persons with a disability.

Claims for damages are not considered communications to the Board of Trustees under this rule, but shall be submitted to the District, ***pursuant to Board Policy/Administrative Procedure 3810, titled Claims Against the District.***

Date Adopted: November 18, 2008
(Replaces RCCD Policy 1036)
Revised:

AP 2345 PARTICIPATION AT BOARD MEETINGS

References:

Education Code Section 72121.5;
Government Code Section 54954.2, 54956.5

ADDRESSING THE BOARD OF TRUSTEES

Agenda Items

A. Audience Comments

Before formal action is taken or discussion completed on any agenda item, the presiding officer will ask for comments from the audience so they may ask questions or speak about the topic under consideration.

Those wishing to communicate with the Board on agenda items, may do so in writing. The written communication should be sent to the office of the Chancellor not later than 48 hours prior to the meeting at which the matter concerned is to be before the Board. All such written communications shall be dated and signed by the author, and should contain the address of the author and the author's organizational affiliation, if any.

B. Speaker's Procedure

In order to ensure efficient conduct of District business, each speaker generally will be allowed five minutes. The Board, by consensus or a motion to limit or extend debate in accordance with Robert's Rules of Order, may allow more or less time to a speaker. Speakers are urged, but not required, to fill out a request form. Forms to address the Board will be made available at the meeting. Speakers will be asked to state their names and addresses for the record.

C. The President of the Board may rule speakers out of order if their remarks do not pertain to matters that are within the subject matter jurisdiction of the Board of Trustees or if their remarks are unduly repetitive.

D. Non-scheduled substitutes may not speak in place of scheduled speakers unless alternatives have been submitted on the original request to address the Board.

Non-Agenda Items

A. Recognition of Speakers

Persons who wish to ask questions or make statements about District matters not related to agenda items will be recognized by the presiding officer during the portion of the agenda titled, "Comments from the Public."

B. Speaker's Procedure

In order to ensure efficient conduct of District business, each speaker generally will be allowed five minutes. The Board, by consensus or a motion to limit or extend debate in accordance with Robert's Rules of Order, may allow more or less time to a speaker. Speakers are urged, but not required, to fill out a request form. Forms to address the Board will be made available at the meeting. Speakers will be asked to state their names and addresses for the record.

C. Legal Limits — Action on Non-Agenda Items

The law does not allow action to be taken on non-agenda items at the same meeting where comments are made or testimony is taken, except in an emergency or other specifically authorized situation.

Placing An Item on the Agenda

A. Notification to Chancellor — Time Limit

Persons who wish to place a District matter of concern on the agenda, or who wish to make a presentation to the Board, must notify the Chancellor in writing at least three weeks prior to the regular meeting where that agenda item will appear. The written notification must include a summary of the item, must be signed by the initiator and indicate the specific Board meeting date for which the agenda item is proposed.

B. Speaker Information

The notification should also contain the name, address and telephone number of the intended speaker(s). If the speaker(s) is (are) representing either an informally organized group, or an established organization, the name of that group, or organization, should be indicated.

C. Statement of Topic

Each request should state the topic, contain a brief outline of the speaker's position, and indicate any action expected from the Board of Trustees.

D. Action on Agenda Items

Once the item is on the agenda, it will be acted upon in the same fashion as all other agenda items.

Alternative to Board Action on Issues

The Board recommends that individuals first attempt to secure action, or resolve problems, through established District channels prior to requesting that the issue be placed on a Board agenda. These channels include, but are not limited to: Consultation with the Academic Senate, the appropriate District Advisory Committee, or conferences with the Chancellor, Vice Chancellors, the appropriate College President, deans, department heads, counselors, or other appropriate administrative **department** authorization.

Parliamentary Procedure

The Board of Trustees shall follow parliamentary procedures applicable to small boards in accordance with Robert's Rules of Order Newly Revised, except in cases where California law requires a different procedure.

Date Approved: November 18, 2008
(Replaces RCCD Regulation 1036)
Revised:

BP 2745 BOARD SELF-EVALUATION

References:

Accreditation Standards IV.B.1.e and g

The Board of Trustees is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning.

As the District's elected body, the Board of Trustees recognizes that it has a fiduciary responsibility to meet the learning needs of those who might benefit from the District's programs in the communities it serves.

To that end, the Board of Trustees has established the following process:

To assess whether it is effective in meeting this fiduciary responsibility, the Board adopts a Board Effectiveness approach to guide its self-assessment process. The approach is grounded in four key principles:

- A. **Learner Centeredness:** The Board recognizes its fiduciary responsibility to meet learner needs and act in the interest of learners in the communities served by the District.
- B. **Continuous Assessment:** Particularly in terms of rapid change, organizations must continuously assess their effectiveness to maintain and improve their alignment with environmental trends and changing learner needs. As a consequence, the Board agrees to continuously assess and review its effectiveness and that of the institution.
- C. **Evidence Based Assessment.** The Board commits to open, evidence-based institutional and community dialogue.
- D. **Commitment to Act:** The Board agrees to act on its assessments to improve both Board and institutional effectiveness.

In keeping with these principles the Board of Trustees establishes a continuous-self-assessment process to both consider its effectiveness and model its commitment to continuous improvement. ~~and~~ ***In order to ensure the sustainability of*** said process, ***the Board*** will be conducted ***a self-evaluation*** ~~no less than~~ annually ***to occur during the spring semester***. The process is intended to assist the Board in the

assessment of its performance as a whole body. It is not intended to evaluate or assess the performance of individual Board members.

Initially, the Board will review and discuss its record of performance periodically in open session. Staff will inventory and assist the Board in the preparation of its record. Dialogue will be structured around the following seven dimensions of Board Effectiveness. It is anticipated that the Board will calendar discussions regarding a specific set of the dimensions each year. More formal measurement tools may be incorporated into the process over time.

- A. **Commitment to Learners:** The Board assesses its role in ensuring that the focus remains on the learner and that processes are in place to maintain that focus. For example, the Board might discuss its use of institutional and student research and its efforts to encourage inquiry about learner populations that may not be adequately served by the District.
- B. **Constituency Interface:** The Board assesses its constituency interface by discussing its relationship with District constituencies. Questions might include: What mechanisms and processes are in place for the Board to listen to, respond to, and communicate with its constituency? Do the mechanisms and processes promote input from diverse interests? How should the Board represent and advocate for the District in the community?
- C. **Community College System Interface:** The Board assesses its Community College System interface by evaluating its interaction with the California Community College System and other community college organizations. Questions might include: Does the Board engage in activities to support the District's position within the system? What are the appropriate advocacy roles to be played – learner advocacy, college advocacy?
- D. **Economic/Political System Interface:** The Board assesses its economic and political system interface by assessing its interaction with local, state and federal economic and political processes, institutions and personnel. Here questions might include: How does, and should, the Board advocate District interest and learner interests to local, state and federal government agencies and legislators?
- E. **District Policy Leadership:** The Board assesses policy leadership by examining its role in the District policy process. Questions might include: What is the appropriate role of the Board in addressing issues confronted by the District and learners? What issues occupy the attention of the board? What is the relationship of the issues to the District's mission? Was the Board appropriately engaged in defining the District's mission, strategies, and goals? Is the Board informed of and appropriately engaged in the setting of District policies?

- F. Management Oversight: The Board assesses its management oversight primarily through the assessment of its relationship with the Chancellor and senior administrative staff. Therefore, much of this conversation is reflected in the Board's Chancellor assessment process.
- G. Process Guardianship: The Board assesses its role in assuring that the District engages in appropriate budgeting, planning, institutional assessment and other processes. If it desired, the Board could discuss its own structure, policies, practices and procedures.

Date Adopted: May 15, 2007
Revised: September 16, 2008
(Replaces Policy 1044)
Revised:

General Institution
DRAFT as of 9/3/11

BP 3501 CAMPUS SECURITY AND ACCESS

Reference:

34 Code of Federal Regulations Section 668.46(b)(3)

The Chancellor shall establish procedures for security and access to District facilities.

***NOTE:** The **bold type** signifies **legally required** language recommended from the Community College League and legal counsel (Liebert Cassidy Whitmore) in legal Update 19 dated August 2011.*

Date Adopted:

(This is a new policy recommended by the CCLC and the League's legal counsel)

General Institution
DRAFT – CCLC REVISION 9/2011

BP 3520 LOCAL LAW ENFORCEMENT

Reference:

Education Code Section 67381

34 Code of Federal Regulations Part 668.46(b)(4)

Each campus or center of The District, ***on behalf of each College, campus or center,*** shall enter into a written Memorandum of Understanding (MOU) with local law enforcement agencies. The agreement shall clarify operational responsibilities for investigations of Part I violent crimes, defined by law as willful homicide, forcible rape, robbery, and aggravated assault, occurring at each location.

The MOU shall designate which law enforcement agency shall have operational responsibility for violent crimes and delineate the specific geographical boundaries of each agency's operational responsibility, including maps as necessary. Nothing in this policy or written MOU between law enforcement agencies shall preclude any agency from investigating or sharing resources in Part I crimes (this includes the D.A.'s office, Parole, FBI, etc.).

The MOU required by this policy shall be public records and shall be made available for inspection by members of the public upon request.

The District encourages accurate and prompt reporting of all crimes to the campus police and/or the appropriate police agencies. The Chancellor shall establish procedures that encourage pastoral counselors and professional counselors, if and when they deem it appropriate, to inform the persons they are counseling of any procedures to report crimes on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics.

Date Adopted: May 19, 2009

Revised:

General Institution
DRAFT – CCLC
UPDATES 9/2011

Recent Changes to the Clery Act

BP 3560 ALCOHOLIC BEVERAGES

Reference:

Business and Professions Code Sections 24045.4, 24045.6, 25608(a)(10), 25608(a)(14), and 23399.1

34 Code of Federal Regulations Part 668.46(b)

Every person who possesses, consumes, sells, gives or delivers to any other person, any alcoholic beverage in or on the grounds of the District is guilty of a misdemeanor, unless the following circumstances apply:

- ❖ The alcoholic beverages are acquired, possessed, or used during events at a District/college-owned or District/college-operated stadium or other facility. “Events” means fundraisers held to benefit a nonprofit corporation that has obtained a license, pursuant to the Business and Professions Code, for the event. “Events” does not include football games or other athletic contests sponsored by the District.
- ❖ The alcoholic beverage is beer or wine acquired, possessed, used, sold, or consumed only in connection with a course of instruction, sponsored dinner, or meal demonstration given as part of a culinary arts program at the District, and the person has been authorized to acquire, possess, use, sell, or consume the beer or wine by the Chancellor, ***or designee***.

Alcoholic beverages shall not be served on District/College property except in accordance with the above.

The Chancellor is authorized to enact procedures as appropriate and permitted by law regarding serving alcoholic beverages on campus or at fund-raising events held to benefit non-profit corporation.

Any employee or student of the District violating this policy will be subject to discipline in accordance with the law, Board Policy, and/or Administrative Procedure.

Date Adopted: May 19, 2009

Revised:



e-board ▶ Agenda Item

[Agenda Item](#)

Agenda Item (IV-B-1)

Meeting	10/4/2011 - Committee/Regular Board
Agenda Item	Committee - Teaching and Learning (IV-B-1)
Subject	Grants Report - Fall 2011
College/District	District
Information Only	

Background Narrative:

The Grants Office has the responsibility of presenting the Board of Trustees with updates three times per year. This is the first of these reports which provides a Master Submission Schedule for the 2011-12 academic year. The schedule has a listing of the grants the district and/or the colleges intend to apply for during the current academic year. The Grants Office will also provide the Board with an update on activities of the Grants Advisory Committee.

Prepared By: Ray Maghroori, Provost/Vice Chancellor, Educational Services
John Tilquist, Dean, Economic Development

Attachments:

[Master Submission Schedule for Grants Report 2011-12.pdf](#)

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Master Submission Schedule for 2011-12

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Agency	Opportunity	Purpose	Initiative Met	Amount	Known or Anticipated Submission Deadline	Applicant	Comments
U.S. Department of State	Fulbright-Nehru International Education Administrators Seminar Program	To create empowering connections with the societal, cultural and higher education systems of India.	International Exchange		08/01/11	Moreno Valley	Written and submitted by Dr. Lisa Conyers
The Office of Statewide Health Planning and Development	Song-Brown Physicians Assistant Training Program	Support the training of Physician Assistant students	Allied Health	\$100,000	08/10/11	Moreno Valley	Submitted
The Office of Statewide Health Planning and Development	Song-Brown Physicians Assistant Training Special Programs	Support special programs for Physician Assistant students	Allied Health	\$99,999	08/10/11	Moreno Valley	Submitted
James Irvine Foundation	Youth Category	To prepare high school students to succeed in post-secondary education	College Preparation	\$350,000	8/12/2011	Riverside	Submitted
Chancellor's Office	Industry Driven Regional Collaborative Program	To meet the demand for new, innovative and emerging growth sectors; to guide the state in new directions that will lead the colleges to offer training in new areas that will need technical workers in the next 5 – 10 years.	Economic Development	\$460,000	09/08/11	District	Submitted

District = mint color

Riverside = turquoise color

Moreno Valley = lavender color

Norco = yellow color

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Master Submission Schedule for 2011-12

DRAFT

Agency	Opportunity	Purpose	Initiative Met	Amount	Known or Anticipated Submission Deadline	Applicant	Comments
Chancellor's Office	Responsive Training Fund	To enable colleges to provide short-term, intensive training for incumbent workers in identified Strategic Priority Areas as well as other local impact sectors	Economic Development	\$350,000	09/08/11	District	Submitted
Defense Logistics Agency	Procurement Technical Assistance Program	Provides important resource information and procurement training to businesses seeking to market their goods and services to federal, state and local government	Economic Development	\$297,647	09/20/11	District	
Chancellor's Office	CTE Teacher Prep Pipeline	To prepare students to be secondary or community college teachers with a strong foundation in math/science	Teacher Preparation	\$225,000	Expected to be due in October or November	Riverside	
Chancellor's Office	CTE Teacher Prep Pipeline	To prepare students to be secondary or community college teachers with a strong foundation in math/science	Teacher Preparation	\$225,000	Expected to be due in October or November	Norco	
U.S. Department of Education	Upward Bound	To provide opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits	Student Success	\$1,250,000	Expected to be due in October or November	Riverside	Continuation request
U.S. Department of Education	Upward Bound	To provide opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits	Student Success	\$1,250,000	Expected to be due in October or November	Riverside	

District = mint color

Riverside = turquoise color

Moreno Valley = lavender color

Norco = yellow color

DRAFT

Master Submission Schedule for 2011-12

DRAFT

Agency	Opportunity	Purpose	Initiative Met	Amount	Known or Anticipated Submission Deadline	Applicant	Comments
U.S. Department of Education	Upward Bound	To provide opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits	Student Success	\$1,250,000	Expected to be due in October or November	Norco	Continuation request for program at Norte Vista
U.S. Department of Education	Upward Bound	To provide opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits	Student Success	\$1,250,000	Expected to be due in October or November	Norco	Continuation request for program at Centennial
U.S. Department of Education	Upward Bound	To provide opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits	Student Success	\$1,250,000	Expected to be due in October or November	Norco	New request for program at Corona High School
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	11/02/11	Riverside	
The Office of Statewide Health Planning and Development	Song Brown Registered Nursing Education Special Programs Grant	To fund outreach to underrepresented populations and provide support services to students in the ADN program	School of Nursing	\$120,000	11/02/11	Riverside	

District = mint color

Riverside = turquoise color

Moreno Valley = lavender color

Norco = yellow color

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Master Submission Schedule for 2011-12

DRAFT

Agency	Opportunity	Purpose	Initiative Met	Amount	Known or Anticipated Submission Deadline	Applicant	Comments
U.S. Department of Commerce	Minority Business Development Centers	To provide clients with advice and counseling in such areas as preparing financial packages, business planning and counseling, business information and management assistance, accounting, marketing, business/industrial site analysis, production, engineering, construction assistance, procurement, and identification of potential business opportunities to raise the technical skills levels of American workers so they can obtain or upgrade employment in high-growth industries and occupations	Economic Development	\$1.7M	11/10/11	District	If competition is offered
U.S. Department of Labor	H-1B Technical Skills Training Grant Program	To provide education, training, and job placement assistance in the occupations and industries for which employers are using H-1B visas to hire foreign workers	School of Nursing	\$1-\$5M	11/17/11	Riverside	
U.S. Department of Education	Institutional Eligibility (for Title V)	Eligibility Required for Title V Program	HSI Designation	Designation Approval	01/31/12	Moreno Valley	
U.S. Department of Education	Institutional Eligibility (for Title V)	Eligibility Required for Title V Program	HSI Designation	Designation Approval	01/31/12	Norco	
U.S. Department of Education	Institutional Eligibility (for Title V)	Eligibility Required for Title V Program	HSI Designation	Designation Approval	01/31/12	Riverside	

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Master Submission Schedule for 2011-12

DRAFT

Agency	Opportunity	Purpose	Initiative Met	Amount	Known or Anticipated Submission Deadline	Applicant	Comments
National Endowment for the Humanities	Challenge Grants for Two-Year Colleges	To strengthen their long-term humanities programs and resources	Mine Okubo	\$300,000	02/02/12	Riverside	
Chancellor's Office	Career Technical Education Pathways Initiative	To assist K-12 in building and aligning coordinated CTE pathways that lead to postsecondary programs of study to prepare students for high-skill jobs with high wages	CTE	\$400,000	02/18/12	Riverside	
Chancellor's Office	Career Technical Education Pathways Initiative Supplemental	To assist K-12 in building and aligning coordinated CTE pathways that lead to postsecondary programs of study to prepare students for high-skill jobs with high wages	CTE	\$130,000	02/18/12	Riverside	
Corporation for National and Community Service	Learn and Serve America Higher Education FY2010	To support institutions of higher education that use innovative service-learning programming to meet the needs of local communities	Service Learning	\$410,000	03/09/12	Will apply with Riverside - lead applicant TBD	If competition is offered

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Master Submission Schedule for 2011-12

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Agency	Opportunity	Purpose	Initiative Met	Amount	Known or Anticipated Submission Deadline	Applicant	Comments
Corporation for National and Community Service	Learn and Serve America Higher Education FY2010	To support institutions of higher education that use innovative service-learning programming to meet the needs of local communities	Service Learning	Included in above amount	03/09/12	Will apply with Moreno Valley - lead applicant TBD	If competition is offered
Health Resources and Services Administration	Scholarships for Disadvantaged Students Program	To promote diversity among health profession students and practitioners by providing scholarships to full-time students with financial need from disadvantaged backgrounds	Nursing	\$300,000	03/14/12	Riverside	
Health Resources and Services Administration	Scholarships for Disadvantaged Students Program	To promote diversity among health profession students and practitioners by providing scholarships to full-time students with financial need from disadvantaged backgrounds	Allied Health	\$100,000	3/14/12	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	03/15/12	Riverside	

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Master Submission Schedule for 2011-12

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Agency	Opportunity	Purpose	Initiative Met	Amount	Known or Anticipated Submission Deadline	Applicant	Comments
U.S. Small Business Administration	Small Business Teaming Pilot Program	To fund projects to assist and guide teams of small business concerns through training, counseling, and/or mentoring activities designed to enhance their ability to compete for larger procurement contracts	Economic Development	\$2.5M	04/11/12	District	If not awarded in 2011
U.S. Department of Labor	Community College and Career Training Program	To help community colleges develop, offer, or improve education and career training programs suitable for workers who are eligible for Trade Adjustment Assistance; the focus will be on programs that can be completed in two years or less	Entrepreneurship and CTE	\$4M	04/21/12	District in partnership with a college who will serve as the lead applicant	
U.S. Department of Labor	Community College and Career Training Program	To help community colleges develop, offer, or improve education and career training programs suitable for workers who are eligible for Trade Adjustment Assistance; the focus will be on programs that can be completed in two years or less	Allied Health	\$17M	04/21/12	Moreno Valley to lead Statewide effort	
U.S. Department of Education	Title V	Developing Hispanic Serving Institutions Individual grant	Student Success	\$3.2M	Expected to be announced in May 2012	Riverside	If not awarded in 2011

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Master Submission Schedule for 2011-12

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Agency	Opportunity	Purpose	Initiative Met	Amount	Known or Anticipated Submission Deadline	Applicant	Comments
U.S. Department of Education	Title V	Developing Hispanic Serving Institutions Cooperative Development grant	Student Success	\$4M	Expected to be announced in May 2012	Moreno Valley	

Awards Made in 2011-12 From 2010-11 Submissions

Agency	Opportunity	Purpose	Initiative Met	Amount	Known or Anticipated Submission Deadline	Applicant	Comments
City of Riverside		To support five shows in 2011-12	Performance Riverside	\$30,000	2010-11 Fiscal Year Submission	Riverside/ RCCD Foundation	Awarded
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	Supply Chain Technology Education	\$3,497,000	2010-11 Fiscal Year Submission	Norco	Awarded

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[Agenda Item](#)

Agenda Item (IV-B-2)

Meeting	10/4/2011 - Committee/Regular Board
Agenda Item	Committee - Teaching and Learning (IV-B-2)
Subject	Presentation - Consequences of Neglect: A Local Context
College/District	District
Information Only	

Background Narrative:

“Consequences Of Neglect: Performance Trends in California Higher Education” was published in July 2011 by the Institute for Higher Education Leadership and Policy, at the California State University, Sacramento. The report summarizes California higher education performance in the categories of college preparation, affordability, participation, completion, benefits and finance. As the scope of the study is statewide, most measures were only reported at the regional level. This present study replicates these findings at the Riverside county level, as well as at the Riverside Community College District feeder district levels. While there are clear patterns that emerge within RCCD feeder schools, there is also a wide range of results for these indicators.

