



**Board of Trustees - Regular Meeting
Tuesday, February 21, 2012 6:00 PM
Center for Student Success, Room 217, Norco
College, 2001 Third Street, Norco, California**

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. COMMENTS FROM THE PUBLIC
- II. APPROVAL OF MINUTES
 - A. [Minutes of the Board of Trustees January 17, 2012 Regular/Committee Meeting](#)
Recommend approving the January 17, 2012 Regular/Committee Board of Trustees minutes as prepared.
 - B. [Minutes of the Board of Trustees Regular Meeting of January 24, 2012](#)
Recommend approving the January 24, 2012 Regular Board of Trustees minutes.
- III. PUBLIC HEARING (NONE)
- IV. CHANCELLOR'S REPORTS
 - A. [Chancellor's Communications](#)
Information Only
 - B. [District Academic Calendar 2012-2013](#)
Recommend approving the proposed academic calendar for 2012-2013.
 - C. [Norco Student Success Report](#)
Information Only
 - D. [Future Monthly Committee Agenda Planner and Annual Master Planning Calendar](#)
Information Only
- V. STUDENT REPORT
 - A. [Student Report](#)
Information Only
- VI. CONSENT AGENDA ACTION
 - A. Diversity/Human Resources
 - 1. [Academic Personnel](#)

Recommend ratifying the renewal agreement to offer training for the California Highway Patrol at the Ben Cark Training Center, from February 11, 2011 through February 10, 2013, at a cost of \$1.55 per student contact hour.

b. [Contracts and Agreements Report Less than \\$81,000 - All District Resources](#)

Recommend ratifying contracts totaling \$570,165.

c. [Subcontract between Riverside Community College District, Norco College and Jefferson Community & Technical College](#)

Recommend ratifying the subcontract with Jefferson Community & Technical College to implement a National Science Foundation National Center for Supply Chain Technology Education Grant.

7. [Out-of-State Travel](#)

Recommend approving out-of-state travel.

8. Other Items

a. [Surplus Property](#)

Recommend that the Board of Trustees by unanimous vote: 1) declare the property on the attached list to be surplus; 2) find that the property does not exceed the total value of \$5,000; and 3) authorize the property to be consigned to The Liquidation Company to be sold on behalf of the District

b. [Surplus Property - Donation](#)

Recommend declaring the listed property to be surplus; finding the property does not exceed \$5,000, and authorize the property to be sold on behalf of the District.

c. [Notices of Completion](#)

Recommend 1) accepting the project as complete, 2) approving the execution of the Notices of Completion (under Civil Code Section 3093 - Public Works.)

VII. CONSENT AGENDA INFORMATION

A. [CCFS-311Q - Quarterly Financial Status Report for the Quarter Ended Information Only](#)

B. [Monthly Financial Report Information Only](#)

VIII. BOARD COMMITTEE REPORTS

A. Governance

1. [Revised and New Board Policies - First Reading](#)

Recommend accepting Board Policies 3801, 4000 and 5010 for first reading.

B. Teaching and Learning

1. [Riverside City College Accreditation Midterm Report](#)

Recommend accepting Riverside City College's Midterm Report.

2. [Norco College Accreditation Midterm Report](#)

Recommend accepting Norco College's Midterm Report.

3. [Moreno Valley College Accreditation Midterm Report](#)

Recommend accepting Moreno Valley College's Midterm Report.

C. Planning and Operations (None)

D. Facilities

1. [Wheelock Gymnasium, Seismic Retrofit Project for Budget Augmentation, Change Orders and Amendments](#)

Recommend approving items for the Wheelock Gymnasium, Seismic Retrofit project at RCC: 1) Budget augmentation in the amount of \$2,099,615, using RCC Allocated Measure C Funds; 2) Change Order No. 7 with GDA, Inc., in the amount of

\$28,000; 3) Change Order No. 6 with Inland Building Construction Companies in the amount of \$551,312.02; 4) Change Order No. 4 with ISEC, Inc., in the amount of \$123,914; 5) Change Order No. 3 with Pro-Craft Construction, in the amount of \$69,184; 6) Amendment No. 3 with GKK Works in an amount not to exceed \$46,535; 7) Amendment No. 2 with Inland Inspection and Consulting in an amount not to exceed \$45,064.

- E. Resources
 - 1. [Builder's Risk Insurance for Construction Projects](#)
Recommend approving the insurance policies for the Norco Secondary Effects project, Wheelock Gymnasium Seismic Retrofit project, and Citrus Belt Savings and Loan Gallery project.
 - 2. [Project Budget Savings for Norco College](#)
Recommend approving a project savings for two completed Norco College construction projects and returning the reduced amounts to the Norco College allocated Measure C Fund account.
- IX. ADMINISTRATIVE REPORTS
 - A. Vice Chancellors
 - B. Presidents
- X. ACADEMIC SENATE REPORTS
 - A. Moreno Valley College/Riverside Community College District
 - B. Norco College
 - C. Riverside City College
- XI. BARGAINING UNIT REPORTS
 - A. CTA - California Teachers Association
 - B. CSEA - California School Employees Association
- XII. BUSINESS FROM BOARD MEMBERS
 - A. [Districting of Trustee](#)
Recommend receiving an update from the Ad Hoc Committee, approving maps to forward to public forums, and accepting the timelines and milestones for districting.
 - B. [Update from Members of the Board of Trustees on Business of the Board Information Only](#)
- XIII. CLOSED SESSION
 - A. [Conference with Legal Counsel - Existing Litigation \(CA Gov. Code 54956.9\(a\) - Corral v. Riverside Community College District, et.al.](#)
Recommended Action to be Determined
 - B. [Pursuant to Government Code Section 54957, Public Employee Discipline/Dismissal/Release](#)
Recommended Action to be Determined
- XIV. ADJOURNMENT



Agenda Item (II-A)

Meeting	2/21/2012 - Regular
Agenda Item	Approval of Minutes (II-A)
Subject	Minutes of the Board of Trustees January 17, 2012 Regular/Committee Meeting
College/District	District
Funding	n/a
Recommended Action	It is recommended that the Board of Trustees review and approve the minutes.

Background Narrative:

Recommend approving minutes prepared for the January 17, 2012 Regular/Committee Meeting.

Prepared By: Greg Gray, Chancellor
Michelle Haeckel, Administrative Assistant, Office of the Chancellor

Attachments:

[011712 Minutes](#)

MINUTES OF THE BOARD OF TRUSTEES REGULAR
AND COMMITTEE MEETINGS OF THE GOVERNANCE,
TEACHING AND LEARNING, PLANNING AND OPERATIONS,
FACILITIES AND RESOURCES COMMITTEES
OF JANUARY 17, 2012

President Green called the Board of Trustees meeting to order at 6:00 p.m., in Student Services 101, Moreno Valley College, 16130 Lasselle Street, Moreno Valley, California. CALL TO ORDER

Trustees Present

Virginia Blumenthal, Vice President
Sam Davis, Secretary
Mary Figueroa, Board Member
Janet Green, President
Mark Takano, Board Member
Nick Bygon, Student Trustee

Staff Present

Dr. Gregory W. Gray, Chancellor
Dr. James Buysse, Vice Chancellor, Administration and Finance
Dr. Debbie DiThomas, Interim President, Norco College
Dr. Tom Harris, Acting President, Moreno Valley College
Ms. Melissa Kane, Vice Chancellor, Diversity and Human Resources
Dr. Ray Maghroori, Provost/Vice Chancellor, Educational Services
Ms. Chris Carlson, Chief of Staff
Mr. Jim Parsons, Associate Vice Chancellor, Strategic Communications
and Relations
Mr. Ron Vito, Vice President, Career and Technical Programs, Riverside City College

Blumenthal/Davis moved that the Board of Trustees move Closed Session Item No. VI.A. Conference with Legal Counsel – Existing Litigation (CA Gov. Code 54956.9(a) – Corral v. Riverside Community College District, et al. to be heard prior to comments from the public. Motion carried. (5 ayes) AMEND AGENDA

Takano/Davis moved that the Board of Trustees move Other Business Item No. V.A. Board Associations and Board Committee Appointments to be heard after comments from the public. Motion carried. (5 ayes) AMEND AGENDA

The Board adjourned to closed session at 6:02 p.m., pursuant to Conference with Legal Counsel – Existing Litigation (CA Gov. Code 54956.9(a) – Corral v. Riverside Community College District, et al.

CLOSED SESSION

The Board reconvened to open session at 6:44 p.m., announcing no action taken.

RECONVENED

Moreno Valley College Student Michelle Christenson led the Pledge of Allegiance.

PLEDGE OF ALLEGIANCE

Mr. Jonathan Flike made comments about his resignation as ASRCC president.

COMMENTS FROM THE PUBLIC

Blumenthal/Davis moved that the Board of Trustees approve the Board association and Board Committee Appointments. Motion carried. (5 ayes)

BOARD ASSOCIATION AND BOARD COMMITTEE APPOINTMENTS

The Teaching and Learning Committee Chair Sam Davis convened the meeting at 6:48 p.m. Committee members in attendance: Dr. Ray Maghroori, Provost/Vice Chancellor, Academic Affairs; Academic Senate Representatives: Dr. Travis Gibbs and Mr. Sal Soto (Moreno Valley College) and Dr. Sharon Crasnow (Norco College), CTA Representative: Ms. Patricia Avila (RCC); CSEA Representative: Mr. Eric Muehlebach; ASRCCD Representative: Mr. Nick Bygon; Confidential Representative: Ms. Angie Arballo; and Management Representative: Ms. Diane Dieckmeyer.

TEACHING AND LEARNING COMMITTEE

Dr. Maghroori presented the proposed curricular changes for inclusion in the catalog and schedule of class offerings that will be presented to the Board for approval on January 24, 2012. Discussion followed.

Proposed Curricular Changes

Mr. Richard Keeler, Director, Grants, reviewed the mid-year master grant submission schedule for the 2011-12 academic year. Discussion followed.

Presentation – Grants Office Winter Report

Dr. Maghroori introduced Mr. Jeff Williamson, Statewide Director, Center for International Trade Development, who facilitated a presentation on the California State Trade and Export Promotion grant from the U.S. Small Business Administration. Discussion followed.

Presentation – Center International Trade

The committee adjourned the meeting at 7:25 p.m.

Adjourned

The Facilities Committee Chair Virginia Blumenthal convened the meeting at 7:26 p.m. Committee members in attendance: Mr. Orin Williams, Associate Vice Chancellor, Facilities Planning, Design and Construction; Academic Senate Representatives: Dr. Travis Gibbs (Moreno Valley College) and Dr. Sharon Crasnow (Norco College); CSEA Representative: Mr. Eric Meuhlebach; ASRCCD Representative: Mr. George Escutia; Confidential Representative: Ms. Angie Arballo; and Management Representative: Mr. Norm Godin.

FACILITIES COMMITTEE

Mr. Orin Williams led the committee review of Resolution No. 21-11/12 which will allow the District to withhold retention proceeds from the contractor at an amount not to exceed ten percent for the project that will be presented to the Board for approval at the January 24th regular meeting. Discussion followed.

Resolution No. 21-11/12 – Phase III – Student Academic Services Facility at Moreno Valley College

Mr. Bart Doering, Director, Construction, Facilities Planning and Development, led the committee review of the agreements with Inland Inspections and Consulting and River City Testing for Division of State Architect inspection services and testing laboratory services for the project that will be presented to the Board for approval at the January 24th regular meeting. Discussion followed.

Inspection and Testing Services Agreements for Phase III – Student Services Facility at Moreno Valley College

Mr. Michael Stephens, Director, Construction, Facilities Planning and Development, led the discussion on an amendment to provide information technology engineering design services that will be presented to the Board for approval on January 24, 2012. Discussion followed.

Design Amendment for Secondary Effects Project at Norco College with Hill Partnership, Inc.

Mr. Stephens reviewed with the committee the five percent retention reduction for the project that the Board will be asked to approve at the January 24th regular meeting. Discussion followed.

Retention Reduction for Nursing/Science Building Project with K.A.R. Construction, Inc.

The committee adjourned at 7:45 p.m.

Adjourned

The Resources Committee Chair Mark Takano convened the meeting at 7:46 p.m. Committee members in attendance: Dr. James Buisse, Vice Chancellor, Administration and Finance; Ms. Melissa Kane, Vice Chancellor, Diversity and Human Resources; Academic

RESOURCES COMMITTEE

Senate Representatives: Dr. Travis Gibbs and Mr. Sal Soto (Moreno Valley College) and Dr. Sharon Crasnow (Norco College); CSEA Representative: Mr. Eric Meuhlebach; ASRCCD Representative: Mr. Francisco Ramos (Moreno Valley College); Confidential Representative: Ms. Debra Creswell; and Management Association: Ms. Nancy Melendez

Ms. Kane led the review of the Employee Benefits Consulting Services Agreement with Keenan & Associates to provide an analysis of options and alternatives for RCCD's current benefit plans in the amount of \$100,000.00 that will be presented to the Board for approval at January 24th regular Board meeting. Discussion followed.

Employee Benefits Consulting Services Agreement with Keenan & Associates

Dr. Buysse provided the Board with an update on the Governor's budget proposal for FY 2012-13 and its potential implications on California Community Colleges. Discussion followed.

Governor's Proposed Budget for FY 2012-13

The committee adjourned the meeting at 8:19 p.m.

Adjourned

OTHER BUSINESS

President Green made a correction to the committee appointments and announced that all Committee assignments would remain the same except that Trustee Figueroa would serve as Chair for the Planning and Operations Committee and President Green would serve as Chair for the Governance Committee; and the Board agreed that final determination of the Liaison Committee Representative assignments would be deferred to the next regular Board meeting on January 24, 2012.

BOARD ASSOCIATION AND BOARD COMMITTEE APPOINTMENTS

The Board adjourned to closed session at 8:22 p.m., pursuant to Government Code Section 54957, Public Employee Discipline/Dismissal/Release; and Conference with Legal counsel – Anticipated Litigation (G. C. 54956.9(b) - Number of Potential Cases: One (1).

CLOSED SESSION

The Board reconvened to open session at 9:55 p.m., announcing no action taken, and adjourned the meeting at 9:56 p.m.

RECONVENED/ADJOURNMENT



Agenda Item (II-B)

Meeting	2/21/2012 - Regular
Agenda Item	Approval of Minutes (II-B)
Subject	Minutes of the Board of Trustees Regular Meeting of January 24, 2012
College/District	District
Funding	n/a
Recommended Action	It is recommended that the Board of Trustees review and approve the minutes prepared for the January 24, 2012 Meeting.

Background Narrative:

Recommend approving minutes prepared for the January 24, 2012 Regular Meeting.

Prepared By: Greg Gray, Chancellor
Michelle Haeckel, Administrative Assistant, Office of the Chancellor

Attachments:

[012412 Minutes](#)

MINUTES OF THE REGULAR BOARD OF TRUSTEES MEETING
OF JANUARY 24, 2012

President Green called the regular meeting of the Board of Trustees to order at 6:05 p.m., in Student Services Room 101, Moreno Valley College, 16130 Lasselle, Moreno Valley, California

CALL TO ORDER

Trustees Present

Virginia Blumenthal, Vice President
Sam Davis, Secretary
Mary Figueroa, Board Member
Janet Green, President
Mark Takano, Board Member (by teleconference)
Nick Bygon, Student Trustee

Staff Present

Dr. Gregory W. Gray, Chancellor
Dr. Cynthia Azari, President, Riverside City College
Dr. James Buysse, Vice Chancellor, Administration and Finance
Dr. Debbie DiThomas, Interim President, Norco College
Dr. Tom Harris, Acting President, Moreno Valley College
Ms. Melissa Kane, Vice Chancellor, Diversity and Human Resources
Dr. Ray Maghroori, Provost/Vice Chancellor, Educational Services
Mr. Jim Parsons, Associate Vice Chancellor, Strategic Communications and Relations
Dr. Travis Gibbs, President, Academic Senate, District and Moreno Valley College
Dr. Dariush Haghighat, President, CTA
Mr. Eric Muehlebach, President, CSEA

Student Charmaine Williams led the Pledge of Allegiance.

PLEDGE OF ALLEGIANCE

Blumenthal/Davis moved that the Board of Trustees approve the minutes of the Board of Trustees Regular/Committee Meeting of December 6, 2011. Motion carried by roll call vote. (5 ayes [Takano, Figueroa, Davis, Blumenthal, Green])

MINUTES OF THE
REGULAR/COMMITTEE
MEETINGS OF DECEMBER 6, 2011

Blumenthal/Davis moved that the Board of Trustees approve the minutes of the Board of Trustees Regular Meeting of December 13, 2011. Motion carried by roll call vote. (5 ayes [Takano, Figueroa, Davis, Blumenthal, Green])

MINUTES OF THE REGULAR
MEETING OF DECEMBER 13, 2011

Trustee Figueroa corrected the December 13, Special Board of Trustees meeting minutes to reflect she had made a motion to nominate Trustee Takano to the office of vice president of the Board of Trustees, and that the vote to elect Trustee Blumenthal as vice president of the Board of Trustees was carried as follows: (3 ayes ; 2 noes [Takano/Figueroa]).

MINUTES OF THE BOARD OF
TRUSTEES SPECIAL MEETING OF
DECEMBER 13, 2011

Blumenthal/Davis moved that the Board of Trustees approve the corrected minutes of the Board of Trustees Special Meeting of December 13, 2011. Motion carried by roll call vote. (5 ayes [Takano, Figueroa, Davis, Blumenthal, Green])

Chief Jim Miyashiro, College Safety and Police, updated the Board on an auction held November 10, consisting of lost and found property, and presented a check in the amount of \$3,000 to the Board. The proceeds will go to the RCCD Foundation for the purpose of helping financially challenged students obtain books.

College Safety and Police Auction

Updates on the progress of the migration of dispatch services were provided by Chief Miyashiro and Dispatch Supervisor Scott Kovach, California State University, San Bernardino.

Update on Dispatch Services Contract

CHANCELLOR'S REPORTS

Dr. Patricia Carter gave a presentation on the District's Honor Program that assists in creating for students transfer opportunities, intellectual and cultural awareness, critical and independent thought, and self-reliance. Students spoke in praise of the program.

Presentation on RCCD Honors Program

Associate Professor Matt Fast, Computer Information Systems, gave a presentation on the simulation and gaming programs offered at Moreno Valley College and students' success.

Presentation on Simulation and Gaming at Moreno Valley College: Student Success Past, Present, and Future

Figueroa/Blumenthal moved that the Board of Trustees approve changing the method of electing Board members from at-large to by-district. Motion carried by a roll call vote: (4 ayes [Takano, Figueroa, Blumenthal, Green], 1 no [Davis])

Discussion on Redistricting of Trustees

Figueroa/Blumenthal moved that the Board of Trustees approve directing staff to amend Board Policy 2100 and the associate Administrative Procedure 2100 to reflect the change from at-large to district elections. Motion carried by roll call vote: (4 ayes [Takano, Figueroa, Blumenthal, Green]; 1 no [Davis]).

Blumenthal/Takano moved that the Board of Trustees form an ad hoc committee to include two Board members, Trustees Blumenthal and Figueroa, to work with the development team in changing from an “at-large” to a “by-district” method of electing either 5 or 7 trustees to the Board. Motion carried by roll call vote. (3 ayes [Takano, Blumenthal, Green] 1 abstention [Figueroa])1 absent [Davis]

Trustee Blumenthal suggested that by a consensus of the Board of Trustees the ad hoc committee consider mapping for both a 5-member and 7-member Board; that the ad hoc committee bring back to the full Board their findings for discussion and that a motion be made at that time for a 5 or 7 member Board, and then proceed with the public participation process.

The Board of Trustees received information on documents that are used to monitor and review upcoming action items, information items, and presentations, as well as planning for the monthly committee and Board meetings.

Future Monthly Committee
Agenda Planner and Annual
Master Planning Calendar

The Board recessed at 8:36 p.m. and reconvened at 8:49 p.m.

RECESS/RECONVENE

Blumenthal/Figueroa moved that the Board of Trustees appoint Dr. Paul Parnell as President of Norco College, effective July 1, 2012. Motion carried by roll call vote.(5 ayes [Takano, Figueroa, Davis, Blumenthal, Green])

Appointment of Dr. Paul Parnell
as President of Norco College

Blumenthal/Figueroa moved that the Board of Trustees appoint Dr. Sandra Mayo as President of Moreno Valley College, effective July 1, 2012. Motion carried by a roll call vote. (5 ayes [Takano, Figueroa, Davis, Blumenthal, Green])

Appointment of Dr. Sandra Mayo
as President of Moreno Valley
College

Student Trustee Nick Bygon presented the report about recent and future student activities at Moreno Valley College, Norco College, and Riverside City College.

STUDENT REPORT

CONSENT ITEMS

Ms. Kane, Vice Chancellor of Diversity and Human Resources, requested that the position of Interim Associate Vice Chancellor, Information Services (Steve Gilson), on the Classified Personnel report, be moved from under “Management Supervisory – Categorically Funded” to “Management Supervisory.”

Action

Blumenthal/Davis moved that the Board of Trustees:

Ratify contracts totaling \$644,750; (4 ayes [Takano, Davis, Blumenthal, Green; 1 abstention [Figueroa])

Contracts and Agreements
Report Less than \$81,000- All
District Resources

Approve/ratify the listed academic appointments, and assignment and salary adjustments;

Academic Personnel

Approve/ratify the listed classified appointments, and assignment and salary adjustments as corrected;

Classified Personnel

Approve/ratify the listed other personnel appointments, and assignment and salary adjustments;

Other Personnel

Approve/ratify the Purchase Orders and Purchase Order Additions totaling \$4,836,352 and District Warrant Claims totaling \$10,991,198;

Purchase Order and Warrant
Report – All District Resources

Approve the budget transfers as presented;

Budget Adjustments

Approve adding the revenue and expenditures of \$26,550 to the budgets for Moreno Valley, Norco, and Riverside City Colleges and authorize the Vice Chancellor of Administration and Finance to sign;

Resolution No. 22-11/12
2011-2012 Extended
Opportunity Programs and
Services (EOPS)

Approve awarding the bid for the purchase of gym equipment from Advanced Exercise Equipment, utilizing competitively bid Los Angeles Unified School District (LAUSD) Contract No. 1150098;

Purchase of Gym Equipment
from Advanced Exercise
Equipment, Utilizing
Competitively Bid Los Angeles
Unified School District
Contract No. 1150098

Approve the agreement between Riverside Community College District and Sunesys for the 120-month-period commencing on the acceptance date;

Agreement to Lease Fiber Optic
Services with Sunesys, LLC

Grant out-of-state travel requests;

Out-of-State Travel

Accept the project (Moreno Valley College Dental Education Center) as complete, approve the execution of the Notices of Completion (under Civil Code Section 3093 – Public Works), and authorize the Board President and the Vice Chancellor, Administration and Finance, to sign the Notices;

Notices of Completion

Approve the agreement with Keenan & Associates in the amount of \$100,000 and authorize the Vice Chancellor, Administration and Finance, to sign the agreement;

Employee Benefits Consulting Services Agreement

Adopt a nonresident tuition rate of \$180 per unit and a capital outlay surcharge fee rate of \$24 per unit for FY 2012-2013;

2012-2013 Nonresident Tuition and Capital Outlay Surcharge Fees

Motion carried by roll call vote. (5 ayes [Takano, Figueroa, Davis, Blumenthal, Green])

Information

In accordance with Board Policy 7350, the Chancellor has accepted the resignations of the following: Ms. Ariel Davis, Outreach Specialist, effective December 27, 2011, non-continuance of probation; Mr. Christopher Kellermeyer, Network Specialist (Server Administrator), effective December 26, 2011, personal; Mr. Adrian Landa Guzman, Learning Center Assistant, effective December 23, 2011, personal.

Separations

The Board of Trustees received for information and consideration a subcontract with Jefferson Community & Technical College and Norco College to implement a National Science Foundation National Center for Supply Chain Technology Education Grant.

Subcontract between Riverside Community College District, Norco College and Jefferson Community and Technical College

The Board received the summary of financial information for the period July 1, 2011 through December 31, 2011.

Monthly Financial Report

BOARD COMMITTEE REPORTS

Teaching and Learning

Davis/Blumenthal moved that the Board of Trustees approve the proposed curricular changes for inclusion in the college catalogs and schedule of class offerings. Motion carried by roll call vote,(5 ayes [Takano, Figueroa, Davis, Blumenthal, Green])

Proposed Curricular Changes

Facilities

Blumenthal/Figueroa moved that the Board of Trustees approve Resolution No. 21-11/12 determining the Phase III-Student Academic Services Facility at the Moreno Valley College to be a “substantially complex” project, therefore increasing the retention proceeds to be withheld from the contractor at a rate of ten percent.

Resolution No. 21-11/12 – Phase III – Student Academic Services Facility at Moreno Valley College

Motion carried by roll call vote. (5 ayes [Takano, Figueroa, Davis, Blumenthal, Green])

Blumenthal/Figueroa moved that the Board of Trustees approve the agreements for the Phase III – Student Academic Services Facility at Moreno Valley College with Inland Inspections and Consulting in the amount of \$242,812.50; and River City Testing in the amount of \$234,720. Motion carried by roll call vote. (5 ayes [Takano, Figueroa, Davis, Blumenthal, Green])

Blumenthal/Figueroa moved that the Board of Trustees approve retention reduction for the Nursing/Science Building Project by five percent with K.A.R. Construction, Inc. Motion carried by roll call vote. (5 ayes [Takano, Figueroa, Davis, Blumenthal, Green])

Blumenthal/Figueroa moved that the Board of Trustees approve Amendment No. 4 with Hill Partnership, Inc., in an amount not to exceed \$3,096.50 for the Secondary Effects project located at Norco College. Motion carried by roll call vote. (5 ayes [Takano, Figueroa, Davis, Blumenthal, Green])

Inspection and Testing Services Agreements for Phase III – Student Academic Services Facility at Moreno Valley College

Retention Reduction for the Nursing/Science Building Project with K.A.R. Construction, Inc.

Design Amendment for Secondary effects Project at Norco College with Hill Partnership, Inc.

ACADEMIC SENATE REPORTS

Dr. Travis Gibbs presented the report on behalf of the District and Moreno Valley College.

Moreno Valley College and Riverside Community College District

BARGAINING UNIT REPORTS

Dr. Dariush Haghghat, President, CTA, presented the report on behalf of CTA.

CTA – California Teachers Association

Mr. Eric Muehlebach, President, CSEA, presented the report on behalf of the CSEA.

CSEA – California School Employees Association

BUSINESS FROM BOARD MEMBERS

Blumenthal/Figueroa moved that the Board ratify the Board association and liaison representatives for 2012. Motion carried by a roll call vote. (5 ayes) [Takano, Figueroa, Davis, Blumenthal, Green])

2012 Board Association and Board Committee Appointments

Figueroa/Blumenthal moved that the Board of Trustees adopt Resolution No. 23-11/12 recognizing and commemorating the contributions and

Resolution No. 23-11/12
A Resolution Recognizing the Contributions of Rufus Barkley III

achievements of Rufus Barkley III. Motion carried by roll call vote. (5 ayes [Takano, Figueroa, Davis, Blumenthal, Green])

The Board adjourned the meeting at 9:25 p.m.

ADJOURNED



[e-board](#) › [Agenda Item](#)

[Agenda Item](#)

Agenda Item (IV-A)

Meeting 2/21/2012 - Regular
Agenda Item Chancellor's Reports (IV-A)
Subject Chancellor's Communications
College/District District

Information Only

Background Narrative:

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

Prepared By: Greg Gray, Chancellor



Agenda Item (IV-B)

Meeting	2/21/2012 - Regular
Agenda Item	Chancellor's Reports (IV-B)
Subject	District Academic Calendar 2012-2013
College/District	District
Funding	N/A
Recommended Action	It is recommended that the Board of Trustees approve the proposed academic calendar for 2012-2013.

Background Narrative:

Presented for the Board's review and consideration is the proposed District calendar for 2012-2013. The calendar has been developed in accordance with Article IX of the agreement between the District and the RCCD Faculty Association CCA/CTA/NEA. The proposed calendar has summer, fall, winter and spring sessions.

Prepared By: Ray Maghroori, Provost/Vice Chancellor, Educational Services
Sylvia Thomas, Associate Vice Chancellor, Educational Services

Attachments:

[Academic Calendar 2012-2013 Backup.pdf](#)

RIVERSIDE COMMUNITY COLLEGE DISTRICT

Academic Calendar

2012 - 2013

June 2012						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2012						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2012						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2012						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2012						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2012						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2012						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2013						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2013						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2013						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2013						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2013						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2013						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Required Day for New Faculty Aug. 21

Summer Session 2012
June 18 - July 29 (6 weeks)

Required FLEX Day
College - 1/2 day AM August 23
District/Discipline - 1/2 day AM Feb. 8

Fall 2012
August 27 - December 14
Weekend Classes-Sept. 1 - Dec. 9

Optional FLEX Day
August 23 & February 8 - 1/2 days PM
August 24

Winter Intersession 2013
January 2 - February 10 (6 weeks)
Weekend Classes - Jan. 5 - Feb. 10

Legal Holiday/Day of Observance

Commencement (June 7)

Final Exams

Part-time Faculty Orientation
to be arranged by College

Classes Not in Session

Spring 2013
February 11 - June 7
Weekend Classes - Feb. 23 - June 2



[e-board](#) › [Agenda Item](#)

[Agenda Item](#)

Agenda Item (IV-C)

Meeting 2/21/2012 - Regular

Agenda Item Chancellor's Reports (IV-C)

Subject Norco Student Success Report

College/District Norco

Information Only

Background Narrative:

The "Rites to Thrive" pilot program is a collaboration between academic, community, and corporate partners to equip motivated scholars with the skills, information, and resources to be successful in academia, business, and their respective communities. With guest presenters Pastor Charles Lee-Johnson and Justin White from Corona Community AME Church.

Prepared By: Debbie DiThomas, Interim President, Norco College

Attachments:

[Rites to Thrive Presentation](#)

INTRODUCING

MITES TO THRIVE



Charles Lee-Johnson
& Associates



Mark A. Thomas Ministries



COMMUNITY PARTICIPANTS

✘ **Corona Community AME Church**

- + Pastor Charles Lee-Johnson
- + Mr. Justin White

✘ **Mark A. Thomas Ministries**

- + Pastor Mark Thomas

✘ **Toyota Motor Sales**

- + Mr. Wilson Johnson

✘ **Hope Recovery Center**

- + Mr. Shawn Kelly
- + Ms. Stacy Dorsey

✘ **San Bernardino County Superintendent of Schools**

- + Mr. Kevin Baker

✘ **Cal Poly Pomona**

- + Ms. Deborah Brandon
- + Dr. Frank Ewers
- + Ms. Yolanda Friday
- + Ms. Darlene Mims
- + Dr. Michael Page

✘ **Alvord Unified School District**

- + Ms. Cynthia Glover-Woods

NORCO COLLEGE PARTICIPANTS

- ✘ Dr. Debbie DiThomas
- ✘ Dr. Monica Green
- ✘ Dr. Diane Dieckmeyer
- ✘ Dr. Koji Uesugi
- ✘ Dr. Carol Farrar
- ✘ Dr. Lisa Nelson
- ✘ Mr. Kevin Fleming
- ✘ Mr. Gustavo Ocegüera
- ✘ Ms. Hortencia Cuevas
- ✘ Mr. Dimitrios Synodinos
- ✘ Dr. Monica Gutierrez
- ✘ Ms. Dina Humble
- ✘ Ms. Julie Mendez
- ✘ Ms. Eva Amezola
- ✘ Mr. Mark DeAsis
- ✘ Ms. Maria Gonzales
- ✘ Ms. Nelya Parada
- ✘ “The Talented Tenth”
Student Representatives

WHAT DOES IT DO?

✘ EDUCATE

- + *Self Discovery*
- + *Understanding College Life*
- + *Occupational Expectations*

✘ EQUIP

- + *Life Skills*
- + *Supportive Network*
- + *Career Readiness Skills*

✘ EMPOWER

- + *Purpose Driven*
- + *Self Motivated*
- + *Focused & Disciplined*

rites to thrive

HOW DOES IT WORK?

Participants Learn the Ten Rites:

Personal

Cultural

Emotional

Historical

Spiritual

Political

Mental

Physical

Economic

Social

rites to thrive

WHAT MAKES IT DIFFERENT?

It Works !

- ✘ Edward Wilson Houston finds “..Rites of Passage program is a success in positively affecting the outlook, behavior, and confidence of the youth approaching emancipation in their ability to successfully navigate this life transition.”*
- ✘ Awarded “America’s Most Promising Program for At Risk Youth and Families” by the White House in 2007.
- ✘ The program has been successfully implemented nationally in numerous community and faith-based institutions.
- ✘ It starts where the client is.

* Abstract: Evaluative Research in Determination of the Effectiveness of Department of Children and Family Service’s Rites of Passage Program Toward Positive Emancipation of Foster Youth

rites to thrive

WHO IS IT FOR?

- ✘ Those who want a better life and do not know where to start.
- ✘ Those who feel post secondary education is not for them.
- ✘ Those who need direction and encouragement.
- ✘ Those who are underrepresented in post secondary institutions.

rites to thrive

WHY DO IT AT NORCO COLLEGE?

- ✘ Norco College has a commitment to increase diversity of its student body.
- ✘ Only 15% of African Americans were eligible for state universities*
- ✘ African Americans have the lowest retention and success rates in the California Community College System**
- ✘ 75% of African American graduates participated in special programs outside of college classes.***

*Diverse Issues in Higher Education: The Community College Transfer Challenge, by R. Roach, 2009

** California Community College Chancellor's Office, 2010

*** Successful African American Community College Students Perceptions on Sense of Belonging in Three California Community College Districts by, Nicole Wise, 2011

rites to thrive

SESSION EVALUATIONS

Rite to Thrive

96% Highly Informative/Informative

4% Neutral/undecided

0% Not Informative

College Life

97% Highly Informative/Informative

3% Neutral/Undecided

0% Not Informative

Occupational

98% Highly Informative/Informative

2% Neutral/Undecided

0% Not Informative

Review of each day

99% Highly Informative/Informative

1% Neutral/Undecided

0% Not Informative

**Summative Evaluation of Pilot Pending*

rites to thrive

FUTURE



rites to thrive











[e-board](#) › [Agenda Item](#)

[Agenda Item](#)

Agenda Item (IV-D)

Meeting 2/21/2012 - Regular

Agenda Item Chancellor's Reports (IV-D)

Subject Future Monthly Committee Agenda Planner and Annual Master Planning Calendar

College/District District

Information Only

Background Narrative:

Monthly, the Board Committees meet to review upcoming action items or receive information items and presentations. Furthermore, annually the Board sees and takes action on items, at the same time each year. For the purposes of planning the monthly committee and Board meetings, the Future Committee Agenda Planner and the Annual Master Planning Calendar are provided for the Board's information.

Prepared By: Greg Gray, Chancellor
Michelle Haeckel, Administrative Assistant, Office of the Chancellor

Attachments:

[Future Monthly Committee Planner and Annual Master Calendar_022112](#)

RECOMMENDED 2011-12 GOVERNING BOARD AGENDA MASTER PLANNING CALENDAR

Month	Planned Agenda Item
August	<ul style="list-style-type: none"> • Five-Year Capital Construction Plan, Initial Project Proposals and Final Project Proposals • Proposed Curricular Changes • Presentation of Annual Report by Measure C Citizens' Bond Oversight Committee
September	<ul style="list-style-type: none"> • CCFS-311Q-Quarterly Financial Status Report for the Quarter Ended June 30 • Budget – Public Hearing
October	<ul style="list-style-type: none"> • Annual Master Grant Submission Schedule • College Closure – Holiday Schedule
November	<ul style="list-style-type: none"> • Annual CCFS-311 Financial and Budget Report • Annual Proposition 39 Financial and Performance Audits
December	<ul style="list-style-type: none"> • Organizational Meeting: Elect the President, Vice President and Secretary of the Board of Trustees; Board association and committee appointments. • Annual Board of Trustees Meeting Calendar for January-December • RCCD Report Card on the Strategic Plan • Annual District Academic Calendar • CCFS-311Q-Quarterly Financial Status Report for the Quarter Ended September 30 • RCCD Report Card on the Strategic Plan • Annual Independent Audit Report for the Riverside Community College District • Annual Independent Audit Report for the Riverside Community College District Foundation • Fall Scholarship Award to Student Trustee
January	<ul style="list-style-type: none"> • Accountability Reporting for Community Colleges • Grants Office Annual Winter Report • Governor's Budget Proposal • Federal Legislative Update • Nonresident Tuition and Capital Outlay Surcharge Fees • Proposed Curricular Changes
February	<ul style="list-style-type: none"> • CCFS-311Q-Quarterly Financial Status Report for the Quarter Ended December 31
March	<ul style="list-style-type: none"> • Recommendation Not to Employ (March 15th Letters)
April	<ul style="list-style-type: none"> • Academic Rank – Full Professors • Authorization to Encumber Funds • Proposed Curricular Changes • Accountability Reporting for Community Colleges
May	<ul style="list-style-type: none"> • CCFS-311Q-Quarterly Financial Status Report for the Quarter Ended March 31 • Summer Workweek • Resolution to Recognize Classified School Employee Week • Board of Trustees Annual Self-Evaluation • Chancellor's Evaluation
June	<ul style="list-style-type: none"> • Administration of Oath of Office to Student Trustee • Spring Scholarship Award to Student Trustee • Department Chairs and Stipends, Academic Year • Coordinator Assignments • Extra-Curricular Assignments • Notices of Employment–Tenured Faculty; Contract Faculty; and Categorically Funded • Academic Administrator Employment Contracts • Emeritus Awards, Faculty • Tentative Budget and Notice and Public Hearing on the Budget • Moreno Valley College Catalog • Norco College Catalog • Riverside City College Catalog • Board Self Evaluation – Reporting Out

COMMITTEES OF THE BOARD OF TRUSTEES - PLANNING WORKSHEET

A. Governance	B. Teaching and Learning	C. Planning and Operations	D. Facilities	E. Resources
Chancellor	Vice Chancellor, Academic Affairs	Chief of Staff	Associate Vice Chancellor, Facilities Planning, Design & Construction	Vice Chancellor, Admin. & Finance; Vice Chancellor, Diversity and Human Resources
<div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> ✓ Board report & backup materials attached for review by the Cabinet. ■ Board report and/or backup not yet complete – review pending. ★ Approved by the Cabinet for placement on the Board agenda. <p style="text-align: center; color: red; font-weight: bold; margin-top: 5px;">ALL FINAL REPORTS DUE TO THE CHANCELLOR'S OFFICE BY 02/28/12 & 03/13/12.</p> </div>		<ul style="list-style-type: none"> ■ Postponement of Learning Gateway Building Project (Harris/Williams) ■ Addendum to Environmental Impact Report for Market Street Properties (CAA/DO) (Azari/Williams) ■ Video Presentations (Gray/Carlson) 	<ul style="list-style-type: none"> ■ Norco Operations Center Project for Agreements and Amendment (DiThomas/Williams) ■ Amendment for the Culinary Arts Academy and District Office Building Project (Azari/Williams) 	<ul style="list-style-type: none"> ■ IT Audit , AV Equipment (Buysse) ■ Measure C Update (Buysse) ■ Budget Transfer, Design Amendment and Retention Reductions for the Nursing/Science Building Project (Azari/Williams) ■ Agreement for MVC Facilities Master Plan (Harris/Williams) ■ Project Budget Approval for MVC Physician's Assistant Laboratory Remodel (Harris/Williams)



[e-board](#) » [Agenda Item](#)

[Agenda Item](#)

Agenda Item (V-A)

Meeting 2/21/2012 - Regular

Agenda Item Student Report (V-A)

Subject Student Report

College/District District

Information Only

Background Narrative:

Student Trustee Nick Bygon will be presenting the report about recent and future student activities at Moreno Valley College, Norco College, Riverside City College and Riverside Community College District.

Prepared By: Greg Gray, Chancellor
Nick Bygon,

Attachments:

[Student Report_022112](#)

**Riverside Community College District
Associated Students of Norco College**



**Board Meeting Report
Tuesday, February 21st, 2012**

During the first week of classes, the ASNC held “Info Booth” for Norco College’s new and returning students. The goal of having this informational kiosk is to facilitate students’ transition into the new school semester. Not only are students directed to their classes, but they are also assisted in finding classes with vacancies. Following info booth, the ASNC will have “Club Rush”—another outreach event intended to introduce students to the various clubs and organizations on campus. Black History Month, Women’s History Month, and Earth Day are just few of the events that will be celebrated on campus to promote awareness and enhance the student body’s educational experience.

Regarding student advocacy, the ASNC is excited to be involved with various shared governances both college and district wide.

Using fall semester as a time to learn and grow as a body, ASNC knows that spring semester will be successful, and most of all fun as they pursue to adequately represent the needs of the Norco College student body.

ASRCC Board Report

ASRCC is currently concentrating many efforts on student outreach in order to address the needs of students, as well as provide the students with the tools needed to empower their voices. As Spring semester begins members of all branches from ASRCC volunteer their time and interact with new incoming and returning students at our information booths. At our info booths we provide information on ASRCC and our current projects at our local, district and statewide levels. Currently ASRCC is continuing a letter writing campaign to emphasize the struggles of students regarding educational budgets and class cuts that will be sent to Governor Brown. We are also very grateful to be sending members of our Associated Student Organization with our members of our sister college Moreno Valley to the upcoming March in March for higher education. In the upcoming weeks clubs at Riverside City Campus will do membership drives during club rush and we will welcome our students with a welcome back BBQ. Students has also shown great delight over the opening of the new Math & Science and Nursing building, we would like to thank the board and all participating parties for this buildings success. The new buildings also act as an important reminder to not only think about today and our future and the future of others. As the semester progresses we look forward to utilizing more opportunities to work with teachers, staff, faculty and the Board of Trustees to send an united message advocating for education, access and progress.

-Vice President Reynoso

RCCD Student Trustee Report

1. Attended and spoke at the opening of the Nursing Building and the Math and Science Complex.
2. Continuing work on the planning stages of the DSPS video.
3. Created and donated artwork for the RCCD Friends of Forensics.
 - a. It will be up for auction on Sunday, March 4th at 3PM, to help raise funds for The RCCD Friends of Forensics. All the profits will go towards the organization
 - b. Location: Eagle Glen Golf Club. 1800 Eagle Glen Parkway, Corona, CA 92883





Agenda Item (VI-A-1)

Meeting 2/21/2012 - Regular

Agenda Item Consent Agenda Action (VI-A-1)

Subject Academic Personnel

College/District District

Funding

Recommended Action It is recommended that the Board of Trustees approve/ratify the academic personnel actions

Background Narrative:

Riverside Community College District, pursuant to Board Policies, routinely makes academic personnel appointments and takes actions. The attached list of academic personnel actions are for the Board's approval/ratification.

Prepared By: Melissa Kane, Vice Chancellor, Diversity and Human Resources

Attachments:

[20120221_Academic Personnel](#)

RIVERSIDE COMMUNITY COLLEGE DISTRICT
DIVERSITY AND HUMAN RESOURCES

Subject: Academic Personnel

Date: February 21, 2012

1. Appointments

Board Policy 2200 authorizes the Chancellor (or designee) to make an offer of employment to a prospective employee, subject to final approval by the Board of Trustees.

The Chancellor recommends that the Board of Trustees approve for the following appointment and authorize the Vice Chancellor, Diversity and Human Resources to sign the employment agreement:

a. Management Contracts
(None)

b. Management Contracts – Categorically Funded

<u>Name</u>	<u>Position</u>	<u>Term of Employment</u>	<u>Salary Placement</u>
NORCO COLLEGE Patton, Lorena	Director, Title III STEM Grant	03/05/12 – 06/30/13	T-1

c. Contract Faculty
(None)

d. Long-Term, Temporary Faculty
(None)

2. Request for Reduced Workload

It is recommended the Board of Trustees approve the reduced teaching load of Ms. Cindy Bendshadler, Associate Professor, English, to 26.67% for the spring semester 2012. This request has the approval of the area Vice President at Riverside City College.

3. Recommendation Not to Reemploy – Non-Tenure Track Employees in Categorically Funded Faculty Positions

In compliance with Education Code Section 87470, the contracts of the temporary faculty members listed below will not be renewed for the 2012-13 academic year and notice will be sent accordingly.

<u>Name</u>	<u>Discipline</u>	<u>College</u>
Canfield, Stephanie	Nursing	Riverside City College
Fehn, Mary	Nursing	Riverside City College
Stone, Sylvia	Nursing	Riverside City College



Agenda Item (VI-A-2)

Meeting 2/21/2012 - Regular

Agenda Item Consent Agenda Action (VI-A-2)

Subject Classified Personnel

College/District District

Funding

Recommended Action It is recommended that the Board of Trustees approve/ratify the classified personnel actions

Background Narrative:

Riverside Community College District, pursuant to Board Policies, routinely makes classified personnel appointments and takes actions. The attached list of classified personnel actions are for the Board's approval/ratification.

Prepared By: Melissa Kane, Vice Chancellor, Diversity and Human Resources

Attachments:

[20120221_Classified Personnel](#)

RIVERSIDE COMMUNITY COLLEGE DISTRICT
DIVERSITY AND HUMAN RESOURCES

Subject: Classified Personnel

Date: February 21, 2012

1. Appointments

Board Policy 2200 authorizes the Chancellor (or designee) to make an offer of employment to a prospective employee, subject to final approval by the Board of Trustees.

The Chancellor recommends the Board of Trustees approve the following appointments:

a. Management/Supervisory
(None)

b. Management/Supervisory – Categorically Funded

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>	<u>Salary</u>	<u>Action</u>
(None)				

c. Classified/Confidential

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>	<u>Salary</u>	<u>Action</u>
NORCO COLLEGE				
Koch, Daren	Learning Center Assistant Part-Time (47.5%)	02/22/12	A-1	Appointment
DISTRICT				
Chavez, Melinda	Accounts Payable Specialist	02/22/12	I-1	Appointment

d. Classified/Confidential – Categorically Funded

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>	<u>Salary</u>	<u>Action</u>
DISTRICT				
Rice, Scott	Procurement Specialist	02/22/12	O-1	Appointment
NORCO COLLEGE				
Crawford, Berlinda	Administrative Assistant II (Part-Time, 48.75%)	02/22/12	G-1	Appointment

Subject: Classified Personnel

Date: February 21, 2012

2. Request for Temporary Increase in Workload

It is recommended the Board of Trustees approve the temporary increase in workload for the following position(s). The request has the approval of the Vice President, Student Services and the Dean, Academic Support, respectively, at Riverside City College.

<u>Name</u>	<u>Title</u>	<u>From/To Workload</u>	<u>Effective Dates</u>
Faircloth, Rebecca	Counseling Clerk I	50% to 100%	02/01/12-04/20/12
Martinez, Ashley	Education Advisor	48.75% to 60%	02/22/12-06/30/12
Stewart, Kaladon	Student Services Technician	48.75% to 60%	02/22/12-06/30/12

3. Separation(s)

Board policy 7350 authorizes the Chancellor to officially accept the resignation of an employee and the Chancellor has accepted the following resignation(s).

In is recommended the Board of Trustees approve/ratify the resignation of the individual(s) listed below:

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>	<u>Reason</u>
Hernandez, Lorenzo	Student Services Specialist	02/02/12	Personal
Lee-Holguin, Holly	Community Service Aide I	01/31/12	Personal
Lopez, Andrew	Community Service Aide I	02/17/12	Personal



Agenda Item (VI-A-3)

Meeting	2/21/2012 - Regular
Agenda Item	Consent Agenda Action (VI-A-3)
Subject	Other Personnel
College/District	District
Funding	n/a
Recommended Action	It is recommend that the Board of Trustees approve/ratify the other personnel actions

Background Narrative:

Riverside Community College District Board of Trustees, pursuant to Board policies and education code requirements, routinely makes other personnel appointments such as hiring of non-classified substitute, short-term, professional expert, and student employees. The attached list of other personnel actions are for the Board's approval/ratification.

Prepared By: Melissa Kane, Vice Chancellor, Diversity and Human Resources

Attachments:

[20120221_Other Personnel](#)

[20120221_Other Personnel_Backup](#)

RIVERSIDE COMMUNITY COLLEGE DISTRICT
DIVERSITY AND HUMAN RESOURCES

Subject: Other Personnel

Date: February 21, 2012

1. Substitute Assignments

Pursuant to Ed Code 88003, substitute assignments are made to allow the District time to recruit vacant positions or provide absence coverage. It is recommended that the Board of Trustees approve/confirm the substitute assignments as indicated on the attached list.

2. Short-term Positions

Pursuant to Ed Code 88003, a short-term employee is any person employed to perform a service for the District, upon the completion of which, the service required or similar services will not be extended or needed on a continuing basis. It is recommended that the Board of Trustees approve/confirm the short-term positions as indicated on the attached list.

3. Full-Time Students Employed Part-Time and Part-Time Students Employed Part-Time on Work Study

Pursuant to Ed Code 88003, full-time students employed part-time and part-time students employed part-time on work study are hired on an hourly, as needed basis. It is recommended that the Board of Trustees approve/confirm the student worker positions as indicated on the attached list.

SUBSTITUTE ASSIGNMENTS

<u>NAME</u>	<u>POSITION</u>	<u>DEPARTMENT</u>	<u>DATE</u>	<u>RATE</u>
MORENO VALLEY COLLEGE				
Calhoun, Shauni	Lab Tech II	Math, Science & PE	01/03/12-06/30/12	\$26.74
Hernandez, Iris	Custodian	Facilities	01/03/12-06/30/12	\$15.45
Moon, Jessica	Administrative Assistant II	HHPS	02/06/12-05/30/12	\$18.51
Morales, Diane	Lab Tech II	Math, Science & PE	01/03/12-06/30/12	\$26.74
Ontiveros, Erica	Administrative Assistant II	HHPS	02/08/12-05/30/12	\$18.51
Ramirez, Darlene	Stdnt Employ Persnl Spec	Student Services	01/04/12-03/31/12	\$22.28
NORCO COLLEGE				
Leon, Elaine	College Receptionist	Counseling	02/13/12-06/30/12	\$15.45
RIVERSIDE CITY COLLEGE				
Chua, Orestes	Facilities Utilization Speclst	Facilities	02/01/12-06/30/12	\$24.83
Hansen, Branden	Cashier/Clerk	Aux. Business Serv.	01/03/12-01/31/12	\$18.51
Fernandez, Adan	Piano Accompanist - Dance	Performing Arts	02/13/12-06/07/12	\$24.55
Mora, Sergio	Laboratory Technician II	Physical Science	02/13/12-06/30/12	\$26.74
Stewart, Kaladon	Cashier/Clerk	Aux. Business Serv.	01/03/12-01/31/12	\$18.51

SHORT-TERM POSITIONS

<u>NAME</u>	<u>POSITION</u>	<u>DEPARTMENT</u>	<u>DATE</u>	<u>RATE</u>
DISTRICT				
Gilbert, Laurie	RN II	Health Services	02/22/12-06/30/12	\$37.00
Norris, Dana	Interpreter Apprentice	DSPS	02/22/12-06/29/12	\$11.00
Nichols, Samantha	Grant Project Technician	Economic Dev.	02/22/12-06/29/12	\$20.00
	Reserve College Police			
Olson, Matthew	Officer	Safety & Police	02/22/12-06/30/12	\$15.65
Pearne, Chris	Finance Specialist	Accounting Serv.	02/22/12-06/30/12	\$18.25
Wong, Lily	Special Project Employee	CITD	02/27/12-06/30/12	*\$0.00
MORENO VALLEY COLLEGE				
Andrikanich, Jillian	SI Leader	STEM/Grants	02/22/12-06/30/12	\$12.00
Belmonte, Manual	SI Leader	STEM/Grants	02/22/12-06/30/12	\$12.00
Bright, Timothy	Role Player	PSET	11/01/11-06/30/12	\$8.00
D'Angelo, Joseph	Role Player	PSET	11/01/11-06/30/12	\$8.00
Goulsby, Sandra	Special Project Employee	A&R	07/01/11-12/01/11	*\$0.00
Moreno, Delina	Academy Coordinator	G&CSP	02/22/12-06/30/12	\$40.00
Myers, Jeffrey	Role Player	PSET	11/01/11-06/30/12	\$8.00
Pacheco, Emma	SI Leader	STEM/Grants	02/22/12-06/30/12	\$12.00
NORCO COLLEGE				
Leavey, Erin	Grant Facilitator	TRIO	02/25/12-06/30/12	\$40.00
RIVERSIDE CITY COLLEGE				
Acosta, Justin	SI Leader	Academic Support	02/25/12-06/30/12	\$12.00
Hardin, Shelley	Special Project Employee	Association	02/25/12-06/30/12	*\$0.00

*The amount paid for a Special Projects Employees is listed in the Administrative Actions Library under Classified Short-Term and Non-Academic Special Assignments

FULL-TIME STUDENTS EMPLOYED PART-TIME AND
PART-TIME STUDENTS EMPLOYED PART-TIME ON WORK STUDY

Backup Other Personnel
February 21 2012
Page 1 of 2

DISTRICT FUNDS

<u>NAME</u>	<u>POSITION</u>	<u>DEPARTMENT</u>	<u>DATE</u>	<u>RATE</u>
RIVERSIDE CITY COLLEGE				
Adlou, Houman	Student Aide V	Academic Support	02/07/12	\$ 12.00
Avila, Melissa	Student Aide I	Writing and Reading Ctr	02/09/12	\$ 8.00
Baker Jr., Glenn	Student Aide I	Writing and Reading Ctr	02/09/12	\$ 8.00
Barrera, Andrea	Student Aide I	Writing and Reading Ctr	02/09/12	\$ 8.00
Brown, Jessica	Student Aide I	Writing and Reading Ctr	02/09/12	\$ 8.00
Canada, Keisha	Student Aide I	Writing and Reading Ctr	02/09/12	\$ 8.00
Chabot, Matthew	Student Aide I	Std Svcs/PE/Baseball	01/26/12	\$ 8.00
Clark, Constance	Student Aide I	Writing and Reading Ctr	02/10/12	\$ 8.00
Cormier-Grant, Tamica	Student Aide I	Facilities	02/10/12	\$ 8.00
Garcia, Janet	Student Aide I	Writing and Reading Ctr	02/09/12	\$ 8.00
Minimo, Leanne	Student Aide I	Facilities/Life Science	01/26/12	\$ 8.00
Morales, Jesse	Student Aide I	Writing and Reading Ctr	02/09/12	\$ 8.00
Nelson, Matthew	Student Aide I	Student Services/PE and Athletics	02/09/12	\$ 8.00
Osekowsky, Tara	Student Aide I	Facilities/Physical Science	01/26/12	\$ 8.00
Pronovost, Geoffrey	Student Aide IV	Math Learning Center	01/27/12	\$ 12.00
Saldana, Toni	Student Aide I	Writing and Reading Ctr	02/09/12	\$ 8.00
Sanchez, Daisy	Student Aide I	Writing and Reading Ctr	02/09/12	\$ 8.00
Vargas, Nicolette	Student Aide I	Writing and Reading Ctr	02/10/12	\$ 8.00
Villagran, Krystle	Student Aide I	Writing and Reading Ctr	02/10/12	\$ 8.00
Volz, Eric	Student Aide V	Academic Support	01/26/12	\$ 12.00
Walston, Seth	Student Aide I	Std Svcs/PE/Baseball	01/26/12	\$ 8.00

CATEGORICAL FUNDS

<u>NAME</u>	<u>POSITION</u>	<u>DEPARTMENT</u>	<u>DATE</u>	<u>RATE</u>
COMMUNITY SERVICE PROGRAM				
Herrera, Monica	Student Aide I	Butterfield Elem. - MV	02/07/12	\$8.00
MORENO VALLEY COLLEGE				
Alvarez, David	Student Aide I	HSS/Music	01/18/12	\$9.00
Johnson, Tahndanya	Student Aide I	Student Activities Center	02/13/12	\$9.00
McCune, Tyree	Student Aide I	Workforce Prep/ILP	02/07/12	\$8.00

FULL-TIME STUDENTS EMPLOYED PART-TIME AND
PART-TIME STUDENTS EMPLOYED PART-TIME ON WORK STUDY

Backup Other Personnel
February 21 2012
Page 2 of 2

<u>NAME</u>	<u>POSITION</u>	<u>DEPARTMENT</u>	<u>DATE</u>	<u>RATE</u>
MORENO VALLEY COLLEGE (Continued)				
Patterson, Erica	Student Aide I	Calworks	01/20/12	\$8.00
Posada, Elizabeth	Student Aide II	Library	01/20/12	\$10.50
Shanchez, Estefania	Student Aide I	Student Activities Center	02/13/12	\$9.00
RIVERSIDE CITY COLLEGE				
Madkins, Craig	Student Aide I	PE / Women's Track	01/24/12	\$ 8.00



Agenda Item (VI-B-1)

Meeting	2/21/2012 - Regular
Agenda Item	Consent Agenda Action (VI-B-1)
Subject	Purchase Order and Warrant Report - All District Resources
College/District	District
Funding	Various Resources
Recommended Action	It is recommended that the Board of Trustees approve/ratify the Purchase Orders and Purchase Order Additions totaling \$2,937,689 and District Warrant Claims totaling \$7,638,850.

Background Narrative:

The attached Purchase Order and Warrant Report - All District Resources is submitted to comply with Education Code Sections 81656 and 85231. The Purchase Orders and Purchase Order Additions, totaling \$2,937,689 requested by District staff and issued by the District Business Office have been reviewed to verify that budgeted funds are available in the appropriate categories of expenditure.

District Warrant Claims (numbers 186281-187349) totaling \$7,638,850 have been reviewed by the Business Office to verify that monies are available in the appropriate funds for payment of these warrants. These claims also have been reviewed, on a sample basis, by the Riverside County Office of Education through its claim audit process.

Prepared By: Jim Buysse, Vice Chancellor, Administration & Finance
Majd Askar, Purchasing Manager

Attachments:

[Purchase Order and Warrant Report \(January 2012\) - February 21, 2012](#)

Report of Purchases-All District Resources
Purchases Over \$81,000
01/01/12 thru 01/31/12

PO #	Department	Vendor	Description	Amount
C0003697	Facilities Planning & Development	Cano Architecture Concrete Repair	Citrus Belt Savings & Loan Bid Award	\$ 135,000
C0003698	Career and Technical Education - Norco	Oakton Community College District	Subcontract for NSF Faculty Training & Development	160,000
C0003699	Career and Technical Education - Norco	Sinclair Community College	Subcontract for NSF Faculty Training & Development	698,971
C0003700	Career and Technical Education - Norco	Tacoma Community College	Subcontract for NSF Faculty Training & Development	160,000
P0031477	Facilities - Norco	Tangram	Norco Secondary Effects Furniture CSU Award	272,498
P0031583	Campus Business Operations	Presidio Networked Solutions, Inc	Wheelock Network Equipment CMAS Award	94,576
			Total	<u>\$ 1,521,045</u>
All Purchase Orders, Contracts, and Additions for the Period of 01/01/12 - 01/31/12				
Contracts - C3695 - C3719				\$ 570,165
Contract Additions - C2802 - C3672				
Purchase Orders - P31454 - P31697				600,147
Purchase Order Additions - P27031 - P31441				
Blanket Purchase Orders - B9680 - B9714				246,332
Blanket Purchase Order Additions - B8393 - B9660				
Total				<u>\$ 1,416,644</u>
Grand Total				<u><u>\$ 2,937,689</u></u>



Agenda Item (VI-B-2-a)

Meeting	2/21/2012 - Regular
Agenda Item	Consent Agenda Action (VI-B-2-a)
Subject	Budget Adjustments
College/District	District
Funding	Various Resources
Recommended Action	It is recommended that the Board of Trustees approve the budget transfers as presented.

Background Narrative:

The 2011-12 adopted budget represents our best estimates of both income and expenditures. As the year progresses, however, some accounts have surplus funds while others are underbudgeted. As provided in Title 5, Section 58307, the Board of Trustees may approve budget transfers between major object code expenditure classifications within the approved budget to allow for needed purchases of supplies, services, equipment and hiring of personnel. Unless otherwise noted, the transfers are within the unrestricted General Fund (Fund 11, Resource 1000). The following budget transfers have been requested:

Prepared By: Jim Buysse, Vice Chancellor, Administration & Finance
Aaron Brown, Associate Vice Chancellor, Finance

Attachments:

[Budget Adjustments - February 21, 2012](#)

**Budget Adjustments
 February 21, 2012**

<u>Program</u>	<u>Account</u>	<u>Amount</u>
<u>Riverside</u>		
R1. Transfer to purchase instructional supplies.		
From: Performing Arts - Music	Comp Software Maint/Lic	\$ 300
To: Performing Arts - Music	Instructional Supplies	\$ 300
R2. Transfer to provide for student help, professional services and costume rentals.		
From: Performing Arts - Theater	Instructional Supplies	\$ 1,489
	Periodicals/Magazines	171
	Copying and Printing	2,229
	Theater Supplies	3,273
To: Performing Arts - Theater	Student Help - Instructional	\$ 1,500
	Professional Services	5,510
	Costume Rentals	152
R3. Transfer to purchase computer software licenses. (Fund 12, Resource 1190)		
From: Basic Skills/ESL 2009/2010	Supplies	\$ 539
To: Basic Skills/ESL 2009/2010	Comp Software Maint/Lic	\$ 539
R4. Transfer to provide for academic special projects. (Fund 12, Resource 1190)		
From: Basic Skills/ESL 2011/2012	Other Services	\$ 2,598
To: Basic Skills/ESL 2011/2012	Academic Special Project	\$ 2,302
	Employee Benefits	296
R5. Transfer to purchase a scanner and office furniture.		
From: Information Systems & Technology	Instructional Supplies	\$ 672
To: Information Systems & Technology	Equipment	\$ 672

**Budget Adjustments
 February 21, 2012**

<u>Program</u>	<u>Account</u>	<u>Amount</u>
R6. Transfer to reallocate the BFAP budget. (Fund12, Resource 1190)		
From: Student Financial Services	Equipment	\$ 7,556
To: Student Financial Services	Employee Benefits	\$ 7,556
R7. Transfer to provide for special projects. (Fund 12, Resource 1190)		
From: Matriculation	Student Help – Non-Instr Employee Benefits	\$ 3,839 60
To: Matriculation	Academic Special Projects Employee Benefits	\$ 3,454 445
R8. Transfer to provide for copying and printing. (Fund 12, Resource 1190)		
From: Riverside Co. Pre-Emancipation	Rents and Leases	\$ 274
To: Riverside Co. Pre-Emancipation	Copying and Printing	\$ 274
R9. Transfer to reallocate the CalWORKs grant budget. (Fund 12, Resource 1190)		
From: CalWORKs	Instructional Supplies Supplies License Fees	\$ 2,402 1,506 100
To: CalWORKs	Student Financial Grants Book Grants Educational Supplies	\$ 100 2,402 1,506

**Budget Adjustments
 February 21, 2012**

<u>Program</u>	<u>Account</u>	<u>Amount</u>
R10. Transfer to reallocate the TANF grant budget. (Fund 12, Resource 1190)		
From: TANF	Instructional Supplies	\$ 12,585
	Supplies	1,986
	License Fees	300
To: TANF	Student Financial Grants	\$ 300
	Book Grants	12,585
	Educational Supplies	1,986
R11. Transfer to provide for conferences. (Fund 12, Resource 1190)		
From: Nurse Ed Practice & Retention	Supplies	\$ 395
To: Nurse Ed Practice & Retention	Conferences	\$ 395
R12. Transfer to reallocate the 2010-2013 Nurse Education Practice and Retention grant budget. (Fund 12, Resource 1190)		
From: 2010-2013 Nurse Ed Practice & Ret	Academic PT Teaching	\$ 1,107
To: 2010-2013 Nurse Ed Practice & Ret	Employee Benefits	\$ 1,071
	Equipment	36
R13. Transfer to provide for student help.		
From: Learning Center/Tutorial	Employee Benefits	\$ 441
To: Learning Center/Tutorial	Student Help – Non -Instr	\$ 441
R14. Transfer to provide for a special project.		
From: International Students	Scouting	\$ 1,178
To: International Students	Classified Special Project	\$ 1,178

**Budget Adjustments
 February 21, 2012**

<u>Program</u>	<u>Account</u>	<u>Amount</u>
R15. Transfer to provide for a computer software license. (Fund 32, Resource 3200)		
From: Food Services	Kitchen Expendables	\$ 1,287
To: Food Services	Comp Software Maint/Lic	\$ 1,287

Norco

N1. Transfer to reallocate the CalWORKS grant budget. (Fund 12, Resource 1190).

From: CalWORKS	Instructional Supplies	\$ 13,666
	Supplies	8,734
	Other Transportation Supplies	3,000
	License Fees	1,000
To: CalWORKS	Equipment	\$ 7,200
	Student Financial Grants	6,000
	Book Grants	2,000
	Transportation / Bus Passes	7,200
	Educational Supplies	4,000

N2. Transfer to reallocate the Title V Portal to Your Future grant budget.
 (Fund 12, Resource 1190)

From: Title V - Portal	Academic FT Administrator	\$ 54,286
	Employee Benefits	17,813
To: Title V - Portal	Academic Special Project	\$ 72,099

N3. Transfer to provide for a new air compressor.

From: Dean of Instruction	Instructional Supplies	\$ 3,455
To: Dean of Instruction	Equipment	\$ 3,455

**Budget Adjustments
 February 21, 2012**

<u>Program</u>	<u>Account</u>	<u>Amount</u>
N4. Transfer to provide for computer software licenses.		
From: Instructional Media Center	Student Help Non-Instr.	\$ 1,899
To: Instructional Media Center	Comp Software Maint/Lic	\$ 1,899
N5. Transfer to provide for conferences.		
From: Academic Affairs	Instructional Supplies	\$ 1,282
To: Academic Affairs	Conferences	\$ 1,282
N6. Transfer to provide for repair services.		
From: Business, Engineering & Info Svcs	Instructional Supplies	\$ 172
To: Business, Engineering & Info Svcs	Repairs	\$ 172
N7. Transfer to provide for computer wiring services.		
From: Library	Student Help – Non-Instr	\$ 850
To: Library	Other	\$ 850
N8. Transfer to provide for classified permanent part-time staff and library books.		
From: Vice President Student Services	Administrative Contingency	\$ 4,150
To: Student Financial Services	Classified Perm Part-time	\$ 1,228
	Employee Benefits	267
Library	Books/New & Expd Library	2,655
N9. Transfer to reallocate the BFAP budget. (Fund12, Resource 1190)		
From: Student Financial Services	Equipment	\$ 32,527
To: Student Financial Services	Academic PT Non-Instr.	\$ 28,814
	Employee Benefits	3,713

**Budget Adjustments
 February 21, 2012**

<u>Program</u>	<u>Account</u>	<u>Amount</u>
N10. Transfer to provide for instructional supplies.		
From: Vice President Business Services	Administrative Contingency	\$ 222
To: Physical and Life Sciences	Instructional Supplies	\$ 222
N11. Transfer to provide for repairs.		
From: Facilities	Equipment	\$ 2,400
To: Facilities	Repairs	\$ 2,400
N12. Transfer to reallocate the Outreach budget.		
From: Outreach	Supplies	\$ 867
	Student Help Non-Instr.	50
To: Outreach	Fixtures and Fixed Equip.	\$ 435
	Copying and Printing	482
N13. Transfer to provide for repairs. (Fund 12, Resource 1190)		
From: Matriculation	Copying and Printing	\$ 552
To: Matriculation	Repairs	\$ 552
N14. Transfer to provide for consulting services.		
From: Vice President Business Services	Instr Salaries, Reg FT	\$ 73,412
To: President	Consulting	\$ 73,412

Budget Adjustments February 21, 2012

<u>Program</u>	<u>Account</u>	<u>Amount</u>
<u>Moreno Valley</u>		
M1. Transfer to purchase a security camera.		
From: Facilities	Repair Parts	\$ 380
To: Facilities	Equipment	\$ 380
M2. Transfer to reallocate the WIA Allied Health Program Expansion grant budget. (Fund 12, Resource 1190)		
From: Dean, Health Sciences Program	Academic PT Teaching	\$ 13,900
	Employee Benefits	5,369
	Instructional Supplies	17,371
	Instructional Media Material	1,638
To: Dean, Health Sciences Program	Comp Software Maint/Lic	\$ 33,232
	Professional Services	2,236
	Equipment	2,810
M3. Transfer to purchase a computer software license. (Fund 12, Resource 1190)		
From: Academic Affairs	Supplies	\$ 539
To: Academic Affairs	Comp Software Maint/Lic	\$ 539
M4. Transfer to reallocate the Title V Answering the Call, Public Safety grant budget. (Fund 12, Resource 1190)		
From: Public Safety, Ed & Training	Classified Perm PT	\$ 470
	Instructional Supplies	21,720
	Equipment	92,548
To: Public Safety, Ed & Training	Academic PT Non-Instr	\$ 90,634
	Employee Benefits	15,294
	Comp Software Maint/Lic	8,810

**Budget Adjustments
 February 21, 2012**

<u>Program</u>	<u>Account</u>	<u>Amount</u>
M5. Transfer to reallocate the STEM Technology Access Project grant budget. (Fund 12, Resource 1190)		
From: President	Academic FT Non-Instr Travel Expenses	\$ 19,741 40,000
To: Child Development Center	Classified FT Classified Overtime Short-Term Temporary Employee Benefits Equipment	\$ 1,500 6,800 20,169 30,772 500
M6. Transfer to provide for increased staff workload and office rent at Ben Clark Training Center.		
From: Public Safety, Ed & Training	Short-Term Temporary Repairs Parts	\$ 17,243 1,500
To: Public Safety, Ed & Training	Employee Benefits Rents and Leases	\$ 703 18,040
M7. Transfer to reallocate the EOP&S program budget. (Fund 12, Resource 1190)		
From: EOP&S	Student Financial Grants	\$ 7,128
To: EOP&S	Classified Perm PT	\$ 7,128
M8. Transfer to provide for a classified special project and a conference. (Fund 12, Resource 1190)		
From: Matriculation	Student Help – Non Instr Copying and Printing Equipment	\$ 8,567 200 5,169
To: Matriculation	Classified Special Project Conferences	\$ 13,736 200

**Budget Adjustments
 February 21, 2012**

<u>Program</u>	<u>Account</u>	<u>Amount</u>
M9. Transfer to provide for a conference and membership fees.		
From: Counseling	Supplies	\$ 700
To: Counseling	Conferences	\$ 600
	Memberships	100

District Office and District Support Services

D1. Transfer to provide for maintenance supplies.		
From: Administration and Finance	Other	\$ 42,064
To: Riverside College Facilities	Maint. Supplies/Repairs	\$ 42,064

D2. Transfer to provide for mileage and conferences.		
From: Educational Services	Copying and Printing	\$ 2,000
To: Educational Services	Mileage	\$ 500
	Conferences	1,500

D3. Transfer to reallocate the CTE Community Collaborative grant budget. (Fund 12, Resource 1190)		
From: CTE – Community Collaborative	Professional Services	\$ 151
	Other	2,292
To: CTE – Community Collaborative	Student Help – Non-Instr	\$ 148
	Employee Benefits	3
	Copying and Printing	2,292

D4. Transfer to reallocate the CTE Community Collaborative Supplement grant budget. (Fund 12, Resource 1190)		
From: CTE - Supplemental	Other	\$ 337
	Equipment	108
To: CTE - Supplemental	Indirect Charges	\$ 445

**Budget Adjustments
February 21, 2012**

<u>Program</u>	<u>Account</u>	<u>Amount</u>
D5. Transfer to reallocate the CTE Transitions grant budget. (Fund 12, Resource 1190)		
From: CTE - Transitions	Conferences	\$ 1,016
To: CTE - Transitions	Student Help Non-Instr. Employee Benefits	\$ 1,000 16
D6. Transfer to reallocate the Perkins Title 1-C grant budget. (Fund 12, Resource 1190)		
From: CTE – Perkins Title 1-C	Short-Term Temporary	\$ 2,444
To: CTE – Perkins Title 1-C	Employee Benefits	\$ 2,444
D7. Transfer to provide for a classified special project.		
From: Strategic Comm. & Relations	Advertising	\$ 2,600
To: Strategic Comm. & Relations	Classified Special Project	\$ 2,600



Agenda Item (VI-B-3-a)

Meeting	2/21/2012 - Regular
Agenda Item	Consent Agenda Action (VI-B-3-a)
Subject	Resolution No. 24-11/12 - 2011-2012 Procurement Assistance Center (PAC)
College/District	District
Funding	Fund 12, Resource 1190
Recommended Action	It is recommended that the Board of Trustees approve adding the revenue and expenditures of \$297,532 to the budget.