Prepared By: Ray Maghroori, Provost/Vice Chancellor, Educational Services
David Torres, Dean, Institutional Research

Attachments:

[Consequences of Neglect.pdf](#)
[Presentation - Consequences of Neglect](#)

Consequences of Neglect: A Local Context

Background: “Consequences Of Neglect: Performance Trends in California Higher Education,” published in July 2011 by the Institute for Higher Education Leadership and Policy, at the California State University, Sacramento summarizes selected California higher education performance in the categories of college preparation, affordability, participation, completion, benefits and finance. As the scope of the study is the state of California, the measures were only reported at the regional level (that is, reported for the two-county region comprising the Inland Empire). This present study replicates these findings more precisely at the Riverside county level, as well as for the Riverside Community College District’s feeder unified school district levels (comprising the Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde Unified School Districts). There are clear patterns that emerge within RCCD feeder distinct, often with distinct outcomes within the service area. (Throughout this paper the term “service area” will be used interchangeably with “feeder districts.” Both terms refer to the districts previously mentioned.)

The original report gathers and analyzes data from publicly available sources (specifically, the California Department of Education DataQuest website, the California Postsecondary Educational Commission website, and the United States’ Census American Community Survey websites). These websites allow researchers to download and analyze the data at the county and, in many cases,

at the school district levels. When possible, information in this report is presented at the lowest (that is, most specific) level available.

As the original report is widely available at the institute's website (http://www.csus.edu/ihelp/PDFs/R_Consequences_of_Neglect.pdf), the present paper will not repeat the original analyses, but rather will focus on the measures in RCCD's local context.

Preparation: The first domain that the report looks at is college preparation and readiness. The table below summarizes the findings of selected local counties as well as the RCCD feeder districts relative to K-12 preparation.

In every instance, the Inland Empire (Riverside and San Bernardino counties) did not perform as well as Orange and Los Angeles counties. Within our feeder schools, the Corona-Norco and Riverside districts performed better than their counterparts. (Note: While Val Verde's score on 8th grade math proficiency is higher than the other feeder schools, this measure was created by including 8th grade students who took either general mathematics or Algebra I. The majority of Val Verde's students took the general mathematics California Standards Test (CST), while the majority of all other districts took the higher level College Algebra CST.) See Table 1.

Table 1

K-12 Preparation Measures by Selected Regions				
County	Share of 8th Graders at or Above "Proficient" in Math 2010	Share of 8th Graders at or Above "Proficient" in Language Arts, 2010	Number of AP Scores >=3 per 1,000 11th and 12th Graders, 2008-09	Number of Scores on SAT >=1500 and on ACT >=21 per 1,000 HS
Orange County	50%	63%	414	377
Los Angeles	37%	48%	264	232
Inland Empire	32%	50%	152	150
Riverside	34%	53%	168	161
<i>Feeder District</i>				
Alvord	31%	52%	184	180
Corona-Norco	21%	61%	205	197
Jurupa	30%	44%	99	92
Moreno Valley	20%	40%	79	85
Riverside	33%	58%	229	221
Val Verde	52%	46%	79	61

The next indicator is Enrollment in College Preparatory Classes. (See Table 2)
 While our unified school districts perform well at having their 8th graders take Algebra, they compare less favorably in other measures of college preparation.

Table 2

Enrollment in College Preparatory Courses, Selected Regions, in percentages				
	Share of 8th Graders taking Algebra	Enrollment in Chemistry/Physics as a Share of 11th-12th Grade Enrollments	Enrollment in Advanced Math Courses as a Share of 11th-12th Enrollments	Share of High School Graduates Completing the A through G
Orange County	58	44	38	41
Los Angeles County	57	47	29	40
Inland Empire	62	31	25	27
Riverside County	58	31	24	29
Alvord	83	39	29	26
Corona	78	44	34	39
Jurupa	60	33	14	30
Moreno Valley	89	23	9	25
Riverside	66	42	28	35
Val Verde	24	34	7	19
Feeder Total	71	37	22	32

The drop between the share of students taking Algebra in the 8th grade and their enrollment in advanced math courses in the 11th and 12th grades mirrors the larger selected regions.

The next measure, shown in Table 3, looks at readiness based on the results of the California State University (CSU) Early Assessment Program (EAP). While this test is not mandatory, these preliminary findings reinforce the patterns previously demonstrated. Of special note is that none of the RCCD feeder districts had math college readiness rates that exceeded 10%, but five out of six of the RCCD feeder districts had “Ready for Math –Conditional” rates over 40%. “Ready for Math-Conditional” means that the student would place into college level math at the California State University if the student had taken the

Table 3

Share of Tested 11th Graders Demonstrating Readiness for College on Early Assessment Program (EAP) Exams			
	Scored “Ready for College” in English, 2010, percent	Scored “Ready for College” in Math, 2010, percent	Scored “Ready - Conditional” in Math, 2010, percent
Orange County	26	21	43
Los Angeles County	27	14	38
Inland Empire	15	9	42
Riverside County	17	8	46
Alvord	12	5	52
Corona	22	9	49
Jurupa	9	5	52
Moreno Valley	10	8	36
Riverside	19	10	51
Val Verde	13	7	57
Feeder Total	16	8	49

appropriate math coursework at the high school. Next, the report reviews 8th grade student proficiency in English and math, examining these rates by student ethnicity. Table 4 shows the various proficiency rates for 8th grade students in RCCD feeder schools, by ethnicity.

These patterns of performance (where White and Asian students outperform African American and Hispanic students) will be found in a variety of upcoming measures.

Table 4

8th Grade Proficiency on the California Standards Tests, RCCD Feeder Districts Only

	Share of 8th Graders scoring at or above “proficient” on CST for Language Arts, 2010	Share of 8th Graders scoring at or above “proficient” on CST for Mathematics, 2010
Asian	77%	51%
White	70%	35%
Hispanic or Latino	44%	26%
Black or African American	46%	23%

Enrollment patterns in college preparatory classes by ethnicity are provided in Table 5. The same patterns noted before are seen again, with greater

Table 5

Enrollment in College Preparatory Courses by Race/Ethnicity

	Share of 8th Graders taking Algebra, 2009-10	Enrollment in Chemistry/Physics as a Share of 11th-12th Grade Enrollment, 2008-09	Enrollment in Advanced Math Courses as a Share of 11th-12th Grade Enrollment, 2008-09	Share of High School Graduates Completing A-G, 2008-09
Asian	65%	76%	68%	58%
White	71%	41%	30%	41%
Hispanic or Latino	71%	32%	16%	26%
Black or African American	64%	32%	13%	25%

proportions of White and Asian students from our feeders scoring higher than their counterparts. One noticeable exception is that Asian students appear to enroll in more advanced math and science courses later in high school.

Similar patterns are seen in Table 6 for feeder school students of different ethnicities in the previously mentioned EAP test.

Table 6

Share of Tested 11th Graders Demonstrating Readiness for College on Early Assessment Program (EAP) Exams			
	Scored "Ready for College" in English, 2010	Scored "Ready for College" in Math, 2010	Scored "Ready - Conditional" in Math, 2010
Asian	34%	26%	52%
White	26%	10%	54%
Hispanic or Latino	10%	5%	46%
Black or African American	11%	4%	40%

Key Issues in Preparation quoted in the report:

- "Adoption of the Common Core Standards offers opportunities to improve college readiness"
- "State's approach to algebra needs refinement"
- "False dichotomy between 'college' and 'career' preparation shortchanges California's students"
- "Positive movement on assessment and placement practices in the CCC, but more work to be done"

Affordability: The report's next section on affordability of the colleges does not delineate differences between regions/counties or ethnicities. Statistics are

provided in Table 7 about changes in the annual tuition/fees for students at different institutions over time.

Table 7

Average Annual Tuition/Fees for Resident Undergraduate Students					
	UC	CSU	National Avg for Public 4-yr	CCC	National Avg for Public 2-yr
2001-02	\$3,859	\$1,876	\$3,766	\$330	\$1,608
2002-03	\$4,017	\$2,005	\$4,098	\$330	\$1,674
2003-04	\$5,530	\$2,572	\$4,645	\$540	\$1,909
2004-05	\$6,312	\$2,916	\$5,126	\$780	\$2,079
2005-06	\$6,802	\$3,164	\$5,492	\$780	\$2,182
2006-07	\$6,852	\$3,199	\$5,804	\$600	\$2,266
2007-08	\$7,517	\$3,521	\$6,191	\$600	\$2,294
2008-09	\$8,027	\$3,849	\$6,591	\$600	\$2,372
2009-10	\$9,311	\$4,893	\$7,050	\$780	\$2,558
2010-11	\$11,279	\$5,285	\$7,605	\$780	\$2,713

**CCC represents an average annual full-time load of 30 units.*

The report asserts that affordability has declined significantly for students who rely on the “access” portion of Cal Grants intended for non-tuition costs like housing, textbooks, transportation, and other living expenses. The fixed \$1,551 access award has not kept pace with rising college costs. Table 8 shows that the non-tuition portion of college costs is substantial in all segments, yet these costs are not well addressed by the Cal Grant program.

Table 8

Non-Tuition/Fees as a Share of Total Cost of Attendance at a Public College or University in California			
	UC (\$27,857)	CSU (\$21,863)	CCC (\$17,358)
Expenses Excluding Tuition/Fees (off-campus housing)	\$16,578	\$16,578	\$16,578
2010-11 Tuition/Fees	\$11,279	\$5,285	\$780
Total	\$27,857	21863	\$17,358
Non-Tuition/Fees Share of Total Cost	60%	76%	96%

Key Issues in Affordability as quoted in the report:

- “Budget issues forcing a change in California’s approach to tuition/fees”
- “CCC fee increases could increase access to classes and services”
- “Potential additional fee increases and financial aid cuts for 2011-12 could harm affordability”

Participation: Data indicates that while California does well compared to other states regarding participation, there is much variety in the participation rates.

From our unified school district areas, there is a higher proportion of adults of all ages attending college than there is from Orange and Los Angeles counties, and the two-county region of the Inland Empire. (See Table 9) This may be due to the proximity of so many colleges and universities in the immediate vicinity. Within the feeder district areas, there are considerable disparities with Riverside, Moreno Valley and Corona having the highest rate of college participation for all adults.

Table 9

College Participation Rates by Region, <i>in percentages</i>		
	Percent of 18-24 Year-Olds Enrolled in College	Percent of Adults Ages 25+ Enrolled in College
Orange County	52	5.7
Los Angeles County	43	5.5
Inland Empire	36	5.4
Alvord	59	13.1
Corona	72	11.5
Jurupa	50	9.5
Moreno Valley	72	16.1
Riverside	86	17.3
Val Verde	60	10.8
Feeder Total	71	13.8

In terms of direct college going rate (that is, the traditional college going rate), while our feeder schools have a lower rate than Los Angeles and Orange counties, we compare favorably to the two-county Inland Empire region.

Table 10

Direct College-Going Rates by Region, in percentages		
	College Going Rate, 2009	9th Graders Enrolling in College within 4 Years, 2009
Orange County	57	46
Los Angeles County	57	35
Inland Empire	42	28
Riverside County	43	32
Alvord	45	26
Corona	46	45
Jurupa	32	22
Moreno Valley	46	26
Riverside	52	34
Val Verde	36	29
Feeder Total	45	32

By taking the college going rate and extrapolating it by high school drop-out rates, the report estimates the share of 9th graders who would enroll in college within four years. This is illustrated in the table 10. Of the four regions listed, the Inland Empire had the lowest estimate of 9th graders enrolling in college. Within our feeder schools, Corona had the highest estimate (45%) while Jurupa had the lowest (22%).

Key Issues in Participation as quoted in the report:

- “State’s budget problems are reducing college access”
- “State leaders need to be more strategic about rationing access to postsecondary education”

- “CCC should reconceive its access mission around programs, not courses”

Completion: Generally while the state ranked high on graduation rates for full-time, first-time students in two- or four-year colleges, it ranked low on measures of completion that compared the ratio of degrees/credentials produced to enrollments. One of the measures used to determine this was certificates and degrees awarded per 100 undergraduates enrolled by region. While our service area had more certificates and degrees per 100 undergraduates awarded as compared to the other regions, it did not compare as favorably when examining UC/CSU degrees held per 100 undergraduates (see Table 11).

Table 11

Certificates and Degrees Awarded per 100 Undergraduates Enrolled by Region		
	UC/CSU, 2009 (by county where students graduated from high school)	CCC, 2009 (by county where student attends community college)
Orange County	22.8	6.0
Los Angeles County	20.2	7.8
Inland Empire	17.8	10.3
RCCD Service Area	15.7	10.8

Key Issues in Completion as quoted in the report:

- “Growing recognition of the need to increase college completion; bold actions needed”
- “New transfer degree should increase completion; implementation is critical”
- “Need more emphasis on sub-baccalaureate credentials”

- “Measuring progress toward completion (milestones) can help target changes in policy and practice”
- “Credential quality needs attention given the fixation on completions, but difficult to measure”

Benefits: Higher education levels are associated with higher broad economic and civic benefits overall. The report cites California as having average benefits related to higher education. Educational attainment levels vary across the state (as well as locally), and the per capita income tracks closely with these levels. The table 12 shows the percentage of adult population with Bachelor’s Degrees or higher and per capita income for selected regions. Within our feeder districts, there is a relationship between educational attainment rate and per capita income, with the feeder districts of Riverside and Corona-Norco at the higher end.

Table 12

Educational Attainment and Per Capita Income by Region		
	Percent of Population Aged 25 to 64 with a Bachelor’s Degree or Higher, 2009	Per Capita Income, 2009
Orange County	36	\$ 33,900.69
Los Angeles County	30	\$ 26,982.77
Riverside County	19	\$ 24,641.62
RCCD Service Area	23	\$ 22,993.95
Alvord	18	\$ 20,128.21
Corona	28	\$ 27,814.78
Jurupa	11	\$ 19,464.22
Moreno Valley	18	\$ 19,143.33
Riverside	31	\$ 25,186.29
Val Verde	14	\$ 16,798.07

Key Issues in Benefits as quoted in the report:

- “State still lacks goals and strategic thinking to guide its higher education enterprise”
- “Urgent need to improve Latino educational attainment”
- “Are the public benefits of higher education in jeopardy?”

Funding: The present report compares funding for higher education for California to the rest of the nation as shown in Table 13, therefore, no local analysis is provided.

Table 13

Funding for Higher Education, 2010		
	California	National Average
State Appropriations per FTES	\$ 5,941	\$ 6,451
Fee Revenue per FTES	\$ 1,777	\$ 4,321
State Funding and Fee Revenue per FTES	\$ 7,718	\$ 10,775

Key Issues in Finance as quoted in the report:

- “Budget cuts threaten California’s future prosperity”
- “Better fiscal data and more refined policy attention are needed”
- “New finance policies could increase productivity”

Summary: In the opinion of the authors’, the present performance level is *not* for due to lack of commitment and effort by faculty and staff at California’s colleges and universities. It is more the result of a lack of coordinated attention by the state’s policy leadership. Performance is mostly average but masks significant gaps across regions and racial/ethnic groups that are largely unchanging.

Furthermore the authors close with two observations:

- “California’s future prosperity rests on its ability to dramatically improve outcomes for those populations and regions that seriously lag the rest of the state.”
- “Mechanisms to develop a vision across all segments of postsecondary education and to develop the policies to achieve the vision must be found.”

Locally, where data is available, our service area’ performance demonstrates consistency of results, and generally supports the larger findings of this study.

Consequences of Neglect:

A Local Context

Prepared by David Torres

Dean, Institutional Research

David.Torres@rccd.edu

Riverside Community College District





INSTITUTE FOR HIGHER EDUCATION
LEADERSHIP & POLICY

CONSEQUENCES OF NEGLECT:

Performance Trends in California Higher Education

Colleen Moore
Jeremy Offenstein
Nancy Shulock

July 2011

California State University, Sacramento



CALIFORNIA STATE UNIVERSITY
SACRAMENTO
Institute for Higher Education Leadership & Policy

6000 J Street, Tahoe Hall 3063 | Sacramento, CA 95819-6081
T (916) 278-3888 | F (916) 278-3907 | www.csus.edu/help

“California is nowhere near a leader on the measures of higher education performance that the nation’s governors and educational leaders have been tracking for over a decade.

We are average, at best, and trending downward.”



As the publication presents data at the county and regional level, where possible, findings are presented at the most specific level.

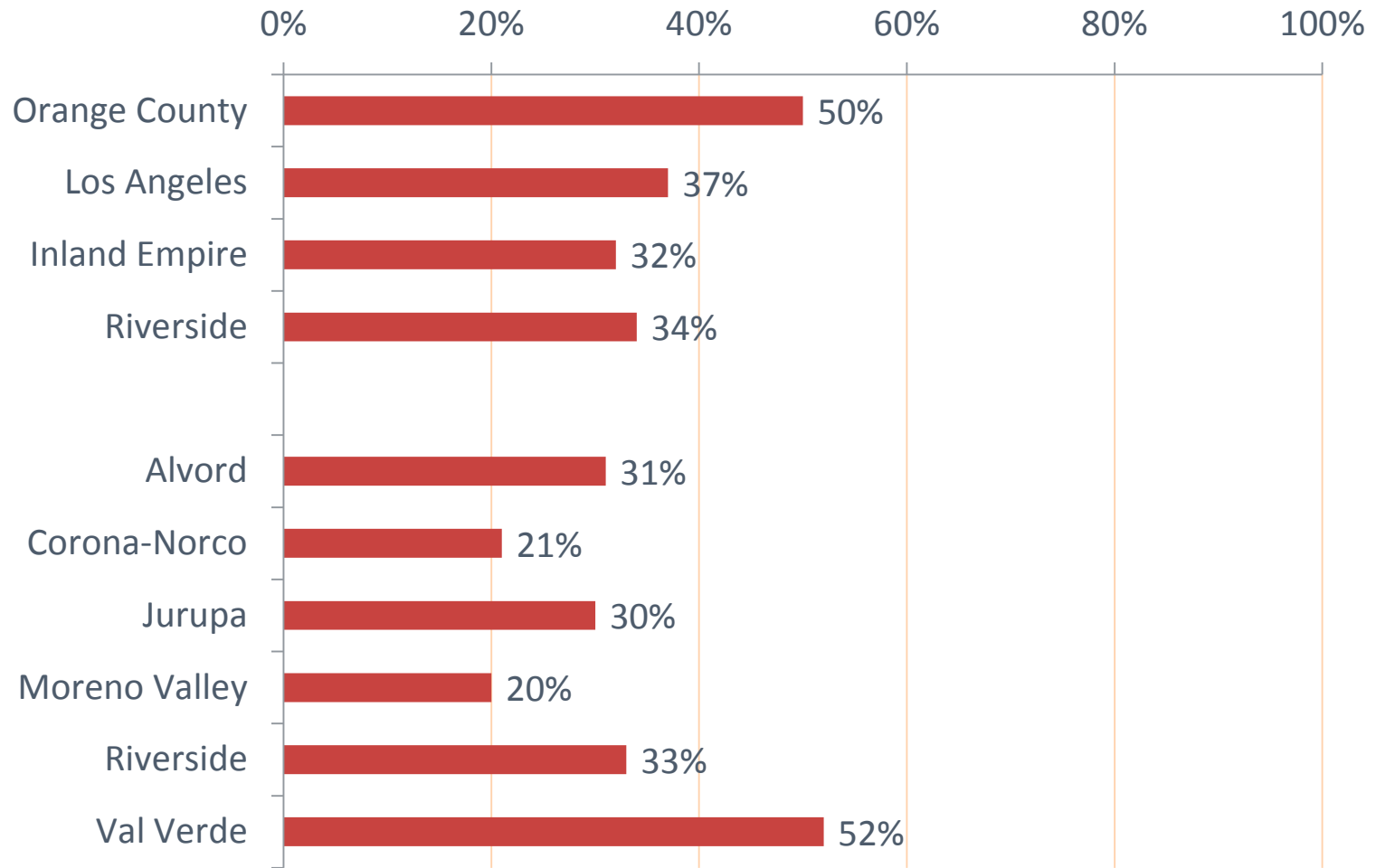
Category	Current Performance
Preparation	Worse than most states
Affordability	Average
Participation	Better than most states
Completion	Average
Benefits	Average
Finance	Average



Preparation



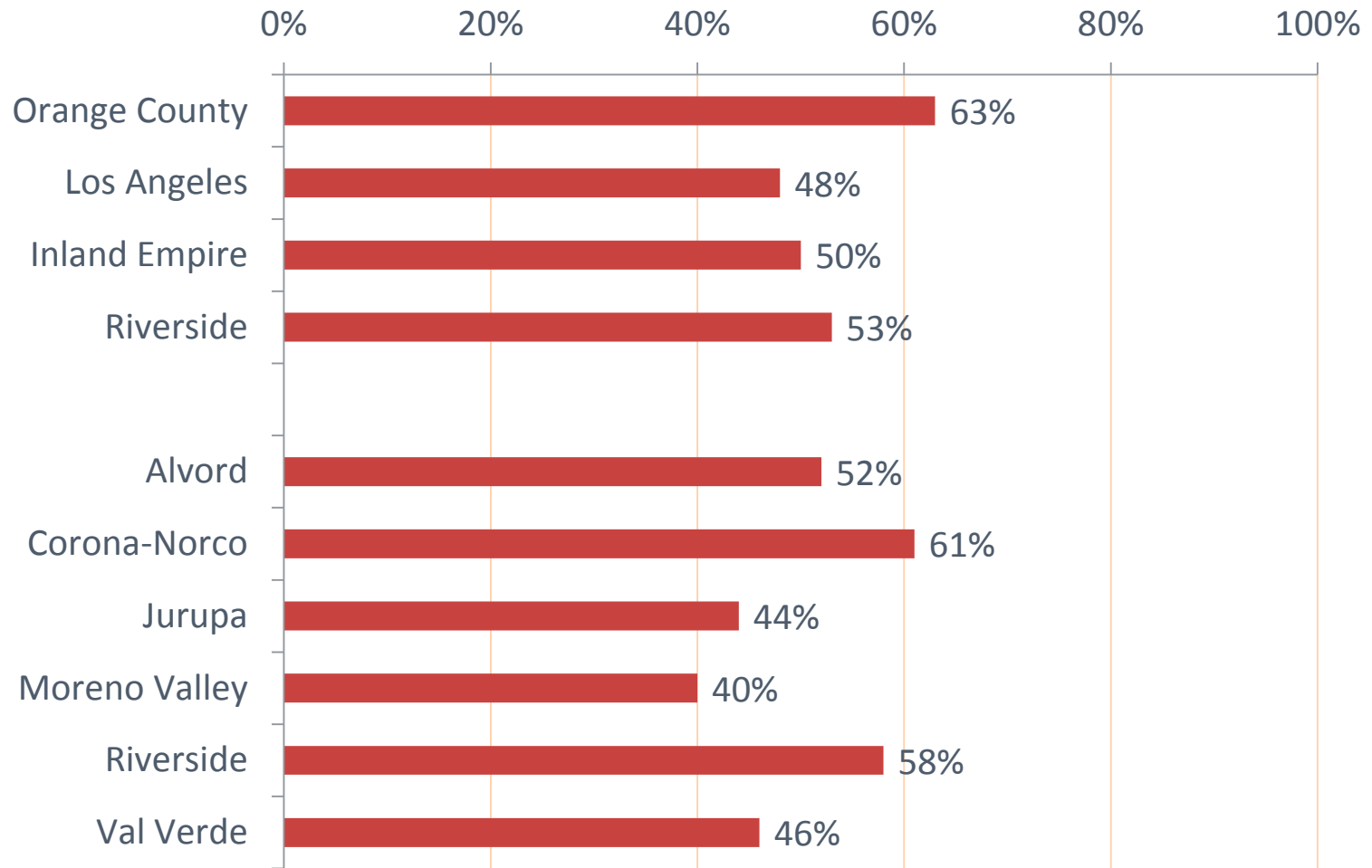
Share of 8th Graders at or Above "Proficient" in Math, 2010



Source: Author calculations based on data from the California Department of Education



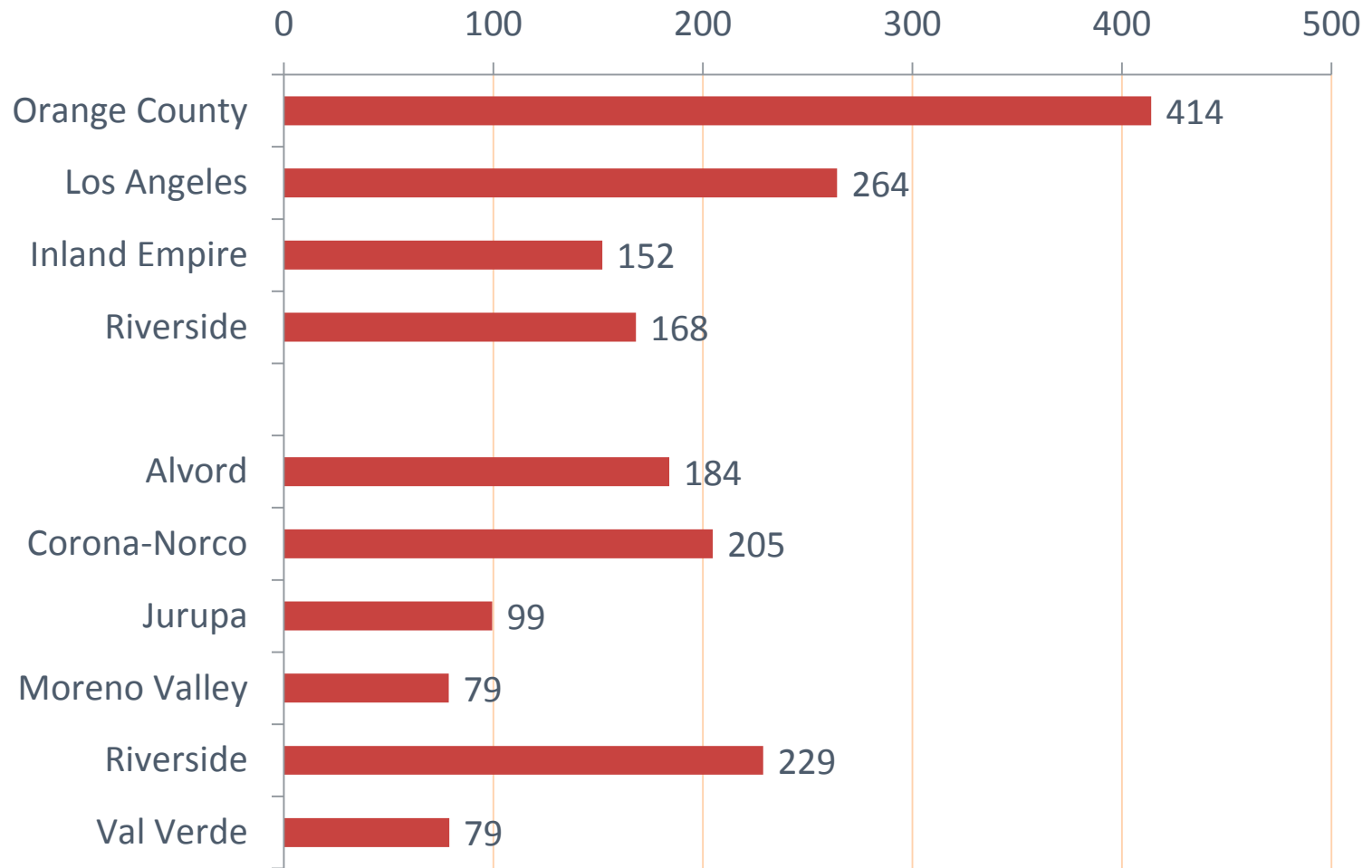
Share of 8th Graders at or Above "Proficient" in Language Arts, 2010



Source: Author calculations based on data from the California Department of Education



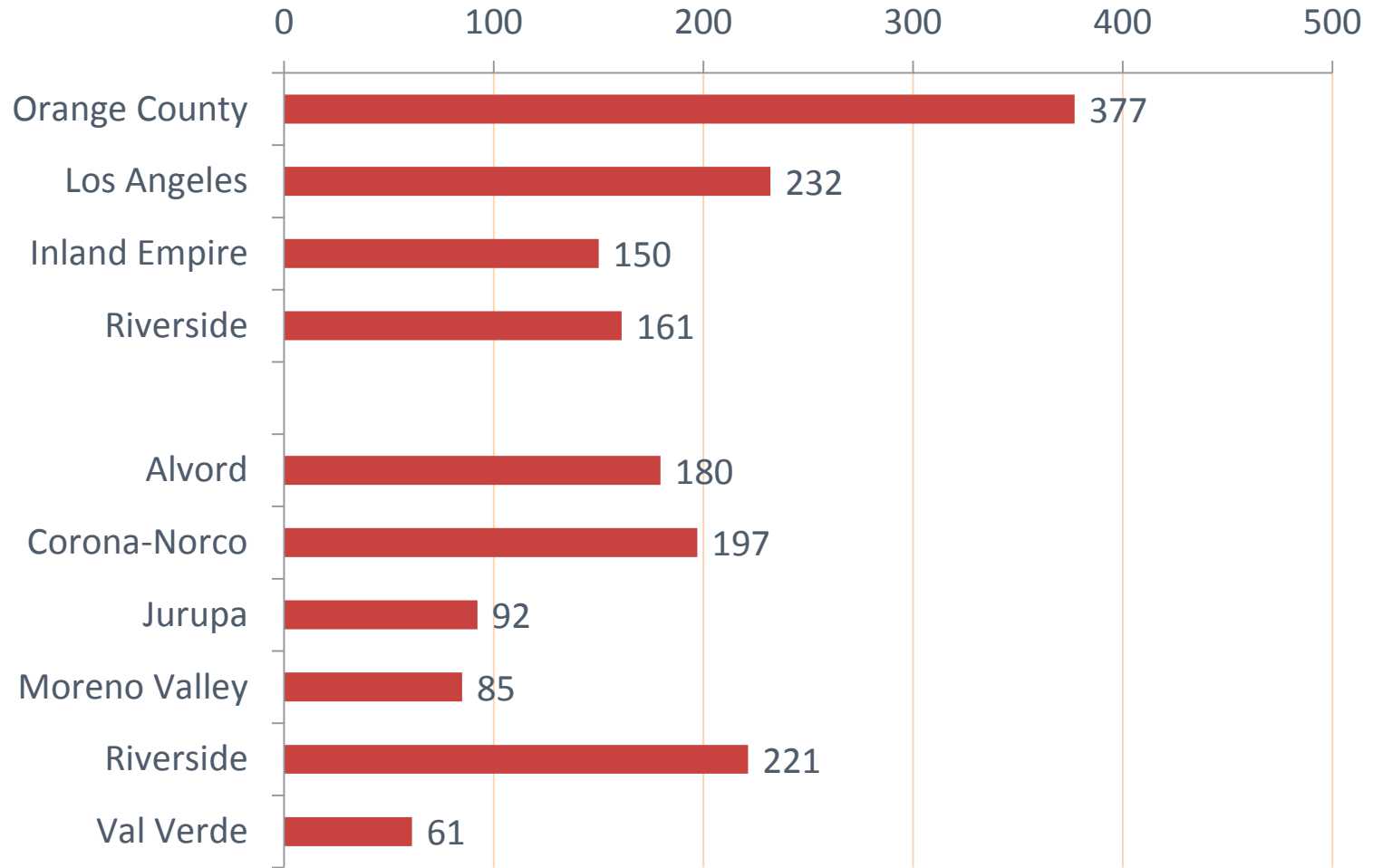
Number of AP Scores ≥ 3 per 1,000 11th and 12th Graders, 2008-09



Source: Author calculations based on data from the California Department of Education



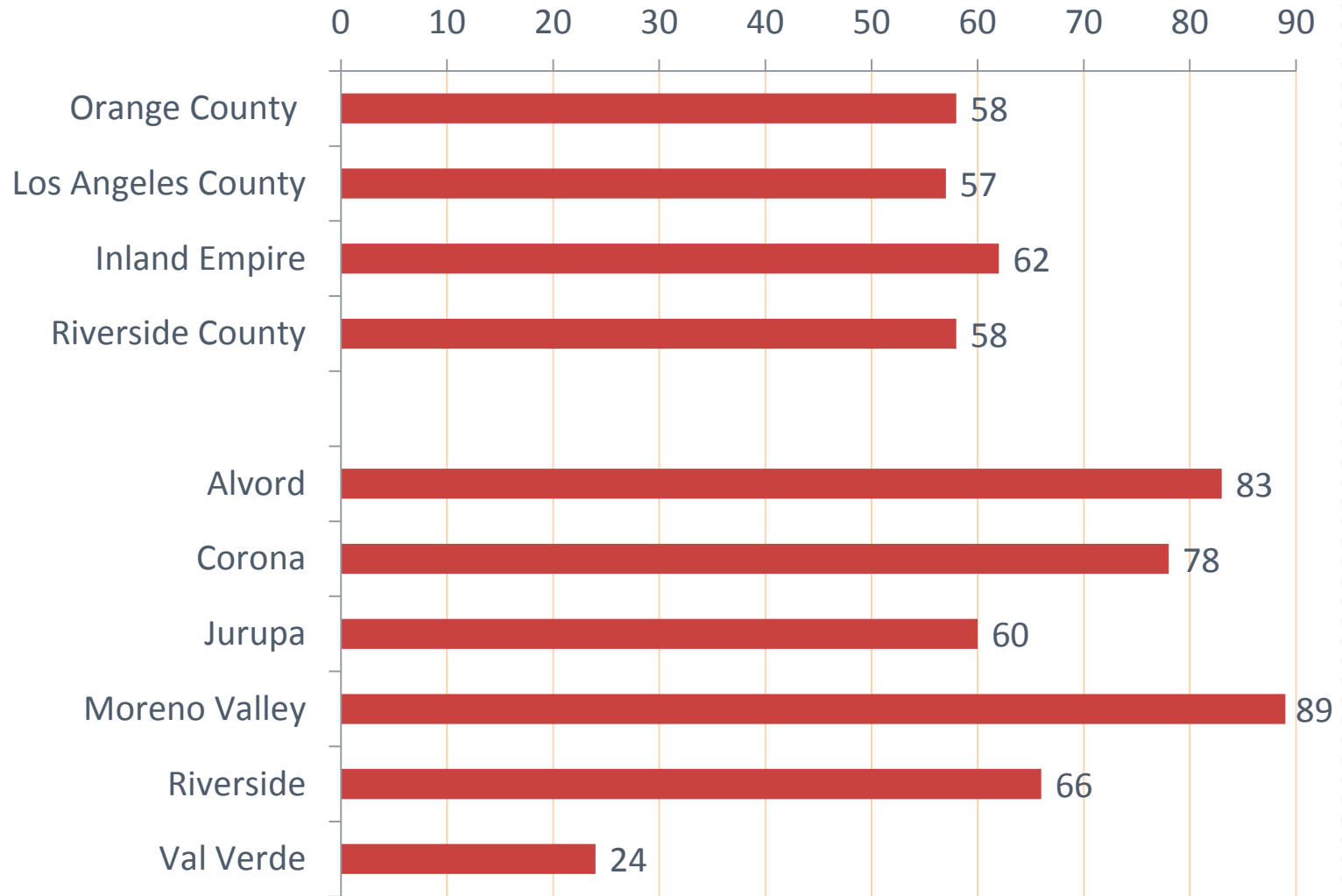
Number of Scores on SAT ≥ 1500 and on ACT ≥ 21 per 1,000 HS Seniors, 2008-09



Source: Author calculations based on data from the California Department of Education