Background Narrative:

The Riverside Community College District has received funding for the 2011-2012 Procurement Assistance Center in the amount of \$297,532 from the Defense Logistics Agency. The funds will be used for salaries, benefits, and other operational expenses of the program.

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

Attachments:

[Resolution No. 24-11/12 - Procurement Assistance Center \(PAC\) - February 21, 2012](#)

RIVERSIDE COMMUNITY COLLEGE DISTRICT

RESOLUTION TO AMEND BUDGET

Resolution No. 24-11/12

2011-2012 Procurement Assistance Center (PAC)

WHEREAS the governing board of the Riverside Community College District has determined that income in the amount of \$297,532 is assured to said district, which exceeds amounts previously budgeted; and

WHEREAS the governing board of the Riverside Community College District can show just cause for the expenditure of such funds;

NOW, THEREFORE, BE IT RESOLVED such additional funds be appropriated according to the schedule on the attached page.

This is an exact copy of the resolution adopted by the governing board at a regular meeting on February 21, 2012.

Clerk or Authorized Agent

RIVERSIDE COMMUNITY COLLEGE DISTRICT
INCOME & EXPENDITURES - BUDGET AMENDMENT
Resolution No. 24-11/12
2011-2012 Procurement Assistance Center (PAC)

Year	County	District	Date	Fund
12	33	07	2/21/2012	12

Fund	School	Resource	PY	Goal	Func	Object	Amount		Object Code Description
12	000	1190	0	0000	0145	8190	297,532	00	REVENUE
									EXPENDITURES
12	AXD	1190	0	7012	0145	2118	90,000	00	Classified FT Administrator
12	AXD	1190	0	7012	0145	2119	23,200	00	Classified FT
12	AXD	1190	0	7012	0145	2139	3,990	00	Special Project Personnel
12	AXD	1190	0	7012	0145	3220	12,000	00	Employee Benefits
12	AXD	1190	0	7012	0145	3320	7,000	00	
12	AXD	1190	0	7012	0145	3325	1,600	00	
12	AXD	1190	0	7012	0145	3420	39,042	00	
12	AXD	1190	0	7012	0145	3520	1,772	00	
12	AXD	1190	0	7012	0145	3620	1,726	00	↓
12	AXD	1190	0	7012	0145	4330	1,000	00	Periodicals/Magazines
12	AXD	1190	0	7012	0145	4590	3,500	00	Supplies
12	AXD	1190	0	7012	0145	4555	1,000	00	Copying and Printing
12	AXD	1190	0	7012	0145	5045	1,000	00	Postage
12	AXD	1190	0	7012	0145	5210	1,000	00	Mileage
12	AXD	1190	0	7012	0145	5220	10,000	00	Travel Expenses
12	AXD	1190	0	7012	0145	5310	1,000	00	Memberships
12	AXD	1190	0	7012	0145	5541	1,500	00	Cellular Telephone
12	AXD	1190	0	7012	0145	5890	90,000	00	Other Services
12	AXD	1190	0	7012	0145	6841	7,202	00	Equipment
							297,532	00	TOTAL INCOME
							297,532	00	TOTAL EXPENDITURES



Agenda Item (VI-B-3-b)

Meeting	2/21/2012 - Regular
Agenda Item	Consent Agenda Action (VI-B-3-b)
Subject	Resolution No. 25-11/12 - 2011-2012 Southern California Logistics Technology Collaborative Sub-Contract Agreement
College/District	District
Funding	Fund 12, Resource 1190
Recommended Action	It is recommended that the Board of Trustees approve adding the revenue and expenditures of \$78,000 to the budget and authorize the Vice Chancellor, Administration and Finance to sign the resolution.

Background Narrative:

The Riverside Community College District has received additional funding for the 2011-2012 Southern California Logistics Technology Collaborative, Department of Labor grant in the amount of \$78,000 from San Bernardino Community College District. The funds will be used for salaries, benefits, and other operational expenses of the program.

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

Attachments:

[Resolution No. 25-11/12 - Souther California Logistics Technology Collaborative Sub-Contract Agreement - February 21, 2012](#)

RIVERSIDE COMMUNITY COLLEGE DISTRICT

RESOLUTION TO AMEND BUDGET

Resolution No. 25-11/12

2011-2012 Southern California Logistics Technology Collaborative Sub-Contract Agreement

WHEREAS the governing board of the Riverside Community College District has determined that income in the amount of \$78,000 is assured to said district, which exceeds amounts previously budgeted; and

WHEREAS the governing board of the Riverside Community College District can show just cause for the expenditure of such funds;

NOW, THEREFORE, BE IT RESOLVED such additional funds be appropriated according to the schedule on the attached page.

This is an exact copy of the resolution adopted by the governing board at a regular meeting on February 21, 2012.

Clerk or Authorized Agent

RIVERSIDE COMMUNITY COLLEGE DISTRICT
 INCOME & EXPENDITURES - BUDGET AMENDMENT

Resolution No. 25-11/12

2011-2012 Southern California Logistics Technology Collaborative Sub-Contract Agreement

Year	County	District	Date	Fund
12	33	07	2/21/2012	12

Fund	School	Resource	PY	Goal	Func	Object	Amount	Object Code Description
12	000	1190	0	0000	0140	8190	78,000 00	REVENUE
								EXPENDITURES
12	AXD	1190	0	7012	0140	2190	13,000 00	Classified Specail Project
12	AXD	1190	0	7012	0140	3325	87 00	Employee Benefits
12	AXD	1190	0	7012	0140	3520	209 00	
12	AXD	1190	0	7012	0140	3620	204 00	↓
12	AXD	1190	0	7012	0140	4320	2,924 00	Instructional Supplies
12	AXD	1190	0	7012	0140	4360	10,000 00	Tests
12	AXD	1190	0	7012	0140	4555	100 00	Copying and Printing
12	AXD	1190	0	7012	0140	5045	35 00	Postage
12	AXD	1190	0	7012	0140	5210	50 00	Mileage
12	AXD	1190	0	7012	0140	5890	34,300 00	Other Services
12	AXD	1190	0	7012	0140	5910	7,091 00	Indirects
12	AXD	1190	0	7012	0140	6841	10,000 00	Equipment
							78,000 00	TOTAL INCOME
							78,000 00	TOTAL EXPENDITURES



Agenda Item (VI-B-3-c)

Meeting	2/21/2012 - Regular
Agenda Item	Consent Agenda Action (VI-B-3-c)
Subject	Resolution No. 26-11/12 - 2011-2012 Foundation for California Community Colleges Career Ladders Project - Riverside City College
College/District	District
Funding	Fund 12, Resource 1190
Recommended Action	It is recommended that the Board of Trustees approve adding the revenue and expenditures of \$25,000 to the budget and authorize the Vice Chancellor, Administration and Finance to sign the resolution.

Background Narrative:

The Riverside Community College District has received additional funding for the 2011-2012 Foundation for California Community Colleges Career Ladders Project - Riverside City College in the amount of \$25,000 from the Foundation for California Community Colleges. The funds will be used for salaries, benefits, and other operational expenses of the program.

Prepared By: Cynthia Azari, President, Riverside City College
Shelagh Camak, Executive Dean, Workforce & Resource Development
Michael Wright, Director, Workforce Preparation Grants and Contracts

Attachments:

[Resolution No. 26-11/12 - Foundation for California Community Colleges Career Ladders Project - February 21, 2012](#)

RIVERSIDE COMMUNITY COLLEGE DISTRICT

RESOLUTION TO AMEND BUDGET

Resolution No. 26-11/12

2011-2012 Foundation for California Community Colleges Career Ladders Project - Riverside
City College

WHEREAS the governing board of the Riverside Community College District has determined that income in the amount of \$25,000 is assured to said district, which exceeds amounts previously budgeted; and

WHEREAS the governing board of the Riverside Community College District can show just cause for the expenditure of such funds;

NOW, THEREFORE, BE IT RESOLVED such additional funds be appropriated according to the schedule on the attached page.

This is an exact copy of the resolution
adopted by the governing board at
a regular meeting on February 21, 2012.

Clerk or Authorized Agent

RIVERSIDE COMMUNITY COLLEGE DISTRICT
 INCOME & EXPENDITURES - BUDGET AMENDMENT

Resolution No. 26-11/12

2011-2012 Foundation for California Community Colleges Career Ladders Project - Riverside City
 College

Year	County	District	Date	Fund
12	33	07	2/21/2012	12

Fund	School	Resource	PY	Goal	Func	Object	Amount	Object Code Description
12	000	1190	0	0000	0162	8820	25,000 00	REVENUE
								EXPENDITURES
12	DCW	1190	0	6020	0162	2119	15,106 00	Classified FT
12	DCW	1190	0	6020	0162	3220	1,650 00	Employee Benefits
12	DCW	1190	0	6020	0162	3320	937 00	
12	DCW	1190	0	6020	0162	3325	219 00	
12	DCW	1190	0	6020	0162	3420	5,446 00	
12	DCW	1190	0	6020	0162	3520	243 00	
12	DCW	1190	0	6020	0162	3620	237 00	↓
12	DCW	1190	0	6020	0162	4590	262 00	Office and Other Supplies
12	DCW	1190	0	6020	0162	5220	900 00	Conferences
							25,000 00	TOTAL REVENUE
							25,000 00	TOTAL EXPENDITURES



Agenda Item (VI-B-3-d)

Meeting	2/21/2012 - Regular
Agenda Item	Consent Agenda Action (VI-B-3-d)
Subject	Resolution No. 27-11/12 - 2011-2012 Aquatics Complex - Riverside City College
College/District	District
Funding	Fund 11, Resource 1000
Recommended Action	It is recommended that the Board of Trustees approve adding the revenue and expenditures of \$80,000 to the budget and authorize the Vice Chancellor, Administration and Finance, to sign the resolution.

Background Narrative:

The Riverside Community College District has received funding for the 2011-2012 Aquatics Complex - Riverside City College in the amount of \$80,000 from the City of Riverside in accordance with the joint use agreement between the City and the District. The funds will be placed in an administrative contingency account and transferred as expenses are incurred.

Prepared By: Cynthia Azari, President, Riverside City College
Norm Godin, Vice President

Attachments:

[Resolution No. 27-11/12 - Aquatics Complex - Riverside City College - February 21, 2012](#)

RIVERSIDE COMMUNITY COLLEGE DISTRICT

RESOLUTION TO AMEND BUDGET

Resolution No. 27-11/12

2011-2012 Aquatics Complex - Riverside City College

WHEREAS the governing board of the Riverside Community College District has determined that income in the amount of \$80,000 is assured to said district, which exceeds amounts previously budgeted; and

WHEREAS the governing board of the Riverside Community College District can show just cause for the expenditure of such funds;

NOW, THEREFORE, BE IT RESOLVED such additional funds be appropriated according to the schedule on the attached page.

This is an exact copy of the resolution adopted by the governing board at a regular meeting on February 21, 2012.

Clerk or Authorized Agent

RIVERSIDE COMMUNITY COLLEGE DISTRICT
 INCOME & EXPENDITURES - BUDGET AMENDMENT
 Resolution No. 27-11/12
 2011-2012 Aquatics Complex - Riverside City College

Year	County	District	Date	Fund
12	33	07	2/21/2012	11

Fund	School	Resource	PY	Goal	Func	Object	Amount	Object Code Description
11	D00	1000	0	0000	0569	8850	80,000 00	REVENUE
								EXPENDITURES
11	DDD	1000	0	6831	0569	5899	80,000 00	Administrative Contingency
							80,000 00	TOTAL REVENUE
							80,000 00	TOTAL EXPENDITURES



Agenda Item (VI-B-3-e)

Meeting	2/21/2012 - Regular
Agenda Item	Consent Agenda Action (VI-B-3-e)
Subject	Resolution No. 28-11/12 - 2011-2012 Responsive Training Fund
College/District	District
Funding	Fund 12, Resource 1190
Recommended Action	It is recommended that the Board of Trustees approve adding the revenue and expenditures of \$254,105 to the budget and authorize the Vice Chancellor, Administration and Finance, to sign the resolution.

Background Narrative:

The Riverside Community College District has received funding for the 2011-2012 Responsive Training Fund grant in the amount of \$254,105 from the California Community Colleges Chancellor's Office. The funds will be used for salaries, benefits, and other operational expenses of the program.

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

Attachments:

[Resolution No. 28-11/12 - Responsive Training Fund - February 21, 2012](#)

RIVERSIDE COMMUNITY COLLEGE DISTRICT

RESOLUTION TO AMEND BUDGET

Resolution No. 28-11/12

2011-2012 Responsive Training Fund

WHEREAS the governing board of the Riverside Community College District has determined that income in the amount of \$254,105 is assured to said district, which exceeds amounts previously budgeted; and

WHEREAS the governing board of the Riverside Community College District can show just cause for the expenditure of such funds;

NOW, THEREFORE, BE IT RESOLVED such additional funds be appropriated according to the schedule on the attached page.

This is an exact copy of the resolution adopted by the governing board at a regular meeting on February 21, 2012.

Clerk or Authorized Agent

RIVERSIDE COMMUNITY COLLEGE DISTRICT
INCOME & EXPENDITURES - BUDGET AMENDMENT
 Resolution No. 28-11/12
 2011-2012 Responsive Training Fund

Year	County	District	Date	Fund
12	33	07	2/21/2012	12

Fund	School	Resource	PY	Goal	Func	Object	Amount	Object Code Description
12	000	1190	0	0000	0268	8659	254,105 00	REVENUE
								EXPENDITURES
12	AXD	1190	0	7012	0268	2118	18,191 00	Classified FT Administrator
12	AXD	1190	0	7012	0268	2119	37,512 00	Classified FT
12	AXD	1190	0	7012	0268	3220	6,084 00	Employee Benefits
12	AXD	1190	0	7012	0268	3320	3,453 00	
12	AXD	1190	0	7012	0268	3325	808 00	
12	AXD	1190	0	7012	0268	3420	7,582 00	
12	AXD	1190	0	7012	0268	3520	897 00	
12	AXD	1190	0	7012	0268	3620	875 00	↓
12	AXD	1190	0	7012	0268	4320	2,500 00	Instructional Supplies
12	AXD	1190	0	7012	0268	4590	700 00	Supplies
12	AXD	1190	0	7012	0268	5045	250 00	Postage
12	AXD	1190	0	7012	0268	5110	29,750 00	Consultants
12	AXD	1190	0	7012	0268	5210	1,530 00	Mileage
12	AXD	1190	0	7012	0268	5220	1,000 00	Conferences
12	AXD	1190	0	7012	0268	5740	7,000 00	Advertising
12	AXD	1190	0	7012	0268	5890	103,800 00	Other
12	AXD	1190	0	7012	0268	5910	9,773 00	Indirect
12	AXD	1190	0	7012	0268	6481	22,400 00	Equipment
							254,105 00	TOTAL INCOME
							254,105 00	TOTAL EXPENDITURES



Agenda Item (VI-B-3-f)

Meeting	2/21/2012 - Regular
Agenda Item	Consent Agenda Action (VI-B-3-f)
Subject	Resolution No. 29-11/12 - 2011-2012 California State Trade and Export Promotion Grant Sub-Contract
College/District	District
Funding	Fund 12, Resource 1190
Recommended Action	It is recommended that the Board of Trustees approve adding the revenue and expenditures of \$339,902 to the budget and authorize the Vice Chancellor, Administration and Finance to sign the resolution.

Background Narrative:

The Riverside Community College District has received additional funding for the 2011-2012 U.S. Small Business Administration, California State Trade and Export Promotion Grant in the amount of \$339,902 from the California Community Colleges Chancellor's Office. The funds will be used for salaries, benefits, and other operational expenses of the program.

Prepared By: Ray Maghroori, Provost/Vice Chancellor, Educational Services
John Tilquist, Dean, Economic Development
Jeff Williamson, Statewide Dir, Center for International Trade Development

Attachments:

[Resolution No. 29-11/12 - CA State Trade and Export Promo Grant Sub-Contract - February 21, 2012](#)

RIVERSIDE COMMUNITY COLLEGE DISTRICT

RESOLUTION TO AMEND BUDGET

Resolution No. 29-11/12

2011-2012 California State Trade and Export Promotion Grant Sub-Contract

WHEREAS the governing board of the Riverside Community College District has determined that income in the amount of \$339,902 is assured to said district, which exceeds amounts previously budgeted; and

WHEREAS the governing board of the Riverside Community College District can show just cause for the expenditure of such funds;

NOW, THEREFORE, BE IT RESOLVED such additional funds be appropriated according to the schedule on the attached page.

This is an exact copy of the resolution adopted by the governing board at a regular meeting on February 21, 2012.

Clerk or Authorized Agent

RIVERSIDE COMMUNITY COLLEGE DISTRICT
INCOME & EXPENDITURES - BUDGET AMENDMENT

Resolution No. 29-11/12

2011-2012 California State Trade and Export Promotion Grant Sub-Contract

Year	County	District	Date	Fund
12	33	07	2/21/2012	12

Fund	School	Resource	PY	Goal	Func	Object	Amount	Object Code Description
12	000	1190	0	0000	0209	8190	339,902 00	REVENUE
								EXPENDITURES
12	AXD	1190	0	6819	0209	2118	52,780 00	Classified FT Administrator
12	AXD	1190	0	6819	0209	2119	9,000 00	Classified FT
12	AXD	1190	0	6819	0209	2190	11,500 00	Classified Special Project
12	AXD	1190	0	6819	0209	3220	7,414 00	Employee Benfits
12	AXD	1190	0	6819	0209	3320	3,957 00	
12	AXD	1190	0	6819	0209	3325	1,099 00	
12	AXD	1190	0	6819	0209	3420	7,041 00	
12	AXD	1190	0	6819	0209	3520	1,172 00	
12	AXD	1190	0	6819	0209	3620	1,172 00	
12	AXD	1190	0	6819	0209	4555	50,500 00	Copying and Printing
12	AXD	1190	0	6819	0209	4590	60,000 00	Supplies
12	AXD	1190	0	6819	0209	5110	33,000 00	Consultants
12	AXD	1190	0	6819	0209	5198	9,600 00	Professional Services
12	AXD	1190	0	6819	0209	5219	10,320 00	Travel
12	AXD	1190	0	6819	0209	5220	19,096 00	Conferences
12	AXD	1190	0	6819	0209	5890	62,250 00	Other
							339,902 00	TOTAL INCOME
							339,902 00	TOTAL EXPENDITURES



Agenda Item (VI-B-5-a)

Meeting	2/21/2012 - Regular
Agenda Item	Consent Agenda Action (VI-B-5-a)
Subject	Approval to Purchase Audio Visual and Communication Integration Goods and Services from Spinitar, Utilizing the California Multiple Award Schedules (CMAS) Contract Number 3-10-58-077G
College/District	District
Funding	Various Resources
Recommended Action	It is recommended that the Board of Trustees approve the purchase of audio visual and communication integration goods and services from Spinitar, utilizing CMAS contract number 3-10-58-077G.

Background Narrative:

The California Multiple Award Schedules (CMAS) offers a wide variety of products and services at prices that have been assessed to be fair, reasonable and competitive. CMAS contracts are established by the State of California, Department of General Services for use of all California State and Local Government agencies that are empowered to expend public funds for the acquisition of products and services. Public Contract Code 10298 authorizes state and local agencies to contract with suppliers awarded CMAS contracts without further competitive bidding.

Riverside Community College District utilizes multiple vendors to purchase audio visual and communication integration goods and services. Staff recommends use of the CMAS awarded contract number 3-10-58-077G, as one source to purchase audio visual and communication integration goods and services from Spinitar. The term for CMAS contract number 3-10-58-077G is from March 3, 2010 through January 31, 2014. District staff has reviewed available cooperative purchasing agreements and other formal purchasing options and found that these contracts best meet the needs of the District.

Prepared By: Debbie DiThomas, Interim President, Norco College
Jim Buysse, Vice Chancellor, Administration & Finance
Laurens Thurman, (Interim) Vice President, Business Services
Majd Askar, Purchasing Manager



Agenda Item (VI-B-5-b)

Meeting	2/21/2012 - Regular
Agenda Item	Consent Agenda Action (VI-B-5-b)
Subject	Approval to Purchase Audio Visual and Communication Integration Goods and Services from Extron Electronics, Utilizing the California Multiple Award Schedules (CMAS) Contract Number 3-07-70-2382A
College/District	District
Funding	Various Resources
Recommended Action	It is recommended that the Board of Trustees approve the purchase of audio visual and communication integration goods and services from Extron Electronics, utilizing CMAS contract number 3-07-70-2382A.

Background Narrative:

The California Multiple Award Schedules (CMAS) offers a wide variety of products and services at prices that have been assessed to be fair, reasonable and competitive. CMAS contracts are established by the State of California, Department of General Services for use of all California State and Local Government agencies that are empowered to expend public funds for the acquisition of products and services. Public Contract Code 10298 authorizes state and local agencies to contract with suppliers awarded CMAS contracts without further competitive bidding.

Riverside Community College District utilizes multiple vendors to purchase audio visual and communication integration goods and services. Staff recommends use of the CMAS awarded contract number 3-07-70-2382A, as one source to purchase audio visual and communication integration goods and services from Extron Electronics. The term for CMAS contract number 3-07-70-2382A is from June 29, 2009 through September 30, 2012. District staff has reviewed available cooperative purchasing agreements and other formal purchasing options and found that these contracts best meet the needs of the District.

Prepared By: Debbie DiThomas, Interim President, Norco College
Jim Buysse, Vice Chancellor, Administration & Finance
Laurens Thurman, (Interim) Vice President, Business Services
Majd Askar, Purchasing Manager



Agenda Item (VI-B-6-a)

Meeting	2/21/2012 - Regular
Agenda Item	Consent Agenda Action (VI-B-6-a)
Subject	Renewal of a Two Year Agreement with the State of California, California Highway Patrol
College/District	Moreno Valley
Funding	General Fund
Recommended Action	It is recommended that the Board of Trustees ratify the renewal agreement to offer training for the California Highway Patrol at the Ben Clark Training Center, from February 11, 2011 through February 10, 2013, at a cost of \$1.55 per student contact hour.

Background Narrative:

On May 19, 2009, the Board reviewed and approved a two-year renewal of an instructional service agreement between the Riverside Community College District (RCCD) and the State of California, California Highway Patrol. Under the terms of the original agreement, the District will rent 2,422 square feet of office space at the Ben Clark Training Center at a cost not to exceed \$28,282.72 per year and will pay the CHP a net \$1.55 for each student contact hour. The renewed agreement includes language about an increased enrollment fee from \$36.00 per unit to \$46.00 per unit for the academic year 2012-2013, and an additional attachment used by instructors delineating RCCD requirements and expectations.

Prepared By: Tom Harris, Acting President, Moreno Valley College
Cordell Briggs, Dean, Public Safety Education and Training

Attachments:

[CHP Renewal Agreement 02222012](#)

AGREEMENT NUMBER

10R093001

REGISTRATION NUMBER

1. This Agreement is entered into between the State Agency and the Contractor named below:

STATE AGENCY'S NAME

Department of California Highway Patrol (CHP)

CONTRACTOR'S NAME STATE AGENCY'S NAME

Riverside Community College District (RCCD)

2. The term of this Agreement is: February 11, 2011 through February 10, 2013



3. The maximum amount of this Agreement is: \$125,000.00
 One Hundred Twenty-Five Thousand Dollars and Zero Cents

4. The parties agree to comply with the terms and conditions of the following exhibits, which are by this reference made a part of the Agreement.

Exhibit A – Service Agreement	11 page(s)
Attachment 1 – Instructor Agreement	2 page(s)
Attachment 2 – Course Listing	1 page(s)
Attachment 3 – Lecturer Agreement	1 page(s)
Exhibit C* – General Terms and Conditions	GTC 610

Items shown with an Asterisk (), are hereby incorporated by reference and made part of this agreement as if attached hereto. These documents can be viewed at www.ols.dgs.ca.gov/Standard+Language*

IN WITNESS WHEREOF, this Agreement has been executed by the parties hereto.

CONTRACTOR		California Department of General Services Use Only
CONTRACTOR'S NAME (if other than an individual, state whether a corporation, partnership, etc.) Riverside Community College District		
BY (Authorized Signature) 	DATE SIGNED (Do not type)	
PRINTED NAME AND TITLE OF PERSON SIGNING James L. Buysse, Vice Chancellor, Administration and Finance		
ADDRESS 4800 Magnolia Avenue Riverside, CA 92506-1299		
STATE OF CALIFORNIA		
AGENCY NAME Department of California Highway Patrol		
BY (Authorized Signature) 	DATE SIGNED (Do not type)	
PRINTED NAME AND TITLE OF PERSON SIGNING Jeffrey T. Uyeda, Chief, Administrative Services Division		
ADDRESS P.O. Box 942898 Sacramento, CA 94298-0001		

Exempt per:

AGREEMENT NUMBER

10R093001

REGISTRATION NUMBER

1. This Agreement is entered into between the State Agency and the Contractor named below:

STATE AGENCY'S NAME

Department of California Highway Patrol (CHP)

CONTRACTOR'S NAME STATE AGENCY'S NAME

Riverside Community College District (RCCD)

2. The term of this Agreement is: February 11, 2011 through February 10, 2013

3. The maximum amount of this Agreement is: \$125,000.00
 One Hundred Twenty-Five Thousand Dollars and Zero Cents

4. The parties agree to comply with the terms and conditions of the following exhibits, which are by this reference made a part of the Agreement.

Exhibit A – Service Agreement	11 page(s)
Attachment 1 – Instructor Agreement	2 page(s)
Attachment 2 – Course Listing	1 page(s)
Attachment 3 – Lecturer Agreement	1 page(s)
Exhibit C* – General Terms and Conditions	GTC 610

Items shown with an Asterisk (), are hereby incorporated by reference and made part of this agreement as if attached hereto. These documents can be viewed at www.ols.dgs.ca.gov/Standard+Language*

IN WITNESS WHEREOF, this Agreement has been executed by the parties hereto.

CONTRACTOR

CONTRACTOR'S NAME (if other than an individual, state whether a corporation, partnership, etc.)

Riverside Community College District

BY (Authorized Signature)



DATE SIGNED (Do not type)

PRINTED NAME AND TITLE OF PERSON SIGNING

James L. Buysse, Vice Chancellor, Administration and Finance

ADDRESS

4800 Magnolia Avenue
 Riverside, CA 92506-1299

STATE OF CALIFORNIA

AGENCY NAME

Department of California Highway Patrol

BY (Authorized Signature)



DATE SIGNED (Do not type)

PRINTED NAME AND TITLE OF PERSON SIGNING

Jeffrey T. Uyeda, Chief, Administrative Services Division

ADDRESS

P.O. Box 942898
 Sacramento, CA 94298-0001

California Department of General Services Use Only

Exempt per:

INSTRUCTIONAL SERVICE AGREEMENT BETWEEN RIVERSIDE COMMUNITY COLLEGE DISTRICT AND THE STATE OF CALIFORNIA, THE CALIFORNIA HIGHWAY PATROL FOR ADMINISTRATION OF JUSTICE ACADEMIC AND CAREER AND TECHNICAL EDUCATION PROGRAMS

This Agreement is made to provide academic and career and technical education services in the program of Administration and Justice for the STATE OF CALIFORNIA, the CALIFORNIA HIGHWAY PATROL (herein called "CHP") at the Ben Clark Public Safety Training Center.

ARTICLE 1. PARTIES

The State of California, California Highway Patrol (hereinafter "CHP")
Business Services Section
Attn: Contract Services Unit
P.O. Box 942898
Sacramento, CA 94298-0001

Riverside Community College District (hereinafter "RCCD")
James Buysse, Vice Chancellor,
Administration and Finance
4800 Magnolia Avenue
Riverside, CA 92506-1299

ARTICLE 2. TERM OF CONTRACT

Section 2.01. This agreement shall be for two years, commencing February 11, 2011 and terminating February 10, 2013 unless terminated by either party in the manner set forth herein.

ARTICLE 3. COURSES, CURRICULUM, INSTRUCTION, CLASS SIZE

Section 3.01. CHP shall submit to RCCD courses or programs for college credit to augment training for personnel or to provide augmented training for personnel to develop specialized skills for professional advancement.

Section 3.02. RCCD, in accordance with its curriculum procedures, will approve the course content, course curriculum, and methods of instruction used by CHP. RCCD will provide orientation of faculty, instructor manuals, course outlines, curriculum materials, testing and grading procedures and any other services it provides to hourly instructors in the District.

Section 3.03. RCCD will determine minimum class sizes. RCCD may also set a maximum class size and course credit.

Section 3.04. The approved courses of instruction to be offered are listed on Attachment B. Additional courses from the RCCD Catalog may also be included on this list. Other courses may be added, deleted, or revised, upon written mutual agreement of the parties.

Section 3.05. CHP agrees to provide written notice to RCCD at least (90) calendar days prior to offering approved courses or programs, which shall include all relevant course information and proposed course outlines to meet the stated performance objectives or student learning outcomes.

ARTICLE 4. SERVICES TO BE PERFORMED BY CHP

Section 4.01. For purposes of Worker's Compensation, the State of California is considered the "primary employer" for California Highway Patrol personnel performing services under this agreement. Notwithstanding this statement, employees and instructors performing services under this agreement are under the supervision of RCCD for instructional purposes only. This section conforms to the California Code of Regulations (Title 5), Sections 58051.5 and 58058.

Section 4.02. Instruction by CHP shall include the development of appropriate lecture and practical application of materials; recommendation of college level instructors who meet minimum qualifications or equivalent; development and presentation of educational support lectures in conjunction with RCCD and under the supervision and control of a RCCD employee who has met the minimum qualifications for instruction in occupational/vocational education in a California Community College.

Course Scheduling

Section 4.03. CHP shall provide RCCD with a schedule of all proposed activities related to the academic and career and technical education programs, on or before July 1 of each year, for the subsequent school year commencing July 1. The RCCD Curriculum Committee accepts for consideration new course and program proposals between September and May of each academic year.

Section 4.04. CHP and RCCD agree to consult and cooperate regarding any changes in curriculum, hours, units of credit, or other course changes, but the decision of RCCD as to all academic matters and compliance with educational requirements imposed by law shall be final.

Course Outlines

Section 4.05. CHP shall permit RCCD to have access to its existing current course outlines and other state approved course outlines.

ARTICLE 5. OPERATIONAL ISSUES

Student Registration

Section 5.01. RCCD agrees to process student applications and to enroll students in the CHP courses and programs. A successful enrollment means that each student has completed an enrollment application provided by RCCD, the application has been delivered to and accepted by RCCD's registration office, and the applicant has met all requirements, including, if applicable, the standard college student liability and medical care coverage.

Section 5.02. A California resident is one who meets the criteria set forth by law. A non-resident for student registration is one who meets criteria set forth by law. (See C.E.C. 76140.5)

Section 5.03. RCCD shall provide the following student services functions in accordance with the RCCD's standards as disclosed in the RCCD's publications:

- a. Recruitment of students
- b. Placement testing
- c. Advising
- d. Counseling
- e. Registration and enrollment of all students on RCCD-approved registration forms
- f. Maintenance of student rosters
- g. Evaluation of student progress
- h. Record keeping
- i. Withdrawal of students prior to course completion

Student Enrollment

Section 5.04. CHP and RCCD will mutually agree upon the number of instructors to instruct the course or course section(s), the ratio of instructors per student, and the subject area to be taught.

Section 5.05. RCCD reserves the right to cancel the offering of any course or course section(s), which do not meet the approved curriculum or needed capacity of enrollment for RCCD to be compensated by the state for apportionment. Cancellation of a course or course section(s) must be made to CHP prior to the start date of the course, and written notice of intent to cancel must be served to CHP. CHP cancellation(s) must be made to RCCD prior to the start date of the course and written notice of intent to cancel must be served to RCCD.

Section 5.06. RCCD will provide Admission forms for each student as described in Section 5.01 and 5.02 above.

Hours During Which Services May Be Performed

Section 5.07. The parties shall mutually agree on the time the classes will be conducted, and these items will be set forth in the class schedule.

Section 5.08. Any change of the time or location of class(es) must be submitted in advance and approved by RCCD.

Payment of Compensation

Section: 5.09. CHP shall submit quarterly an invoice to RCCD of the courses or course section(s) and number of student contact hours for payment. If the Dean of Public Safety Education and Training of RCCD disputes the invoice, then RCCD shall notify the California Highway Patrol, Accounting Section, Accounts Receivable Unit, P. O. Box 942898, Sacramento, CA 94298-0001, in writing within 60 calendar days of receipt of invoice. The dispute should include the following information:

- a. CHP invoice number
- b. Name and identification of the CHP instructor(s)
- c. Number of hours and or students disputed
- d. Date of service
- e. Reason of dispute or requested amount
- f. The total amount of credit requested

The invoice will not be paid until any dispute is settled.

Either party may request resolution of the invoice disputes by bringing them to the attention of the President (or designated representative) and the CHP Administrative Officer for joint resolution. If an agreement cannot be reached through the application of high level management attention, either party may assert its other rights and remedies within this contract or within a court of competent jurisdiction.

Section: 5.10. RCCD shall provide up to 2,422 square feet of office space, not to exceed a cost of \$28,482.72 per year, at the Ben Clark Training Center or mutually agreed upon location.

Section: 5.11. RCCD shall calculate the total amount of enrollment fees, including a mandatory transportation fee for classes scheduled during the summer, fall, and spring academic terms, based on the number of student credit hours taken during the billing period. The cost for tuition is \$26.00 per student credit hour, with an increase to \$36.00 per student credit hour beginning the fall 2011 and an additional increase to \$46.00 per student credit hour beginning in the summer 2012. The cost for the transportation fee is \$5.00 for every student who registers for six units and under, and \$5.50 for every student who registers for over six units, during the applicable academic terms.

Section: 5.12. RCCD shall accrue the amount of the enrollment.

Section: 5.13. In consideration for the services provided within this agreement, RCCD shall pay CHP a net of \$1.55 for each student contact hour less the accrued enrollment fees referred to in Section 5.11.

Cooperation of CHP

Section 5.14. CHP shall ensure and verify that the instructional activities to be conducted are not fully funded from any other source or sources.

Section 5.15. CHP shall agree to comply with all reasonable requests of RCCD and to provide access to all documents related to the instructional programs necessary for the performance of RCCD's duties under this Agreement.

Section 5.16. CHP shall provide at least one staff member, one lieutenant and one sergeant to instruct, coordinate instruction, and to provide administrative support for academic and career and technical education programs held at the Ben Clark Training Center or mutually agreed upon location. The salary and benefits of CHP uniformed personnel are the responsibility of CHP.

Section 5.17. CHP shall provide equipment, materials, day-to-day management support, and ancillary student support services that are not routinely provided for students enrolled in a lecture or laboratory approved setting by RCCD. In addition, CHP shall provide all other related overhead expenses necessary to conduct RCCD's affiliated educational programs and services.

Section 5.18. CHP shall cooperate with RCCD to ensure that all personnel, equipment, and materials used in carrying out the responsibilities of CHP under this contract conform to Education Code and Title 5 mandated standards governing instructional programs.

Section 5.19(a). CHP shall recommend instructors, in collaboration with RCCD personnel, and ensure that all instructional training will be conducted by individuals who meet the criteria established by the California Community College Board of Governors for community colleges occupational/vocational instructors.

Section 5.19(b). CHP shall recommend special topics lecturers, in collaboration with RCCD personnel, and ensure that all instructional training by special topics lecturers will be conducted under the control and direction of the Instructor of Record by individuals who possess special qualifications to instruct on the topics assigned.

Section 5.20(a). CHP shall ensure that all instructors, in collaboration with RCCD personnel, certify acknowledgment in the form of Attachment A from each instructor that RCCD has the right to control and direct the educational programs that are the subject of this agreement.

Section 5.20(b). CHP shall ensure that all special topics lecturers, in collaboration with RCCD personnel, certify acknowledgment in the form of Attachment C from each special topics lecturer that the Instructor of Record and RCCD have the right to control and direct the educational programs that are the subject of this agreement.

Section 5.21. CHP shall offer courses in accordance with RCCD's approved course outlines so that the stated student learning outcomes will be met.

Section 5.22. CHP shall submit proposals for new course outlines and revisions of approved course outlines on RCCD forms, which shall be presented through the curriculum process.

Section 5.23. CHP shall permit RCCD staff to have complete access to all instructional activities.

Equipment Used

Section 5.24. CHP will provide at its own expense firearms, magazines and batons for its trainees to use while attending and participating in firearms, baton, and defensive tactics training during the course of instruction. Trainees from other agencies and other students who are not affiliated with an agency shall provide the previously mentioned equipment. CHP shall have the exclusive right to determine and authorize the type, make and model of equipment to be used during its instruction. Any trainees who depart from the use of approved equipment by CHP must be authorized by CHP.

ARTICLE 6. LIABILITY/INDEMNITY

Section 6.01. RCCD will ensure that at the time of registration, non-affiliated students will purchase the standard College student health coverage and maintain the coverage during the entire course of study.

Section 6.02. CHP, its officers, agents, and employees, shall not be deemed to have any liability for the negligence, or any other act or omission of RCCD or any of its officers or employees, or for any dangerous or defective condition of any work or property of RCCD.

Section 6.03(a). RCCD shall indemnify and hold CHP, its officers, agents, employees and independent contractors, free and harmless from any claim or liability whatsoever, based or asserted upon the condition of work or property of RCCD, or upon any act or omission of RCCD, its officers, agents, employees, subcontractors and independent contractors, for property damage, bodily injury or death, or any other element of damage of any kind or nature, and RCCD shall defend, at its expense including attorney fees, CHP, its officers, agents, employees and independent contractors, in any legal action or claim of any kind based upon such conditions of work or property, or alleged acts of omissions.

Section 6.03(b). CHP shall indemnify and hold RCCD, its Trustees, officers, agents, employees and independent contractors, free and harmless from any claim or liability whatsoever, based or asserted upon any act or omission of CHP, its officers, agents, employees, subcontractors and independent contractors, for property damage, bodily injury or death, or any other element of damage of any kind or nature, and CHP shall defend, at its expense including attorney fees, RCCD, its Trustees, officers, agents, employees and independent contractors, in any legal action or claim of any kind based upon such alleged acts or omissions.

ARTICLE 7. OBLIGATION OF RCCD

Section 7.01. RCCD agrees to process the completed enrollment applications described in Section 5.03 for the purpose of obtaining financial support from the State of California.

Section 7.02. RCCD shall provide current course outlines for each course making up the designated programs and shall take steps to keep its college Catalog current regarding its designated programs.

Section 7.03. RCCD shall schedule all portions of designated academic and career and technical education programs approved by CHP to be part of the programmatic course of study offered by RCCD, approved by RCCD's Curriculum Committee, its Board of Trustees, and published in the current college Catalog.

Cooperation by RCCD

Section 7.04. RCCD shall offer academic and career and technical education courses and programs, approved by the Board of Trustees of the RCCD.

Section 7.05(a). RCCD shall collaborate with CHP in the selection, approval, and evaluation of instructors to ensure and maintain the quality of instruction to meet the needs of the students and the accreditation requirements of the RCCD. In addition, RCCD shall collaborate with CHP to ensure that Board-approved instructors will teach course sections in a manner consistent with RCCD-approved course outlines and will hold students to a level of academic achievement expected throughout the RCCD.

Section 7.05(b). RCCD shall collaborate with CHP in the selection and approval of special topics lecturers to ensure and maintain the quality of instruction to meet the needs of the students and the accreditation requirements of the RCCD. In addition, RCCD shall collaborate with CHP to ensure that qualified special topics lecturers will teach course sections under the control and direction of the Instructor of Record in a manner consistent with RCCD-approved course outlines and will hold students to a level of academic achievement expected throughout the RCCD.

Section 7.06. RCCD shall ensure that scheduled courses and programs meet all appropriate State of California Government Code Title 5 (hereinafter referred to as Title 5) and State of California Education Code (herein referred to as Education Code) requirements.

Section 7.07. RCCD shall consult with CHP instructors and be available for consultation by CHP on any revision to existing RCCD courses or programs, the initiation of new courses, or other course changes to ensure and maintain the quality of educational services needed by CHP.

Section 7.08. RCCD will open enrollment in courses and programs to any person who has been admitted to the college and has met any applicable prerequisites, advisories, or limitations on enrollment. (Title 5, Sections 51006 and 58106.)

Section 7.09. RCCD will enroll students in a course or course sections during the period advertised for scheduled courses to be offered through the add date of the courses to be offered for CHP.

Section 7.10. RCCD will advertise its academic and career and technical education courses in the schedule of classes, post them online on its website, or publish and distribute them in the RCCD in accordance to RCCD methods of approved updates, and collaborate with CHP to advertise further scheduled courses and programs offered through RCCD and collaborate with CHP to advertise further scheduled courses and programs offered.

Section 7.11. RCCD will collaborate with CHP to add sections of courses as the need exists by agreement between RCCD and CHP.

Section 7.12. RCCD shall contract with the Riverside County Sheriff's Department, where appropriate, for necessary classroom and training room space at the Ben Clark Training Center or any other mutually agreed upon space.

Section 7.13. RCCD shall track enrollment fees of students at the Ben Clark Training Center.

Section 7.14. RCCD certifies that it does not receive full compensation for the direct costs of the course from any public or private agency, individual, or group.

ARTICLE 8. TERMINATION OF AGREEMENT

Section 8.01. Either party may terminate this Agreement, without cause, with ninety (90) days written notice.

Section 8.02. RCCD shall have the right to terminate this Agreement with sixty (60) days written notice in the event that funding from county, state or federal resources is reduced or eliminated. Any courses that are fully enrolled, or are in progress, shall be completed as provided for in this Agreement.

ARTICLE 9. DISPUTES

Section 9.01. Any dispute concerning a question of fact arising under the terms of this agreement which is not disposed within a reasonable period of time (ten days) by the parties normally responsible for the administration of this contract shall be brought to the attention of the Administrative Services Officer (or designated representative) of each organization for joint resolution.

Section 9.02. In the event a joint resolution cannot be reached between the parties and litigation or arbitration ensues between the parties to enforce any of the provisions of this agreement or any right of either party to this agreement, the unsuccessful party to such litigation or arbitration agrees to pay to the successful party all costs and expenses, including reasonable attorney's fees,

incurred therein by the successful party, all of which shall be included in and as part of the judgment rendered in such litigation or arbitration.

GENERAL PROVISIONS

ARTICLE 10. NOTICES

Section 10.1. Any notices to be given herein by either party to the other may be effected by either personal delivery in writing or mail, registered or certified, postage prepaid with return receipt requested. Each party may change the address below by written notice in accordance with this paragraph. Notices delivered personally will be deemed communicated as of the time of actual receipt; mailed notices will be deemed communicated as of three days after mailing. Notices may be mailed as follows:

California Highway Patrol:
Jeffrey T. Uyeda, Chief
Administrative Services Division
P.O. Box 942898
Sacramento, CA 94298

RCCD:
James Buysse, Vice Chancellor
Administration & Finance
Riverside Community College District
4800 Magnolia Avenue
Riverside, CA 92506-1299

Cordell Briggs, Dean
Public Safety Education and Training
Ben Clark Training Center
Moreno Valley Campus, RCCD
16791 Davis Avenue
Riverside, CA 92518

ARTICLE 11. AUDIT

Section 11.1 RCCD agrees that the awarding department, the Department of General Services, the Bureau of State Audits, or their designated representative shall have the right to review and to copy records and supporting documentation pertaining to the performance of this Agreement. RCCD agrees to maintain such records for possible audit for a minimum of three (3) years after final payment, unless a longer period of records retention is stipulated. RCCD agrees to allow the auditor(s) access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records. Further, RCCD agrees to include a similar right of the State to audit records and interview staff in any subcontract related to performance of this Agreement. (Gov. Code §8546.7 Pub. Contract Code §10115 et CCR Title 2, Section 1896).

ARTICLE 12. CHP'S REPRESENTATIVE

Section 12.1 CHP hereby appoints the managing lieutenant at Ben Clark Training Center as its authorized representative to administer this agreement.

ARTICLE 13. RCCD's REPRESENTATIVE

Section 13.1 RCCD agrees to provide CHP with a resolution, motion, order or ordinance of the governing body, which authorizes execution of this Agreement, and indicates the individual who is authorized to sign the agreement on behalf of RCCD. RCCD hereby appoints the dean of public safety education and training as its authorized representative to administer this agreement.

ARTICLE 14. NON-DISCRIMINATION

Section 14.1 During the performance of this Agreement, Contractor and his subcontractors shall not unlawfully discriminate, harass, or allow harassment against any employee or applicant for employment because of sex, race, color, ancestry, religious creed, national origin, physical disability (including HIV and AIDS), mental disability, medical condition (cancer), age (over 40), marital status, and denial of family care leave. Contractor and subcontractors shall insure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment. Contractor and subcontractors shall comply with the provisions of the Fair Employment and Housing Act (Gov. Code §12990 (a-f) et seq.) and the applicable regulations promulgated there under (California Code of Regulations, Title 2, Section 7285 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing government Code Section 12990 (a-f), set forth in Chapter 5 of Division 4 of Title 2 of the California Code of Regulations, are incorporated into this Agreement by reference and made a part hereof as if set forth in full. Contractor and its subcontractors shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other Agreement.

ARTICLE 15. PARTIAL INVALIDITY

Section 15.1. If any provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force without being impaired or invalidated in any way.

ARTICLE 16.1. ALTERATION OF TERMS

Section 16.1. No addition to, or alternation of, the terms of this Agreement, whether by written or verbal understanding of the parties, their officers, agents, or employees, shall be valid unless made in the form of a written amendment to this Agreement, which is formally approved and executed by both parties.

ARTICLE 17. GOVERNING LAW

Section 17.1 This Agreement will be governed by and construed in accordance with the laws of the State of California and the venue of any action or proceeding in connection herewith shall be the County of Riverside, State of California.

ARTICLE 18. ENTIRE AGREEMENT

Section 18.1. This Agreement is intended by the parties hereto as a final expression of their understanding, with respect to the subject matter hereof and as a complete and exclusive statement of the terms and conditions thereof and supersedes any and all prior and contemporaneous agreements and understandings, oral or written, in connection therewith.

Section 18.2. The duly authorized representatives of the parties have signed in confirmation of this Agreement as of the dates indicated below.

Department of California Highway Patrol

Riverside Community College District

By: _____
Jeffrey T. Uyeda, Chief
Administrative Services Divison

By: _____
James L. Buysse, Vice Chancellor
Administration and Finance

Date: _____

Date: _____

RIVERSIDE COMMUNITY COLLEGE DISTRICT

Agreement for Academic and Occupational/Vocational Program Services

This agreement is between the Riverside Community College District (RCCD) and _____ (Instructor) to teach _____ (name of course or courses) at the Ben Clark Training Center from: Start Date _____ to End Date _____.

1. Instructor agrees to provide instruction for the Department of California Highway Patrol from the date of this agreement to end date, unless-the Instructor and RCCD otherwise agree to terminate this agreement.
2. Instructor agrees to work to the standards established by RCCD including, but not limited to, the course outline.
3. Instructor agrees that he/she meets the minimum qualifications or equivalent for this teaching assignment, as shown in the attached documentation evidencing that Instructor meets minimum qualifications or the equivalent for the discipline.
4. Instructor agrees to work to the standards established by RCCD including, but not limited to, the course outline and required hours of instruction for each class.
5. RCCD shall have the primary right to control and direct the educational program and the activities of the instructor.
6. Instructor is an independent contractor and is not an employee of RCCD.
7. Instructor agrees that he/she shall not discriminate against any person in the provision of services, or employment of persons on the basis of race, religion, medical condition, disability, marital status, sex, age or sexual orientation. Instructor understands that harassment of any student or employee of RCCD with regard to race, religion, gender, disability, medical condition, marital status, age or sexual orientation is strictly prohibited.

DATED: _____

INSTRUCTOR

RIVERSIDE COMMUNITY COLLEGE
DISTRICT

Instructor's Signature

Dr. Cordell Briggs, Dean
Public Safety Education and Training

Instructor's Printed Name

College Official's Printed Name

COURSE LISTING

List of Approved Courses of Instruction in the RCCD Catalog (Additional courses from the RCCD Catalog may also be included on this list. Other courses may be added, deleted, or revised, upon written mutual agreement of the parties.)

ADJ—A33	Public Safety Seminar	.25 unit
ADJ—A42A	Crime Scene Investigation	.50 unit
ADJ—T5A	Techniques of Accident Investigation Training	1.50 units
ADJ—T10A	Radar Enforcement Training-CHP	1.50 units
ADJ—T13A	Communications Operator Training Phase I	4.00 units
ADJ—T13B	Initial Communication Operator Training— Phase II	2.00 units
ADJ—T15A	CPR Refresher Course	.25 unit
ADJ—T16A	Communications Operators In-Service	1.00 unit
ADJ—T17A	Communications Supervisors Training	.50 unit
ADJ—T18A	Spanish for Law Enforcement	1.00 unit
ADJ—T25A	Bomb Search Team Training	.25 unit
ADJ—T26A	Civil Disturbance Training (CHP)	.25 unit
ADJ—T42A	Safety Services Program Update	.25 unit
ADJ—T44A	Workplace Violence Prevention Instructor Training	1.00 unit
ADJ—T46A	Equal Employment Opportunity (EEO) Counselor/Investigator Recertification	.25 unit
ADJ—T47A	Enhanced Officer Safety Training (POST)	.25 unit
ADJ--T51A	Automated External Defibrillator (AED) Training	.25 unit
ADJ—T53A	Preliminary Alcohol Screening (PAS) Device Coordinator	.25 unit
ADJ—T61A	Communications Training Specialist	1.00 unit
ADJ—T64A	Motorcoach/Bus Inspection Training Course	1.00 unit
ADJ—T65A	National Highway Traffic Safety Administration Standardized Child Safety Training	1.00 unit
ADJ—T70A	CHP-Explorer Academy Level III	3.00 units
ADJ—T72A	Radioactive Materials Response and Enforcement Training	.50 unit
ADJ—T73A	General Hazardous Materials Inspection and Compliance Training Course	2.00 units
ADJ—T75A	Specially Marked Patrol Vehicle	1.00 unit

Among the revised course proposals to be submitted by CHP, two are T72A and T73A. In addition, new course proposals for Tactical Fire Arms Training, Tactical Supervisor Training course and Lidar Training Course, along with other proposals, will be developed and submitted to the Curriculum Committee.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
Special Topics Lecturer Agreement

This agreement is made between the Riverside Community College District (RCCD) and _____ (Special Topics Lecturer) to be a special topics lecturer in the _____ (name of course or courses), at the Ben Clark Training Center from: Start Date _____ to End Date _____.

1. The special topics lecturer agrees to provide instruction for the California Highway Patrol training program from the start date of this agreement to the end date, unless the special topics lecturer and RCCD otherwise agree to terminate this agreement. Special topics lecturer agrees and understands that the work to be performed under this agreement is temporary and terminable at any time, without cause or prior notice. Special topics lecturer further agrees and understands that the position does not lead to tenure or any permanent status.
2. The special topics lecturer will not be paid by RCCD for his/her services as a special topics lecturer. He/she is not an employee of RCCD. Special topics lecturer understands and agrees that RCCD will not cover him/her with workers' compensation, unemployment insurance, state disability insurance, public liability insurance or other benefits that may be available to employees of RCCD. Special topics lecturer shall refrain from any representation that he/she is an employee, agent or legal representative of RCCD, or from incurring liabilities or obligations of any kind in the name of, or on behalf of, RCCD.
3. The special topics lecturer may not assign his/her duties or obligations under this agreement without the prior written consent of RCCD.
4. The special topics lecturer agrees that he/she possesses special qualifications for this assignment, as shown in the attached documentation, which provides evidence that the special topics lecturer is qualified to offer special, most current information on the topic(s) assigned for this course.
5. The special topics lecturer agrees to work to the standards established by RCCD, including the course outline and required hours of instruction for each lecture.
6. The Instructor of Record shall have the primary right to control and direct the classroom activities and the activities of the special topics lecturer.
7. Either party may terminate this agreement, with or without cause, with thirty (30) days written notice to the other.
8. The special topics lecturer agrees that he/she shall not discriminate against any person in the provision of services, or employment of persons on the basis of race, religion, medical condition, disability, marital status, sex, age or sexual orientation. The special topics lecturer understands that harassment of any student or employee of RCCD with regard to race, religion, gender, disability, medical condition, marital status, age or sexual orientation is strictly prohibited.

LECTURER AGREEMENT

AGREEMENT NUMBER 10R093001
ATTACHMENT 3

DATED: _____

DATED: _____

SPECIAL TOPICS LECTURER:

RIVERSIDE COMMUNITY COLLEGE DISTRICT:

Special Topics Lecturer's Signature

Cordell Briggs, Ph.D., Dean
Public Safety Education and Training

Special Topics Lecturer's Printed Name

College Official's Printed Name



Agenda Item (VI-B-6-b)

Meeting	2/21/2012 - Regular
Agenda Item	Consent Agenda Action (VI-B-6-b)
Subject	Contracts and Agreements Report Less than \$81,000 - All District Resources
College/District	District
Funding	Various Resources
Recommended Action	It is recommended that the Board of Trustees ratify contracts totaling \$570,165.

Background Narrative:

On September 11, 2007, the Board of Trustees authorized delegating authority to the Chancellor to enter into contractual agreements and the expenditure of funds pursuant to the Public Contract Code Section 20650 threshold, currently set at \$81,000. The attached listing of contracts and agreements under \$81,000 requested by college and District staff has been reviewed and verified that budgeted funds are available in the appropriate categories of expenditure. The contracts and agreements have been executed pursuant to the Board's delegation of authority and are presented on this agenda for ratification.

Prepared By: Jim Buysse, Vice Chancellor, Administration & Finance
Majd Askar, Purchasing Manager

Attachments:

[Contracts and Agreements Less than \\$81,000 \(January 2012\) - February 21, 2012](#)

Contracts and Agreements Report-All District Resources
\$81,000 and Under
01/01/12 thru 01/31/12

PO #	Department	Vendor	Business Location	Description	Amount
C0003695	Workforce Preparation	Quintana, Robert	Chino	Training Services	\$ 2,200
C0003696	Facilities	Atlas Tracks, Inc.	Tualatin, OR	RCC Track Repairs Bid Award	36,644
C0003701	CTE Projects - Norco	Villa Amalfi @ Hidden Valley Golf Club	Norco	Meeting Expenses	2,634
C0003702	Facilities Planning & Development	Graebel Los Angeles Movers, Inc	Aurora	MVC Dental Education Center Bid Award	27,147
C0003703	Facilities Planning & Development	Padilla & Associates, Inc	Santa Ana	MVC Emergency Phone Labor Compliance	4,500
C0003704	Community & Economic Development	Talnack-Moffett, Georgina	Santa Ana	Consultant Services	20,000
C0003705	Community & Economic Development	GXB Interactive Corporation	Claremont	Consulting Services	7,000
C0003706	Community & Economic Development	GXB Interactive Corporation	Claremont	Consulting Services	30,000
C0003707	Community & Economic Development	Kasle, Donald H	Dove Canyon	Consulting Services	20,000
C0003708	Community & Economic Development	Plenum Revenue Group	Niguel	Consulting Services	30,000
C0003709	Community & Economic Development	Redtail Capital	Temecula	Consulting Services	15,000
C0003710	Community & Economic Development	Resonnect Marketing	Carlsbad	Consulting Services	20,000
C0003711	Community & Economic Development	Vantages	Newport Beach	Consulting Services	30,000
C0003712	President - Norco	Textopoly, Inc	Costa Mesa	Mobile Website Consultation Services	12,000
C0003713	President - Norco	Ramona Munsell & Associates	Bella Vista, AK	Consulting Services	49,519
C0003714	Workforce Preparation	Williams, Michaela J	Moreno Valley	Workshop Facilitator	1,600
C0003715	Campus Business Operations	Tamra Kay Interior Design Consulting, Inc	Irvine	Nursing / Science Building FF&E Consultant	12,367
C0003716	Campus Business Operations	Tamra Kay Interior Design Consulting, Inc	Irvine	Wheelock Gym FF&E Consultant	15,237
C0003717	Human Resources & Diversity	Keenan & Associates	Torrance	Employee Benefits Consulting Services	100
C0003718	Diversity, Equity & Compliance	Shaw HR Consulting, Incorporated	Newbury Park	Disability Accommodation Services	5,000
C0003719	Workforce Preparation	Institute for Evidence Based Change	Encinitas	Training Services	2,500
N/A	Purchasing	US Foods	Riverside	Business Rebate Incentive	No Cost
N/A	Academic Affairs - Moreno Valley	Feathers, Andrea	Chino Hills	Clinical Training Services	No Cost
N/A	Academic Affairs - Moreno Valley	Mardrossian, Armen	Chino	Clinical Training Services	No Cost
N/A	Academic Affairs - Moreno Valley	Krakowiak, Peter	Lake Elsinore	Clinical Training Services	No Cost
N/A	Academic Affairs - Moreno Valley	Stanisai, Meerweis	Murrieta	Clinical Training Services	No Cost
N/A	Academic Affairs - Moreno Valley	Dental Care of Corona	Corona	Clinical Training Services	No Cost
N/A	Workforce Preparation	US Dept. of Housing & Urban Development	Washington, DC	Grant Close-Out Services	No Cost
N/A	Workforce Preparation	US Dept. of Housing & Urban Development	Washington, DC	Grant Close-Out Services	No Cost
N/A	Workforce Preparation	US Dept. of Housing & Urban Development	Washington, DC	Grant Close-Out Services	No Cost
N/A	HHPS - Moreno Valley	Moreno Valley Unified School District	Moreno Valley	CPR/First Aid Training	No Cost
Additions to Approved/Ratify Contracts of \$81,000 and Under					
C0002802	Facilities Planning & Development	The Solis Group	Pasadena	Nursing/Science Project Labor Compliance	8,203
C0003010	Facilities Planning & Development	Vision Building Rentals, LLC	Las Vegas, NV	Wheelock Gym Interim Facility Lease	54,251
C0003171	Board of Trustees	Currier & Hudson, A Professional Corporation	San Diego	Legal Services	2,500
C0003179	Facilities Planning & Development	River City Testing	Riverside	Wheelock Gym Seismic Retrofit	8,500
C0003283	Community & Economic Development	Redtail Capital	Temecula	Consulting Services	1,444
C0003285	Community & Economic Development	The Markus Group	Irvine	Consulting Services	741
C0003486	Board of Trustees	Gresham Savage Nolan & Tilden, APC	San Bernardino	Legal Services	15,000
C0003505	Board of Trustees	Liebert Cassidy Whitmore	Los Angeles	Legal Services	15,191
C0003546	Community Ed & Senior Citizen Education	Boston Reed College	Napa	Community Education Presenter	10,000
C0003565	Facilities Planning & Development	Jezowski & Markel Contractors, Inc	Orange	MVC Dental Education Center	50,429

Contracts and Agreements Report-All District Resources
 \$81,000 and Under
 01/01/12 thru 01/31/12

PO #	Department	Vendor	Business Location	Description	Amount
C0003578	Facilities Planning & Development	Plas-Tal Manufacturing Co	Santa Fe Springs	MVC Dental Education Center	961
C0003596	Community Ed & Senior Citizen Education	Napoli, William	Alta Loma	Instructional Services	1,000
C0003597	Community Ed & Senior Citizen Education	Notary Public Seminars, Inc	Los Angeles	Instructional Services	1,000
C0003626	Community Ed & Senior Citizen Education	California Mind Institute	La Quinta	Instructional Services	22,000
C0003636	Community Ed & Senior Citizen Education	Trust Auto Sales	Wildomar	Instructional Services	1,000
C0003668	Facilities Planning & Development	Burgess Moving & Storage	Riverside	Nursing/Science Relocation Services	3,696
C0003672	Campus Business Operations	Spinitar	Carlsbad	NSB Group II Integration	30,801
N/A	HHPS - Moreno Valley	Moreno Valley Unified School District	Moreno Valley	Amend 1 Extends Date to 11/1/11	No Cost
N/A	Workforce Preparation	Riverside County Dept. of Public Social Services	Riverside	Amend 3 Modifies Contract Budget	No Cost
N/A	Customized Solutions	San Bernardino Community College District	San Bernardino	Amend 1 Modifies Contract Budget	No Cost
				Total	<u>\$ 570,165</u>



Agenda Item (VI-B-6-c)

Meeting	2/21/2012 - Regular
Agenda Item	Consent Agenda Action (VI-B-6-c)
Subject	Subcontract between Riverside Community College District, Norco College and Jefferson Community & Technical College
College/District	Norco
Funding	National Science Foundation Grant
Recommended Action	It is recommended that the Board of Trustees ratify the subcontract with Jefferson Community & Technical College to implement a National Science Foundation National Center for Supply Chain Technology Education Grant.

Background Narrative:

Presented for the Board's review and consideration is a subcontract with Jefferson Community & Technical College and Norco College to implement a National Science Foundation National Center for Supply Chain Technology Education Grant. On August 15, 2011, Norco College was awarded a four-year National Science Foundation Grant totaling \$3.5 million to implement a model 2+2+2 supply chain technology career pathway through high school/community college/university partnerships across the United States, to increase the number of teachers and faculty participating in supply chain technology professional development, and to be the national hub for supply chain education dissemination and best practices.

Norco College will use over \$2 million on these efforts while partner institutions will help facilitate activities nationwide with the remaining funds. Jefferson Community & Technical College in Louisville, KY, shall receive \$160,000 over 4 years to oversee, in partnership with Sinclair Community College in Dayton, OH, the grant narrative's Objective 1: To oversee curriculum benchmarking, collection and dissemination, articulation with the Defense Acquisition University, and 2+2+2 program development. The funds will be used for salaries, benefits, materials, software, equipment, travel, and other operational expenses from August 15, 2011 through July 31, 2015.

Prepared By: Debbie DiThomas, Interim President, Norco College
Kevin Fleming, Associate Dean, Career and Technical Education

Attachments:

[Jefferson MOU](#)

A Subcontract Between
Riverside Community College District, Norco College
And
Jefferson Community & Technical College
Resulting from a Cooperative Agreement to Implement a
National Science Foundation National Center of Excellence for Supply Chain Technology
Education
Between
The National Science Foundation
And
Riverside Community College District, Norco College
(Award Number DUE-1104176)

Grant Award Notification for Award Number DUE-1104176 between the National Science Foundation and Riverside Community College District, Norco College (RCCD/NC) is attached to this subcontract as well as the General Terms and Conditions and the referenced proposal and budget. These references, as well as those relating to the use of program income, and disclosing federal funding in public announcements, apply to this subcontract and are binding upon the parties to this subcontract.

I. Scope of Subcontract

Contracting Agent: Riverside Community College District (RCCD) (Lead Agency/Fiscal Agent) for Norco College (NC). Subawardee: Jefferson Community & Technical College (JEFFERSON). Subcontract Amount: Up to \$160,000 in federal funds, unless otherwise determined by the National Science Foundation, will be utilized in accordance with the terms and conditions of this subcontract (including the attached budget), all applicable sections of the contract between RCCD/NC and the National Science Foundation, as well as the information contained within the grant application to the National Science Foundation written in response to the Department's request for ATE proposals. This sum is subject to reduction by RCCD/NC should RCCD/NC experience a reduction in funding from the National Science Foundation (NSF). However, any impact on services as a result of reduction will be discussed, agreed upon and approved by Norco College Principal Investigator of the NSF Grant.

Effective Date of Subcontract: August 15, 2011

Expiration Date of Subcontract: June 30, 2015 unless terminated early by the National Science Foundation; in that case the termination date of this subcontract would be the same date as the termination date given by the National Science Foundation.

II. Description of Work

Through this Federal National Science Foundation funding opportunity, Riverside Community College, Norco College and Jefferson Community & Technical College have entered into a collaborative agreement to increase the supply of highly qualified supply chain technicians by

14,000 over four years to meet the growing national need across the private and public supply chains.

We have established this collaborative effort between Norco College and Jefferson Community & Technical College with the overarching goals to complete the grant narrative's Objective 1: To implement model 2+2+2 supply chain technology career pathway through high school/ community college/university partnerships across the United States to meet the industry's needs for educated technicians. Over the life of the grant, outcome measures include:

- 10% increase of supply chain technology courses offered
- 25% increase in SCT articulation agreements
- 50% increase in 2+2+2 pathways available for students

Activities and deliverables will include:

- 1.1 Develop profiles for at least five technical occupations in supply chain technology
 - 1.1.1 Identify technologies used in each job
 - 1.1.2 Identify profiles/skills in at least five private sector supply chain occupations
 - 1.1.3 Identify jobs associated with each educational level
 - 1.1.4 Align private sector profiles/skills with U.S. Department of Defense portfolios (competencies and certifications)
- 1.2 Conduct gap analysis of national curricula with private sector and public sector (e.g. Environmental Protection Agency, U.S. Department of Defense, etc.) job profiles
 - 1.2.1 Define scope of gap analysis effort
 - 1.2.2 Identify existing curricula
 - 1.2.3 Compare to private and public sector profiles
 - 1.2.4 Develop curricula to fill in the gaps
- 1.3 Create a passport of competencies in association with professional organizations
 - 1.3.1 Work with professional organizations to develop a passport of defined skills
 - 1.3.2 Organize or develop stackable certificates recognized by academia and industry that lead to a degree
 - 1.3.3 Align and link professional certifications accepted by industry to certificates
 - 1.3.4 Adapt U.S. Department of Defense classifications to accredited educational curricula and programs
 - 1.3.4.1 Align curricula with three levels of stackable certifications from the Defense Acquisition University
 - 1.3.4.2 Correlate three levels of Defense Acquisition University certifications in 14 areas with associate degree and certificate programs
 - 1.3.4.3 Develop articulation with Defense Acquisition University to provide courses in five regions: DAU West-San Diego, CA (Navy); DAU South-Huntsville, AL (Army); DAU Mid-Atlantic-Maryland (Navy); DAU Midwest (Air Force); and DAU Capital Region
 - 1.3.4.4 Offer online courses to private and public sector supply chain technicians
- 1.4 Create educational training pathways to include the project website www.mindsthatmove.org/
 - 1.4.1 Develop informational outreach materials for students

- 1.4.2 Develop contextualized learning modules for insertion into high school and community college curricula (math, science, vocational/technical disciplines)
- 1.4.3 Create modules of educational experiences (capstone courses, internships, co-op experiences) for high school and community college students
- 1.4.4 Export the 2+2+2 model to partner institutions

JEFFERSON will meet with Norco College as frequency requested by the Norco College Principal Investigator to discuss progress made toward grant objectives, review fiscal issues, address challenges, barriers, and/or concerns regarding the grant, and coordinate activities.

JEFFERSON will provide the necessary administrative services to maintain fiscal and contract compliance with regard to its specific role and responsibilities concerning this grant, while RCCD/NC will provide overall administrative oversight for all parts of this grant and serve as the primary contact to the National Science Foundation.

III. Consideration

In consideration of the performance by JEFFERSON in administering this National Science Foundation Grant, RCCD shall make payments to JEFFERSON totaling no more than \$40,000 in the first year, \$40,000 in the second year, \$40,000 in the third year, and \$40,000 in the fourth year, as approved in the attached grant budget, unless modified by unanimous approval of Norco College NSF Principal Investigator and the National Science Foundation. These funds will be released no more frequently than monthly and only after the delivery of services and periodic progress reports at intervals determined by the Norco College Principal Investigator. An invoice detailing expenses by major cost category and personnel expenses by individual line item (to correspond with line items listed in the approved budget) shall be sent to the NSF Principal Investigator at Norco College.

Payment for the delivery of services specified shall be made upon written request of JEFFERSON to RCCD/NC by submission of a request for reimbursement. As agreed to in advance, request for reimbursement must report expenses by major budget categories on an actual cost reimbursement basis. RCCD/NC will make every effort to reimburse JEFFERSON for services rendered within thirty days. JEFFERSON shall have the right to re-budget expenses as long as the re-budgeting falls within the terms and conditions described in attached Memorandum of Understanding (MOU), incorporated herein by reference and attached hereto. Likewise, any carry forward of funds from grant year to grant year can only be allowed by RCCD/NC if the National Science Foundation allows such carry forward. During the third and fourth quarters of the grant year, both parties agree to reevaluate the transfer of grant funds under this subcontract to reflect actual and anticipated grant deliverables. A subcontract amendment may increase or decrease the total amount of consideration due under this subcontract.