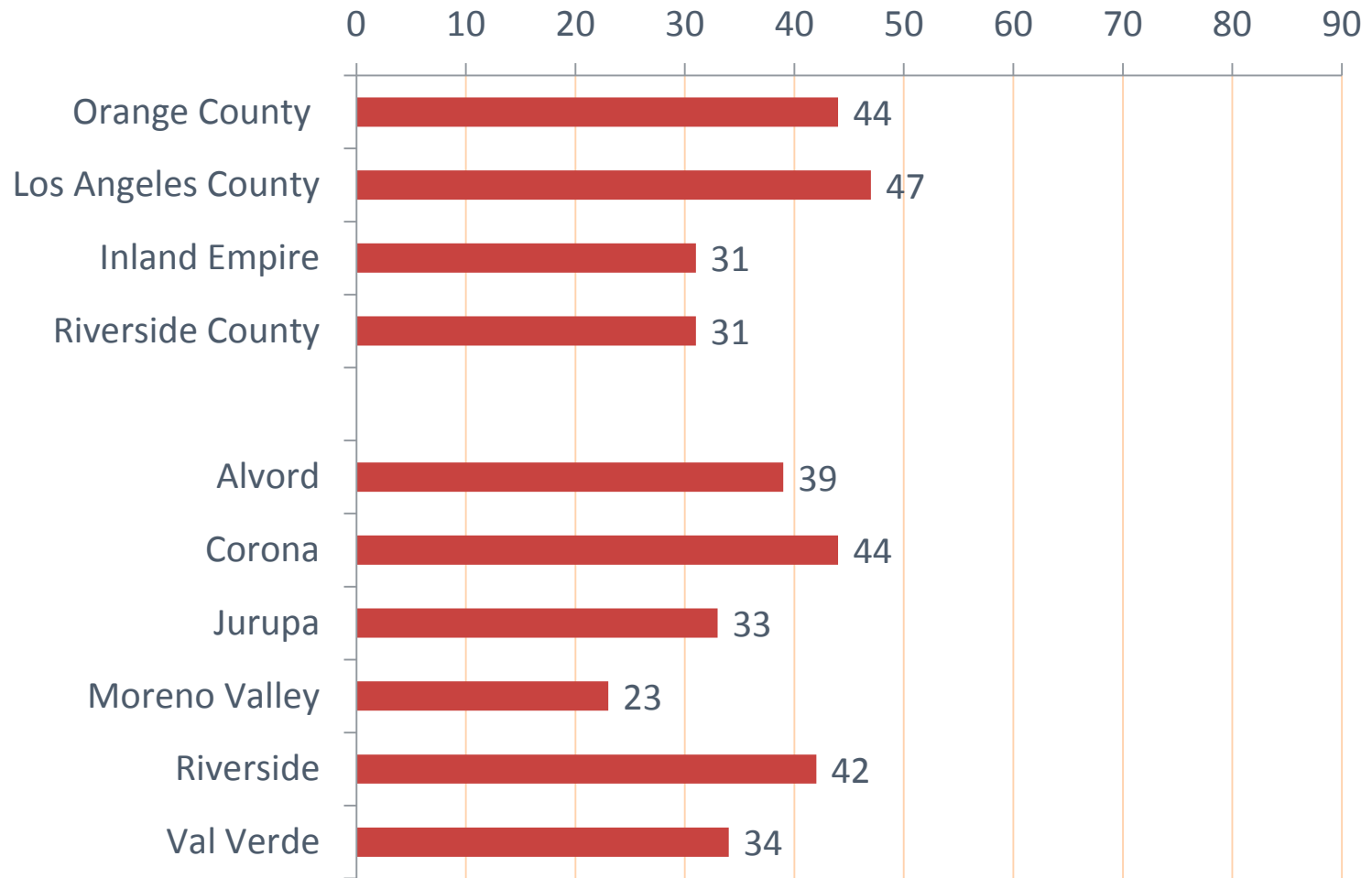
Share of 8th Graders taking Algebra



Source: Author calculations based on data from the California Department of Education



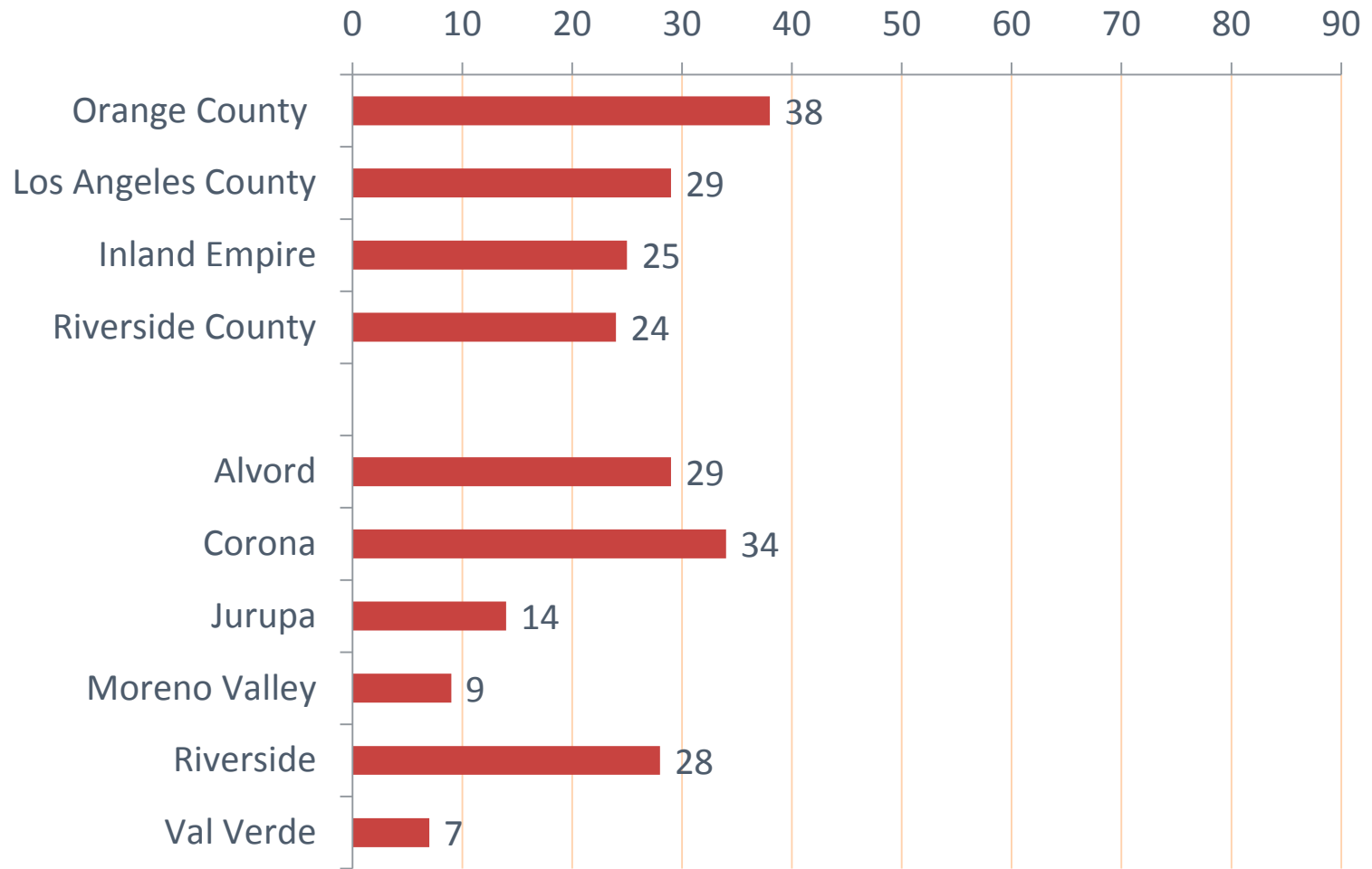
Enrollment in Chemistry/Physics as a Share of 11th-12th Grade Enrollments



Source: Author calculations based on data from the California Department of Education



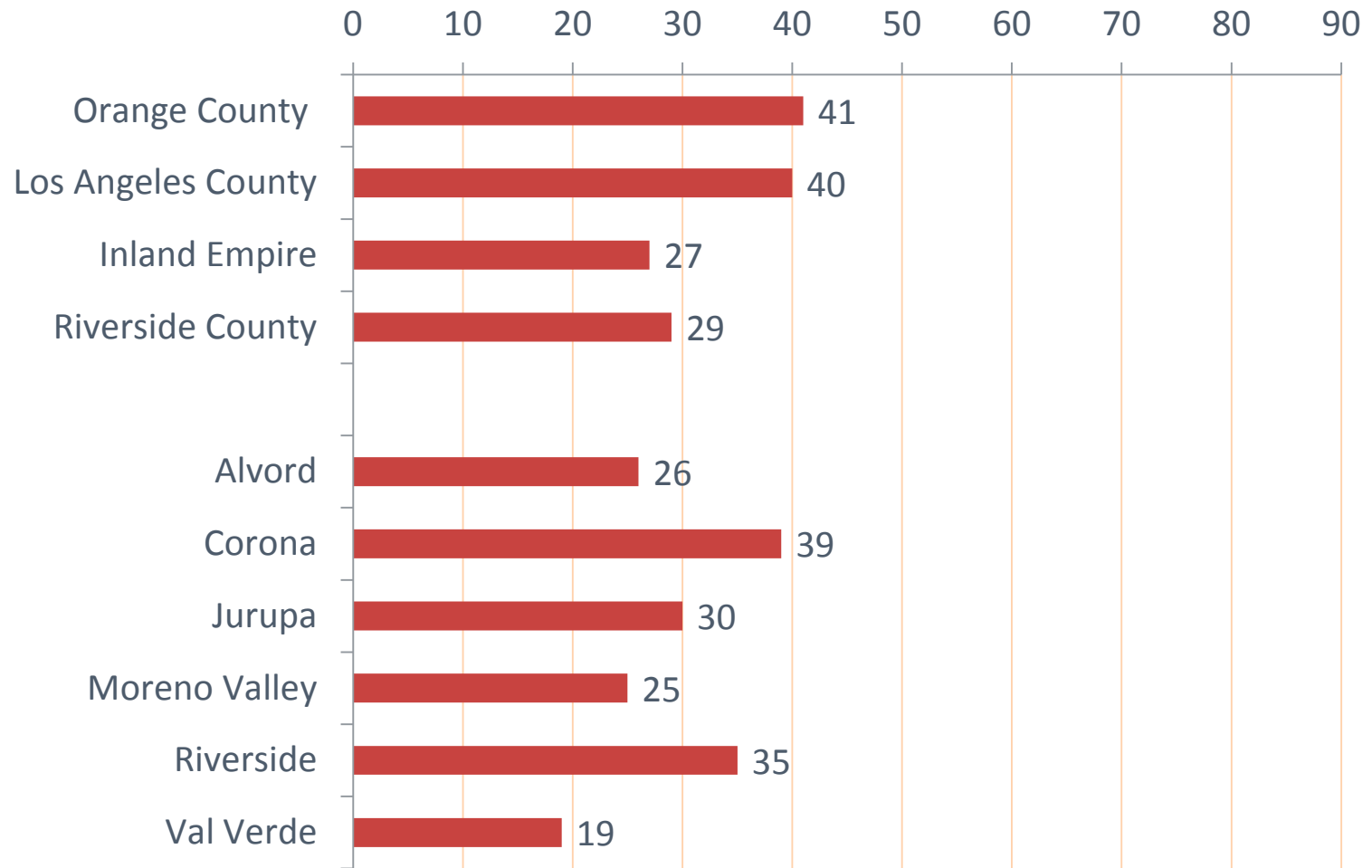
Enrollment in Advanced Math Courses as a Share of 11th-12th Enrollments



Source: Author calculations based on data from the California Department of Education



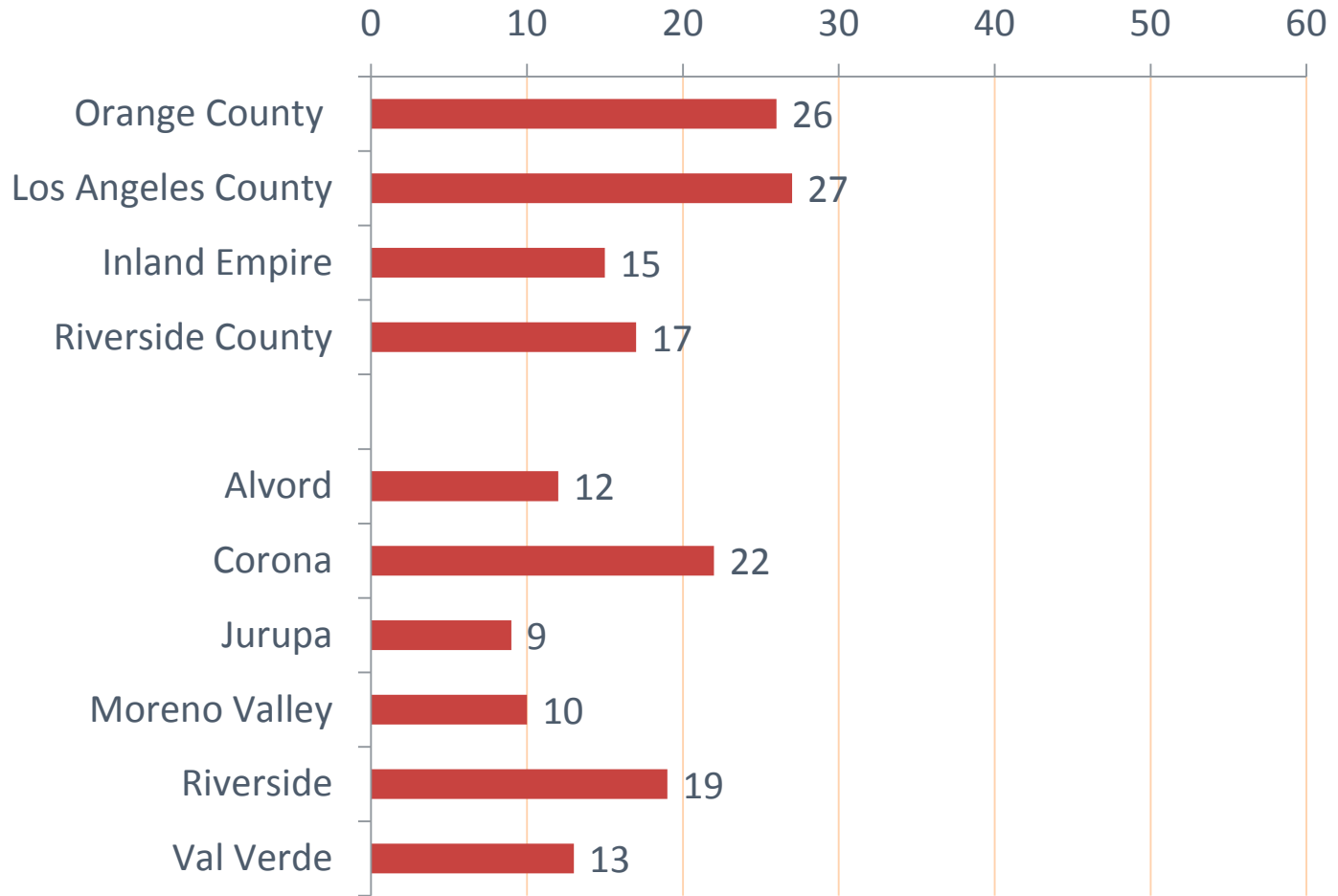
Share of High School Graduates Completing the A through G Requirements



Source: Author calculations based on data from the California Department of Education



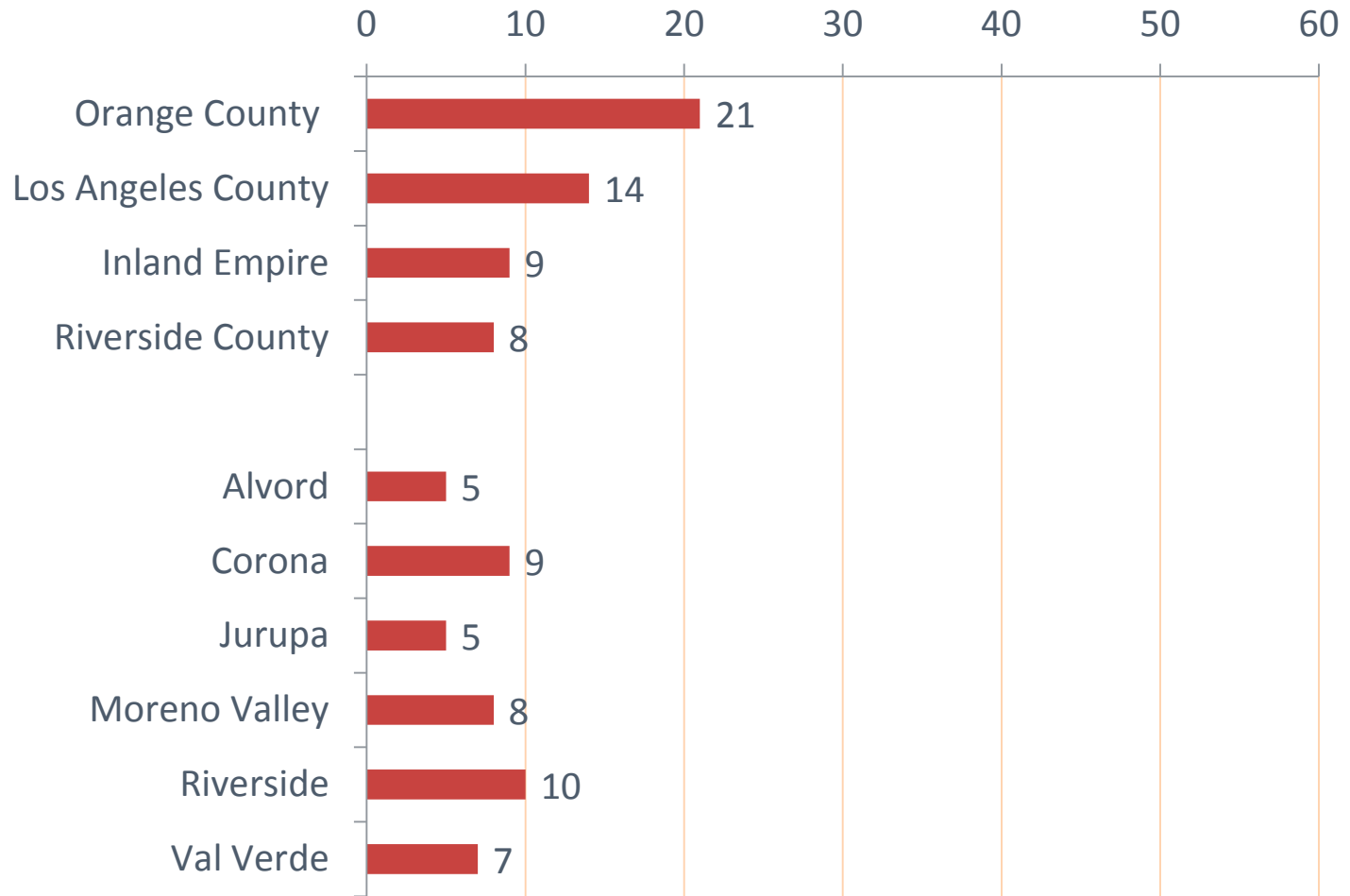
Share of Tested 11th Graders Demonstrating College English Readiness on Early Assessment Program (EAP)



Source: Author calculations based on data from the California State University



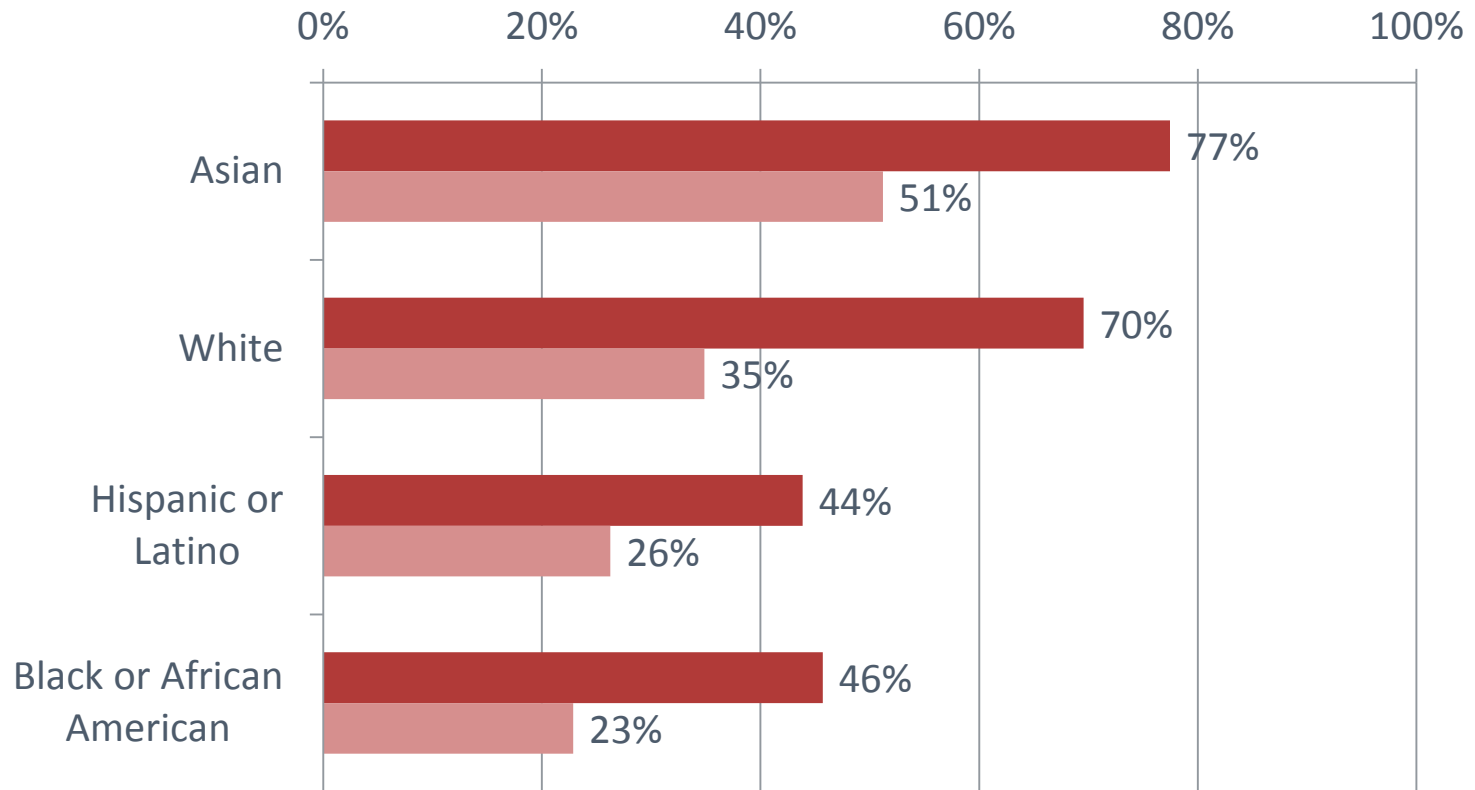
Share of Tested 11th Graders Demonstrating College Math Readiness on Early Assessment Program (EAP)



Source: Author calculations based on data from the California State University



8th Grade Proficiency on the California Standards Tests

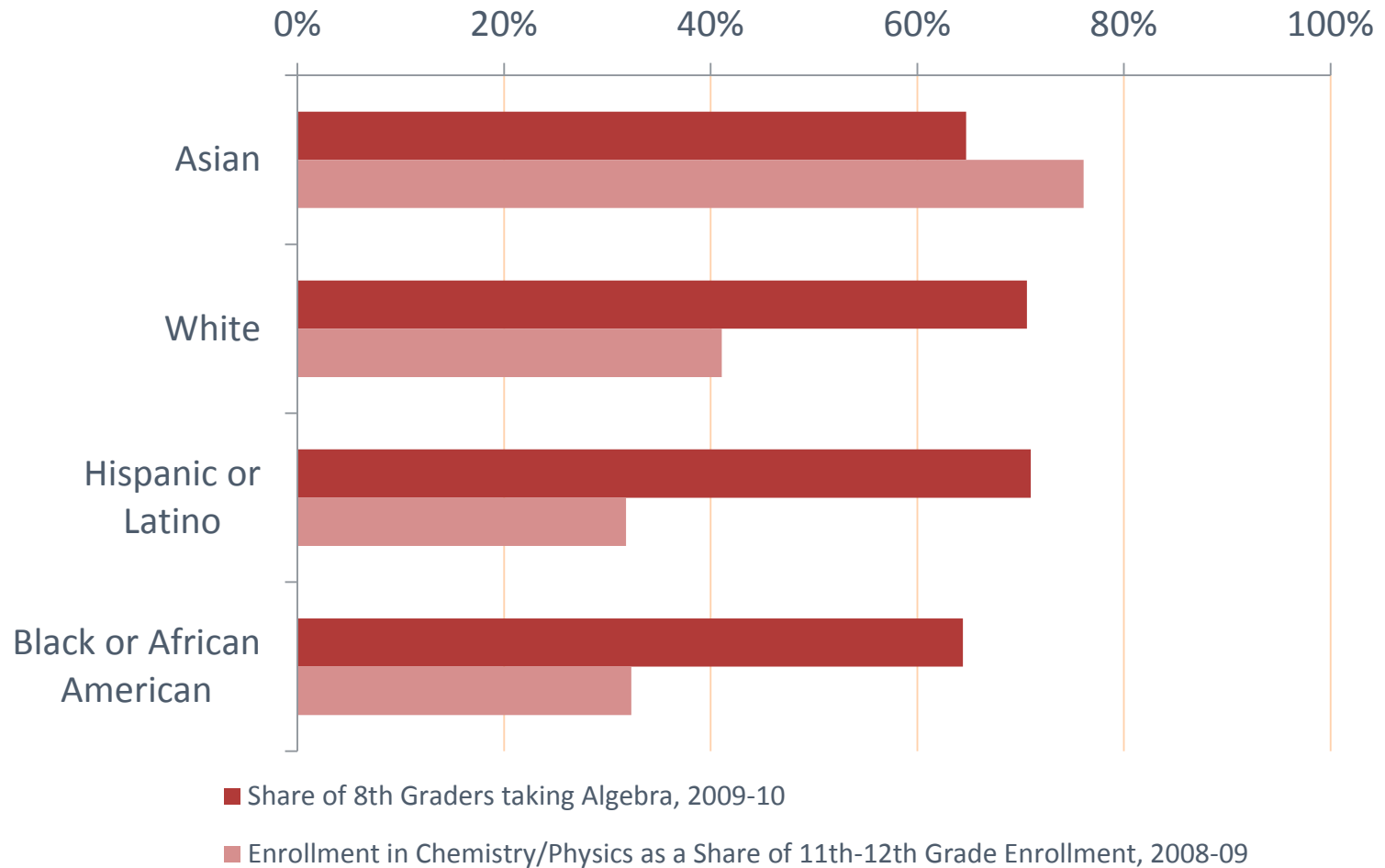


- Share of 8th Graders scoring at or above "proficient" on CST for Language Arts, 2010
- Share of 8th Graders scoring at or above "proficient" on CST for Mathematics, 2010

Source: Author calculations based on data from the California Department of Education



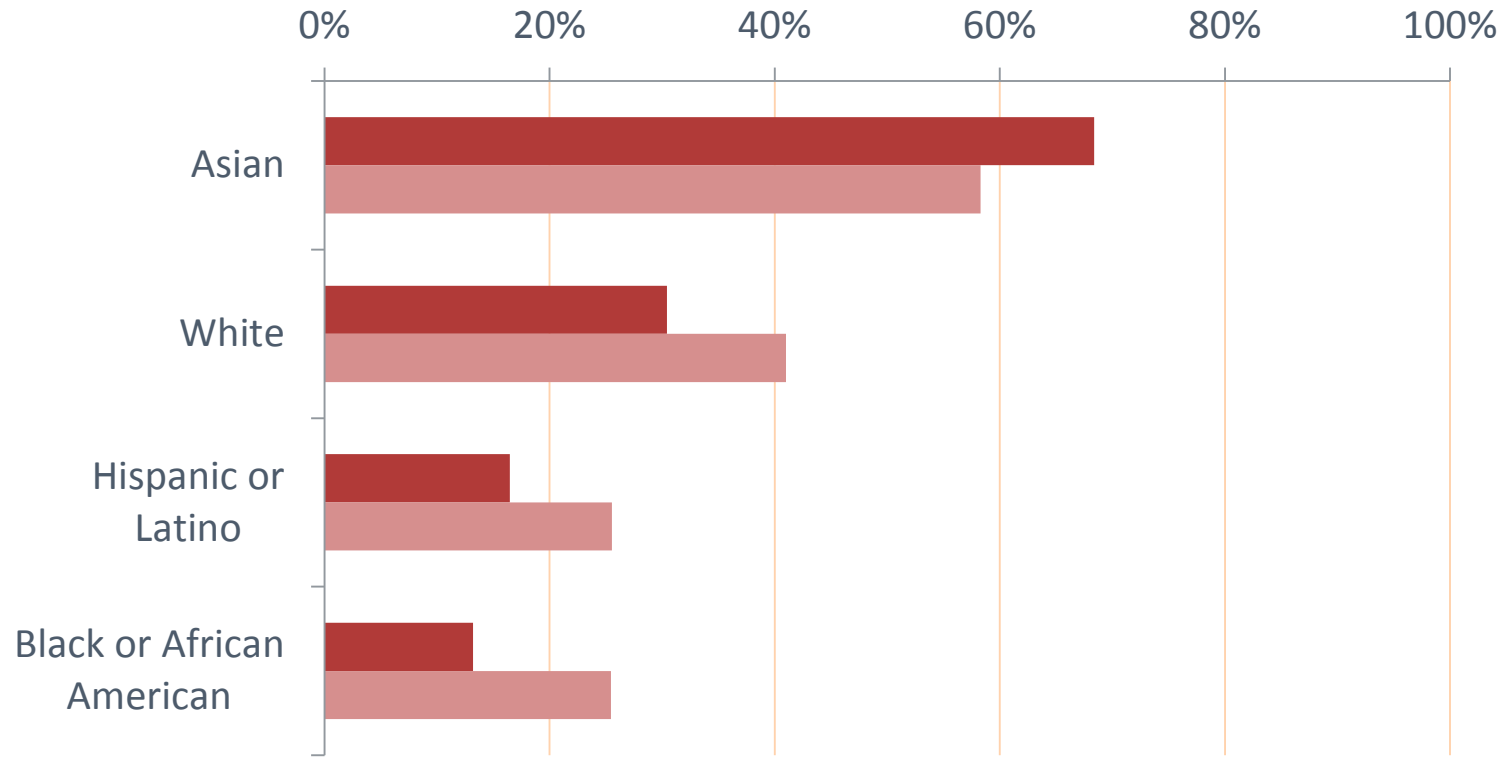
Enrollment in College Preparatory Courses by Race/Ethnicity



Source: Author calculations based on data from the California Department of Education



Enrollment in College Preparatory Courses by Race/Ethnicity (cont.)

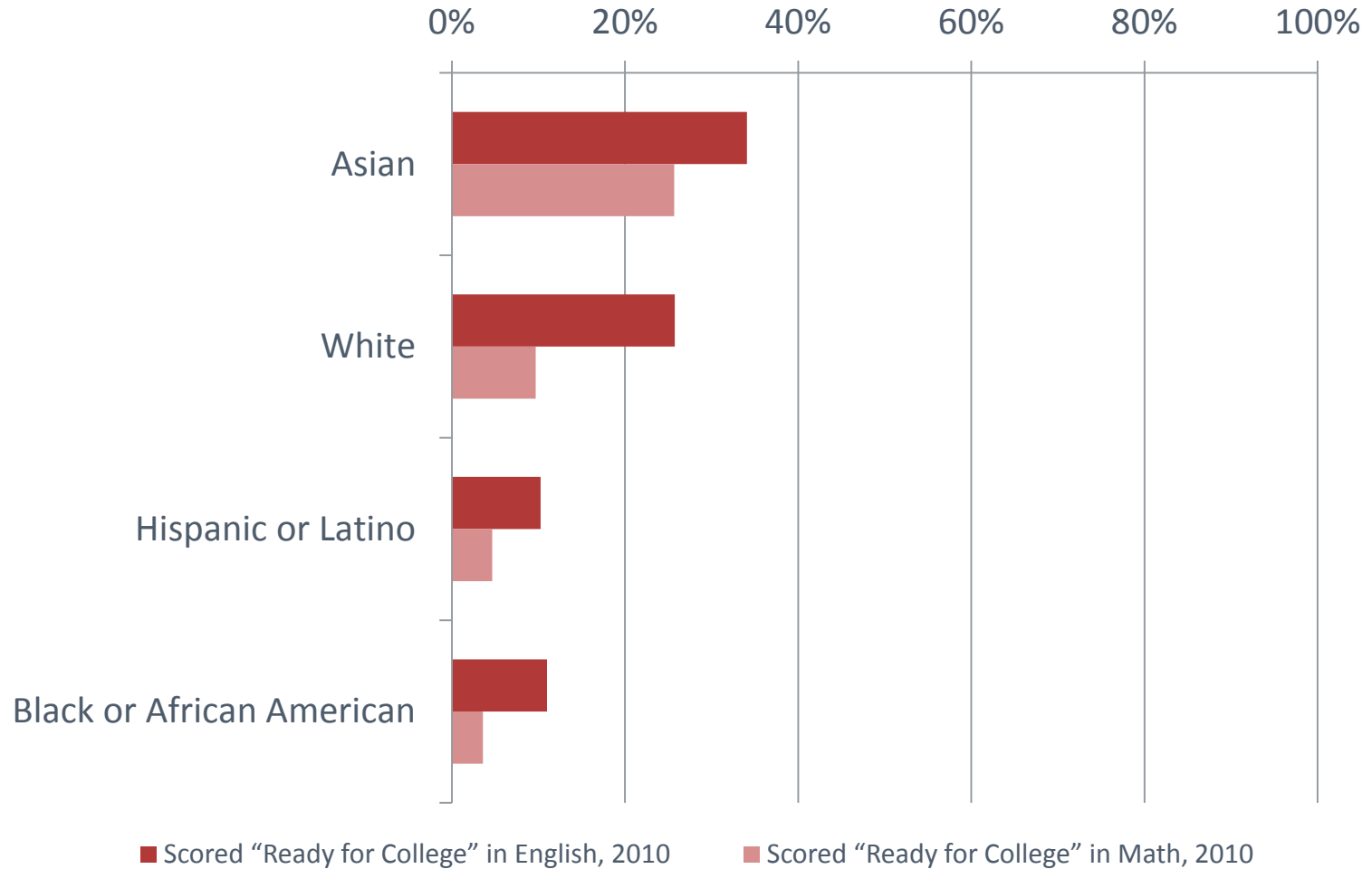


- Enrollment in Advanced Math Courses as a Share of 11th-12th Grade Enrollment, 2008-09
- Share of High School Graduates Completing A-G, 2008-09

Source: Author calculations based on data from the California Department of Education



Share of Tested 11th Graders Demonstrating Readiness for College on Early Assessment Program (EAP) Exams



Source: Author calculations based on data from the California State University



Key Issues in Preparation quoted in the report:

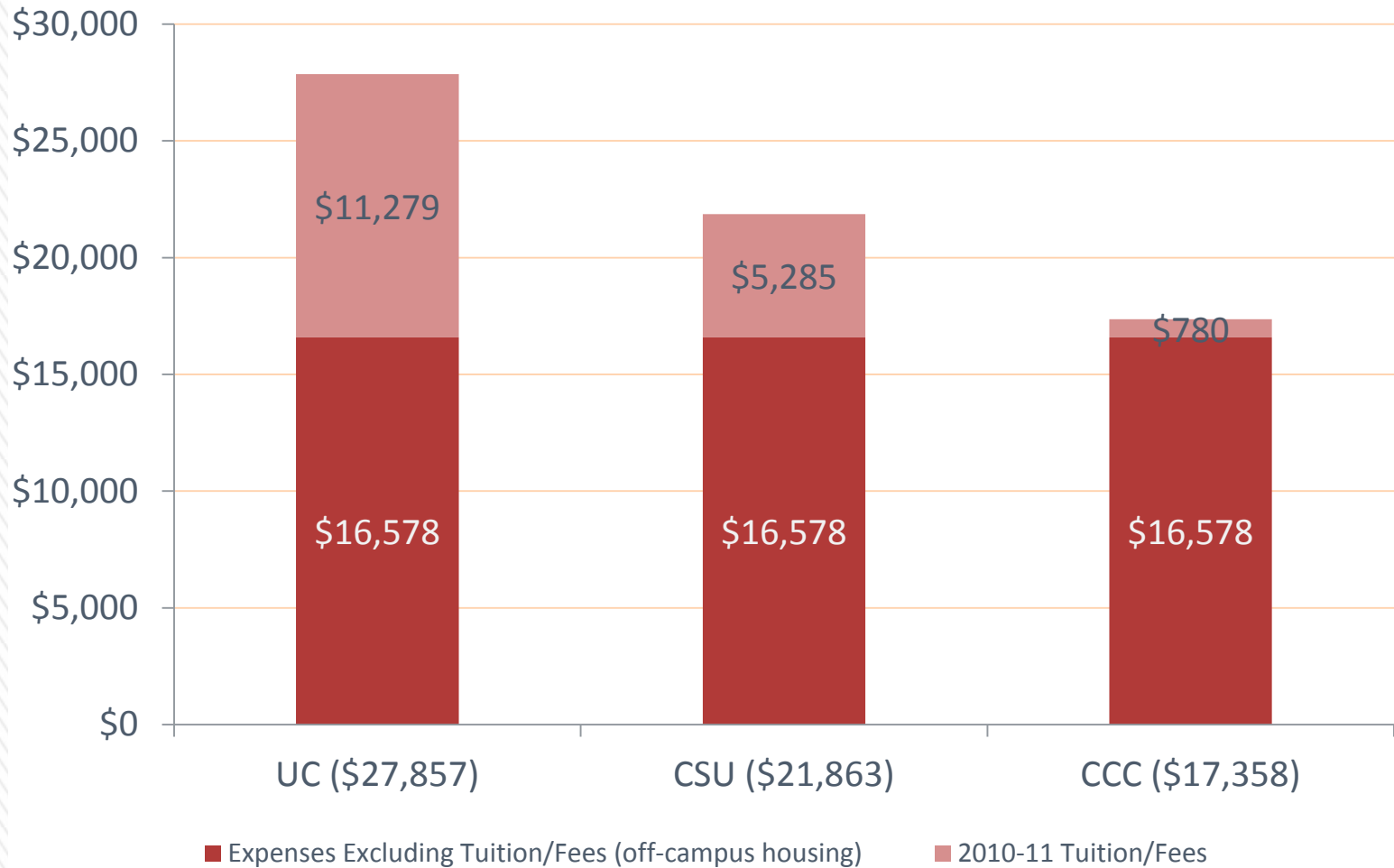
- “Adoption of the Common Core Standards offers opportunities to improve college readiness”
- “State’s approach to algebra needs refinement”
- “False dichotomy between ‘college’ and ‘career’ preparation shortchanges California’s students”
- “Positive movement on assessment and placement practices in the CCC, but more work to be done”