The restrictions on the expenditure of federal funds in appropriations acts are applicable to this subaward to the extent those restrictions are pertinent.

OMB Circular A-110 or 45 CFR Part 602 as applicable.

The NSF Grant Policy Manual, including addenda, in effect as of the beginning date of the period of performance.

NSF Grant General Conditions (GC-1), including addenda, in effect as of the beginning date of the period of performance and found at http://www.nsf.gov/home/grants/grants_gac.htm, except for the following:

- a) The right to initiate an automatic one-time extension of the end date provided by Article 4 is replaced by the need to obtain prior written approval from RCCD/NC.
- b) The payment mechanism described in Article 12 and the final report requirements described in Article 15 are replaced with Reporting Requirements and Terms and Conditions herein this agreement; and
- c) Any prior approvals are to be sought from RCCD/NC and not the Federal Awarding Agency.

Title to equipment costing \$5,000 or more that is purchased or fabricated with research funds or collaborator cost sharing funds, as direct costs of the project or program, shall unconditionally vest in the collaborator upon acquisition without further obligation to the Federal Awarding Agency subject to the conditions specified in Article 6 of the GC-1.

IV. Records/Audits

In accordance with the Terms and Conditions of the grant, in order to be in compliance with federal requirements, JEFFERSON must maintain records regarding the use of grant funds and progress toward grant objectives. JEFFERSON will maintain appropriate financial records in accordance with generally accepted accounting practices. JEFFERSON will make available to RCCD upon request, backup financial documentation (invoices and receipts) that clearly describe the nature of each expense, as authorized in the approved budget and as required by the terms of the National Science Foundation award agreement. JEFFERSON will submit progress reports as requested by the RCC Project Director that address progress made toward grant objectives and barriers or challenges to successful achievement of program objectives.

JEFFERSON shall preserve and, with advance notification, make available all records related to this Agreement for examination by Riverside Community College District, the federal government, and/or their duly authorized representative. JEFFERSON shall retain these records for three years after the completion of the grant program. If any audit or other action involving the records has been started before the expiration of this period, the records must be retained until completion of the action and resolution of all issues which arise from it or until the end of the three-year period, whichever is later; the retention period starts on the day the grantee submits its last expenditure report for that period or when the grant ends, whichever is later. Any costs which, upon audit, are found to be unallowable will be reduced from future claims for reimbursement, or shall be refunded if the Agreement has expired. JEFFERSON is subject to the uniform administrative requirements of OMB Circular A-21, A-110 and A-133 and/or other federal guidelines.

V. Assurances

Acceptance of this subcontract constitutes certification that JEFFERSON is not presently debarred, suspended, proposed for disbarment, declared ineligible or voluntarily excluded from covered transactions by any Federal department or agency.

Acceptance of this subcontract constitutes certification that JEFFERSON is not delinquent on any Federal debt.

Acceptance of this subcontract constitutes certification that JEFFERSON is in compliance with Sections 5151-5160 of the Drug-Free Workplace Act of 1988 (Public Law 100-960, Title V, Subtitle D).

Acceptance of this subcontract constitutes the subawardee is providing the Drug-Free Work Place Certification contained in Appendix A of the Grant Proposal Guide, NSF 02-2; the Debarment and Suspension Certification contained in Appendix B of the Grant Proposal Guide, NSF 02-2; Certification Regarding Lobbying contained in Chapter II, Section C of the Grant Proposal Guide, NSF 02-2 (applicable if subaward exceeds \$100,000). In addition, if Collaborator employs more than fifty person, the authorized Collaborator official certifies by signing this subaward that Collaborator has implemented a written and enforced conflict of interest policy that is consistent with the provisions of the Grant Policy Manual Section 510. Conflicts which cannot be satisfactorily managed, reduced or eliminated must be disclosed, via Norco College's Authorized Official, to NSF.

Acceptance of this subcontract constitutes certification that JEFFERSON is in compliance with the Series 3000 of the Staff Diversity/Affirmative Action Policy (Americans with Disabilities Act [1990], Ed. Code 87100, Title 5, California Code of Regulations Policy Number 3010x).

Acceptance of this subcontract constitutes certification that to the best of JEFFERSON's knowledge and belief: No federal appropriated funds have been paid or will be paid, by or on behalf of JEFFERSON to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement. If funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or any employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, JEFFERSON shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

JEFFERSON agrees to abide by all regulations regarding intellectual property, compliance with ADA and the FEHA/Rehabilitation Act 1973.

Copyrights: JEFFERSON shall grant an irrevocable, royalty-free, non-transferable, non-exclusive right and license to use, reproduce, make derivative works, display, and perform

publicly any copyrights or copyrighted material (including any computer software and its documentation and/or databases) first developed and delivered under this subaward Agreement solely for the purpose of and only to the extent required to meet RCCD/NC's obligations to the Federal Government under its Prime Award.

Data Rights: JEFFERSON grants to RCCD/NC the right to use data created in the performance of this subaward Agreement solely for the purpose of and only to the extent required to meet RCCD/NC's obligations to the Federal Government under its Prime Award.

JEFFERSON agrees to notify RCCD immediately if there is any change of status in any of the above.

VI. Designation of Personnel

RCCD/NC and National Science Foundation have designated Kevin Fleming as the Principal Investigator of the NSF National Center grant program. Mr. Fleming is responsible for technical and administrative management of the national center project. All inquiries and reports regarding this subcontract should be directed to Mr. Fleming. JEFFERSON has designated Mr. Vincent DiNoto, Jr. a Co-PI of the program. These designated individuals are responsible for coordinating programmatic, financial and administrative matters as they relate to this subcontract.

VII. Suspension and Termination of Funds

Pursuant to a mutual understanding that the terms of this subcontract do not encumber the Implementation of Award Number DUE-1104176, as granted by the National Science Foundation for the explicit purposes of this NSF Grants Program, either party may suspend or terminate this subcontract upon thirty (30) days written notice, when at any time in either party's determination, the other party to this subcontract violates or departs from the terms and conditions of this subcontract; or if the program would not be achieved by continuance of the existing subcontract; or if JEFFERSON fails to submit the reports required under this subcontract according to the established schedule. Termination of this subcontract, however, will not invalidate commitments or obligations properly incurred by JEFFERSON prior to the date of termination that cannot be cancelled. JEFFERSON also agrees to adhere to conflict of interest regulations as approved by its governing body.

VIII. Indemnification

Each party agrees to be responsible and assume liability for its own willful or negligent acts or omissions, or those of its officers, agents, or employees, resulting from the performance of this subcontract, and agrees to hold the other party, its officers, employees, subcontractors, agents, State agencies, Trustees, , or representatives harmless from any such liability. All partners of the NSF National Center are institutions of higher education and assume liability only to the extent allowed by law.

IX. Anti-Kickback

The Anti-Kickback Act of 1986 was passed to deter entities from making payment for the purpose of improperly obtaining or rewarding favorable treatment in connection with a prime contract or a subcontract relating to a prime contract. By acceptance of this subcontract, JEFFERSON agrees to comply with the following regulations: FAR 3.502 and FAR 52.203.7.

X. Acknowledgement of Support

JEFFERSON is responsible for assuring that an acknowledgment of the National Science Foundation support is made during news media interviews, including popular media such as radio, television and news magazines, that discuss in a substantial way work funded by this award.

XI. Notices

All notices, claims, correspondence, reports, invoices and/or statements authorized or required by this subcontract shall be addressed as follows:

RCCD/NC: Mr. Kevin Fleming
Associate Dean, Career & Technical Education
Norco College
2001 Third Street
Norco, CA 92860

JEFFERSON: FOR ALL NOTICES EXCEPT INVOICING
Vince DiNoto
Dean for System and College Initiatives
Jefferson Community & Technical College
1000 Community College Drive
Louisville, KY 40272

FOR INVOICING ONLY:
Ms. Terri Scales
Director, Office of Sponsored Projects Accounting
Jefferson Community & Technical College System
On Behalf of Jefferson Community & Technical College
300 North Main Street
Versailles, KY 40383

All notices, claims, correspondence, reports, invoices and/or statements shall be deemed effective when they are made in writing, addressed as indicated above, and deposited in the United States mail.

Signature Authorization

Riverside Community College District, for
Norco College

Jefferson Community & Technical College

Dr. James L. Buysse
Vice Chancellor, Administration and Finance

Anthony L. Newberry
President

Date

Date

MEMORANDUM OF UNDERSTANDING
Between
NORCO COLLEGE
(Fiscal Agent)

AND
JEFFERSON COMMUNITY & TECHNICAL COLLEGE
(Subawardee)

AWARD NUMBER: DUE-1104176

This Memorandum of Understanding is made a part of the subcontract entered into between Riverside Community College District, Norco College (NC) and Jefferson Community & Technical College, Kentucky (JEFFERSON), as of August 15, 2011.

It is hereby understood between the parties:

A. SCOPE OF WORK

1. The general objectives of the work to be performed shall be as described in the grant under the Goals, Objectives, Activities and Deliverables section.
2. JEFFERSON shall notify NC of any intent to significantly deviate from the described statement of work and provide written justification.
3. JEFFERSON shall notify NC of changes in key personnel.
4. NC shall notify JEFFERSON of any intent to significantly deviate from the described statement of work.
5. NC shall notify JEFFERSON of any changes in key personnel.
6. NC shall notify JEFFERSON of any changes in this Memorandum of Understanding.

B. AUTHORITY

Where this agreement refers to NC prior approval, it means the written approval of the Principal Investigator of the grant, along with the approval of NC grant management process.

C. ALLOWABLE COSTS AND PAYMENTS

1. Cost Ceiling

NC shall reimburse JEFFERSON for actual direct costs incurred in the performance of the memorandum of understanding to a maximum amount of the following as listed:

Year 1-	\$40,000.00
Year 2-	\$40,000.00
Year 3-	\$40,000.00
Year 4-	\$40,000.00
Total	\$160,000.00

2. Carry Forward

- a.) Carry forward of funds from one fiscal year to the next can only be allowed if approved by NC's Principal Investigator and if unspent funds are made available to NC by the NSF. JEFFERSON shall submit a written request to NC no later than May 1 of each year to carry forward unspent funds. The request shall include a proposed budget equal to the carry forward amount being requested and written justification for wanting to carry forward funds.
- b.) Carry forward of funds shall only be allowed in the first three years of the grant. Grant funds may not carry forward beyond the end date of the grant (June 30, 2015).

3. Basis of Payment

- a.) Subject to the cost ceiling of each year noted above, allowable costs shall be determined by cost categories established by approved budget in the grant, which may be administratively revised by the parties during the performance of this MOU pursuant to the National Science Foundation's re-budgeting authority. Re-budgeting by JEFFERSON must be approved by NC's Principal Investigator.
- b.) JEFFERSON's established cost policies, which are in compliance with those required by the National Science Foundation policy.

4. Payment Procedures

- a) A detailed statement of actual expenditures by major category and an invoice shall be submitted to NC on a monthly or quarterly basis for review and approval.
- b) Two copies of the statement and invoice, signed by the appropriate financial officer of JEFFERSON, shall be submitted to NC. A copy of JEFFERSON's detailed general ledger trial balance shall be attached to the invoice.

- c) The materials shall be mailed to:

Mr. Kevin Fleming
Associate Dean, Career & Technical Education
Norco College
2001 Third Street
Norco, CA 92860

- c.) The accounting of funds shall indicate current period and cumulative cost totals for the approved budget categories.
- d.) Costs incurred under the MOU shall be in accordance with the cost principles and procedures contained in OMB Circulars A-21, A-110, and A-133 as in effect on the date of the MOU.
- e.) Payment of costs questioned by NC may be withheld until JEFFERSON provides adequate documentation to substantiate the costs as proper under the terms of the grant and this MOU.
- f.) Payment to JEFFERSON from NC will be sent within 30 days of the receipt of all required reports from JEFFERSON and approval for payment by the Principal Investigator.
- g.) The final Accounting of Funds for each fiscal year must be submitted no later than July 15 of each year and must be marked "Final" by JEFFERSON for inclusion in NC's annual performance report to the National Science Foundation.

E. EQUIPMENT

1. Title to equipment, reimbursed as a direct time of cost under this MOU, shall immediately vest to JEFFERSON.
2. In order to be in compliance with federal requirements, JEFFERSON shall maintain an "Equipment Inventory List." Upon request, the list must be readily available for review by NC Principal Investigator, Riverside Community College District internal auditors, and as requested to comply with federal audits conducted by the National Science Foundation.
3. Disposition of equipment that exceeds its normal life expectancy shall be executed in accordance to federal regulations.

F. COMMUNICATION WITH FUNDING AGENCY

JEFFERSON shall communicate with the grant-funding agency (National Science Foundation) through NC. JEFFERSON has no authority under this MOU to communicate directly with the funding agency regarding the work funded by this agreement.

G. PROGRESS REPORTS

JEFFERSON must provide quarterly program reports concerning the progress of the work, or as may be requested by NC. Quarterly progress reports shall be due to the Project Director 30 days after the end of the quarter. For this agreement, quarter periods are defined as follows:

1st Quarter- August, September, October
2nd Quarter- November, December, January
3rd Quarter- February, March, April
4th Quarter- May, June, July

A final statement of cumulative costs incurred, marked "FINAL," must be submitted to Riverside Community College's Principal Investigator NOT LATER THAN forty-five (45) days after subaward end date. The final statement of costs shall constitute Collaborator's final financial report.

H. SUBCONTRACTING

JEFFERSON may not subcontract any portion of the work to be performed under this MOU agreement without prior written approval of NC.

I. ASSIGNMENT

JEFFERSON shall not assign or transfer any interest in the MOU or assign any claims for money due or to become due under this MOU without the prior written approval of NC.

J. INDEPENDENT CONTRACTOR

JEFFERSON, its agents and employees are independent contractors performing services for NC under this grant and are not employees of NC. JEFFERSON, its agents and employees shall not accrue leave, retirement, insurance, bonding, or any other benefit afforded to employees of NC as a result of this MOU.

K. MODIFICATION

This MOU shall not be altered, changed or amended except by instrument in writing executed by the parties hereto. Modification of this MOU agreement shall be in writing and agreed to by both parties.

Signature Authorization

Riverside Community College District, for
Norco College

Jefferson Community & Technical
College

James L. Buysse
Vice Chancellor, Administration and Finance

Anthony L. Newberry
President

Date

Date



[e-board](#) » [Agenda Item](#)

[Agenda Item](#)

Agenda Item (VI-B-7)

Meeting	2/21/2012 - Regular
Agenda Item	Consent Agenda Action (VI-B-7)
Subject	Out-of-State Travel
College/District	District
Funding	n/a
Recommended Action	Recommended that the Board of Trustees approve the out-of-state travel.

Background Narrative:

Board Policy 6900 establishes procedures for reimbursement for out-of-state travel expenses; and the Board of Trustees must formally approve out-of-state travel beyond 500 miles.

Prepared By: Greg Gray, Chancellor
Kathy Tizcareno, Administrative Assistant

Attachments:

[022112_Out-of-State Travel](#)

RIVERSIDE COMMUNITY COLLEGE DISTRICT
CHANCELLOR'S OFFICE

Subject: Out-of-State Travel Date:

February 21, 2012

It is recommended that out-of-state travel be granted to:

Retroactive:

- 1) Mr. Jeffrey Williamson, Statewide Director, Center for International Trade, District Office, to travel to Harper Bay, West Virginia, February 20-23, 2012, to attend the Customs Expertise Capacity Building Conference. Estimated cost: \$1,056.00. Funding source: State Trade and Export Promotion/Center for International Trade Development Grant funds. (The travel invitation was not received until after the January Board meeting. Therefore, the travel request could not be included in the January Board report.)

Current:

Moreno Valley College:

- 1) Dr. Lisa Conyers, vice president, academic affairs, to travel to new Delhi, Bangalore and Pune, India, March 15-April 2, 2012, to participate in the Fulbright-Nehru International Education Administrators Seminar. There is no cost to the District.
- 2) Ms. Donna Lesser, associate professor, dental hygiene, to travel to Chicago, Illinois, June 9-13, 2012, to attend the 2012 American Dental Education Association Director's Meeting. Estimated cost: \$2,272.08. Funding source: Perkins Title I-C Grant funds.
- 3) Ms. Donna Lesser, associate professor, dental hygiene, to travel to Orlando, Florida, March 17-21, 2012, to attend the 2012 American Dental Education Association Annual Session-Engage. Estimated cost: \$2,119.20. Funding source: Perkins Title I-C Grant funds.
- 4) Ms. Debbie Moon, adjunct faculty, dental hygiene, to travel to Orlando, Florida, March 17-21, 2012, to attend the 2012 American Dental Education Association Annual Session-Engage. Estimated cost: \$1,833.20. Funding source: Perkins Title I-C Grant funds.
- 5) Ms. LeAnn Schoepflin, adjunct instructor, dental hygiene, to travel to Orlando, Florida, March 17-21, 2012, to attend the 2012 American Dental Education Association Annual Session- Engage. Estimated cost: \$1,833.20. Funding source: Perkins Title I-C Grant funds.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
CHANCELLOR'S OFFICE

Subject: Out-of-State Travel Date:

February 21, 2012

Norco College:

- 1) Ms. Julie Mendez, director, upward bound, to travel to New York, NY, March 25-30, 2012, to attend the East Coast College Tour and accompany one chaperone and thirteen (13) Corona-Norco Unified School District Upward Bound students to Washington, D.C. and New York. Estimated cost: \$19,874.58. Funding source: Norco TRIO/Corona-Norco Unified School District Upward Bound Grant funds.
- 2) Ms. Gail Zwart, assistant professor, business administration, to travel to Tucson, Arizona, March 1-4, 2012, to attend the McGraw Hill Symposium-Changing Face of Business Education. There is no cost to the District.

Riverside City College:

- 1) Dr. Cynthia Azari, president, to travel to Buenos Aires, Argentina, April 20-27, 2012, to attend the Centers for Academic Programs Abroad International Education Spring 2012 Program Development Workshop. Estimated cost: \$2,080.55. Funding source: the general fund.
- 2) Mr. Isaac Dannelley, nursing simulation lab specialist, to travel to Ft. Lauderdale, Florida, March 19-23, 2012, to attend the Art and Science of Moulage in Simulation and Simulation in Healthcare-Where No One Has Gone Before: In-depth simulation and moulage training. Estimated cost: \$2,362.00. Funding source: Perkins Title I-C Grant funds.
- 3) Mr. Gary Locke, associate professor, music, and Ms. Sheila Locke, music specialist, performing arts, to travel to Dayton, Ohio, April 10-15, 2012, to accompany the RCC flag team participating in the Winter Guard International Championships. There is no cost to the District.
- 4) Mr. Gary Locke, associate professor, music, and Ms. Sheila Locke, music specialist, performing arts, to travel to Dayton, Ohio, April 18-22, 2012, to accompany the RCC marching band drum line participating in the Winter Guard International Championships. There is no cost to the District.
- 5) Ms. Jan Schall, coordinator, international education, to travel to Buenos Aires, Argentina, April 20-25, 2012, to attend the Centers for Academic Programs Abroad International Education Spring 2012 Program Development Workshop-Study Abroad. Estimated cost: \$2,700.00. Funding source: the general fund.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
CHANCELLOR'S OFFICE

Subject: Out-of-State Travel Date:

February 21, 2012

- 6) Ms. Sylvia Stone, visiting assistant professor, nursing, to travel to Philadelphia Pennsylvania, April 10-15, 2012, to accompany ten (10) students attending the National Student Nurses' Association Conference and act as their advisor at Mid-Year Conference. Estimated cost: \$1,904.00. Funding source: Perkins Title I-C Grant funds.
- 7) Ms. Amy Vermillion, associate professor, nursing, to travel to Ft. Lauderdale, March 19-23, 2012, to attend the Art and Science of Moulage in Simulation and Simulation in Healthcare-Where No One Has Gone Before: In-depth simulation and moulage training. Estimated cost: \$2,362.00. Funding source: Perkins Title I-C Grant funds.

Riverside Community College District:

- 1) Mr. Jeffrey Williamson, statewide director, center for international trade development, to travel to Hannover, Germany and Bologna, Italy, March 1-12, 2012, to attend the CeBIT 2012 and Cosmoprof Worldwide, Bologna 2012 Event. Estimated cost: \$4,603.05. Funding source: State Trade and Export Promotion/Center for International Trade Development Grant funds.
- 2) Mr. Jeffrey Williamson, statewide director, center for international trade development, to travel to Washington, D.C., February 28-29, 2012, to attend the State Trade Export Promotion Grants Conference 2012. Estimated cost: \$852.70. Funding source: State Trade and Export Promotion/Center for International Trade Development Grant funds.



Agenda Item (VI-B-8-a)

Meeting	2/21/2012 - Regular
Agenda Item	Consent Agenda Action (VI-B-8-a)
Subject	Surplus Property
College/District	District
Funding	n/a
Recommended Action	It is recommended that the Board of Trustees by unanimous vote: (1) declare the property on the attached list to be surplus; (2) find that the property does not exceed the total value of \$5,000; and (3) authorize the property to be consigned to The Liquidation Company to be sold on behalf of the District.

Background Narrative:

Education Code Section 81450 permits the Board of Trustees to declare District property as surplus if the property is not required for school purposes; is deemed to be unsatisfactory or not suitable for school use; or if it is being disposed of for the purposes of replacement. Education Code section 81452 permits surplus property to be sold at private sale, without advertising, if the total value of the property does not exceed \$5,000. The District has determined that the property on the attached list does not exceed the total value of \$5,000. To help defray disposal costs and to generate a nominal amount of revenue, the staff proposes that we consign the surplus property identified in the attachment to The Liquidation Company for disposal.

Prepared By: Jim Buysse, Vice Chancellor, Administration & Finance
Bill Bogle, Controller

Attachments:

[Surplus Property - February 21, 2012](#)

Surplus Property February 21, 2012

QUANTITY	BRAND	DESCRIPTION	MODEL #	SERIAL #	ASSET TAG #
1	PANASONIC	CAMCORDER	AG1884	K9SA11808	014680
1	HP	PRINTER	2100DN	USBGB13630	018000
1	GATEWAY	MONITOR	FPD1570	KUL5033D06851	017780
1	GATEWAY	MONITOR	FPD1570	KUL5033D06839	017784
1	GATEWAY	CPU	E4400-XL	0022873455	017746
1	BELL & HOWE	CAMERA - ANTIQUE	70-HC	G97087	015451
1	N/A	VERTICAL TIGHT-WIND	KI912	LOP309H	015457
1	SANYO	PROJECTOR	PLC-XP17N	17483	017663
1	GATEWAY	MONITOR	FPD1810	KUL8015B0066156	019068
1	GATEWAY	CPU	E6000	0032006989	022641
1	MACINTOSH	CPU	G5	XB34207FNV9	022788
1	MACINTOSH	CPU	G5	XB343006MV9	022791
1	MACINTOSH	CPU	G5	XB34207NNV9	022794
1	MACINTOSH	CPU	G5	XB34207RNV9	022795
1	MACINTOSH	CPU	G5	XB34207SNV9	022799
1	MACINTOSH	CPU	G5	XB34207QNV9	022796
1	MACINTOSH	CPU	G5	XB34302KNV9	022798
1	MACINTOSH	CPU	G5	YM339DA2NVR	022800
1	HP	PRINTER	CP1700	SG3275116F	022642
1	GATEWAY	CPU	E6100	0032297833	022712
1	MIRRA	MAINFRAME BUNDLE	SERIES II	556MGJ3	022786
1	GATEWAY	CPU	E3400-SE	0021723018	017344
1	GATEWAY	CPU	E6000	0028110718	019566
1	GATEWAY	CPU	E4100	0032391620	022768
1	GATEWAY	CPU	E4100	0032391614	022775
1	GATEWAY	CPU	E4100	0032391624	022777
1	GATEWAY	CPU	E4100	0032391622	022778
1	CANON	VIDEO SM	RE350	91113223	012554
1	SONY	UNIVERSAL CROMA	CRK2000	N/A	003539
1	GATEWAY	CPU	P4	29762265	020677
1	HP	PRINTER	LJ5M	JPKG027471	011760
1	HP	PRINTER	LJ5	JPHK000733	009173
1	GATEWAY	CPU	E4100	0033916869	023908
1	GATEWAY	MONITOR	FPD1520	QH5215202160	019714
1	APPLE	LAPTOP	POWERBOOK	UV3443YBQ77	022785
1	SAMSUNG	MONITOR	214T	BR21HCHL200213	031835
1	HP	SCANNER	4890	CN693TA12M	032847
1	GATEWAY	MONITOR	FPD1730	TL819A333010876	022803
1	GATEWAY	CPU	E6100	0032490977	022802
1	VIEWSONIC	MONITOR	VE175B	A1G031100241	022780
1	XANTE	PRINTER	ACCEL-A-WRITER 4	421-3669	022818
1	HITACHI	CAMERA - DIGITAL	DV30	HKLG88490	022810
1	HP	PRINTER	5610	CN84IF30W4	039301
1	GATEWAY	MONITOR	TFT1980PS	MW871b0E02255	039307
1	GATEWAY	MONITOR	FPD1570	KUL5033D06703	017723
1	GATEWAY	CPU	E4100	0033019291	023317
1	SHARP	COPIER	AR-507	OXPD1708	017820
1	SHARP	COPIER	AR-507	30000302	023227

Surplus Property February 21, 2012

QUANTITY	BRAND	DESCRIPTION	MODEL #	SERIAL #	ASSET TAG #
1	SONY	PROJECTOR	VPL-PX21	11967	016557
1	EPSON	PRINTER	1260	CZYK056131	022809
1	EPSON	PRINTER	1260	CZYK093406	022808



Agenda Item (VI-B-8-b)

Meeting	2/21/2012 - Regular
Agenda Item	Consent Agenda Action (VI-B-8-b)
Subject	Surplus Property - Donation
College/District	District
Funding	n/a
Recommended Action	It is recommended that the Board of Trustees by unanimous vote: (1) declare the property on the attached list to be surplus; (2) find that the property does not exceed the total value of \$5,000; and (3) authorize the property to be donated to the California Land Surveyors Association Education Foundation to meet technology needs.

Background Narrative:

Education Code Section 81450 permits the Board of Trustees to declare District property as surplus if the property is not required for school purposes; is deemed to be unsatisfactory or not suitable for school use; or if it is being disposed of for the purposes of replacement. The District has determined that the property on the attached list does not exceed the total value of \$5,000 and is requesting the property to be donated to a non-profit organization.

Prepared By: Jim Buysse, Vice Chancellor, Administration & Finance
Bill Bogle, Controller

Attachments:

[Surplus Property - Donation - February 21, 2012](#)

Surplus Property - Donation February 21, 2012

Equipment

1	Buff & Buff Transit
1	Dietzgen Alidade
1	Dietzgen Transit
4	Fixed Leg transit tripods - Transit Tripods
8	Frisco Rods
1	Geodimeter 112G Top Mount EDM
1	Gurley Alidade
2	Gurley Transits
1	HP 3805 EDM
1	K & E Transit
2	K&E Auto Rangers
1	Keuffel & Esser Alidade
3	Leitz TM 10C Theodolites
1	Lietz Level w/ Tripod (Dumpy Style)
5	Linker Rods
3	Plane Table Tripods
5	Planimeters
2	Wild Triple Prism Assemblies
1	Zeiss Level

Donation to California Land Surveyors Association Education Foundation for use in providing technology needs.



CALIFORNIA LAND SURVEYORS ASSOCIATION

EDUCATION FOUNDATION

P.O. Box 9098 Santa Rosa CA 95405-1098
Telephone (707) 578-6016 Fax (707) 578-4406



2011 Directors

Steven J. Martin, LS 7264
Chairman
James M. Herrick, LS 5616
Vice-Chairman
Bill Hofferber Jr., LS 7360
Secretary/Treasurer
Steve C. Shambeck, LS 6217
Executive Director
Matt Vernon, LS 7553
Executive Director
Kurt J. Lehnhardt, LS 7832
General Director
David W. Ambler, LS 7322
General Director
Keith Spenser, LS 6406
General Director
Aaron R. Smith, LS 7901
General Director

Robert C. Hart, LS 5784
Emeritus Director
Harold B. Davis, LS 3352
Emeritus Director

Kevin Fleming
Dean of Occupational Education
Norco College
2001 Third Street
Norco CA 92860

Dear Dean Fleming,

I am writing you today to request a donation of some antiquated, no longer used survey equipment. One of your instructors in the Survey program, Bill Hofferber, has brought to our attention a small supply of antiquated instruments that have become a storage burden on your program. We would like to propose a mutually beneficial solution.


First, let me provide you with some background on the California Land Surveyors Association (CLSA) Education Foundation. We were incorporated as a California nonprofit public benefit corporation (IRS 501c3 charitable organization) in 1994 with the expressed purpose to provide scholarship aid to students and to provide support to educational institutions.

To raise funds in support of scholarships, the Education Foundation, and the entire professional association (CLSA), run various fundraisers throughout the year with the largest being an auction at the annual CLSA conference. At this auction we sell old donated survey equipment and other items that we collect throughout the year. Through the tireless efforts of many volunteers, we have been able to support over \$40,000 in scholarships each of the last 4 years.

The CLSA Education Foundation asks for the donation of your antiquated survey equipment as a solution to the storage issues at the college and as a larger benefit to surveying students in general. We believe that we can take this old equipment that would sell for next to nothing at a government salvage auction and turn it in to more of a significant return at our conference auction where there is a market for these antiquated survey instruments. If it will make a difference, we can offer a percentage of the proceeds donated back to the college which can mean several hundred dollars for your program.

I do hope we can work together to meet both of our needs in this matter. Please feel free to call or email if you have any questions.

Sincerely,


Steven J. Martin, Chairman
CLSA Education Foundation
(510) 287-1073
sjmartin@ebmud.com



Agenda Item (VI-B-8-c)

Meeting	2/21/2012 - Regular
Agenda Item	Consent Agenda Action (VI-B-8-c)
Subject	Notices of Completion
College/District	District
Funding	n/a
Recommended Action	It is recommended that the Board of Trustees 1) accept the project listed as complete, 2) approve the execution of the Notices of Completion (under Civil Code Section 3093 – Public Works), and 3) authorize the Board President and the Vice Chancellor, Administration and Finance to sign the Notices.

Background Narrative:

Facilities Planning and Development staff reports that the following projects, previously approved by the Board of Trustees, are now complete.

Project

Wheelock Stadium Running Track Repair - Atlas Tracks, Inc.
Citrus Belt Savings & Loan / Okubo Art Gallery - US Demolition, Inc.

Prepared By: Cynthia Azari, President, Riverside City College
Jim Buysse, Vice Chancellor, Administration & Finance
Orin Williams, Associate Vice Chancellor, Facilities Planning & Development
Majd Askar, Purchasing Manager

Attachments:

[Notices of Completion - February 21, 2012](#)

RECORDING REQUESTED BY
Riverside Community College District
AND WHEN RECORDED MAIL TO:

Name **James L. Buysse**
Administration and Finance
Street Address **4800 Magnolia Avenue**
City & State **Riverside, CA 92506**

S	R	U	PAGE	SIZE	DA	MISC	LONG	RFD	COPY
M	A	L	465	426	PCOR	NCOR	SMF	NCHG	EXAM
						T:	CTY	UNI	

SPACE ABOVE THIS LINE FOR RECORDER'S USE ONLY

NOTICE OF COMPLETION

Notice is hereby given that:

- The undersigned is owner or corporate officer of the owner of the interest or estate stated below in the property hereinafter described:
- The full name of the owner is Riverside Community College District
- The full address of the owner is 4800 Magnolia Avenue, Riverside, CA 92506
- The nature of the interest or estate of the owner is in fee.
Fee Simple
(If other than fee, strike "In Fee" and insert, for example, "purchaser under contract of purchase," or "lessee")
- The full names and full addresses of all persons, if any, who hold title with the undersigned as joint tenants or as tenants in common are:

NAMES	ADDRESSES
<u>None</u>	
- A work of improvement on the property hereinafter described was completed on 02/21/2012. The work done was:
Wheelock Stadium Running Track Repair
- The name of the contractor, if any, for such work of improvement was Atlas Tracks, Inc
(If no contractor for work of improvement as a whole, insert "none")
- The property on which said work of improvement was completed is in the city of Riverside,
County of Riverside, State of California, and is described as follows: Community College
- The street address of said property is 4800 Magnolia Avenue
(If no street address has been officially assigned, insert "none")

Dated: 02/21/2012

Riverside Community College District
President, Board of Trustees

Signature of owner or corporate officer of owner
named in paragraph 2 or his agent

VERIFICATION

I, the undersigned, say: I am the Vice Chancellor of Admin. & Finance, Dr. James Buysse the declarant of the foregoing
("President of," "Manager of," "A partner of," "Owner of," etc.)
notice of completion; I have read said notice of completion and know the contents thereof; the same is true of my own knowledge.
I declare under penalty of perjury that the foregoing is true and correct.

Executed on _____, 20____, at Riverside, California.
(Date of signature) (City where signed)

(Personal signature of the individual who is swearing that the contents of the notice of completion are true)

RECORDING REQUESTED BY
Riverside Community College District
AND WHEN RECORDED MAIL TO:

Name **James L. Buysse**
Administration and Finance
Street Address **4800 Magnolia Avenue**
City & State **Riverside, CA 92506**

S	R	U	PAGE	SIZE	DA	MISC	LONG	RFD	COPY
M	A	L	465	426	PCOR	NCOR	SMF	NCHG	EXAM
						T:	CTY	UNI	

SPACE ABOVE THIS LINE FOR RECORDER'S USE ONLY

NOTICE OF COMPLETION

Notice is hereby given that:

- The undersigned is owner or corporate officer of the owner of the interest or estate stated below in the property hereinafter described:
- The full name of the owner is Riverside Community College District
- The full address of the owner is 4800 Magnolia Avenue, Riverside, CA 92506
- The nature of the interest or estate of the owner is in fee.
Fee Simple
(If other than fee, strike "in fee" and insert, for example, "purchaser under contract of purchase," or "lessee")
- The full names and full addresses of all persons, if any, who hold title with the undersigned as joint tenants or as tenants in common are:

NAMES	ADDRESSES
<u>None</u>	
- A work of improvement on the property hereinafter described was completed on 02/21/2012. The work done was:
Citrus Belt Savings & Loan / Okubo Art Gallery
- The name of the contractor, if any, for such work of improvement was US Demolition, Inc.
(If no contractor for work of improvement as a whole, insert "none")
- The property on which said work of improvement was completed is in the city of Riverside,
County of Riverside, State of California, and is described as follows: Community College
- The street address of said property is 3845 Market Street
(If no street address has been officially assigned, insert "none")

Dated: 02/21/2012

Riverside Community College District
President, Board of Trustees

Signature of owner or corporate officer of owner
named in paragraph 2 or his agent

VERIFICATION

I, the undersigned, say: I am the Vice Chancellor of Admin. & Finance, Dr. James Buysse the declarant of the foregoing notice of completion; I have read said notice of completion and know the contents thereof; the same is true of my own knowledge.

I declare under penalty of perjury that the foregoing is true and correct.

Executed on _____, 20____, at Riverside, California.
(Date of signature) (City where signed)

(Personal signature of the individual who is swearing that the contents of the notice of completion are true)



[e-board](#) › [Agenda Item](#)

[Agenda Item](#)

Agenda Item (VII-A)

Meeting 2/21/2012 - Regular

Agenda Item Consent Agenda Information (VII-A)

Subject CCFS-311Q - Quarterly Financial Status Report for the Quarter Ended

College/District District

Information Only

Background Narrative:

See the attached CCFS-311Q - Quarterly Financial Status Report for the Quarter ended December 31, 2011.

Prepared By: Jim Buysse, Vice Chancellor, Administration & Finance
Bill Bogle, Controller

Attachments:

[Second Quarter CCFS-311Q - February 21, 2012](#)

CCFS-311Q - Quarterly Financial Status Report Background Narrative February 21, 2012

Education Code Section 84040 specifies that financial information be periodically reported to the California Community Colleges Board of Governors. To comply with this requirement, the District prepares Form CCFS-311Q - Quarterly Financial Status Report each fiscal quarter for submission to the Chancellor's Office. The CCFS-311Q compares actual information for the prior three fiscal years to projected information for the current fiscal year. The Revenue, Expenditure and Fund Balance are the Unrestricted Funds of the General Fund. However the Cash Balance reflects both Unrestricted and Restricted Funds.

The General Fund consists of the following:

Fund 11 - Unrestricted

Resource 1000 - General Unrestricted
Resource 1080 - Community Education
Resource 1090 - Performance Riverside
Resource 1110 - Bookstore (Contractor Operated)
Resource 1170 - Customized Solutions

Fund 12 - Restricted

Resource 1050 - Parking
Resource 1070 - Student Health
Resource 1180 - Redevelopment Pass-Through
Resource 1190 - Grants and Categorical Programs

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

Quarterly Financial Status Report, CCFS-311Q
CERTIFY QUARTERLY DATA

CHANGE THE PERIOD

Fiscal Year: 2011-2012
Quarter Ended: (Q2) Dec 31, 2011

District: (960) RIVERSIDE

Your Quarterly Data is Certified for this quarter.

Chief Business Officer

CBO Name: James L. Buysse

CBO Phone: 951-222-8047

CBO Signature: 

Date Signed: 

Chief Executive Officer Name: Gregory W. Gray

CEO Signature: 

Date Signed: 

Electronic Cert Date: 02/03/2012

District Contact Person

Name: Bill J. Bogle, Jr.

Title: Controller

Telephone: 951-222-8041

Fax: 951-222-8021

E-Mail: Bill.Bogle@rccd.edu

California Community Colleges, Chancellor's Office
1102 Q Street Sacramento, California 95814-6511

Send questions to:
Christine Atalig (916)327-5772 atalig@cccco.edu or Tracy Britten (916)323-6899 tbritten@cccco.edu

© 2007 State of California. All Rights Reserved.

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

Quarterly Financial Status Report, CCFS-311Q

VIEW QUARTERLY DATA

CHANGE THE PERIOD ▼

Fiscal Year: 2011-2012

District: (960) RIVERSIDE

Quarter Ended: (Q2) Dec 31, 2011

Line	Description	As of June 30 for the fiscal year specified			
		Actual 2008-09	Actual 2009-10	Actual 2010-11	Projected 2011-2012
I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:					
A.	Revenues:				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	142,429,004	141,019,430	143,808,312	135,959,784
A.2	Other Financing Sources (Object 8900)	-814,021	-2,610,591	1,410,028	-344,073
A.3	Total Unrestricted Revenue (A.1 + A.2)	141,614,983	138,408,839	145,218,340	135,615,711
B.	Expenditures:				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	145,870,223	139,960,566	142,578,585	140,780,784
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	1,291,930	1,152,570	632,790	1,251,129
B.3	Total Unrestricted Expenditures (B.1 + B.2)	147,162,153	141,113,136	143,211,375	142,031,913
C.	Revenues Over(Under) Expenditures (A.3 - B.3)	-5,547,170	-2,704,297	2,006,965	-6,416,202
D.	Fund Balance, Beginning	18,801,019	13,253,849	10,468,684	12,450,649
D.1	Prior Year Adjustments + (-)	0	-80,868	-25,000	0
D.2	Adjusted Fund Balance, Beginning (D + D.1)	18,801,019	13,172,981	10,443,684	12,450,649
E.	Fund Balance, Ending (C. + D.2)	13,253,849	10,468,684	12,450,649	6,034,447
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	9%	7.4%	8.7%	4.2%

II. Annualized Attendance FTES:

G.1	Annualized FTES (excluding apprentice and non-resident)	31,111	31,185	29,437	26,044
-----	---	--------	--------	--------	--------

III. Total General Fund Cash Balance (Unrestricted and Restricted)

As of the specified quarter ended for each fiscal year			
2008-09	2009-10	2010-11	2011-2012

H.1	Cash, excluding borrowed funds		27,092,368	23,153,036	28,949,400
H.2	Cash, borrowed funds only		10,883,389	7,191,958	15,940,000
H.3	Total Cash (H.1+ H.2)	38,241,922	37,975,757	30,344,994	44,889,400

IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
I.	Revenues:				
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	135,959,784	135,959,784	66,275,621	48.7%
I.2	Other Financing Sources (Object 8900)	-344,073	-344,073	730,344	-212.3%
I.3	Total Unrestricted Revenue (I.1 + I.2)	135,615,711	135,615,711	67,005,965	49.4%
J.	Expenditures:				
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	140,780,784	140,780,784	63,845,256	45.4%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	1,251,129	1,251,129	625,565	50%
J.3	Total Unrestricted Expenditures (J.1 + J.2)	142,031,913	142,031,913	64,470,821	45.4%
K.	Revenues Over(Under) Expenditures (I.3 - J.3)	-6,416,202	-6,416,202	2,535,144	
L	Adjusted Fund Balance, Beginning	12,450,649	12,450,649	12,450,649	
L.1	Fund Balance, Ending (C. + L.2)	6,034,447	6,034,447	14,985,793	
M	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	4.2%	4.2%		

V. Has the district settled any employee contracts during this quarter? YES

If yes, complete the following: (If multi-year settlement, provide information for all years covered.)

Contract Period Settled (Specify) YYYY-YY	Management		Academic				Classified	
	Total Cost Increase	% *	Permanent		Temporary		Total Cost Increase	% *
			Total Cost Increase	% *	Total Cost Increase	% *		
a. SALARIES:								
Year 1: 2012-13								
Year 2:								

Year 3:									
b. BENEFITS:									
Year 1:									
Year 2:									
Year 3:									

** As specified in Collective Bargaining Agreement or other Employment Contract*

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.

The District agreed to a one year, no cost, contract extension with both the Riverside Community College District Faculty Association CA/CTA/NEA for 2012-2013 and the Riverside Community College District Employees Chapter # 535, an affiliate of the California School Employees Association for FY 2012-2013.

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANS), issuance of COPs, etc.)? **YES**

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

Due to the State's continuing Budget Strategy of deferring apportionment, the District was forced to seek cash flow alternatives such as internal borrowing and Tax and Revenue Anticipation Notes (TRAN).

VII. Does the district have significant fiscal problems that must be addressed? **This year? YES**
Next year? YES

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

FY 2011-2012
Once again, significant State budget cuts contributed to a budget shortfall for the District. The District was forced to make substantial cuts to section offerings despite surging demand; decrease discretionary expenses; continue a hiring freeze; offer another early retirement incentive; and utilize one-time sources to mitigate the impact of the budget shortfall. The State's action of deferring apportionment funding will cause the District to experience cash flow shortages. The District was forced to secure alternate financing and implement internal borrowing measures to mitigate the impact of expected cash deficits.

FY 2012-2013
It is anticipated that the State will experience a structural deficit in FY 12-13 on the order of \$9.2 billion. As a result, the District will be exploring budget strategies to address another budget shortfall.

It is expected that the State will continue to defer apportionment funding on par with prior fiscal years. The District will be forced to secure external financing and implement internal borrowing measures to mitigate the impact of cash deficits as a result of the apportionment deferrals.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
GENERAL FUND REVENUE AND EXPENDITURE REPORT
FOR THE PERIOD ENDED DECEMBER 31, 2011**

Cash Position - Unrestricted and Restricted

	<u>YTD Activity</u>
Beginning Cash, July 1, 2011	\$ 13,018,796
Net Change in Accounts Receivables	34,081,693
Net Change in Accounts Payables	(4,145,724)
Revenue and Other Financial Sources	78,496,305
Expenditures and Other Outgo	(76,561,670)
Ending Cash, December 31, 2011	<u>\$ 44,889,400</u>

Budget and Actual Activity - Unrestricted

	<u>Adopted Budget</u>	<u>Revised Budget</u>	<u>YTD Activity</u>
Revenues			
Federal	\$ 151,281	\$ 151,281	\$ 7,119
State	96,100,720	96,100,720	47,859,328
Local	39,707,783	39,707,783	18,409,174
Total Revenues	<u>135,959,784</u>	<u>135,959,784</u>	<u>66,275,621</u>
Other Financing Sources	(344,073)	(344,073)	730,344
Total Revenues	<u>135,615,711</u>	<u>135,615,711</u>	<u>67,005,965</u>
Expenditures			
Academic Salaries	\$ 60,471,738	\$ 60,494,544	\$ 28,611,362
Classified Salaries	30,745,748	30,543,273	14,945,104
Employee Benefits	30,705,589	30,810,109	13,048,437
Materials & Supplies	2,329,934	2,396,976	961,502
Services	15,716,630	15,656,746	6,082,713
Capital Outlay	811,145	879,136	196,138
Total Expenditures	<u>140,780,784</u>	<u>140,780,784</u>	<u>63,845,256</u>
Other Outgo - Objects	1,251,129	1,251,129	625,565
Total Expenditures and Other Outgo	<u>142,031,913</u>	<u>142,031,913</u>	<u>64,470,821</u>
Revenues Over (Under)			
Expenditures	\$ (6,416,202)	\$ (6,416,202)	\$ 2,535,144
Beginning Fund Balances	12,450,649	12,450,649	12,450,649
Ending Fund Balances	<u>\$ 6,034,447</u>	<u>\$ 6,034,447</u>	<u>\$ 14,985,793</u>
Contingency			
Unrestricted	\$ 5,134,447	\$ 5,134,447	\$ 14,085,793
Reserve	900,000	900,000	900,000
Total Contingency/Reserve	<u>\$ 6,034,447</u>	<u>\$ 6,034,447</u>	<u>\$ 14,985,793</u>



[e-board](#) » [Agenda Item](#)

[Agenda Item](#)

Agenda Item (VII-B)

Meeting 2/21/2012 - Regular

Agenda Item Consent Agenda Information (VII-B)

Subject Monthly Financial Report

College/District District

Information Only

Background Narrative:

See the attached monthly Financial Report for January 2011.

Prepared By: Jim Buysse, Vice Chancellor, Administration & Finance
Bill Bogle, Controller

Attachments:

[January 2012 Financial Report - February 21, 2012](#)

Monthly Financial Report for January 2011 February 21, 2012

The Financial Report provides summary financial information, by Resource, for the period July 1, 2011 through January 31, 2012. The report presents the current year adopted budget, revised budget and year-to-date actual financial activity along with prior year actual financial information for comparison purposes.

<u>General Funds</u>	<u>Page</u>
Resource 1000 - General Operating	1
Resource 1050 - Parking	2
Resource 1070 - Student Health Services	3
Resource 1080 - Community Education	4
Resource 1090 - Performance Riverside	5
Resource 1110 - Contractor-Operated Bookstore	6
Resource 1170 - Customized Solutions	7
Resource 1180 - Redevelopment Pass-Through	8
Resource 1190 - Grants and Categorical Programs	9
<u>Special Revenue Funds</u>	
Resource 3200 - Food Services	10
Resource 3300 - Child Care	11
<u>Capital Projects Funds</u>	
Resource 4100 - State Construction & Scheduled Maintenance	12
Resource 4120 - Non-State Funded Capital Outlay Projects	13
Resource 4130 - La Sierra Capital	14
Resource 4160 - G. O. Bond Funded Capital Outlay Projects	15
Resource 4170 - G. O. Bond Series 2010D Capital Appreciation Bonds	16
Resource 4180 - G. O. Bond Series 2010D Build America Bonds	17
<u>Internal Service Funds</u>	
Resource 6100 - Health and Liability Self-Insurance	18
Resource 6110 - Workers Compensation Self-Insurance	19
<u>Expendable Trust and Agency Funds</u>	
Associated Students of RCCD	20
Student Financial Aid	21
RCCD Development Corporation	22

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2012**

Fund 11, Resource 1000 is the primary operating fund of the District. It is used to account for those transactions that, in general, cover the full scope of operations of the entire District. All transactions, expenditures and revenue are accounted for in the general operating resource unless there is a compelling reason to report them elsewhere. Revenues received by the District from state apportionments, county or local taxes are deposited in this resource.

Fund 11, Resource 1000 - General Operating - Unrestricted

	Prior Year Actuals 7-1-10 to 6-30-11	Adopted Budget	Revised Budget	Year to Date Activity
Revenue	\$ 141,369,852	\$ 133,490,346	\$ 133,490,346	\$ 73,980,686
Inter/Intrafund Transfer from				
La Sierra Capital Fund (Resource 4130)	3,390,000	1,615,982	1,615,982	1,615,982
District Bookstore (Resource 1110)	247,943	171,169	171,169	42,792
Total Revenues	\$ 145,007,795	\$ 135,277,497	\$ 135,277,497	\$ 75,639,460
Expenditures				
Academic Salaries	\$ 65,395,190	\$ 60,450,881	\$ 60,431,498	\$ 32,492,284
Classified Salaries	30,366,484	30,138,861	29,957,595	16,975,114
Employee Benefits	28,575,184	30,501,173	30,603,796	15,322,541
Materials & Supplies	1,976,479	2,291,659	2,392,599	1,085,714
Services	13,557,871	14,828,543	14,750,885	6,627,944
Capital Outlay	848,145	811,145	885,889	222,953
Intrafund Transfers For:				
DSP&S Program (Resource 1190)	665,157	665,157	665,157	332,578
Federal Work Study (Resource 1190)	188,189	239,280	239,280	28,552
Instr. Equipment Match (Resource 1190)	13,002	0	0	0
Performance Riverside (Resource 1090)	0	730,982	730,982	730,982
ARRA Stimulus Backfill (Resource 1190)	58,361	0	0	0
General Fund Backfill (Resource 1190)	1,068,932	1,068,618	1,068,618	524,507
Interfund Transfer to:				
Resource 4130	0	678,000	678,000	339,000
Resource 6100	250,000	250,000	250,000	125,000
Total Expenditures	\$ 142,962,994	\$ 142,654,299	\$ 142,654,299	\$ 74,807,169
Revenues Over (Under) Expenditures	\$ 2,044,801	\$ (7,376,802)	\$ (7,376,802)	\$ 832,291
Beginning Fund Balance	11,172,448	13,217,249	13,217,249	13,217,249
Ending Fund Balance	\$ 13,217,249	\$ 5,840,447	\$ 5,840,447	\$ 14,049,540
Ending Cash Balance				\$ 17,391,024

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2012**

Parking was created to capture the financial activities of the parking operations at each campus. The primary revenue source is parking permit fees. Parking also receives revenue from parking meters and parking citations. Expenditures are for operational costs that are split between Parking and College Safety and Police, and 100% of capital outlay costs that directly benefit parking operations.

Fund 12, Resource 1050 - Parking

	Prior Year Actuals 7-1-10 to 6-30-11	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 2,152,681	\$ 2,167,591	\$ 2,167,591	\$ 1,101,960
Expenditures				
Classified Salaries	\$ 1,078,827	\$ 1,203,264	\$ 1,203,264	\$ 662,145
Employee Benefits	362,205	410,752	410,752	205,402
Materials & Supplies	48,143	70,591	56,166	20,683
Services	324,576	450,944	464,302	220,216
Capital Outlay	217,002	192,443	193,510	48,601
Total Expenditures	\$ 2,030,753	\$ 2,327,994	\$ 2,327,994	\$ 1,157,047
Revenues Over (Under) Expenditures	\$ 121,928	\$ (160,403)	\$ (160,403)	\$ (55,087)
Beginning Fund Balance	627,305	749,233	749,233	749,233
Ending Fund Balance	\$ 749,233	\$ 588,830	\$ 588,830	\$ 694,146
Ending Cash Balance				\$ 711,761

RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2012

Student Health Services was established to account for the financial activities of the student health programs at each of the District's three colleges.

Fund 12, Resource 1070 - Student Health Services

	Prior Year Actuals <u>7-1-10 to 6-30-11</u>	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 1,529,009	\$ 1,519,066	\$ 1,519,066	\$ 645,659
Expenditures				
Academic Salaries	\$ 321,514	\$ 342,761	\$ 342,761	\$ 177,454
Classified Salaries	443,810	683,898	683,898	277,760
Employee Benefits	177,765	240,646	240,646	94,905
Materials & Supplies	120,862	143,753	138,913	47,900
Services	263,898	455,160	460,000	188,008
Capital Outlay	53,444	45,447	45,447	213
Total Expenditures	\$ 1,381,293	\$ 1,911,665	\$ 1,911,665	\$ 786,240
Revenues Over (Under) Expenditures	\$ 147,716	\$ (392,599)	\$ (392,599)	\$ (140,581)
Beginning Fund Balance	<u>2,022,740</u>	<u>2,170,456</u>	<u>2,170,456</u>	<u>2,170,456</u>
Ending Fund Balance	<u>\$ 2,170,456</u>	<u>\$ 1,777,857</u>	<u>\$ 1,777,857</u>	<u>\$ 2,029,875</u>
Ending Cash Balance				<u>\$ 1,978,385</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
 MONTHLY FINANCIAL REPORT
 FOR THE PERIOD ENDED JANUARY 31, 2012**

Community Education was established to account for the financial activities of the Community Education Program which serves the community at large by providing not-for-credit classes for personal growth and enrichment.

Fund 11, Resource 1080 - Community Education

	Prior Year Actuals 7-1-10 to 6-30-11	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 901,927	\$ 830,100	\$ 830,100	\$ 369,590
Expenditures				
Academic Salaries	\$ 4,169	\$ 4,185	\$ 4,185	\$ 2,441
Classified Salaries	356,558	298,619	298,619	149,812
Employee Benefits	81,513	59,855	59,855	28,613
Materials & Supplies	5,161	3,600	3,600	1,083
Services	410,859	377,807	377,807	191,481
Total Expenditures	\$ 858,260	\$ 744,066	\$ 744,066	\$ 373,430
Revenues Over (Under) Expenditures	\$ 43,667	\$ 86,034	\$ 86,034	\$ (3,840)
Beginning Fund Balance	(90,690)	(47,023)	(47,023)	(47,023)
Ending Fund Balance	<u>\$ (47,023)</u>	<u>\$ 39,011</u>	<u>\$ 39,011</u>	<u>\$ (50,863)</u>
Ending Cash Balance				<u>\$ (47,247)</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2012**

Performance Riverside is used to record the revenues and expenditures associated with Performance Riverside activities.

Fund 11, Resource 1090 - Performance Riverside

	Prior Year Actuals 7-1-10 to 6-30-11	Adopted Budget	Revised Budget	Year to Date Activity
Revenue	\$ 846,073	\$ 900,000	\$ 900,000	\$ 394,125
Intrafund Transfer from General Operating (Resource 1000)	<u>0</u>	<u>730,982</u>	<u>730,982</u>	<u>730,982</u>
Total Revenues	<u>\$ 846,073</u>	<u>\$ 1,630,982</u>	<u>\$ 1,630,982</u>	<u>\$ 1,125,107</u>
Expenditures				
Classified Salaries	\$ 319,472	\$ 303,290	\$ 303,290	\$ 177,402
Employee Benefits	122,769	140,383	140,383	61,628
Materials & Supplies	29,131	27,750	27,750	7,415
Services	<u>403,035</u>	<u>375,243</u>	<u>375,243</u>	<u>188,293</u>
Total Expenditures	<u>\$ 874,407</u>	<u>\$ 846,666</u>	<u>\$ 846,666</u>	<u>\$ 434,738</u>
Revenues Over (Under) Expenditures	\$ (28,334)	\$ 784,316	\$ 784,316	\$ 690,369
Beginning Fund Balance	<u>(755,982)</u>	<u>(784,316)</u>	<u>(784,316)</u>	<u>(784,316)</u>
Ending Fund Balance	<u>\$ (784,316)</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ (93,947)</u>
Ending Cash Balance				<u>\$ (107,099)</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2012**

Contractor-Operated Bookstore is used to record the revenues and expenditures associated with the District's contract with Barnes and Noble, Inc. to manage the District's Bookstore operations.

Fund 11, Resource 1110 - Contractor-Operated Bookstore

	Prior Year Actuals 7-1-10 to 6-30-11	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 638,018	\$ 532,938	\$ 532,938	\$ 267,807
Expenditures				
Services	\$ 43,830	\$ 43,830	\$ 43,830	\$ 21,871
Interfund Transfer to Food Services (Resource 3200)	382,790	323,129	323,129	212,334
Intrafund Transfer to General Operating (Resource 1000)	247,943	171,169	171,169	42,792
Total Expenditures	\$ 674,563	\$ 538,128	\$ 538,128	\$ 276,997
Revenues Over (Under) Expenditures	\$ (36,545)	\$ (5,190)	\$ (5,190)	\$ (9,190)
Beginning Fund Balance	46,735	10,190	10,190	10,190
Ending Fund Balance	\$ 10,190	\$ 5,000	\$ 5,000	\$ 1,000
Ending Cash Balance				\$ 1,000

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
 MONTHLY FINANCIAL REPORT
 FOR THE PERIOD ENDED JANUARY 31, 2012**

Customized Solutions is used to record the revenues and expenditures associated with customized training programs offered to local businesses and their employees.

Fund 11, Resource 1170 - Customized Solutions

	Prior Year Actuals 7-1-10 to 6-30-11	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 66,111	\$ 219,400	\$ 219,400	\$ 24,066
Expenditures				
Academic Salaries	\$ 4,036	\$ 16,672	\$ 21,322	\$ 23,536
Classified Salaries	32,176	4,978	4,978	3,288
Employee Benefits	13,351	4,178	4,777	4,080
Materials & Supplies	2,563	6,925	6,925	909
Services	30,609	91,207	85,958	18,680
Total Expenditures	\$ 82,735	\$ 123,960	\$ 123,960	\$ 50,493
Revenues Over (Under) Expenditures	\$ (16,624)	\$ 95,440	\$ 95,440	\$ (26,427)
Beginning Fund Balance	71,173	54,549	54,549	54,549
Ending Fund Balance	\$ 54,549	\$ 149,989	\$ 149,989	\$ 28,122
Ending Cash Balance				\$ 29,622

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
 MONTHLY FINANCIAL REPORT
 FOR THE PERIOD ENDED JANUARY 31, 2012**

Redevelopment Pass-Through receives a portion of tax increment revenues from various redevelopment projects within the boundaries of the District. Currently, expenditures are restricted to capital projects located in the redevelopment project areas generating the tax increment revenues.

Fund 12, Resource 1180 - Redevelopment Pass-Through

	Prior Year Actuals 7-1-10 to 6-30-11	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 1,463,675	\$ 1,440,000	\$ 1,440,000	\$ 195,948
Expenditures				
Services	\$ 193,124	\$ 218,686	\$ 218,686	\$ 104,957
Capital Outlay	905,308	3,704,871	4,654,871	1,647,878
Total Expenditures	\$ 1,098,432	\$ 3,923,557	\$ 4,873,557	\$ 1,752,835
Revenues Over (Under) Expenditures	\$ 365,243	\$ (2,483,557)	\$ (3,433,557)	\$ (1,556,887)
Beginning Fund Balance	9,042,422	9,407,665	9,407,665	9,407,665
Ending Fund Balance	\$ 9,407,665	\$ 6,924,108	\$ 5,974,108	\$ 7,850,778
Ending Cash Balance				\$ 7,550,778

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2012**

Grants and Categorical Programs is used to account for financial activity for each of the District's grant and categorical programs.

Fund 12, Resource 1190 - Grants and Categorical Programs

	Prior Year Actuals 7-1-10 to 6-30-11	Adopted Budget	Revised Budget	Year to Date Activity
Revenue	\$ 22,076,924	\$ 26,206,794	\$ 29,745,257	\$ 10,031,342
Intrafund Transfers from				
General Operating (Resource 1000)				
For DSP&S	913,239	774,123	774,123	387,061
For EOPS	188,514	210,999	210,999	105,500
For Federal Work Study	188,189	239,280	239,280	28,552
For Instructional Equipment	13,002	0	0	0
For Matriculation	590,049	637,905	637,905	318,953
For Middle College High School	89,995	91,145	91,145	45,572
For Foster Youth Independent Living	5,372	0	0	0
For CITD Grant	5,281	0	0	0
For General Fund Backfill	0	19,603	19,603	0
Total Revenues	<u>\$ 24,070,565</u>	<u>\$ 28,179,849</u>	<u>\$ 31,718,312</u>	<u>\$ 10,916,980</u>
Expenditures				
Academic Salaries	\$ 4,375,064	\$ 4,620,091	\$ 5,065,479	\$ 2,006,553
Classified Salaries	8,068,622	7,267,785	7,875,509	4,077,883
Employee Benefits	3,646,897	3,725,008	4,114,126	1,723,031
Materials & Supplies	1,740,797	1,945,456	1,929,197	396,934
Services	3,323,044	5,811,006	6,995,243	1,381,246
Capital Outlay	1,936,353	2,544,548	3,338,381	601,979
Student Grants (Financial, Book, Meal, Transportation)	979,788	2,265,955	2,400,377	321,049
Total Expenditures	<u>\$ 24,070,565</u>	<u>\$ 28,179,849</u>	<u>\$ 31,718,312</u>	<u>\$ 10,508,675</u>
Revenues Over (Under) Expenditures	\$ 0	\$ 0	\$ 0	\$ 408,305
Beginning Fund Balance	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Ending Fund Balance	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 408,305</u>
Ending Cash Balance				<u>\$ 326,770</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2012**

Food Services is used to account for the financial activities for all food service operations in District facilities, except for the Culinary Academy on Spruce Street. It is intended to be self-sustaining.

Fund 32, Resource 3200 - Food Services

	Prior Year Actuals 7-1-10 to 6-30-11	Adopted Budget	Revised Budget	Year to Date Activity
Revenue	\$ 1,935,677	\$ 1,864,378	\$ 1,864,378	\$ 849,418
Interfund Transfers from Contractor-Operated Bookstore (Resource 1110)	<u>382,790</u>	<u>323,129</u>	<u>323,129</u>	<u>212,334</u>
Total Revenues	<u>\$ 2,318,467</u>	<u>\$ 2,187,507</u>	<u>\$ 2,187,507</u>	<u>\$ 1,061,752</u>
Expenditures				
Classified Salaries	\$ 834,623	\$ 830,934	\$ 838,934	\$ 451,087
Employee Benefits	336,975	346,640	346,640	160,067
Materials & Supplies	978,826	908,808	899,521	407,955
Services	281,829	146,102	147,389	72,415
Capital Outlay	<u>4,847</u>	<u>13,496</u>	<u>13,496</u>	<u>13,496</u>
Total Expenditures	<u>\$ 2,437,100</u>	<u>\$ 2,245,980</u>	<u>\$ 2,245,980</u>	<u>\$ 1,105,020</u>
Revenues Over (Under) Expenditures	\$ (118,633)	\$ (58,473)	\$ (58,473)	\$ (43,268)
Beginning Fund Balance	<u>177,106</u>	<u>58,473</u>	<u>58,473</u>	<u>58,473</u>
Ending Fund Balance	<u>\$ 58,473</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 15,205</u>
Ending Cash Balance				<u>\$ 6,585</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2012**

Child Care was established to manage the finances of the District's child care centers at all three colleges.

Fund 33, Resource 3300 - Child Care

	Prior Year Actuals 7-1-10 to 6-30-11	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 1,071,499	\$ 1,126,323	\$ 1,126,323	\$ 514,934
Expenditures				
Academic Salaries	\$ 677,471	\$ 693,572	\$ 676,272	\$ 323,017
Classified Salaries	170,506	171,301	171,301	71,150
Employee Benefits	141,881	166,023	166,023	68,187
Materials & Supplies	39,667	41,150	41,150	17,141
Services	48,687	79,537	80,637	25,778
Capital Outlay	6,744	1,500	17,700	1,537
Total Expenditures	\$ 1,084,956	\$ 1,153,083	\$ 1,153,083	\$ 506,810
Revenues Over (Under) Expenditures	\$ (13,457)	\$ (26,760)	\$ (26,760)	\$ 8,124
Beginning Fund Balance	40,217	26,760	26,760	26,760
Ending Fund Balance	\$ 26,760	\$ 0	\$ 0	\$ 34,884
Ending Cash Balance				\$ 47,256

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2012**

State Construction & Scheduled Maintenance was established to account for the financial activities of State-approved construction and maintenance projects. The funding sources are state funds and matching funds for Scheduled Maintenance from the District's General Obligation Bond Funded Capital Outlay Projects (Resource 4160). The State has suspended funding Scheduled Maintenance.

Fund 41, Resource 4100 - State Construction & Scheduled Maintenance

	Prior Year Actuals <u>7-1-10 to 6-30-11</u>	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 30,377,254	\$ 9,905,601	\$ 12,877,601	\$ 4,026,235
Expenditures				
Services	\$ 0	\$ 0	\$ 0	\$ 0
Capital Outlay	<u>30,377,254</u>	<u>9,905,601</u>	<u>12,877,601</u>	<u>9,646,552</u>
Total Expenditures	\$ <u>30,377,254</u>	\$ <u>9,905,601</u>	\$ <u>12,877,601</u>	\$ <u>9,646,552</u>
Revenues Over (Under) Expenditures	\$ 0	\$ 0	\$ 0	\$ (5,620,317)
Beginning Fund Balance	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Ending Fund Balance	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>(5,620,317)</u>
Ending Cash Balance				<u>\$ (5,620,317)</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
 MONTHLY FINANCIAL REPORT
 FOR THE PERIOD ENDED JANUARY 31, 2012**

Non-State Funded Capital Outlay Projects was established to account for financial activities related to the acquisition or construction of major capital projects that are funded from non-state revenue sources.

Fund 41, Resource 4120 - Non-State Funded Capital Outlay Projects

	Prior Year Actuals 7-1-10 to 6-30-11	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 545,402	\$ 5	\$ 5	\$ 0
Expenditures				
Capital Outlay	\$ 545,400	\$ 0	\$ 0	\$ 0
Total Expenditures	\$ 545,400	\$ 0	\$ 0	\$ 0
Revenues Over (Under) Expenditures	\$ 2	\$ 5	\$ 5	\$ 0
Beginning Fund Balance	552	554	554	554
Ending Fund Balance	\$ 554	\$ 559	\$ 559	\$ 554
Ending Cash Balance				\$ 554

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2012**

La Sierra Capital is used to account for the revenues and expenses associated with the District's La Sierra Property.

Fund 41, Resource 4130 - La Sierra Capital

	Prior Year Actuals 7-1-10 to 6-30-11	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 74,877	\$ 35,000	\$ 35,000	\$ 15,555
Interfund Transfer from General Operating (Resource 1000)	<u>0</u>	<u>678,000</u>	<u>678,000</u>	<u>339,000</u>
Total Revenues	<u>\$ 74,877</u>	<u>\$ 713,000</u>	<u>\$ 713,000</u>	<u>\$ 354,555</u>
Expenditures				
Services	\$ 23,255	\$ 24,108	\$ 24,108	\$ 14,275
Capital Outlay	78,866	1,465,755	1,465,755	0
Interfund Transfer to General Operating (Resource 1000)	<u>3,390,000</u>	<u>1,615,982</u>	<u>1,615,982</u>	<u>1,615,982</u>
Total Expenditures	<u>\$ 3,492,121</u>	<u>\$ 3,105,845</u>	<u>\$ 3,105,845</u>	<u>\$ 1,630,257</u>
Revenues Over (Under) Expenditures	\$ (3,417,244)	\$ (2,392,845)	\$ (2,392,845)	\$ (1,275,702)
Beginning Fund Balance	<u>12,324,957</u>	<u>8,907,713</u>	<u>8,907,713</u>	<u>8,907,713</u>
Ending Fund Balance	<u>\$ 8,907,713</u>	<u>\$ 6,514,868</u>	<u>\$ 6,514,868</u>	<u>\$ 7,632,011</u>
Ending Cash Balance				<u>\$ 7,332,011</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
 MONTHLY FINANCIAL REPORT
 FOR THE PERIOD ENDED JANUARY 31, 2012**

General Obligation Bond Funded Capital Outlay Projects was established to account for General Obligation Bond proceeds and financial activities related to Board approved Measure C projects.

Fund 41, Resource 4160 - General Obligation Bond Funded Capital Outlay Projects

	Prior Year Actuals <u>7-1-10 to 6-30-11</u>	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 1,034,361	\$ 180,000	\$ 180,000	\$ 62,154
Expenditures				
Classified Salaries	\$ 265,299	\$ 472,362	\$ 472,362	\$ 143,654
Employee Benefits	114,930	219,294	219,294	53,578
Materials & Supplies	442	0	24,645	24,645
Services	651,818	281,192	569,093	181,534
Capital Outlay	11,040,209	30,271,122	29,788,576	1,051,298
Total Expenditures	\$ 12,072,698	\$ 31,243,970	\$ 31,073,970	\$ 1,454,709
Revenues Over (Under) Expenditures	\$ (11,038,337)	\$ (31,063,970)	\$ (30,893,970)	\$ (1,392,555)
Beginning Fund Balance	43,746,726	32,708,389	32,708,389	32,708,389
Ending Fund Balance	\$ 32,708,389	\$ 1,644,419	\$ 1,814,419	\$ 31,315,834
Ending Cash Balance				\$ 31,482,248

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2012**

General Obligation Series 2010D Capital Appreciation Bonds were established to account for General Obligation Bond proceeds and financial activities related to Board approved Measure C projects.

Fund 41, Resource 4170 - General Obligation Bond Series 2010D Capital Appreciation Bonds

	Prior Year Actuals <u>7-1-10 to 6-30-11</u>	Adopted Budget	Revised Budget *	Year to Date Activity
Revenues	\$ 32,919	\$ 30,000	\$ 30,000	\$ 14,006
Proceeds from General Obligation Bond Series D	<u>7,699,278</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Revenues	<u>\$ 7,732,197</u>	<u>\$ 30,000</u>	<u>\$ 30,000</u>	<u>\$ 14,006</u>
Expenditures				
Services	\$ 3,594	\$ 0	\$ 0	\$ 0
Capital Outlay	<u>348,145</u>	<u>7,165,460</u>	<u>7,335,460</u>	<u>313,211</u>
Total Expenditures	<u>\$ 351,739</u>	<u>\$ 7,165,460</u>	<u>\$ 7,335,460</u>	<u>\$ 313,211</u>
Revenues Over (Under) Expenditures	\$ 7,380,458	\$ (7,135,460)	\$ (7,305,460)	\$ (299,205)
Beginning Fund Balance	<u>0</u>	<u>7,380,458</u>	<u>7,380,458</u>	<u>7,380,458</u>
Ending Fund Balance	<u>\$ 7,380,458</u>	<u>\$ 244,998</u>	<u>\$ 74,998</u>	<u>\$ 7,081,253</u>
Ending Cash Balance				<u>\$ 7,081,253</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
 MONTHLY FINANCIAL REPORT
 FOR THE PERIOD ENDED JANUARY 31, 2012**

General Obligation Series 2010D Build America Bonds were established to account for General Obligation Bond proceeds and financial activities related to Board approved Measure C projects.

Fund 41, Resource 4180 - General Obligation Bond Series 2010D Build America Bonds

	Prior Year Actuals <u>7-1-10 to 6-30-11</u>	Adopted Budget	Revised Budget*	Year to Date Activity
Revenues	\$ 420,193	\$ 375,000	\$ 375,000	\$ 150,686
Proceeds from General Obligation Bond Series D	<u>102,300,000</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Revenues	<u>\$ 102,720,193</u>	<u>\$ 375,000</u>	<u>\$ 375,000</u>	<u>\$ 150,686</u>
Expenditures				
Classified Salaries	\$ 0	\$ 0	\$ 0	\$ 18,683
Employee Benefits	0	0	0	1,269
Services	282,208	177,297	239,429	167,738
Capital Outlay	<u>19,359,893</u>	<u>79,103,140</u>	<u>79,041,008</u>	<u>16,526,183</u>
Total Expenditures	<u>\$ 19,642,101</u>	<u>\$ 79,280,437</u>	<u>\$ 79,280,437</u>	<u>\$ 16,713,873</u>
Revenues Over (Under) Expenditures	\$ 83,078,092	\$ (78,905,437)	\$ (78,905,437)	\$ (16,563,187)
Beginning Fund Balance	<u>0</u>	<u>83,078,092</u>	<u>83,078,092</u>	<u>83,078,092</u>
Ending Fund Balance	<u>\$ 83,078,092</u>	<u>\$ 4,172,655</u>	<u>\$ 4,172,655</u>	<u>\$ 66,514,905</u>
Ending Cash Balance				<u>\$ 67,407,924</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
 MONTHLY FINANCIAL REPORT
 FOR THE PERIOD ENDED JANUARY 31, 2012**

Health and Liability Self-Insurance is used to account for the revenues and expenditures of the District's health and liability self-insurance programs.

Fund 61, Resource 6100 - Health and Liability Self-Insurance

	Prior Year Actuals 7-1-10 to 6-30-11	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 5,016,626	\$ 4,722,500	\$ 4,722,500	\$ 2,840,025
Interfund transfer from General Operating (Resource 1000)	250,000	250,000	250,000	125,000
Total Revenue	<u>\$ 5,266,626</u>	<u>\$ 4,972,500</u>	<u>\$ 4,972,500</u>	<u>\$ 2,965,025</u>
Expenditures				
Classified Salaries	\$ 147,385	\$ 103,842	\$ 103,842	\$ 53,664
Employee Benefits	60,892	47,858	47,858	22,812
Materials & Supplies	46,645	3,200	3,200	46,260
Services	4,485,341	5,709,584	5,732,584	3,526,513
Capital Outlay	168,686	40,000	17,000	386,170
Total Expenditures	<u>\$ 4,908,949</u>	<u>\$ 5,904,484</u>	<u>\$ 5,904,484</u>	<u>\$ 4,035,419</u>
Revenues Over (Under) Expenditures	\$ 357,677	\$ (931,984)	\$ (931,984)	\$ (1,070,394)
Beginning Fund Balance	<u>1,752,955</u>	<u>2,110,632</u>	<u>2,110,632</u>	<u>2,110,632</u>
Ending Fund Balance	<u>\$ 2,110,632</u>	<u>\$ 1,178,648</u>	<u>\$ 1,178,648</u>	<u>\$ 1,040,238</u>
Ending Cash Balance				<u>\$ 1,750,368</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2012**

Workers' Compensation Self-Insurance is used to account for the revenues and expenditures of the District's workers' compensation self-insurance program.

Fund 61, Resource 6110 - Workers' Compensation Self-Insurance

	Prior Year Actuals 7-1-10 to 6-30-11	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 1,808,806	\$ 1,685,176	\$ 1,685,176	\$ 933,933
Expenditures				
Classified Salaries	\$ 56,663	\$ 47,545	\$ 47,545	\$ 39,273
Employee Benefits	23,828	19,677	19,677	10,187
Materials & Supplies	0	300	300	0
Services	(695,628)	1,234,100	1,234,100	705,956
Total Expenditures	\$ (615,137)	\$ 1,301,622	\$ 1,301,622	\$ 755,416
Revenues Over (Under) Expenditures	\$ 2,423,943	\$ 383,554	\$ 383,554	\$ 178,517
Beginning Fund Balance	797,079	3,221,022	3,221,022	3,221,022
Ending Fund Balance	\$ 3,221,022	\$ 3,604,576	\$ 3,604,576	\$ 3,399,539
Ending Cash Balance				\$ 4,676,207

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
 MONTHLY FINANCIAL REPORT
 FOR THE PERIOD ENDED JANUARY 31, 2012**

Associated Students of RCCD is used to record the financial transactions of the student government, college clubs, and organizations of the District. Revenue includes student activity fees, interest income, payphone commissions and athletic ticket sales.

Associated Students of RCCD

	Prior Year Actuals <u>7-1-10 to 6-30-11</u>	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 688,812	\$ 700,000	\$ 700,000	\$ 326,257
Expenditures				
Materials & Supplies	\$ 624,286	\$ 700,000	\$ 700,000	\$ 386,811
Total Expenditures	\$ 624,286	\$ 700,000	\$ 700,000	\$ 386,811
Revenues Over (Under) Expenditures	\$ 64,526	\$ 0	\$ 0	\$ (60,554)
Beginning Fund Balance	930,035	994,561	994,561	994,561
Ending Fund Balance	<u>\$ 994,561</u>	<u>\$ 994,561</u>	<u>\$ 994,561</u>	<u>\$ 934,007</u>
Ending Cash Balance				<u>\$ 2,038,023</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
 MONTHLY FINANCIAL REPORT
 FOR THE PERIOD ENDED JANUARY 31, 2012**

Student Financial Aid is used to record financial transactions for scholarships given to students from the Federal Pell and FSEOG Grant Programs as well as the State's Cal Grant Program.

Student Financial Aid

	Prior Year Actuals 7-1-10 to 6-30-11	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	<u>\$ 51,887,581</u>	<u>\$ 51,337,725</u>	<u>\$ 51,337,725</u>	<u>\$ 21,891,578</u>
Expenditures				
Other				
Scholarships and Grant				
Reimbursements	<u>\$ 51,887,581</u>	<u>\$ 51,337,725</u>	<u>\$ 51,337,725</u>	<u>\$ 21,510,410</u>
Total Expenditures	<u>\$ 51,887,581</u>	<u>\$ 51,337,725</u>	<u>\$ 51,337,725</u>	<u>\$ 21,510,410</u>
Revenues Over (Under) Expenditures	\$ 0	\$ 0	\$ 0	\$ 381,168
Beginning Fund Balance	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Ending Fund Balance	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 381,168</u>
Ending Cash Balance				<u>\$ 543,271</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
 MONTHLY FINANCIAL REPORT
 FOR THE PERIOD ENDED JANUARY 31, 2012**

RCCD Development Corporation is used to account for financial transactions related to the Development Corporation. This Corporation currently has very little activity but remains operational should the District need to use it for future transactions related to property development. Revenues consist of interest income. Expenses are for tax filing fees paid to the State.

RCCD Development Corporation

	Prior Year Actuals <u>7-1-10 to 6-30-11</u>	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 3	\$ 0	\$ 0	\$ 6
Expenditures				
Services	\$ 20	\$ 0	\$ 0	\$ 0
Total Expenditures	\$ 20	\$ 0	\$ 0	\$ 0
Revenues Over (Under) Expenditures	\$ (17)	\$ 0	\$ 0	\$ 6
Beginning Fund Balance	<u>16,240</u>	<u>16,223</u>	<u>16,223</u>	<u>16,223</u>
Ending Fund Balance	<u>\$ 16,223</u>	<u>\$ 16,223</u>	<u>\$ 16,223</u>	<u>\$ 16,229</u>
Ending Cash Balance				<u><u>\$ 16,229</u></u>



Agenda Item (VIII-A-1)

Meeting	2/21/2012 - Regular
Agenda Item	Committee - Governance (VIII-A-1)
Subject	Revised and New Board Policies - First Reading
College/District	District
Funding	N/A
Recommended Action	It is recommended that the Board accept Board Policies 3810, 4000 and 5010 for first reading.

Background Narrative:

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

General Institution

Board Policy 3810 Claims Against the District - This is a revision of the Policy that was previously revised on October 20, 2009.

Academic Affairs

Board Policy 4000 Academic Rank - This is a revision of the Policy that was previously revised on January 25, 2011.

Student Services

Board Policy 5010 Admissions - This is a revision of the Policy that was previously revised on October 20, 2009.

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

Attachments:

[Policies for February 2012](#)

General Institution

BP 3810 CLAIMS AGAINST THE DISTRICT

References:

Education Code Section 72502;
Government Code Sections 900 et seq. and 910, et seq.

Any claims against the District for money or damages, which are not governed by any other statutes or regulations expressly relating thereto, shall be presented and acted upon in accordance with Title I, Division 3.6, Part 3, Chapter 1 (commencing with Section 900) and Chapter 2 (commencing with Section 910) of the California Government Code.

Claims must be presented according to this policy and related procedures as a prerequisite to filing suit against the District.

Claims that are subject to the requirements of this policy include, but are not limited to, the following:

- Claims by public entities: claims by the state or by a state department or agency or by another public entity.
- Claims for fees, wages and allowances: claims for fees, salaries or wages, mileage, or other expenses and allowances.
- Claims for damages for death, injury to person or personal property.

Notwithstanding the exceptions listed in Section 905 of the Government Code of the State, all claims by public officers or employees for fees, salaries, wages, overtime pay, holiday pay compensating time off, vacation pay, sick leave pay, and any other expenses or allowances claimed due from the District, when a procedure for processing such claims is not otherwise provided by State or local laws, shall be presented within the time limitations and in the manner prescribed by Sections 910 through 915.2 of the Government Code of the State. Such claims shall further be subject to the provisions of Section 945.4 of the Government Code of the State relating to the prohibition of suits in the absence of the presentation of claims and action thereon by the District.

The designated place for service of claims, lawsuits or other types of legal process ***is the office of the General Counsel for*** upon the District. ~~is:~~ ***Further details regarding the address can be found in the Administrative Procedure for this Policy.***

Riverside Community College District
Office of the Chancellor
1533 Spruce St., Ste. 210
Riverside, CA 92507

Date Adopted: May 19, 2009

Revised: October 20, 2009

Revised:

BP 4000 ACADEMIC RANK

References: None

As an institution of higher education, the Riverside Community College District will award to the faculty, the ranks of Instructor, Assistant Professor, Associate Professor, Professor, Distinguished Professor, and ~~Professor Emeritus~~ for those individuals who earn these titles by meeting specific requirements. ***For retiring faculty, the rank of Emeritus may be granted and would reflect the rank held at the time of retirement.***

Criteria and procedures to achieve these ranks will be developed jointly by the Academic Senate and the Administration.

Date Adopted: August 19, 2008

Revised: January 25, 2011

Revised:

(Replaces RCCD Policy 3092)

Student Services

BP 5010 ADMISSIONS

References:

Education Code Sections 76000, 76001, 76002, and 78030-78034;
Labor Code Section 3077

U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; 34 C.F.R. § 668.16(p)

The District shall admit students who meet one of the following requirements and who are capable of profiting from the instruction offered:

- Any person over the age of 18 and possessing a high school diploma or its equivalent.
- Other persons who are over the age of 18 years and who, in the judgment of the Chancellor or his or her designee are capable of profiting from the instruction offered. Such persons shall be admitted as provisional students, and thereafter shall be required to comply with the District's rules and regulations regarding scholastic achievement and other standards to be met by provisional or probationary students as a condition to being readmitted in any succeeding semester.
- Persons who are apprentices as defined in Section 3077 of the Labor Code.

NOTE: The following language is legally required in order to show good faith compliance with the applicable federal regulations.

The District shall, in its discretion, or as otherwise federally mandated, evaluate the validity of a student's high school completion. The Chancellor shall see that procedures are established for evaluating the validity of a student's high school completion.

Admission

Any student whose age is 16 and above, or class level is equal to grades eleven and twelve, is eligible to apply as a special part-time student for advanced scholastic or vocational courses.

Any student whose age is 16 and above, or class level is equal to grades eleven and twelve, is eligible to apply as a special full-time student.

The District may consider admission, in extraordinary cases, where a student under the age of 16 demonstrates superior ability and capacity to succeed on college level work.

The Chancellor shall establish procedures regarding ability to benefit and admission of high school and younger students.

Denial of Requests for Admission

If the Board of Trustees denies a request for special full time or part time enrollment by a pupil who is identified as highly gifted, the Board of Trustees will record its findings and the reason for denying the request in writing within 60 days.

The written recommendation and denial shall be issued at the next regularly scheduled Board of Trustees meeting that occurs at least 30 days after the pupil submits the request to the District.

The Chancellor shall establish procedures regarding evaluation of requests for special full time or part time enrollment by a pupil who is identified as highly gifted.

Claims for State Apportionment for Concurrent Enrollment

Claims for state apportionment submitted by the District based on enrollment of high school pupils shall satisfy the criteria established by statute and any applicable regulations of the Board of Governors.

The Chancellor shall establish procedures regarding compliance with statutory and regulatory criteria for concurrent enrollment.

Date Adopted: November 18, 2008
(Replaces RCCD Policies 6030/7030)
Revised:



Agenda Item (VIII-B-1)

Meeting	2/21/2012 - Regular
Agenda Item	Committee - Teaching and Learning (VIII-B-1)
Subject	Riverside City College Accreditation Midterm Report
College/District	Riverside
Funding	N/A
Recommended Action	It is recommended that the Board of Trustees review and accept Riverside City College's Midterm Report.

Background Narrative:

Institutions are required to submit to the Accrediting Commission for Community and Junior Colleges (ACCJC) a Midterm Report in the third year following the comprehensive evaluation report and team visit. The report describes the progress and or resolution of recommendations made by the commission and institutions self-identified improvement plans. The college has completed its analysis of its plans and progress through an inclusive process that involved students, faculty, staff, and administrators in preparation of its Midterm Report.

Prepared By: Cynthia Azari, President, Riverside City College
Wolde-Ab Isaac, Vice President

Attachments:

[RCC Accreditation Midterm Report_022112](#)

DRAFT, Jan. 12, 2012.

Midterm Report
in
Support of the Reaffirmation of Accreditation

Responses to the Recommendations
of the
Accrediting Commission for Community and Junior Colleges
and to
Self-Identified Plans for Improvement

Submitted
by
Riverside City College
4800 Magnolia Avenue
Riverside, CA 92506

Submitted
to
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
10 Commercial Boulevard
Novato, California 94949

March 15, 2012

Table of Contents

Certification of Report.....	1
Introduction.....	2
Statement of Report Preparation.....	3
Responses to Recommendations.....	4
Response to District Recommendation 1.....	4
Response to District Recommendation 2.....	4
Response to District Recommendation 3.....	5
Response to District Recommendation 4.....	5
Response to District Recommendation 5.....	6
Response to College Recommendation 1.....	6
Response to College Recommendation 2.....	7
Response to College Recommendation 3.....	9
Responses to Self-Identified Plans for Improvement.....	10
Standard I: Institutional Mission and Effectiveness.....	11
Standard IA: Mission.....	11
Standard IB: Improving Institutional Effectiveness.....	11
Standard II: Student Learning Programs and Services.....	11
Standard IIA: Instructional Programs.....	11
Standard IIB: Student Support Services.....	12
Standard IIC: Library and Learning Support Services.....	12
Standard III: Resources	
Standard IIIA: Human Resources.....	13
Standard IIIB: Physical Resources.....	13
Standard IIIC: Technology Resources.....	13

DRAFT, Jan. 12, 2012.

Standard IIID: Financial Resources.....	14
Standard IV: Leadership and Governance.....	14
Standard IVA: Decision-Making Roles and Processes.....	14
Standard IVB: Board and Administrative Organization.....	14
Update on Substantive Change in Progress, Pending, or Planned.....	15
Concluding Remarks.....	15
List of Supporting Documents and References.....	16

Draft, Jan. 12, 2012

Certification of the Midterm Report

March 15, 2012

To: Accrediting Commission for Community and Junior Colleges
 Western Association of Schools and Colleges

From: Riverside City College
 4800 Magnolia Avenue
 Riverside, CA 92506

This Midterm Report is submitted per the requirements of the Accrediting Commission.

We certify that there was broad participation by the campus community, and we believe that the Midterm Report accurately reflects our response to date to the recommendations of the 2007 Accrediting Visiting Team and to the recommendations of the subsequent teams in 2009 and 2010.

Janet Green, President
RCCD Board of Trustees

Gregory Gray, Chancellor
Riverside Community College District

Cynthia Azari, President
Riverside City College

Lee Nelson, President
Riverside City College Academic Senate

Jonathan Flike, President
Riverside City College Associated Students

Jennifer Lawson
California Schools Employees Association

Introduction

Since the Institutional Self Study submitted in fall 2007 and the subsequent visit by the Accrediting Commission in October 2007, Riverside City College has had an ongoing dialogue with the Commission. It has filed three Follow-Up Reports (October 15, 2008; October 15, 2009; and October 15, 2010) and has had two visiting teams confirm the progress that the college has made to address the five district and three college recommendations. The college and the district have also submitted annual reports to the commission on student achievement data, learning outcomes and assessment, substantive change items, and finance.

As a result of the two follow-up visits, the Commission has validated the district and college's success in addressing the five district recommendations and two of the three college recommendations. Although one of the follow-up visits resulted in a "warning" by the Commission, the college has successfully ameliorated the concerns identified by the Commission and, at its January 11-13, 2011, meeting, the Commission removed the college from "warning" and reaffirmed accreditation on the basis of the visiting team's follow-up report and visit.

This Midterm Report continues the ongoing dialogue with the Commission by providing a summary of the efforts by district and college to sustain the improvements that have been made. The Midterm Report specifically addresses the Commission's recommendations and responds comprehensively to College Recommendation 2, which the college has not addressed in the previous follow-up reports to the Commission. It also revisits the Improvement Plans the college self-identified in its 2007 Self Study and cites specific activities by which the college has advanced the Improvement Plans.

DRAFT, Jan. 12, 2012.

Statement of Report Preparation

Dr. Cynthia Azari, President of Riverside City College, asked Tom Allen, Associate Professor of English, to draft the Midterm Report using the work and documentation of various Strategic Planning Leadership Councils, the Riverside City College Assessment Committee, the department and discipline program review committees, and other college and district constituents. The supporting documents and reports from the above mentioned entities, collected and organized by Michelle Davila, Administrative Assistant, provide the basis for the Midterm Report. Under the guidance of and input from the Accreditation Steering Committee and the college president, Professor Allen edited subsequent drafts. The Accreditation Steering Committee then distributed the report to the Riverside City College Academic Senate, the California Schools Employees Association, the Riverside City College Associated Students, the Strategic Planning Executive Committee, and the Riverside Community College District Chancellor's office for review. The final Midterm Report, after additional review by and approval of the Riverside City College Accreditation Steering Committee, was approved by the Board of Trustees at its February 21, 2012, meeting.

Responses to Visiting Team Recommendations and the Commission Action Letters

District Recommendation 1

The teams recommend that the board of trustees and chancellor develop and implement a district strategic plan that will

- Align with the district mission statement (Standards 1A.1 and IIId.1);
- Provide a framework for the college's/campuses' strategic plans (Standard 1B.4);
- Drive the allocation of district resources for the college, campuses, and district office (Standard IIId.1; Eligibility Requirement 19). The need to connect budget and planning remains unfulfilled from the 2001 accreditation recommendations.

Response:

The college has fully addressed this recommendation in its Follow-up Report (October 15, 2009) and its subsequent Follow-up Report (October 15, 2010). The Commission accepted the reports and the reports generated by the follow-up visiting teams at its January 2010 and 2011 meetings. The follow-up 2009 visiting team, chaired by Dr. Sherrill Amador, concluded that the district had “partially implemented the recommendation” because Riverside City College had “an incomplete strategic planning document.” This concern was fully addressed in the subsequent follow-up report (October 15, 2010). The 2010 follow-up visiting team, chaired by Dr. William Karns, responded to “the five significant areas related to planning that the college needed to address,” which had been identified by the 2009 follow-up visiting team, and concluded that “all five areas have been completely addressed” and that the college “has achieved the ‘sustainable continuous quality improvement’ level and believes that the college has fully met the expectations of the recommendation and is in compliance with Commission standards, eligibility requirement and policies.” Since the follow-up teams 2010 visit, the district and the college have used the strategic planning processes for the 2010-11 and 2011-12 academic years. The college has also reviewed its mission statement using the processes in place. (See response to College Recommendation 1.)

District Recommendation 2

The teams recommend that the district and college/campuses develop, implement, and assess a resource allocation model that

- Is open, transparent, and inclusive (Standards IB and IVB.3e);
- Is widely disseminated and reviewed periodically for effectiveness (Standards IIId.2b and IIId.3);
- Is linked to the strategic plans at the district, college, and campus levels (Standards IA.1. IIId.1a-d, and IVB.3c).

Response:

The district and the college have implemented this recommendation. At its January 2010 meeting, the Commission accepted the college's Follow-up Report (October 15, 2009) and the follow-up visiting team's report. The follow-up visiting team, chaired by Dr. Sherrill Amador, concluded that “the District with Norco, Moreno Valley and Riverside City participation has implemented this recommendation.” The follow-up visiting team “documented that the new model was utilized in the 2008-09 and 2009-10 budget development processes,” and it suggested that “the District will want to provide more evaluative information as to how well the model has worked in the future.” The district and the college have continued to use the budget allocation process in its 2010-11 and 2011-12 budget development processes.¹ Since the 2009 follow-up team's visit, the District Budget

DRAFT, Jan. 12, 2012.

Advisory Council (DBAC), composed of representatives from all three colleges and the district and charged with reviewing the budget allocation process, has conducted a survey of the committee's effectiveness and has begun discussion to revise the budget allocation process to reflect the changing needs of the colleges and the district and to address the effectiveness of the model in the budgetary reduction environment currently being experienced in the state.² DBAC will continue to assess the effectiveness of the budget allocation process on an ongoing basis.

District Recommendation 3

The teams recommend that college, campus, and district administrators and faculty delineate, document, and assess

- The roles and responsibilities between and among the district's entities (Standard IVB.3; Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems);
- The roles and scope of authority of the CEOs at the district and college/campus levels (Standard IVA.2);
- A feedback loop between and among the entities on key issues, such as planning, staffing priorities, etc. (Standards IVA.2, IVB.3, IVB.4, and IVB.6).

Response:

This recommendation has been addressed in the Follow-up Report (October 15, 2009) and validated by the follow-up visiting team, chaired by Dr. Sherrill Amador. The Commission took action to accept Riverside City College's Follow-up Report and the follow-up visiting team's report at its January 2010 meetings. The follow-up visiting team concluded that the district and the college have "fully addressed this recommendation." To continue its efforts to improve its organizational structure, one that better meets the needs of a three-college district, the Board received a new organizational model at its January 25, 2011, meeting. The Chancellor presented the district's reorganization plan, which provides detailed organizational charts and a Function Map that outlines the roles and scope of authority of the administrative units at both the district and college levels.³ Also, under the leadership of Dr. Cynthia Azari, President of Riverside City College, the college has begun implementing its new organizational structure. On May 2, 2011, Dr. Azari presented Riverside City College's reorganization of academic departments to the Riverside City College Academic Senate.⁴ The college has begun implementing this new structure. In addition, the district continues to reorganize its structure as well, particularly to address the "downsizing" of the institution in the wake of the state's economic crisis. Although some remaining issues exist, these changes reflect the needs of a three-college district and of the college to serve the educational needs of the students.⁵

District Recommendation 4

The teams recommend that the district clearly specify personnel selection procedures for district administrators including the position of chancellor. These selection processes must include input from various college/campuses constituent groups (Standard IIIA.1, Standard IIIA.3, and IVB.1).

Response:

The district and the college have fully implemented this recommendation. In the Follow-up Report (October 15, 2009) and the follow-up visiting team's report, accepted by the Commission at its January 2010 meetings, the district and the college documented the actions needed to fulfill this recommendation. The 2009 follow-up team concluded that "the district has implemented this recommendation." The district and the college have used the selection processes to hire a new

DRAFT, Jan. 12, 2012.

chancellor and to hire a new president at Riverside City College in 2010. The selection processes are being used to hire new presidents at both Norco College and Moreno Valley College during the fall 2011 semester.⁶

District Recommendation 5

As recommended by the 2001 accreditation visiting team, the teams recommend that the board of trustees implement its recently approved process for self-evaluation (Standard IVB.1g).

Response:

In the Follow-up Report (October 15, 2009), the college and the district fully addressed this recommendation. In a separate report to the commission, the 2009 follow-up visiting team concluded that “the Board of Trustees has fully implemented this recommendation.” Both reports were accepted by the Commission at its January 2010 meeting. Moreover, since the 2009 follow-up team’s visit, the Board of Trustees has conducted two additional self-evaluations, one on May 17, 2010, and again on June 8, 2011.⁷ In addition, the Board of Trustees discussed the 2009 follow-up visiting team’s suggestion that the Board include “specific annual timelines” for the self-evaluation in Board Policy 2745 at its October 2011 meeting. The Board of Trustee adopted the following change to BP 2745:

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~~ ***to occur prior to the end of June each year.***⁸

College Recommendation 1: Institutional Commitments and Evaluation, Planning, and Improvement.

The team recommends that the college reframe its mission to be comprehensive, including educational goals that may be fulfilled at the college and a description of the primary student population for which the college is designing programs (Standard IA).

- The team further recommends that the college clarify the ways in which the strategic plan aligns with the college mission statement, links to the strategic goals, drives budget allocation, and ensures the distribution of technology and human resources (Standard IIID.1);
- The team also recommends that the college develop a process of integrating program review with institutional goals, complete the implementation of the planning process, assess that process, and communicate the results of that assessment to all constituents in order to promote institutional effectiveness and identify areas for improvement (Standards IB.2, IB.3, IIB.4, and IIID.3).

Response:

The college has responded to this recommendation in all three of its follow-up reports (October 15, 2008; October 15, 2009; and October 15, 2010). In the follow-up visiting team’s report (October 2009), which was accepted by the Commission at its January 2010 meetings, the 2009 follow-up visiting team “determined that the college mission aligns with and supports the district’s newly adopted mission statement...and that the college’s mission statement clearly delineates the student population for which the college is designing its programs and services.” However, the 2009

DRAFT, Jan. 12, 2012.

follow-up visiting team concluded that the college had “only partially implemented the recommendation” and placed the college at the “developmental level.” The team identified five significant areas of the college’s planning processes that needed to be addressed. As a result, the Commission acted to place the college on “warning” for its strategic planning process and required an additional follow-up report and visit. In its Follow-up Report (October 15, 2010), the college documented its efforts to implement the recommendation. The 2010 follow-up visiting team “found that all five areas have been addressed.” The 2010 visiting team “believes that the college has achieved the ‘sustainable continuous quality improvement’ level and believes that the college has fully met the expectations of the recommendation and is in compliance with Commission standards, eligibility requirements and policies.” At its January 2011 meetings, the Commission accepted the reports and in its action letter (January 31, 2011) concluded that the “the College has resolved Recommendation 1.” It took action “to remove warning” and to reaffirm accreditation based on the visiting team’s follow-up report and visit. In addition to the ongoing exchange between the Commission and the college to fulfill accreditation standards, the college has completed two full cycles using the revised strategic planning process (2010-11 and 2011-12) and has conducted evaluations of the process.⁹ Also, using the established process, the college mission statement has undergone review each year.¹⁰

College Recommendation 2: Student Learning Outcomes

The team recommends that Riverside City College completely implement the development and assessment of student learning outcomes across all levels of the institution and to use the assessment results for program improvement (Standards IIA. and IIB.4, Eligibility Requirement 10).

Response:

Since the college last reported its efforts to meet these standards in its 2007 Self-Study, it has enhanced the “culture of assessment” within the institution. Even the 2007 visiting team noted that “this college’s faculty members are ready and willing to engage in the development and assessment of student learning outcomes in order to assure the relevance and effectiveness of the college’s curriculum.” In fact, the 2007 visiting team acknowledged that the college’s approach is “more of a cultural change than a mere procedural accommodation of an externally-imposed mandate.” In spite of these accolades, the 2007 visiting team concluded that the college had only “partially met” standards IIA and IIB, in part, due to the issues with assessment, and that the college was at the “development level of implementation.” However, in its efforts to embrace the “culture of assessment,” the college has developed a comprehensive Institutional Assessment Plan that integrates the assessment of student learning outcomes at the course level, the program level, and degree/general education level. Essentially it codifies the numerous assessment activities that have taken place at the college for many years, and it provides an appropriate vehicle for the college to move from district-coordinated assessment activities to a college-centered approach to assessment. As a result, the college’s current position on assessment is significantly different from its place in 2007 when most of the assessment activities were district-centered. With the approval of Riverside City College’s Institutional Assessment Plan, the college has embedded assessment into all facets of its instructional activities. Moreover, the “culture of assessment” extends into all of the college’s planning activities as well.

In 2007 the visiting team reported that “approximately 90% of the district’s 1713 course outlines have been updated to include student learning outcomes and that “approximately 50 courses have completed the cycle from the development of student learning outcomes to the assessment, and the use of data for program improvement.” The team also concluded that “assessment of student

DRAFT, Jan. 12, 2012.

achievement on student learning outcomes is beginning” but that “this work has not yet extended beyond the course level.” However, the visiting team validated that “several career-technical education programs have defined and assessed program-level student learning outcomes by drawing evidence from external licensing examples and employee surveys.” The team also noted that “courses that fulfill general education requirements are being aligned with the recently approved general education student learning outcomes.” The team acknowledged that the “development of student learning outcomes for degrees and certificates has just begun.” In 2007 the visiting team observed that the college had just begun the process of aligning general education student learning outcomes to specific courses required for degrees and certificates and that the college catalogue did “not include programmatic student learning outcomes.” The team concluded that the “college has not yet identified student learning outcomes for specific programs, certificates, and degrees nor has assessed student achievement on those outcomes.” The team also observed that evaluation of general education student learning outcomes had “not begun and these student learning outcomes are not widely published.” In the area of student services, the 2007 visiting team observed that “virtually all of the outcomes were program focused outcomes rather than outcomes focused on student learning” and did “not address the more complex issue of how the services contribute to the achievement of student learning outcomes.”

In fall 2011, Riverside City College Academic Senate approved a comprehensive assessment plan that integrates and coalesces all levels of assessment activities. The college also established an Office of Institutional Effectiveness that coordinates and collects the assessment activities that have occurred at the college. Most important, the Riverside City College Institutional Assessment Plan addresses the concerns noted by the 2007 visiting team and institutionalizes the “culture of assessment” to a point where the college assesses its planning processes and its academic programs in an ongoing, systematic manner to improve the effectiveness of the institution as a whole.¹¹ For example, in contrast to its status in 2007, Riverside City College reported (in its 2011 Annual Report to the Commission¹²) that 100% of its courses have defined student learning outcomes, that 76% of its courses have an on-going assessment of student learning outcomes, that 100% of its programs have defined student learning outcomes, that 90% of the college’s programs have on-going assessment of learning outcomes, that 100% of student learning and support activities have defined student learning outcomes, and that 100% of these programs have on-going assessment. Moreover, the college has defined institutional student learning outcomes and also has an on-going assessment of institutional outcomes. In addition, the college has now aligned its courses with the general education student learning outcomes and has published those outcomes in its college catalogue.

Approved in fall 2011, the Institutional Assessment Plan, formalizing the assessment activities that have taken place in past and codifying the structure of future assessment activities, states that the purpose of student learning outcome assessment “is to improve student success and learning” and outlines the essential principles that the institution uses to guide that assessment.¹³ It clearly indicates the four primary levels of student learning outcome assessment (course-level, program-level, degree- and general education-level, and institutional level) as well as the effort to assess student satisfaction and engagement as an additional strategy to promote student success. The plan includes outcomes assessment for administrative and student service units as well to determine how well those units contribute to the achievement of service-area outcomes and student learning outcomes. Equally important, the plan connects the assessment of institution-level outcomes with the strategic planning goals and strategies.

DRAFT, Jan. 12, 2012.

The plan also identifies the process for assessing each level and for assessing the administrative and student service units. The central component of the assessment plan involves the program-review process, particularly the Unit Plans submitted each year and the Comprehensive Program Review that each discipline submits every four years. The template for the Unit Plan and for the Comprehensive Program Review requires that all college units report and document their assessment activities. The evidence of the assessment activity and the results reside in the new CurricUNET assessment module and the college's Office of Institutional Effectiveness.¹⁴ In many cases, evidence of assessment activities and results reside in departmental/discipline folders and Survey Monkey reports.¹⁵ As part of the program-review process, each unit's report includes a detailed description of the assessment project, the number of students assessed, the results, and more important, the conclusion drawn about student learning and recommendations for improving. The Riverside Assessment Committee recommends that each discipline assesses all of its courses within the four-year Comprehensive Program Review cycle.

At the program level, each identified college program—which includes the AA/AS degree Areas of Emphasis, general education courses (Gen Ed), career and technical certificates (CTE), the Intersegmental General Education Transfer Curriculum (IGETC), and the California State University General Education Requirements (CSU GE), as well as other programs identified by the college, such as the Honors Program—reports its assessment activities through survey results. The Office of Institutional Research identifies students who are in a program. This information is used by programs to direct their assessment efforts. For example, in February 2011, the CTE faculty completed a full day workshop devoted to CTE assessment, which included discussions about the methods of assessment (direct and indirect) as well as discussions about mapping and aligning course student learning outcomes to program student learning outcomes.¹⁶ In addition, a General Education workgroup, with representatives from all three colleges, has begun a discussion to revise the general education student learning outcomes based on the results of assessment activities.

At the more global level of assessment, the college uses various methods to assess, including graduation surveys and the Community College Survey of Student Engagement (CCSSE). A recent presentation to the Strategic Planning Executive Committee by the college's Office of Institutional Effectiveness suggested various ways to use the CCSSE as an effective assessment tool.¹⁷ More important, the more global outcomes, such as transfer rates and AA degree completion, are linked closely to the Strategic Planning goals and strategies, particularly the key performance indicators, which are assessed more completely using the college's Annual Report Card.

The Riverside Assessment Committee provides a complete overview of the college's assessment activities at all levels in its Annual Report of Assessment Activities.¹⁸ This report identifies the specific disciplines, programs, units, and institutional efforts to assess and the results of those efforts. It also provides guidance for the subsequent year's activities.

College Recommendation 3: Organization

To meet the standards related to ethical, effective, and empowered leadership, the team recommends that the college (Standards IVA, IVA.1, IVA.2, IVA.2a, IVA.2b, and IVA.3)

- Identify and document the roles, scope of authority, and responsibilities of students, faculty, staff and administration in the decision-making processes;
- Identify and document the charge, the scope of authority, and the responsibilities of each college committee; and

DRAFT, Jan. 12, 2012.

- Identify and document the specific procedures for moving items or issues through the decision-making processes at the college and between the college and the district, including mechanisms for providing feedback.

Response:

In its Follow-up Report (October 15, 2008), the college addressed this recommendation, and the Commission accepted the report at its January 2009 meetings. However, the college has continued to address most of the Commission's concerns with its revised Strategic Plan, Constitution, and Bylaws that outlines and delineates the roles, scope of authority, and responsibilities of all constituencies as well as the reporting and feedback mechanisms for college and district committees. Also, as the district and the college addressed District Recommendation 1 and College Recommendation 1 in its follow-up reports (October 15, 2009, and October 15, 2010), the procedures for moving items or issues through the decision-making process have been clarified and improved. The district and the college's administrative reorganization plans, discussed above, further outline the lines of authority for the administration. A complete list of all college and relevant district committees and their charges exist on the Riverside City College Academic Senate website.¹⁹ During the fall 2011 semester, the Riverside City College Academic Senate reviewed the charges of the college committees and their membership, and it also reviewed the charges of the relevant district-wide committees, their membership, and their lines of reporting.²⁰

Responses to Self-Identified Plans for Improvement

The college has addressed the Improvement Plans outlined in the 2007 Self Study in a number of ways. It has responded to many of the self-identified plans in its follow-up reports to the Commission as the college addressed specific recommendations from the 2007 visiting team. This is particularly true for Standard I, Institutional Mission and Effectiveness. Most of the plans for improvement reflected the college's efforts to meet accreditation standards more effectively. The 2007 visiting team's recommendations, in most cases, confirmed the college's self-identified shortcomings that the Improvement Plans attempt to reconcile. For example, the college recognized the need to make the institution's mission statement central to its planning activities when it planned to "institutionalize [the] mission statement review process (Planning Agenda for Standard 1A.1). This plan became a recommendation that the 2009 and 2010 follow-up teams validated as completed. The college has also addressed the self-identified Improvement Plans by assigning each of the plans to specific strategic planning leadership councils. Using a reporting template developed by the Institutional Effectiveness Leadership Council and sent to the Strategic Planning Executive Council for approval, the college asked that each leadership council identify the responsible parties, the current status of activities to address the plan, and the evidence that the plan has been addressed.²¹ The responses from the councils became part of full report on the status of the self-identified Improvement Plans that were reviewed by the Accreditation Steering Committee and by the Strategic Planning Executive Council. Most important, the action plans for each strategic planning leadership council address many of the self-identified Improvement Plans from the 2007 Self Study.²² These action plans, developed each year as part of the planning process by the strategic planning leadership councils, identify the specific ways by which the college seeks to assess and improve its instructional, student service, and administrative activities. In most cases, these action plans complete or exceed the self-identified plans for improvement in the 2007 Self Study.

Standard I Institutional Mission and Effectiveness

Standard IA Mission

The college has a mission statement review process to review and to revise its mission each year. The Institutional Effectiveness Leadership Council used this process during the 2009-10 and 2010-11 academic years and is currently implementing the process for the 2011-12 year. The mission is also used as a basis for the strategic planning processes. In fact, the strategic planning process and the program review processes, validated by the 2010 follow-up team, address most of the self-identified Standard IA planning agendas from the 2007 Self Study.²³ The self-identified plan to evaluate and to develop a comprehensive approach to remediation is part of the Student Success Committee's ongoing efforts to prepare students for success in college-level courses.²⁴ The college's plan to develop more integrated remediation efforts involves Basic Skills Initiative projects coordinated by the Student Success Committee and the Academic Planning Community (CLIP), which is a grant-funded project.

Standard IB Improving Institutional Effectiveness

Nearly every one of the plans for improvement for Standard IB have been completed with the approval and implementation of Riverside City College's 2009-2014 Strategic Plan and with the revised program review processes.²⁵ The budget allocation model has been used to allocate resources to the college. (See responses to District Recommendation 2 and College Recommendation 1 above as well as the 2009 and 2010 follow-up team reports.) Each of the strategic planning processes undergoes annual assessment and review. At its annual Strategic Planning Council Retreat, the college revisits its strategic planning strategies, activities, and outcomes.²⁶ The college also reviews and updates its Educational Master Plan, its Facilities Master Plan, its Mid-Range Financial Plan, which includes human resources, and its Technology Master Plan using the annual unit plans and the comprehensive program review process.²⁷ Reports on assessment activities are included in the program review process, and the revised resource request common rubric allots 15% of the unit's score to "improvement needs resulting from assessment." All of the strategic planning leadership councils have developed "action plans," which are revisited each year.²⁸

Standard II: Student Learning Programs and Services

Standard IIA Instructional Programs

The October 2007 visiting team acknowledged that "the college offers high quality programs and services at all its locations; advertises those programs and services accurately and comprehensively; provides support to a diverse student body; safeguards academic integrity across delivery modes with analyses of its students and with an impressive array of discipline and departmental curricular review procedures for transfer and career technical education courses and programs." The team also verified that the college has met Standards IIA.1, IIA.2, IIA.3, IIA.5, IIA.6, and IIA.7.

DRAFT, Jan. 12, 2012.

However, the 2007 visiting team placed the college at the “developmental” level of implementation because it had not yet identified student learning outcomes for programs, certificates, and degrees and because it had not yet assessed those outcomes. Nearly all of the Improvement Plans for Standard IIA address the SLO and assessment issues. A more complete discussion of these issues occurs above in the response to College Recommendation 2. Other plans for improvement involved the program review process. Two components of program review exist: comprehensive program review, which takes place on a four-year cycle and is conducted by each discipline on a district-wide basis; and annual unit plan reviews, which are conducted at the college department level and serve as short-term planning documents. The comprehensive program reviews are reviewed by the college and district strategic program-review committees and provide input to the college’s strategic planning process. The annual unit plans serve as the primary source material for the college’s strategic planning process. Also, each year the Office of Institutional Effectiveness conducts student surveys of students who complete CTE certificates and degrees to assess the effectiveness of the programs.

Standard IIB Student Support Services

A detailed response to the specific plans for improvement for this standard exists in the Improvement Plans Report from the various leadership councils, especially the activities that involve an appreciation of diversity. The main issues identified by the October 2007 visiting team had to do with the program review process used by the student services areas, the concern that the review process did not focus on “how the services contribute to the achievement of student learning outcomes, and the connection “between program review and the allocation of resources.” The college has responded to nearly every one of these concerns, as well as the issue of integrated planning at the college and program levels, when it addressed College Recommendation 1 and College Recommendation 2. Also, the October 2007 visiting team, concluding that the college had only partially met this standard, expressed concern about the uniform access to student services at all instructional locations. The college continues to address this concern and has identified some of the specific actions to remedy this problem in the Improvement Plans Report from the various leadership councils, especially for Standard II.B.1.

Standard IIC Library and Learning Support Services

The October 2007 visiting team concluded that the college meets this standard. However, the team expressed some concern about the access to the library and learning resources for distance education students. The library has a librarian dedicated to provide services to distance education instructors and to provide links to various data bases in the library collection. The library continues to discuss the different ways to provide its services to all students, regardless of location or mode of instruction. In fact, the Library Comprehensive Instructional Program Review 2010 lists a number of goals to improve the resources for distance education students.²⁹ Many of the self-identified planning agendas have to do with the space and resources for the various labs and learning centers. Each department or discipline includes an assessment report of its lab and learning centers in its unit plans and its comprehensive program review documents. The requests for space and resources are submitted to the Budget Prioritization Committee and the Unit Plan Review Committee. Also, the strategic planning action plans, developed by the different leadership councils, offer specific measures taken by the college to improve the library and learning support services. These actions plans address most of the self-identified areas needing improvement.

Standard III: Resources

Standard IIIA Human Resources

Although the 2007 visiting team concluded that the college had only partially met this standard (See District Recommendation 3 and College Recommendation 3), the district and the college have addressed the team's concern in the 2009 Follow-up Report, and the 2009 visiting team validated that the college had addressed the concern in the 2009 visiting team's report. Most of the self-identified plans for improvement have been addressed through the revised strategic planning process and with the instructional unit plans. Human resource needs have become a major component of the Mid-Range Financial Plan.

Standard IIIB Physical Resources

The 2007 visiting team acknowledged that the college had met this standard. The college addressed nearly all of the planning agendas related to this standard when it revised its strategic planning process. The October 2010 visiting team reviewed the detailed description of the planning processes and concluded in its report that the college had met the standard and had fully satisfied College Recommendation 1. The college has also updated its Facilities Master Plan in 2011 and developed its Technology Plan, which addresses the remaining self-identified plans for improvement. The district and the college used an outside independent contractor to conduct an IT Audit in 2010.³⁰ As a result of that audit, the district and the college replaced major network technology infrastructure. Also, the district and the college have allocated nearly \$6 million from Measure C money, the local bond fund, to implement its Technology Plan, including the scheduled replacement of outdated equipment. The Annual Instructional Unit Plans, the Student Services Unit Plans, and the Administrative Unit Plans provide instructional, human, technology, and physical resource requests to the Unit Plan Review Committees and the Budget Prioritization Committees as part of the strategic planning processes. These revised processes address the various Improvement Plans identified in the college's 2007 Self Study.³¹

Standard III C Technology Resources

The 2007 visiting team concluded that the college had met "virtually all components of this standard." However, the college and the district have continued to plan for technological resources. The 2007 self-identified plans for improvement have been addressed in the revised strategic planning processes and by the IT Audit. As stated in the response to Standard IIIB, the college has developed its Technology Plan. On August 17, 2010, the Board of Trustees allocated \$6 million from Measure C fund to begin the IT Audit implementation.³² The implementation of the recommendations in Section 5.0 of the audit and the priorities identified in Section 6.0 will require the college to revise its Technology Plan when the exact funding for the college is known. The college's Technology Advisory Group plans to revise the Technology Plan after the District's IT Audit Taskforce reviews the final audit report. At its November 15, 2011, regular meeting, the Board of Trustees approved funding for the IT Audit Core Network Projects at \$4.8 million.³³ As a result, major network technology infrastructure impacting the operation of the college will be replaced, specifically the end-of-life network "backbone" equipment. A complete list of what has been replaced has not been reported by the District Taskforce as of this date. The Technology Advisory Group requested the assistance of district resource personnel to develop an inventory of all computer technology on the college network. The group also established a two-phase process

DRAFT, Jan. 12, 2012.

for gathering information and publishing a college inventory for upgrade and replacement of all computer equipment. Phase I involves the inventory, which identifies all computer equipment by age, machine type, user name, location, and nature of use. Phase II involves a schedule of replacement of outdated equipment.³⁴

Standard IIID Financial Resources

Most of the self-identified plans for improvement were modified as the college and the district addressed College Recommendation 1 and District Recommendation 1, 2, and 4. Comprehensive responses to these recommendations exist in the 2008, 2009, and 2010 Follow-up Reports. The 2009 and 2010 visiting teams validated that the college and the district have fully remedied the Commission's concerns. The college has developed a Mid-Range Financial Plan, which uses information the strategic planning processes. Also, as discussed above in the response to District Recommendation 2, the Budget Allocation Model is undergoing review. The remaining self-identified plans for improvement related to this standard have to do with an approval process for contractual agreements. The district has developed a "Contractual Procedures and Guidelines" document that outlines the process.³⁵

Standard IV: Leadership and Governance

Standard IVA Decision-Making Roles and Processes

The 2007 Visiting Team concluded that the college had "partially met" this standard due, essentially, to the problems of identifying the relationship between the district and the college decision-making processes. However, the college and district addressed the Commission's concerns when the college submitted its 2008 and 2009 Follow-up Reports. As a result of the efforts to remedy District Recommendation 2, 3, and 5 as well as College Recommendation 3, many of the self-identified plans for improvement were identified as no longer necessary or modified as the institution satisfied the recommendations. The 2009 and the 2010 visiting teams concluded that the college and the district have addressed the concerns. The revised strategic planning process satisfies most of the concerns identified in the 2007 Self Study. The Strategic Planning Leadership Councils and the college committee structure ensures the broad participation of administration, staff, faculty, and students.

Standard IVB Board and Administrative Organization.

Again, the 2007 Visiting Team concluded that the college had "partially met this standard." Because the college and the district have satisfactorily addressed the Commission's recommendations in its Follow-up Reports by revising many of the institution's policies and processes, many of the 2007 self-identified plans for improvement have been modified or dropped. A more detailed response to many of the self-identified plans for improvement exist in the responses to District Recommendation 3 and College Recommendation 3. Additional detailed responses to other self-identified plans for improvement exist in the Improvement Plans Report.

Update on Substantive Change in Progress, Pending, or Planned

Pending Substantive Change Reports

On an annual basis, the director of Open Campus (distance education) prepares a report for the colleges that includes certificates and degree pathways that can be completed through hybrid or fully online offerings. As a result, Riverside City College has become aware that, due to the growth of online course offerings, students can now complete 50% or more of the required courses in a number of existing certificate and degree patterns via online delivery. The college has therefore asked the chair of the Curriculum Committee to prepare a Substantive Change report using criteria 3.7.3 of the *Substantive Change Manual* (June 2011 edition). The college expects to have this report available for review by the Commission at its June 2012 meeting.

Concluding Remarks

Even though the Accrediting Commission has asked Riverside City College to submit three separate follow-up reports since the 2007 Self Study (2008, 2009, 2010) and has made three separate visits (2007, 2009, and 2010), the resulting ongoing dialogue between the Commission and the college has provided a means for the college not only to meet, but also to exceed accreditation standards. The college has institutionalized a “culture of assessment” that allows the college to review its planning processes and its student learning outcomes in a sustainable and reliable manner. The standards also serve as benchmarks for evaluating how well the college serves its students. Because of the ongoing dialogue with the Commission and the college’s committed efforts to improve its services to students, the college better recognizes its strengths and weaknesses and has established processes to sustain its strengths and to remedy its weaknesses. This ongoing dialogue has also served as a vehicle for the college to study itself more continuously during the accreditation cycle and, as a result, has better prepared the college for its next institutional self study in 2014.

List of Supporting Documents and References

-
- ¹ See the exhibits in the 2010-11 and 2011-12 budgets adopted by the Board of Trustees.
 - ² Review the results of the District Budget Advisory Committee evaluation survey and the minutes of the DBAC meetings of Dec. 9, 2011, that report the discussion of the allocation model as well as the report of the DBAC survey presented by Dan Martinez, Associate Dean of Institutional Research.
 - ³ See the minutes of the Board of Trustees meeting (25 January 2011) and the reorganization plan, "The Shape of the Future."
 - ⁴ See the minutes of the Riverside City College Academic Senate, 2 May 2011, and the new organizational chart.
 - ⁵ Review the new organizational charts of the college and the district.
 - ⁶ See Board Policy/AP 7121.
 - ⁷ See the minutes of the special Board of Trustees meetings of 17 May 2010 and 8 June 2011.
 - ⁸ See the minutes of the October , 2011, Board of Trustees meeting.
 - ⁹ See the results evaluation of the strategic planning process and the college's Report Card on strategic initiatives.
 - ¹⁰ See the Mission Statement Review Process and the minutes of the Institutional Effectiveness Leadership Council.
 - ¹¹ Review the Riverside City College Assessment Plan
 - ¹² Review the annual reports to the Commission, particularly the 2011 Annual Report.
 - ¹³ See the Riverside City College Assessment Plan.
 - ¹⁴ Review the CurcuUNET assessment module report.
 - ¹⁵ Review the SurveyMonkey list of assessment activities.
 - ¹⁶ See the agenda for the CTE Program Assessment Workshop, February 25, 2011.
 - ¹⁷ Review Powerpoint presentation by Dan Martinez, Associate Dean of Institutional Research to SPEC on December 1, 2011
 - ¹⁸ Review Riverside City College's Annual Report of Assessment Activities 2010-11.
 - ¹⁹ Review the list of college committees on the Academic Senate website.
 - ²⁰ See the minutes of the Riverside City College Academic Senate.
 - ²¹ Review the Annual Student Success Committee Report Card and Action Plans.
 - ²² Review the Action Plans for each strategic planning leadership council.
 - ²³ See the plans for improvement for Standard 1A and their status in the Planning Agendas Report.
 - ²⁴ Review the Action Plans for each of the strategic planning leadership councils.
 - ²⁵ Review the Planning Agenda Report for the Standard IB plans for improvement.
 - ²⁶ Review the minutes of the annual Strategic Planning Council Retreat for 2010 and 2011.
 - ²⁷ These plans are part of the evidence material submitted to the Commission with this report.
 - ²⁸ Review the Action Plans from each of the strategic planning leadership councils.
 - ²⁹ Review report from the Library/Learning Resources faculty that addresses the concerns identified in the 2007 Conrad Report.
 - ³⁰ See Riverside Community College District IT Audit.
 - ³¹ Review the college's Facilities Master Plan, the Technology Plan, the Mid-Range Financial Plan, and the Educational Master Plan as well as the college's Strategic Plan.
 - ³² See the BOT Planning and Operation Committee minutes.
 - ³³ Review minutes related to IT Audit Core Network Projects (Agenda Item VIII-E-1)
 - ³⁴ See September and October 2011 Technology Advisory Group minutes.
 - ³⁵ See the Contract Procedures and Guidelines dated October 2011.



Agenda Item (VIII-B-2)

Meeting	2/21/2012 - Regular
Agenda Item	Committee - Teaching and Learning (VIII-B-2)
Subject	Norco College Accreditation Midterm Report
College/District	Norco
Funding	
Recommended Action	Recommend reviewing and accepting the Norco College's Midterm Report.

Background Narrative:

Institutions are required to submit to the Accrediting Commission for Community and Junior Colleges (ACCJC) a Midterm Report in the third year following the comprehensive evaluation report and team visit. The report describes the progress and/or resolution of recommendations made by the commission and the institution's self-identified improvement plans. The college has completed its analysis of its plans and progress through an inclusive process that involved students, faculty, staff, and administrators in preparation of its Midterm Report.

Prepared By: Debbie DiThomas, Interim President, Norco College
Diane Dieckmeyer, Interim Vice President, Academic Affairs
Arend Flick, Professor

Attachments:

[Norco College Midterm Report 2012](#)



MIDTERM REPORT



NORCO
COLLEGE

Submitted to the
Accrediting Commission for
Community and Junior Colleges
Western Association of Schools and Colleges
March 2012



NORCO COLLEGE • 2001 THIRD STREET NORCO, CA 92860-2600 • 951.372.7000

Table of Contents

Statement of Report Preparation.....	3
---	----------

Responses to Commission's Recommendations.....	5
---	----------

Recommendation #1.....	5
-------------------------------	----------

Recommendation #2.....	6
-------------------------------	----------

Recommendation #3.....	8
-------------------------------	----------

Response to Self-Identified Improvement Plans.....	11
---	-----------

Standard I: Institutional Mission and Effectiveness.....	11
---	-----------

Standard II: Student Learning Programs and Services.....	19
---	-----------

Standard III: Resources.....	33
-------------------------------------	-----------

Standard IV: Leadership and Governance.....	41
--	-----------

Evidence and Reference Materials.....	48
--	-----------

STATEMENT OF MIDTERM PREPARATION

In its meeting on January 6-8, 2010, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (WASC) acted to grant initial accreditation to the Norco Campus of Riverside Community College District, now Norco College. The Commission made three Recommendations and requested a Follow-Up Report on October 15, 2010 and a Follow-Up visit, which occurred on November 22, 2010. On January 11-13, 2011, the Commission reviewed the Follow-Up Report and the evaluation of the November 22, 2010 team visit and deemed the college to have resolved Recommendations 1, 2, and 3. The Commission further stated its expectation that at the time of Norco College's next comprehensive visit, the college should demonstrate the sustainability of its efforts.

Preparations for the writing of the Midterm Report began in February 2011 with a review of the Educational Master Plan and Self Study planning agenda items being completed by the Sub-Committees that until recently comprised the Strategic Planning Committee. The Midterm Report Steering Committee was established, with the Chair of the Norco Assessment Committee (NAC) and Interim Vice President, Academic Affairs/ALO designated as co-chairs. The Steering Committee reflected broad representation from all aspects of the college community.

To ensure widespread participation, dialogue, and dissemination of information throughout the writing process, members of the Steering Committee used the existing strategic planning process to communicate with various college constituencies. The documents were disseminated for review and comment via the college email exchange, as well as having been discussed in shared governance committees, such as the Academic Senate and the Institutional Strategic Planning Council.

The Midterm Report was also reviewed by members of the college and district leadership and was approved by the Riverside Community College District Board of Trustees on February 7, 2012.

Date: February 7, 2012

To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From: Norco College, Riverside Community College District

We certify that there was broad participation by the college community, and we believe this Midterm Report accurately reflects the nature and substance of this institution.

_____	Debbie Di Thomas, Ed.D., Interim President Norco College
_____	Janet Green, President, Board of Trustees Riverside Community College District
_____	Diane Dieckmeyer, Ed.D., Interim Vice President, Academic Affairs and Accreditation Liaison Officer Norco College
_____	Sharon Crasnow, Ph.D., Academic Senate President and Professor of Philosophy, Norco College
_____	Arend Flick, Ph.D., Faculty Accreditation Co-Chair and Professor of English, Norco College
_____	Leona Crawford, CSEA Vice President Norco College
_____	Rebecca Choy, Student Representative, Institutional Strategic Planning Committee Norco College

RESPONSE TO 2009 VISITING TEAM RECOMMENDATIONS

Recommendation 1

In order to increase institutional effectiveness, the team recommends the college establish and document a policy for the regular evaluation of its integrated institutional planning, budgeting, and decision-making processes and that the results be widely disseminated and used to improve the process. (I.B.3, 6, 7; III.B; IV.B.3.g)

In response to this recommendation, which arose from the October 2009 Comprehensive Visit, and was documented in the Commission's action letter of January 29, 2010, the college instituted the Norco Strategic Planning Committee Policy 2010-01. Entitled "Policy and Procedures for Regular Evaluation of Integrated Institutional Planning, Budgeting and Decision-Making Processes," the NSPC Policy 2010-01 details procedures that provide college stakeholders with the opportunity to evaluate and continually improve the planning, resource allocation, and decision-making processes of the college, and ensures that strategic planning, program review, and resource allocation are effectively linked. These procedures were integrated into the college's Strategic Planning Timeline and in Fall 2010 they were summarized and published in the Norco College Strategic Plan and Process—2008-2012. In the Commission's letter of January 31, 2011, the college was found to have resolved this recommendation.

Since that time, feedback obtained during the June 2011 Annual Open Dialogue Session identified a need for reorganization and improvement of the college's strategic planning processes. During the annual Strategic Planning Retreat on September 16, 2011, the Co-Chairs Council further discussed suggestions for a reorganization, which included the elimination of the strategic planning subcommittees and the Co-Chairs Council. The proposed changes were intended to address five key issues: 1) make better use of existing college committees to do the work of the institution without overlap and confusion from multiple committees addressing the same issues; 2) address the request by the Associated Students of Norco College (ASNC) to decrease the number of meetings required by faculty during College Hour in order to allow for more participation in student events/clubs; 3) increase opportunities for faculty to participate in workshops/trainings in program review and assessment; 4) increase the level of accountability for existing committees in regard to their responsibility to the ACCJC standards; and 5) ensure a purposeful focus on the mission of the institution.

The plan for reorganization called for the elimination of the subcommittees and Co-Chairs Council, replacing them with the following: Academic Senate standing committees including Curriculum Committee, Program Review Committee, Student Success Committee, Assessment Committee, and the Academic Planning Council. Additional committees included in the planned reorganization were the Grant Advisory Committee, Equity/Matriculation Committee, Library Advisory Committee, President's Cabinet, Technology Committee, and the Associated Students of Norco College (ASNC). In addition, the original Student Services Planning Council, Academic Planning Council, and Business and Facilities Planning Council (previously called the Administrative Planning Council) would remain in force.

One of the primary changes represented in the reorganization was the implementation of a new Institutional Strategic Planning Committee (ISPC). The ISPC would be the main coordinating body for all

strategic planning at Norco College. The council's members would represent all constituencies of the college and make recommendations to the college president, and other committees/Councils, after receiving institution-wide input. The ISPC's purpose would be to ensure that all phases of planning and resource allocation at the college emanate from program review, have improvement of student learning as the highest priority, and are driven by the college mission and the educational master plan. Also, the Strategic Planning Committee Meeting or "Big Meeting," was briefly named the Town Hall meeting, though it was soon after renamed the Committee of the Whole (COTW). Like the Big Meeting before it, the Town Hall/ COTW would continue to be a "committee of the whole" in which all college stakeholders (faculty, staff, administration, student representatives) are members. The purpose of this meeting would be to give opportunity for the institution at large to have input, dialogue, and a voting presence to approve/disapprove matters affecting the entire college.

On September 27, 2011, the Norco College Strategic Planning Committee voted unanimously to accept the above recommendations to reorganize the Norco College Strategic Planning process and likewise approved the Guidelines for Membership on the ISPC. In addition to the reorganization of the strategic planning process, during the September 2011 SPC Retreat, the SPC Policy 2010-01 was also reviewed and suggestions for revisions were discussed. It was recommended that the revisions of the policy be brought forward for approval by the ISPC as well as the Town Hall. On December 6, 2011, the ISPC voted to approve the policy revisions. This was followed by a vote of approval by the Town Hall on December 8, 2011. During the December 8 meeting of the Town Hall, the name "Town Hall" was changed to the Committee of the Whole (COTW). One of the more substantive revisions of the policy included the addition of regular updates and reporting out to the COTW on overall budget development occurring at the district and college levels. The revisions stated, "Report of Resource Allocation – After the Board of Trustees approves the budget, a report will be made to The Committee of the Whole, informing them of budget allocations decisions which impact the college and district, and providing ample opportunity for institution-wide dialogue."

As indicated in the Commission's letter of January 31, 2011, Norco College has resolved Recommendation 1, demonstrating to the satisfaction of the Commission that the college has established policies for regular evaluation of the integrated institutional planning, budgeting, and decision-making processes, and that the results are widely disseminated and used to improve processes. Since that time Norco has continued to effectively employ those processes to refine its strategic planning.

This recommendation has been resolved.

Recommendation 2:

In order to comply with the ACCJC Distance Education policy, for all programs, certificates or degrees where 50 percent or more of the requirements are delivered via distance learning and may be completed at the Norco College, the team recommends submission of a substantive change proposal. (II.A.1b, d; II.B.1, B.2a; II.C.1, 2c)

In response to this recommendation, Norco College submitted a Substantive Change Proposal in May 2010. In July 2010, the Commission requested additional information about (a) student success and retention data for distance education programs; (b) counseling and advising student services online; and (c) more

detail about human resources—the administration of distance education and staff development for faculty. Norco College subsequently submitted an Addendum to the Substantive Change Proposal in September 2010 which provided the requested information and data. In December 2010, the Commission acted to accept the Norco College Substantive Change Proposal.

In their follow-up visit in November 2010, the ACCJC visiting team evaluated the status of the college's distance education course offerings, including comparisons of face-to-face and distance education courses, program reviews which incorporated distance education, course syllabi, distance education assessment of SLOs, Section 508 compliance, ADA compliance, and human resource support of distance education, including professional development for faculty who teach online courses. In January, 2011, ACCJC found that Norco College had resolved Recommendation 2.

Currently, Norco College continues to ensure that strategies are in place to support a robust offering of distance education courses. Faculty mentors with special expertise and experience in teaching distance education provide ongoing support to faculty who are teaching online courses. A faculty-led workshop series in Blackboard 9.1 and critical thinking has been offered to provide intensive knowledge and skill support to online faculty. The faculty member leading this effort has also written a workbook chapter to accompany each workshop session.

The Norco College Student Success Committee (SSC) has made distance education one of its areas of primary focus this year. The SSC is reviewing comparison data of face-to-face success rates with those of the same courses being taught in an online format. Our dean of Student Success is also providing longitudinal data in order for the SSC to evaluate trends in success rates over time. As part of its focus on distance education, the SSC is also reviewing ACCJC standards and the ACCJC's *Guide to Evaluating Distance Education-Correspondence Education* in preparation for setting benchmarks for success in distance education as well as increasing strategies for integrating distance education needs within college planning.

Online student support services continue to be provided by the college to support distance education in the form of online library databases, online librarian support services, two online collections of electronic books totaling 25,000+, online counseling, and services related to financial aid, transfer, orientation and assessment. Using the California Community Colleges Chancellor's Office self-assessment audit survey presented in the April 2011 Distance Education Report, Norco College regularly self-assesses the student services available via the internet, telephone, or on campus. The infrastructure to facilitate delivery of online courses is a district function provided by Open Campus. Open Campus continues to provide technical support to faculty and the colleges, the learning management system (Blackboard 9.1), help desk support for online students, and Section 508 and ADA compliance support.

As a result of budgetary reductions, the college was unable to sustain the \$21,000 contract for 2011-12 with Smarthinking to provide online tutoring services; however, the college is investigating other means by which to resume these services, including recent grants and categorical funding sources which may provide support for online tutoring. In addition, the district recognizes the importance of providing support for students in distance education courses and is exploring avenues for increasing online services district wide. In conclusion, the substantive change needs, as they relate to distance education, continue to be maintained.

Future Substantive Change Proposals:

The ACCJC Substantive Change Manual (June 2011) notes that the *addition of a new degree or career technical education certificate program that represents a significant departure from an institution's current programs* (3.7.2 p. 10) constitutes sufficient cause for submitting a Substantive Change Proposal. Norco College is the recipient of three large federal grants which promise to result in new curriculum and certificates in career technical fields. A \$2.8 million Title V—Hispanic Serving Institutions "El Portal a tu Futuro: Portal to Your Future" 5-Year Grant will expand its degree programs in Game Art, Game Design, Game Programming, and Game Audio. The \$3.8 million Title V—HSI "Habilida des Unidos" Trans-disciplinary Cooperation for Academic and Career Success" 5-Year Grant is a cooperative grant with California State University, San Bernardino, to establish 2+2 articulated programs in Commercial Music/Music Technology, Game Development/Motion Graphics, and Mobile Applications. Lastly, the college was recently awarded a \$3.5 million National Science Foundation grant designating Norco College as a National Center for Supply Chain Technology. Norco College faculty are presently writing new curriculum to support the numerous certificates in new and emerging fields associated with each of these grants. In accordance with ACCJC requirements, the college is preparing to formally communicate to the Commission a description of the proposed change, the need for the change, and the anticipated effects of the new curriculum and certificates. The college will then await guidance from the Commission as to how it should proceed in regard to the need for Substantive Change Proposals.

This recommendation has been resolved.

Recommendation 3:

In order to meet the standard, the team recommends that the college validate all departmental examinations for their effectiveness in measuring student learning and to ensure that they minimize test bias (II.A.2.g). (EV.3.A)

In response to this recommendation, a three-part process was instituted to validate all departmental (common) exams: disproportionate impact, cultural impact, and student learning outcome (SLO) mapping. The methodology for disproportionate impact involves combining common final percentages for all sections of a course, and then disaggregating by ethnicity, age, and gender. If numbers are high enough, it is also recommended to disaggregate by disability type. However, usually there are not enough students with disabilities in an individual course to conduct an analysis of this type. Disaggregated data are then subjected to analysis of variance (ANOVA) procedures for each of the demographic categories. ANOVA will identify if any of the demographic areas differ significantly from the other areas in common final percentage (e.g., for ethnicity, whether Asian, African-American, Hispanic, White, or Native American students were significantly higher or lower than each of the other ethnicities). Cultural impact study involves the use of focus groups to read through the departmental examinations and discuss the cultural impact of these examinations. Cultural impact is only conducted on newly created exams. SLO mapping is the identification of questions on the common final that assess the various student learning outcomes in the course. This three-part validation process was conducted in Spring 2010, and results of the analysis were submitted in the ACCJC Follow-Up Report submitted in October 2010.

In their follow-up visit in November 2010, the ACCJC visiting team reviewed the results of the validation process and found that Norco College's effort was "thorough" regarding Recommendation 3, and that the recommendation had been resolved. There was some concern regarding the small subgroup sizes used in analysis of disproportionate impact. However, this will be addressed by aggregating data from all previous years in order to acquire larger groups (i.e. ethnic subgroups) and to identify if there are trends occurring from multiple years of data.

At present, the courses that implement common finals are ESL 55, Spanish 1, and Reading 81. Math continues to embed common questions into final exams but doesn't utilize common finals. The math discipline at Norco College is in the midst of reexamining and updating the common questions that will be used on these exams. All courses offering multiple sections will be using common questions embedded in the final exam. This means that every course from arithmetic to calculus would be involved. These math courses (and titles) are: 63 (Arithmetic), 64 (Pre-algebra), 65 (Arithmetic & Pre-algebra), 52 (Elementary Algebra), 35 (Intermediate Algebra), 53 (Geometry), 36 (Trigonometry), 10 (Pre-calculus), 11 (College Algebra), 12 (Statistics), 1A (Calculus I), and 1B (Calculus II). Once these common embedded questions have been established, they will be mapped to SLOs and results will be used to identify if students are effectively mastering the course outcomes. Spanish 1 has begun using a new textbook for the course as a result of SLO assessment. Due to this change, a new common final will need to be created, and all of the procedures to validate exams for effectiveness in measuring student learning and minimization of test bias will be implemented. Spanish 1 instructors, both full-time and adjunct, will be meeting to finalize the content of the final exam. Validation procedures will proceed afterward.

Disproportionate impact analysis was last completed in Spring semester 2010 and involved ESL, Spanish, and Reading. This analysis was conducted through the Office of Student Success and led by the dean in that area. Since the last disproportionate impact study, there has been a change in leadership for that office and a new dean was hired in June, 2011. There is no evidence that disproportionate impact analysis has been conducted since Spring 2010. However, the new dean is resuming this analysis with Fall 2011 exam finals for ESL, Spanish, and Reading. At present, he is coordinating with each of the lead faculty in those disciplines to collect finals and conduct the analysis by winter 2012. Disproportionate impact analysis will be conducted on an annual basis in the Winter term of each academic year thereafter. Results of disproportionate impact will be shared with all faculty involved in the study and will continue to guide future test practices for any disciplines utilizing common exams. Should disproportionate impact be identified, further investigation will be conducted to determine whether the impact is due to tests or instructional practices. If it is due to practices, steps will be taken to improve said practices. If the impact is due to tests, the tests will be revised so as to mitigate disproportionate impact.

Cultural impact studies are conducted on newly created exams in order to determine if questions may have differential interpretations or may be less understood by different cultural groups. Since ESL and Reading have not changed their exams, cultural impact studies will not be necessary. However, since a new common final is being created for Spanish 1, it will need to undergo the cultural impact process for validation once the instrument is finalized.

Mapping has been completed for ESL and reading exams, but Spanish will be conducting a mapping activity for their new exam once it is finalized. In addition to the mapping process, all of these disciplines will be receiving results from this assessment activity and encouraged to utilize these results in order to improve student learning.

Norco College's mission begins by stating that it "provides educational programs, services, and learning environments for a diverse community." In order to fulfill its mission and continually improve institutional effectiveness, Norco College is committed to implementing these processes in order to maximize effectiveness in measuring student learning while minimizing test bias.

This recommendation has been resolved.