Affordability

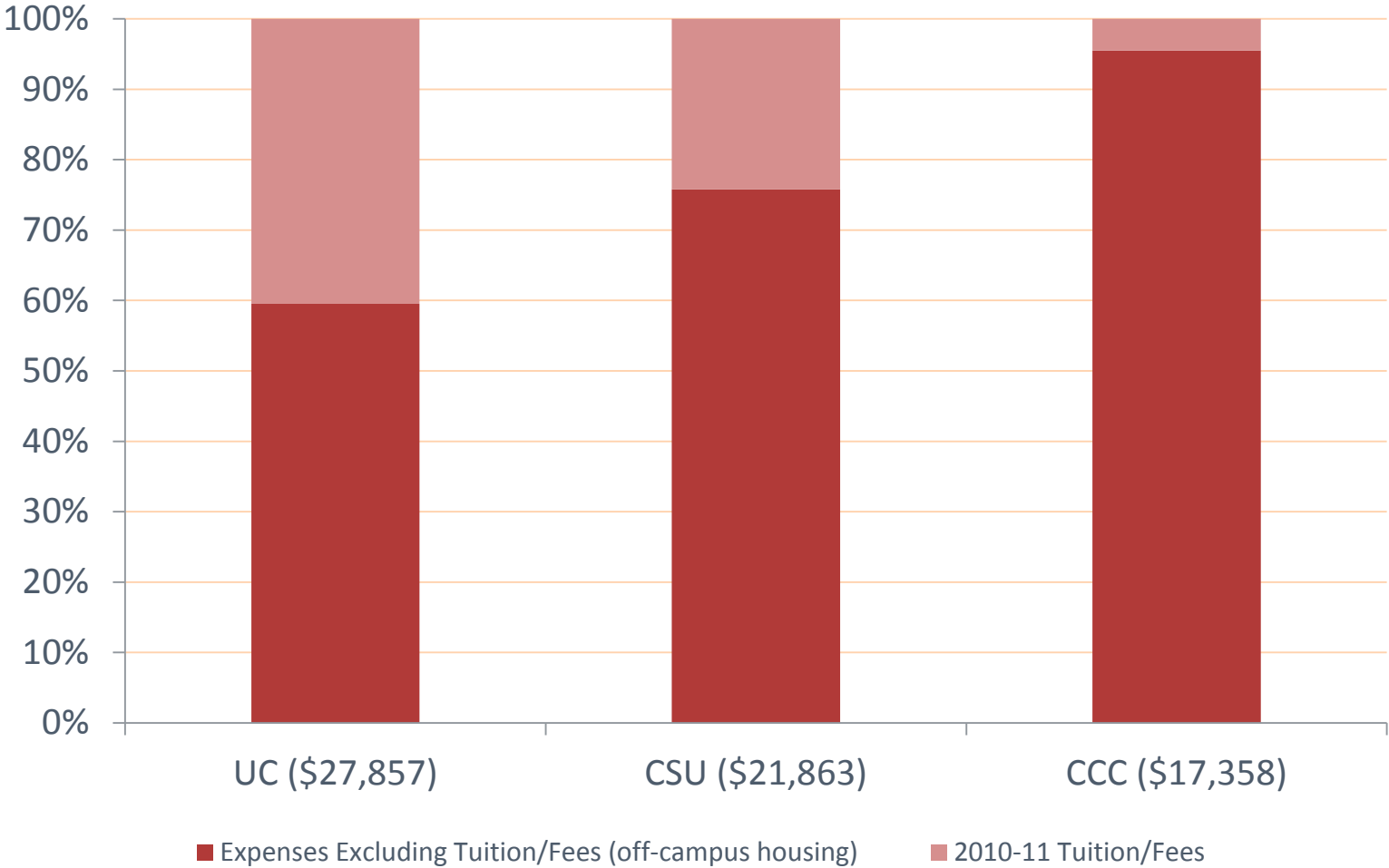


Non-Tuition/Fees for Total Cost of Attendance at a Public College or University in California



Source: California Student Aid Commission, *Proposed 2010-11 Student Budget*, and California Postsecondary Education Commission, *Resident Undergraduate Fees in Actual Dollars*

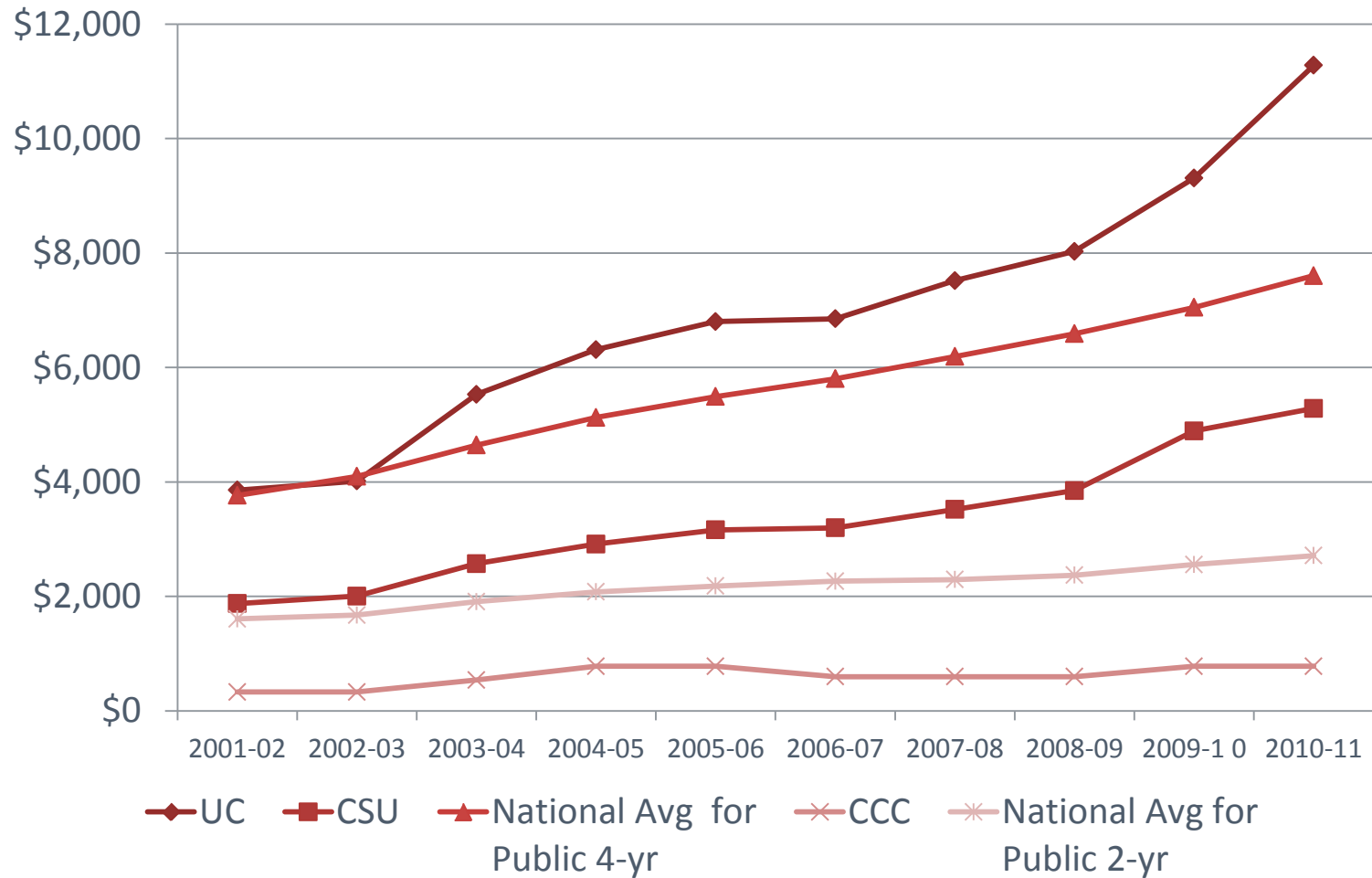
Non-Tuition/Fees as a Share of Total Cost of Attendance at a Public College or University in California*



Source: California Student Aid Commission, *Proposed 2010-11 Student Budget*, and California Postsecondary Education Commission, *Resident Undergraduate Fees in Actual Dollars*



Average Annual Tuition/Fees for Resident Undergraduate Students



Source: Data for UC, CSU, and CCC gathered from the California Postsecondary Education Commission, *Resident Undergraduate Fees in Actual Dollars*, at <http://www.cpec.ca.gov/FiscalData/FeesOptions.asp>. Figures for the national average were obtained from The College Board's *Trends in College Pricing* reports (<http://www.collegeboard.com/html/costs/pricing/>)



Key Issues in Affordability as quoted in the report:

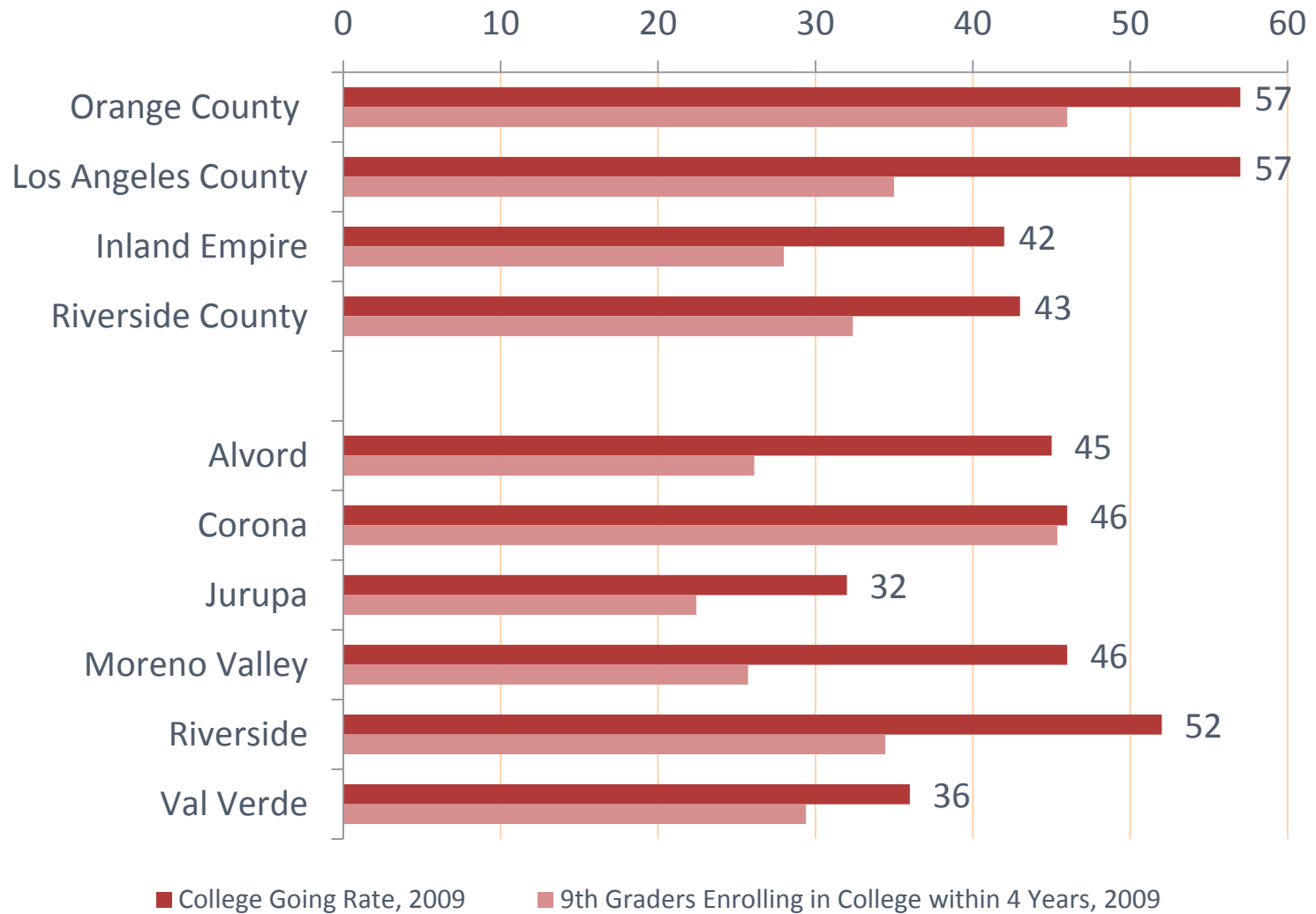
- “Budget issues forcing a change in California’s approach to tuition/fees”
- “CCC fee increases could increase access to classes and services”
- “Potential additional fee increases and financial aid cuts for 2011-12 could harm affordability”



Participation



Direct College-Going Rates by Region



Source: Author calculations based on data from the California Department of Education and the California Postsecondary Education Commission



Key Issues in Participation as quoted in the report:

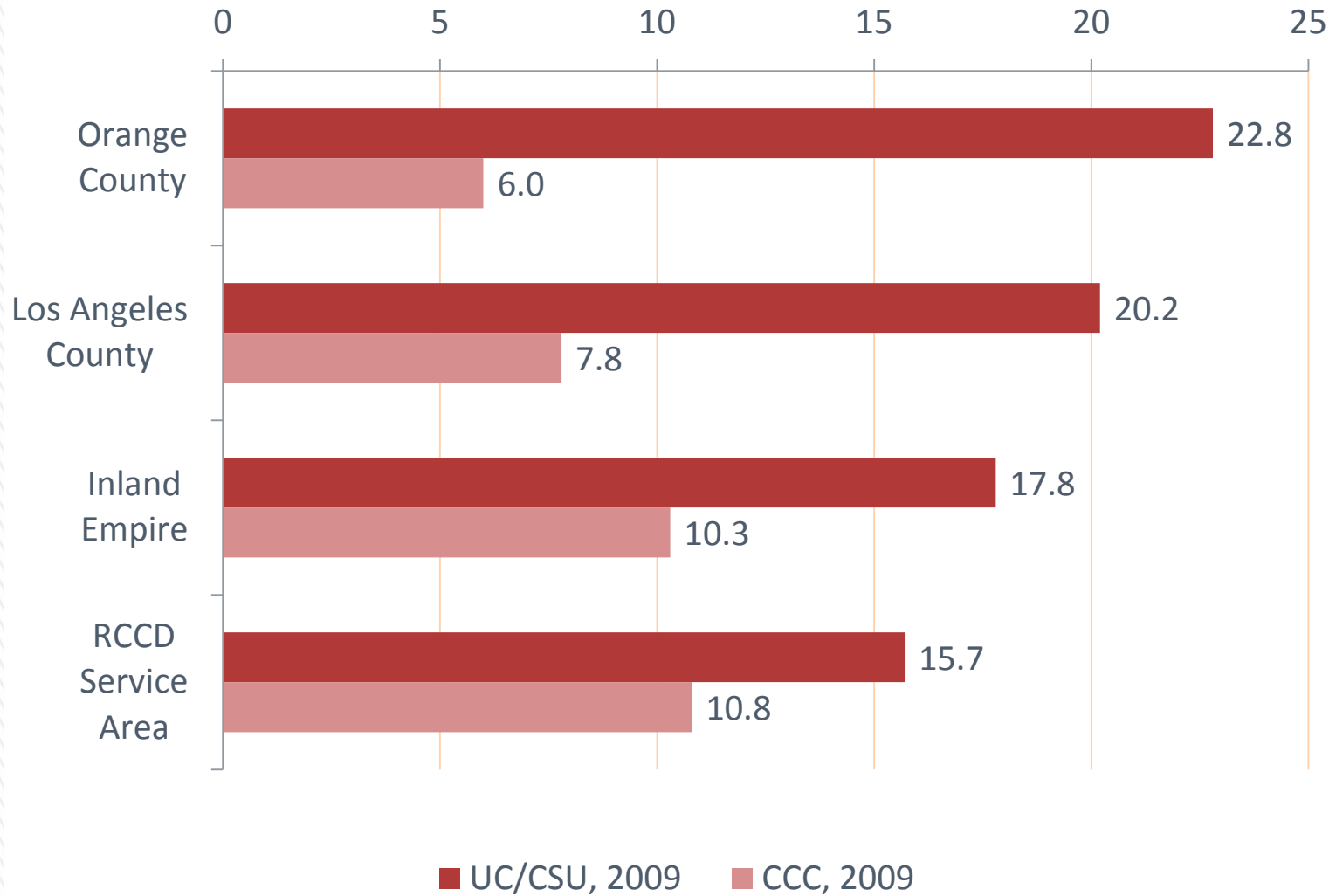
- “State’s budget problems are reducing college access”
- “State leaders need to be more strategic about rationing access to postsecondary education”
- “CCC should reconceive its access mission around programs, not courses”



Completion



Certificates and Degrees Awarded per 100 Undergraduates Enrolled by Region



Source: Author calculations based on data from the California Postsecondary Education Commission.



Key Issues in Completion as quoted in the report:

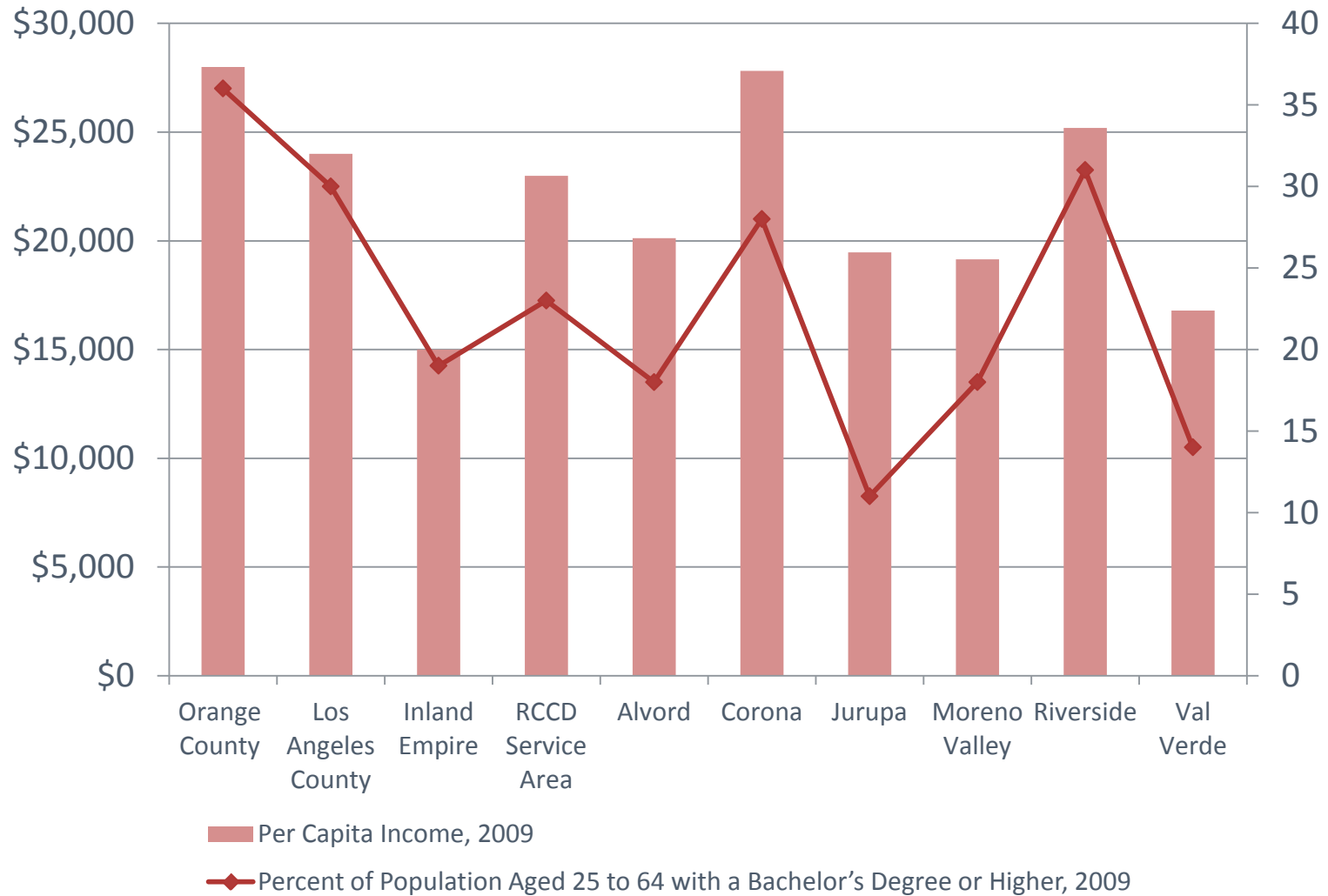
- “Growing recognition of the need to increase college completion; bold actions needed”
- “New transfer degree should increase completion; implementation is critical”
- “Need more emphasis on sub-baccalaureate credentials”
- “Measuring progress toward completion (milestones) can help target changes in policy and practice”
- “Credential quality needs attention given the fixation on completions, but difficult to measure”



Benefits



Educational Attainment and Per Capita Income by Region



Source: Author calculations based on data from Census Bureau, American Community Survey 2009, Table B15002 (for educational attainment) and Tables B19313 and B03002 (for per capita income).



Key Issues in Benefits as quoted in the report:

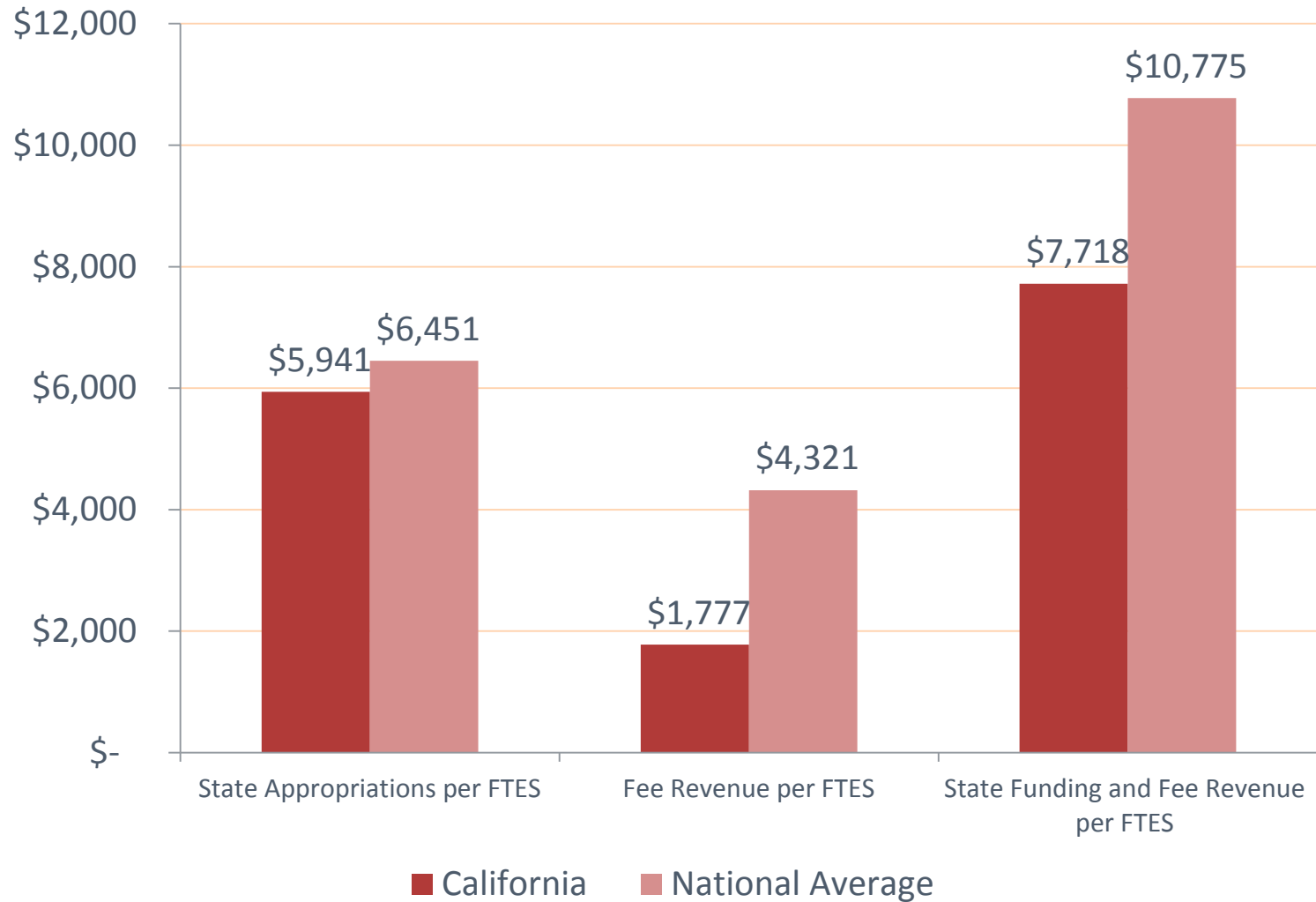
- “State still lacks goals and strategic thinking to guide its higher education enterprise”
- “Urgent need to improve Latino educational attainment”
- “Are the public benefits of higher education in jeopardy?”



Finance



Funding for Higher Education, 2010



Source: State Higher Education Executive Officers, *State Higher Education Finance FY 2010*. This data source uses much higher enrollment counts (FTES) than reported in IPEDS data, accounting for lower per-FTES funding levels for all states, but not affecting the validity of inter-state comparisons.



Key Issues in Finance as quoted in the report:

- “Budget cuts threaten California’s future prosperity”
- “Better fiscal data and more refined policy attention are needed”
- “New finance policies could increase productivity”



In Conclusion

- “California’s future prosperity rests on its ability to dramatically improve outcomes for those populations and regions that seriously lag the rest of the state.”
- “Mechanisms to develop a vision across all segments of postsecondary education and to develop the policies to achieve the vision must be found.”
- RCCD service area performance demonstrates consistency of results, and generally supports the larger findings of this study.



David Torres
Dean, Institutional Research

Riverside Community College
District Office

(951) 222-8075

Email: david.torres@rccd.edu



Consequences of Neglect: *A Local Context*

end of slide show





e-board ▶ Agenda Item

[Agenda Item](#)

Agenda Item (IV-C-1)

Meeting	10/4/2011 - Committee/Regular Board
Agenda Item	Committee - Planning and Operations (IV-C-1)
Subject	State Capital Outlay Process
College/District	District
Information Only	

Background Narrative:

Since July 2007, the District has contracted Mr. Eric Mittlestead with Facilities Planning and Consulting Services, to assist the District in state planning preparation, documentation and coordination, as well as inventory reports. Mr. Mittlestead has provided exemplary service to the District and assists with the Five-Year Capital Construction Plans, Final Project Proposals (FPPs), Initial Project Proposals (IPPs), Space Inventory, Five-Year Scheduled Maintenance Plan, Scheduled Maintenance Project Funding Proposals, Hazardous Substance PFP's, training of District personnel on the California Community Colleges Facility Utilization Space Inventory Option Net (FUSION), and all other compliance requirements for the California Community Colleges Chancellor's Office.

Mr. Mittlestead now presents to the Board of Trustees an overview of the State Capital Outlay Process; how the State's system funds projects; and how to leverage our local bond funds.

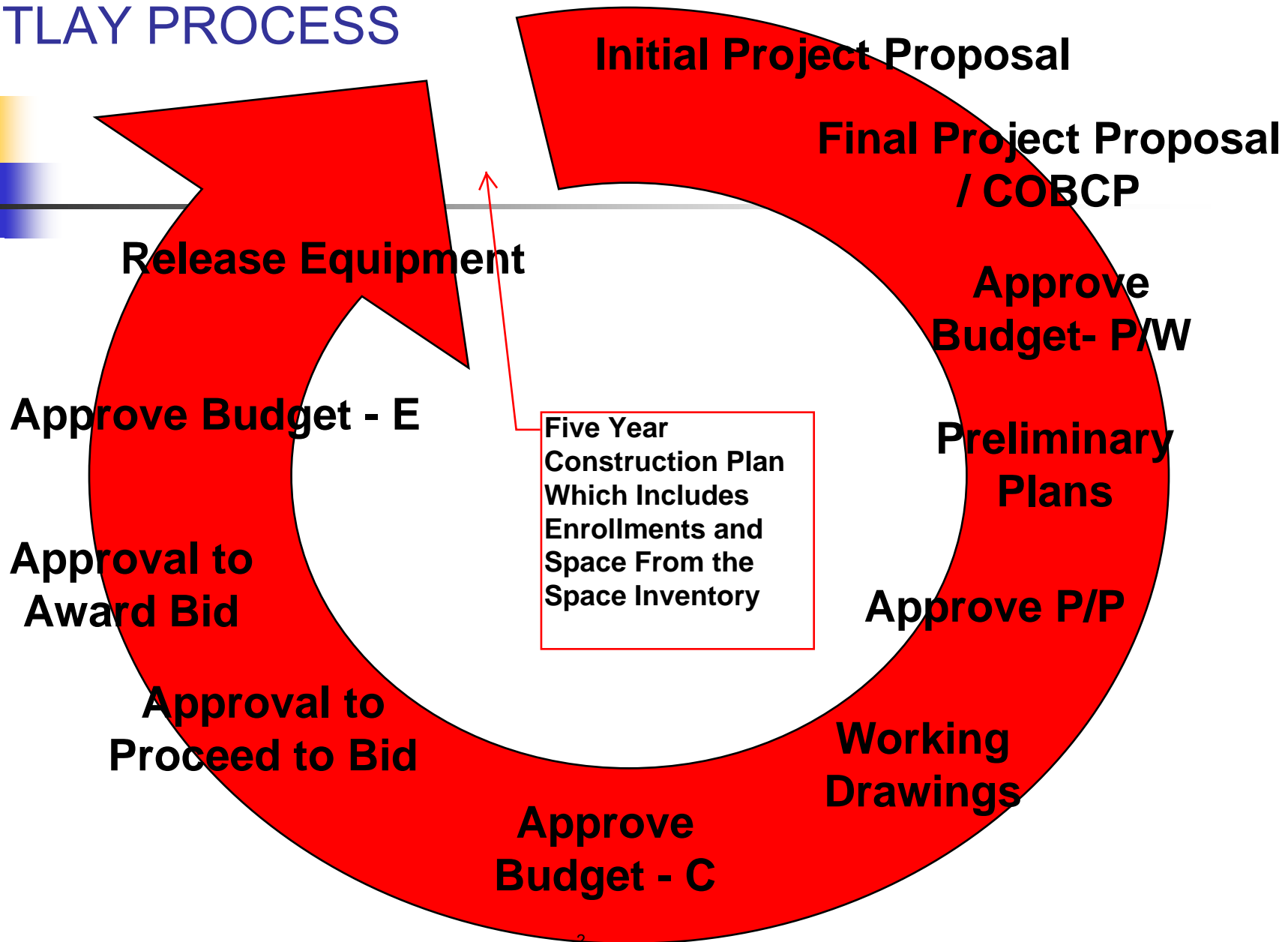
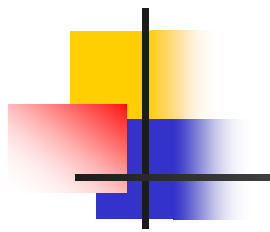
Prepared By: Orin Williams, Associate Vice Chancellor, Facilities Planning & Development

Attachments:

[State Capital Outlay Process 10-04-11](#)

[How State Funded Projects are Approved Statewide 10-04-11](#)

STATE CAPITAL OUTLAY PROCESS



How State Funded Projects are Approved Statewide

Once a Final Project Proposal (FPP) justifies a strong educational argument and has capacity/load ratio's below 100%, the project then competes on an objective point's basis with other community college projects statewide in the same category. Each project has the capability of scoring up to 200 points. The amount of points to get a project approved changes each year depending on funding levels and categories.

A district can also buy up to 50 points in any FPP by contributing to the project costs. A local contribution of 1% of the project budget will give the project 1 extra point; a 25% match will yield 25 points, etc.

Actual Scoring Sheets from FUSION

There are six categories of capital outlay projects.

Category A projects are safety related and therefore are not scored. All projects are approved if justified.

Category B projects are instructional growth projects.

Category E projects are non instructional growth projects.

Category: B or E

Item	Score	Actual Data	Links
Enrollment Growth	50	23,387	eManual
Existing Inventory	20	70.42%	eManual
ASF Change	32	Click for popup	eManual
Local Contribution	50	\$7,806,200/ \$7,806,200*	eManual
Total	152		

Category C projects are instructional modernization projects.

Category F projects are non instructional modernization projects.

Category: C or F

Item	Score	Actual Data	Links
Age of Building or FCI	82	46 years old	eManual
Activates Unused Space	0**	Click for popup	eManual
Local Contribution	0	\$0/\$20,926,459*	eManual
Total	82		

Category D projects are projects that help complete a campus. In this category are Theaters, Gymnasiums, Child Development Centers and Maintenance Shops.

Category: D1

Item	Score	Actual Data	Links
Age of Site	39	49 years old	eManual
Program/ Services	50	Click for popup	eManual
Project Design	30	Click for popup	eManual
Local Contribution	0	\$0/\$22,279,294*	eManual
Total	119		

Possible Fundsites for Local Contributions

College districts use various budgeting methods for the local contribution portion of an FPP. Some methods are:

1. General Fund
2. COP (Certificate of Participation)
3. Community Fundraising/Donations
4. Local General Obligation Bond
5. Local SFID Bond (School Facilities Improvement District)



Agenda Item (IV-C-2)

Meeting	10/4/2011 - Committee/Regular Board
Agenda Item	Committee - Planning and Operations (IV-C-2)
Subject	Information Presentation on the Cost of Providing Career Technical Education Programs
College/District	District

Information Only

Background Narrative:

The funding model for California's community college system sets a single funding rate for each credit full-time equivalent student. The cost of providing programs in allied health sciences and other high demand career technical education programs exceed the rate to offer said programs and curriculum. In addition, the facilities and equipment for such programs are expensive, and accreditation standards limit the ratio of students to faculty.

Many of these programs were established using partnerships and/or grant funds due to both their cost and need. Historically, high enrollment programs such as general education courses have helped to sustain the limited enrollment, high cost programs; however with the continuing decline in State resources, sustaining that model has become increasingly difficult. With the growing state budget reductions to community colleges the means of sustaining such programs is now in question.

This latest legislative session saw attempts to address program funding opportunities. One example was the introduction of AB 515, to permit credit courses to be offered through extension or community education programs, at a fully burdened cost rate. This bill never made it past the hearing process.

California's shortage of skilled and educated workforce has reached critical levels, throughout the state, and in particular the high population growth areas of Inland Southern California. The majority of these professions are educated through the two year education or certificate program, but the current funding model for California community college system does not account for the differential cost factors of colleges offering workforce essential career technical education, in fields that are vital to the state's workforce needs and economy. The state's community college system offers the greatest opportunity for the education of new registered

nurses, and other allied health sciences as well as other skilled workforce position in high demand career fields.

Staff has prepared an information presentation on the cost of providing career technical education critical to the state's and regions economic vitality.

Prepared By: Greg Gray, Chancellor
Chris Carlson, Chief of Staff

Attachments:

[Presentation on CTE Program Costs](#)
[Example of Student Funding - Financial Aid/Loans](#)

COST OF PROVIDING CAREER TECHNICAL EDUCATION

Case Study Presentation



CCC & Career Technical Education

California Community Colleges serve as the learning gateway for workforce development and preparation – including career technical education.

California Community Colleges produce educated, skilled workforce in critical job sectors throughout the state, either by certificate or Associate degree programs.

Several Career Technical Education programs are accredited and have standards that make them both credible and costly.

Current state funding places CTE programs in jeopardy.



RCCD & Career Technical Education

Due to Standards/Accreditation, the cost of providing CTE programs exceed funds provided by the state.

RCCD offers stellar CTE programs, most highly impacted with waiting lists exceeding 3x-8x the number of available seats.

RCCD looked specifically at CTE, accredited programs that students enter and exit as a cohort, with high level of job placement in the region.



Program Sustainability

Programs started by industry partnerships (philanthropy) and/or grants, due to workforce needs.

Programs have been grown or established by grants, so sustainability is questionable as grants sunset.

Programs are intense programs and highly impacted, as they have excessive waitlists and high job placement.

Students unable to get into programs leave for higher cost, lower quality programs, with questionable job placement and industry links.



Dental Hygienist

Commenced with a partnership gift by Tri-County Dental.

- Subsequent philanthropy supports dental programs.

Program admits 40 students and is a two year Associate Degree program.

Program is impacted with 150-200 applicants annually (with 50% of them fully qualified) for the 20 positions available annually.

Job Placement numbers are continually 90% or greater.

Dental Hygienist– Cost Factors

	DIFFERENTIAL COST FACTORS
\$ 78,000	Consumables (Clinic / Lab Supplies/Films)
\$ 140,960	Equipment / Replacement (\$1.3M invested/15 year life)
\$ 10,000	Maintenance/Operations (equipment contracts)
\$ 20,417	Licenses/Accreditation/Memberships & Prof Associates
\$ 10,000	Faculty Professional Development
\$ 48,000	Adm Req- Clinic has to run under a licensed Dental Doctor
\$ 38,593	Adm Req- Program Director 0.4 Release Time (by accreditation)
\$ 133,539	Adm Req - Administrative Support
\$ 153,718	Faculty Factors (Lab has 1:5 faculty/student ratio)
\$ 15,000	Student Resources Req (Std Exam, tutoring, and specific literature)
\$ 648,227	Program Cost Differential
40	Number of Students in program
\$ 16,206	Differential Cost Factor/student/year
30.1	Number of Units per year
\$ 538.39	Differential Cost per unit



Physician Assistant

Undertaken in partnership with Riverside County Regional Medical Center.

Program admits 60 students and is a two year Associate Degree program.

Program is impacted with 250 applicants annually (with 150-175 fully qualified) for the 30 positions available annually.

Job Placement numbers are continually high with 91% in 2008 and 100% in 2009.

Physician Assistant – Cost Factors

	DIFFERENTIAL COST FACTORS
\$ 17,000	Consumables (Clinic / Lab Supplies)
\$ 50,000	Equipment / Replacement (\$400,000 equipment every 8 years)
\$ 5,000	Maintenance/Operations (Major equipment contracts)
\$ 7,500	Licenses/Accreditation/Memberships & Prof Associates
\$ 10,000	Faculty Professional Development
\$ 41,244	Adm Req- Program Director 0.4 Release Time (by accreditation)
\$ 159,916	Adm Req - Two Secretaries
\$ 17,000	Adm Req - Medical Directors (Clinical)
\$ 183,069	Faculty Factors (Lab has 1:6 faculty/student ratio)
\$ 14,000	Student Resources Req (Stnd Exam, Asmt Tools, Clinic Tracking, etc)
\$ 504,729	Program Cost Differential
60	Number of Students in program
\$ 8,412	Differential Cost Factor/student/year
46.5	Number of Units per year
\$ 180.91	Differential Cost per unit



Culinary Arts

Started in partnership with Riverside County EDA.

Program admits 90 students and is an associate degree program.

Program is impacted with 200 applicants.

Program cost to students is \$2080 (\$1,560 in tuition/fees and \$520 for uniforms, knives, hats)

- Other culinary programs range in costs from Art Institute of San Bernardino \$60,421; Le Cordon Bleu 48,308, and Miami Dade \$44,000

Culinary Arts – Cost Factors

	DIFFERENTIAL COST FACTORS	
\$	138,218	Consumables (Supplies & Products -- Net costfor food, paperware, etc)
\$	151,166	Equipment / Replacement (\$906,000 equipment every 6 years)
\$	31,836	Special Costs - grease traps, CO2, linens, ansul syst, ood cleaning, POS, etc
\$	2,250	Licenses/Accrediation/Memberships & Prof Associates
\$	21,960	Adm Req - PPT Culinary Lab Asst.
\$	198,276	Adm Req - 100% dedicated Program Director, Program Specialist,
\$	543,706	Program Cost Differential
	90	Number of Students in program
\$	6,041.18	Differential Cost Factor/student/year
	27	Number of Units per year
\$	223.75	Differential Cost per unit



Financial Aid

Financial aid and loan programs would be available.