RESPONSE TO SELF-IDENTIFIED IMPROVEMENT PLANS

STANDARD I – INSTITUTIONAL MISSION AND EFFECTIVENESS

A.1

<p>1. Continue to review and revise Norco’s programs and services in response to changes in the community and following local assessments of student learning effectiveness.</p>

Norco College (NC) updates its catalog on a yearly basis. Updates detail the academic and career technical programs, certificates, and courses obtainable at the college. The Norco College articulation officer coordinates articulation agreements with CSU’s and UC’s in order to facilitate student transfer.

In Spring 2010, a survey was conducted of local employers to identify regional labor market needs, which could in turn drive program revisions, additions, and deletions. In May 2010, the college hosted an Industry Summit to collect industry input and identify changes in the community. As a result of the summit and the survey, numerous CTE programs are currently being revised, added, or discontinued. Also, as a result of the summit and survey, the need for a part-time Employment Placement Coordinator was recognized as a means of increasing student internship opportunities. This position was hired in fall 2011. A CTE faculty retreat, which focused on the alignment of course SLOs to PLOs, was held on February 25, 2011. On October 7, 2011, an additional CTE faculty retreat was devoted to the use of data-driven processes in program review.

Norco College has a faculty-driven assessment effort, led by a faculty assessment chair and co-chaired by the Dean of Student Success. The Norco Assessment Committee (NAC) was established as a subcommittee of the Norco College Academic Senate in Fall, 2010, shortly after the campus became accredited as a separate college. (Assessment efforts in the district had been coordinated by a district-wide assessment committee between 2001 and 2010.) The NAC meets monthly and addresses efforts to authentically assess courses, programs, and services. Currently, a district-wide re-evaluation and revision of the general education learning outcomes is underway.

The passage of SB 1440 has led to Norco College adopting two new transfer model degrees in Sociology and Communications, with more in the planning stages. With the adoption of new transfer degrees, along with our existing transfer certifications, the need to better connect our Transfer Center services with the Counseling Department was identified in the 2010-2011 student services program review. The relocation of the Career, Transfer, & Job Placement Center to the Center of Student Success in Fall 2010 created an unintended consequence of separating counseling and transfer services. In summer 2011, student services responded to the need to align transfer services with counseling by moving the Transfer Center to the Counseling Department to increase collaboration and improve services to students.

Norco College’s Matriculation Advisory Committee (MAC) continues to drive refinements in our Early Alert program. Over this last year, MAC discussions led to the addition of an Early Alert follow-up report, enabling program leaders to provide appropriate interventions and guidance to

at-risk students. The increased focus on and program enhancement to Early Alert resulted in over a three-fold increase in faculty participation over this last year.

In summer 2010, Veterans Services at Norco College began to support academic success of Veterans and VA dependents by coordinating college and community resources. Norco's Veterans Task Force collaborated with the Veterans Club to identify the needs of student Veterans at Norco College. These results were used in the development of Norco College's flourishing Veterans Programs. From Summer 2010 through Spring 2011, recruitment, program structure, and support services resulted in 301 students being certified to receive services at Norco College. Eighty-six percent of Veterans were satisfied with the services available to them through Norco College's Veterans Services Office in the first year; 100% of the Veterans completed their VA certifications successfully from Norco College; and 82% submitted their Statement of Responsibility Form, which is needed to activate their educational benefits. Sixty-six of 367 Veterans attending Norco College in 10-11 elected to preserve their benefits until admission at a four-year institution. For the first time in Norco College's history, five student Veterans were honored with red, white, and blue double cord after receiving a degree or certificate in the 2011 Commencement ceremony. As of Fall 2010, Norco College has staff and a physical location dedicated to providing service to Veterans as well as a space for Veterans to congregate and learn. Veterans participate in the Norco College's Intra-club Council, bringing a variety of events and speakers to the college community. Norco College was also awarded a five-year Federal Department of Education Grant that provides academic support and transfer services to disabled Veterans. The Student Support Services-RISE Trio Grant provides these services.

Norco College's Student Activities and Associated Students of Norco College (ASNC) serve as an informational clearinghouse for all campus activities and community services programs. ASNC maintains a 100% participation rate for involvement in all college governance and district-wide student government committees. ASNC invests in and supports an expanding college-wide recycling program aligned with the college's core commitment of environmental stewardship. Student Activities' leadership and collaboration in annual community events—such as the Harvest Festival and the Friends of Forensics Speech Meet for middle school students—are evidence of the college's commitment to civic engagement. In March 2011, Student Activities' annual partnership with the Friends of Forensics, Norco College's clubs and administration, and Kennedy Middle School, resulted in an expansion of the speech meet for middle school students, designed to foster verbal communication skills and an appreciation for public speaking. Over this last year, this community collaboration increased school and student participation by over 100%.

Status: This item is ongoing.

2. Continue to develop new programs and services to serve the needs of the identified student population, utilizing input from the Norco Academic Senate, the Norco Strategic Planning Committee (NSPC) and the District Office of Institutional Research.

Norco College has developed programs that meet the needs of various student populations. A Student Equity Plan is written and revised every five years with actionable items based on specific

Norco student data and identified needs. The district Office of Institutional Research and NC's Dean of Student Success engage in research analysis in completing the district ARCC Report, Basic Skills Action Plan, the Matriculation Plan, and in supporting the ongoing assessment of SLOs. A robust Puente Program for Latino/a students and The Talented Tenth Program for African-American students provide counseling support, mentoring, and culturally relevant curricula to support existing Course Outlines of Record.

Recently, the Student Success Committee and Library Advisory Committee were made standing committees of the senate. As such, the senate has charged the Student Success committee to respond to issues impacting achievement of student learning. Currently, the Student Success Committee is reviewing success rates of online students in comparison to similar courses in face-to-face instruction.

The Norco Honors Program addresses the needs of students at higher levels of academic preparedness. Title V grants in the areas of Game Design, Multimedia, Mobile Applications, Commercial Music, STEM fields, and a National Science Foundation grant in supply chain technology support cutting-edge programs responding to the current needs of industry. Resulting from faculty input and an analysis of local and statewide completion data, a Certificate Acceleration Program was piloted to streamline program completion for Game Art students in Fall 2011.

In addition, the CIS discipline offered a series of workshops to students in Spring 2011, and a series of Career Preparation workshops was offered in Spring and Fall 2011. Given the changing digital world, multiple CTE programs have infused electronic portfolios into selected courses, enhancing the student experience and providing students with an additional venue to showcase their skills, knowledge, and learning outcomes.

Norco College continues to develop new programs and services to serve our diverse population. This is evident in the development of our student support programs designed to address special, at-risk student populations, such as:

- **Extended Opportunity Programs & Services (EOPS)/Cooperative Agencies Resources for Education (CARE)** Coinciding with Norco College's initial accreditation, NC submitted its first EOPS/CARE Program Plan for 2010-2011. EOPS/CARE students increased by 31% from 2009-2010 to 2010-2011 (from 263 students to 344 students), as did the services provided to students. Over this last year, EOPS/CARE organized and led an educational community-building activity entitled "EOPS/CARE Fall Event: Creating a Supportive Community"; created a Norco College EOPS/CARE Facebook page; doubled the book voucher value; arranged for college tours to various universities throughout California (24 participants for San Diego tour and 20 participants for Northern California tour); provided educational survival kits for all students; held six study and life skills workshops; and formed a EOPS/CARE advisory board. Through the advisory board connections, EOPS/CARE partnered with Inspire Everyone Media Group to bring international superstar Stevie Wonder to Norco College to engage in a dialogue session with EOPS/CARE students. EOPS/CARE's first-year baseline success data showed that 72-76% of participants met with a counselor for at least two contacts in fall or spring and 81% of the EOPS/CARE students from the Fall 2010 cohort were in good standing (GPA 2.0 or above).

- **Talented Tenth (T3p)** In response to student equity data (2005) demonstrating low completion rates for African Americans, Norco College developed and continues to expand the Talented Tenth Program (T3p). T3p is based on W.E.B. DuBois' vision of an educated population of African Americans prepared to contribute to the citizenry, able to be successful in the workplace, and responsible in helping their community to succeed. The Talented Tenth program promotes academic success for all students, with a primary focus on African-American students at Norco College, through the program's learning community, club participation, and community outreach.
- **Rites to Thrive** Rites to Thrive is a pilot program intended to establish a community collaborative with African American ministries, community-based organizations, and industry partners. It brings youth within our local African American communities who have dropped out of high school or are in their final year of high school onto the college campus for six intensive Saturday sessions in order to help them discover their strengths and life purpose, and to envision college as an attainable goal. With an additional focus on career readiness, it also helps African American youth to be better prepared for future workforce opportunities.
- **CalWORKs** In 2010-2011, Norco College successfully developed a CalWORKs Program to serve and educate CalWORKs students and their families by providing education and career opportunities to promote self-sufficiency through educational attainment. In the program's first year, projected students served in the program were nearly three times greater than expected. In 2010-2011, Norco College's CalWORKs Program served 90 students. In Spring 2011, Norco College hired an Assistant Dean of CalWORKs and Special Funded Programs to provide leadership in the areas of CalWORKs and Outreach. In the first year, CalWORKs students were provided with educational support, work-study opportunities, and intrusive case management to promote persistence. Eight-five percent of Norco College's CalWORKs students were able to maintain program compliance with the county and 100% reported satisfaction with services received (33% response rate).
- **Former Foster Youth Initiative (FFYI)** Norco College is responding to the needs of our former foster youth. There are about 160 foster youth identified in the Corona/Norco area; and, as of Fall 2011, 18 former foster youth are enrolled at Norco College. Norco College is expanding service to foster youth by designating a full-time permanent location for an emancipation coach, a system for providing priority registration for foster youth, and a team dedicated to providing a support structure to assist former foster youth in achieving their educational goals and reaching self-sufficiency.

In Fall 2011, Norco College approved a revised integrated strategic planning model which included the formation of an Equity/Matriculation committee. The purpose of the Equity/Matriculation Committee is to lead innovative campus initiatives, projects, and services to support student access, equity, and success.

The purpose and values that drive the Equity/Matriculation Committee are evident in the Norco College Student Equity Plan and Matriculation Plan. This diverse group works collaboratively, enabling Norco College's community of faculty and staff to ensure that all students who attend the institution have the opportunity to achieve their educational goals in an environment that values who they are, where they come from, and what they aspire to become.

Status: This item is completed.

A.2

3. Review and, if necessary, revise the campus mission statement annually.

The last official revision to the Norco Campus mission statement was in 2008, prior to the campus having achieved accreditation status. Since then, the mission statement has been reviewed and affirmed by the Standard I subcommittee on a yearly basis. This Board-approved mission statement reflects a collaborative effort to express Norco's commitment to student learning and the community. The revised mission statement is posted throughout the campus and included in district and college publications. In the Fall 2011 Accreditation Survey, 87% of staff, 64% of associate faculty, and 95% of full-time faculty who completed the survey somewhat agreed or agreed strongly that they have read the college mission statement and understand it.

In Fall 2011, the Annual and Administrative Program Review Templates were revised to include the mission statement and goals of the Educational Master Plan. The Student Services Program Review Template includes a philosophy statement articulating how each area supports the mission of the college. Student Services Assessment Plans link each outcome with the college's strategic initiatives and department goals. In addition, a newly implemented Travel Guidelines and Procedures practice requires that all professional development requests include an explanation of how the activity supports the college mission. During a recent reorganization of the college strategic planning process, a new Institutional Strategic Planning Council (ISPC) was instituted. The purpose of the ISPC "is to ensure that all phases of planning and resource allocation at the college emanate from program review, have improvement of student learning as the highest priority, and are driven by the college mission and the educational master plan."

During the Fall 2011 Strategic Planning Co-Chairs Retreat, the college mission statement was reviewed and discussed. The co-chairs recommended that the mission statement be reviewed more formally by the ISPC on a yearly basis. During Fall, 2011, the newly formed ISPC began a review of the college mission statement. It will continue the review during the Spring 2012 term, eventually forwarding a recommendation for revision to the Committee of the Whole.

Status: This item is completed.

B.1

4. Continue to ensure that all decision-making is a collaborative, dialogue-driven process that involves all Norco Campus constituencies.

Collegial dialogue, inclusive of faculty, staff, students and administrators, is reflected in the membership of Norco College's strategic planning committee structures as well as in all shared governance structures. The strategic planning process underwent reorganization in Fall 2011. The process for undergoing reorganization was inclusive of the entire institution and ensured ample

time and opportunity for open dialogue, questions, and suggestions. The proposal for reorganization was discussed by the Enrollment Management Task Force (EMTF), a committee of faculty, staff, students, and administrators. As part of the reorganization, the EMTF was integrated into the Institutional Strategic Planning Council (ISPC), the college's primary strategic planning body; the reorganization plan was also reviewed by the Academic Senate, and by the Strategic Planning Co-Chairs Council. The plan was distributed to the entire institution via the Nor-all email exchange, and on September 27, 2011, it was ultimately approved in a unanimous vote of the Strategic Planning Committee "Big Meeting," a meeting of the entire institution. The reorganized Strategic Planning process includes a Town Hall meeting (recently renamed "Committee of the Whole"), designed to be a forum for the institution to review planning items that affect all constituents. Items will be brought to the Committee of the Whole meetings as either information items or for approval. In a recent Accreditation Survey, 48% of staff and 95% of full-time faculty who completed the survey agreed that they "participate in shared governance in the Norco Strategic Planning Committee." NC is hopeful that the reorganization of the strategic planning process will increase staff's sense of participation in shared governance.

Collaborative decision-making and inclusive dialogue occurs in the Curriculum Committee, Program Review Committee, Norco Assessment Committee, the Matriculation Committee, and the planning councils, as well as in department meetings, which are held monthly and serve as a means to discuss issues such as planning, scheduling, program review, and assessment. Most disciplines hold district-wide meetings regularly to discuss curricular and programmatic issues such as course revisions, assessment of student learning outcomes, and comprehensive program review. FLEX Day meetings, held biannually, provide updates on the budget, building projects, student services, and instructional issues. A State of the College Address is held in the fall as an opportunity for the president to share information and set the tone for the goals of the year. In addition, the president delivers a memorandum near the end of each spring term to explain the budgetary decisions that have been made in response to program reviews and other college needs. This memorandum serves to close the feedback loop to all college constituents at Norco College. Industry Advisory Councils, a president's Advisory Council, and a president's Community Advisory Group serve to provide the community with opportunities to give input, which in turn informs college programs and decisions.

Status: This item is completed.

5. Utilize specific, campus-based parameters for data collection from the district Office of Institutional Research.

This item was intended to address the lack of clarity as to which tasks related to data-collection would fall to the college and which tasks would be under the purview of the district. The subject of research needs and parameters for collecting data from the district office was discussed at a meeting on September 21, 2011 between the District Dean of Institutional Research and the Norco College Dean of Student Success. In this meeting the following decisions were made:

- Cyclical requests that involve MIS/Referential data will continue to be handled by district IR. These would include: program review data—instructional and student services

(furnished each term), ARCC (except for the narrative response which comes from college), CCSSE, and Equity Report (only the parts that require MIS data).

- Norco-specific data projects will continue to be handled by the office of the Dean of Student Success. These projects will include support for the assessment of SLOs, the Student Equity Report (the pilot projects or interventions that are designed to influence MIS data), and other Norco College-focused studies (e.g. accreditation surveys that NC has created, Educational Master Plan goals generated by NC, survey studies, the educational master plan dashboard indicators, etc.).
- A Human Subjects Review Committee was established at the college, comprised of faculty and led by the Dean of Student Success. To determine whether research requests are realistic, ethical, or involve risk to study participants, research requests are evaluated on an individual basis by this committee.

Status: This item is completed.

6. Explore means for effectively communicating information about institutional quality to the appropriate public constituencies.

Norco College communicates matters of quality assurance to state and federal agencies through the RCCD Offices of Institutional Research and Institutional Reporting. The RCCD Office of Institutional Research provides institutional data and analysis for program review and other purposes. The Office of Institutional Reporting (responsible for state and federal data reporting and enrollment management analysis) provides IPEDS data as well as other mandated assessment reports (e.g., VTEA administration and FERPA compliance) to the federal government on a systematic basis.

Specific institutional information that is collected and disseminated by the college and/or district includes the following:

Data on enrollment, number of graduates with AA degrees, number of students transferring to four-year institutions, students graduating with specific certificates, and headcount/ enrollment;

Data from student surveys of faculty teaching effectiveness;

Student surveys regarding class-scheduling preferences, strategic planning, and quality of student experience;

Community College Survey of Student Engagement (CCSSE) data;

Annual Instructional, Administrative, and Comprehensive program reviews that contain reports on outcomes assessment projects undertaken by disciplines;

Student Equity Plan data;

Gainful Employment data, posted on the Norco College website;

Fact Book data, published annually by the Office of Institutional Reporting, reports on various enrollment, economic, and demographic-related trends affecting the college and the district;

Norco-specific research studies related to student success efforts, SLO assessment, and Student Equity; and,

Grant-related demographic and outcomes data involving college-based research and reporting for its Annual Performance Report.

Status: This item is completed.

7. Periodic review of Norco's Educational Master Plan in order to evaluate the effectiveness of mechanisms for resource allocation on Norco Campus.

In Spring 2011, the college underwent a review of the Educational Master Plan (EMP) via the strategic planning subcommittees. Using a template as a guide, the subcommittees reviewed the mission, vision, core commitments, and goals, as well as the performance indicators, in order to determine continued relevance, identify necessary revisions, and affirm the EMP content. Those suggestions will be reflected in an update of the Strategic Plan to be completed in Spring 2012.

District-wide comprehensive instructional program reviews, conducted on a four-year cycle, and college-wide annual student services, instructional, and administrative unit program reviews, provide an opportunity for individual disciplines, student services programs, and administrative units to assess their resource needs. Annual instructional, administrative, and student services program reviews establish a direct linkage between planning and resource allocation. In Fall 2011, the Annual Instructional and Administrative Program Review Templates were revised to include the mission statement and goals of the Educational Master Plan. This revision requires resource requests to be linked to the support of a specific goal in the EMP. Mapping resource requests to the goals of the EMP in a manner that is embedded within the program review process further ensures that resource allocations are linked to planning and assessment. In addition, a recently implemented process called "Travel Guidelines and Procedures" requires that all professional development requests include an explanation of how the activity will support the college mission and/or the EMP.

The purpose statement of the ISPC indicates that it is intended to "ensure that all phases of planning and resource allocation at the college emanate from program review, have improvement of student learning as the highest priority, and are driven by the college mission and the educational master plan." In addition, SPC Policy 2010-01 was revised to ensure regular updates and reporting out at the Committee of the Whole on overall budget development occurring at the district and college levels.

On an annual basis, the Student Services Planning Council, the Academic Planning Council, and the Business & Facilities Planning Council (previously called the Administrative Planning Council) rank the requests for resources that have been identified in program reviews. The criteria employed by these planning councils in ranking identified needs are reviewed and revised annually. These

criteria include objects set forth in district and college strategic plans as well as service area and student learning outcomes. Since the district generally rolls over the college's budgets from the previous year, the requests found in program review documents are for items that are not covered in the general budget.

The prioritization lists developed by the Academic, Student Services and Business & Facilities Councils are forwarded to the ISPC through the strategic planning process and are acted upon by the ISPC in the form of a recommendation to the president regarding how resources should be allocated over the next fiscal year, including FTES allocations and any additional resources that become available. The ISPC also makes recommendations regarding institutional priorities which must be considered during times of budgetary shortfall. The president takes these priorities into consideration in making resource allocation decisions and provides feedback to the institution concerning the extent to which these decisions reflect the recommendations of the committee and support the EMP and overall mission of the college.

Status: This item is completed.

STANDARD II – STUDENT LEARNING PROGRAMS AND SERVICES

A.1.

8. Conduct additional analysis of campus, community, and regional educational needs and utilize the results of these studies to further refine the mix of programs and services offered.

In Spring 2010 and 2011, the Community College Survey of Student Engagement (CCSSE) was administered to 1120 and 960 students, respectively, in randomly selected classes. The CCSSE reports on five benchmarks in comparison to the national sample and these results were shared with the president and executive cabinet members. CCSSE data were also shared with faculty in a flex workshop and during a campus-wide Strategic Planning Committee meeting. At the same time, a locally developed student satisfaction survey was administered, which assessed students' perceptions of the importance (and frequency of use) of various campus resources, and campus climate for various student subpopulations. These data will be used for improvement.

In addition, an employer survey and an industry summit were conducted during 2010 in which community and regional needs were assessed and input was received regarding the needs of industry. College programs will continue to rely on input from industry experts.

Status: This item is ongoing.

9. Continue refining and assessing the effectiveness of SLOs for all courses, degrees, certificates, and programs.

Under the leadership of the Dean of Student Success, Norco College developed and implemented a plan to assess every course taught at the college between 2008 and 2010. The goal was to collect and use assessment data every semester for every section of every course. Some disciplines that

had a history of assessing courses collaboratively with their counterparts at Riverside and Moreno Valley (e.g., Reading, ESL, World Languages) continued to do so, but for the most part, individual instructors assessed course SLOs in their own sections during this period, typically using either learning gains surveys or pre / post testing methods. This approach to assessment had several advantages: it generated a lot of data, accustomed faculty to the work of assessment, and permitted the college to claim, fairly, that all its courses had been assessed. But it did not lead to easily identifiable areas of curricular, programmatic, or pedagogical improvement, probably because it required little in the way of collaboration. And attempting to assess every section each semester left little time for considering what to do with the data generated. Accordingly, when the Norco College assessment committee was formed in Fall, 2010, it determined to shift the focus away from section-based to course-based (and program-level) assessment and to encourage faculty to assess courses on a rotating basis so that they would have more time to consider and learn from the results. The shift in emphasis has led to more examples of collaborative assessment methods that can be, and have been, used for improvement. Many of these projects are detailed in the annual program review documents required of all disciplines.

An example is the English discipline's project to assess three General Education outcomes in its transfer-level course, English 1A, in Spring 2011. (English 1A is the only course that meets the written communications GE areas for transfer and AA degrees at RCCD, so it serves as a quasi-capstone course for the program. The GE outcomes also map clearly to course SLOs.) Sample late-term essays were gathered from each of the 14 sections of the course, and they were read against an analytic rubric by a group of eight full-time and four part-time English instructors in June, 2011. The results suggested that only half of the English 1A students demonstrated competency in critical thinking and information competency. It was apparent as well that the problem had more to do with pedagogy than with student performance: the essay topics assigned by many English instructors did not (in the judgment of their peers) call for critical thinking or information competency. To try to meliorate these problems, the English discipline instituted a new mentoring program that assigns a course lead person to each composition course (and thus to the associate faculty who teach it). Full- and part-time English faculty also met on September 9, 2011 to discuss course objectives, review sample assignments, and plan future meetings. The discipline is developing an English composition program handbook containing FAQs for each course, sample syllabi and assignments, etc. It plans another assessment of English 1A in spring 2012 to see if success rates improve as a result of these actions.

Efforts to assess programs and general education are addressed elsewhere in this document. To sum up, though: Norco College, led by its assessment committee, routinely refines its assessment methods and has already modified, in significant ways, the college's approach to assessment in an effort to ensure that meaningful assessment loops are being completed. Though the work of assessment is ongoing, processes and procedures are in place which will ensure continued effective assessment of courses, degrees, certificates, and programs.

Status: This item is completed.

10. Continue to identify, monitor, and test new technology that enhances or improves the quality of online or face-to-face instruction.

In Fall 2010, an outside consultant (PlanNet) conducted a District-wide, comprehensive IT Audit, which included institutional technology at Norco College. The review included physical infrastructure, voice and data networks, enterprise applications, audiovisual and instructional media, and other aspects of the District's technology assets. In their report, dated January 28, 2011, PlanNet identified strengths and weaknesses related to technology assets and procedures, and provided a "roadmap . . . intended to encompass technology purchases as well as sustainable design to ensure that the technology can be well supported going forward from an operational perspective." That roadmap featured extensive, prioritized recommendations for the District, including in the following areas specific to Norco College:

- Main Equipment Rooms
- Telecom Equipment Rooms
- Campus Communication

The Board of Trustees approved \$4,850,683 for replacement of end-of-life network hardware at the November 15, 2011 Board meeting. This allocation will replace all end-of-life network equipment at Norco College. The 2009 NC Technology Plan is currently due for revision. In response to the college's growing desire to provide increased leadership in facilitating its own technology needs, a new NC Technology Committee, led by the Dean of Technology and Learning Resources, is being launched as part of the strategic planning reorganization.

In the past year, a new management learning system was adopted by the district (Blackboard 9.1). The college has held a series of Norco-based workshops to support faculty in that transition, led by the trained faculty mentor, in addition to making use of district support from Open Campus. Since Summer 2010, faculty have been slowly transitioning to Blackboard 9.1, with the transition completed in Spring 2012.

In addition, funded through a Title V grant, faculty in Career Technical Education (CTE) fields are in the process of implementing eportfolios in many of their programs. Eportfolios are being used to enhance student job placement and as a repository for work that employers will potentially be able to view. CTE faculty are also developing a way to measure PLOs through the use of eportfolios.

Status: This item is in process.

11. Continue to measure student achievement of program-level SLOs for those programs active on the Norco Campus.

When RCCD began systematic efforts to assess student learning outcomes in 2001, it decided to focus on classrooms and courses, primarily as a way of ensuring that all faculty would learn the value and methodology of assessment. RCCD also wanted to ensure that assessment loops were completed: that is, that data about student learning were not simply generated but used for

improvement. The district, and therefore Norco College, has therefore come somewhat belatedly to program-level assessment. As of Fall, 2011, all CTE programs and all A.A. / A. S majors have defined program learning outcomes (PLOs). CTE program-level assessment has been a particular focus of the college's assessment effort since 2010. All CTE programs have completed a process of mapping and aligning its course SLOs to its PLOs. In addition, the college participates in a district effort to have students who complete CTE programs evaluate the extent to which they believe they have achieved the PLOs for the course. CTE faculty are also engaged in various methods to assess program-level outcomes directly. One example is through the use of electronic portfolios (eportfolios), which have been required of gaming students and recommended for all business students partly as a way of demonstrating their program-level competencies.

With the non-CTE majors, Norco College is instituting a new procedure effective spring, 2012 to ask students upon application for a degree to evaluate the extent to which they believe they have achieved the learning outcomes for the program. Other approaches to program-level assessment are being considered for implementation by the Norco Assessment Committee.

Status: This item is ongoing.

12. Continue to develop assessment tools and procedures for programs and disciplines and use the results of these assessments to make improvements to courses and programs with the goal of conducting SLO assessments in 100 percent of course offerings by 2009-2010.

While some of these plans have been addressed elsewhere, the specific goal of having all courses assessed has been reached. In order to achieve the goal, the College directed individual faculty to generate assessment data about each of their course sections during this period. These data were submitted to the Office of Student Success, which assisted in the process of coding and analyzing data in some instances. But for a variety of reasons, this model of section-based assessment has been replaced by a new approach to course-level assessment that encourages faculty to generate and interpret their own data about courses (not simply sections) in a collaborative manner, and to stretch out assessment cycles beyond a single semester so that more time can be used to analyze data and see how to use them for improvement.

Status: This item is completed.

13. Conduct additional assessment-activities and SLOs training at the Norco Campus.

In the period between Fall 2009 and Spring 2011, the Norco College faculty development coordinator scheduled a number of workshops devoted to outcomes assessment. In 2009 – 2010, while the college was working to ensure every instructor developed and implemented a section-focused assessment project each semester, the RCCD assessment coordinator and the Dean of Student Success held workshops on the use of self-reported learning gains surveys, pre/post

testing, and other section-based assessment techniques. In 2010 – 2011, the focus of the college shifted to collaborative, course-focused assessment techniques, and workshops on these assessment methods were also scheduled. A particular focus of faculty development in the past year has been general education, particularly efforts to close the assessment loop on such GE outcomes as written expression and critical thinking. District and college efforts to assess GE have pointed to deficiencies in these two outcomes in particular; both have been targeted in various ways in flex workshops conducted by faculty members.

As noted elsewhere, program-level assessment training for CTE faculty has been ongoing, with particular attention paid to it at CTE retreats in February and October, 2011.

The Norco Assessment Committee has concluded that, after 11 years of workshops, presentations, breakout sessions, and PowerPoint lectures devoted to outcomes assessment, training is now conducted best in smaller group settings, often with one or two faculty members in a particular discipline or program working with the Dean of Student Success and the Norco College Assessment Coordinator. In September-October 2011 alone, upwards of 20 such sessions took place. This approach to training will continue in the future.

Status: This item is completed.

A.2.

<p>14. Design and conduct surveys of employers in an effort to determine their level of satisfaction with graduates of career/technical education programs.</p>
--

In the 2011 revision of the “Riverside Community College District New or Revised Program Development Process,” the Office of Institutional Research is designated as having the responsibility to provide data on labor market needs and trends when a new CTE program is in the first phase of development. In addition, the faculty originator of an academic program is required to assemble information on comparable programs at other community colleges or the CSU or UC campuses, focusing on lower division requirements. Also, community advisory groups are required by the state chancellor’s office as part of the CTE program development process. Basically their purpose is to provide advice and recommendations for curriculum, career guidance and placement, facilities and funding, and staffing.

Recent examples of use of data from community advisory groups and local industry are the CTE employer survey project and the industry summit, both held during Spring 2011. The CTE employer survey was conducted for two weeks during March 2011 via phone interviews. Interviews were conducted with 85 employers, and they talked about the challenges and best practices for finding qualified job candidates, the importance of new skills and technologies, and their sense of emerging occupations. The industry summit was conducted on May 6, 2011, and Norco College faculty and local industry leaders came together to discuss specific questions regarding the industry, future trends, and workforce preparedness.

Numerous procedures and methods have been established for seeking employer and industry input. These procedures will continue to be implemented with new and existing career technical programs.

Status: This item is completed.

15. Continue to monitor the annual program review updates for disciplines and non-instructional programs. Use the information from these updates to improve programs and services for students.

For the academic years 2009-2010, district-wide comprehensive program review at the discipline level has continued, with annual program review updates done at each college. Norco College has a well-defined process in which information from annual program reviews is used by its three councils—Academic Planning Council, Business and Facilities Planning Council, and Student Services Planning Council—to rank faculty, staff, and equipment requests for the various programs at the college. These lists, which drive college-wide decisions made in the allocation of resources, are forwarded to the ISPC and the Committee of the Whole for approval before being forwarded to the president.

To ensure that units responsible for annual program review were able to complete a useful document, the Program Review and Assessment Committees work jointly to hold trainings throughout the year.

In Spring 2010, the District Program Review Committee revised the Annual Program Review (APR) template and each college adapted the template to that college's planning process needs. Norco College restored to the APR template a series of questions having to do with the discipline's work in assessing learning outcomes. The Norco Academic Senate approved the revised Norco template in Spring 2010 for use in the academic year 2010-2011. At the same time, the District Program Review Committee was working on a recommendation for a transition to a college-based program review committee. This plan was presented to the Norco Senate in the Fall 2010. As a result of the transition plan the Norco Program Review Committee was formed as a standing committee of the Norco Academic Senate in Spring 2011 and held its first meeting that same term.

During 2011, the assessment committee, academic senate, program review committee, and vice-presidents for student services and academic affairs worked on revising the annual program review template and designed rubrics for evaluating program reviews documents which will become effective for use in the 2011-2012 academic year. The primary goals for the revision were to provide a clearer link to the Norco Educational Master Plan and to support the use of APR in Norco's strategic planning process. The revised template was adopted by the Academic Senate in fall 2011 and will be used for the 2011-2012 academic year.

All changes in the APR template have been driven by the continued monitoring of the process and dialogue about its effectiveness.

The newly established Norco Program Review committee includes Norco members from the District Program review committee. In Fall 2011, the committee has been focused on establishing

a rubric and procedure for ensuring that APRs can be used to inform decisions about programs in a way that improves student learning. The charge for creating such a rubric grew out of discussions in the summer and fall of 2011 as an ad hoc Program Review Emergency Committee reviewed the previous year's APRs and saw room for improvement. On the recommendation of that committee, in consultation with the Program Review Committee, the NAS approved a new timeline for program review that will provide programs to submit, revise, and re-submit programs after they have been reviewed by the Norco Program Review committee.

Status: This item is ongoing.

16. Continue to use data from the Office of Institutional Research and information provided by faculty, staff, and community advisory groups to further define and develop those new programs most needed by the communities served by the Norco Campus.

In addition to what was stated in section 14, the college also relied heavily on data provided by the Office of Institutional Research and input from community and industry advisory groups in writing three recently awarded federal grants in career technical fields. A \$2.8 million Title V—Hispanic Serving Institutions "El Portal a tu Futuro: Portal to Your Future" 5-Year Grant will expand the college's degree programs in Game Art, Game Design, Game Programming, and Game Audio. The \$3.8 million Title V—HSI "Habilida des Unidos" Trans-disciplinary Cooperation for Academic and Career Success" 5-Year Grant is a cooperative grant with California State University, San Bernardino, to establish 2+2 articulated programs in New Media Digital Art, Commercial Music/Music Technology, Game Development/Motion Graphics, and Mobile Applications. Lastly, the college was recently awarded a \$3.5 million National Science Foundation grant designating Norco College as a National Center for Supply Chain Technology

Status: This item is completed.

17. Continue comprehensive program review and assessment of disciplines, career/transfer certificate and degree programs, and student support programs and engage in annual program review updates to provide input into campus master planning.

For degree programs, during the academic years 2009-2010 and 2010-2011, comprehensive program review and assessment across the disciplines has continued. After the accreditation of the Norco campus as a separate college and the decentralization of the Assessment and Program Review Committees, the District Academic Senate recommended that the District Program Review Committee explore focusing on a college-based annual program review, with periodic comprehensive updates in which curriculum is coordinated in order to preserve the Board of Trustees (BOT) mandate to maintain a common core curriculum, district-wide.

All comprehensive program reviews include evidence of district-wide dialogue on curriculum, but for 2010-2011, all comprehensive program reviews that involved Norco College programs also include a separate element that addresses program review issues specific to the college. The District Institutional Research office has continued to provide data to the disciplines involved in program review. Assessment support has come from both the office of the Dean of Student Success and District Institutional Research.

In addition to each discipline's program review, the Associate Dean, Career & Technical Education does an administrative program review for the CTE area in general (including Employment Placement), just as all Administrative Units do. All Program Reviews are posted on the internet.

Following each annual program review cycle, the Student Services Planning Council (SSPC) conducts a debrief session to gather feedback from the participants to enhance the student services program review template, assessment plan matrix, and prioritization process. All 16 Student Services areas are required to complete annual program reviews. In response to SSPC participant feedback, enhancements were made to the program review template. Student Services Program Reviews now contain three sections: (1) Area Overview; (2) Assessing Outcomes; and (3) Needs Assessment. The *Area Overview* includes the area's mission, philosophy statement, summary, strengths, and students served. The *Assessing Outcomes* section includes: (1) a snapshot of the prior year's objectives and assessment plan along with a description of how the area used their outcome data for programmatic modifications; (2) the current year's objectives and assessment plan; and (3) a detailed description of the assessment plan findings, data analysis, and improvement recommendations. The *Needs Assessment* section includes current staffing levels, a five-year staffing profile with projected staffing needs, improvement areas, and staffing and resource needs tables. As the documents are finalized, the program reviews are posted on the intranet on the Norco Student Services Planning Council webpage within the 10-11 Program Review Documents folder. During the September 2011 SSPC meeting, the council members voted (8-1) to revise the SSPC ranking criteria.

Dialogue on assessment and program review takes place at monthly Student Services staff meetings. Staff meetings feature program outcome spotlight sessions to share Annual Student Services program review and outcomes assessment. The collective feedback from regular staff meetings is used to implement changes for continuous improvement of programs and services in addition to ensuring proficiency is met for assessing outcomes by 2012. Robust processes exist to ensure that assessment will continue to be integrated into annual program reviews across all areas of the institution.

Status: This item is completed.

A.3.

18. Review general education requirements, continue campus-wide dialogue, and participate in district-wide dialogue regarding possible revision/update of the General Education majors.

In Spring, 2011, the District Academic Senate formed a General Education Workgroup, with representation from every college, to review the General Education SLOs, which had been first

developed and approved in 2006. The existing GE outcomes defined six broad competency areas for GE, with 25 sub-competencies within those areas. After working to assess the outcomes since the Board of Trustees approved them in 2006, it became apparent that some of the sub-competencies overlapped with each other, others were not assessable, and the list of outcomes as a whole was too cumbersome. The Workgroup has tentatively reduced the GE outcomes to four broad areas of learning: critical thinking (which will include information competency), communication, range of knowledge, and global awareness/personal development. The Workgroup expects to have a draft of the new list of outcomes ready for senate and board approval during the Spring 2012 term. Each of the outcome areas will have narratives that explain what RCCD means by the particular learning area.

Through various assessment measures conducted on the GE program in recent years, including mapping course SLOs to GE SLOs, the college discovered that the present course distribution list for general education does not ensure that all RCCD students completing the program achieve every outcome. The Workgroup is therefore planning to make recommendations to the District Academic Senate about modifications in the GE program itself. One possibility is to move away from a traditional course distribution list altogether, with course requirements and electives instead aligned more clearly with the outcomes themselves. Additional course requirements (where there are presently only electives) in such areas as speech communications, computer / information science, etc. are also possible. The task of modifying the existing GE program and outcomes will also be taking into account ACCJC and Title 5 standards regarding general education, as well as the CSU and UC GE expectations, the latter to ensure that students completing the RCCD GE program do not have to take courses that do not count toward possible CSU or UC requirements.

Status: This item is ongoing.

A.5.

<p>19. Conduct employer surveys to assess the satisfaction of area employers with the performance of graduates of certificate and career/technical degree programs.</p>
--

Eighty-five Norco area firms participated in an executive interview to assess the satisfaction of area employers with the performance of graduates of certificate and career/technical degree programs. Interviews were conducted by telephone from March 14 through 29, 2011 and averaged 20 minutes in length. To be eligible to participate, firms had to be located in the Norco area, have at least five employees at their location, and be in one of the 16 industries identified by Norco College as best served by their CTE program offerings. Firms called and invited to participate in the study were chosen at random from a database of 5,208 employers meeting these criteria. The goal was to complete five interviews per industry. With the exception of the web development (two interviews) and desktop publishing (four interviews) industries, a minimum of five interviews were completed among each of the other 14 industries (85 total interviews were conducted). Prior to administering the telephone surveys, the interview questions were reviewed and improved using suggestions from the Student Success office, the Title V office, RCCD's Institutional Research, and RCCD's Office of Economic Development. The preliminary Top Lines as well as the

final results were shared with those same entities.

This assessment resulted in a more recent snapshot of the local employers in the area, their demographics, projected hiring needs, etc. It confirmed slow but consistent hiring projections among local firms. Of pertinent note is the lack of online recruitment aids used by local employers (such as newspapers, Monster.com, or LinkedIn). The overwhelming majority of local employers hire based upon networking, referrals, and the connection of friends. Over 42 percent of employers reported at least some difficulty finding qualified applicants despite record unemployment in the region. Forty-three percent of these firms with difficulty finding qualified, well-trained job applicants reported that the obstacles were related to applicants lacking experience, skills, knowledge, or qualifications. This presents a strong opportunity for Norco College to provide a valuable service to its local employer base, by providing targeted skill training based on employers' needs.

Nearly 2/3 of the respondents (62 percent) were aware that the Riverside Community College District had recently split into three separate colleges. However, just less than ten percent of firms had ever partnered or worked with a California Community College.

Status: This item is completed.

20. Develop mechanisms for tracking job placement of program graduates.

Norco College partnered with Moreno Valley College and Riverside City College to administer a telephone survey to recent Career & Technical Education program completers (certificate and degree) to track the job placement status with the CTE education they received. Funded by a Carl Perkins mini-grant, RCCD's Institutional Research department conducted 670 telephone interviews during the months of February and April 2011 (A total of 729 interviews were conducted, but only 670 answered all questions). Students who graduated from RCCD with an award or certificate in a Career-Technical Education field in the previous three years were included in the sample. Results from this statistically significant sample showed the colleges that most respondents (66%) in the sample were currently employed full-time. Only 4% of the sample reported they were unemployed and not seeking employment. Additionally, almost three out of four respondents (73%) reported being employed in a job related to their degree.

Status: This item is ongoing.

B.1.

21. All student services areas will demonstrate complete, ongoing cycles of assessment by 2010-2011.

Student Services participates in on-going cycles of assessment. In 16 student services areas, 71 outcomes were measured in 2010-2011. All Student Services areas (100%) achieved the goal of

measuring at least three outcomes in 2010-2011. Fifteen of our 16 areas, or 94%, had one or more Student/Staff Learning Outcome (SLO). Overall, among 16 service areas, there were 19 general Service Area Outcomes (SAO's), 11 satisfaction surveys (SAO's), 16 SLO's using direct learning measurement, 11 SLO's using indirect learning measurements, and 14 SLO's using student success measures (retention/persistence/GPA/good academic standing/etc.). The following is a breakdown by service area.

NSSV Department	SAO		SLO			SLO Y/N
	General	Satisfaction Survey	Indirect	Direct	Student Success Measure	
Admissions & Records	2		2	1		Y
Assessment Center		3	1	1		Y
CalWORKs	1	2			1	Y
Career/Transfer/Job Placement	2	2		1		Y
Counseling	2				1	Y
DRC	1	1	1	2		Y
EOPS/CARE		1	1	2	2	Y
Health Services			1	2		Y
Matriculation	1			2		Y
Outreach	2	1	1			Y
Puente Program			1		5	Y
Student Activities			1	3		Y
Student Employment	3					N
Student Financial Services	3		1			Y
TRiO Programs (UB/SSS)	1			2	5	Y
Veterans	1	1	1			Y
TOTALS-71outcomes/16area	19	11	11	16	14	94%

Student Service's two primary assessment objectives for 2011-2012 are to achieve proficiency and/or sustainable continuous quality improvement in all areas and, where appropriate, change

our indirect learning outcomes to direct learning outcomes. Indirect learning measures are applicable in driving programmatic decisions for some areas of student services programs as students' perceptions of their learning and/or understanding of a process or service are important. On-going cycles of assessment are integrated meaningfully throughout Student Services.

Status: This item is completed.

B.3.

22. Submit final project proposal for Center for Health, Wellness and Kinesiology to provide facilities for expansion of athletic programs.

The California Community College Chancellor's Office requires each Community College District to submit annually a Five-Year Capital Construction Plan, proposed Initial Project Proposals (IPPs), and Final Project Proposals (FPPs) for review and consideration, once each District's Board of Trustees has considered and approved the plans and proposals. On June 21, 2011, Norco College and the district provided for the Board's review and approval the RCCD 2013-2017 Five-Year Capital Construction Plan, including the Norco College Center for Human Performance and Kinesiology (Phase I), the Visual and Performing Arts Center, and the Center for Human Performance and Kinesiology (Phase II). Also in June 2011, the Final Project Proposal for the Center for Human Performance and Kinesiology (Phase I) was submitted to the state as well as Initial Project Proposals for the other two buildings.

Status: This item is completed.

23. Provide expanded meeting and workspace with the opening of the Student Success Center in fall 2010.

In September 2010, Norco College unveiled its new Student Success Center, located adjacent to the college library and amphitheater.

The building—with store-front offices including an expanded Career Center, Disabled Resource Center (DRC), Extended Opportunities Programs and Services EOPS, and Cal Works Department—has become the center of activity for Norco College. A balcony loft provides additional student gathering space as well as a viewing area for the four-paneled plasma screen that features educational, sports, and entertainment programming.

Other features of the building include a state-of-the-art Faculty Innovation Center, conference facilities, and a formal digitally-equipped seminar room seating 120 guests for Board of Trustees meetings, workshops, and other gatherings. The addition of this space has mitigated the temporary loss of workspace and meeting spaces due to the secondary effects project that involves the remodeling the first five campus buildings.

Status: This item is completed.

24. Pursue additional counseling staff to reduce the campus's student-to-counselor ratio.

During Fall 2010, the counseling department functioned with three full-time counselors while the college had an enrollment of about 10,000 students. In Fall 2010, funding was approved for the hiring of two replacement full-time counseling positions. One replacement was for a counselor who retired in June 2010; the other was for a counselor who was placed on permanent medical leave effective April 2009. The two replacement counselors began in Spring 2011. -Some counselors have assignments in which part of their time is devoted to general counseling and the remainder of their time is dedicated to a specialized program. For example, one counselor is assigned at .50 for the Puente program, one counselor is assigned .20 for articulation, one counselor is assigned .20 for instruction, one counselor is assigned .25 for instruction and advisement for the T3P Program, and one counselor is assigned .12 for assistant chair duties.

Additional permanent part-time counseling staff was also added as replacements for eliminated part-time hourly positions. Two permanent part-time receptionist positions now add support to the already existing two permanent counseling clerk positions.

In addition to general counseling available through Norco Counseling, specific student populations receive counseling services through varied grant-funded and state mandated programs. The Disability Resource Center (DRC/DSPS) employs a full-time counseling position. Since 2010-2011, EOPS/CARE, Student Support Services (SSS), and SSS-resources to Increase Student Excellence (RISE) programs have also employed adjunct counselors, permanent part-time educational advisors, and clerks to provide academic and supportive services to students.

While the student-to-counselor ratio is less than optimal, this staffing need is addressed in Student Service's integrated strategic planning process. Staffing needs in all areas are addressed in one or more planning councils. Counseling faculty positions are ranked along with all other faculty positions in the Academic Planning Council. Non-faculty counseling and educational advising staffing needs are ranked in the Student Services Planning Council. As a result of these institutional processes, this planning agenda item is no longer needed.

Status: This item is completed.

B.4.

25. Continue to make improvements to Student Services programs based on the results of student learning and service area outcome assessments.

Review of the SLO and SAO components related to Student Services is an ongoing process. The Student Service Planning Council evaluates established outcome assessments annually and based on this review makes recommendations for improvements for the following academic year. All Student Services areas evaluate prior year's assessment plans and are asked to describe for each SLO and SAO the way in which they used outcome data for programmatic modifications. This

evaluation is found on the template and in each area's program review under Section II.1 in "Assessing Outcomes: Report on 2009-2010 Assessment Plan and Objectives for Student Services Area."

Status: This item is completed.

C.1

26. Convene design team and prepare building layout for integrated student learning support center to be located on the ground floor of the library building.

A design team consisting of various Learning Resource Center (LRC) stakeholders was convened during 2009. Among these were reading, English, foreign language, and CIS faculty as well as the lab coordinators, tutorial staff and administrators whose offices were designated to be moved to the new facility. Stakeholders reviewed plans and gave input to the location of work stations, furniture, and technology needs. The LRC opened as planned in Fall 2011, staffed with two Learning Center Assistants, a Computer Lab Aide, Tutorial Services Technician, and an Assessment Specialist. In addition, faculty Lab coordinators and English, math, and CIS instructors are on duty throughout the hours of operation. Currently, lab coordinators and LRC staff continue to meet to discuss the layout of work stations, technology, and best practices for using the space. A recent LRC Retreat resulted in a plan for increasing the number of computer work stations in the space and addressed needed changes in the assigned areas of use for the English and math disciplines

Status: This item is completed.

27. Expand space available for library services with the relocation of IMC to the Norco Operations Center.

The relocation of the Instructional Media Center from the library to the Norco Operations Center will restore four rooms to the library for their originally-intended purpose as student study space. Currently, the college's Measure C monies are being analyzed to determine the available funds for the project. The project, slated to begin construction in spring 2012, was delayed; however, costs are now being updated to reflect changes in construction and materials. Bids for this project are expected to be awarded in February 2012.

Status: This item is in process.

C.2.

28. Continue to facilitate the development of a Norco Learning Resource Center for WRC, computer and math labs, and Tutorial Center.

In Fall 2011, this space successfully opened for use. Monthly meetings including the LRC Faculty Lab Coordinators, Dean of Instruction, Vice President of Academic Affairs, and Dean of Technology

and Learning Resources continue to meet to discuss the plan for space utilization. A workshop was held for the CI Track software used to log student lab hours in the LRC. An LRC Retreat focusing on strategies to maximize student usage of the lab and expectations of tutors, staff, and lab instructors was also held on October 7, 2011 from 2-5 pm. The facilitation, operation, and improvement of the LRC will continue to be an ongoing process at Norco College.

Status: This item is in process.

29. Conduct assessment of math and CIS labs, Writing and Reading Center, and Tutorial Center based on identified student learning outcomes.

Because of the recent relocation of the math and CIS Labs, Writing and Reading Center, and Tutorial Services to the new Learning Resource Center (LRC), as well as the recent hiring of a new Dean of Student Success, the assessment of the learning labs and Tutorial Services has not taken place at the time of this writing. However, the newly appointed Dean of Student Success, the Dean of Technology and Learning Resources, and the LRC coordinators are collaborating to develop and implement a plan to assess learning in the LRC.

Status: This item is in process.

STANARD III - RESOURCES

A.2.

30. Human Resources Norco Campus, the NSPC, NAPC, and administration will continue to review the needs of the campus's growing and changing student population in order to best determine the campus's future staffing needs.

Annual instructional, student services, and administrative program reviews identify college staffing needs. Staffing requests are ranked and prioritized by one of three planning councils—Students Services, Business and Facilities, and Academic—based upon established criteria that are relevant to and developed by the respective councils. Staff are among the members of the Business and Facilities Planning Council and participate in the ranking of staffing requests. Staff also participate in other shared governance committees college-wide, such as the ISPC, Student Services Planning Council, and Grants Advisory Committee. The President and Vice President of Student Services hold standing meetings with CSEA representatives in order to ensure that the needs of staff are responded to in a timely manner. Staff retreats, which include all staff within the institution, are held annually. Workshops and training opportunities are open to all staff members and they are encouraged to attend as their work schedules permit.

The district Office of Institutional Reporting produces an annual Fact Book identifying the demographics of students in the college's service area as well as the demographics of its faculty

and staff. Posted on the district website, the data reveal the diversity of faculty and staff and are referred to by faculty who are participating in hiring committees. In Fall 2010, the district office of Diversity and Human Resources (DHR) assigned a Human Resource Specialist to each of the three colleges. The Human Resource Specialist is at the college two days a week and is available to respond to employee questions, guide hiring practices, and facilitate effective employee evaluation processes. DHR has also established an Equity Monitors Program which trains staff, faculty and administrators in recognizing implicit bias and cognitive errors that may limit diversity in hiring. Once trained, the Equity Monitors serve on hiring committees to ensure that “due consideration of diversity” is maintained.

The DHR office also maintains an Equal Employment Opportunity Advisory (EEOA) Committee at each college. The EEOA committee assists in promoting an understanding of nondiscriminatory and equal opportunity policies and procedures. The committee may recommend events, trainings, or other activities that promote equal opportunity, nondiscrimination, retention of employees, and diversity. The EEOA is also the body that reviews the internal in-house promotion to interim appointments.

In addition, Norco Legacy, Norco College’s diversity committee, was developed in response to the 2009 District Diversity Initiative, with individuals from all areas of the institution representing a unique and valuable voice in the college’s diversity committee. The Diversity Initiative established processes at both the campus and district levels for the planning, program development, and communication necessary to ensure a commitment to diversity. Each April, Norco College participates in a Diversity Awareness Campaign designed to stimulate thought and discussion around diversity-related issues. Each semester, Norco Legacy hosts numerous teaching and learning events, exploring topics related to race, socioeconomic class, gender and sexual orientation, disability, and religion.

Status: This item is completed.

B.1.

<p>31. Continue to implement and evaluate processes and procedures for successful campus-based planning that is integrated with district strategic planning.</p>

The Norco College Business and Facilities Planning Council is now tasked with assessing proposed projects and their relevance to the Educational Master Plan and Long Range Facilities Master Plan. Proposals for capital development improvements endorsed by the Norco ISPC and the COTW are forwarded for further review to the District SPC. Annual surveys are used to evaluate the success of the planning process and procedures. These instruments include the annual Survey of Effectiveness of the Planning Councils: Academic Planning Council, Administrative Planning Council and Student Services Planning Council conducted in November each year. Additionally the Survey of the Strategic Planning Committee membership is administered at the final Norco SPC meeting

to determine members' degree of satisfaction with planning, processes, and procedures. The results are analyzed and shared with the Norco SPC membership in a later meeting.

District and college strategic planning are integrated via the District Strategic Planning Committee (DSPC). The DSPC membership is composed of representatives from each of the colleges and includes in its membership the college academic senate presidents and co-chairs of the college strategic planning committees. College initiatives that may have impact on district resources are vetted by the DSPC to ensure that resources are allocated fairly, district-wide, and that college planning aligns with the overall mission of the district.

Status: This item is completed.

32. Continue to implement the Educational and Facilities Master Plans for the Norco Campus.

The Industrial Technology Building was completed in August 2009, adding an Environmental Science classroom, Advanced CAD labs, Advanced Drafting, Gaming labs, and numerous smart classrooms. The Center for Student Success opened in 2010. With a fully equipped kitchen and food service facility, open seating for students, and offices for EOPS, the Disabled Resource Center, CalWORKS, Career and Job Placement Center, a Faculty Innovation Center, Student Employment Services, and a state-of-the-art conference center, this facility provides service and learning opportunities for students, staff, and faculty.

Recently, the college concluded Phase I of its secondary effects projects, which included the redesign of the lower floor of the library building into an integrated Learning Resource Center (LRC). The LRC provides a one-stop-shop for tutoring assistance, assessment/placement services, and a learning lab facility with computer stations and study carrels for group work. In addition to the LRC, a new foreign language lab, long-term storage for library materials, and a new Health Services office were included in the building project. Phase II renovations also included repurposing the old Corral (a food service facility) to become a new College Resource Center and mailroom area.

Currently, the college is in the midst of Phase II of its secondary effects project. The Student Services Building is closed and its occupants have been temporarily relocated. Offices for Admissions and Records, Cashier services, counseling, transfer, matriculation, veterans, and financial aid, as well as offices for the Business and Facilities, academic affairs, and the president are all being renovated. Included in Phase II construction in the Science and Technology building is the creation of an art gallery, fully equipped for exhibitions in digital media as well as traditional fine arts. Music practice rooms, a new microbiology laboratory, and remodeled anatomy and biology laboratories will provide expansion of commercial music programs and increased science offerings in conjunction with the college's recently awarded \$4.3 million HSI STEM grant. The grant is designed to facilitate a rigorous, culturally responsive pre-engineering associate degree for direct transfer, along with four Career & Technical Education pre-engineering certificate/degree options.

In the spring, the final phase of projects will begin with the Humanities building being equipped with a new organic chemistry laboratory and remodeled physics and chemistry laboratories.

Status: This item is completed.

33. Continue to build out the campus to meet student and staff requirements as enrollments increase and program offerings evolve.

The Final Project Proposal for the Center for Human Performance and Kinesiology (Phase I) has been submitted. The District is in the process of hiring an architectural firm to complete the Final Project Proposal of the Visual and Performing Arts Center for submission by June 2012. The Center for Human Performance and Kinesiology (Phase II) remains on the Five-Year Construction Plan as part of the campus build-out.

Status: This item is in process.

B.2.

34. Continue to evaluate the effectiveness of the strategic planning process for informing facilities planning at the local level.

As part of its strategic planning processes and procedures, Norco College regularly administers an institution-wide Accreditation Survey to evaluate perceptions of planning processes, which include program review, assessment, resource allocation, and the use of physical spaces. The Academic Planning Council, Student Services Planning Council, and Business and Facilities Planning Council (previously the Administrative Planning Council) each uses its own specific rubric for ranking and prioritizing program review requests, including facilities, staffing, and equipment and technology requests. A Business and Facilities Planning Council and a newly established Technology Committee also ensure that facilities and technology-related matters are vetted through strategic planning. Though strategic planning is an on-going activity of the institution, the procedures identified above are in place to evaluate the strategic planning process itself in order to ensure that it continues to effectively meet the needs of future planning.

Status: This item is completed.

35. Proceed with the implementation of a mid-range financial plan that includes cost estimates for required staffing, equipment, and services to support program development and/or maintenance of new capital facilities.

As the primary strategic planning body, the Institutional Strategic Planning Council (ISPC) was tasked with leading the effort of prioritizing programs and services that are core to the mission of the college. The process included an analysis of strengths, weaknesses, opportunities, and threats, as well as a review of the college mission, vision, and core commitments, and a prioritization of

institutional functions. Though the process began in the ISPC, it was carried on throughout the institution, and was also implemented in the Committee of the Whole (COTW). Following the identification of the college's core and less primary programs and services, a mid-range financial plan will be developed by the Vice President, Business and Facilities and vetted by the Executive Cabinet of the president.

Status: This item is completed.

36. Continue to implement the Norco Campus Educational and Facilities Master Plan.

The College Educational and Facilities Master Plans continue to be implemented, as evidenced by completed and continuing building projects as well as the robust strategic planning processes referenced in previous agenda items. In addition, during Spring 2011, subcommittees began the process of reviewing and suggesting revisions to the Educational Master Plan. That process is continuing in the ISPC and Business and Facilities Planning Council throughout 2011-2012. During Spring 2011 term, the existing strategic planning sub-committees began reviewing the Educational Master Plan, using a template to guide their input. Subcommittees reviewed the core commitments, mission, value statements, key predictors of success, and institutional goals. In Fall 2011, the work continued with a reorganization of the strategic planning process, and a review of the college's strategic planning document, in light of the feedback provided by the subcommittees in the previous term. The work of revising and updating the strategic plan will be completed by June 30, 2012.

Status: This item is in process.

C.1.

37. The Norco Technology Resources Subcommittee will continue to engage in dialogue about technology standards and processes in order to maintain a guideline for future technology upgrades and purchases.

A 2009 college Technology Plan facilitated increased planning for technology needs; however, in order to provide heightened leadership and a renewed focus on specific technology needs, a Technology Committee, to be led by the Dean of Technology and Learning Resources, is being formed as part of the new strategic planning reorganization. Co-chaired by an administrator and faculty member, the Technology Committee will provide "recommendations for the strategic direction and implementation of technology resources used to support student learning programs and services to improve institutional effectiveness."

Status: This item is in process.

38. Maintain systematic, scheduled evaluation and replacement processes and protocols to meet institutional technology needs.

A district technology audit was completed and presented to the Board of Trustees in January, 2011, reviewing all aspects of technology, including network infrastructure, wireless capability, network security, voice systems, Datatel, WebAdvisor, Open Campus, Galaxy, SharePoint, Resource 25, and a host of other technology-related support systems. The audit identified a need for the college to expand the Network Operations Center (NOC), which according to the Master Plan is an essential component for further growth and expansion. Although the timeline for completing the NOC has been extended, the bid process should be completed by February 2012. The audit also noted that networking equipment district-wide is at or beyond its useful life.

In response to the audit findings, the Board of Trustees approved \$4,850,683 for replacement of end-of-life network hardware at the November 15, 2011 Board meeting. This allocation will replace all end-of-life network equipment at Norco College. In the interest of Norco College facilitating its own technology needs, a new Technology Committee, led by the Dean of Technology and Learning Resources, is being launched as part of the strategic planning reorganization.

Status: This item is in process.

39. Continue to employ total-cost-of-ownership principles to decisions pertaining to technology acquisition.

Total cost of ownership (TOC) includes software, electrical, floor space, maintenance, and support, among other things. TOC is the cost of acquiring and operating a system, including amortized replacement costs. Applying total-cost-of-ownership principles is done in collaboration with the district. The offices of Microcomputer Support Services and Information Services are district functions, but collaboration between the college and the district occurs to ensure the college's technology needs are fully communicated.

The district has designated bond funds to address the needs for updating the college's technology infrastructure, and the college will continue to facilitate its own long-term technology planning via a new Technology Committee, which will integrate technology planning into the overall strategic planning process.

Status: This item is in process.

40. Continue to perform annual review of technology evaluation and replacement processes and protocols to meet institutional technology needs.

Technology resource needs are identified in program review documents (completed by all college units), which in turn are included in the ranking and prioritization process, which is part of the fabric of the college strategic planning process. Technology needs are also indicated in strategic planning surveys. The Fall 2011 Accreditation Survey reported that 70% of full-time faculty who

responded answered “somewhat agreed” or “strongly agreed” to the statement, “In my *classroom*, the equipment, software and network connections used to support teaching are adequate and well maintained.” In a similar question, 85% of full-time faculty who responded and 78% of staff who responded answered “somewhat agreed” or “strongly agreed” that “In my *office*, the equipment, software and network connections used to support teaching are adequate and well maintained.” To the question, “Norco College provides technology development and training for faculty and staff on a regular basis,” 90% of full-time faculty who responded answered, “somewhat agree” or “strongly agree.” Of the staff who responded to the same question, 78% “somewhat agreed” or “strongly agreed.”

Status: This item is ongoing.

D.1.

<p>41. Continue to assess the Norco Campus planning process to ensure that measurement of outcomes reflect stated goals and are impacted positively by resource allocation.</p>
--

Norco College has faculty-driven assessment and program review efforts which integrate resource allocation and planning.

Norco College’s Matriculation Advisory Committee (MAC) continues to drive refinements in our Early Alert program. Over this last year, MAC discussions led to the addition of an Early Alert follow-up report enabling program leaders to provide appropriate interventions and guidance to at-risk students. The increased focus on and program enhancement to Early Alert resulted in over a three-fold increase in faculty participation over this last year.

Veterans Services at Norco College support academic success of Veterans and VA dependents by coordinating college and community resources. Norco’s Veterans Task Force collaborated with the Veterans Club to identify the needs of student Veterans at Norco College. These results were used in the development of Norco College’s flourishing Veterans Programs. From Summer 2010 through Spring 2011, recruitment, program structure, and support services resulted in 301 students being certified to receive services at Norco College.

In Spring 2011, the college underwent a thorough review of the Educational Master Plan (EMP) via the strategic planning subcommittees. Using a template as a guide, the subcommittees reviewed the mission, vision, core commitments, and goals, as well as the performance indicators, in order to determine continued relevance, identify necessary revisions, and affirm the EMP content. Those suggestions will be reflected in an update of the Strategic Plan to be completed in Spring 2012. District-wide comprehensive instructional program reviews, conducted on a four-year cycle, and college-wide annual student services, instructional, and administrative unit program reviews provide an opportunity for individual disciplines, student services programs, and administrative units to assess their resource needs. Annual instructional, administrative and student services program reviews establish a direct linkage between planning and resource allocation. In Fall 2011, the Annual Instructional and Administrative Program Review Templates were revised to include the mission statement and goals of the Educational Master Plan. This revision requires resource requests to be linked to the support of a specific goal in the EMP. Mapping resource requests to

the goals of the EMP in a manner that is embedded within the program review process further ensures that resource allocations are linked to planning and assessment. In addition, a recently implemented process called “Travel Guidelines and Procedures” requires that all professional development requests include an explanation of how the activity will support the college mission and or the EMP.

During a recent reorganization of the college strategic planning process, a new Institutional Strategic Planning Council (ISPC) was created. The purpose statement of the ISPC indicates that it is intended to “ensure that all phases of planning and resource allocation at the college emanate from program review, have improvement of student learning as the highest priority, and are driven by the college mission and the educational master plan.”

Status: This item is completed.

42. Continue to assess the effectiveness of the District Budget Allocation Model with respect to the provision of resources needed to support campus goals.

The Budget Allocation Model (BAM) is being used as intended, as a way to allocate financial resources. This was demonstrated in 2009-10 when the BAM was used to allocate \$12.7 million in budget reductions to the colleges and district office. Solutions to identified budget problems, however, do not always lend themselves to allocation using the BAM. The District Budget Advisory Committee has recognized the need to revisit the Budget Allocation Model and is working on a new recommendation for the Budget Allocation Model during the coming year.

Status: This item is in process.

D.2.

43. Continued participation by campus personnel to further develop the BAM and assess its effectiveness with respect to the planning process.

Norco college faculty, administrators, staff, and students serve on the District Budget Advisory Committee (DBAC) that reviews the Budget Allocation Model. As evaluation and recommendations for revisions occur, Norco College will continue to be represented in the discussions. DBAC, chaired by the Vice Chancellor of Administration and Finance, meets monthly. In January 2011, the DBAC discussed the assessment of the BAM and its components, for example using a funding formula versus an allocation model. Typically DBAC meetings include an update on the state budget and a district perspective on the budget that includes enrollment management, categorical funding, productivity, and full-time student equivalents (FTES).

Status: This item is in process.

D.3.

44. Continue to identify budgetary priorities at Norco Campus and conduct periodic analysis to determine whether the allocated resources are being utilized for the purposes identified during the budget development process.

The SPC Policy 2010-01 was revised to ensure regular updates and reporting out at the Committee of the Whole on overall budget developments occurring at the district and college levels.

The Fall 2011 Accreditation Survey indicated that 56% of staff and 73% of full-time faculty respondents answered “somewhat agreed” or “strongly agreed” that campus budget priorities are determined by systematic planning.

Each planning council participates in the budget prioritization of staff, equipment, technology, facilities, professional development, and other needs identified in the prior year’s program review documents. This prioritization guides budget decisions for the current year.

Norco College managers continually monitor expenditures in their areas to ensure they are being utilized for the purposes identified.

Status: This item is ongoing.

STANDARD IV – LEADERSHIP AND GOVERNANCE

A.1.

45. Continue to survey students, staff, and faculty to monitor what they do and do not know about how the governance process works.

In Fall 2011, an Accreditation Survey was administered electronically to faculty, staff, and students. Various aspects of the governance process at Norco College were assessed, such as the roles and effectiveness of the academic senate, academic planning council, strategic planning committee, and president’s office. In general, FT faculty showed the greatest knowledge of governance, followed by staff, then PT faculty, and finally students.

Status: This item is completed.

46. Improve orientation of new faculty to governance structures.

At the first FLEX day of each academic year, the Academic Senate President or designee has presented an overview of shared governance to all faculty, new faculty, and associate faculty at each of their orientations. The presentation includes information about the basis of senate powers in Educational Code and Title 5, the specific role that the Norco Academic Senate plays both in relation to other college governance bodies and in the District, and invitation to participate in shared governance through standing committees of the Academic Senate and other

committees. In addition, the faculty development coordinator schedules full-day orientation meetings for new full-time faculty and two-hour orientation sessions for associate faculty just before the start of Fall Semester that include an overview of governance structures given by the Academic Senate President and others.

Status: This item is completed.

47. Continue to explore avenues of participation for both full- and associate faculty.

Beginning in Fall 2009, the Board of Trustees committee structure was changed to include senate representation from each college on all committees. Committee members are appointed by the Senate President and confirmed by the Academic Senate. In 2008, the Norco Academic Senate formed a part-time committee and included a part-time committee report on its agenda. At that time, two associate faculty were serving on the senate. Since that time, part-time participation on the senate has been limited. The representatives frequently cannot make the meetings

In Fall 2009, an associate faculty member answered a call for Norco faculty representatives to the District Academic Standards committee. At that point the Norco Academic Senate confirmed that associate faculty could represent Norco faculty on such committees. Since that time, Academic Standards has had two representatives from Norco—one full-time faculty member and one associate faculty member.

Status: This item is in process.

A.2.

48. Evaluate recent changes in policies and procedures with regard to the relationship between district and campus-based institutional governance structures and propose new policies and procedures as appropriate.

The District Academic Senate and the individual college senates have continued to evaluate policies and procedures under the new three-college structure. There have been changes to several board policies as a result of this. Most changes are relatively small (e.g., changes of wording so that where the Academic Senate is referred to, policies now reflect Academic Senate(s)). While most of these changes were made prior to 2009, as the Senate reviews Board Policies it continues to find the need for these small changes. More substantial changes in policies—such as a new Board Policy 4000, Academic Rank—have also been written to properly reflect college autonomy. This policy was revised in 2008 and again in 2011.

Academic Senate standing committees have also been restructured in order to increase opportunities for participation at the local college level. For example, the District Assessment Committee's work is now carried out at each college. At Norco, the Norco Assessment Committee was formed in late spring 2010 and has been operating as a standing committee of the Norco Academic Senate since that time. In Spring 2011, the same de-centralization took place with the

Program Review Committee. The District Academic Senate periodically reviews and consults with its local senates to consider which functions should stay at the district level. Currently, only the Professional Growth and Sabbatical Leave Committee and the Academic Standards Committee are solely District Committees. While all other committees have a District umbrella committee consisting of the three chairs of the local committees (Curriculum, Assessment Program Review), the primary work in these areas is carried out by the college committees and then coordinated through the District Committees when necessary. The District Academic Senate continues to review the effectiveness of its standing committees in conjunction with the local committees where relevant.

A complete review of both the Norco Senate and the District Senate constitutions and by-laws is scheduled for Spring 2012.

Status: This item is completed.

49. Continue to evaluate the recently established procedures and committees responsible for recommending Norco-specific student learning programs and services.

The college has a number of ways of evaluating the procedures and committees related to student learning programs and services. Policy 2010-01 outlines the means by which each of the planning councils, and the institution at large, evaluates its procedures. In addition, the college Program Review Committee and Norco Assessment Committee have each developed a rubric to evaluate and provide feedback on annual program reviews and assessment plans. In the Fall 2011 Accreditation Survey, of full-time faculty who responded, 78% “somewhat agreed” or “strongly agreed” with the statement, “Norco Academic Master Plan goals are regularly assessed and results shared with campus constituencies.” Of the staff who responded, 44% responded similarly to the same question; however, 35% of the respondents indicated “no opinion.”

Status: This item is completed.

A.3.

50. Develop an orientation to governance and a Norco campus-governance handbook to clarify the principles, organizational structure, and operating procedures of Norco constituency groups.

Faculty leadership and initiative for improvement of programs and services necessitates an understanding of institutional decision-making structures and processes. To improve faculty understanding of institutional decision-making and processes, the former Standard IV subcommittee on Leadership and Governance prepared the first draft of a Governance Handbook for faculty and staff as a tool for orienting faculty to governance structures. This handbook is a fluid document that will change as governance structures and processes evolve to support student learning needs. Though the need for a Handbook was later reconsidered, in Fall 2009 a printed brochure on the college’s strategic planning process was made available to all faculty and

explained in the fall FLEX meeting, the Strategic Planning Council meeting, and the Faculty Meeting.

In Fall 2011, changes were made to the planning process to streamline the committee structure and more clearly articulate the alignment between the planning process, the Senate committees responsible for various aspects of the process (Curriculum, Assessment, Program Review, Students Success, and Library), the Senate, and accreditation. The new organizational structure was presented to the Strategic Planning Committee and dialog took place to ensure that everyone understood the new structure and how the college's processes would fit into that new structure. In late September 2011, the new organization structure was adopted.

Status: This item is completed.

A.5.

<p>51. Continue to implement formal processes for evaluating campus organizational, governance, and decision-making structures and processes.</p>
--

On an annual basis, the Student Services Planning Council, the Academic Planning Council, and the Business and Facilities Planning Council rank the requests for resources that have been identified in program reviews. The criteria employed by these planning councils in ranking identified needs are reviewed annually and revised if necessary. These criteria include objects set forth in district and college strategic plans as well as service area and student learning outcomes.

In addition, Strategic Planning Policy 2010-01 requires that on an annual basis, the strategic planning, program review and resource allocation processes of Norco College will be evaluated in an effort to ensure that:

- Planning, program review, and resource allocation are effectively linked;
- Decisions regarding the allocation of resources are driven by goals and objectives identified in the College Educational Master Plan, programmatic initiatives enumerated in annual program review documents and evidence of effectiveness in achieving course-, program- and institutional-level student learning outcomes; and
- The concerns of stakeholders (students, faculty, staff, administrators and the communities served by the college) are ascertained on a regular basis and continually incorporated into the college's planning, resource allocation, and decision-making processes.

The policy further establishes the following procedures for evaluating strategic planning:

1. An Annual Survey of Effectiveness will be administered to the Planning Councils: Academic Planning Council, Administrative Planning Council (now Business and Facilities) and Student Services Planning Council;
2. An Annual Progress Report on the Educational Master Plan Goals, Objectives and "Dashboard Indicators" will be presented to the Strategic Planning "Big Meeting"—now called Committee of the Whole.

3. An Accreditation Survey of the entire Strategic Planning Committee Membership will be administered each fall.
4. An Annual Open Dialogue Session will be held at the end of the spring term, and an executive summary of the session will be widely disseminated to the institution.
5. A memorandum from the College President to Norco Strategic Planning Committee Membership will be published towards the end of the academic year, which identifies which of the faculty and staff positions identified in the previous year's program reviews, and prioritized by the Strategic Planning Committee, will be recommended for funding.

Due to increasing budgetary instability within the state, the policy was revised slightly during spring 2011 to adjust the timeframe within which the president would send out a memorandum to the institution closing the loop on resource allocations. Rather than sending the memorandum out in March, the policy revision, which was approved during the strategic planning "Big Meeting," stated that it would be sent out "towards the end of the academic year." During the Fall 2011 SPC Retreat, the Dean of Student Success recommended further revisions to clarify the analysis portion of the Open Dialogue session. The policy changes associated with budgetary evaluation also included the addition of regular updates and reporting out at the Committee of the Whole (COTW) on overall budget development occurring at the district and college levels. The suggested revisions were approved by the ISPC in Fall 2011, and were subsequently approved college-wide during the Fall 2011 COTW meeting.

Status: This item is completed.

B.2.

52. Add/fill new staff support positions as budget allows.

During 2010-2011, the college filled a number of staff positions, including an Instructional Production Specialist, Employment Placement Coordinator, two Grants Administrative Specialists, a part-time Microcomputer Support Specialist, a part-time Administrative Assistant, and an Instructional Programs Support Coordinator. Currently, the district is experiencing a hiring freeze as a result of the on-going state and national financial crisis. Grant funds provide avenues for some increased staffing which can be tied directly to grant outcomes. The program review process provides a structure for identifying and responding to college staffing needs. Staffing requests are ranked and prioritized by one of three planning councils: Students Services, Business and Facilities, and Academic based upon established criteria that are relevant to and developed by the respective councils. Staff are among the members of the Business and Facilities Planning Council, and they participate in the ranking of staffing requests.

Status: This item is in process.

53. Continue the process of decentralizing student support functions from the district to the campus.

As of July 2010, Riverside Community College District decentralized student services. This decentralization included the elimination of district student services administrative positions and

Norco College gained a Vice President of Student Services (VPSS). Each of the three colleges within the district maintains a VPSS responsible for coordinating nearly all of the student services functions at the college level. Student Services areas requiring coordination among the college VPSS include six areas: Admissions, Athletics, Disabled Students Programs and Services, Matriculation, Student Financial Services, and Student Government. Each of the three district VPSS are responsible for two program areas requiring coordination. The VPSS responsible for coordination of Student Activities resides at the same college as the Student Trustee. Each academic year, one of the two program areas shifts to another VPSS for coordination purposes. In 2010-2011, the Norco College VPSS assumed responsibility for coordinating Admissions and Matriculation. In 2011-2012, the Norco College VPSS is responsible for coordinating Disabled Students Programs & Services/Disability Resource Center and Matriculation.

Status: This item is completed.

B.3.

54. Continue to review and revise the organizational charts and Functions Maps as the district moves to multi-college status and as new positions are developed at the campus level to accommodate the need for more administrative support.

As a result of the loss of employees due to a Golden Handshake and the inability to fill positions due to the statewide fiscal crisis, in summer, 2011, the President's Cabinet reviewed and revised the college organizational charts to provide continued services with decreased staffing. For example, the inability to backfill the Dean of Student Services position resulted in Matriculation and Assessment transitioning to the Director of Enrollment Services. CalWORKS and Outreach began reporting to the Associate Dean of Special Funded Programs, and Transfer shifted to the Vice President of Student Services. Other examples of changes included Upward Bound shifting to the responsibility of the Associate Dean of College Grants and Programs, and the college receptionists and Support Center Technician moving under the Dean of Instruction's office.

District/Campus Function Maps will be reviewed by the President's Cabinet as well as the institution at large during the Fall2012 term.

Status: This item is in process.

55. Continue to implement an effective campus budget using the proposed budget allocation model, which operates in concert with campus strategic planning.

The District Budget Advisory Committee has recognized deficiencies in the Budget Allocation Model in addressing massive cuts and is working on a new recommendation for the Budget Allocation Model during the coming year.

Status: This item is in process.

56. Continue to evaluate the new strategic planning processes and the effectiveness of the published district and local initiatives in meeting district and campus educational goals.

As mentioned in item 31, the Norco College Business and Facilities Planning Council is tasked with assessing proposed projects and their relevance to the Educational Master Plan and Long Range Facilities Master Plan. Proposals for capital development improvements endorsed by the Norco ISPC are forwarded for further review to the District SPC. Annual surveys are used to evaluate the success of the planning process and procedures. These instruments include the annual Survey of Effectiveness of the Planning Councils: Academic Planning Council, Administrative Planning Council and Student Services Planning Council conducted in November each year. Additionally the Survey of the Strategic Planning Committee membership also is administered at the final Norco SPC meeting to determine members' degree of satisfaction with planning, processes, and procedures. The results are analyzed and shared with the Norco SPC membership in a later meeting.

District and college strategic planning is integrated via the District Strategic Planning Committee (DSPC). The DSPC membership is composed of representatives from each of the colleges and includes in its membership the college academic senate presidents and co-chairs of the college strategic planning committees. College initiatives that may have impact on district resources are vetted by the DSPC to ensure that resources are allocated fairly, district-wide, and that college planning aligns with the overall mission of the district.

Status: This item is completed.



Agenda Item (VIII-B-3)

Meeting	2/21/2012 - Regular
Agenda Item	Committee - Teaching and Learning (VIII-B-3)
Subject	Moreno Valley College Accreditation Midterm Report
College/District	Moreno Valley
Funding	N/A
Recommended Action	Recommend reviewing and accepting Moreno Valley College's Midterm Report.

Background Narrative:

Institutions are required to submit to the Accrediting Commission for Community and Junior Colleges (ACCJC) a Midterm Report in the third year following the comprehensive evaluation report and team visit. The report describes the progress and/or resolution of recommendations made by the commission and the institution's self-identified improvement plan. The college has completed its analysis of its plans and progress through an inclusive process that involves students, faculty, staff, and administrators in preparation of its Midterm Report.

Prepared By: Tom Harris, Acting President, Moreno Valley College
Lisa Conyers, Vice President, Academic Affairs
Angie Arballo, Executive Administrative Assistant

Attachments:

[Accreditation Midterm Report_022112](#)

MIDTERM REPORT



**MORENO
VALLEY
COLLEGE**

16130 Lasselle Street
Moreno Valley, California 92551

Submitted

MARCH 2012

Presented to the
**Accrediting Commission for Community
and Junior Colleges**



TABLE OF CONTENTS

Statement on Midterm Report Preparation	2
Signature Page	4
Response to 2009 ACCJC Team Recommendations	6
Recommendation 1: College Goals	6
Recommendation 2: Assessment	9
Recommendation 3: Strengthening Student Support Services	14
Recommendation 4: Evaluation of Governance and Decision-Making Processes	16
Recommendation 5: Implementation of Decentralization of Student Support Services from District to College	17
Response to Self-Identified Issues in the Planning Agenda	20
Planning Agenda from the 2009 Moreno Valley College Report	20
II.A. Instructional Programs	20
II.B. Student Support Services	22
III.A. Human Resources	29
Update on Substantive Change in Progress, Pending, or Planned	33
<u>Attachments to the Midterm Report</u>	
Exhibit A. Integrated Strategic Plan 2010-2015 (Revised)	A-1
- Strategic Themes	A-4
- College Goals (Revised)	A-8
- The Planning and Reporting Processes	A-18
- Strategic Planning Flowchart	A-20
- Strategic Planning Committee	A-21
Exhibit B. Standards-based Subcommittees of the Strategic Planning Committee	B-1
Exhibit C. The Moreno Valley College Academic Senate	C-1

STATEMENT ON MIDTERM REPORT PREPARATION

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, (WASC) acted to grant initial accreditation to Moreno Valley College, one of three campuses of Riverside Community College, a part of the Riverside Community College District, at its meeting of January 6-8, 2010, following a visit to the campus on October 19-22, 2009. The Commission made five recommendations and requested a Follow-up Report for October 2010. That report addressed recommendations 1 and 3.

The follow-up visit occurred on November 19, 2010. The Commission reviewed the Follow-up Report and determined that the College had made satisfactory progress on both recommendations. The Commission directed the College to show satisfactory progress on the other three recommendations and to continue progress on those addressed in the Follow-up Report before the next visit in 2014. This Midterm Report is being submitted in March 2012 in accordance with the timeline for achieving satisfactory progress and meeting the standard of proficiency.

In preparation for the Moreno Valley College response to the five Recommendations and the three self-identified Plans from the 2009 Self-Study, the Strategic Planning Committee (SPC) charged its ACCJC-standards-based subcommittees with addressing the recommendations and plans as outlined in previous accreditation reports and other documents. The Academic Senate participated in these preparation activities, which included ongoing self-evaluation. Standing committees of the Senate addressed these critical issues as part of their review of operations.

Annually across the College, representatives from academic disciplines, student services areas, and career technical education programs prepare Program Reviews and submit them to their appropriate administrators. During the summer months, those reports are read and evaluated by the heads of each administrative unit. In the fall they are compiled into Administrative Program Review documents. Those summary documents are submitted to the Co-Chairs of the Strategic Planning Committee (SPC) for dissemination to the appropriate subcommittees for review at the beginning of each spring semester.

The co-chairs of the four subcommittees discuss the reports with their groups and develop action items for the agenda of the SPC. The members of the SPC vote on the action items and make formal recommendations to the President of the College. The Academic Senate participates in the Program Review process through its standing committees, and develops action items related to its discussion of Program Review documents. Formal feedback from the SPC to the Senate and vice versa occurs in regularly scheduled meetings between the Academic Senate President and the faculty Co-Chair of the SPC.

As the Program Review documents move through the strategic planning process, a sign-off form supports each level of review based on a clearly articulated tracking system. In late spring, after the SPC has taken action and the President has made the final decision on priorities in consultation with the Academic Senate, the administrative units receive the approved list of strategic priorities. Minutes of the subcommittees, the SPC, and the Senate with regard to the decisions made throughout the planning process are made available to the College on the Intranet. Also, the Grants Advisory Council works with the administrative units to align grant funding with the identified and approved needs of the College. The Business Services unit develops a plan, including identifying potential funding sources, and develops a timeline for funding approved requests.

As the College began to prepare this Midterm Report, the full-time and part-time faculty, with staff and administrative representation, reviewed the recommendations and appropriate self-identified plans as part of the opening activities for the fall semester. For faculty, the emphasis was on assessment of Student Learning Outcomes (SLOs) in courses and programs offered at the College and the delineation of responsibilities for evaluating governance and decision-making processes. Subsequently, Faculty Assessment Coordinator, Sheila Pisa, worked directly with faculty on assessment and the Academic Senate collaborated with the Strategic Planning Committee faculty leadership to evaluate governance and decision-making processes. For administrators and staff, working with faculty representatives, the work that needed to be done focused on Student Support Services and the Student Equity Plan.

Focus groups made up of volunteers from administrators, faculty, staff, and contract employees met regularly to analyze, discuss, and revise the College Goals as presented with the *Integrated Strategic Plan 2010-2015*. The results of those sessions are an integral part of the response presented here as the *Integrated Strategic Plan 2010-2015 (Revised)* and the *College Goals (Revised)*.

The Midterm Report draft was made available to the College community for review in December 2011 and presented at the last meeting of the SPC. Further review among shared governance, assessment, and planning leaders occurred during January 2012 as the document was finalized for presentation. Under the leadership and direction of Dr. Lisa Conyers, Vice President of Academic Affairs, and two faculty members, Dr. Carolyn L. Quin, Music, and Ms. Sheila Pisa, Mathematics, this Midterm Report has been compiled from documents generated through the planning process and through discussions with the Academic Senate as part of the shared governance structure. All members of the College community had the opportunity to review this report. There was broad involvement throughout the College in the work leading up to its completion.

The Moreno Valley College ACCJC Midterm Report will be presented to the Board of Trustees on February 21, 2012, and submitted to the Accrediting Commission for Community and Junior Colleges in March 2012.

SIGNATURE PAGE

DATE: February 21, 2012

TO: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

FROM: Moreno Valley College, Riverside Community College District

We certify that this Midterm Report represents broad participation by the college community, and we believe this Report reflects the nature and substance of this institution.

_____ Janet Green, President, Board of Trustees
Riverside Community College District

_____ Gregory W. Gray, Ed.D., Chancellor
Riverside Community College District

_____ Tom Harris, Ed.D., Acting President
Moreno Valley College

_____ Travis Gibbs, Ph.D., President, Moreno Valley College Academic
Senate; and Professor, Psychology

_____ Donald Foster, M.M., Faculty Co-Chair, Moreno Valley College
Strategic Planning Committee; and Associate Professor, Music

_____ Lisa Conyers, Ph.D., Administrative Co-Chair, Moreno Valley College
Strategic Planning Committee; Accreditation Liaison Officer; and
Vice President of Academic Affairs

_____ Carolyn L. Quin, Ph.D., Co-Chair, Strategic Planning Standard I Sub-
committee; Midterm Report Editor; and Associate Professor, Music

_____ Sheila Pisa, M.S., Faculty Assessment Coordinator; and
Associate Professor, Mathematics

_____ Angela Thomas, B.A., Vice President of RCCD Employees Chapter
535, California School Employees Association; and Instructional
Media Broadcast Technician, Moreno Valley College

_____ Kushang Patel, President
Associated Students of Moreno Valley College (ASMVC)

RESPONSE TO 2009 ACCJC TEAM RECOMMENDATIONS

RECOMMENDATION 1: College Goals

1. *In order to increase effectiveness, MVC needs to: develop and implement methods for assessing and measuring institutional goals, and evaluate whether the goals have been achieved. MVC also needs to ensure that institutional goals are integrated with the strategic planning process. (Standards I.B.2, I.B.3)*

The compilation of the Moreno Valley College *Integrated Strategic Plan 2010-2015* (ISP) was guided by then-President, Dr. Monte Perez, during spring and summer 2010. In his introductory message to this plan, Dr. Perez wrote that the goals would position the College to serve students better and strengthen the quality of our educational offerings. He further described the ISP as a living document and a blueprint for our journey, indicating that it was designed to be flexible to meet emerging needs while foundationally ensuring a steady course of action.

Progress made on this recommendation

The 2010 Follow-up Report addressed this recommendation. The following steps have been implemented to continue progress towards meeting the standards of this recommendation:

A. Focus Groups

Focus groups met regularly during the fall semester 2011 to discuss the organization and process of strategic planning and to discuss and update the *Integrated Strategic Plan 2010-2015* (ISP). Facilitated by Dr. Lisa Conyers, Vice-President of Academic Affairs, the ISP focus groups consisted of staff, faculty, administrators, and contract employees who participated voluntarily. The comments and ideas brought forth in these discussions were reviewed in subsequent focus group sessions, resulting in a significantly revised document. Moreover, the ISP was evaluated in discussions by administration and faculty from Moreno Valley College (MVC) and the Ben Clark Training Center (BCTC) and by the SLO Assessment Steering Committee.

This process is an example of wide-reaching dialogue resulting in an updated working document and an important component of the Midterm Report, the *Integrated Strategic Plan 2010-2015 (Revised)* (ISP revised). By establishing an open, non-judgmental environment in each of these goals-based discussion sessions, stakeholders felt free to be creative and to express their opinions. The outcome of these meetings collectively was that they were a resounding success, leading to stronger feelings of engagement and enthusiasm for the process of future review and assessment of each goal.

Because of the extended discussions, the focus groups identified a critical need for baseline research data as each goal, and the strategies for achieving that goal, were debated and analyzed for clarity, consistency, and appropriateness to the mission of the College. With baseline data for each of the revised goals, annual benchmarks can be measured and assessment of outcomes can be calibrated in advance of the 2015

expiration date. The open-endedness of the revision process improved the original ISP. The “Notes on College Goals” document summarizes the revised template, offering greater readability and logical tracking of outcomes. As a result, the *Integrated Strategic Plan 2010-2015 (Revised)* has become a living document and a broadly accessible blueprint for action.

By 2014, the year of the next ACCJC Comprehensive Review, levels of achievement for each goal and each strategy will have two years of data collection and review in the form of assessment. Through this transparent process each goal can, therefore, be measured and evaluated systematically. With a consistent process in place, the subcommittees of the Strategic Planning Committee (SPC) will assume responsibility for the annual reviews of the *ISP Revised* along with the appropriate standing committees of the Academic Senate.

The Acting President of the College, Dr. Tom Harris, and the President’s Cabinet have reviewed the district *Long-Range Educational and Facilities Master Plan* completed by the Mass Companies, Inc., in 2007, specifically the College five-year Capital Construction Plan, and determined that it needs to be updated by the College community. Recruitment of consultants will take place in Spring 2012 under the leadership of Mr. David Bobbitt, Interim Vice President of Business Services. Revisions to the 2007 plan resulted in alternative build-out initiatives, most notably the design of a Learning Gateway Building and a proposal for a Health Sciences Building. A 14,000-square-foot facility, the Moreno Valley College Dental Education Center, was constructed in 2011 on the main campus, and its instructional and service programs relocated from the March Air Reserve Field.

The Business Services unit will work with college constituents to align the previous five-year Capital Construction Plan with the current priorities of the College and with available financial resources. As the administrative resource person for the Standard III subcommittee, Mr. Bobbitt meets with them regularly, provides data to support their decisions, and assists with the presentation of action items for the SPC. Mr. Bobbitt has also made presentations to the Academic Senate and other college entities involved in planning and decision-making. With information he provided, the SPC recommended to the college President that the Learning Gateway Building not be built after the district informed the College that the bid for construction was \$15 million over budget. Acting President Harris concurred with that decision and will forward the college recommendation to the District Strategic Planning Committee as the next step in the planning process.

B. Other Evaluations within the College:

The College has aligned the subcommittees of the Strategic Planning Committee (SPC) with the four Standards of ACCJC. Members of the subcommittees meet, report on their discussions, and recommend actions to the Strategic Planning Committee at its regular meetings.

The subcommittee for Standard I (Institutional Mission and Effectiveness) identified a need at the College for a position dedicated to Institutional Research. This position is currently being addressed by assigning the district Dean of Institutional Research to the College for one day a week. The need for ongoing research has been identified as critical to assessing and measuring institutional goals, for making data-informed decisions, and for academic planning. The need for data specific to the College and its student population is critical to future planning and assessment. The data from the Accountability Reporting for the Community Colleges (ARCC) report is insufficient for use in planning and measuring benchmarks with itself and other institutions because 2010-2011 is the first year the district began reporting separate college-

specific data. It will be 2019 before the College will have a full range of comparative data available using past reporting procedures through the ARCC Report.

Standards-based subcommittees of the SPC have identified the need for a revised annual Program Review process that is aligned with the four Standards. Subcommittees I, II, and III will start the spring semester with a joint meeting to begin the work of revising the college's annual Program Review process. The objectives are to make the Program Review forms more meaningful to specific operational units and programs of the College and to build into the process meaningful dissemination of information through appropriate channels that provide continuous feedback and lead to action.

In addressing an issue of communication within shared governance, Subcommittee IV recommended that the Strategic Planning Committee not become a subcommittee of the Academic Senate. Discussions about the need for greater communication between SPC and the Academic Senate are ongoing as the planning process evolves through regular evaluation. According to their website, "the Moreno Valley College Academic Senate ... facilitates communication among faculty, students, administration, and the Board of Trustees in all matters related to community college education." Regular discussions between the Senate and the Strategic Planning Committee will continue to address improvement of communications between the two entities and among all constituents of the College.

Analyze the results achieved to date

The College Goals have been revised. An internal working document "Notes on the College Goals," based on the rich discussions of the focus groups, is designed to align discussion on all goals and the strategies for achieving the projected outcomes systematically. The complete set of "Notes" is available to each of the planning subcommittees for further analysis, discussion and refinement with specific goals assigned to subcommittees for reporting purposes. These "Notes" constitute a working document from which the subcommittees of SPC, the Senate, and the administrative units of the College can continue the ongoing dialogue associated with college-wide planning.

Provide evidence of results

Attached to this report as Exhibit A is the *Integrated Strategic Plan 2010-2015 (Revised)* document, which includes the *College Goals (Revised)*.

What additional plans has the institution developed?

1. The four subcommittees of the SPC will review the revised College Goals and report to the SPC in their regular meetings during 2012. Through these discussions, research requests will be made and the measurement and assessment of the outcomes for institutional goals will be integrated into the planning process.
2. Institutional Research, currently guided and informed through the leadership of the district Dean of Institutional Research, will validate the revised College Goals and provide benchmark data on which to base annual measurements for the purposes of assessment.
3. The subcommittees of the SPC will review the College's annual Program Review forms and processes. The implementation of this process will be reflected in the reports submitted in Spring 2012. Dissemination of the information gathered in future reports will be aligned with the four Standards.

RECOMMENDATION 2: Assessment

- 2. In order to meet the Commission requirement that student learning outcomes (SLOs) be fully developed and implemented by the 2012 deadline, MVC needs to develop a timeline for this implementation for all courses, programs, and degrees to reach proficiency by 2012. The campus also needs to make its SLO assessment data available to the community and demonstrate how it is using this data to improve learning. (Standards I.B.3, II.A.1.c, II.A.2.e, II.A.2.f, II.A.2.h [,] II.A.2.i, II.A.3, and II.A.6)*

Progress made on this recommendation

Process for Implementation of Assessment

The SLO Assessment Steering Committee (SLO ASC), under the leadership of mathematics faculty member, Sheila Pisa, Faculty Assessment Coordinator, is composed of the Vice President of Academic Affairs, the Dean of Instruction (former Faculty Assessment Coordinator), and the Academic Senate President. This group established a timeline and goals for course- and program-level student learning outcomes assessment at the College. The timeline and goals were met and all courses have Student Learning Outcomes (SLO) on the official Course Outlines of Record (CORs). All faculty have included the official SLOs on their course Syllabi. Course-level Student Learning Outcomes are fully developed and implemented.

A second committee, the Moreno Valley College Assessment Committee (MVCAC), consists of faculty members who serve as liaisons to their respective departments on assessment matters. Through this committee, the full-time faculty received updates on the assessment process and information relative to their own course assessments. The MVCAC consists of one faculty member from each department, the Faculty Assessment Coordinator, and the Dean of Instruction. The current members are Larisa Broyles (HSS), Daniel Clark (COMM), Cheryl Honore (BITS), Diane Marsh (MSK), and Delores Middleton (HPS). Natalie Hannum (PSET) is the representative for Fire and Law Enforcement programs and meets separately on a monthly basis with the Faculty Assessment Coordinator.

A. Course-level SLO Assessment

The SLO ASC established a process for course-level SLO assessment that consisted of developing a template for assessment, providing it to faculty, meeting with full- and part-time faculty, and conducting workshops. The committee's goal was to engage faculty in assessing at least one SLO from each of the 503 distinct courses offered at the College in a typical fall or spring semester. Prior to Spring 2011 only 15 percent of courses had been assessed. During Fall 2011, the ASC reported levels of completion of up to 40 percent for direct assessment by faculty of one SLO per course. By December, direct and indirect course-level assessments had been completed for 80 percent of all sections of courses taught in a single semester.

B. Program-level Outcomes Assessment

Career Technical Education (CTE) programs have a history of program assessment because, unlike their counterparts in transfer, non-CTE, or general education programs, specific, measureable skills have long been required as a demonstrated component of these programs. Moreno Valley College has four accredited programs that routinely discuss, revise, and refine courses and programs based on comprehensive assessment of SLOs. These four programs are Physician Assistant, Dental Hygiene, Dental Assisting, and Paramedic. Two other CTE programs that enroll large numbers of students are Law Enforcement and Fire Technology. These two programs do not have external accrediting agencies, yet their students take standardized exams given by external agencies, so their level of accountability and alignment with Program Learning Outcomes (PLOs) is high.

One example of program-level outcomes assessment is in the Dental Hygiene program. This program is currently mapping Program Learning Outcomes (PLOs) to course SLOs to identify areas of alignment and areas where revisions may be necessary. As with the other accredited programs, the accrediting agency dictates the course SLOs, and the courses in the Dental Hygiene program were created to align with the accrediting standards. If gaps are found between PLOs and course-level SLOs, Course Outlines of Record are revised immediately to bring courses into compliance.

In Law Enforcement there are two assessment categories that must be addressed in course SLOs. One category is the entry-level Law Enforcement program, and the second one is the Advanced Office Training (AOT)/Advanced Jail Training (AJT). Both categories require multiple methods of assessment, including manipulative skills performance, written evaluation, observation by facilitators, and student surveys based on Peace Officer Standards and Training (POST) approved and standardized learning domains. Student Learning Outcome reporting is completed by utilizing a standardized SLO reporting form that was drafted by the discipline and adopted by the department in January 2011. This form can be viewed online on the assessment website. Assessment results for both categories are gathered and transferred to POST in Sacramento because Law Enforcement is based upon a statewide curriculum. The results of external licensing exams are evaluated, with discussions taking place between the College and agency partners to improve student learning and to modify course and program-level outcomes as needed.

Smaller CTE programs, such as Computer Simulation and Gaming, Medical Assisting, Human Services, and Community Interpretation have initiated program assessment efforts in this first full calendar year of being an independent college. The MVC Accounting program has done extensive course SLO assessment over multiple cycles, and the Early Childhood Education program, which is district-wide, has completed indirect surveys of assessment based on student responses to their perceptions of progress in reaching intended program outcomes. Institutional assessment in 2013 will shift to program and general education outcomes assessment in cooperation with other colleges in the RCCD.

C. General Education Program Learning Outcomes and Transfer Program Assessment

Another area for which program outcomes assessment is an essential part of the curriculum at Moreno Valley College is the general education program. Efforts to assess the General Education Student Learning Outcomes (GE SLO) have been initiated locally, with this activity to be based on district-wide communication and collaboration among the colleges through the Comprehensive Program Review process.

Over a two-year period a District Assessment Committee developed the general education student learning outcomes that were adopted in 2006 and have been widely disseminated since. The district has made some efforts in the past five years to assess them, in both direct and indirect ways. These efforts have intensified in the past year with assessment personnel throughout the district becoming involved in GE outcomes assessment.

Assessment personnel formed a task force with representatives from each college to review the existing GE program, including its SLOs, for possible modification. This task force met several times in Spring 2011 and continues its work in the current academic year. The district office of Institutional Research has analyzed the data collected from a learning gains survey of graduating students and is able to provide relevant data to the discussions. This is a vitally important effort to complete an assessment loop by working to improve a program for which we have sufficient data that indicate improvement is needed.

As the second cycle of course assessment begins for some faculty, there will be increased understanding of and interest in aligning the course SLOs with GE SLOs leading to awareness of the importance of mapping and alignment. Since all faculty participate in the Comprehensive Program Review Process (12 disciplines are slated for review in Fall 2012), the Moreno Valley College Assessment Committee expects faculty to participate in the assessment of GE SLOs through the course assessment procedures associated with that district-wide, discipline-based process.

D. District Assessment Committee (Task Force)

The District Assessment Committee (currently operating as a Task Force) is addressing program-level outcomes for the courses that have transfer-pattern degrees, including developing a model for assessment of General Education Student Learning Outcomes. The MVC Academic Senate will consider establishing a college-specific Faculty Assessment Committee as a standing committee of the Senate for the purposes of assessing the degree patterns leading to transfer at the College and other non-CTE program patterns. The role of the MVC Curriculum Committee in course- and program-level assessment will also be under discussion as part of its ongoing discussion of its role in assessment. Currently the electronic Assessment tool in CurricUNET does not completely match the model for assessment of the template used at Moreno Valley College. Instead, the MVC assessment website is used for sharing information and also for posting completed reports on direct assessment.

E. Summary

When reports are submitted, the faculty Assessment Committee reviews the projects and provides a response to faculty members on the status. An ongoing series of professional development workshops will continue to address models of assessment and provide a forum for discussion and collaboration among faculty. Assessment is now institutionalized at MVC. It will continue in regular cycles as an ongoing part of the responsibilities of the faculty, staff, administration, and students. Assessment is a critical piece of the Program Review process and the backbone of strategic planning. Course- and program-level assessments constitute critical pieces for present and future measures of institutional effectiveness.

F. Sharing the Results of Assessment

The Faculty Assessment Coordinator regularly presents workshops to faculty on assessment at the course and program level and periodically shares the results of assessment efforts. The Coordinator devises strategies for assisting faculty with completing course-level assessments in a wide-range of disciplines from fire technology and allied health programs to university transfer programs. With her guidance some faculty have used a template designed for general education transfer courses in communications, the humanities, arts, and sciences. Other faculty in specialty fields developed a different template designed specifically for their program needs and to meet the requirements of those areas. As a result of faculty-led discussions, surveys of student perceptions of success in achieving SLOs were instituted for all courses taught. Through the process of self-assessment, students and faculty have become more aware of the significance of course-level SLOs and of the importance of multiple levels of assessment in their courses.

Assessment data is posted and updated regularly on the Moreno Valley College Assessment SharePoint website. The Assessment Coordinator has uploaded templates, ACCJC assessment expectations, and faculty reports. The website address is <http://www.mvcsp.com/loa>.

G. Assessment Timeline

The goal set by the SLO ASC was 90 percent completion of direct assessment of at least one SLO per course taught by December 2011. As results have been tabulated in early 2012, that ambitious goal is slightly below expectations, although reports are still coming in during the winter term. The reasons for the shortfall have to do with three factors: (1) large numbers of courses in some areas taught by part-time instructors, (2) lack of clarity on the importance of timing for conducting assessments expressed by those who use the final exam as their primary assessment tool, and (3) a turnover in personnel resulting in the need to train faculty who are new to assessment and to the process.

The "Assessment Timeline" specifies that direct and indirect course-level assessment will reach one hundred percent completion by Fall 2012, with interventions planned for Spring 2012 to ensure that this outcome is met on schedule.

By Spring 2012 program-level assessment will have been conducted for accredited programs that are undergoing their self-evaluation processes and site visits during this semester. Those externally accredited programs are:

- Physician Assistant Program--Accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA, Inc.) through 2012.
- Dental Hygiene Program--Accredited by the American Dental Association (ADA) Committee on Dental Accreditation (CODA) through 2012.
- Emergency Medical Services Program--Accredited by the Commission for the Accreditation of Allied Health Programs (CAAHEP) Committee for the Accreditation of Emergency Services Programs (COAEMPS) through 2014.
- Dental Assisting Program--Accredited by the American Dental Association (ADA) Committee in Dental Accreditation (CODA) through 2014.

All of these programs have completed one cycle of assessment. With his appointment in December 2011 as Vice-President of Riverside City College, the position of Dean of Health Sciences will be assumed

temporarily by the MVC Vice President of Academic Affairs. She will provide oversight for the continuation of assessment in these programs along with assuming other administrative duties associated with them.

Analyze the results achieved to date

The Faculty Assessment Coordinator, in consultation with the SLO ASC, has determined that the faculty have completed the “Development” stage and are working hard to achieve “Proficiency.” Student Learning Outcomes are in place for all courses. Direct assessment is expanding at a higher rate than in previous semesters. Assessment is now a formal component of the Program Review process, making it part of annual review at the College, and it is also linked to district-wide Comprehensive Program Review and assessment of general education student learning outcomes (GE SLOs). Section III E of the Comprehensive Program Review Guidelines specifically asks district-wide disciplines to “note their progress on achieving outcomes assessment of courses and program level outcomes (8).” This document is available at <http://www.rccd.edu/administration/educationalservices/ineffectiveness/Pages/ProgramReview.aspx>.

The subcommittees of the Strategic Planning Committee and the standing committees of the Academic Senate regularly discuss assessment and make recommendations for ways to improve the process. Through formal professional development activities and informal interaction, faculty are closing the loop in creative ways to exchange ideas on assessment. There is widespread, ongoing dialogue about course- and program-level assessment and assessment of GE SLOs across the district.

Provide evidence of results

The results of progress on assessment and individual course-level assessments are posted on the Assessment SharePoint site. The faculty representatives to the departments from the MVCAC discuss the results of course-level assessment with their colleagues and report back to the Assessment Committee and to the Academic Senate through their elected departmental representatives. Ongoing assessments for the second cycles and beyond, and new assessment projects begun in Spring 2012, will continue to be monitored and reviewed by this committee.

What additional plans has the institution developed?

The Academic Senate, through its standing committees, determines the extent to which indirect course- and program-level assessment will be shared with the college community. In the spirit of shared governance, the Faculty Assessment Coordinator, the MVCAC, and the SPC work closely with the Academic Senate to aggregate the data from indirect assessment in such a way as not to identify specific faculty members or students when the summary results are posted for internal and external review. The formal plan for making indirect assessment results available publicly is under development and will be implemented by Fall 2012.

Through the Standard II Student Learning Programs and Services subcommittee of the SPC, a plan for the evaluation of assessment data is being devised to demonstrate how the data collected is to be used for the improvement of instruction. In cooperation with the Academic Senate and Standard IV on Leadership and Governance, the Standard II subcommittee collaborates on effective communication of ongoing assessment results so that the results of assessment become part of the planning process, especially through Program Review.

RECOMMENDATION 3: Strengthening Student Support Services

- 3. In order to increase effectiveness, the team recommends that the campus implement a comprehensive assessment of student needs and student satisfaction as an ongoing tool for strengthening student support services. The team further recommends that MVC provide comprehensive services to all students regardless of location or means of delivery. (Standards II.B.1, II.B.3.a, and II.B.4)*

Progress made on this recommendation

This recommendation was addressed as part of the 2010 Follow-up Report.

A. Ben Clark Training Center

Multiple meetings with stakeholders have taken place to discuss student needs, satisfaction surveys, and the ongoing commitment to provide support services at the Ben Clark Training Center (BCTC). From these meetings, it has become clear that the need for student support on-site varies from service to service, with some areas, like the Student Health Center, serving students before they enroll in the program rather than afterwards.

The Follow-up Report described the plans that were implemented by Fall 2010. Changes have been made to the original implementation because of personnel and budget cuts affecting the availability of resources. Title V funds have provided supplemental resources for providing student services at BCTC in the areas of assessment and counseling services. In some areas the center determined that there was no need for specific services because of the profile of students served there. For example, a Career Center was not essential since students enrolled at BCTC have already chosen, and in many cases, entered a career path.

The Student Services administrative unit has made comprehensive services available to all students regardless of location or means of delivery. Student Services programs are identified on the College's website with current information on program eligibility and specific services provided. At the main campus and at BCTC, student services personnel are on location on a fixed or flexible schedule, depending on the level of services needed and the timing of those identified needs. When needed and appropriate, student services workshops, activities, and classroom presentations are scheduled at both locations.

Student Services personnel communicate regularly with the BCTC administration to collaborate effectively on meeting the needs of the students, while not compromising the need for, or timing of services, on the main campus. Appropriate comprehensive services are strategically identified and data has been collected on the effectiveness of those services. Periodic meetings are held to review and assess data collected so that levels of service can be adjusted accordingly each term.

B. Comprehensive Assessment of Student Needs and Satisfaction

In April 2010, Moreno Valley College administered the Community College Survey of Student Engagement (CCSSE) to provide standardized benchmarks of student engagement in active and collaborative learning, student effort, academic challenge, student-faculty interaction and support for learners. With the annual

results of the CCSSE, the College will be able to document and improve institutional effectiveness over time.

In addition to CCSSE, a locally-developed survey, designed to measure student satisfaction, yielded useful results that are being used in planning. Those results are reported in the Student Services Administrative Program Review document that informs part of the strategic planning process. The Standard II Student Learning Programs and Services subcommittee will develop recommendations based on these surveys as action items for consideration by the SPC.

Analyze the results achieved to date

The results of the CCSSE and the survey of student satisfaction were presented to the college community through multiple shared governance venues in Fall 2010 by Dr. David Torres, district Dean of Institutional Research. The results of the most recent administration of the survey have not yet been sent to the College.

Provide evidence of results

In a study conducted by Health Services, it was found that BCTC students required the services of the nurse to complete lab work required for entry into the programs offered at the Center, rather than after students had enrolled. In fact, the study determined that the college-based Health Services office was less expensive, more informed, and better able to provide the needed laboratory tests and results than non-profit and for-profit laboratories in the area. For these students, their need for a nurse on location is minimal once they are enrolled.

Student needs and satisfaction results were included in the 2010 Follow-up Report. Additional results from subsequent CCSSE evaluations are forthcoming.

What additional plans has the institution developed?

In Fall 2011 the Student Services unit developed specific program satisfaction surveys for its internal service groups. Those will be administered in Spring 2012. Internal program personnel will review the results of the survey to increase the quality and effectiveness of services to students. On the main campus and at BCTC ongoing assessment of student support services is addressed consistently under College Goal 2, Strategy 5. Major revisions to this area's planning outcomes resulted from focus group deliberations in Fall 2011.

The CCSSE and the survey of student satisfaction were administered to students again in Spring 2011. When those results have been received from the district Office of Institutional Research, MVC faculty, staff, and students will analyze the results, compare the results with the responses from 2010 and provide reports to the college community through the planning process. (See *College Goals (Revised)* #2, Strategies 1 and 4.)

RECOMMENDATION 4: Evaluation of Governance and Decision-Making Processes (How is Program Review Being Used for Improvements?)

4. *In order to increase effectiveness, the team recommends that MVC develop and implement regular evaluation of governance and decision-making processes and ensure broad constituent understanding of pathways for recommendations and decision making. The results of the evaluations should be made available to all campus constituencies and should be used as a basis for making improvements to governance and planning processes. (Standard IV.A.5)*

Progress made on this recommendation

Program Review as the Basis for Planning

A presentation by Dr. Lisa Conyers and Dr. Carolyn Quin at College Day, August 25, 2011, focused on Program Review as the basis for strategic planning. Their visual and oral presentation introduced the basic assumptions of the Moreno Valley College planning process and the methodology for incorporating Program Review into the deliberations of the strategic planning subcommittees and the action items of the Plenary sessions of the voting members of the Strategic Planning Committee (SPC).

The information packet given to all faculty included a draft of the strategic planning subcommittee assignments and a form for requesting a change of assignment. The importance of participation in the Standards-based subcommittees was a focus of the presentation, and faculty were reminded of the critical importance of attending the monthly meetings of the SPC. Times, dates, and locations of all subcommittee and SPC meetings were provided in writing to all faculty, and in a subsequent meeting to members of the staff, and later posted on the website. All faculty, staff, and administrators were notified of the dates, times, and place of the focus groups scheduled for Fall 2011 to review and discuss the *Integrated Strategic Plan 2010-2015* and accompanying *College Goals*.

Analyze the results achieved to date

Annual Program Reviews for 2011 were submitted in May. The deans reviewed them over the summer. The Dean of Instruction compiled two separate lists of resource requests. The first list contained requests deemed strategic. The second list contained requests for operational resources. Both lists were forwarded to the following entities: Standard III Resources strategic planning subcommittee, the Grants Advisory Committee, and the Business Services office. At meetings of each of these groups, insightful discussions took place regarding the annual Program Review decision-making process. The Dean, Technology and Instructional Support Services separated all instructional technology (IT) requests for more focused analysis in various planning forums for addressing these technology needs.

To enhance transparency, a revised flowchart mirroring the levels of review in the planning process was circulated and posted on the website. The flowchart identifies specific individuals who completed reviews of the documents. The Program Review flowchart sign-off sheet, paralleling the strategic planning process, is posted at <http://www.mvc.edu/accreditation/evidence.cfm>. (<http://www.mvc.edu/files/APRFlowChart.pdf>).

Provide evidence of results

The Grants Advisory Committee used both the operational and strategic resource requests to review existing and proposed grants that would support needs identified by faculty and staff. The Standard III Resources subcommittee utilized the information in its process for developing a ranking system for requests. Similarly, Business Services developed a preliminary rubric for decision making on resource requests.

The rubric for resource request decision-making will be reviewed by the voting members of the Strategic Planning Committee and the Academic Senate at their meetings early in the Spring 2012 semester.

What additional plans has the institution developed?

The annual Program Review process is a yearlong effort. In Spring 2012 each college within the district will be in charge of its own annual Program Review process. Moreno Valley College will engage a wide range of constituencies, individual faculty members, the Academic Senate, and administrators in the process of gathering feedback on the annual Program Review process in order to enhance procedures and design processes that are logically aligned with the MVC strategic planning process.

The SPC subcommittees for Standards I, II and III have agreed to a joint meeting at the beginning of Spring semester to start the process of soliciting feedback on the current forms for submitting Program Reviews and the alignment of the College into “programs” based on the organization of administrative units and other logical alignments. After the work of the planning subcommittees is completed, the College will develop its own annual Program Review website and share the documents as they are submitted. The Academic Senate and the Strategic Planning Committee will collaborate to produce an information sheet to make everyone aware of the new form and processes that are aligned with planning and the standards of accreditation across the College.

RECOMMENDATION 5: Implementation of Decentralization of Student Support Services from District to College

- 5. In order to increase effectiveness and to clarify the delineation of campus and district functions, processes and resource allocation, the team recommends that MVC provide evidence that it has implemented the transition plan for the decentralization of student support services from the district to the MVC. (Standards IV.B.3.a, IV.B.3.b, IV.B.3.c, and IV.B.3.g)*

Progress made on this recommendation

Moreno Valley College has added seven new positions and reorganized an existing administrative position in an effort to serve students more effectively. Three of the new positions were for administrators in Student Services, and three other new positions were filled with support staff assigned to these administrators. The reorganization of the College’s existing position of Dean of Student Services gives that position responsibility for oversight and supervision of student support services at the BCTC. One of the new administrative positions, Director of Enrollment Services, shares responsibility with the Dean of Student Services for Admissions and Records, Cashiering, and Financial Aid.

Decentralization of Student Services from District to the College

Two administrative positions were transferred from the district to the College to provide functions and services that are specific to colleges, such as financial aid and admissions and records. One of the new staff support positions also separately supports financial aid. District and college organizational charts have been updated, and personnel have been physically relocated to complete the process of decentralization of student support services from the district to the College. Evidence of organizational and site-specific operational changes include the following MVC personnel in Student Support Services:

- New position of Vice President Student Services (supervises Outreach, Assessment, Matriculation, Counseling, Student Activities, Transfer/Career Center; the following categorically-funded programs: Cal Works, EOPS/CARE, DSPS, Health Services, TRIO/Student Support Services) - hired October 2010
- New position of Administrative Assistant IV assigned to Vice President Student Services - hired December 2010
- New position of Director of Health Services - hired July 2010.
- New position of Medical Office Receptionist assigned to Director of Health Services - hired April 2011
- Reorganization of the Dean of Student Services position (supervises Admissions & Records, Cashiering, Financial Aid, Veterans Services, Student Employment Services, Student Discipline, and Student Support Services for BCTC) - June 2011, - position filled by reassigning Dean of Student Financial Services to this position
- New position of Director of Enrollment Services (Admissions and Records, Cashiering, Veterans) - hired July 2010
- New position of Administrative Assistant II assigned to Director of Enrollment Services - hired December 2010
- Transfer of Dean of Student Financial Services from district to college - completed July 2010. This individual reassigned to be Dean of Student Services effective September 2011
- New position of Administrative Assistant III assigned to Dean of Student Financial Services (now a part of the responsibilities of the Dean of Student Services).

In 2011-2012, the College continues to work with the district Director of Athletics to provide access to team sports for students. The Office for International Students and the Study Abroad program also continue to be operated by the district, with active representation by MVC faculty in overseas programs and with many MVC student participants.

Analyze the results achieved to date

The results of the transfer of positions from the district to the College are that services to students have improved, and, with oversight for needs assessment assigned to the Dean of Student Services, students at BCTC report a higher level of satisfaction with on-site services.

Provide evidence of results

Coordination of student support services across the district is done through monthly meetings of the three RCCD Vice Presidents of Student Services. As revised organizational chart for MVC's student support services clearly delineates positions, reporting channels, and organization of areas within this administrative unit.

What additional plans has the institution developed?

Resource allocation for Student Services is the responsibility of the President of the College who works directly with Business Services. The Student Support Services Administrative Program Review document outlines the future plans for this unit and the human, financial, and physical resources needed to serve the approximately 10,000 students who enroll in each of the two full-term semesters on the main campus and at BCTC. As part of the planning process, the needs of this area will be reviewed and discussed with college constituents as the 2012-2013 budget preparation process unfolds. Decisions made in this area will be communicated to the Academic Senate and the Strategic Planning Committee through elected faculty representatives and Standards-based subcommittee participation.

RESPONSE TO SELF-IDENTIFIED ISSUES IN THE PLANNING AGENDA

Planning Agenda from the 2009 Moreno Valley College Report

II.A. INSTRUCTIONAL PROGRAMS

The College [revised from “The Center for Faculty and Professional Development (CFPD)] will continue to provide workshops and speakers on best practices in assessing and analyzing student learning outcomes to improve teaching and learning. Experts will include a) representatives from district institutional research; b) members of the District Assessment Committee; c) faculty directors from the Moreno Valley [College] career technical education programs; and d) the college’s Faculty Assessment Coordinator [revised from “outcomes assessment specialist”].”

Progress made on self-identified issue

1. Workshops on Assessment

A master schedule of all activities addressing the assessment and analysis of teaching and learning (Faculty Development, Assessment, etc.) is maintained on the College website and announced via email, in the mailroom, and through other channels of communication across the College. All activities are evaluated with a follow-up survey.

SLO Assessment workshops in 2011 for groups of faculty were held on February 25, March 25, March 29, March 30, May 3, May 4, and September 7. A Career Technical Education Retreat was held at the University of California, Riverside on October 7, and the “Assessment/Program Review Attack” event took place on December 2. At these training workshops, full-time faculty received FLEX credit and part-time faculty received a stipend.

During the Fall 2011 semester, the Faculty Assessment Coordinator conducted numerous one-on-one targeted meetings with faculty to do training to address individual questions and specific circumstances.

2. Other Professional Development Workshops

With the leadership and coordination of the Professional Development Coordinator, Dr. Daniel Clark, professional development workshops occur on campus regularly during each semester. After each event, Dr. Clark conducts a survey of the participants. The survey results are incorporated into the planning process for future events and shared with the college community.

Representative Professional Development events during Fall 2011 that addressed this self-identified planning agenda item were:

- Introduction to SharePoint, September 8. SharePoint (SP) is used for communication and collaboration on assessment. Completed assessment reports and resource documents for assessment are posted to a SP site regularly and faculty use the site to find models of best practices and to post their own reports.
- Blackboard Learn Workshops, semi-monthly workshops beginning during August FLEX days and continuing starting September 26, to assist faculty with teaching online courses through RCCD's Open Campus.
- Getting More Students Involved in Thoughtful Class Discussion, October 4. Pedagogically-focused on improving teaching and learning and the assessment of class discussions.
- CurricUNET training for faculty, October 6 and 12. Ongoing training designed to assist faculty in curriculum planning, revisions, and approvals.
- Teaching Writing One-to-One, October 21. Pedagogically-focused on improving teaching and learning through reflective writing and the assessment of student writing.
- Lexis Nexis Training, October 27. Pedagogically-focused on improving teaching and learning through the use of electronic databases available through the library.
- Perspectives on China, November 10. Pedagogically-focused on improving teaching and learning through travel, especially through RCCD's Study Abroad program to China in Spring 2011. Two members of the Moreno Valley College faculty participated in this program, along with 30 RCCD students, designed to partially fulfill the General Education Learning Outcome on "Global Awareness."
- Music@MoVal Concert Series, November 29, December 6 and 8. New on-campus concert series focused on the performing arts designed to add value to the cultural climate of the College and to bring the community together for a shared experience. Events are required for students in music classes, and the results of the student experience are assessed as part of SLO assessment in several music courses.

3. Summary

The College will continue to provide workshops and speakers on best practices in assessing and analyzing student learning outcomes to improve teaching and learning. Representatives from district Institutional Research meet with the Student Equity Team, the Academic Senate, and the Faculty Assessment Coordinator to analyze and interpret data collected by the district on behalf of the College. The Faculty Assessment Coordinator and a member of the Counseling faculty meet regularly with a Task Force (District Assessment Committee) that is currently addressing assessment at the district level.

Faculty directors from the Moreno Valley College career technical education programs meet individually with the College's Faculty Assessment Coordinator to review assessment activities in their courses and programs. Plans have been developed for assessing program-level outcomes in accredited programs and mapping of course SLOs with program PLOs will continue in 2012 as part of the program accreditation processes, the ongoing work of the College in assessment, and at BCTC as part of the collaboration with outside agencies.

II.B. STUDENT SUPPORT SERVICES

“The Moreno Valley Student Equity Team will utilize results of student equity research to develop programs and services addressing identified needs of diverse populations.”

Progress made on self-identified issue

The focus of the Student Equity Plan of 2010 was to enhance and develop strategies for increasing the success rates of African American and Latino students. The major activities have been on curriculum development and student activities. The Renaissance Scholars Program and the Puente Program address social and academic interests of African American and Latino students through cultural programming, community services, and social interaction with their peers. The concept behind both programs is that student success is built in part by developing a connection to the College through identification with a group in which one feels comfortable, having access to mentors and role models, and sharing challenges and ideas with others facing similar issues. The aim of these programs, and of other programs in Student Activities, has been to promote a sense of belonging to the College among African American and Latino students with an implied goal of increasing the future successes of each group through informed career choices, transfer opportunities, and academic success.

The Student Services unit embraces the spirit of student equity in the recruitment, retention and successful transition to college life of all students. Program activities are designed for inclusivity of all students to receive essential services and meaningful learning experiences. The Extended Opportunity Program and Services (EOPS), Disabled Student Program and Services (DSP&S), CalWorks, and TRIO/Student Support Services programs are categorically funded by state or federal regulations to serve specific, educationally disadvantaged and low-income student groups in their efforts to achieve their educational goals.

The Student Activities area supports a leadership development effort through student government and through the student clubs of the Associated Students of Moreno Valley College (ASMVC). For 2011-2012, the ASMVC has a budget of \$123,930 to provide enrichment activities for the entire student body and to support the activities of student clubs. Student clubs also hold fund-raising events to earn additional funds to support activities of the club, and members of the student clubs volunteer to assist in campus activities that benefit the College and the community. In Fall 2011 there were 29 student organizations recognized by the College as being active and viable groups.

Multicultural events are held throughout the academic year to celebrate historical events, ethnic holidays, health fairs, and other specific occasions that bring representatives the College community together to learn about each other. Events for the current academic year include a 9/11 commemoration, Hispanic Heritage celebration, Spirit Week, Pink Ribbon Week, Breast Cancer Awareness Day, a Native American celebration, Veterans' Day, Black History Month, Women's History Month, Diversity Awareness Week, and Harvey Milk Day. Students also join together to participate as a college in a blood drive and a food drive and to host two large community events on campus for children, one in the fall close to Halloween and another in the spring for an egg hunt.

The Student Equity Committee met during the 2011 fall semester under the leadership of the Student Services administrative unit. The impending retirement of the former chair of the committee delayed the meeting until late in the semester. The purpose of the meeting was to discuss the need to review and

update the Study Equity Plan, which had been composed with broad participation, distributed, and posted on the website.

As of this writing, the committee members have reviewed the plan individually and in small groups. They are collaborating on an action plan for the future when they reconvene in late February 2012. The goal is to continue to develop and revise programs and services addressing identified needs of diverse populations. David Torres, the district Dean of Institutional Research, attends meetings to inform the discussion and assist in follow-up with research projects.

Resource support to the Student Equity Committee includes Ms. Frankie Moore, Student Activities Coordinator; LaTonya Parker, Counseling faculty; Lori Fiedler, Transfer/Career Center Educational Advisor; Jamie Clifton, Director of Enrollment Services; and Dr. Greg Sandoval, Vice President of Student Services. Expanded membership includes representative groups of faculty, staff, and students.

Listed here are some of the recent activities on campus that address needs of diverse student populations in response to this Planning Agenda item:

The music program has reinvigorated the MVC Gospel Singers with the hiring of an instructor with expertise in classical vocal music and Gospel Music. For the 20th anniversary events of the Gospel Singers in 2012, the new director and the faculty co-advisor for the organization are identifying former members and inviting them to participate in a concert. The expectation is that there will be widespread community support and involvement. The students are enthusiastic about the new energy in the group as evidenced by their responses on a survey.

Among other student organizations, the ASMVC Anthropology Club is a very active and visible student group that provides college-wide programming on global cultures and diversity.

The English as a Second Language (ESL) program used Basic Skills Initiative (BSI) funds to hire tutors for ESL in the Writing and Reading Center. The English and math disciplines are looking at accelerated remediation initiatives and are broadly sharing with faculty their research and implementation recommendations. Reading faculty are being integrated into these discussions.

The faculty increased opportunities for supervised tutoring (ILA-800 sections) in English, reading, ESL, and mathematics so that all students seeking additional help could have access to labs and tutors.

Funding of Jumpstart, an intensive, six-week summer program that gives students who place in lower levels of reading, math, and English the opportunity to review material and to be reassessed before the start of the Fall semester. The target population is students who place into English 60A, Reading 81 or 82, and Math 90B.

The English discipline is developing a new course that combines two remedial classes into one six-unit class. The goal is to increase success rates in transfer-level English composition for students who originally placed into lower levels of English.

The mathematics discipline has developed a new course that combines two remedial classes into one six-unit class. It will be piloted in Spring 2012, and one of the instructors is the Faculty Assessment Coordinator. The goal is to increase student success rates for those who place into lower levels of mathematics and to make the path to completing the mathematics requirements for earning an A.A. degree less complicated.

The Ben Clark Training Center (BCTC) is providing outreach to target populations to improve diversity in career technical education in Public Safety Education Programs. To communicate with targeted populations, BCTC prepared a series of pamphlets to guide students into A.A. and B.A. programs. Health Sciences continues its outreach efforts for all allied health programs, including the nationally accredited Physician Assistant, Dental Hygiene, Dental Assisting, and Paramedic Programs.

BCTC developed a part-time fire academy so that individuals with limited time who want to experience fire training can explore the opportunity.

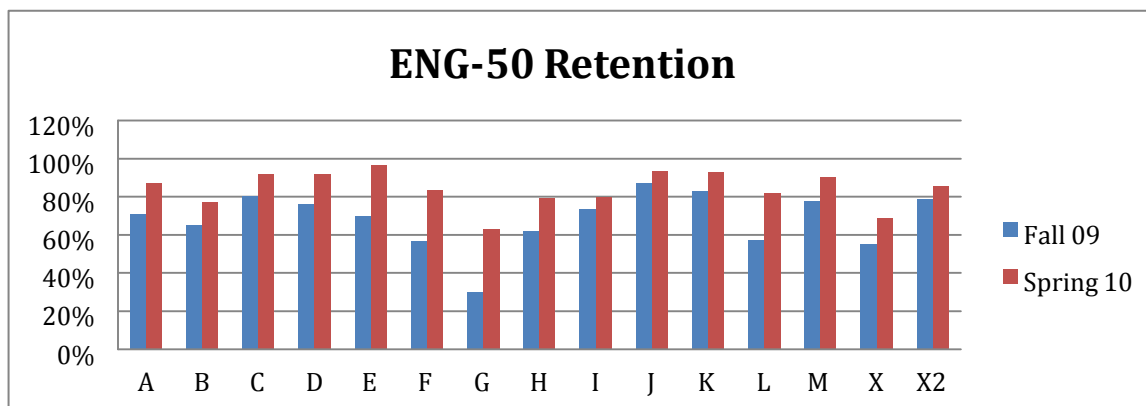
BCTC developed and implemented a Basic Skills Pre-Law Enforcement Academy. Recognizing the value of the Basic Skills Pre-Law Enforcement Academy, the Sheriff's Department has considered mandating the course to those recruits who need basic skills training in reading and writing, supported by academic counseling and tutoring. The Basic Skills Academy serves an identified need for a higher level of basic skills preparation in law enforcement.

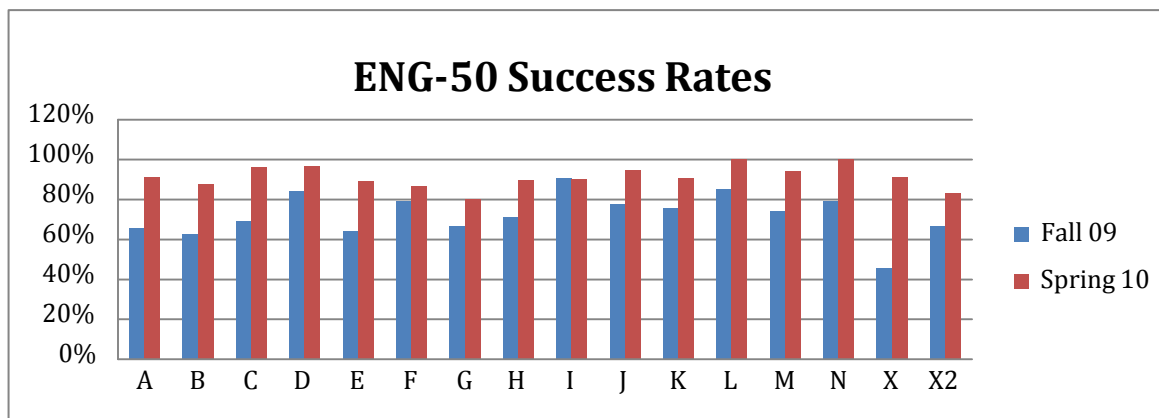
The College uses an Early Alert system to inform at-risk students of services available to them in writing, reading, counseling, and tutoring. Faculty are encouraged to report students who would benefit from Early Alert intervention through WebAdvisor.

Additionally, Student Support Services has compiled the following data as a Report on Activity 3.3 of the Student Equity Report.

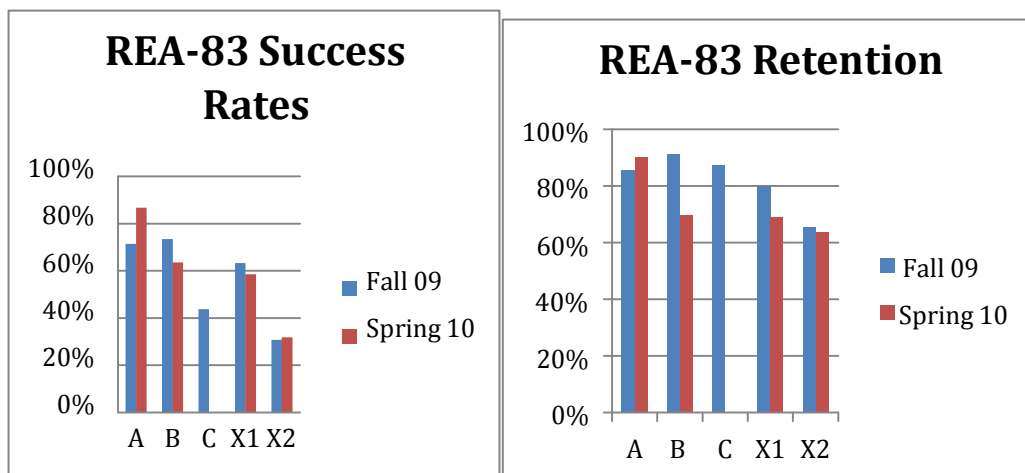
Report on Activity 3.3

It was determined that the linked courses were not generally effective. In the fall 2009 semester, students were less successful in both Eng 50 and Rea 83 than students in regular classes. In spring 2010, Eng 50 students were more successful, but Rea 83 students were not. Retention rates in all sections were similar. (See graphs below). Because of difficulties placed on staff who implemented scheduling, and the lack of clear improvements in success rates, it was decided to discontinue these learning communities.





Section X and X2 Learning Communities.
 Section X paired with REA-83 and Section X2 paired with LIB-1.
 Chart shows that the retention rates in Learning Communities were approximately similar to other sections in both years.
 Chart shows success rates for Learning Communities improve the following year.



X1= Learning Community paired with ENG-50. X2 = Learning Community paired with GEG-1.
 Success rates were mostly lower in Learning Communities. Retention rates were mostly lower in Learning Communities.

JumpStart, a summer program aimed at recent high school graduates placing in the lowest levels of English, reading, and math, was offered in 2010 and 2011. In Summer 2010, 21 students finished the English workshops and 20 students completed reading workshops. Students were given the option of re-taking Accuplacer assessment and/or taking a diagnostic test in English in hopes of placing at higher course levels. Most students placed higher in both English and reading, resulting in a gain of 36 courses in English and a gain of 14 courses in reading. In Summer 2011, 11 students completed English and reading workshops with a gain of 13 courses in English and 6 courses in reading. (See tables below)

Gains in Course Level by Initial Placement – Summer 2010

Initial Placement	No change	One course gain	Two course gain	Three course gain
English 60A	2	1	11	1
English 60B	0	2	4	0
Total ENG = 21				

Reading 81	9	1	0	3
Reading 82	0	2	0	0
Reading 83	2	2	0	0
College Reading	1	0	0	0
Total REA = 20				

Gains in Course Level by Initial Placement – Summer 2011

Initial Placement	No change	One course gain	Two course gain	Three course gain
English 60A	2 (ESL)	1	3	2
English 60B	0	1	0	0
Eng 50	1	1	0	0
Total ENG = 11				

Reading 81	5	1	0	1
Reading 82	1	1	0	0
Reading 83	0	1	0	0
College Reading	1	0	0	0
Total REA = 11				

Research is on-going on the development of thematic courses in English.

Activity 3.4

In Summer 2010, a Jumpstart reading program was initiated to facilitate student learning. (Reading faculty)

Report on Activity 3.4

The following activities have been identified for implementation:

Provide a forum for reading faculty and Student Service personnel to cooperate in developing interventions in response to ACCUPLACER/Placement Test results and the needs of the African-American and white student reading population. (Student Equity Committee)

Determine the success rates of African-American and Native American students testing into basic skills reading classes who do not take subsequent reading courses and attempt a college English course. Compare those rates to the success rates of students who take the basic skills reading courses and then attempt a college English course. (Institutional Research, Student Equity Committee)

Evaluate the effectiveness of existing linked courses (i.e. English 50/Reading 83) to determine if students who enroll in these linked courses complete college level English courses at a higher success rate than students who did not enroll in the linked courses. (Institutional Research, Student Equity Committee)

Use the results of the research to implement appropriate interventions as determined by the reading faculty.

Activity 3.5 - There is no activity associated with Goal 3.5

Activity 3.6

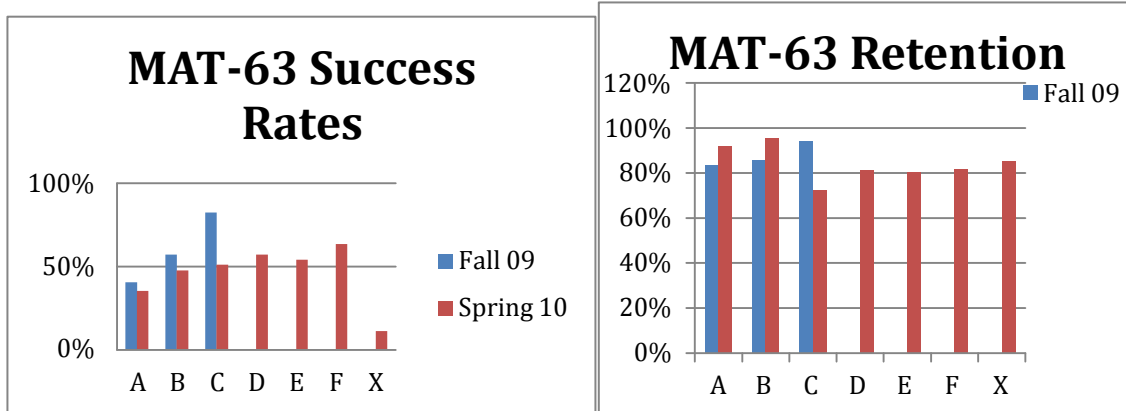
Continue learning communities combining basic skills mathematics courses with other disciplines to increase the number of students taking transfer level mathematics courses. (i.e. Guidance 48/Math 63)

In Summer 2010 initiate, a Jumpstart program for math was initiated to promote student success in math courses.

In Spring 2010, supplemental instruction for Math 52 was utilized to increase student success rates.

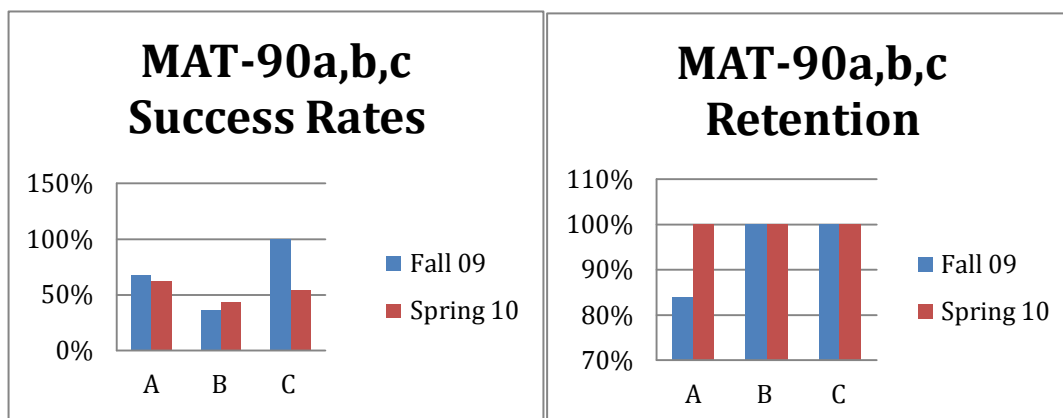
Report on Activity 3.6

Learning communities were established for Guidance 48/Math 90ABC in fall 2009 and for Guidance 48/Math 63 in spring 2010. Success rates in Guidance 48 were mostly higher in spring 2010 than in fall 2009. Retention rates in the Guidance 48 Learning Communities had slightly lower rates in the following year. There were no comparison groups for the Math 90ABC courses in terms of success and retention, since the only Math 90ABC offered was in the learning community format. In the Math 63/Guidance 48 community, success rates were much lower for the community than those in traditional courses, while retention rates were about the same. Information is summarized in charts below.



X = Learning Community paired with GUI-48.

Success rates for the Learning Community were the lowest compared to others. Retention rates were about similar to others.



All MAT-90 sections in Fall 09 were paired with GUI-48.

MAT-90A = A, MAT-90B = B, MAT-90C = C.

As with learning communities in ENG/REA, results were not significantly better and the learning communities were difficult to schedule, manage, and enroll. For this reason, scheduling of learning communities was not encouraged in subsequent semesters.

JumpStart was run in both summers of 2010 and 2011. In summer 2010, 22 students completed math workshops and retested using Accuplacer, resulting in a gain of 19 courses overall. In summer 2011, a total of 11 math students retested with Accuplacer and achieved a gain of 10 math courses. See chart below for a breakdown.

Gains in Math Course Level by Initial Placement – Summer 2010

Initial Placement	No change	One course gain	Two course gain	Three course gain
Math 63	5	2	5	2
Math 52	3	1	0	0
Math 53/35	4	0	0	0
Total MAT = 22				

Gains in Math Course Level by Initial Placement – Summer 2011

Initial Placement	No change	One course gain	Two course gain	Three course gain
Math 63	3	0	5	0
Math 52	1	0	0	0
Math 53/35	2	0	0	0
Total MAT = 22				

Supplemental Instruction (SI), a program developed at the University of Missouri in Kansas City (UMKC), is designed to have peers mentor students and help them develop success strategies for particular courses. During training at UMKC, which was attended by an MVC math faculty, information was provided that showed SI is not typically successful in developmental math classes. Despite these statistics, SI was attempted with Math 35 in fall 2009 and with Math 52 in fall 2010. It was slightly more successful for Math 35, but sessions were poorly attended for both groups. In particular, the Math 52 course was most likely a poor choice for SI, since it was offered in hybrid format. Students choosing this format do so because they typically do not want to attend sessions and extra SI sessions were not welcomed by this particular group. Because of the lack of interest shown by math students for SI, this option is not currently being offered. SI has been continued for other courses, however, and if significant interest is generated in the future, it may be attempted again for developmental math.

III.A. HUMAN RESOURCES

“Moreno Valley faculty will continue to develop and participate in assessments of student learning outcomes to improve teaching and learning. Faculty at the College, moreover, will seek to use the results of these assessments to promote more research on and faculty development in best practices for in-class assessment.”

Progress made on self-identified issue

1. Historical Overview of Assessment at Moreno Valley College

Prior to 2008, course-level assessment of Student Learning Outcomes was a district-wide project led by a district administrator and a member of the faculty who had reassigned time, training, a sabbatical, and professional development opportunities associated with assessment. For several years this faculty member led the District Assessment Committee (DAC), composed of faculty from the three campuses, who met regularly to review Comprehensive Program Review reports from academic disciplines. Disciplines across the district were placed on a four-year rotation schedule with about a dozen disciplines reporting annually to the committee. Revisions of all Course Outlines of Record (COR) were a required exercise for Comprehensive Program Review, and through this process, the district enforced the inclusion of Student Learning Outcomes into all CORs.

As the individual campuses began the process of identifying themselves as independent colleges, the information gathered from the annual Program Reviews became more localized and focused on the program needs of each entity. While Program Review covers a wide variety of assessments, the theme of course-level assessment emerged as one of the priorities. Assessment of course-level SLOs began in earnest for Moreno Valley College in 2008. The college hired a full-time Outcomes Assessment Specialist, and appointed a Faculty Assessment Coordinator. From 2008 to 2010 under their leadership, a total of 76 out of 503 courses, or 15 percent, completed the first cycle of course-level SLOs assessment by Spring 2010. (The Outcomes Assessment Specialist has now left the College.) A year later, 35.7 percent of courses offered in a spring or fall semester, or 180 courses, had been through one cycle of assessment, and the College had made a shift from the “Awareness” to the “Development” stage of assessment as defined by the ACCJC rubric.

To achieve this improvement in the results and to align the assessment process with the responsibilities of the Academic Senate, the College selected a Faculty Assessment Coordinator who received reassigned time, and the College formed a faculty Assessment Committee (AC). To ensure effective communication among all constituents, the College also formed an “SLO Assessment Steering Committee” comprised of the President of the Academic Senate, the Faculty Assessment Coordinator, the Vice President of Academic Affairs, and the Dean of Instruction (interim) who was formerly the Faculty Assessment Coordinator. During 2010-2011 the “SLO Assessment Steering Committee” revised the SLO assessment template to make it easy-to-use.

In 2011-2012 this steering committee meets twice a month to facilitate assessment efforts, to discuss assessment planning and progress, and to manage the assessment process. They developed an assessment website to serve as a repository for assessment projects and provide links to assessment information on other sites. The site has samples of course-level SLO assessment methods written by

faculty as examples of best practices at <http://www.mvcsp.com/loa/default.aspx>. By Spring 2011, the revised template was incorporated into the annual Program Review document. The result was that more faculty assessment reports were submitted. As of December 2011, eighty percent of courses taught have had either direct or indirect assessment.

2. Faculty Development Workshops in Best Practices for Assessment

Assessment training is being carried out through individual contact and small workshops based on participants' availability. Faculty Development Workshops on assessment are being scheduled on a monthly basis. The ACCJC rubric for evaluating SLOs has been shared with faculty. Many of them have engaged in formal and informal discussions about using assessment to improve teaching and learning.

Increased awareness of the need for and the processes involved in assessment has made faculty more engaged in the process of assessing course SLOs. Forty-seven additional courses were assessed directly by faculty in Fall 2011. To increase participation and to gather more data, the "SLO Assessment Steering Committee" initiated and implemented indirect assessment of courses to determine student perceptions of their own level of achievement of course SLOs. The results of indirect assessment are still being evaluated, as of this writing, but the preliminary outcomes are extremely positive. Once it is compiled and analyzed, the information gathered will provide baseline data for future assessments and assist faculty in moving from the "Development" stage into that of "Proficiency."

In December 2011 the Faculty Assessment Coordinator and the Professional Development Coordinator held an "Assessment and Program Review Attack." The event drew fifteen eager members of the faculty who collaborated, discussed, and completed course-level assessments or updated their discipline Program Reviews. The results of this event were positive and several course assessments were turned in at the end of the three-hour session.

3. Sharing of Assessment Information

Assessment data is posted on the Moreno Valley College Assessment SharePoint website. The Assessment Coordinator has uploaded templates, ACCJC assessment expectations, and reports that have been accepted. The information is readily available to anyone who wants to view it. The assessment site address is <http://www.mvcsp.com/loa>.

The Moreno Valley College Assessment Committee (MVCAC) consists of the Faculty Assessment Coordinator and a representative from each department: Dr. Larisa Broyles (HSS), Dr. Daniel Clark (COMM), Cheryl Honore (BITS), Dr. Diane Marsh (MSK), and Dr. Delores Middleton (HHPS). Natalie Hannum (PSET) is the representative for Fire Technology and Law Enforcement programs and meets separately on a monthly basis with the Faculty Assessment Coordinator. These faculty liaisons regularly discuss assessment at their department meetings, and there is evidence that collaboration is taking place among faculty.

Assessment-centered discussions and collaborations are taking place among English and mathematics faculty. The English discipline meets regularly to discuss assessment of outcomes and common courses in an effort to increase student success rates and to align multiple sections of the same course taught by different instructors. They have involved faculty in writing and reading in their deliberations as they

recognize the close relationships among those fields. For purposes of assessment the mathematics faculty across the three colleges have worked collaboratively to develop a common final exam and to determine the effectiveness of the mathematics laboratory.

Faculty across other disciplines at the College and throughout the district are talking about assessment with their colleagues as they become more comfortable with the process. The recently administered college-wide indirect assessment apparently opened many minds to some of the possibilities of using assessment to strengthen courses and programs.

4. Program-level Outcomes Assessment

Career Technical Education (CTE) programs have a longer history of assessing outcomes because, unlike their counterparts in transfer or general education courses, specific, measurable skills must be a part of their curricula. Moreno Valley College has four accredited programs that routinely discuss, revise, and refine courses and programs based on comprehensive assessments of SLOs. These four programs are Physician Assistant, Dental Hygiene, Dental Assisting, and Paramedic. Two other CTE programs that enroll large numbers of students are Law Enforcement and Fire Technology. In these programs students take standardized exams given by external agencies, so their level of accountability and alignment with PLOs is high.

One example of a current PLO/SLO alignment project is in Dental Hygiene. This program has mapped program learning outcomes to course SLOs to identify areas of alignment and other areas where revisions may be necessary. As with the other accredited programs, the accrediting agency dictates the course SLOs, and the courses in the Dental Hygiene program were created to align with the accreditation standards. If gaps are found between PLOs and course-level SLOs, course outlines of record are revised immediately to align them properly.

In Law Enforcement there are two assessment categories that must be addressed in course SLOs. One category is the entry-level Law Enforcement program, and the second one is the Advanced Office Training (AOT)/Advanced Jail Training (AJT). Both categories require multiple methods of assessment, including manipulative skills performance, written evaluation, observation by facilitators, and student surveys based on Peace Officer Standards and Training (POST) approved and standardized learning domains. Student Learning Outcome reporting is completed by utilizing a standardized SLO reporting form that was drafted by the discipline and adopted by the department in January 2011. This form can be viewed online on the assessment SharePoint site. Assessment results for both categories are gathered and transferred to POST in Sacramento because Law Enforcement is a statewide curriculum. The results of external licensing exams are being evaluated, and discussions are taking place between the College and agency partners to improve student learning and to modify course and program-level outcomes as needed.

During this first full calendar year of being an independent college, smaller CTE programs at MVC, such as Computer Simulation and Gaming, Medical Assisting, Human Services, and Community Interpretation, are beginning to discuss program assessment. Direct assessment of the Accounting program has been extensive over multiple cycles, and the district-wide Early Childhood Education program has completed surveys of student perceptions of progress in reaching intended program outcomes.

5. General Education Program Learning Outcomes

Another area for which program outcomes assessment is an important part of the curriculum at Moreno Valley College is the general education program. Efforts to assess the General Education Student Learning Outcomes (GE SLO) have been initiated across the district through a Task Force of faculty representatives from each college.

Historically, a District Assessment Committee developed the General Education Student Learning Outcomes that were adopted in 2006 and have been widely disseminated since. The district has made efforts in the past five years to assess them, in both direct and indirect ways. These efforts have intensified in the past year with assessment personnel throughout the district becoming involved in GE outcomes assessment.

Assessment personnel formed a Task Force with representatives from each college to review the existing GE program, including its SLOs, for possible modification. This Task Force met several times in Spring 2011 and continues its work in the current academic year, 2011-2012. The Moreno Valley College representatives on the Task Force are Sheila Pisa, Faculty Assessment Coordinator, and LaTonya Parker, a member of the Counseling faculty and the elected representative from the HSS Department to the Academic Senate. The district office of Institutional Research has analyzed the data collected from a learning gains survey of graduating students and thus provides relevant data to the discussions. This is a vitally important effort to complete an assessment loop by working to improve a program for which we have sufficient data that indicate improvement is needed.

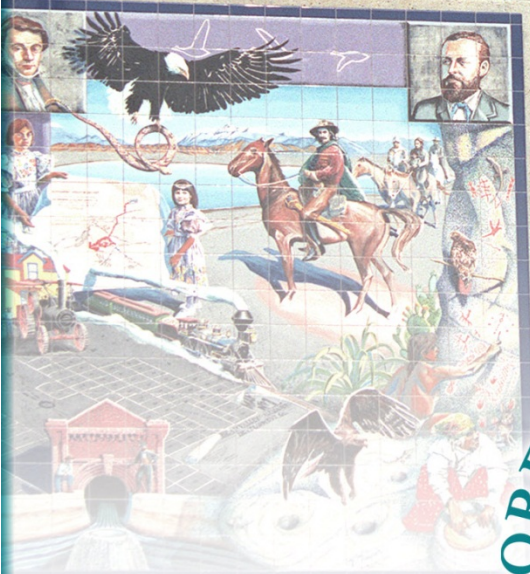
The faculty at Moreno Valley College have aligned their course SLOs with appropriate GE SLOs using the course outlines of record in CurricUNET as the master documents for that purpose. As the second cycle of course assessment begins for some faculty, there will be increased understanding of and interest in aligning the course SLOs with GE SLOs leading to awareness of the importance of mapping and alignment. Since all faculty participate in the Comprehensive Program Review process (12 disciplines are slated for review in Fall 2012), the Moreno Valley College Assessment Committee expects faculty to participate in the assessment of GE SLOs through the course assessment procedures associated with that district-wide, discipline-based process.

UPDATE ON SUBSTANTIVE CHANGE IN PROGRESS, PENDING, OR PLANNED

Moreno Valley College submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) for consideration at its June 30 – July 1, 2011, meeting two Substantive Change Proposals. These Proposals were related to (1) Change in Location (Relocation of the Dental Programs from an Off-Site Location onto the Moreno Valley College Campus), and (2) Distance Education (Addition of Courses that Constitute 50% or More of a Program Offered Through a Mode of Distance or Electronic Delivery: Business Administration Certificate and Educational Paraprofessional Certificate).

A follow-up letter dated July 7, 2011, was received by the College conferring approval of the two Proposals with the following remarks: “The Committee [on Substantive Change for the ACCJC] acted to approve both of the Substantive Change Proposals and commends the College for providing exemplary descriptions of the new programs and changes being made at Moreno Valley College.”

MORENO VALLEY COLLEGE



INTEGRATED STRATEGIC PLAN 2010-2015 (Revised)

MESSAGE FROM THE ACTING PRESIDENT


With gratitude for the hard work of our team of professional educators and support staff, I am pleased to present the Integrated Strategic Plan 2010-2015 (Revised) for Moreno Valley College. This Plan defines the “Strategic Themes” that are the focus of our planning and brings together the ideas of individuals who met during 2011 to review and revise the original version included in the Follow-up Report. The members of the Moreno Valley College faculty and staff who reviewed this document were participating in the planning process through the subcommittees of the Strategic Planning Committee, as voting representatives to the plenary sessions of the Strategic Planning Committee, as elected representatives of their departments to the Academic Senate, as members of the administrative units of the College, and as volunteer members of Focus Groups whose purpose was to review and revise the “College Goals.”

Founded as the Moreno Valley Campus of Riverside Community College in 1991, Moreno Valley College, one of three colleges of the Riverside Community College District, has met and exceeded the challenges of building a first-rate college in an ever-growing community and region. Achieving initial accreditation in January 2010, Moreno Valley College offers general education, transfer programs, and career technical education programs in 14 fields including allied health, and public safety education and training. Community partners include the Riverside County Regional Medical Center, the Riverside County Sheriff’s Office, and the Cal Fire/County of Riverside Fire Department.

During the Fall semester 2011, Dr. Lisa Conyers, Vice President of Academic Affairs, led a series of Focus Group meetings to address specifically the eight College Goals as set forth in the Integrated Strategic Plan 2010-2015. The work of these groups has been incorporated into this document and folded into the college-wide planning process for continued review, assessment, and implementation. Working with Dr. Conyers to refine this plan was a team of dedicated individuals including Mr. Donald Foster, Strategic Planning Committee Co-chair; Dr. Travis Gibbs, Academic Senate President; Ms. Sheila Pisa, Faculty Assessment Coordinator; Dr. Carolyn L. Quin, Standard I Subcommittee Co-chair; Dr. Greg Sandoval, Vice President of Student Services; Mr. David Bobbitt, Interim Vice President of Business Services; Dr. Carlos Tovaes, Interim Dean of Instruction; Ms. Cid Tenpas, Dean of Technology and Instructional Support Services; and Dr. Cordell Briggs, Dean of Public Safety Education and Training. Through the leadership of these individuals, methods have been established to ensure future accountability and accurate measurement of outcomes assessment.

The College will use this Plan to identify and implement strategies for achieving the College Goals and the outcomes they project over the next four years. The five “Strategic Themes” point to the College’s core values and frame the course of action for assessing and measuring achievement. I encourage our community partners to join college personnel and our students in creating an environment that will lead to student success and high achievement in college, careers, and lifelong learning.

I would like to take this opportunity to thank the campus leaders who supported the development of this Plan and who encourage all College constituent groups to use it as a living document that inspires with the strength and energy of those who make up this excellent college.



Tom Harris, Ed.D., Acting President,
Chief Executive Officer, Moreno Valley College

MISSION, VISION, AND VALUES

Moreno Valley College is responsive to the needs of our region. We offer academic programs and student support services that include baccalaureate transfer, professional, pre-professional, and pre-collegiate curricula for all who can benefit from them. Lifelong learning opportunities are provided, especially in health and public service preparation.

Moreno Valley College is committed to exceeding the expectations of students, community, faculty, and staff by providing and expanding opportunities for learning, personal enrichment, and community development.

We embrace Moreno Valley College's rich tradition of excellence and innovation in upholding the highest standard of quality for the services we provide to our students and communities. We are bound together to further our traditions and to build for the future on the foundations of the past. We believe in teaching excellence and student-centered decision making. We value a learning environment in which staff and students find enrichment in their work and achievements. We recognize that the pursuit of learning takes the contributions of the entire district community, as well as the participation of the broader community. We believe in collegial dialogue that leads to participatory decision-making.

We believe in the dignity of all individuals, in fair and equitable treatment, and in equal opportunity. We value the richness and interplay of differences. We promote inclusiveness, openness, and respect for differing viewpoints. We are committed to honesty, mutual respect, fairness, empathy, and high ethical standards. We demonstrate integrity and honesty in action and word as stewards for our human, financial, physical, and environmental resources.

We believe Moreno Valley College is an integral part of the social and economic development of our region, preparing individuals to better serve the community. We believe in a community-minded approach that embraces open communication, cooperation, transparency, and shared governance. We strive to be accountable to our students and community constituents and to use quantitative and qualitative data to drive our planning discussions and decisions. We embrace the assessment of learning outcomes and the continuous improvement of instruction.



STRATEGIC THEMES:

ACADEMIC SUCCESS [GOALS 1 AND 8, STANDARDS I, II, AND IV]

STUDENT ACCESS AND SERVICES [GOALS 2 AND 3, STANDARDS I, II, AND IV]

PROFESSIONAL DEVELOPMENT [GOAL 6, STANDARD I, II, AND IV]

TECHNOLOGY UTILIZATION [GOAL 5, STANDARD III]

RESOURCES AND FACILITIES DEVELOPMENT [GOALS 4 AND 7, STANDARD III]



ACADEMIC SUCCESS

[Goals 1 and 8, Standards I, II, and IV]

Moreno Valley College (MVC) provides students with comprehensive educational programs that prepare them for transfer and for careers. To maintain academic excellence, MVC faculty members participate in Flex training sessions, attend professional development activities, and engage in individual research and creative activities to remain current in their fields and current in the use of instructional technologies. To lead students towards academic success, we will:

- Strengthen our academic programs in general education
- Strengthen our academic programs in pre-collegiate education
- Expand our programs as feasible to meet students' needs
- Achieve state and national prominence in nationally accredited programs, such as dental hygiene, dental assisting, physician assistant, and paramedic
- Continuously assess student learning through direct and indirect cycles of course- and program-level assessment.

STUDENT ACCESS AND SERVICES

[Goals 2 and 3, Standards I, II, and IV]

We provide high quality programs and services that support student academic achievement, personal development, and professional goals. We assist students in making meaningful connections to the College through participation in curricular and co-curricular activities. To instill in our students an understanding of diversity and a commitment to serving the community, we will:

- Provide comprehensive counseling and support services
- Increase awareness of available support services
- Use assessment to improve student services and programs
- Increase communication across departments
- Increase student engagement in co-curricular activities
- Encourage collaboration among programs
- Provide opportunities for life-long learning

PROFESSIONAL DEVELOPMENT

[Goal 6, Standards I, II, and IV]

Professional development activities foster intellectual interaction on campus while improving teaching and learning. Faculty engage in professional development in ways that add value to the academic programs. They participate in workshops on writing, collaborate on strategies for teaching online, and share ideas for teaching basic skills. Students participate in professional development by attending leadership conferences through student services or working on campus in programs designed to give them practical skills in their chosen field of study. Support staff gather for training in specific new skills or to learn new technology. At MVC we also come together to experience the arts in concerts or to join each other in participating in the common dialogue of the “One Book, One College” program. To encourage appropriate professional development for all constituents, we will:

- Encourage administration, faculty, staff, and students to participate in professional development
- Use assessment to identify appropriate professional development opportunities
- Support opportunities for faculty, staff, and student development

TECHNOLOGY UTILIZATION

[Goal 5, Standard III]

Technological resources are critical to all aspects of the operation of the College, and the utilization of appropriate technologies depends on having a modernized infrastructure to support the needs of the academic programs, student services, and administrative units. To maintain and utilize the technological infrastructure, we will:

- Implement technological upgrades and repairs to existing smart classrooms
- Respond to the recommendations of the RCCD Instructional Technology (IT) Audit of 2010
- Develop a timeline for implementation of the IT Audit
- Use assessment to determine the effectiveness of student support services delivered using technology
- Implement regular training in the use of technology for administration, faculty, staff, and students

RESOURCES AND FACILITIES DEVELOPMENT

[Goals 4 and 7, Standard III]

Resources and facilities development, along with technology, complete the essential infrastructure needs of the College. Resources include human resources, financial resources, buildings, and equipment needed to advance the mission of any college striving to maintain excellence. We create, develop, and maintain this interrelated infrastructure through careful planning, thoughtful dialogue, and consultation across all departments of the College. We support a college environment that encourages learning, collaboration, communication, and productivity. We strive to be accountable to our students and to our community. To continue to develop our human, financial, and physical resources, we will:

- Value diversity among all college constituents
- Demonstrate integrity and honesty in action and word
- Define the budget development process
- Communicate the budget development process to all units of the College
- Work closely with RCCD to determine the level of funding for the College
- Align capital planning projects with needs identified through Program Review
- Seek grants that align with needs identified through the Program Review process
- Improve existing facilities
- Identify future space needs through the Educational Facilities Master Plan

CONCLUSION

Moreno Valley College is committed to educational excellence, along with Academic Success, Student Access and Services, Professional Development, Technology Utilization, and Resources and Facilities Development. These “Strategic Themes” outlined here speak to the responsibility that we have to promote learning at different stages of students’ lives and to support our region. Essential to achieving our mission and to upholding our values is the integrity of our planning process. Moreno Valley College is a place where the views of all are recognized, respected, and appreciated.



COLLEGE GOALS (REVISED)

The College Goals (Revised) are reflective of the “Strategic Themes” highlighted in the Integrated Strategic Plan 2010-2015 (Revised) and are aligned with ACCJC Standards for Accreditation through the subcommittees of the Strategic Planning Committee (SPC).



Strategic Theme: Academic Success

COLLEGE GOAL 1: ACADEMIC PROGRAMS

Strengthen and expand Moreno Valley College academic programs to increase student success

STRATEGIES	MEASUREMENT	ASSESSMENT	OUTCOME
1. Engage faculty in strengthening and expanding academic programs.	Determine how many faculty participated in FLEX, professional development, course assessment, program assessment, and/or the curriculum process, including CurricUNET? Describe how faculty members define their ability to strengthen and expand academic programs.	Faculty assess their effectiveness in strengthening and expanding academic programs through multiple measures including course and program-level SLO assessment.	The academic programs have been strengthened and expanded through multiple measures of effectiveness.
2. Track course and program completion to determine if scheduling impedes student success.	List of course enrollments for courses within programs and chart of scheduling patterns	Utilizing research data, program reviews, and student surveys, deans and chairs determine what changes need to be made to the schedule to increase course and program completion.	If scheduling conflicts are identified, they will be adjusted to meet the needs of students.
3. Expand basic skills resources and services.	Based on benchmarks, determine if the basic skills program has expanded or become more efficient.	Faculty will determine whether expansion or efficiency is the best solution to meeting student needs through piloting acceleration classes in mathematics and English.	Basic skills courses and services meet the needs of MVC students.
4. Increase online course offerings and services.	Determine the success rate of students in online course offerings and the level of utilization of online student support services.	Faculty will assess the student success rate in online classes and determine the need for an increase in student support services based on their findings.	Online courses and services will meet the needs of MVC students.

Strategic Theme: Student Access and Services

COLLEGE GOAL 2: STUDENT SERVICES

Develop and expand effective student services programs that will increase student access, retention and completion.

STRATEGIES	MEASUREMENT	ASSESSMENT	OUTCOME
1. Promote accessibility to all student services, providing accurate and timely information on the college website and within the service area.	Compare accessibility levels from year to year and determine updates needed to maintain the student services website.	Student Services faculty, staff, and students will discuss changes throughout the year and at one annual meeting set aside for that purpose.	Students will always have current information about the comprehensive student services offered at the College.
2. Increase communication and coordination among student services areas.	Determine how to best develop and maintain communication and coordination among students services personnel who serve students from multiple locations.	Faculty will conduct faculty, staff, and student satisfaction surveys to determine the most appropriate ways to communicate effectively.	Communication and coordination among various student service areas will lead to increased program effectiveness and student success.
3. Coordinate student services with academic programs.	Determine areas where collaboration is appropriate through widespread discussion among student services personnel and faculty.	Conduct faculty, staff, and student surveys to determine which services need to be coordinated better.	Collaborative efforts between student services and academic programs will positively impact student success.
4. Establish a student success center that incorporates all program services in a consolidated location.	Determine if existing facilities on campus can provide enough space for consolidation of student support services in a single, convenient location.	Student Services personnel and students will determine if a consolidated location is possible using existing facilities and assess the need for consolidation through surveys of students.	Students will be served more effectively.
5. Provide comprehensive services at the Ben Clark Training Center (BCTC).	Based on services provided in 2010-2011, determine the services that are needed on-site for BCTC students.	Conduct surveys of student satisfaction with on-site services and conduct widespread discussion among faculty, staff, and students who work in and use student services at BCTC.	Students will be adequately served on-site at BCTC.

<p>6. Increase Student Services' research capacity for assessing student and community needs, developing planning priorities, and determining staff development needs.</p>	<p>Once the baseline research has been done and the research capacity of the area assessed for effectiveness, describe the progress made toward fulfilling this strategy.</p>	<p>The effectiveness of this strategy will be assessed through community forums, surveys, and group discussions.</p>	<p>Student and community needs will be assessed adequately, planning priorities will be developed effectively, and staff development needs will be determined.</p>
<p>7. Utilize Student Equity Report to promote access to all population groups and assist in creating an environment leading to course completion in ESL, Basic Skills, Math, degree and certificate completion, and transfer.</p>	<p>Use the RCCD, Moreno Valley College, Student Equity Plan: Campus-Based Research Reports to provide baseline data needed to continue to address the needs of all population groups at the College.</p>	<p>Through analysis of data, benchmark measurements, and discussions with the district Dean of Institutional Research, and Student Services support personnel, the Student Equity Committee will assess the progress toward meeting the needs of all populations.</p>	<p>All populations who attend Moreno Valley College will feel welcomed, supported, and integrated into the culture of the College.</p>

Strategic Theme: Student Access and Services

COLLEGE GOAL 3: LIFE-LONG LEARNING

Provide opportunities to students, faculty, staff, and community to participate in life-long learning experiences.

STRATEGIES	MEASUREMENT	ASSESSMENT	OUTCOME
1. Maintain and make more effective re-entry programs and support.	(Annually) Determine the needs of lifelong learners through surveys, Guidance course, and counseling appointments.	Determine who is ultimately responsible for lifelong learners and assess the need for and effectiveness of offering courses and services to lifelong learners.	Serve the needs of lifelong learners through credit, non-credit, or community programs.
2. Support presence of Community Education initiatives on campus.	Utilize survey instruments distributed to Community Education participants to measure the effectiveness of Community Education courses for lifelong learners. Determine the level of participation of lifelong learners in college activities, courses, and other college services.	Determine the effectiveness of lifelong learning based on the students' stated objectives, their completion rates, and their achievement of the course SLOs.	If feasible, offer comprehensive college and life-long learning experiences to college community.
3. Promote library literacy to all students, faculty, staff, and community.	Use surveys to determine increase or decrease in library usage and reasons for either; determine level of comfort with technologies used in modern higher educational settings.	Do lifelong learners need special help with training in technology? If so, how can the library help them?	Students, faculty, staff, and community members rate themselves highly on library literacy, especially technology literacy.
4. Encourage student and community lifelong engagement with the college.	Measure increase in life-long engagement based on benchmark findings; form an advisory group from those alumni who responded initially to set targets for future measurements.	Increasing numbers of alumni identified and engaged with the college.	Increased donations to MVC through alumni support; increase in second and third generations attending MVC; support green concepts to model resource renewal to the community.

Strategic Theme: Resources and Facilities Development

COLLEGE GOAL 4: RESOURCE DEVELOPMENT

Guarantee revenue streams will be sufficient to support the academic programs, student services, and business services.

STRATEGIES	MEASUREMENT	ASSESSMENT	OUTCOME
<p>1. Focus grant applications in areas that align with the college strategic plan.</p>	<p>Demonstrate evidence of alignment of grants with strategic planning and add new priorities from the emerging initiatives of Program Review and monitor new grant proposals for alignment.</p>	<p>The Grants Advisory Council will discuss, document, and distribute formal assessment of goals for each current grant and for future proposals to demonstrate that grants are focused in areas that align with strategic planning.</p>	<p>By using resources wisely and maximizing grant funding to fill approved programmatic needs of the College, revenue will be sufficient to fund academic programs, student services, and business services.</p>
<p>2. Align capital planning projects with the college strategic plan.</p>	<p>Review capital planning projects that are moving forward, discuss those that are not aligned and identify the reasons for changes, and work closely with RCCD Facilities personnel to ensure MVC projects align with approved projects before prioritization revisions.</p>	<p>Standard III subcommittee provides periodic reports to the Academic Senate and to the Strategic Planning Committee on the current status of all projects and assesses alignment with college needs of all projects.</p>	<p>Aligned and approved capital construction projects agree with the College's strategic plan.</p>
<p>3. Allocate operating resources using the budget development and administrative review process.</p>	<p>Review the budget development and administrative review process for the College and decide whether the current budget addresses the needs expressed in Program Review.</p>	<p>The faculty, staff, and students on the Standard III subcommittee will discuss ways to increase revenues or decrease expenses utilizing the processes inherent in shared governance to vet ideas and communicate resource allocation priorities to faculty and staff before the budget development process begins.</p>	<p>The budget development and administrative review process will be published and available to the College constituents allowing for improved communications between and among faculty, staff, and administration on matters related to the budget.</p>

Strategic Theme: Technology Utilization

COLLEGE GOAL 5: TECHNOLOGY

Develop the infrastructure necessary to advance the technological innovations that will support the academic, student services, and business services divisions and improve the utilization of technological resources.

STRATEGIES	MEASUREMENT	ASSESSMENT	OUTCOME
<p>1. Further develop the College's technological infrastructure and establish workplace standards for effective technological classrooms.</p>	<p>Establish workplace standards for effective technological classrooms using the recommendations of the RCCD Instructional Technology (IT) Audit of 2010 and accrediting agency standards for libraries (ALA), for example, as benchmarks for determining the needs of the College.</p>	<p>Draw conclusions about the adequacy the College's technology infrastructure through surveys of IT personnel, end users, faculty, staff, and students and comparisons with the IT Audit.</p>	<p>The College's designated classrooms will meet workplace standards for effective "smart" rooms and MVC's technological infrastructure will meet future needs.</p>
<p>2. Increase efficiency in the accessibility of student support services using technology.</p>	<p>Student Support personnel will review usage data and survey students to evaluate the use of and satisfaction with current services online.</p>	<p>Faculty, staff, and students will discuss the effectiveness of student support services delivered using technologies, evaluate surveys conducted, and construct a plan for the future.</p>	<p>Effective and efficient student support services will be accessible for those students who use technology to access services.</p>
<p>3. Provide training to students, faculty, and staff to utilize academic and student support technologies.</p>	<p>List the training currently provided and determine whether training should be annual, ongoing, regular, periodic, on a specific timeline, or offered irregularly.</p>	<p>Using surveys, faculty, staff, and students will determine how much training is needed and if training provided was adequate, and establish ways to improve training based on results.</p>	<p>College-provided training programs that lead to increased utilization of academic technologies and student support technologies will occur as needed to increase effectiveness.</p>

Strategic Theme: Professional Development

COLLEGE GOAL 6: PROFESSIONAL DEVELOPMENT

Provide resources and opportunities to faculty and staff that will enhance professional skills.

STRATEGIES	MEASUREMENT	ASSESSMENT	OUTCOME
<p>1. Establish a program to enhance employee skills and experiences in relation to promotional opportunities.</p>	<p>Based on the results of the baseline research, determine what programs are already in place to enhance employee skills leading to promotion and develop new ideas, such as job shadowing and professional mentoring relationships.</p>	<p>To determine the effectiveness of such programs, the Standard I subcommittee will conduct surveys of employees to assess the level of interest and the types of programs that would be appropriate.</p>	<p>Programs will be in place to allow for professional development for all constituents.</p>
<p>2. Identify training needs of faculty and staff to serve students more effectively.</p>	<p>After baseline research is done to provide accurate information on training needs, subcommittee III on resources will measure the success of programs offered to meet those needs using surveys followed by discussion.</p>	<p>The effectiveness of training provided will be assessed by participants and supervisors to determine if training did, in fact, enhance professional skills.</p>	<p>Faculty and staff training needs will be met and, as a result, they will serve students more effectively.</p>

Strategic Theme: Resources and Facilities Development

COLLEGE GOAL 7: FACILITIES

Support the academic mission of the college by maintaining a clean, safe, and productive environment for learning while developing new buildings and infrastructure.

STRATEGIES	MEASUREMENT	ASSESSMENT	OUTCOME
<p>1. Update the <i>Educational and Facilities Master Plan 2007</i> and align it with the <i>Integrated Strategic Plan 2010-2015 (Revised)</i> and “College Goals” to reflect current MVC priorities and funding levels.</p>	<p>Establish a timeline for updating the “Educational and Facilities Master Plan 2007” and determine appropriate resources needed to do it effectively while evaluating the alignment of projects with other planning documents.</p>	<p>The SPC will monitor the College’s environmental needs and alignment issues related to facilities projects to assess progress on current, approved projects.</p>	<p>The planning documents of the College are in alignment and projects are moving forward that have met with widespread approval.</p>
<p>2. Implement strategies to insure that Student Academic Services and other current projects are completed on time, on budget and address the most pressing needs for space in the college.</p>	<p>Establish criteria for measuring progress, timeline, and costs on the Student Academic Services project and implement ways of determining adequate progress.</p>	<p>The subcommittee of SPC will use criteria in measurement tool to assess the progress of the College towards implementing the Student Academic Services project and report to the SPC periodically.</p>	<p>Facilities projects will address the needs of the College and will be completed on time and on budget.</p>
<p>3. Adopt policies for design, materials and signage that are standardized and develop a timeline for implementation.</p>	<p>Through the resources subcommittee of SPC and focus groups representative of all constituents, including the community, review work with Facilities Planning, Design, and Construction Department personnel on standardization policies for design, materials and signage for the College; when a plan has been officially adopted, evaluate its current status annually and review the timeline for implementation.</p>	<p>Discuss the plan and implementation timeline, use surveys to determine the level of importance to college constituents of standardized design, materials, and signage.</p>	<p>A design policy will be developed and a timeline established for implementation; College will seek Board of Trustees approval for the policy prior to implementation.</p>
<p>4. Develop a plan for upgrading facilities to comply with the Americans with Disabilities Act (ADA) and for implementing upgrades to the utilities infrastructure.</p>	<p>Based on previous studies, current ADA compliance issues, and the need for utility infrastructure upgrades, review preliminary priorities set for the College and identify suggested funding sources, if appropriate.</p>	<p>Survey the MVC community to determine current priorities; chart progress on specific projects and conduct widespread discussions with all constituent groups on projects and implementation timeline.</p>	<p>A plan for implementation of facilities upgrades related to ADA compliance issues and utility infrastructure upgrades will be developed, along with a timeline for completion.</p>

Strategic Theme: Academic Success

COLLEGE GOAL 8: STUDENT LEARNING OUTCOMES

Provide support to achieve the full implementation (identification, assessment, and improvement) of student learning outcomes for course, programs, and the institution by 2012.

STRATEGIES	MEASUREMENT	ASSESSMENT	OUTCOME
<p>1. Ensure there is a support system for faculty and staff to complete the identification of student learning outcomes, assessment, and improvement of academic and student services programs.</p>	<p>Determine from the results of surveys administered that Professional Development opportunities were relevant to providing a support system for faculty and staff to complete the identification of SLOs.</p>	<p>Subcommittees I, II, and IV of SPC discuss baseline data vs. annual measurement to establish benchmarks for future support and improvement of academic and student services programs.</p>	<p>An adequate and effective support system will be maintained by the College to ensure that assessment for the purpose of improvement of academic and student support services is ongoing and institutionalized.</p>
<p>2. Evaluate the effectiveness of the SLO assessment support system annually and improve services as needed.</p>	<p>Compare levels of support in 2012-2013 with baseline data from 2010-2011 to evaluate effectiveness of the support system for SLO assessment to determine where the College could improve its support.</p>	<p>Faculty and staff discuss in subcommittees of SPC, in department meetings, and in the Academic Senate the effectiveness of the support system for assessment and establish ways to make it more effective and efficient.</p>	<p>Student learning outcomes assessment and continuous improvement goals are met and services are adequate to maintain this function.</p>

DESCRIPTION OF THE PLANNING AND REPORTING PROCESSES

1. Program Review as the Basis for Planning at Moreno Valley College

Annually across the College, representatives from academic disciplines, student services areas, and career technical education programs prepare Program Reviews and submit them to their appropriate administrators in May. During the summer months, those reports are read and evaluated by the heads of each administrative unit. During each fall semester they are compiled into Administrative Program Review documents. This process has been refined and more clearly articulated recently to better serve the needs of the College.

In Fall 2011 the Dean of Instruction compiled two lists of resource requests; the first list contained strategic requests and the second contained resources deemed operational. The Dean, Technology and Instructional Support Services, prepared a list of technology needs from these annual Program Review documents. These lists were forwarded to the Standard III Resources strategic planning subcommittee, the Grants Advisory Committee, and the Business Services office. At sessions of each of these groups, insightful discussions took place regarding the decision-making process and the setting of priorities.

2. Dissemination of Administrative Program Review Summaries

As the Program Review documents move through the strategic planning process, a detailed sign-off form confirms each level of review based on a clearly articulated tracking system. In order to enhance transparency and planning, this sign-off form, or flowchart, is widely circulated and also posted on the college website. It mirrors the process of review and identifies specific individuals who complete those reviews.

The Administrative Program Review documents, with the strategic and operational requests lists and the technology needs, are submitted in Spring to the co-chairs of the Strategic Planning Committee (SPC) for dissemination to the appropriate, ACCJC-Standards-based subcommittees for review. The co-chairs of the four subcommittees discuss the assigned summary administrative reports with their groups and develop action items for the agendas of the SPC.

3. Action Items Developed for Strategic Planning Committee

The voting members of the SPC discuss action items at the Plenary sessions and ultimately make formal recommendations to the President of the College. The Academic Senate participates in the Program Review decision-making process through its standing committees and has opportunities to develop action items related to its review of Program Review documents through its ongoing operations. Formal collaboration between the SPC and the Academic Senate and vice versa occurs in regularly scheduled meetings between the Academic Senate President and the faculty co-chair of the SPC.

4. The Role of the President's Cabinet, Budget Approval, and Implementation

After the SPC has taken action on the recommendations of its subcommittees and the College President, in consultation with the Academic Senate, has made the final decision on priorities, the administrative units receive the approved list of strategic priorities. The President's Cabinet makes final decisions on funding for each unit based on recommendations received through the planning process.

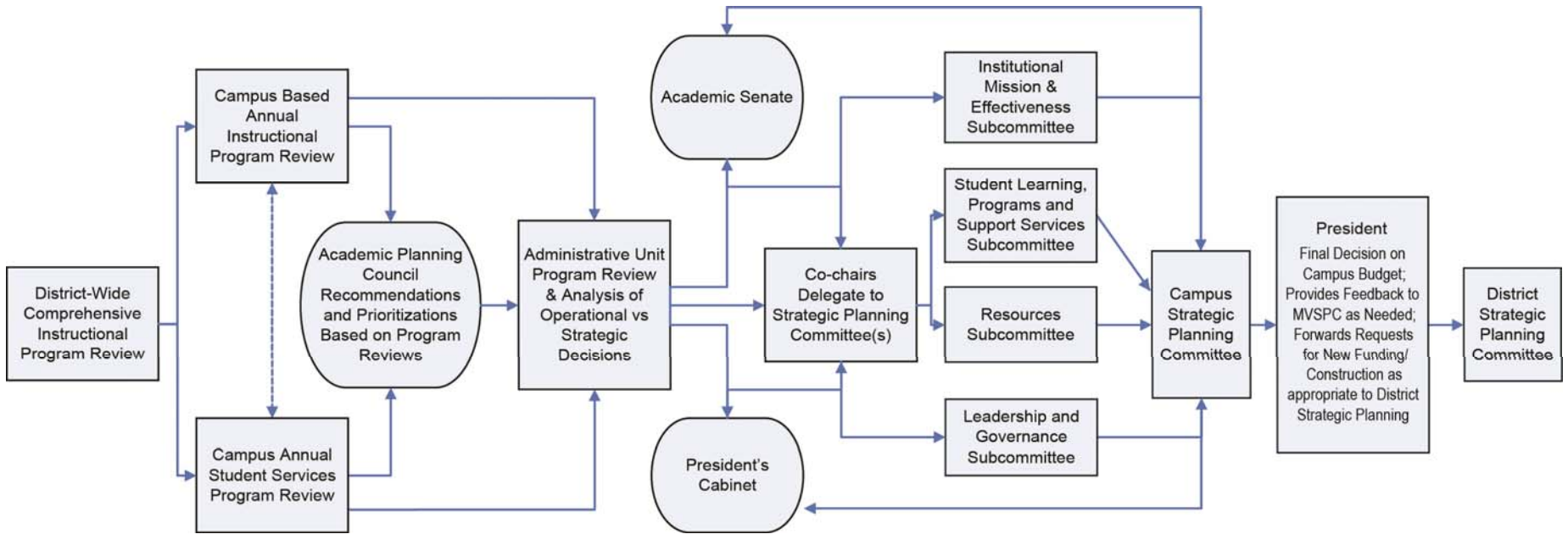
The Business Services unit develops a plan, including potential funding sources, and a timeline for implementing approved requests. Using a ranking system based on institutional and planning-based priorities and a preliminary rubric for decision-making on resource requests, Business Services compiles a list of requests that can be funded. Administrative units are notified of funding as soon as a budget has been adopted by the Board of Trustees, usually in September. Implementation of approved items begins approximately 16 months after an annual Program Review document is submitted.

5. Following the Process

Program Review documents, Assessment documents, minutes of the subcommittees, minutes of the SPC, and minutes of the Academic Senate, reflecting the decisions made throughout the planning process, are made available to the College. Through the planning process, the Grants Advisory Committee works closely with the administrative units to align grant funding with the identified and approved needs of the College. The Grants Advisory Committee uses both the operational and strategic resource requests to review existing and proposed grants that would support resources identified by faculty and staff through annual program review.

- a. **Assessment:** As part of the opening activities for the Fall 2011 semester, faculty presentations emphasized the ongoing assessment of Student Learning Outcomes (SLOs) in courses and programs offered at the College. Subsequently, the Faculty Assessment Coordinator, Ms. Sheila Pisa, worked with faculty on this effort and the SLO Assessment Steering Committee prepared a survey for students in Fall courses to gather data on student perceptions of their levels of SLO completion. Standard II subcommittee is charged with creating a process for communicating the results of assessment and using them to improve instruction.
- b. **Planning:** Throughout the Fall semester, focus groups made up of volunteers representing administrators, faculty, staff, and contract employees met to analyze, discuss, and revise the College Goals as presented in the *Integrated Strategic Plan 2010-2015*. The results of those sessions form an integral part of the information presented here as the *Integrated Strategic Plan 2010-2015 (Revised)* and the *College Goals (Revised)*.

STRATEGIC PLANNING PROCESS



MVC STRATEGIC PLANNING COMMITTEE

(voting members and administrative resource persons)

I (Mission & Institutional Effectiveness)

Quin, Carolyn L.
Associate Professor, Music
Faculty Voting Rep.

DeLeon, Gilbert
College Receptionist, Office, Dean of Instruc.
Staff Voting Rep.

Tovares, Carlos
Interim Dean of Instruction
Admin. Facilitator (non-voting)

II (Instructional Programs, Student Support, Library Support)

Howard, Jeanne
Associate Professor, Counseling
Faculty Voting Rep.

Fiedler, Lori
Educational Advisor
Staff Voting Rep.

Sandoval, Greg
VP, Student Services
Admin. Facilitator (non-voting)

Tenpas, Cid
Dean, Technology & Instructional Support Services
Admin. Facilitator (non-voting)

III (Human Technological, Financial & Physical Resources)

Renfrow, Debbi
Public Service Librarian
Faculty Voting Rep.

Thomas, Angela
Instructional Media Broadcast Technician
Staff Voting Rep.

Bobbitt, David
Interim VP, Business Services
Admin. Facilitator (non-voting)

IV (Leadership & Governance)

Thompson, Eric
Associate Professor, Sociology
Faculty Voting Rep.

Segura, Gustavo
Instructional Media / Broadcast Coordinator
Staff Voting Rep.

Briggs, Cordell
Dean, Public Safety Edu. Training /
Ben Clark Training Center
Admin. Facilitator (non-voting)

At-Large Voting Representatives

Dower, Kelli
Part-time Faculty, Music

Christensen, Michelle
Student Voting Rep.

Torres, Cesar
Student Voting Rep.

Hardin, Constance
Alternate Student Voting Rep. (non-voting)

Committee Co-Chairs (non-voting)

Conyers, Lisa
VP, Academic Affairs
Administrative Rep.

Foster, Donald
Associate Professor, Music
Faculty Rep.

STANDARDS-BASED SUBCOMMITTEES

Administrators, faculty, staff, and students are invited to attend and participate in any of the Standards- based Subcommittee meetings. Part-time faculty members may join or attend the subcommittee of their choice. Administrators who are listed as facilitators assist the co-chairs with the work of the committee by providing support staff, additional information, and other assistance as requested. Administrators are non- voting participants in the MVCSP process. All meetings are open. Each subcommittee operates under its own set of by-laws approved annually by current members.

Standard I meets on the first Thursday, Standard II meets on the fourth Tuesday, and Standard IV meets on the second Tuesday of the month during College Hour. Standard III meets on the third Wednesday from 2:00 p.m. – 3:00 p.m. The Plenary session of the voting members of the Strategic Planning Committee meets on the third Thursday of each month during College Hour.

Part-time faculty may join any subcommittee. Administrators and students are invited to attend and participate at the meetings. Some administrators are assigned to specific subcommittees to facilitate the work of the faculty and staff co-chairs. Administrators are non-voting participants in the MVCSP process.

All meetings are open. Subcommittee by-laws guide voting procedures and student participation

STRATEGIC PLANNING COMMITTEE CO-CHAIRS

Donald Foster, Faculty Co-Chair (non-voting)
Lisa Conyers, Administrative Co-Chair (non-voting)

STANDARD I Subcommittee: Institutional Mission and Effectiveness

(Carlos Tovares, Facilitator)
Carolyn L. Quin, Faculty Co-Chair
Gilbert DeLeon, Staff Co-Chair
1st Thursday, 12:50 – 1:50pm, HM 234

Baciuna, Nicolae, Assistant Professor, Mathematics

Broyles, Larisa, Associate Professor, Anthropology

Clark, Dan, Professor, English

Coates, Stephanie, Medical Office Receptionist, Health Services

Davis, Lourdes, Student Services Technician/Financial Aid Liaison

Davis, Shanell, Enrollment Services Assistant

DeLeon, Gilbert, College Receptionist

Dumer, Olga, Associate Professor, English as a Second Language

Engel, Deborah, Financial Aid Advisor

Fontaine, Robert, Associate Professor, Emergency Medical Services

Gonzalez, Evelyn, Enrollment Services Assistant

Grippin, Lorraine, Administrative Assistant II, HHPS

Jelensky, Tracy, Financial Aid Advisor

Johnson, Jeremy, ILP-Emancipation Coach, Cal Works

Jones, Andre, PT, EOPS/C.A.R.E. Specialist

Lauda, Susan, Administrative Assistant IV, Academic Affairs

Marsh, Diane, Professor, Chemistry

Medina, Carmen, Laboratory Technician, Math, Science & Kinesiology

Middleton, Delores, Interim Director, Physician Assistant Program

Myers, Linda, Administrative Assistant II, Facilities

Namekata, James, Associate Professor, Mathematics

Negrete, Janelle, Enrollment Services Assistant

Pisa, Sheila, Associate Professor, Mathematics

Quin, Carolyn, Associate Professor, Music

Segura, Sharlena, Administrative Assistant I

Snitker, Nicole, Instructor, Dental Hygiene

Sydlik, Sandra, Student Services Technician

Tolunay-Ryan, Adviyee, Associate Professor, Psychology

Werner-Fraczek, Joanna, Associate Professor, Biology

Yao, Chui Zhi, Assistant Professor, Mathematics

STANDARD II Subcommittee: Instructional Programs, Student Support Services, Library and Learning Support

(Greg Sandoval, Cid Tenpas, Facilitators)

Jeanne Howard, Faculty Co-Chair

Lori Fiedler, Staff Co-Chair

4th Tuesday, 12:50 – 1:50 pm, LIB 241

Alford, Lori, Administrative Assistant I, MCHS	Metcalfe, Kim, Associate Professor, Early Childhood Education
Alvizo, Pilar, Administrative Assistant II, Dental Hygiene	Montes, Bonnie, Counselor/Coordinator, EOPS
Amezquita, Anna Marie, Associate Professor, English	Moore, Frankie, Associate Professor, Coordinator, Student Activities
Arellano, Michael, Job Development Specialist	Negrete, Peggine, Instructional Department Specialist, Communications
Banks, James, Associate Professor, Human Services	Nollette, Chris, Assistant Professor, Director, Emergency Medical Services
Biancardi, Fabian, Associate Professor, Political Science	Nyrop, Sonya, Associate Professor, Reading
Brooks, Kimberly, Disabled Student Services Specialist	Ovard, Cindy, Instructor, Dental Assisting
Brown, Tonette, Library Technician Assistant II	Pacheco, Maria, Associate Professor, Counseling
Cervantes, Cristina, Administrative Assistant I	Palomo, Akiyoshi, Counseling Clerk II
Creighton, Angela, Student Financial Services Analyst	Parker, LaTonya, Associate Professor, Counseling
Currie, Teri, Instructional Department Specialist, HSS	Pena, Larry, Associate Professor, Counseling
Drake, Sean, Associate Professor, Mathematics	Perches, Carmen, Counselor/Coordinator, Student Support Services
Elder, Gregory, Professor, History	Plunk, Donna, Tutorial Services Technician
Fernandez, Sabina, Instructional Department Specialist, MS&K	Quinto, Bonavita, Associate Professor, Spanish
Fiedler, Lori, Educational Advisor	Randolph, Koko, Administrative Assistant II, HHPS
Fiedler, Michael, Student Services Technician	Rhyne, Jeff, Associate Professor, English
Gage, George, Associate Professor, Community Interpretation	Robinson, Mark, Library Operations Assistant
Galicia, Felipe, Associate Professor, Biology	Rocco, Chris, Associate Professor, Humanities
Goldstein, Richard, Officer, Safety & Police	Romero, Liz, Administrative Assistant III, Dean of Instruction
Gonzales, Vivian, Instructional Department Specialist, HHPS	Sanchez, Abel, Laboratory Technician, MSK
Gonzalez, Julio, Director, Middle College High School	Sandusky, Clint, Senior Officer, Safety & Police
Hulshof, Lidia, Associate Professor, Dental Assisting	Soto, Sal, Associate Professor, Counseling
Howard, Jeanne, Assistant Professor, Counseling	Tamayo, Louis, Outreach Specialist
Jackson, Ted, Clerk Typist, Dean of Instruction	Tenorio, Lizette, Student Services Technician
Johnson, Fen, Associate Professor, Mathematics	Valencia, Carmen, Matriculations Specialist
Marshall, Akia, Student Services Technician	Williams, Edd, Associate Professor, English
Mercado, Rosario, Associate Professor, Spanish	Ygloria, Alex, Assistant Professor, DSPS Counselor

STANDARD III Subcommittee:
Resources: Human Resources, Facilities, Technology, and Finance

(David Bobbitt, Facilitator)

Debra Renfrow, Faculty Co-Chair
Angela Thomas, Staff Co-Chair

2nd Wednesday, 2:00 – 3:00pm, PSC 11

Al-Ali, Howaida, Laboratory Technician II	Lesser, Donna, Associate Professor, Director, Dental Hygiene
Balent, Amy, Associate Professor, Art	Lindsay, Renae, Administrative Assistant II
Barboza, Matt, Associate Professor, Computer Information Systems	Lochard, Arnone, Academy Coordinator, Grant & College Support Pgm
Bhattacharya, Dipen, Associate Professor, Physics	Loomis, Rebecca, Associate Professor, Anatomy & Physiology
Black, Rodney, Custodian	Marshall, Shara, Assistant Professor, Biology & Health Sciences
Brack, Steven, Groundsperson	McQuead, Michael, Associate Professor, Computer Information Systems
Chi, Eddy, Assistant Professor, Economics	Morris, Gary, Maintenance Mechanic
Comejo, Efren, Groundsperson	Palencia, Mark, Custodian
Dean, Verna, Food Services Worker III	Renfrow, Debra, Assistant Professor, Library Science
Douma, Paul, Groundsperson	Ricard, Ron, Information Technology Analyst
Duran, Jose, Professor, Business & Computer Information Systems	Rodriguez, Jose, Custodian
Escobar, Areli, Custodian	Rubalcaba, Johnny, Senior Groundsperson
Fast, Matt, Associate Professor, Computer Information Systems	Sanchez, Abel, Laboratory Technician
Foster, Donald Associate Professor, Music	Sandusky, Clint, Senior Officer, Safety & Police
Grimes, Judi, CDC Site Supervisor	Segura, Gustavo, Instructional Media/Broadcast Coordinator
Grippin, Jackie, Administrative Assistant IV, Business Services	Stafford, Paula, Assistant Professor, Career & Tech Ed, PA
Hermosillo, Abigail, Food Service Worker III	Thomas, Angela, Instructional Media Broadcast Technician
Jackson, Angelo, Officer, College Safety & Police	Vaipula, Steve, Officer, Safety & Police
Janecek, Terry, Custodian	Wagner, Steve, Associate Professor, Biology
Kaptur, Mark, Maintenance Helper	Wicken, Ingrid, Associate Professor, Kinesiology
Leon, Christina, Support Center Technician	Williams, Barbara, Clerk Typist, PSET

STANDARD IV Subcommittee: Leadership and Governance

(Cordell Briggs, Facilitator)

Eric Thompson, Faculty Co-Chair
Gustavo Segura, Staff Co-Chair

2nd Tuesday, 12:50 – 1:50, PSC 11

Arballo, Angie, Administrative Assistant to the President	Payne, Carmen, Administrative Assistant III, Health Sciences
Conrad, Diane, Associate Professor, Communication Studies	Pfeifle, Ann, Associate Professor, History
Contreras, Melissa, Financial Aid Senior Advisor	Pollard, Christy, Student Services Technician, Fire Technology/PSET
Estrada, Michael, Assistant Professor, Physician Assistant	Ponder, Jan, Instructional Department Specialist, Law Enforcement
Gallardo, Mary, Instructional Department Specialist, Fire Technology	Reeves, Mindy, Administrative Assistant III, Student Services
Gibbs, Travis, Professor, Psychology	Reynoso, Jennifer, Reading Paraprofessional
Graham, Andrew, Student Services Technician	Richards-Dinger, Kari, Assistant Professor, Mathematics
Hannum, Natalie, Assistant Professor, Fire Technology	Ruiz, Julie, Administrative Assistant II, Grants & College Support Pgms
Hausladen, Lisa, Associate Professor, Medical Assisting	Salas, Leslie, Administrative Assistant IV, Student Services
Honore, Cheryl, Associate Professor, Accounting	Saxon, Kathleen Associate Professor, Mathematics
Horn, Lisa, Instructional Media Assistant	Segura, Gustavo, Instructional Media/Broadcast Coordinator
Huskey, Morgan, Clerk Typist, Fire Technology	Sinigaglia, Nick, Associate Professor, Philosophy
Jackson Davis, Ariel, EOPS Outreach Specialist	Tapia, Sandra, Clerk Typist, Law Enforcement
Kim, Joyce, Assistant Professor, Speech Language Pathology	Thompson, Eric, Assoc. Professor, Sociology
Lipkin, Ellen, Associate Professor, Microbiology	Vargas, Johanna, Tutorial Services Clerk
McLaughlin, Devin, Instructional Media Assistant	Zapata, Valarie, Associate Professor, English

MVC ACADEMIC SENATE 2011-2012

ACADEMIC SENATE PRESIDENT

Travis Gibbs
Professor of Psychology

ACADEMIC SENATE VICE PRESIDENT

Sal Soto
Associate Professor of Counseling

SENATORS

Nick Sinigaglia
Assistant Professor of Philosophy
Senator-At-Large

Cheryl Honore
Associate Professor of Accounting
Business & Information Technology Systems

Valarie Zapata
Associate Professor of English
Communications

Edd Williams
Associate Professor of English
Communications

Lisa Hausladen
Associate Professor of Medical Assisting
Health, Human & Public Services

Bob Fontaine
Associate Professor of Emergency Medical Services
Health, Human & Public Services

Eric Thompson
Associate Professor of Sociology
Humanities & Social Sciences

Ann Pfeifle (LaTonya Parker, F2011)
Associate Professor of History
Humanities & Social Sciences

Ellen Lipkin
Associate Professor of Microbiology
Math, Sciences & Kinesiology

Nicolae Baciuna
Assistant Professor of Mathematics
Math, Science & Kinesiology

Natalie Hannum
Assistant Professor of Fire Technology
Fire Tech/Fire Academy Program

Vacant
Part-Time Faculty

SENATE COMMITTEE REPRESENTATIVES AND LIAISONS:

Academic Planning Council (APC): Sal Soto /
Carlos Tovares

Basic Skills Committee: Sheila Pisa

MVC Faculty Assessment Committee: Sheila Pisa

Curriculum Committee: Natalie Hannum

District Academic Standards (DAS): Nick Sinigaglia

District Program Review (DPR): Bob Fontaine

District Profession Growth & Sabbatical Leave
Committee (PG&SLC): Kathy Saxon

Faculty Development Committee: Dan Clark

RCC District Faculty Association
(RCCDFA)/CCA/CTA/NEA

Safety Committee: Cheryl Honore

Strategic Planning Committee (SPC): Donald Foster /
Lisa Conyers

Classified Staff Liaison: Angela Thomas



Moreno Valley College
16130 Lasselle Street
Moreno Valley, California 92551



Agenda Item (VIII-D-1)

Meeting	2/21/2012 - Regular
Agenda Item	Committee - Facilities (VIII-D-1)
Subject	Wheelock Gymnasium, Seismic Retrofit Project for Budget Augmentation, Change Orders and Amendments
College/District	Riverside
Funding	Riverside City College Allocated Measure C Funds
Recommended Action	The Board of Trustees approve the following items for the Wheelock Gymnasium, Seismic Retrofit project at Riverside City College: 1) Budget augmentation in the amount of \$2,099,615 using Riverside City College Allocated Measure C Funds; 2) Change Order No. 7 with GDA, Inc. in the amount of \$28,000; 3) Change Order No. 6 with Inland Building Construction Companies in the amount of \$551,312.02; 4) Change Order No. 4 with ISEC, Inc. in the amount of \$123,914; 5) Change Order No. 3 with Pro-Craft Construction, Inc. in the amount of \$69,184; 6) Amendment No. 3 with GKK Works in an amount not to exceed \$46,535; 7) Amendment No. 2 with Inland Inspection and Consulting in an amount not to exceed \$45,064.

Background Narrative:

During the course of the Wheelock Gymnasium, Seismic renovation, a myriad of construction problems were uncovered. The problems are severe in nature which affected the buildings structure and weather proofing. To meet the goal of a seismically safe structure, and to allow re-occupancy of the building, additional change order work is mandatory. At this time, at the request of the District and College, staff now requests approval of a fourth budget augmentation in the amount of \$2,099,615 for additional unforeseen/deteriorated structural conditions, extensive unsatisfactory structural and non-structural life-safety conditions which the Division of the State Architect required to be corrected, and for the resolution of delay and material claims by certain prime trade contractors. Additionally, this augmentation seeks to cover costs associated with redesign effort, additional inspection time, and to resolve claim issues. Lastly, this budget augmentation will replenish the funds for contingency use as a result of the progressive nature of the reconstruction process. The proposed project budget for the Wheelock Gymnasium, Seismic Retrofit project at the Riverside City College with the approved budget augmentation now totals \$22,639,735 (State \$9,165,000 / Measure C \$13,474,735).

Staff has provided for the Board's review, an Augmentation Summary for the Wheelock Gymnasium, Seismic Retrofit project at the Riverside City College.

Staff also requests Board approval of the change orders, which exceed the allowable ten percent contingency outlined in the Public Contract Code for the Wheelock Gymnasium, Seismic Retrofit project. This work, performed by each prime trade contractor, was quoted in lieu of formally bidding the added work due to project schedule considerations and familiarity of the project issues. The Public Contract Code allows for a price reasonableness analysis to verify appropriate change order costs, and this analysis was performed by the construction manager. These change orders are to be funded by the fourth budget augmentation. A description of change order work and accountability analysis is noted in the attached Change Order Summary.

Discoverable conditions necessitating a change order is not uncommon with renovation of older facilities. to provide context, changes on Wheelock Gymnasium, Seismic Retrofit project (approximately 22 percent) are approaching the percentage of change orders for the Riverside City College Quadrangle Modernization project (25 percent).

Lastly, staff is requesting approval of the consultant contract amendments associated with their additional efforts required to address the unforeseen conditions, as well as the construction duration to complete the project. The consultant contract amendments are attached for review and consideration.

Norm Godin, Vice President
Orin Williams, Associate Vice Chancellor, Facilities Planning & Development
Michael Stephens, Director, Construction

Attachments:

[Wheelock Gymnasium_Backup_02212012](#)

AUGMENTATION SUMMARY

		First - Interim Gymnasium Housing (Bubble)	Second - Unforeseen Conditions, Default, Flood	Third - Plaster and Membrane Replacement	Fourth - Unforeseen Conditions, DSA Required Corrections	
Wheelock Seismic Retrofit Project	Total Augment	2/16/2010	6/21/2011	10/18/2011	2/7/2012	
I. Lease/Interim Housing Hard Costs						
Bubble Lease	\$ 331,770	\$ 331,770				
Lease Extensions (through May 28, 2012)	\$ 144,940		\$ 90,419	\$ 54,521		
Interior Construction	\$ 248,230	\$ 248,230				\$ 724,940
II. Professional Services and Fees (all inclusive)						
Architect (Gymnasium)	\$ 46,535				\$ 46,535	
Inspector of Record (IOR)	\$ 99,760		\$ 54,696		\$ 45,064	
Testing Laboratory Services	\$ 8,500			\$ 8,500		
DSA Additional Fees (Estimated)	\$ 22,000				\$ 22,000	
Construction Manager	\$ 330,000		\$ 330,000			
RCCD PD (Added Theft Prevention)	\$ 10,600				\$ 10,600	
Architect (Bubble Design)	\$ 20,000	\$ 20,000				\$ 537,395
III. Construction Items and Claims						
Unforeseen Conditions	\$ 2,287,899		\$ 999,885		\$ 1,288,014	
Delay & Material Claims (Estimated)	\$ 577,902				\$ 577,902	
Plaster Replacement	\$ 331,979			\$ 331,979		
Stolen Material Replacement	\$ 9,500				\$ 9,500	\$ 3,207,280
IV. FF&E/Security (Group II)						
Added FF&E/Card-Key System	\$ 750,000		\$ 650,000		\$ 100,000	\$ 750,000
Totals	\$ 5,219,615	\$ 600,000	\$ 2,125,000	\$ 395,000	\$ 2,099,615	\$ 5,219,615
		First	Second	Third	Fourth	

Riverside Community College District
 Facilities Planning and Development
 Riverside Wheelock Gymnasium, Seismic Retrofit

CHANGE ORDER SUMMARY

Change Order : 7
 Contractor: GDA, Inc.

<i>Contract Amount:</i>	\$	1,219,869.00
<i>Change Order No. 1 Amount:</i>	\$	43,000.00
<i>Change Order No. 2 Amount:</i>	\$	27,022.50
<i>Change Order No. 3 Amount:</i>	\$	27,289.34
<i>Change Order No. 4 Amount:</i>	\$	17,364.56
<i>Change Order No. 5 Amount:</i>	\$	2,165.63
<i>Change Order No. 6 Amount:</i>	\$	-2,507.90
<i>Change Order No. 7 Amount:</i>	\$	28,000.00
<i>Revised Contract Sum:</i>	\$	1,362,203.13
<i>Original Contract Contingency:</i>	\$	121,986.90
<i>Remaining Contract Contingency:</i>	\$	-20,347.23

Change Order No. 7 Description:

Condenser Unit 3-3 pad revision (RFI# 655)	\$3,000.00
<i>Requested by: Architect</i>	
<i>Accountability: Unforeseen Conditions</i>	
Allowance replacement	\$25,000.00
<i>Requested by: District</i>	
<i>Accountability: District Requested</i>	

Change Order: 6
 Contractor: Inland Building Companies

<i>Contract Amount:</i>	\$	2,497,000.00
<i>Change Order No. 1 Amount</i>	\$	148,774.60
<i>Change Order No. 2 Amount</i>	\$	27,154.27
<i>Change Order No. 3 Amount</i>	\$	57,004.87
<i>Change Order No. 4 Amount</i>	\$	15,025.93
<i>Change Order No. 5 Amount:</i>	\$	484,710.05
<i>Change Order No. 6 Amount:</i>	\$	551,312.02
<i>Revised Contract Sum:</i>	\$	3,780,981.74
<i>Original Contract Contingency:</i>	\$	249,700.00
<i>Remaining Contract Contingency:</i>	\$	-1,034,281.74

Change Order No. 6 Description:

Expansion joint framing revisions (RFI# 358R001)	\$16,926.55
<i>Requested by: Architect/Division of the State Architect</i>	
<i>Accountability: Unforeseen Conditions</i>	

CHANGE ORDER SUMMARY (Continued)

Existing window taper reframing (RFI# 182) <i>Requested by: Architect/Division of the State Architect</i> <i>Accountability: Unforeseen Conditions</i>	\$62,703.89
Stair #04 reframing (Bulletin #09) <i>Requested by: Architect/Division of the State Architect</i> <i>Accountability: Unforeseen Conditions</i>	\$44,510.31
Exterior wall reframing along grid line B & J due to exterior dryrot, termite damage and improper framing (RFI# 557) <i>Requested by: Architect/Division of the State Architect</i> <i>Accountability: Unforeseen Conditions</i>	\$129,214.51
Existing tower framing modifications due to exterior dryrot, termite damage and improper framing (Bulletin# 032R001) <i>Requested by: Architect/Division of the State Architect</i> <i>Accountability: Unforeseen Conditions</i>	\$174,390.83
Walnut siding material (RFI# 576) <i>Requested by: Architect/Division of the State Architect</i> <i>Accountability: Unforeseen Conditions</i>	\$10,000.00
S-trap ceiling framing revisions (RFI# 626) <i>Requested by: Inspector of Records</i> <i>Accountability: Errors and Omissions</i>	\$3,000.00
Sill bolt attachments (RFI# 633) <i>Requested by: Architect/Division of the State Architect</i> <i>Accountability: Unforeseen Conditions</i>	\$3,000.00
Beam to column connections (RFI# 642) <i>Requested by: Architect/Division of the State Architect</i> <i>Accountability: Unforeseen Conditions</i>	\$5,000.00
Tension brace revisions (RFI# 644) <i>Requested by: Architect</i> <i>Accountability: Unforeseen Conditions</i>	\$5,000.00
Straps at mezzanine attachment to drag strap (RFI# 647) <i>Requested by: Architect/Division of the State Architect</i> <i>Accountability: Unforeseen Conditions</i>	\$3,000.00
Strap at low roof to joists (RFI# 418R001) <i>Requested by: Architect/Division of the State Architect</i> <i>Accountability: Unforeseen Conditions</i>	\$3,000.00
Roof deck framing hanger revisions (RFI# 406) <i>Requested by: Architect/Division of the State Architect</i> <i>Accountability: Unforeseen Conditions</i>	\$5,029.53
Drag strap and plywood at mezzanine (RFI# 647) <i>Requested by: Architect/Division of the State Architect</i> <i>Accountability: Unforeseen Conditions</i>	\$5,049.57

CHANGE ORDER SUMMARY (Continued)

Spoil removal – Stair #03 <i>Requested by: Construction Manager</i> <i>Accountability: Extra work not included in original scope</i>	\$638.97
Insulation of exterior walls <i>Requested by: District</i> <i>Accountability: Scope not originally contemplated</i>	\$9,746.00
Allowance replacement <i>Requested by: District</i> <i>Accountability: District Requested</i>	\$50,000.00
Railing attachment revisions (RFI# 467) <i>Requested by: Division of the State Architect</i> <i>Accountability: Unforeseen Conditions</i>	\$17,326.28
Door Revisions – security implementation/coordination <i>Requested by: District</i> <i>Accountability: Added Security Scope</i>	\$3,775.58

Change Order: 4
 Contractor: ISEC, Inc.

<i>Contract Amount:</i>	\$ 2,299,977.00
<i>Change Order No. 1 Amount:</i>	\$ 82,795.00
<i>Change Order No. 2 Amount:</i>	\$ 85,639.00
<i>Change Order No. 3 Amount:</i>	\$ 6,049.00
<i>Change Order No. 4 Amount:</i>	\$ 123,914.00
<i>Revised Contract Sum:</i>	\$ 2,598,374.00
 <i>Original Contract Contingency:</i>	 \$ 229,977.70
<i>Remaining Contract Contingency:</i>	\$ -68,399.30

Change Order No. 4 Description:	
Added fire extinguishers (RFI# 189) <i>Requested by: Architect/Division of the State Architect</i> <i>Accountability: Errors and Omissions</i>	\$338.00
Markerboard revisions (Bulletin# 014) <i>Requested by: District</i> <i>Accountability: Conflict in drawings</i>	-\$7,419.00
Shelving revisions (RFI# 257) <i>Requested by: Architect</i> <i>Accountability: Unforeseen Conditions</i>	\$3,519.00
Added mortar beds in showers (RFI# 414) <i>Requested by: Architect</i> <i>Accountability: Unforeseen Conditions</i>	\$3,552.00
Ceiling revisions (Bulletin# 033) <i>Requested by: District</i> <i>Accountability: Maintenance issue</i>	-\$27,565.00

CHANGE ORDER SUMMARY (Continued)

Main gym ceiling clarification (RFI# 535) <i>Requested by: Architect</i> <i>Accountability: Unforeseen Conditions</i>	\$2,738.00
Rubber flooring layout revisions (RFI# 328R001) <i>Requested by: Architect</i> <i>Accountability: Errors and Omissions</i>	\$22,161.00
Acoustical cloud deletion (Bulletin# 025) <i>Requested by: District</i> <i>Accountability: Maintenance issue</i>	-\$40,044.00
Hardware revisions for security (Bulletin #24) <i>Requested by: District</i> <i>Accountability: Added card reader scope</i>	\$64,167.00
Mortar beds over joisted areas (RFI# 217R002) <i>Requested by: Architect</i> <i>Accountability: Unforeseen Conditions</i>	\$10,452.00
Stair #03 concrete repairs (FWD# 22) <i>Requested by: Architect/Division of the State Architect</i> <i>Accountability: Unforeseen Conditions</i>	\$1,819.00
Light trough diffuser trim revision <i>Requested by: Architect</i> <i>Accountability: Errors and Omissions</i>	\$4,900.00
Concrete topping at lobby 401 and 408 (FWD# 42) <i>Requested by: Architect</i> <i>Accountability: Unforeseen Conditions</i>	\$23,296.00
Versashield installation for wood floor <i>Requested by: Division of the State Architect</i> <i>Accountability: Unforeseen Conditions</i>	\$12,000.00
Allowance replacement <i>Requested by: District</i> <i>Accountability: District Requested</i>	\$50,000.00

Change Order: 3
 Contractor: Pro-Craft Construction, Inc.

<i>Contract Amount:</i>	\$ 706,000.00
<i>Change Order No. 1 Amount</i>	\$ 69,265.32
<i>Change Order No. 2 Amount</i>	\$ 23,733.63
<i>Change Order No. 3 Amount</i>	\$ 69,184.00
<i>Revised Contract Sum:</i>	\$ 868,182.95
 <i>Original Contract Contingency:</i>	 \$ 70,600.00
<i>Remaining Contract Contingency:</i>	\$ -91,582.95

CHANGE ORDER SUMMARY (Continued)

Change Order No. 3 Description:

Condensate line revisions for cassette units on the second floor. (RFI# 524 & 552) <i>Requested by: Architect</i> <i>Accountability: Error & Omission; insufficient ceiling space</i>	\$13,051.00
Added roof drains at the entrance canopy. (Bulletin# 45) <i>Requested by: District</i> <i>Accountability: District requested improvement</i>	\$5,475.00
Extended piping for wall revisions (RFI# 619) <i>Requested by: Architect/Division of the State Architect</i> <i>Accountability: Unforeseen Conditions</i>	\$692.00
Revised American with Disabilities Act shower fixtures (RFI# 609) <i>Requested by: Division of the State Architect</i> <i>Accountability: Code Change</i>	\$742.00
Lift station vent revisions (RFI# 630) <i>Requested by: Architect</i> <i>Accountability: Incomplete lift station design</i>	\$11,479.00
Offset piping in room 202E (RFI# 587R001) <i>Requested by: Architect</i> <i>Accountability: Unforeseen Conditions</i>	\$2,745.00
Additional change order allotment to replenish contingency <i>Requested by: District</i> <i>Accountability: District Requested</i>	\$35,000.00

**THIRD (3) AMENDMENT TO AGREEMENT
BETWEEN
RIVERSIDE COMMUNITY COLLEGE DISTRICT
AND
GKK WORKS**
(Wheelock Gymnasium, Seismic Retrofit - Riverside City College)

This document amends the original agreement and amendments, between the Riverside Community College District and GKK Works, which was approved by the Board of Trustees originally on December 9, 2008.

The agreement is hereby amended as follows:

- I. Additional compensation of this amended agreement shall not exceed \$46,535, including reimbursable expenses, totaling agreement to \$1,331,902. The term of this agreement shall be from the original agreement date of December 9, 2008, to the estimated completion date of April 1, 2011. 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.

GKK WORKS

RIVERSIDE COMMUNITY COLLEGE DISTRICT

By: _____
Kris Kay
Principle of Higher Education
2355 Main St., Ste. 220
Irvine, CA 92614

By: _____
James L. Buysse
Vice Chancellor
Administration and Finance

Date: _____

Date: _____

Exhibit I

Project: Wheelock Gymnasium, Seismic Retrofit at Riverside City College

SUMMARY OF SERVICES:

GKK Works to provide additional architectural and engineering services for resolution of the following unforeseen circumstances encountered with this project:

1. Bulletin #04 – Provide architectural and structural engineering design and documentation for the following:
 - a. New framing for replacement of existing exterior walls along grid lines A & K.
 - b. New plywood joist and floor design at north and south wings, first floor.
2. Bulletin #07 – Provide architectural and structural engineering design and documentation to remove existing flooring, provide remediation for the subgrade and provide new concrete floor slab design and wood joist floor design at the following areas:
 - a. Gymnasium
 - b. North Wing, basement and first floor
 - c. South Wing, first floor
3. Bulletin #10 – Provide electrical engineering design and documentation for the addition of audio visual control modules and speakers in rooms 102, 200, 217, 218, 219.
4. Bulletin #16R1 – Provide electrical engineering design and documentation for the addition emergency blue telephone at the east exterior elevator plaza.
5. Bulletin #25 – Provide architectural and electrical engineering design and documentation for the removal of the Gymnasium Cloud Ceiling.
6. Bulletin #32R1 – Provide architectural and structural engineering design and documentation for revisions/replacement of north and south tower framing.
7. Bulletin #'s 40 & 41 – Provide architectural detailing at Gymnasium lower east wall to guard against underground water penetration into the building.
8. Bulletin #43 – Provide electrical engineering design and documentation for college requested site audio-visual routing.
9. Bleacher Framing Revised Detailing – (RFI #'s 77, 78, 94, 95, 97, 132, 201, 218, 223, and 313) – Provide architectural and structural engineering design and documentation for revised bleacher framing due to unforeseen conditions.
10. Braced Frame Structural Revisions – (RFI #'s 405, 405R1, 505) – Provide architectural and structural engineering design and documentation for revised bleacher framing due to unforeseen conditions.
11. Stair #3 Revisions – (RFI # 553 and FCD-013) – Provide architectural and structural engineering design and documentation for removal and replacement of existing stair due to unforeseen conditions. Replacement of existing structural support wall as the existing wall had no foundation.
12. Provide additional Architectural, Construction Administration services for the extension of the project from the scheduled completed date of 06/01/2011 to 03/01/2012, thirty (39) additional weeks. This includes eleven (11) additional weeks for unforeseen conditions and fifteen (15) weeks due to the Tidwell Construction default.

COMPENSATION:

Original Agreement		\$1,360,000.00
Fee Reduction		-\$154,485.00
Amendment No. 1		\$24,700.00
Amendment No. 2		\$55,152.00
Amendment No. 3		\$46,535.00
Total Agreement Amount:		\$1,331,902.00

SECOND (2) AMENDMENT TO AGREEMENT
BETWEEN
RIVERSIDE COMMUNITY COLLEGE DISTRICT
AND
INLAND INSPECTION AND CONSULTING
(Wheelock Gymnasium, Seismic Retrofit – Riverside City College)

This document amends the original agreement and amendment between the Riverside Community College District and Inland Inspection and Consulting, which was approved originally by the Board of Trustees on August 17, 2010.

The agreement is hereby amended as follows:

- I. Additional compensation of this amended agreement shall not exceed \$45,064, including reimbursable expenses, totaling agreement to \$284,800. The term of this agreement shall be from the original agreement date of August 17, 2010, to the estimated completion date 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 this Amendment No. 2 as of the date written below.

INLAND INSPECTIONS & CONSULTING

RIVERSIDE COMMUNITY COLLEGE
DISTRICT

By: _____
Robert E. Schumacher
Director of Operations
7338 Sycamore Canyon Blvd. Ste. 4
Riverside, CA 92508

By: _____
James L. Buysse
Vice Chancellor
Administration and Finance

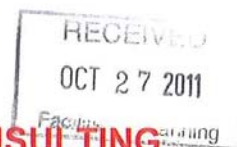
Date: _____

Date: _____

Exhibit I



INLAND INSPECTIONS & CONSULTING
7338 SYCAMORE CANYON BLVD., STE. 4, RIVERSIDE, CA 92508
(951) 697-1000 * FAX (951) 697-1030



Mr. Michael J. Stephens
Director of Construction
Facilities Planning and Development
Riverside Community College District
450 E. Alessandro Blvd.
Riverside, CA 92508

September 21, 2011

Michael:

EMAILED TO: michael.stephens@rccd.edu

RE: Riverside City College Wheelock Gymnasium Renovation
DSA Application Number 04-110664, DSA File Number 33-C1
Extension and Increase to Contract C-0003180 for DSA Project Inspector

Pursuant to your direction, I am submitting this proposal for extending our inspection presence until the end of March 2012. I am requesting an additional \$45,064.00 as shown below:

Full-time Project Inspector October 1 through December 31, 2011 (October = 176 hours, November = 168 hours, December = 168 hours) 512 hours @ \$86.00 per hour	\$44,032.00
Part-time Project Inspector January 1 through March 31, 2012 (January = 120 hours, February = 88 hours, March = 88 hours) 296 hours @ \$86.00 per hour	\$25,456.00
Hours previously requested on April 12, 2011, deducted 284 hours @ \$86.00 per hour deducted	<u>(\$24,424.00)</u>
TOTAL	\$45,064.00

All invoices are due within 30 days. Interest in the amount of 1/2% per month will be added to all past-due amounts.

Please contact me if you have any questions regarding our services or fees.

Sincerely,

Robert E. Schumacher

Robert E. Schumacher
Director of Operations



Agenda Item (VIII-E-1)

Meeting	2/21/2012 - Regular
Agenda Item	Committee - Resources (VIII-E-1)
Subject	Builder's Risk Insurance for Construction Projects
College/District	District
Funding	District Program Contingency Allocated Measure C Funds/Redevelopment Pass-Through Funds
Recommended Action	The Board of Trustees approve the Builder's Risk property insurance policies with Arthur J. Gallagher & Company Insurance Brokers of California, Inc. for the Norco Secondary Effects project, Wheelock Gymnasium Seismic Retrofit project and Citrus Belt Savings and Loan Gallery project; approve the amount of \$108,254 using the District's Program Contingency Allocated Measure C funds and the amount of \$21,683 using the Redevelopment Pass-Through Funds to disperse for the policies.

Background Narrative:

Recently the District received quotes from Arthur J. Gallagher & Company Insurance Brokers of California, Inc. for a Builder's Risk Policy for current and upcoming construction projects within the District. A Builder's Risk Policy is a special type of property insurance which indemnifies against damage to buildings while they are under construction. The insurance protects an organization's insurable interest in materials, fixtures, and/or equipment being used in the construction or renovation of a building or structure, should those items sustain physical loss or damage from a covered cause.

Staff has reviewed and approved the Builder's Risk policies with Arthur J. Gallagher & Company Insurance Brokers of California, Inc., however since three construction projects within the District have already begun, the Builder's Risk fees were not originally budgeted within each project. Staff therefore requests the Builder's Risk Policy fee's identified below to be funded by the District's Program Contingency Allocated Measure C funds and Redevelopment Pass-Through funds. Future construction projects will include the Builder's Risk Policy fee within the project budget. The total amount requested to be funded is \$129,937 and is for the following projects:

Norco Secondary Effects at Norco College -
Present Project Budget Total \$16,009,004
Program Contingency Measure C Funds Added \$35,288
Revised Project Budget Total \$16,044,292 (Measure C Funds)

Wheelock Gymnasium, Seismic Retrofit Project at Riverside City College -
Present Project Budget Total \$22,639,735
Program Contingency Measure C Funds Added \$72,966
Revised Project Budget Total \$22,712,701 (State \$9,165,000/Measure C \$13,547,701)

Citrus Belt Savings & Loan Gallery (Market Street Properties) -
Present Project Budget Total \$5,150,000 (Redevelopment Pass-Through Funds Added \$21,683)
Revised Project Budget Total \$5,171,683 (Redevelopment Pass-Through Funds)

Prepared By: Debbie DiThomas, Interim President, Norco College
Cynthia Azari, President, Riverside City College
Laurens Thurman, (Interim) Vice President, Business Services
Norm Godin, Vice President
Orin Williams, Associate Vice Chancellor, Facilities Planning & Development



Agenda Item (VIII-E-2)

Meeting	2/21/2012 - Regular
Agenda Item	Committee - Resources (VIII-E-2)
Subject	Project Budget Savings for Norco College
College/District	Norco
Funding	Norco College Allocated Measure C Funds
Recommended Action	The Board of Trustees approve a project budget savings for two completed Norco College construction projects in the total amount of \$4,774,844.90, reducing the Phase III Norco/Industrial Technology project budget by \$527,410.12 and the Center for Student Success project budget by \$4,247,434.78; and returning the reduced amounts to the Norco College allocated Measure C Fund account.

Background Narrative:

Due to planned project budget needs located at the Norco College and finite Measure C funds available, the College requests approval of a project budget reduction for two completed projects at the Norco College; Phase III Norco/Industrial Technology and Center for Student Success. The Board's declaration of project savings allows the reduction of the project budgets to their actual expended amounts, the unused funds can then be returned to the Norco College's allocated Measure C account for all the current and upcoming projects at the college (i.e. Norco Operations Center, Norco Secondary Effects, Center for Human Performance and Kinesiology, etc.). It should be noted that the Phase III Norco/Industrial Technology and Center for Student Success projects, both were completed well under their original project budgets.

The total project savings in the amount of \$4,774,844.90 is requested to be returned to the Norco College's allocated Measure C account and is identified within the following two construction projects:

Phase III Norco/Industrial Technology –
Project Budget Total \$29,137,826 (State \$18,990,000 / Measure C \$10,147,826)
Project Savings/Unused Total \$527,410.12

Center for Student Success –
Project Budget \$19,994,500 (Measure C)
Project Savings/Unused Total \$4,247,434.78

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



Agenda Item (XII-A)

Meeting 2/21/2012 - Regular

Agenda Item Business From Board Members (XII-A)

Subject Districting of Trustee

College/District District

Funding

Recommended Action It is recommended that the Board of Trustees receive an update from the Ad Hoc Committee, approve maps to forward to public forums, and accept the timelines and milestones for districting.

Background Narrative:

The members of the Districting Ad Hoc Committee, Trustees Blumenthal and Figueroa, met to review standards and factors for drawing districts; reviewed potential district maps with respect to options, community areas and relevant factors of representation; reviewed timelines and activities; and the methods and means of public outreach for the public forums for the community to review trustee area scenarios.

With mapping for five (5) trustees, each trustee district will need to be comprised of roughly 190,000 in population. The population of the smallest and largest trustee areas must be within 10% of one another. The committee is providing three (3) scenarios that encompass five (5) trustee areas. An additional, fourth scenario is provided from the committee that consists of seven (7) trustee areas; and in this scenario each district encompasses a population of approximately 136,000. At this time, the committee will review the four scenarios, and request that the board approve the options they wish to forward into the public forums, and accept the timelines and milestones for districting.

With the need to have the form filed to the Board of Governors for the May meeting, and districts in place for the November 2012 election, the committee reviewed the attached timelines and milestones. Furthermore, with the board forwarding maps to the public forums from the February 21, 2012 (tonight's) meeting, public forums will be held, one at each of the three colleges. The meetings would be scheduled for the following:

Monday, February 27, 2012, at 6:00 p.m.
Moreno Valley College, Humanities Building, Room 129
16130 Laselle Street, Moreno Valley CA 92551

Wednesday, February 29, 2012, at 6:00 p.m.
Norco College, Center for Student Success, Room 217
2001 Third Street, Norco CA 92860

Thursday, March 1, 2012, at 6:00 p.m.
Riverside City College, O.W. Noble Administration Building, Room 122
4800 Magnolia Avenue, Riverside CA 92506

Outreach for these public forums would be through district/college website, newspaper notices, and mailings/email to elected, community and group members.

Prepared By: Chris Carlson, Chief of Staff

Attachments:

[Public Notice Flier
Process and Maps](#)



Calling on the Community

RCCD PUBLIC FORUMS

The Riverside Community College District Board of Trustees seeks public comment on proposed options to create trustee districts within RCCD's 540 sq. mile service area. The Board encourages community members to attend one of the public forums, review the proposals, and share opinions and recommendations to be considered by the Board of Trustees in their final decision.

MORENO VALLEY

Monday, February 27, 2012, at 6:00 p.m.
Moreno Valley College, Humanities Building, Room 129
16130 Laselle Street, Moreno Valley CA 92551

NORCO

Wednesday, February 29, 2012, at 6:00 p.m.
Norco College, Center for Student Success, Room 217
2001 Third Street, Norco CA 92860

RIVERSIDE

Thursday, March 1, 2012, at 6:00 p.m.
Riverside City College, O.W. Noble Administration Building, Room 122
4800 Magnolia Avenue, Riverside CA 92506

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



Redistricting Process - Criteria

» Each area shall contain a nearly equal number of inhabitants



» Drawn to comply with the Federal Voting Rights Act



» Compact and contiguous, as much as possible



» Respect communities of interest, as much as possible



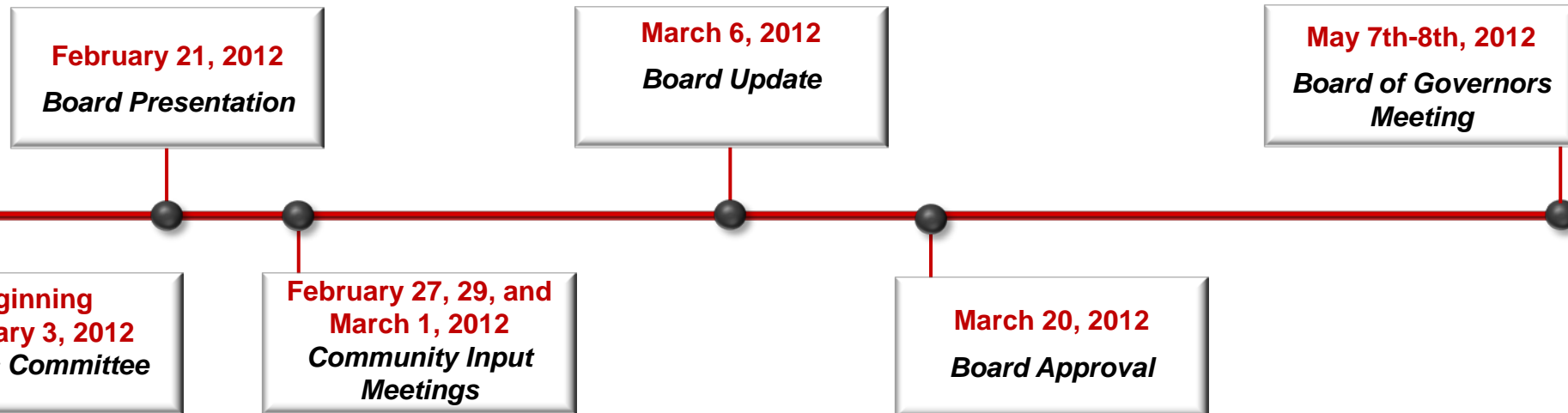
» Follow man-made and natural geographic features, as much as possible



» Respect incumbency and existing trustee areas, as much as possible



Timelines and Milestones



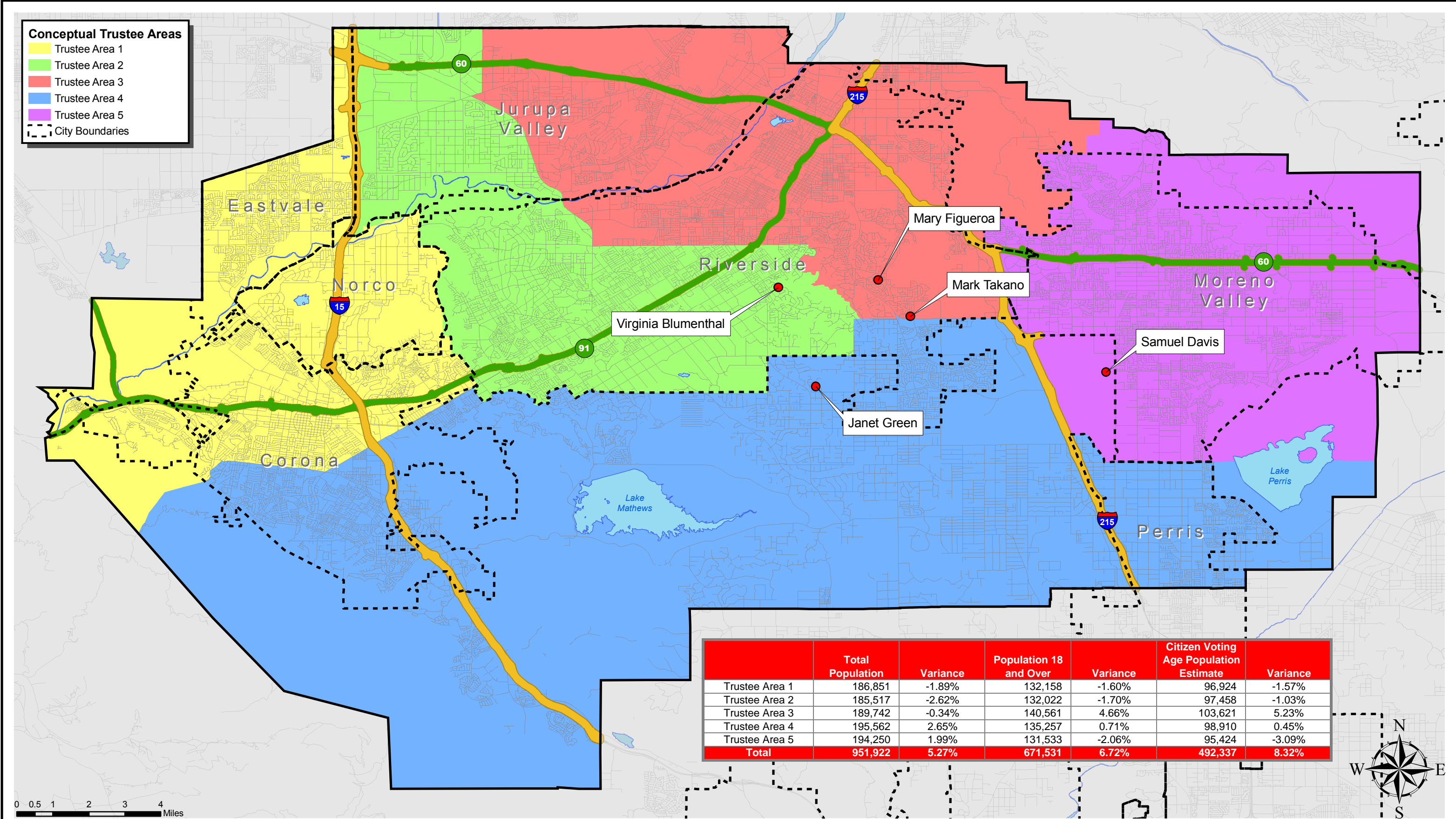
Beginning February 3, 2012 Ad Hoc Committee	February 21, 2012 Present Scenarios to Board	Week of February 27, 2012 Community Input	March 6, 2012 Board Update	March 20, 2012 Board Adoption	May 7 th -8 th , 2012 BOG Meeting
<ul style="list-style-type: none"> • Ad Hoc Committee meets to discuss trustee area scenarios • Additional meetings scheduled as necessary 	<ul style="list-style-type: none"> • Recommended scenarios from Ad Hoc Committee presented to entire Board • Board provides input on scenarios presented 	<ul style="list-style-type: none"> • Information on trustee area process and scenarios presented at 3 colleges (6 to 8 p.m.) • Feb. 27: Moreno Valley • Feb. 29: Norco • March 1: Riverside 	<ul style="list-style-type: none"> • Board provided with update on community input meetings • Board provides additional feedback, if necessary 	<ul style="list-style-type: none"> • Public hearing; Board adopts trustee area scenario • Following Board adoption, waiver submitted to Board of Governors 	<ul style="list-style-type: none"> • Waiver presented at Board of Governors ("BOG") Meeting

Riverside Community College District

Conceptual Trustee Areas - Scenario A

Conceptual Trustee Areas

- Trustee Area 1
- Trustee Area 2
- Trustee Area 3
- Trustee Area 4
- Trustee Area 5
- City Boundaries



	Total Population	Variance	Population 18 and Over	Variance	Citizen Voting Age Population Estimate	Variance
Trustee Area 1	186,851	-1.89%	132,158	-1.60%	96,924	-1.57%
Trustee Area 2	185,517	-2.62%	132,022	-1.70%	97,458	-1.03%
Trustee Area 3	189,742	-0.34%	140,561	4.66%	103,621	5.23%
Trustee Area 4	195,562	2.65%	135,257	0.71%	98,910	0.45%
Trustee Area 5	194,250	1.99%	131,533	-2.06%	95,424	-3.09%
Total	951,922	5.27%	671,531	6.72%	492,337	8.32%

0 0.5 1 2 3 4 Miles
February 2012



Riverside Community College District

Conceptual Trustee Areas Scenario A

Total Population

	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5	Variance
Population	186,851	185,517	189,742	195,562	194,250	
Population Variance	-3,533	-4,867	-642	5,178	3,866	5.27%
	-1.89%	-2.62%	-0.34%	2.65%	1.99%	
Hispanic/Latino	85,667	110,189	96,747	81,235	105,454	
	45.85%	59.40%	50.99%	41.54%	54.29%	
White	61,637	54,562	61,740	76,317	36,926	
	32.99%	29.41%	32.54%	39.02%	19.01%	
Black/African American	12,050	8,147	12,533	14,314	33,369	
	6.45%	4.39%	6.61%	7.32%	17.18%	
American Indian/Alaska Native	604	837	712	456	580	
	0.32%	0.45%	0.38%	0.23%	0.30%	
Asian	21,983	7,662	13,159	17,366	11,459	
	11.76%	4.13%	6.94%	8.88%	5.90%	
Native Hawaiian/Other	523	657	545	562	993	
	0.28%	0.35%	0.29%	0.29%	0.51%	
Other	321	327	370	394	388	
	0.17%	0.18%	0.20%	0.20%	0.20%	
Two or More Races	4,066	3,136	3,936	4,918	5,081	
	2.18%	1.69%	2.07%	2.51%	2.62%	

Population 18 and Over

	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5	Variance
Population	132,158	132,022	140,561	135,257	131,533	
Population Variance	-2,148	-2,284	6,255	951	-2,773	6.72%
	-1.60%	-1.70%	4.66%	0.71%	-2.06%	
Hispanic/Latino	54,713	70,217	62,556	50,716	65,191	
	41.40%	53.19%	44.50%	37.50%	49.56%	
White	48,606	46,079	52,401	57,882	30,164	
	36.78%	34.90%	37.28%	42.79%	22.93%	
Black/African American	9,007	6,260	9,806	10,230	22,959	
	6.82%	4.74%	6.98%	7.56%	17.45%	
American Indian/Alaska Native	483	625	581	336	437	
	0.37%	0.47%	0.41%	0.25%	0.33%	
Asian	16,590	6,244	11,978	13,124	9,132	
	12.55%	4.73%	8.52%	9.70%	6.94%	
Native Hawaiian/Other	379	478	400	404	671	
	0.29%	0.36%	0.28%	0.30%	0.51%	
Other	190	224	288	252	276	
	0.14%	0.17%	0.20%	0.19%	0.21%	
Two or More Races	2,190	1,895	2,551	2,313	2,703	
	1.66%	1.44%	1.81%	1.71%	2.05%	

Citizens by Voting Age Population Estimate

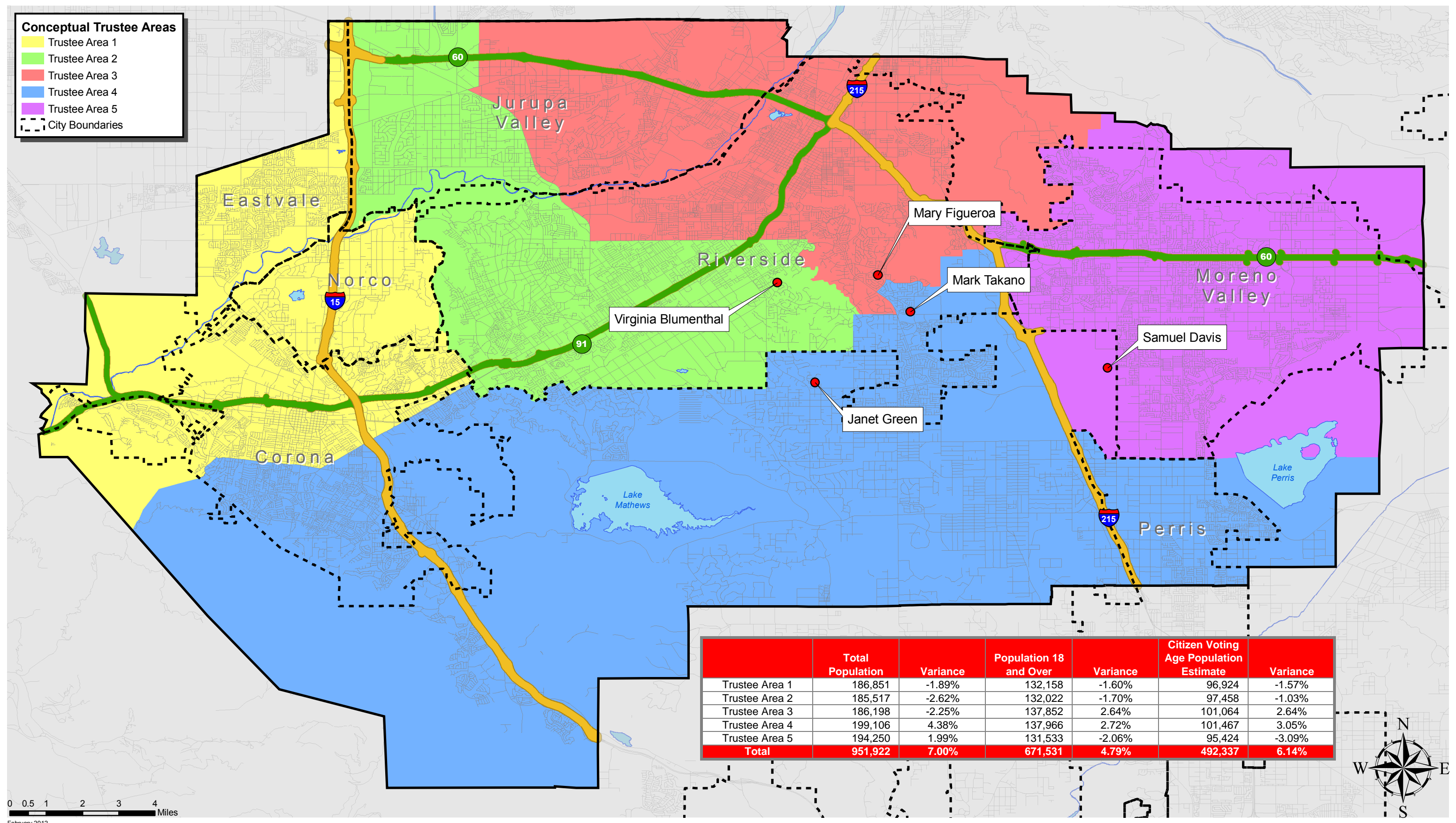
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5	Variance
Population	96,924	97,458	103,621	98,910	95,424	
Population Variance	-1,543	-1,009	5,154	443	-3,043	8.32%
	-1.57%	-1.03%	5.23%	0.45%	-3.09%	
Hispanic/Latino	31,780	36,794	35,908	28,958	34,335	
	32.79%	37.75%	34.65%	29.28%	35.98%	
White	44,805	48,006	49,830	51,951	32,652	
	46.23%	49.26%	48.09%	52.52%	34.22%	
Black/African American	8,207	5,857	8,976	8,798	19,677	
	8.47%	6.01%	8.66%	8.89%	20.62%	
American Indian/Alaska Native	523	642	632	517	310	
	0.54%	0.66%	0.61%	0.52%	0.32%	
Asian	9,980	4,383	5,985	6,794	6,052	
	10.30%	4.50%	5.78%	6.87%	6.34%	
Native Hawaiian/Other	180	108	420	379	520	
	0.19%	0.11%	0.41%	0.38%	0.54%	
Other	N/A	N/A	N/A	N/A	N/A	
	N/A	N/A	N/A	N/A	N/A	
Two or More Races	1,449	1,668	1,870	1,513	1,878	
	1.49%	1.71%	1.80%	1.53%	1.97%	

Riverside Community College District

Conceptual Trustee Areas - Scenario B

Conceptual Trustee Areas

- Trustee Area 1
- Trustee Area 2
- Trustee Area 3
- Trustee Area 4
- Trustee Area 5
- City Boundaries



	Total Population	Variance	Population 18 and Over	Variance	Citizen Voting Age Population Estimate	Variance
Trustee Area 1	186,851	-1.89%	132,158	-1.60%	96,924	-1.57%
Trustee Area 2	185,517	-2.62%	132,022	-1.70%	97,458	-1.03%
Trustee Area 3	186,198	-2.25%	137,852	2.64%	101,064	2.64%
Trustee Area 4	199,106	4.38%	137,966	2.72%	101,467	3.05%
Trustee Area 5	194,250	1.99%	131,533	-2.06%	95,424	-3.09%
Total	951,922	7.00%	671,531	4.79%	492,337	6.14%

0 0.5 1 2 3 4 Miles
February 2012



Riverside Community College District

Conceptual Trustee Areas Scenario B

Total Population

	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5	Variance
Population	186,851	185,517	186,198	199,106	194,250	
Population Variance	-3,533	-4,867	-4,186	8,722	3,866	7.00%
	-1.89%	-2.62%	-2.25%	4.38%	1.99%	
Hispanic/Latino	85,667	110,189	95,953	82,029	105,454	
	45.85%	59.40%	51.53%	41.20%	54.29%	
White	61,637	54,562	59,767	78,290	36,926	
	32.99%	29.41%	32.10%	39.32%	19.01%	
Black/African American	12,050	8,147	12,228	14,619	33,369	
	6.45%	4.39%	6.57%	7.34%	17.18%	
American Indian/Alaska Native	604	837	705	463	580	
	0.32%	0.45%	0.38%	0.23%	0.30%	
Asian	21,983	7,662	12,824	17,701	11,459	
	11.76%	4.13%	6.89%	8.89%	5.90%	
Native Hawaiian/Other	523	657	543	564	993	
	0.28%	0.35%	0.29%	0.28%	0.51%	
Other	321	327	363	401	388	
	0.17%	0.18%	0.19%	0.20%	0.20%	
Two or More Races	4,066	3,136	3,815	5,039	5,081	
	2.18%	1.69%	2.05%	2.53%	2.62%	

Population 18 and Over

	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5	Variance
Population	132,158	132,022	137,852	137,966	131,533	
Population Variance	-2,148	-2,284	3,546	3,660	-2,773	4.79%
	-1.60%	-1.70%	2.64%	2.72%	-2.06%	
Hispanic/Latino	54,713	70,217	62,036	51,236	65,191	
	41.40%	53.19%	45.00%	37.14%	49.56%	
White	48,606	46,079	50,811	59,472	30,164	
	36.78%	34.90%	36.86%	43.11%	22.93%	
Black/African American	9,007	6,260	9,565	10,471	22,959	
	6.82%	4.74%	6.94%	7.59%	17.45%	
American Indian/Alaska Native	483	625	574	343	437	
	0.37%	0.47%	0.42%	0.25%	0.33%	
Asian	16,590	6,244	11,702	13,400	9,132	
	12.55%	4.73%	8.49%	9.71%	6.94%	
Native Hawaiian/Other	379	478	398	406	671	
	0.29%	0.36%	0.29%	0.29%	0.51%	
Other	190	224	283	257	276	
	0.14%	0.17%	0.21%	0.19%	0.21%	
Two or More Races	2,190	1,895	2,483	2,381	2,703	
	1.66%	1.44%	1.80%	1.73%	2.05%	

Citizens by Voting Age Population Estimate

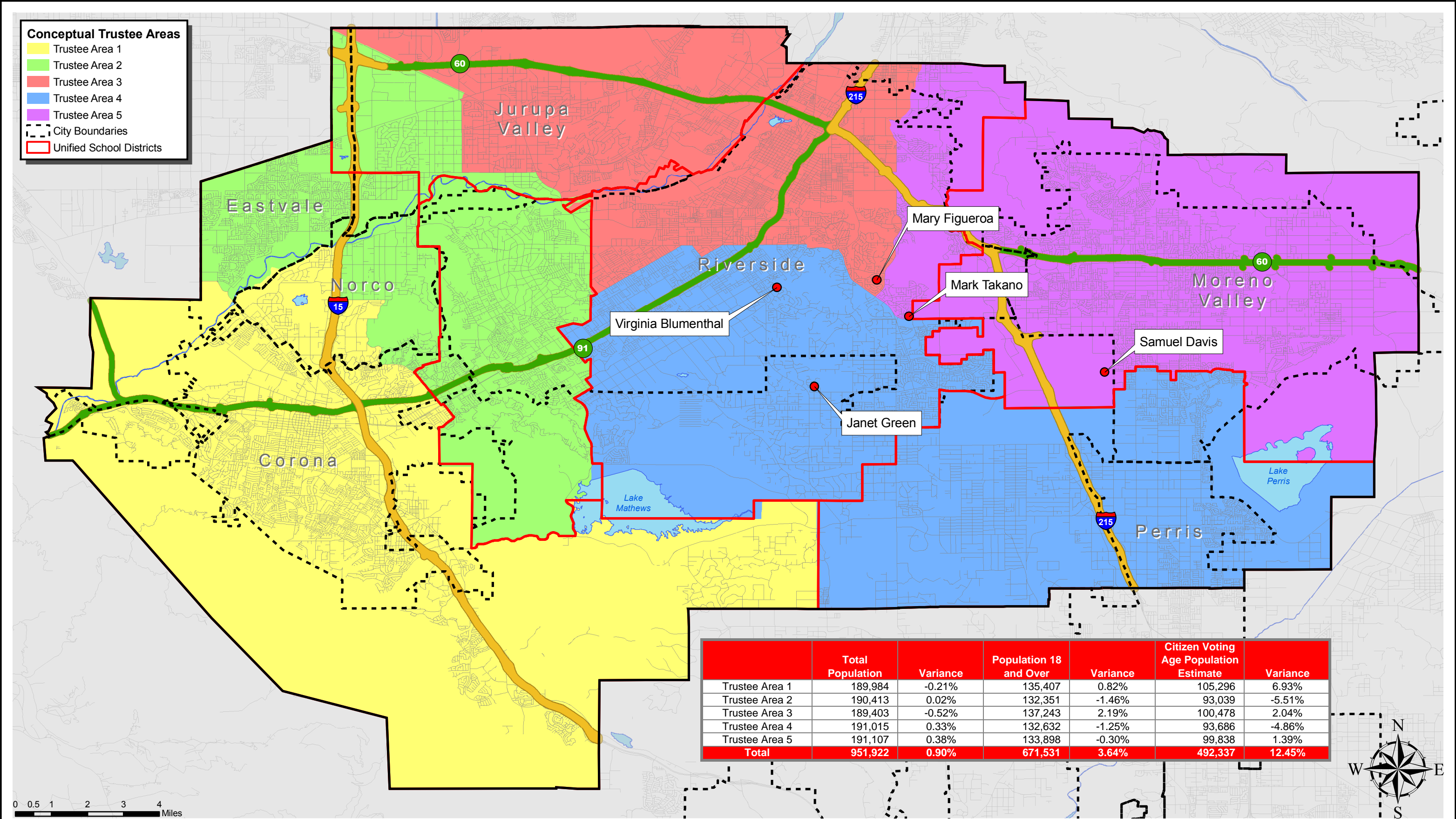
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5	Variance
Population	96,924	97,458	101,064	101,467	95,424	
Population Variance	-1,543	-1,009	2,597	3,000	-3,043	6.14%
	-1.57%	-1.03%	2.64%	3.05%	-3.09%	
Hispanic/Latino	31,780	36,794	35,368	29,498	34,335	
	32.79%	37.75%	35.00%	29.07%	35.98%	
White	44,805	48,006	48,155	53,626	32,652	
	46.23%	49.26%	47.65%	52.85%	34.22%	
Black/African American	8,207	5,857	8,749	9,025	19,677	
	8.47%	6.01%	8.66%	8.89%	20.62%	
American Indian/Alaska Native	523	642	632	517	310	
	0.54%	0.66%	0.63%	0.51%	0.32%	
Asian	9,980	4,383	5,870	6,909	6,052	
	10.30%	4.50%	5.81%	6.81%	6.34%	
Native Hawaiian/Other	180	108	420	379	520	
	0.19%	0.11%	0.42%	0.37%	0.54%	
Other	N/A	N/A	N/A	N/A	N/A	
	N/A	N/A	N/A	N/A	N/A	
Two or More Races	1,449	1,668	1,870	1,513	1,878	
	1.49%	1.71%	1.85%	1.49%	1.97%	

Riverside Community College District

Conceptual Trustee Areas - Scenario C

Conceptual Trustee Areas

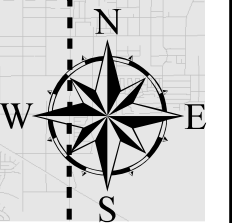
- Trustee Area 1
- Trustee Area 2
- Trustee Area 3
- Trustee Area 4
- Trustee Area 5
- City Boundaries
- Unified School Districts



	Total Population	Variance	Population 18 and Over	Variance	Citizen Voting Age Population Estimate	Variance
Trustee Area 1	189,984	-0.21%	135,407	0.82%	105,296	6.93%
Trustee Area 2	190,413	0.02%	132,351	-1.46%	93,039	-5.51%
Trustee Area 3	189,403	-0.52%	137,243	2.19%	100,478	2.04%
Trustee Area 4	191,015	0.33%	132,632	-1.25%	93,686	-4.86%
Trustee Area 5	191,107	0.38%	133,898	-0.30%	99,838	1.39%
Total	951,922	0.90%	671,531	3.64%	492,337	12.45%

0 0.5 1 2 3 4 Miles

February 2012



Riverside Unified School District

Conceptual Trustee Areas Scenario C

Total Population

	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5	Variance
Population	189,984	190,413	189,403	191,015	191,107	
Population Variance	-400	29	-981	631	723	
	-0.21%	0.02%	-0.52%	0.33%	0.38%	0.90%
Hispanic/Latino	83,023	99,195	105,973	94,256	96,845	
	43.70%	52.09%	55.95%	49.34%	50.68%	
White	76,243	52,653	58,116	60,663	43,507	
	40.13%	27.65%	30.68%	31.76%	22.77%	
Black/African American	9,914	11,165	11,629	18,422	29,283	
	5.22%	5.86%	6.14%	9.64%	15.32%	
American Indian/Alaska Native	603	625	718	653	590	
	0.32%	0.33%	0.38%	0.34%	0.31%	
Asian	15,097	21,811	8,671	11,768	14,282	
	7.95%	11.45%	4.58%	6.16%	7.47%	
Native Hawaiian/Other	556	645	566	573	940	
	0.29%	0.34%	0.30%	0.30%	0.49%	
Other	307	345	368	392	388	
	0.16%	0.18%	0.19%	0.21%	0.20%	
Two or More Races	4,241	3,974	3,362	4,288	5,272	
	2.23%	2.09%	1.78%	2.24%	2.76%	

Population 18 and Over

	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5	Variance
Population	135,407	132,351	137,243	132,632	133,898	
Population Variance	1,101	-1,955	2,937	-1,674	-408	
	0.82%	-1.46%	2.19%	-1.25%	-0.30%	3.64%
Hispanic/Latino	53,545	62,388	67,798	58,923	60,739	
	39.54%	47.14%	49.40%	44.43%	45.36%	
White	59,459	42,005	49,322	48,250	36,096	
	43.91%	31.74%	35.94%	36.38%	26.96%	
Black/African American	7,676	8,058	9,037	12,963	20,528	
	5.67%	6.09%	6.58%	9.77%	15.33%	
American Indian/Alaska Native	476	468	570	486	462	
	0.35%	0.35%	0.42%	0.37%	0.35%	
Asian	11,505	16,590	7,706	9,138	12,129	
	8.50%	12.53%	5.61%	6.89%	9.06%	
Native Hawaiian/Other	405	475	419	402	631	
	0.30%	0.36%	0.31%	0.30%	0.47%	
Other	211	200	283	247	289	
	0.16%	0.15%	0.21%	0.19%	0.22%	
Two or More Races	2,130	2,167	2,108	2,223	3,024	
	1.57%	1.64%	1.54%	1.68%	2.26%	

Citizens by Voting Age Population Estimate

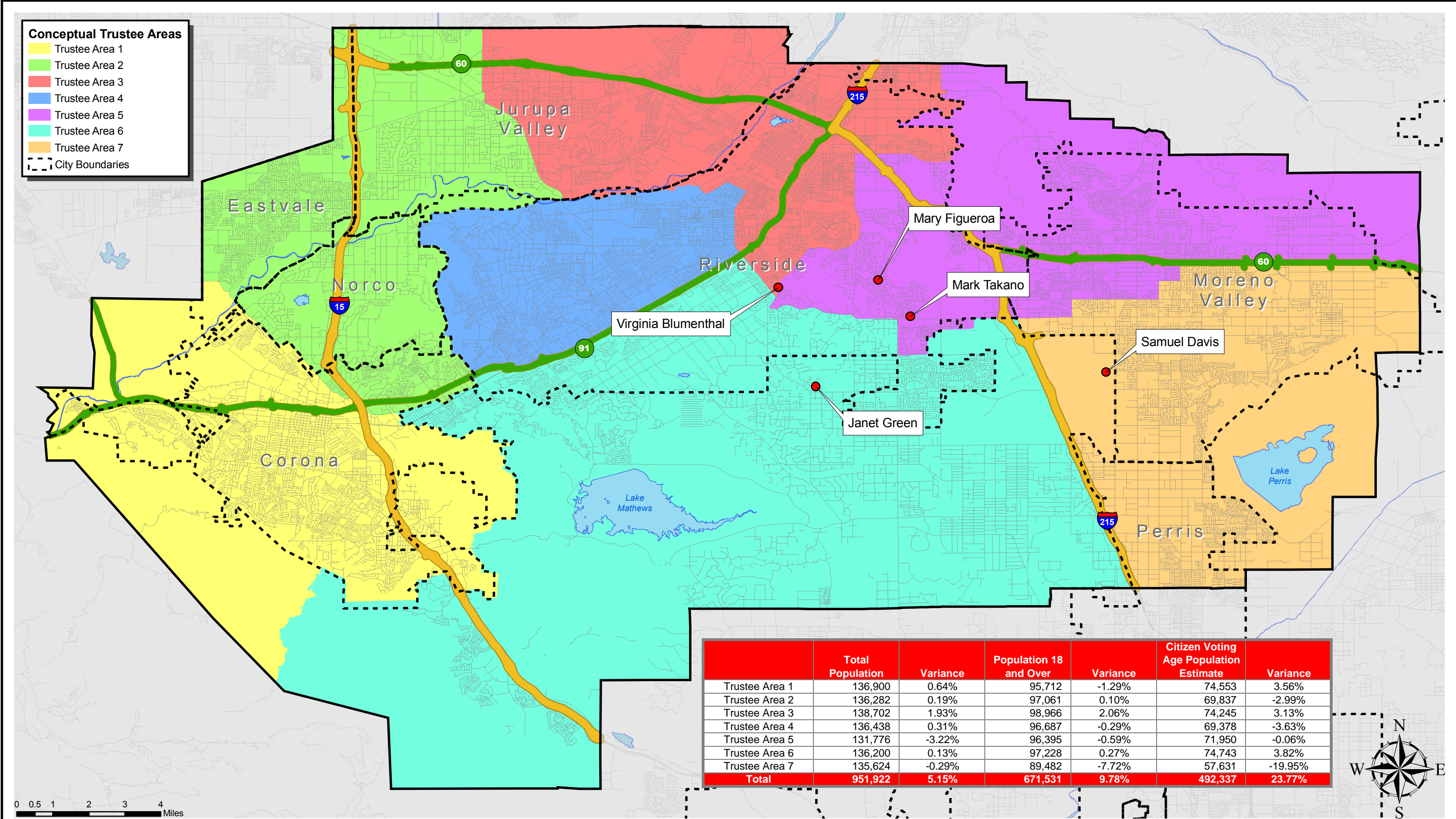
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5	Variance
Population	105,296	93,039	100,478	93,686	99,838	
Population Variance	6,829	-5,428	2,011	-4,781	1,371	
	6.93%	-5.51%	2.04%	-4.86%	1.39%	12.45%
Hispanic/Latino	31,373	34,654	37,434	30,626	33,688	
	29.80%	37.25%	37.26%	32.69%	33.74%	
White	55,894	41,094	47,959	44,677	37,620	
	53.08%	44.17%	47.73%	47.69%	37.68%	
Black/African American	7,675	6,613	8,377	10,602	18,248	
	7.29%	7.11%	8.34%	11.32%	18.28%	
American Indian/Alaska Native	579	478	681	597	289	
	0.55%	0.51%	0.68%	0.64%	0.29%	
Asian	7,750	8,696	3,920	5,327	7,501	
	7.36%	9.35%	3.90%	5.69%	7.51%	
Native Hawaiian/Other	302	124	369	270	542	
	0.29%	0.13%	0.37%	0.29%	0.54%	
Other	N/A	N/A	N/A	N/A	N/A	
	N/A	N/A	N/A	N/A	N/A	
Two or More Races	1,723	1,380	1,738	1,587	1,950	
	1.64%	1.48%	1.73%	1.69%	1.95%	

Riverside Community College District

Conceptual Trustee Areas - Scenario D

Conceptual Trustee Areas

- Trustee Area 1
- Trustee Area 2
- Trustee Area 3
- Trustee Area 4
- Trustee Area 5
- Trustee Area 6
- Trustee Area 7
- City Boundaries



	Total Population	Variance	Population 18 and Over	Variance	Citizen Voting Age Population Estimate	Variance
Trustee Area 1	136,900	0.64%	95,712	-1.29%	74,553	3.56%
Trustee Area 2	136,282	0.19%	97,061	0.10%	69,837	-2.99%
Trustee Area 3	138,702	1.93%	98,966	2.06%	74,245	3.13%
Trustee Area 4	136,438	0.31%	96,687	-0.29%	69,378	-3.63%
Trustee Area 5	131,776	-3.22%	96,395	-0.59%	71,950	-0.06%
Trustee Area 6	136,200	0.13%	97,228	0.27%	74,743	3.82%
Trustee Area 7	135,624	-0.29%	89,482	-7.72%	57,631	-19.95%
Total	951,922	5.15%	671,531	9.78%	492,337	23.77%

0 0.5 1 2 3 4 Miles

February 2012



Riverside Unified School District

Conceptual Trustee Areas Scenario D

Total Population

	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5	Trustee Area 6	Trustee Area 7	Variance
Population	136,900	136,282	138,702	136,438	131,776	136,200	135,624	5.15%
Population Variance	880	262	2,682	418	-4,244	180	-396	
	0.64%	0.19%	1.93%	0.31%	-3.22%	0.13%	-0.29%	
Hispanic/Latino	61,862	59,764	79,701	80,545	58,076	59,883	79,461	
	45.19%	43.85%	57.46%	59.03%	44.07%	43.97%	58.59%	
White	54,041	44,137	41,469	39,392	37,860	53,761	20,522	
	39.47%	32.39%	29.90%	28.87%	28.73%	39.47%	15.13%	
Black/African American	5,848	10,247	8,490	6,766	18,144	8,187	22,731	
	4.27%	7.52%	6.12%	4.96%	13.77%	6.01%	16.76%	
American Indian/Alaska Native	415	394	563	632	416	442	327	
	0.30%	0.29%	0.41%	0.46%	0.32%	0.32%	0.24%	
Asian	11,044	18,037	5,441	5,832	12,616	10,306	8,353	
	8.07%	13.24%	3.92%	4.27%	9.57%	7.57%	6.16%	
Native Hawaiian/Other Pacific Islander	439	332	428	487	535	352	707	
	0.32%	0.24%	0.31%	0.36%	0.41%	0.26%	0.52%	
Other	247	235	251	243	248	272	304	
	0.18%	0.17%	0.18%	0.18%	0.19%	0.20%	0.22%	
Two or More Races	3,004	3,136	2,359	2,541	3,881	2,997	3,219	
	2.19%	2.30%	1.70%	1.86%	2.95%	2.20%	2.37%	

Population 18 and Over

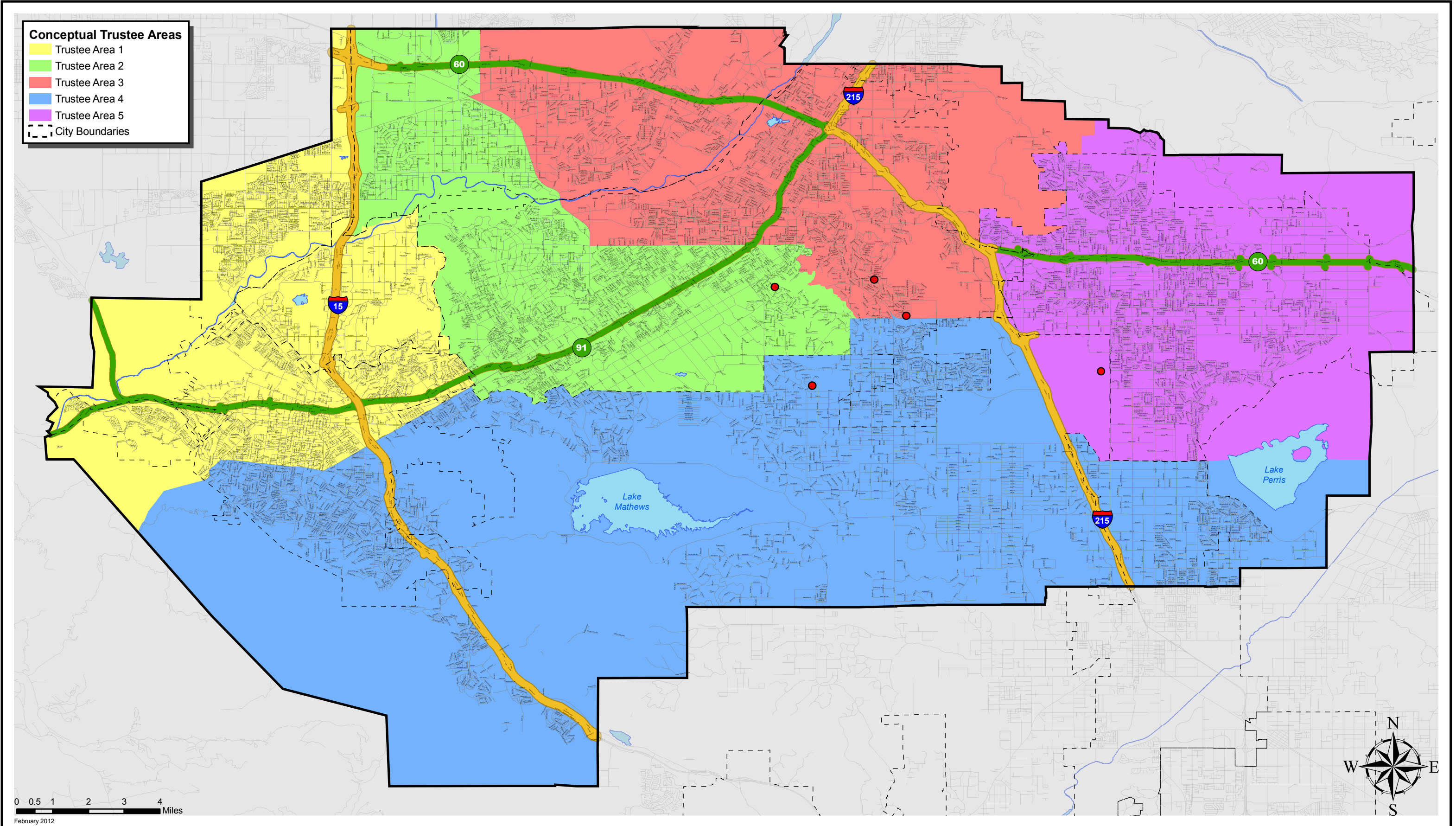
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5	Trustee Area 6	Trustee Area 7	Variance
Population	95,712	97,061	98,966	96,687	96,395	97,228	89,482	9.78%
Population Variance	-1,252	97	2,002	-277	-569	264	-7,482	
	-1.29%	0.10%	2.06%	-0.29%	-0.59%	0.27%	-7.72%	
Hispanic/Latino	39,240	38,447	50,497	50,989	37,329	38,251	48,640	
	41.00%	39.61%	51.02%	52.74%	38.73%	39.34%	54.36%	
White	41,492	34,955	34,884	33,288	31,458	42,515	16,540	
	43.35%	36.01%	35.25%	34.43%	32.63%	43.73%	18.48%	
Black/African American	4,319	7,752	6,493	5,119	13,077	6,134	15,368	
	4.51%	7.99%	6.56%	5.29%	13.57%	6.31%	17.17%	
American Indian/Alaska Native	316	327	447	482	328	323	239	
	0.33%	0.34%	0.45%	0.50%	0.34%	0.33%	0.27%	
Asian	8,382	13,504	4,731	4,729	11,242	8,038	6,442	
	8.76%	13.91%	4.78%	4.89%	11.66%	8.27%	7.20%	
Native Hawaiian/Other Pacific Islander	316	246	307	364	393	253	453	
	0.33%	0.25%	0.31%	0.38%	0.41%	0.26%	0.51%	
Other	162	144	181	162	205	174	202	
	0.17%	0.15%	0.18%	0.17%	0.21%	0.18%	0.23%	
Two or More Races	1,485	1,686	1,426	1,554	2,363	1,540	1,598	
	1.55%	1.74%	1.44%	1.61%	2.45%	1.58%	1.79%	

Citizens by Voting Age Population Estimate

	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5	Trustee Area 6	Trustee Area 7	Variance
Population	74,553	69,837	74,245	69,378	71,950	74,743	57,631	23.77%
Population Variance	2,560	-2,156	2,252	-2,615	-43	2,750	-14,362	
	3.56%	-2.99%	3.13%	-3.63%	-0.06%	3.82%	-19.95%	
Hispanic/Latino	22,704	23,279	28,069	25,857	21,996	22,949	22,921	
	30.45%	33.33%	37.81%	37.27%	30.57%	30.70%	39.77%	
White	39,622	32,049	34,690	33,328	31,230	39,223	17,102	
	53.15%	45.89%	46.72%	48.04%	43.41%	52.48%	29.68%	
Black/African American	4,913	6,001	6,452	4,923	11,088	5,994	12,144	
	6.59%	8.59%	8.69%	7.10%	15.41%	8.02%	21.07%	
American Indian/Alaska Native	347	250	512	520	183	493	319	
	0.47%	0.36%	0.69%	0.75%	0.25%	0.66%	0.55%	
Asian	5,592	7,275	3,045	3,286	5,488	4,602	3,906	
	7.50%	10.42%	4.10%	4.74%	7.63%	6.16%	6.78%	
Native Hawaiian/Other Pacific Islander	255	20	315	179	358	208	272	
	0.34%	0.03%	0.42%	0.26%	0.50%	0.28%	0.47%	
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Two or More Races	1,120	963	1,162	1,285	1,607	1,274	967	
	1.50%	1.38%	1.57%	1.85%	2.23%	1.70%	1.68%	

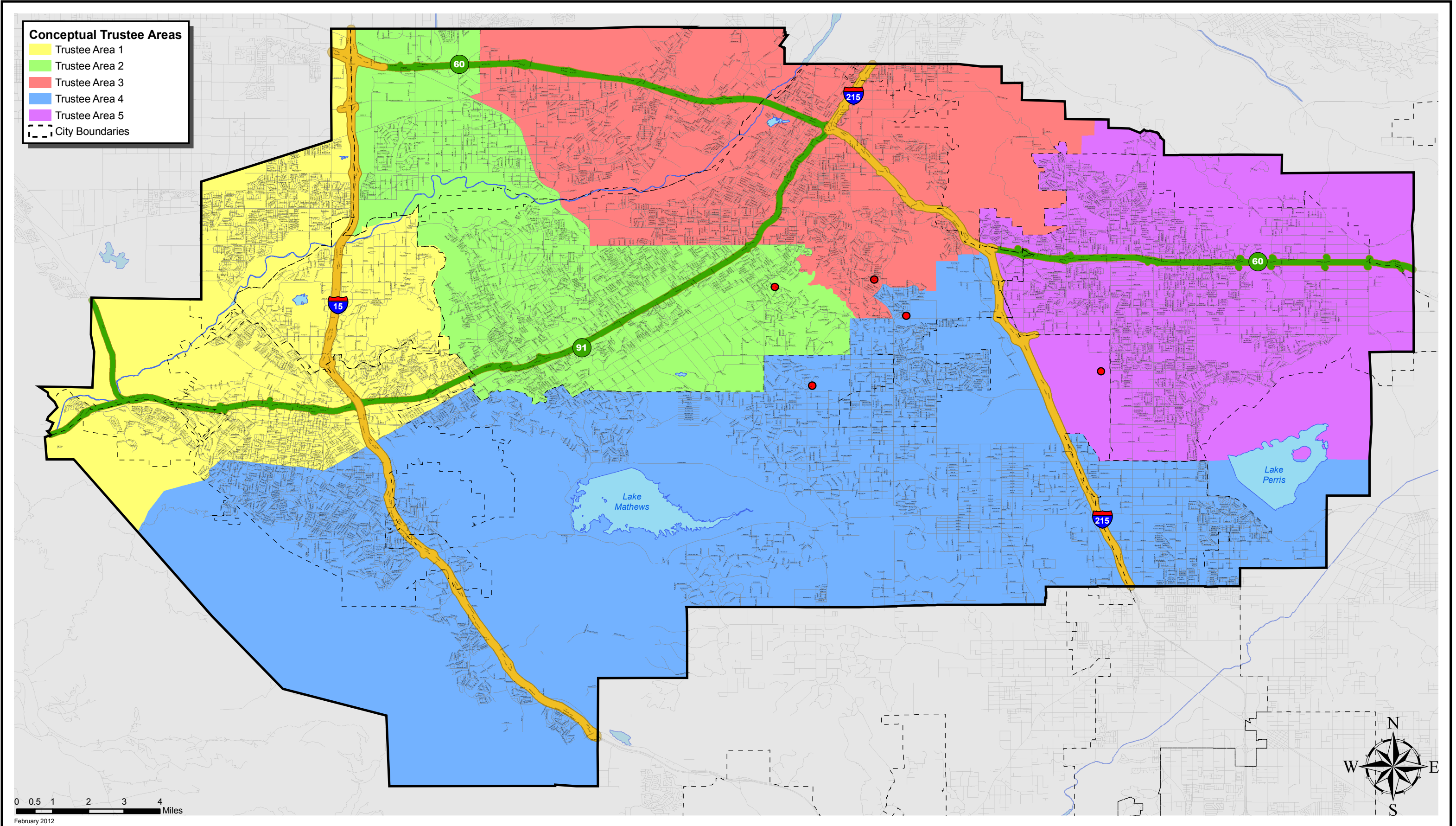
Riverside Community College District

Conceptual Trustee Areas - Scenario A



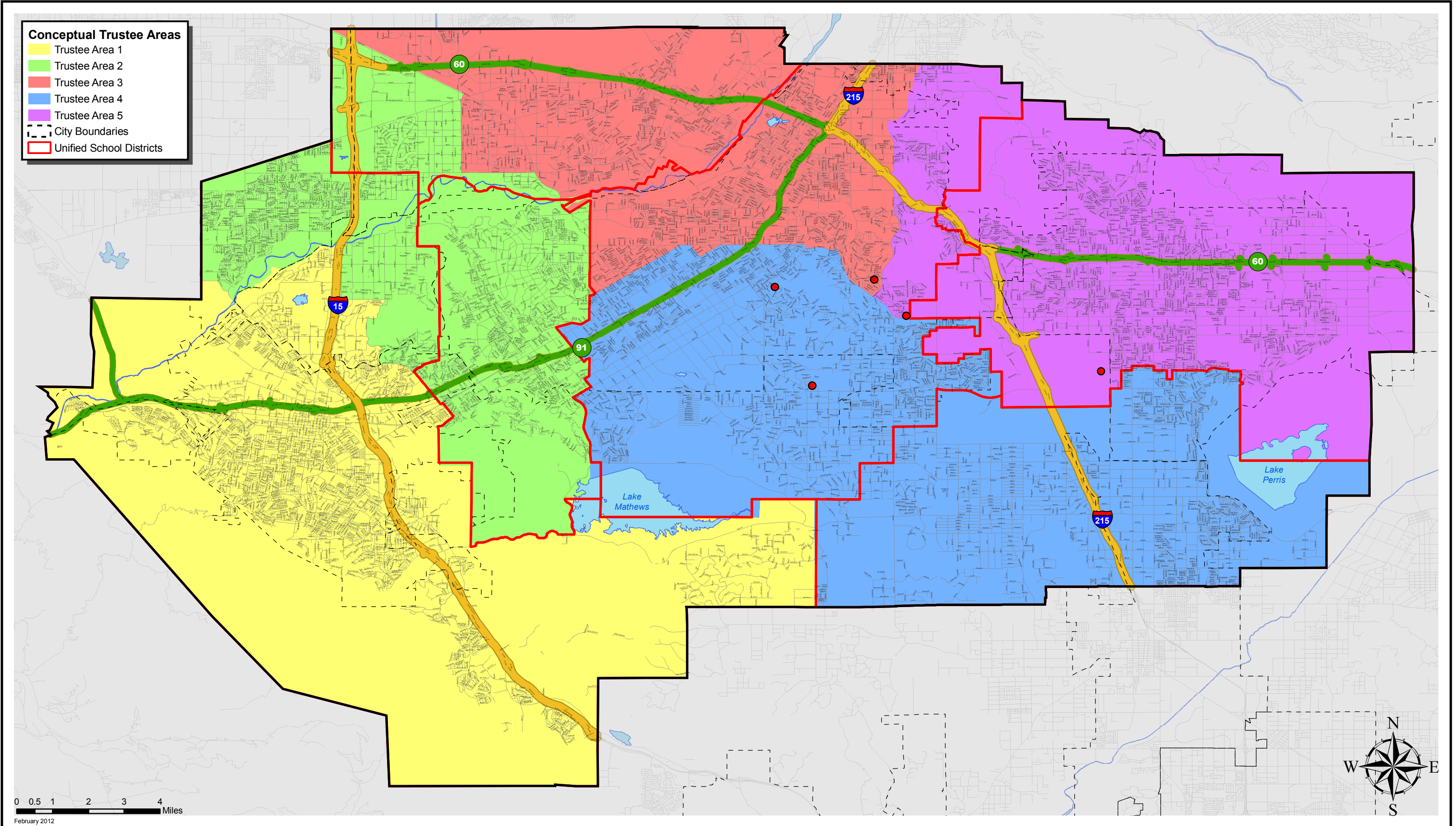
Riverside Community College District

Conceptual Trustee Areas - Scenario B



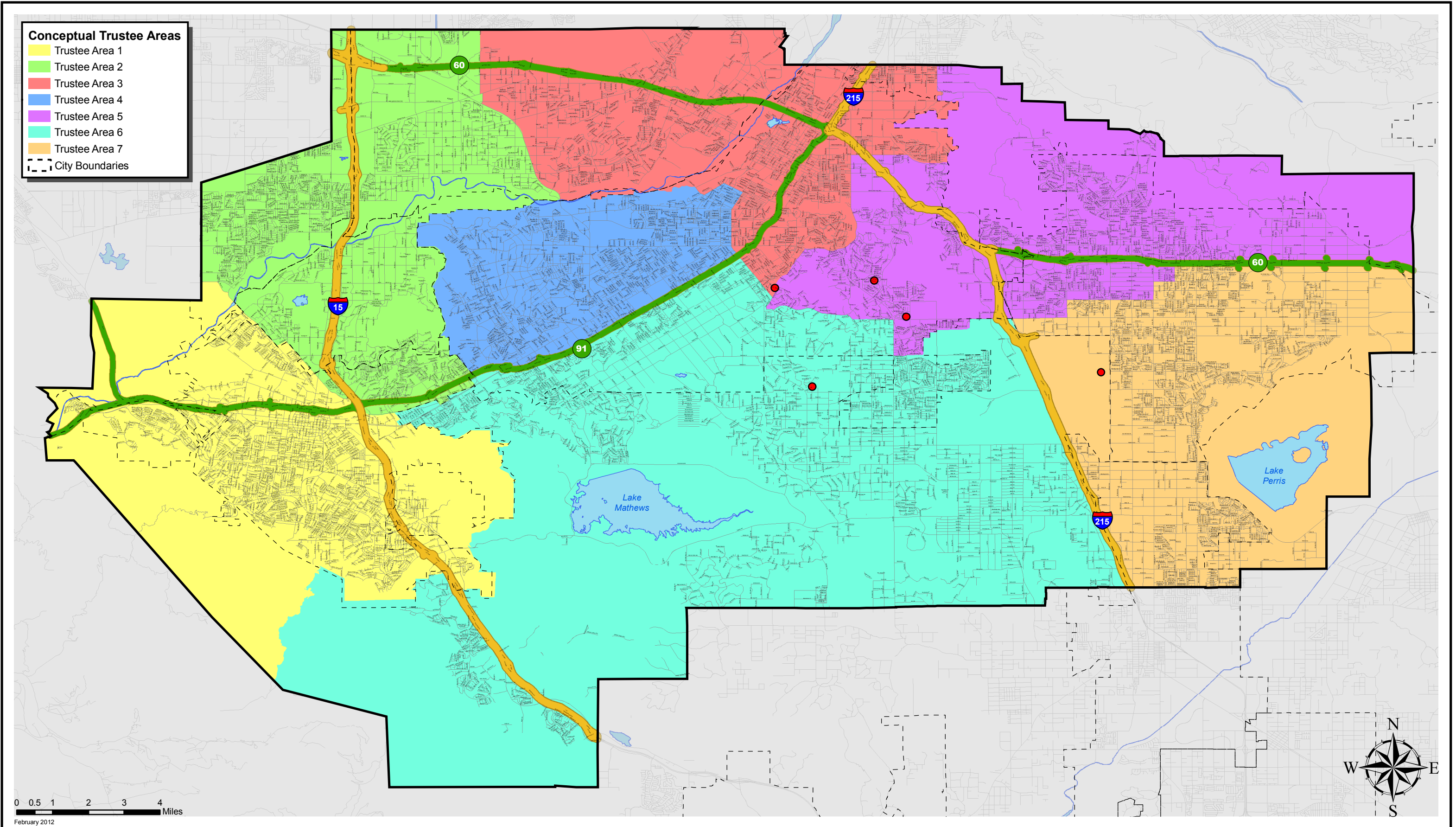
Riverside Community College District

Conceptual Trustee Areas - Scenario C



Riverside Community College District

Conceptual Trustee Areas - Scenario D





[e-board](#) › [Agenda Item](#)

[Agenda Item](#)

Agenda Item (XII-B)

Meeting 2/21/2012 - Regular

Agenda Item Business From Board Members (XII-B)

Subject Update from Members of the Board of Trustees on Business of the Board

College/District District

Information Only

Background Narrative:

Members of the Board of Trustees will briefly share information about events/conferences they attended since the last meeting.

Prepared By: Chris Carlson, Chief of Staff



Agenda Item (XIII-A)

Meeting	2/21/2012 - Regular
Agenda Item	Closed Session (XIII-A)
Subject	Conference with Legal Counsel - Existing Litigation (CA Gov. Code 54956.9(a) - Corral v. Riverside Community College District, et.al.
College/District	District
Funding	n/a
Recommended Action	Recommended Action to be Determined

Background Narrative:

Prepared By: Greg Gray, Chancellor
Michelle Haeckel, Administrative Assistant, Office of the Chancellor



[e-board](#) › [Agenda Item](#)

[Agenda Item](#)

Agenda Item (XIII-B)

Meeting	2/21/2012 - Regular
Agenda Item	Closed Session (XIII-B)
Subject	Pursuant to Government Code Section 54957, Public Employee Discipline/Dismissal/Release
College/District	District
Funding	n/a
Recommended Action	Recommended Action to be Determine

Background Narrative:

Prepared By: Greg Gray, Chancellor
Michelle Haeckel, Administrative Assistant, Office of the Chancellor