Scenarios provided for students both dependent and independent if fees for programs exceeded the current \$36/unit

DEPENDENT Student

Living at home with a zero estimated family contribution (EFC).

If a differential fee of \$100 per unit is assessed for students in a program, bringing the per unit fee to \$136, the total cost of attendance for a Program for a dependent student will be \$13,896.

Dependent Student	EFC= 0	
Books and Supplies	1656	
Room and board	4348	
Transportation	1072	
Personal Expenses	3114	
Enrollment fees	3672	(\$136 x 27 units)
Health fees	34	
TOTAL	\$13,896	

If the student is awarded a BOGW, Pell Grant, FSEOG, CAL Grant C, and a maximum Direct Loan (\$5500), the unmet cost of attendance would be \$298. (FSEOG and CAL Grant are awarded until the allocated funds are expended.) If the student does not receive a Cal Grant C, or FSEOG, the Unmet cost of attendance would be \$1874. (See table below).

Cost of Attendance	13896	13896
BOGW (waives \$36 x27)	-972	-972
Pell Grant	-5550	-5550
FSEOG	-1000	0
CAL Grant C	-576	0
Direct Loan	-5500	-5500
Unmet Cost of Attendance	\$298	\$1874

** A federal work study award is also available up to \$3000 per academic year, if the student has unmet financial need.

INDEPENDENT Student

With one child and a zero estimated family contribution (EFC).

If the total cost of attendance for an independent student in Program is \$20,286.

Independent Student	EFC = 0	
Books and Supplies	1656	
Room and board	10864	
Transportation	1206	
Personal Expenses	2854	
Enrollment fees	3672	(\$136 x 27 units)
Health fees	34	
TOTAL	20286	

If the student is awarded a BOGW, Pell Grant, FSEOG, Cal Grant C, and a maximum Direct Loan (\$9500), the unmet cost of attendance would be \$2688. If the student does not receive a Cal Grant or FSEOG, the unmet cost of attendance would be \$4264. (See Table Below)

Cost of Attendance	20286	20286
BOGW (waives \$36 x27)	-972	-972
Pell Grant	-5550	-5550
FSEOG	-1000	0
CAL Grant C	-576	0
Direct Loan	-9500	-9500
BALANCE DUE	2688	4264

** A federal work study award is also available up to \$3000 per academic year, if the student has unmet financial need.



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[Agenda Item](#)

Agenda Item (IV-D-1)

Meeting	10/4/2011 - Committee/Regular Board
Agenda Item	Committee - Facilities (IV-D-1)
Subject	Design Amendment with Hill Partnership, Inc. for Norco Secondary Effects Project
College/District	Norco
Funding	Norco College Allocated Measure C Funds
Recommended Action	The Board of Trustees approve Amendment No. 3 with Hill Partnership, Inc. in an amount not to exceed \$8,540 for the Secondary Effects project located at the Norco College.

Background Narrative:

On May 19, 2009, the Board of Trustees approved \$1.1 million using District Measure C funds for the planning and design of the Secondary Effects project located at the Norco College. Also approved was an agreement with Hill Partnership, Inc. (HPI) in the amount of \$807,752 to provide design and engineering services for the project. On June 15, 2010, the Board of Trustees approved Amendment No. 1 with HPI in the amount of \$144,671.60 for scope revisions requested by the College which included revisions to architectural, structural, mechanical and electrical engineering, and lab design. On August 16, 2011, the Board of Trustees ratified Amendment No. 2 for no additional compensation, only extension of the agreement completion date to December 31, 2012.

Staff now requests approval of Amendment No. 3 with HPI in the amount of \$8,540 to provide architectural and structural engineering design services for the physical security implementation within Building G. The amendment is attached for the Board's review and consideration. The HPI agreement, including amendments and reimbursable expense, totals \$960,963.60.

Prepared By: Debbie DiThomas, Interim President, Norco College
Orin Williams, Associate Vice Chancellor, Facilities Planning & Development
Michael Stephens, Director, Construction
Laurens Thurman, (Interim) Vice President, Business Services

Attachments:

[Amendment No. 3 - Hill Partnership, Inc. 10-18-11](#)

THIRD (3) AMENDMENT TO AGREEMENT
BETWEEN
RIVERSIDE COMMUNITY COLLEGE DISTRICT
AND
HILL PARTNERHSHIP, INC.
(*Norco Secondary Effects Project*)

This document amends the original agreement and amendments between Riverside Community College and Hill Partnership, Inc., which was approved by the Board of Trustees on May 19, 2009, June 15, 2010 and August 16, 2011.

The agreement is hereby amended as follows:

- I. Additional compensation of this amended agreement shall not exceed \$8,540, including reimbursable expenses, totaling agreement to \$960,963.60. The term of this agreement shall be from the original agreement date of May 20, 2009, to the estimated completion date of December 31, 2012. Payments and final payment shall coincide with the 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 Amendment No. 3 as of the date written below.

HILL PARTNERSHIP, INC.

RIVERSIDE COMMUNITY COLLEGE
DISTRICT

By: _____

Lawrence A. Frapwell
President
115 Twenty-Second St.
Newport Beach, CA 92663

By: _____

James L. Buysse
Vice Chancellor
Administration and Finance

Date: _____

Date: _____

Exhibit I

Project: Secondary Effects at Norco College

SCOPE REVISIONS

As requested by the College, provide architectural, structural engineering design services for the following additional scope of work:

- ❖ Prepare sketch drawings per attached Exhibit A for following:
 - Removal of existing door, close door opening with metal stud wall and gyp bd;
 - Adding new door exterior aluminum door at existing storefront;
 - Add aluminum storefront at main reading lab entrance;
 - Building G: Storefront window framing replacement (at bottom) at grid H between grid 3 & 5. Sack and patch existing concrete slab edge, place new concrete edge to slope away from window between column furring;
 - Building G (South Site): Remove existing concrete walk and stairs to removed door at H/3;
 - Building G (South Site): Remove and replace existing railing set on concrete wall, extend new railing to stair at the south/west area of Building E.

- ❖ Coordination of engineering disciplines.

- ❖ Process a FCD to DSA.

EXCLUSIONS

With regard to Building G (South Site), HPI will not address any existing non-compliant accessibility issues at existing sidewalks.

COMPENSATION

Services outlined above are at a fixed fee basis of \$5,480 and outlined below:

Structural Engineering (MHP)		
Fixed Fee of \$2,000 x 1.1		\$2,200
Architectural Services (HPI)		
Project Manager	10 hrs x \$140	\$1,400
Project Architect	36 hrs x \$125	\$4,500
Design	4 hrs x \$110	\$440
Total Architectural Services		\$6,340

Total Additional Services for Amendment No. 3: \$8,540



e-board ▶ Agenda Item

[Agenda Item](#)

Agenda Item (IV-E-1)

Meeting	10/4/2011 - Committee/Regular Board
Agenda Item	Committee - Resources (IV-E-1)
Subject	Tentative Project Budget for District Design Standards
College/District	District
Funding	District Allocated Measure C Funds
Recommended Action	The Board of Trustees approve the tentative project budget in the amount of \$170,000 using District Measure C funds for the District Design Standards project; and authorize the processing of the attached proposals with the following consultants: P2S Engineering, Lerch Bates, Assa Abloy, Sweeney & Associates, Inc., Francis Krahe & Associates, Inc. and Independent Roofing Consultant.

Background Narrative:

On December 14, 2010, the Board of Trustees approved staff development of District Design Standards to establish design and construction consistency, operational efficiency and maintainability with the District's capital facilities. The Board also approved an agreement with HMC Architects to develop the Design Standards for the District in an amount of \$150,000 using District Measure C funds. On April 19, 2011, the Board of Trustees approved an amendment with HMC Architects in the amount of \$35,000 to revise the scope of work, requested by the Chancellor, to develop further detail of campus signage and wayfinding standards.

On April 6, 2011, a Request for Proposal was emailed to the District's consultants for categories pertaining to the District's Design Standards: Civil/Accessibility, Mechanical/Electrical/Plumbing, Food Services, Information Technology/Audio Visual/Data/Telecom/Security/Acoustics, Elevator, Hardware, Landscape, Irrigation, Laboratory, Lighting, Roofing/Waterproofing and Signage. After proposals were received on April 13, 2011 and interviews conducted for each category, staff now requests the Board's approval of a tentative project budget in the amount of \$170,000 for six (6) categories for the District's Design Standards. The consultants and categories are listed as follows:

P2S Engineering - Mechanical/Electrical/Plumbing
Lerch Bates - Elevator
Assa Abloy - Hardware
Sweeney & Associates, Inc. - Irrigation (only)
Francis Krahe & Associates, Inc. - Lighting
Independent Roofing Consultant - Roofing/Waterproofing

Attached for the Board's review and consideration is a "Consultant Proposals Summary" (Exhibit A).

Prepared By: Orin Williams, Associate Vice Chancellor, Facilities Planning & Development

Attachments:

[Exhibit A - Consultant Proposals Summary](#)

EXHIBIT A

District Design Standards Project

General Scope of Work for all Consultants as follows:

- Background and information gathering which includes detailed field surveys, assessment, and evaluation of each of the 3 college sites to verify and establish basis for existing conditions.
- Review existing record drawings, archives, site surveys and other related documents available through the District or HMC Architects.
- Develop and establish programmatic and functional needs of the District Standards based on District's specifications, master plans and other related documents.
- Attend meetings with District's site and curriculum staff to further define and develop needs at each of the college sites.
- Meet and work with the District's site and its stakeholders in addressing the long-term. Programmatic plans for District colleges in conjunction with the development of District Standards.
- Attend meetings with District stakeholders, consultants and community members, and provide meeting materials, such as boards and digital presentation as needed.
- Present District Standards studies and options to the Board, District Staff, and other staff meetings as required.

Consultant Proposals Summary:

SECTIONS	CONSULTANTS	Fixed Fee	Reimb.	TOTAL	Proposed Total	Recommended TOTAL
Mechanical/Electrical/ Plumbing	P2S Engineering	\$42,500	\$2,000	\$44,500	\$44,500	\$44,500
Elevator	Lerch Bates	\$14,300		\$14,300	\$14,300	\$14,300
Hardware	Assa Abloy	\$10,000		\$10,000	\$10,000	\$10,000
Irrigation (only)	Sweeney + Assoc	\$20,000	\$2,000	\$22,000	\$22,000	\$22,000
Lighting	Francis Krahe & Assoc	\$56,000		\$56,000	\$56,000	\$56,000
Roofing/Waterproofing	Independent Roofing Consultants	\$22,800		\$22,800	\$22,800	\$22,800



Agenda Item (IV-E-2)

Meeting	10/4/2011 - Committee/Regular Board
Agenda Item	Committee - Resources (IV-E-2)
Subject	Self-Generation Incentive Program for Norco College
College/District	Norco
Funding	Norco College Allocated Measure C Funds
Recommended Action	The Board of Trustees approve the Self-Generation Incentive Program application fee in the amount of \$10,000 for the Norco College.

Background Narrative:

With the joint work of Pacific Gas and Electric, Southern California Edison, the Southern California Gas Company, California Center for Sustainable Energy, San Diego Gas and Electric, California Energy Commission and the Energy Division of the California Public Utilities Commission, the Self-Generation Incentive Program (SGIP) was established. SGIP provides financial incentives for the installation of new, qualifying self-generation equipment installed to meet all or a portion of the electric energy needs of a facility. These funds benefit all ratepayers whose utilities have a reduced need to invest in expensive transmission and distribution infrastructure.

With the Board of Trustees goals of reducing energy use and saving general funds, the Norco College is requesting the Board's consideration to apply for the Self-Generation Incentive Program which would provide the College with a one-time incentive payment of \$900,000 to help reduce the cost installation of self-generation equipment. Applying for the SGIP does not obligate the College to proceed with the installation of a 400kw fuel cell with an attached absorption chiller however it would place the College at the front of the line for what are expected to be limited funds. Although, the program funding is not guaranteed, if received, the expected return on investment for the fuel cell and chiller would be less than 5.7 years with a savings of over \$300,000 of Norco College's \$500,000+ in electricity charges. If the SGIP funding is not approved, the project would not have a viable return on investment and would not be further pursued.

The total project cost for the installation of the self-generation equipment would be less than \$2.9 million from a source still to be identified, however after the incentive payment the total net cost would be less than \$2,000,000. At this time, the College requests approval to apply for the SGIP which includes a \$10,000 application fee. The College will provide the Board of Trustees status of the application once it becomes available and will not pursue further contracts for the project until authorized by the Board of Trustees.

Orin Williams, Associate Vice Chancellor, Facilities Planning & Development
Michael Stephens, Director, Construction
Laurens Thurman, (Interim) Vice President, Business Services



Agenda Item (IV-E-3)

Meeting	10/4/2011 - Committee/Regular Board
Agenda Item	Committee - Resources (IV-E-3)
Subject	Budget Augmentation and Design Amendment for the Alumni Carriage House Restoration Project
College/District	District
Funding	District Allocated Program Contingency and ADA Implementation - Measure C Funds
Recommended Action	It is recommended that the Board of Trustees approve the budget augmentation in the amount of \$20,000, increasing the Alumni Carriage House Restoration estimated project budget to \$150,000; approve Amendment No. 2 with Broeske Architects and Associates, Inc. in the amount of \$3,200 for additional project design services.

Background Narrative:

On May 18, 2010, the Board of Trustees approved an agreement with Broeske Architects and Associates, Inc. in the amount of \$16,000 to provide design services for the District's Alumni Carriage House Restoration project. On January 25, 2011, the Board of Trustees approved the tentative project budget in the amount of \$130,000 for the Alumni Carriage House Restoration project using the District's Allocated Program Contingency Measure C funds. An amendment with Broeske Architects and Associates, Inc. was also approved in the amount of \$8,030 for additional design services required to address specific City plan-check requirements.

In effort to compliment the pending Americans with Disability Act (ADA) Transition Plan, the District has elected to add an access ramp from the rear of the Alumni House to the rear yard area and area serving the Alumni Carriage House. This will allow better access from a heavily used area of the facility. Through the City review process it was determined the facility needs ADA improvements consisting of: two unisex toilet facilities, accessible from the exterior of the Alumni House and gardens, a path of travel improvement from the handicap parking stall to both the front door of the Alumni Carriage House and the new toilet facilities, which makes the Alumni House facility more compliant with the ADA.

With the Board's consideration, staff request approval of a budget augmentation to the Alumni Carriage House Restoration project in an amount of \$20,000 using the District's Allocated Program Contingency Measure C funds, bringing the estimated project budget to \$150,000. The budget augmentation includes costs associated with converting the Alumni Carriage House space to a legal B-Occupancy, and for additional design services with Broeske Architects and Associates, Inc. in the amount of \$3,200, bringing their agreement total to \$27,230. Amendment No. 2 with Broeske Architects and Associates, Inc. is attached for the Board's review and consideration.

Prepared By: Orin Williams, Associate Vice Chancellor, Facilities Planning & Development
Michael Stephens, Director, Construction

Attachments:

[Amendment No. 2 - Broeske Architects and Associates, Inc.](#)

SECOND (2) AMENDMENT TO AGREEMENT
BETWEEN
RIVERSIDE COMMUNITY COLLEGE DISTRICT
AND
BROESKE ARCHITECTS AND ASSOCIATES, INC.
(Alumni Carriage House Restoration Project)

This document amends the original agreement between the Riverside Community College District and Broeske Architects and Associates, Inc., which was originally approved by the Board of Trustees on May 18, 2010.

The agreement is hereby amended as follows:

- I. Additional compensation of this amended agreement shall not exceed \$3,200, including reimbursable expenses. Broeske Architects and Associates, Inc. agreement, including amendments and reimbursable expenses, now totals \$27,230. The term of this agreement shall be from the original agreement date of May 19, 2010, to the completion of the project. 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 Amendment (2) as of the date written below.

BROESKE ARCHITECTS
AND ASSOCIATES, INC.

RIVERSIDE COMMUNITY COLLEGE
DISTRICT

By: _____

James L. Broeske
Principal
4344 Latham Street, Ste. 100
Riverside, CA 92501

By: _____

James L. Buysse
Vice Chancellor
Administration and Finance

Date: _____

Date: _____

Exhibit I

Project: Alumni Carriage House Restoration

SCOPE OF SERVICES:

Additional scope will be to provide the layout and detailing for construction of a new accessible ramp for the rear of the Alumni House. Broeske Architects and Associates, Inc. will provide design review approval with the Cultural Heritage Board, construction documents for the City of Riverside Building department for approval and construction purposes. Sheet specifications will be included within the working drawing set as well as basic construction administration services.

COMPENSATION:

Fixed Fee Basis \$3,200

Fee Breakdown:

Architectural	\$2,200
Structural	\$1,000

Amendment No. 2 not to exceed the total amount of \$13,400.



Agenda Item (IV-E-4)

Meeting	10/4/2011 - Committee/Regular Board
Agenda Item	Committee - Resources (IV-E-4)
Subject	Budget Augmentation for Wheelock Gymnasium, Seismic Retrofit Project
College/District	Riverside
Funding	Riverside City Allocated Measure C Funds
Recommended Action	The Board of Trustees approve the budget augmentation in the amount of \$395,000 for the Wheelock Gymnasium, Seismic Retrofit project at the Riverside City College.

Background Narrative:

On June 16, 2009, the Board of Trustees approved the design and tentative project budget in an amount of \$18,411,120 for the Wheelock Gymnasium, Seismic Retrofit project located at the Riverside City College (RCC) using State Construction Act and Measure C funds. On February 16, 2010, the Board of Trustees approved a budget augmentation of \$600,000 for the interim housing facilities for the project, totaling the tentative project budget to \$19,011,120. On June 21, 2011, the Board of Trustees approved a budget augmentation in the amount of \$2,125,000 for office and lobby furniture, instructional and non-instructional equipment, audio visual equipment, data and voice equipment, building access/security equipment and systems needed to appropriately support the instructional, intercollegiate programs. The budget augmentation also included funds due to the extended construction schedule related to delays in the project caused from unforeseen/deteriorated structural conditions in the building's foundation and structure, weather delays (flooding) and the default from Tidwell Concrete Construction. The current tentative project budget for the Wheelock Gymnasium, Seismic Retrofit project is \$21,136,120.

Staff now request an additional budget augmentation at request of the College in the amount of \$395,000 for removal of existing exterior plaster and installation of new exterior plaster due to the deterioration of the current exterior plaster and moisture barrier as a result of the multiple penetrations required to accommodate the extensive ongoing structural work on the Wheelock Gymnasium; interim facility lease extension with VBS Leasing; added service fees with GKK Works (architect) and Inland Inspections (Inspector of Record); and added contingency for unforeseen conditions. The tentative project budget for the Wheelock Gymnasium, Seismic Retrofit project with the approved budget augmentation would now total \$21,531,120.

Norm Godin, Vice President

Orin Williams, Associate Vice Chancellor, Facilities Planning & Development

Michael Stephens, Director, Construction



e-board ▶ Agenda Item

[Agenda Item](#)

Agenda Item (VI-A)

Meeting	10/4/2011 - Committee/Regular Board
Agenda Item	Closed Session (VI-A)
Subject	Pursuant to Government Code Section 54957, Public Employee Discipline/Dismissal/Release
College/District	District
Funding	N/A
Recommended Action	To be Determined

Background Narrative:

Prepared By: