



**Board of Trustees - Regular Meeting
Board of Trustees Governance Committee,
Teaching and Learning Committee, Planning and
Operations Committee, Facilities Committee and
Resources Committee
Tuesday, December 01, 2015 6:00 PM
Center for Student Success, Room 217,
Norco College, 2001 Third Street, Norco, California 92860**

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 or online at www.rccd.edu/administration/board.

I. COMMENTS FROM THE PUBLIC

Board invites comments from the public regarding any matters within the jurisdiction of the Board of Trustees. Pursuant to the Ralph M. Brown Act, the Board cannot address or respond to comments made under Public Comment.

II. PUBLIC HEARING (NONE)

III. CHANCELLOR'S REPORT

- A. [Chancellor's Communications](#)
Information Only

IV. BOARD COMMITTEE REPORTS

A. Governance

1. [Board Policy for First Reading](#)
The Committee to review the first reading of Board Policy and Administrative Procedure 3560 –Alcoholic Beverages

B. Teaching and Learning

1. [Proposed Curricular Changes](#)
The Committee to review the proposed curricular changes for inclusion in the college catalogs and in the schedule of class offerings.

2. [Student Equity Plans for Moreno Valley, Norco and Riverside City College for 2015-2018](#)

The Committee to review the Student Equity Plans from each of the District colleges: Moreno Valley, Norco, and Riverside City College for 2015-2018.

C. Planning and Operations

1. [Resolution No. 24-15/16 - Adopting the Local Hazard Mitigation Plan](#)

The Committee to review Resolution No. 24-15/16 to establish the Riverside Community College District segment of the Riverside County Operational Area Multi-Jurisdictional Local Hazard Mitigation Plan.

D. Resources

1. [Project Budget Approval and Professional Services Agreement for Exterior Building Signage for the Student Academic Services Facility with All Star Signs](#)

The Committee to review the project budget in the amount of \$23,081 for the Student Academic Services Facility at Moreno Valley College and the Exterior Building signage services agreement with All Star Signs in the amount of \$20,980.24

2. [2014-2015 Independent Audit Report for the Riverside Community College District Foundation](#)

The Committee to review the Riverside Community College District Foundation's independent audit report for the year ended June 30, 2015 for the permanent file of the District.

3. [2014-2015 Independent Audit Report for the Riverside Community College District](#)

The Committee to review the Riverside Community College District's independent audit report for the year ended June 30, 2015 for the permanent file of the District.

E. Facilities (None)

V. OTHER BUSINESS (NONE)

VI. CLOSED SESSION

- A. [CONFERENCE WITH LABOR NEGOTIATORS PURSUANT TO GOVERNMENT CODE SECTION 54957.6, DISTRICT REPRESENTATIVES: BRADLEY NEUFELD OF GRESHAM SAVAGE, EMPLOYEE ORGANIZATION: CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION](#)

Recommended Action to be Determined.

VII. ADJOURNMENT

Agenda Item (III-A)

Meeting 12/1/2015 - Committee
Agenda Item Chancellor's Report (III-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: Michael Burke, Ph.D., Chancellor

Attachments:

Agenda Item (IV-A-1)

Meeting	12/1/2015 - Committee
Agenda Item	Committee - Governance (IV-A-1)
Subject	Board Policy for First Reading
College/District	District
Funding	N/A
Recommended Action	It is recommended that the Board of Trustees accept for first reading Board Policy and Administrative Procedure 3560 – Alcoholic Beverages.

Background Narrative:

The Board Policy and Administrative Procedure listed below is presented to the Board of Trustees for first reading:

General Information

Board Policy 3560 Alcoholic Beverages – Revision to the Policy last revised on November 15, 2011.

Administrative Procedure 3560 Alcoholic Beverages – New

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Michael Simmons, Director, Risk Management, RCCD

Attachments:

[12012015_Board Policy \(BP\) 3560 – Alcoholic Beverages \(Revised\)](#)
[12012015_Administrative Procedure \(AP\) 3560 – Alcoholic Beverages](#)
[12012015_BPAP3560_Exhibit A](#)

BP 3560 ALCOHOLIC BEVERAGES

References:

Business and Professions Code Sections 24045.4, 24045.6, 25608(a)(10), (14), (15) and (17), and 25658
34 Code of Federal Regulations Part 668.46(b)

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

- The alcoholic beverages are acquired, possessed, or used during events at a District/college-owned or District/college-operated stadium or other facility **and**;
- The alcoholic beverage is beer or wine acquired, possessed, used, sold, or consumed only in connection with a **fundraiser, District or College-sponsored event, required as part of a** course of instruction, sponsored dinner, or meal demonstration given as part of a culinary arts program at the District **and**;
- The person has been **properly** authorized to acquire, possess, use, sell, or consume the beer or wine by the **Board of Trustees**, Chancellor, and the **College President and**;
- **The event does not include a sporting event or other function where students will be known to attend the event.**

“Events” include fundraisers held to benefit a non-profit corporation that has obtained a license or permit, pursuant to the Business and Professions Code, for the event.

“Events” do not include football games or other athletic contests sponsored by the District.

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

Transitional possession or transfer of alcoholic beverages on District property as a result of personal necessity is not considered a violation of this policy. Some examples of transitional possession or transfer are as follows:

- **Transporting unopened alcoholic beverages from the purchase source (market, etc.) to another location and the District or College is a temporary point of transit;**

- **Unopened alcoholic beverages gifted to an employee (non-student) for personal consumption away from District or College property.**

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

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

Date Adopted: May 19, 2009

Revised:

AP 3560 ALCOHOLIC BEVERAGES

References:

**Business and Professions Code Sections 24045.4, 24045.6,
25608(a)(10),(14), (15) and (17), and 25658
34 Code of Federal Regulations Part 668.46(b)**

The possession, sale, consumption, or furnishing of alcohol on District or College property is governed by California state law, The California Department of Alcohol and Beverage Control, and these procedures. However, the enforcement of alcohol laws on campus is the primary responsibility of the Riverside Community College District Police Department. The District and Colleges have been designated “Drug Free” and only under certain circumstances is the consumption of alcohol permitted. Violators are subject to disciplinary action, criminal prosecution, fine and imprisonment. It is unlawful to sell, furnish or provide alcohol to a person under the age of 21. The possession of alcohol by anyone under 21 years of age in a public place or a place open to the public is illegal. It is also a violation of this policy for anyone to consume or possess alcohol in any public or private area of District of College property without prior District or College approval. Organizations or groups violating District alcohol policies or laws may be subject to penalties, fines, and/or criminal sanctions.

In accordance with Business and Professions Code 25608, the Riverside Community College District may under specific circumstances approve the acquisition, possession, use, sale, and consumption of alcoholic beverages on District or College property. Alcoholic beverages on District or College property are permitted if:

- The alcoholic beverages are acquired, possessed, or used at a District or College-owned or operated stadium facility and;**
- The event does not include a college sporting event or other function where it is known that students will be the primary attendees and;**
- There are no instructional or student activities in the immediate area and;**
- The alcoholic beverages are beer or wine acquired, possessed, used, sold, or consumed in connection with a fundraiser, District or College-sponsored event, required as part of a course of instruction, sponsored dinner, or a meal**

demonstration given as part of a culinary arts program at the District or;

- The alcoholic beverage is beer or wine that is used during an event sponsored by the District, College, or an organization operated for the benefit of the District or College, in connection with the District or College's instructional program or;
- The alcoholic beverage is used during a non-college event when the event is not sponsored by Riverside Community College District and the center is leased to a non-profit public benefit corporation formed under part II (commencing with section 5110) of Division II of Title I of the corporation's code.
 - In this circumstance, the consumption of alcoholic beverages is allowed at those special events that foster support for District and College sponsored and approved activities and programs. Approval of the Board of Trustees, Chancellor, and/or College President is required.

For the purpose of this policy, an "event" is defined as an occasion held with the permission of the Board of Trustees, Chancellor, and/or College President such as festivals, shows, private parties, concerts, theatrical productions, and other events held on the premises of the District or College and for which the principal attendees are members of the general public or invited guests and not primarily students of the District or its Colleges.

In all cases, the organization or person requesting permission to serve, possess, or consume alcoholic beverages must be properly authorized by the Board of Trustees, Chancellor, or College President. Authorization for the possession, sale, consumption, shall be obtained pursuant to the application for, and receipt of, a license or permit obtained under this policy.

Conditions

A request for a permit to serve alcoholic beverages on District or College property must be approved by the Board of Trustees, Chancellor, and/or College President. A District Alcohol Permit Request form (Appendix A) is available through the Office of the Chancellor and/or the Office of the President at each college. The permit request form must specify one or more of the following criteria:

- The alcoholic beverage is beer or wine that is used during an event sponsored by the District, College, or an organization operated for the benefit of the District or College, in connection with the District or College's instructional program.

- The alcoholic beverage is used during a non-college event when the event is not sponsored by Riverside Community College District and the venue is leased, rented, or donated to a non-profit public benefit corporation formed under part II (commencing with section 5110) of Division II of Title I of the corporation's code.
- The alcoholic beverages are acquired, possessed, or used at a District or College-owned or operated stadium or other facility.
- The alcoholic beverages are beer or wine acquired, possessed, used, sold, or consumed in connection with a fundraiser, District or College-sponsored event, course of instruction, sponsored dinner, or a meal demonstration given as part of a culinary arts program at the District.

Every event where alcoholic beverages will be served will have a designated coordinator who is a District or College staff member. The designated coordinator shall be authorized by the Chancellor / College President. It is the responsibility of the designated coordinator for each event to see that all individuals acquiring, possessing, using or serving alcoholic beverages at District or College sponsored events are 21 years of age or older and possess legitimate identification confirming their age. The name and signature of the designated coordinator will appear on the request form.

The designated coordinator will verify that all vendors possess all of the required training, licenses, permits, and insurance policies allowing the vendor to allow the vendor to legally possess, sell, or offer alcoholic beverages. The vendor will provide evidence as follows:

- A One-Day ABC License for sales / auction is required. A One-Day ABC License must be obtained from the Alcoholic Beverage Control Board, and a conformed copy of such license filed with the designated coordinator, before service or sales/auction of any alcoholic beverages at such event will take place.
- The District or College Alcohol Permit is required. The Alcohol Permit must be obtained from the participating District or College, and a valid copy of such permit, provided to the designated coordinator before service or sales/auction of any alcoholic beverages at such event will take place.
- ALL vendors will provide a valid insurance policy certificate verifying the following:

Comprehensive general liability insurance coverage that shall protect District or College from claims for damages for personal injury, including, but not limited to, accidental or wrongful death, as well as from claims for property

damage, which may arise from the vendor's activities during the event in the amount of \$1,000,000 per person and \$3,000,000 per occurrence;

Workers' Compensation insurance in accordance with the laws of the State of California.

Such insurance shall name the District or College as an additional insured with respect to this agreement and the obligations of District hereunder. Vendor shall provide the designated coordinator with the required Certificate of Insurance at least 10 days prior to the event.

The State of California Alcoholic Beverage Commission will charge a fee. For all events where a vendor is not involved, the designated coordinator is required to submit a request for a permit to the Alcoholic Beverage Commission. Events where vendors offer, sell, or possess alcohol will require that the vendor request a permit from the Alcoholic Beverage Commission. The Alcoholic Beverage Commission is the authorizing agency. ALL Alcoholic Beverage Commission decisions are final and cannot be appealed.

All alcoholic beverage storage arrangements for District or College events must be in lockable areas. Individual under the age of 21 years of age shall not have access to these storage areas. Alcoholic beverages may not be stored in open containers on District or College property. Appropriate storage arrangements must be described on the Alcoholic Beverage Service Request form.

At events where an alcoholic beverage is served, the following must take place:

- Written notice must be placed in a clear and open location indicating no alcoholic beverages will be served to individuals under the age of 21 and that legitimate identification verifying age must be provided.**
- The District or College reserves the right to refuse service.**
- The consumption of alcoholic beverages may be harmful to health to include any appropriate regulatory warnings required by California law.**

An individual over the age of 21 of age, and separate from those individuals serving alcoholic beverages, will be assigned to check identification during the event.

The designated coordinator is responsible for the proper and timely removal of all alcoholic beverages immediately following the event.

The Riverside Community College District Police Department, at its discretion, may require additional security measures.

The consumption of alcoholic beverages by a minor at a District of College event is prohibited and will result in appropriate disciplinary action up to and including arrest of those parties involved. (Business and Professions Code 25608.)

Transitional possession or transfer of alcoholic beverages on District property as a result of personal necessity is not considered a violation of this policy. Some examples of transitional possession or transfer are as follows:

Transport of unopened alcoholic beverages from the purchase source (market, etc.) to another location and the District or College is a temporary point of transit. Unopened alcoholic beverages gifted to an employee (non-student) for personal consumption away from District or College property.

Office of Primary Responsibility: Office of the Chancellor

Administrative Approval:

RIVERSIDE COMMUNITY COLLEGE DISTRICT ALCOHOL USE PERMIT APPLICATION FORM

APPLICANT: COMPLETE ALL SECTIONS. THIS FORM MUST BE COMPLETED FOR ALL EVENTS WHERE ALCOHOL WILL BE POSSESSED, SOLD, OR CONSUMED IN CONNECTION WITH A COLLEGE OR DISTRICT EVENT, OR A NON-DISTRICT OR NON-COLLEGE EVENT, TO BE HELD ON DISTRICT PROPERTY. FORM MUST BE SUBMITTED TO THE OFFICE OF THE CHANCELLOR, OR THE OFFICE OF THE COLLEGE PRESIDENT, AT LEAST TEN (10) DAYS PRIOR TO THE EVENT. FORM CAN ALSO BE SUBMITTED TO THE DESIGNATED COORDINATOR FOR THE EVENT.

EVENT INFORMATION										
NAME OF EVENT			DISTRICT OR COLLEGE			NATURE OF EVENT (fundraiser, concert, etc.)				
DISTRICT OR COLLEGE LOCATION ADDRESS			BUILDING NAME (IF APPLICABLE)			EXACT LOCATION IN BUILDING (Room Number, etc.)				
EXACT LOCATION FOR THE EVENT (Be Specific)				DATE OF EVENT		START TIME	<input type="checkbox"/> AM <input type="checkbox"/> PM	END TIME	<input type="checkbox"/> AM <input type="checkbox"/> PM	
ESTIMATED ATTENDANCE		DESCRIPTION OF THE EVENT (Be Specific)								
ATTENDEE TYPES <input type="checkbox"/> STUDENTS <input type="checkbox"/> FACULTY <input type="checkbox"/> STAFF <input type="checkbox"/> PUBLIC					EVENT AFFILIATION WITH THE DISTRICT OR COLLEGE:					
SECURITY MEASURES TO BE APPLIED (Provide brief but specific details for the security plan for the event. This includes protocol for 911 calls, prohibiting non-invitee attendance, police response, private security, etc.)					AGE VERIFICATION PROCEDURES: (Explain how attendees will be required to validate their age and who is responsible for ensuring identifications are validated)					
EVENT COORDINATOR AND SPONSOR INFORMATION										
DISTRICT / COLLEGE DEPARTMENT (Sponsor)				DISTRICT / COLLEGE DEPARTMENT EMPLOYEE CONTACT (Name)						
DISTRICT / COLLEGE EMPLOYEE DESIGNATED EVENT COORDINATOR (Name)				DESIGNATED COORDINATOR TITLE			EXTENSION			
WHO IS PURCHASING THE ALCOHOL FOR THE EVENT?			PURCHASING SPONSOR NAME:			PRIVATE PARTY NAME:				
WILL ADMISSION BE CHARGED? <input type="checkbox"/> YES <input type="checkbox"/> NO		WILL PARTICIPANTS PAY TO ATTEND? <input type="checkbox"/> YES <input type="checkbox"/> NO		COMPLIMENTARY ALCOHOL MADE AVAILABLE? <input type="checkbox"/> YES <input type="checkbox"/> NO						
BEVERAGE CONSUMPTION INFORMATION (Check ALL That Apply)					APPROVAL SECTION		ALCOHOL SERVICE SHALL BE PROVIDED IN COMPLIANCE WITH THE LAWS OF THE STATE OF CALIFORNIA AND THE PROVISIONS SET FORTH IN RCCD BOARD POLICY 3560			
BEVERAGES TO BE SERVED <input type="checkbox"/> BEER (KEGS) <input type="checkbox"/> BEER (CASES) <input type="checkbox"/> BEER (OTHER) <input type="checkbox"/> WINE (LITERS) <input type="checkbox"/> WINE (GALLONS) <input type="checkbox"/> WINE (BOTTLES) <input type="checkbox"/> WINE (OTHER) <input type="checkbox"/> WATER <input type="checkbox"/> SODA <input type="checkbox"/> TEA <input type="checkbox"/> COFFEE <input type="checkbox"/> OTHER		ESTIMATED AMOUNT TO BE SERVED _____ KEGS _____ CASES _____ OTHER _____ LITERS _____ GALLONS _____ BOTTLES _____ OTHER _____ WATER _____ SODA _____ TEA _____ COFFEE _____ OTHER			COLLEGE PRESIDENT or CHANCELLOR'S OFFICE DESIGNEE By signing below, I approve of the proposed event and the use, distribution, possession, and sale of alcohol for the event. Printed Name: _____ Title: _____ Signature: _____ Date: _____					
INDEMNIFICATION BY THIRD-PARTY VENDOR										
Vendor, _____, agrees to indemnify and hold harmless The Riverside Community College District, and its respective employees (collectively the "Indemnities"), from and against any and all claims, demands, suits, actions, proceedings, loss, costs, and damages of every kind and description, including attorneys' fees and/or litigation expenses, which may be brought or made against or incurred by the Indemnities, on account of loss of or damage to any property or for injuries to or death of any person, caused by, arising out of, or contributed to, in whole or in part, by reasons of any act, omission, professional error, fault, mistake, or negligence of Sponsor Organization, its employees, agents, representatives, volunteers or subcontractors in connection with or incident to the Event.										
VENDOR APPLICANT REPRESENTATIVE (Printed Name)				VENDOR APPLICANT REPRESENTATIVE (Signature)				TODAY'S DATE		

Agenda Item (IV-B-1)

Meeting	12/1/2015 - Committee
Agenda Item	Committee - Teaching and Learning (IV-B-1)
Subject	Proposed Curricular Changes
College/District	District
Funding	N/A
Recommended Action	It is recommended that the Board of Trustees approve the proposed curricular changes for inclusion in the college catalogs and in the schedule of class offerings.

Background Narrative:

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

Prepared By: Sylvia Thomas, Associate Vice Chancellor Ed Services

Attachments:

[Proposed_Curricular_Changes_112315.pdf](#)

Course	Title	Location
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1. New Courses:

This course will enhance the current offering of honors courses and be the first psychology honors course:

PSY-1H	Honors General Psychology	MNR
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2. New Stand Alone Courses:

As part of the STEM project, RCC was contacted by the California State Polytechnic University at Pomona to develop a transferable statistical application course, which is equivalent to their Biometrics course (BIO 211/211L). This course is designed for science majors where statistical analysis is fundamental to their research. CPP's course has a statistics and biology prerequisite:

BIO-40	Biometrics	R
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The following courses will be part of the second 10 unit certificate in Entrepreneurship:

BUS-31	Financing Your Business	N
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BUS-33	Business Structure and Legal Issues	N
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The course was deleted in 2011 but is being revived and will be part of a new Information Security certificate:

CIS-21A	Linux Operating System Administration	R
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CSC-21A	Linux Operating System Administration	R
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This course will be compatible with the C-ID descriptor ITIS 165 and will be added as an option in the associate in transfer degree:

CIS-27A	Computer Forensics Fundamentals	R
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The course is designed to meet lower-division transfer requirements for CSU San Bernardino and CSU Fullerton for communication majors, and fulfill general education requirements at most transfer institutions:

COM-20	Introduction to Communication Theory	NR
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Currently, the only Hip-Hop class offered at RCC is a multi-leveled course. In order to refine movement technique and advance appropriate dance students, we need to separate the Hip-Hop class into a beginning level class and an intermediate level class:

DAN-D31B	Hip-Hop Dance - Intermediate	R
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This course combines two one-unit courses (ESL 90E and 90J) into one two-unit course in order to integrate related skills, provide context to the students, and accelerate learning:

ESL-90P	Mastering Academic Vocabulary	MNR
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These courses will be added to the Associate in Arts for Transfer degree and are C-ID compliant:

GEG-7	Map Interpretation and Analysis	MR
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GEG-8	Introduction to Geographic Information Systems and Techniques, with Lab	MR
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The following course will complement and be sequential to HIS-32:

HIS-33	Modern Latin America	R
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This course is intended to develop academic success strategies for incoming or returning at-risk students:

ILA-3	Student Resiliency	R
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Course	Title	Location
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This course is one of five new courses which will be combined with six existing courses in order to provide a series of five stackable certificates leading to an Associate of Science degree in Quality Assurance Management. Each certificate follows the body of knowledge presented by internationally recognized certification exams:

MAG-73	Quality Inspection and Test	R
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This course will replace MUS-37 with two leveled courses to accommodate more advanced players:

MUS-96A	Class Guitar I	NR
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3. Course Inclusions:

This course is needed to support an Art History ADT to be proposed at Norco College:

ART-12	Asian Art History	N
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Moreno Valley College would like to expand their current art history offerings:

ART-7	Women Artists in History	M
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ART-9	African Art History	M
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This course is needed to support an Art History ADT to be proposed at Norco College:

ART-12	Asian Art History	N
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Both Moreno Valley and Norco College would like to add these courses to their inventory in order to expand their current offering and also to replace ART-8:

ART-13	Pre-Columbian Art History	MN
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ART-14	Latin American Art: Colonial to the Present	MN
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The following courses will be used for a new Literary magazine :

ENG-17A	Literary Magazine Production: Beginning	N
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ENG-17B	Literary Magazine Production: Intermediate	N
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ENG-17C	Literary Magazine Production: Advanced	N
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4. Distance Education: None

COM-20	Introduction to Communication Theory	NR
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5. Major Course Modifications:

The following courses are being modified to update the Student Learning Outcomes (SLOs), and course materials:

ANT-4	Native American Cultures	MNR
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ANT-5	Cultures of Ancient Mexico	MNR
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The following course is being modified to update the course description, SLOs, course content, Methods of Instruction (MOI), Methods of Evaluation (MOE), sample assignments and course materials.

AUT-52A	Automotive Tune-up and Electrical Systems	R
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The following course is being modified to update the course description, SLOs, course content, MOE, MOI and course materials:

BIO-9	Introduction to the Natural History of Southern California	R
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Course	Title	Location
The following course is being modified to update the SLOs, course content, MOI, MOE, sample assignments and course materials:		
BIO-15	Soil Science and Management Laboratory	R
The following courses are being modified to update the course description, SLOs, course content MOI, MOE, to link the SLOs to the General Education Student Learning Outcomes (GESLOs), add sample assignments and update the course materials:		
BIO-31A	Regional Field Biology Studies	MR
BIO-31B	Regional Field Biology Studies	MR
This course is being modified to be compliant with Transfer Model Curriculum. C-ID Descriptor: ITIS 160 Introduction to Information-Systems Security. Transfers to CSUSB course IST 275 by changing the prerequisite from CIS-23 to CIS-1A or CIS-23 and updating the course description, SLOs, course content, MOI, MOE, Sample assignments and course content:		
CIS-27	Information and Network Security	R
The following courses are being updated to link to the new GESLOs and to update the course materials:		
COM-1	Public Speaking	MNR
COM-1H	Honors Public Speaking	MNR
COM-2	Persuasion in Rhetorical Perspective	MNR
COM-3	Argumentation and Debate	MNR
COM-5	Parliamentary Procedure	NR
The following course is being modified to update the SLOs, course content, sample assignments and course materials:		
COM-6	Dynamics of Small Group Communication	MNR
The following course is being modified to update the SLOs, MOI, and course materials:		
COM-7	Oral Interpretation of Literature	MNR
The following courses are being modified to updated the SLOs and to link to the new GESLOs and to update the course materials:		
COM-9	Interpersonal Communication	MNR
COM-9H	Honors Interpersonal Communication	MNR
COM-11	Storytelling	NR
The following course is being modified to link the SLOs to the GESLOs:		
COM-13	Gender and Communication	MNR
The following course is being updated to link to the new GESLOs and to update the sample assignments and the course materials:		
COM-19	Reader's Theater	NR
This course is being modified to update the course description, SLOs, course materials and add sample assignments:		
DAN-D30	Social Dance Styles	MNR

Course	Title	Location
The following course is being modified to update the SLOs, course content, MOI, MOE, sample assignments and course materials:		
DEH-10B	Pre-Clinical Dental Hygiene #2	M
The following course is being modified to change the units from 3.5 to 3 and the lecture hours from 67 to 49.5 and laboratory hours from 16 to 13.5, also to update the course content, MOI, MOE course materials and add sample assignments:		
DEH-14	Systems Analysis of Dental Anatomy, Morphology, Histology and Embryology	M
The following course is being modified to change the units from 1.5 to 1 and the lecture hours from 18 to 27, to update the SLOs, course content, MOI, MOE, sample assignments and course materials:		
DEH-16	Preventive Dentistry	M
The following course is being modified to update the SLOs, course content, MOI, MOE, sample assignments and course materials:		
DEH-17	General Pathology	M
The following course is being modified to change the units from 1.5 to 2.5 and the lecture hours from 25 to 27 and 36 to 54 laboratory hours, to update the SLOs, course content, MOI, MOE, sample assignments and course materials:		
DEH-19	Pain Control	M
The following courses are being modified to add a prerequisite of “DEH-10B and 19,” and to update the SLOs, course content, MOI, MOE, sample assignments and course materials:		
DEH-21	Clinical Seminar #1	M
DEH-22	Oral Radiology Interpretation	M
DEH-23	Introduction to Periodontology	M
DEH-24	Ethics	M
DEH-25	Medical and Dental Emergencies	M
DEH-26	Dental Treatment of Geriatric and Medically Compromised Patients	M
The following course are being modified to change the units from 3 to 2.5 and change the lecture hours from 54 to 45 and to add a prerequisite of “DEH-10B and 19,” and to update the SLOs, course content, MOI, MOE, sample assignments and course materials:		
DEH-27	Oral Pathology	M
The following course is being modified to add a prerequisite of “DEH-10B and 19,” and to update the SLOs, course content, MOI, MOE, sample assignments and course materials:		
DEH-28	Basic and Applied Pharmacology	M
The following course is being modified to add a prerequisite of “DEH-20B,” to update the SLOs, course content, MOI, MOE, sample assignments and course materials:		
DEH-30A	Clinical Dental Hygiene #3	M
The following course is being modified to add a prerequisite of DEH-30A, 31, 32, 33, 34, 35, 36 and 37,” update the SLOs, course content, MOI, MOE, sample assignments and course materials:		
DEH-30B	Clinical Dental Hygiene #4	M

Course	Title	Location
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The following course is being modified to add a prerequisite of “DEH-20B,” to update the SLOs, course content, MOI, MOE, sample assignments and course materials:

DEH-31	Clinical Seminar #2	M
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The following course is being modified to add a prerequisite of DEH-20B, change the units from 2.5 to 3, change the lecture hours from 36 to 40, change the laboratory hours from 27 to 45, update the SLOs, course content, MOI, MOE, sample assignments and course materials:

DEH-32	Dental Materials	M
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The following courses are being modified to add a prerequisite of DEH-20B, update the SLOs, course content, MOI, MOE, sample assignments and course materials:

DEH-33	Periodontology	M
DEH-34	Community Dental Health Ed #1	M
DEH-35	Community Dental Health Education Practicum #1	M
DEH-36	Research Methodology	M
DEH-37	Nutrition in Dentistry	M

The following courses are being modified to add a prerequisite of DEH-30B, update the SLOs, course content, MOI, MOE, sample assignments and course materials:

DEH-40	Clinical Dental Hygiene #5	M
DEH-41	Clinical Seminar #3	M
DEH-42	Practice Management and Jurisprudence	M
DEH-43	Advanced Periodontology	M
DEH-44	Community Dental Health Education #2	M
DEH-45	Community Dental Health Education Practicum #2	M
DEH-46	Advanced Topics in Dental Hygiene	M

The following course is being updated to link to the new GESLOs and to update the course materials:

ENG-38	Introduction to Screenwriting	R
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The following courses are being modified to update the entry skills, and sample assignments:

HIS-21	History of Ancient Greece	M
HIS-22	History of Ancient Rome	M

The following course is being modified to update the course description, SLOs, course content, MOI, MOE, sample assignments and course materials:

FIT-M2D	Management 2D, Master Planning In the Fire	M
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The following course is being modified to remove the Limitation on Enrollment of “student must be referred by an instructor or a counselor,” to update the course description, SLOs, course content, MOI, MOE, and sample assignments:

ILA-800	Supervised Tutoring	MR
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Course	Title	Location
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The following course is being modified to update the SLOs, course description, course content, sample assignments and course materials:

KIN-14	Athletic and Fitness Organization and Administration	R
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The following courses are being modified to update the SLOs, and course materials:

KIN-V12	Cross Country, Varsity, Women	R
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KIN-V14	Track and Field, Varsity, Women	R
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The following course is being modified to update the SLOs, course content, sample assignments and course materials:

MUS-25	Jazz Appreciation	MNR
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The following course is being modified to add an advisory of “qualification for ENG-1A,” to reduce the SLOs, update the course content, MOE, and course materials:

REA-4	Critical Reading as Critical Thinking	MNR
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6. Course Exclusions:

The following courses have not been offered in the past 3 years and they don't anticipate offering them in the future:

ACC-38	Managerial Accounting	N
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BUS-53	Introduction to Personal Finance	N
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BUS-70	Introduction to Organization Development	N
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The following courses have not been offered as CAT courses and there are no plans to do so in the future:

CAT-54A	Introduction to Flash	N
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CAT-78B	Advanced Adobe Photoshop	N
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CAT-81	Introduction to Desktop Publishing using Adobe InDesign	N
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These courses have never been offered and there are no plans to offer in the future:

CIS-14B	Web Programming: Active Server Pages	N
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CIS-18D	Data Structure and Algorithms	N
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CIS-54A	Introduction to Flash	N
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CIS-61	Introduction to Database Theory	N
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CIS-63	Introduction to Structured Query	N
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CIS-72C	Introduction to XML	N
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CIS-76A	Introduction to Microsoft Expression Web	N
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CSC-6	Discrete Mathematics for Computer Science	N
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These courses are being offered as CIS courses and there are no plans in the future to offer them as CSC:

CSC-17B	C++ Programming: Advanced Objects	N
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CSC-17C	C++ Programming: Data Structures	N
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CSC-18B	Java Programming: Advanced Objects	N
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Course	Title	Location
CSC-18C	Java Programming: Data Structures	N
CSC-18D	Data Structure and Algorithms	N
CSC-21	Introduction to Operating Systems	N
These courses have never been offered and there are no plans to do so in the future:		
CSC-61	Introduction to Database Theory	N
CSC-63	Introduction to Structured Query	N
The Communication Studies does not have the need, staff, or demand for these courses:		
COM-5	Parliamentary Procedure	N
COM-19	Reader's Theater	N
These courses are no longer part of a degree/certificate:		
ENE-1A	Plane Surveying, I	N
ENE-1B	Plane Surveying, II	N
This course has never been offered and the discipline does not plan on offering it in the future:		
ENG-18	Survey of Native American Literature	N
Course has not been offered for many years:		
HUM-3	Creativity and the Imagination	N
The Journalism discipline does not have the need, staff, or demand for these courses:		
JOU-1	Introduction to Journalism	N
The following courses have not been offered at MVC for either many years or not at all:		
KIN-36	Wellness: Lifestyle Choices	M
KIN-38	Stress Management	M
KIN-A11	Tennis, Beginning	M
KIN-A12	Tennis, Intermediate	M
KIN-A13	Tennis, Advanced	M
KIN-A43	T'ai-chi Ch'uan, Beginning	M
KIN-A44	T'ai-chi Ch'uan, Intermediate	M
KIN-A83	Kickboxing Aerobics	M
The following courses have not been offered in the past 3 years and they don't anticipate offering them in the future:		
MAG-52	Employee Training and Development	N
MAG-70	Introduction to Organization Development	N

Course	Title	Location
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The following course has never been offered at Moreno Valley College:

MAT-12H	Honors Statistics	M
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The following courses have not been offered in the past 3 years and they don't anticipate offering them in the future:

MKT-50	Marketing Research	N
RLE-84	Real Estate Appraisal	N
RLE-86	Escrow Procedures	N

7. Course Deletions: None

This course has been replaced by ESL-90M:

ESL-90C	Special Topics In ESL: Preposition Review	NR
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This course will be replaced by ESL-90P a 2-unit course that covers the material in both ESL-90E and 90J:

ESL-90E	Special Topics in ESL: Academic Vocabulary	R
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This course has been replaced by ESL-90M:

ESL-90G	Special Topics in ESL: Mastering Articles: A, An, and The	NR
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These courses have been replaced by ESL-90L a 2 unit course which is a combination of the material covered in ESL-90I and 90H:

ESL-90H	Special Topics in ESL: Phrases and Clauses	NR
ESL-90I	Special Topics in ESL: Punctuation Review	NR

This course will be replaced by ESL-90P a 2-unit course that covers the material in both ESL-90E and 90J:

ESL-90J	Special Topics in ESL: Spelling Review	NR
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The following courses are outdated and have been replaced:

FIT-I2A	Instructor 2A, Techniques of Evaluation	M
FIT-I2C	Instructor 2C, Employing Audio Visual Aids	M

This class is longer an up to date for the state fire marshal:

FIT-I3	Fire Instructor 3, Master Instructor	M
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8. New State Approved Certificates/Degrees:

Associate in Science in Administration of Justice for Transfer	N
Certificate of Achievement of Business Information Worker	R

9. New Locally Approved Certificate:

Conventional Machine Operator	N
Entrepreneurship: Finance/Legal Issues	N

Course	Title	Location
10. Modification to State/Locally Approved Certificate/Degrees:		
	Computerized Numerical Control (CNC) Operator	N
	Associate in Arts in Economics for Transfer	R
	Medical Assisting	M
	Medical Transcription	M
	Stick Welding	R
	TIG Welding	R
	Wire Welding	R
11. Modification to Discipline Name:		
	Commercial Music (MUC) to Music Industry Studies (MIS)	N

Program Outline of Record
New Degree

Associate in Science in Administration of Justice for Transfer

College: Norco

This degree is designed to facilitate the student's passage from Norco College to the California State University system with an Associate in Science in Administration of Justice for Transfer degree. This degree will satisfy the lower division requirements for the eventual conferral of the Bachelor's Degree in Criminal Justice at a CSU. With this degree the student will be prepared to enter the American Justice system as an entry level professional in numerous areas.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

- Demonstrate an applicable knowledge of the many facets of the American Justice System and the interrelationship of functions among them.
- Demonstrate a working knowledge of the theory and practice of law enforcement, community policing, criminal law, judicial procedure, criminal investigation, and corrections within the American Justice System.
- Demonstrate the ability to interact with the public and members of the American Justice System in a manner to reflect professionalism in speaking, reading, writing, and the ability to compile, integrate, and disseminate diverse information.

Required Courses (18-19 Units)		Units
ADJ-1*	Introduction to the Administration of Justice	3
ADJ-3*	Concepts of Criminal Law	3
List A	Choose from the list below	6
List B	Choose from the list below	6-7

LIST A Choose two courses from the following (6 units):		Units
ADJ-2	Principles and Procedures of the Justice System	3
ADJ-4	Legal Aspects of Evidence	3
ADJ-5	Community Relations	3
ADJ-8	Juvenile Law and Procedures	3

LIST B Choose two courses from the following (6-7 units):		Units
Any LIST A course not already used		
ADJ-9*	Law in American Society	3
ADJ-13	Criminal Investigation	3
ADJ-14	Advanced Criminal Investigation	3
MAT-12*/12H*	Statistics/Honors	4
POL-1*/1H*	American Politics/Honors	3
PSY-1*	General Psychology	3
SOC-1*/1H*	Introduction to Sociology/Honors	3
SOC-2*	American Social Problems	3
SOC-20*	Introduction to Criminology	3
SOC-50*	Introduction to Social Research Methods	3

*Courses may also be used to fulfill general education requirements for the CSUGE or IGETC pattern, please confer with a counselor.

Associate in Science for Transfer Degree

The Associate in Science in Administration of Justice for Transfer degree will be awarded upon completion of 60 semester CSU-transferable units; the California State University-General Education-Breadth pattern (CSU GE-Breadth) or the Intersegmental General Education Transfer Curriculum (IGETC) pattern; a minimum of 18 semester or 27 quarter units in the major or area of emphasis as determined by the community college district; obtainment of a minimum grade point average (GPA) of 2.0; earn a grade of C or better in all courses required for the major or area of emphasis. (Students completing this degree are not required to fulfill the RCCD graduation requirements found in section VII. Additional degree requirements: Health Education and Self Development)

Program Outline of Record
New Certificate of Achievement

Business Information Worker

College: Riverside City

The Business Information Worker Certificate of Achievement is designed to prepare students for entry-level and administrative support in a variety of fields and businesses.

Certificate Program

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

- Demonstrate computer literacy with respect to computer hardware and software applications
- Apply standard rules of business conduct and customer service.
- Develop specialized keyboarding skills at an employable level of accuracy and speed.
- Use word processing, spreadsheet, presentation graphics, and scheduling software to perform business and office tasks.
- Apply oral and written communication skills in various business and office environments.
- Design, modify, query, and manipulate lists (database and information in workbooks) using common formulas, data and what if scenario tools to organize and convey information.

Required Courses (19 units)

		Units
CAT-1A	Business Etiquette	1
CAT/CIS/BUS-3	Computer Applications for Business	3
CAT-31	Business Communications	3
CAT-51	Intermediate Keyboarding/Document Formatting	3
CAT/CIS-90	Microsoft Outlook	3
CAT-93	Computers for Beginners	3
CAT/CIS-98A	Introduction to Excel	1.5
CAT/CIS-98B	Advanced Excel	1.5

Program Outline of Record
New Certificate

Conventional Machine Operator

College: Norco

This certificate is designed to prepare students with basic entry-level machine operator skills, safety knowledge, theory, and quality control skills in manufacturing processes. Students obtaining this certificate will qualify for the first level certification in National Industry Metal Skills (NIMS). This certificate prepares students for employment as Conventional Machinists, Machine Operators, and/or Machine Tool Cutting Setters.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

- Demonstrate aptitude in safely setting up and operating the lathe, mill, drill press, saw and grinder.
- Demonstrate use of gages (gage blocks and pins), calculate angles for work setup, utilize the proper precision measuring tools when machining.
- Create parts specified by the National Institute of Metalworking Skills (NIMS) using conventional machining.
- Establish a systematic approach to recognize the essential information given on a blueprint.

<u>Required Courses (12 units)</u>		<u>Units</u>
ENE-42	SolidWorks I	3
ENE-51	Blueprint reading	2
MAN-38	General Machine Shop	3
MAN-39	Machine Shop Theory	2
MAN-55	OSHA Standards for General Industry	2

Program Outline of Record
New Certificate

Entrepreneurship: Finance/Legal Issues

College: Norco

This certificate includes courses intended to help students who are interested in pursuing entrepreneurship to develop skills in financing, legal Issues, and Applied Accounting and Bookkeeping for the small business.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

- Demonstrate an understanding of the entrepreneurial process, from idea generation to commercialization.
- Demonstrate the ability to apply accounting and bookkeeping for small business principles to a potential business.
- Analyze and evaluate various funding sources for small businesses.
- Outline and evaluate the legal steps and issues necessary for opening a small business.

<u>Required Courses (10 units)</u>		<u>Units</u>
ACC-55	Applied Accounting/Bookkeeping	3
BUS-30	Entrepreneurship and Small Business Management	3
BUS-31	Financing Your Business	2
BUS-33	Business Structure and Legal Issues	2

Program Outline of Record
Certificate Modification

Computerized Numerical Control (CNC) Operator

College: Norco

This certificate is designed to provide entry-level skills to operate a Computer Numerical Control (CNC) lathe or milling type machine tool. Upon completion, students could secure employment as a CNC Operator.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

- Demonstrate sufficient proficiency to apply for and obtain entry-level employment in the field of computer numerical control technology
- Create parts specified by the National Institute of Metalworking Skills (NIMS)
- Create a portfolio which may include portable document files (PDF) printouts of CNC programs created during the program's courses.
- Solve formulas by using unknowns and apply this knowledge to solve problems encountered in technology areas and various fields of machining.
- Establish a systematic approach to recognize the essential information given on a blueprint.

<u>Required Courses (17 units)</u>		<u>Units</u>
ENE-42	SolidWorks I	3
ENE-51	Blueprint Reading	2
MAN-38	General Machine Shop	3
MAN-55	OSHA Standards for General Industry	2
MAN-56	CNC Machine Set-up and Operation	4
MAN-57	CNC Program Writing	3

Program Outline of Record
Degree Modification

Associate in Arts in Economics for Transfer

College: Riverside City

The Associate in Arts in Economics for Transfer degree is a curricular pattern designed specifically to transfer students as Economics majors with junior status to the CSU system. Though the Associate in Arts in Economics for Transfer also provides broad general preparation for Economics majors entering any four-year university, students must consult the specific requirements of any non-CSU campus to which they are applying. Students earning the Associate in Arts in Economics for Transfer will be provided with a deep appreciation of how the economy functions.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

- Describe, analyze and evaluate economic concepts, paradigms, and theories of the economy.
- Analyze data to identify major current economic problems and use economic theory to analyze and evaluate the problems.
- Identify current governmental policies to remedy economics problems and assess the effectiveness of these policies.

<u>Required Courses (20-21 units)</u>		<u>Units</u>
ECO-7/7H	Principles of Macroeconomics/Honors	3
ECO-8/8H	Principles of Microeconomics/Honors	3
MAT-1A	Calculus I	4
MAT-12/12H	Statistics/Honors Statistics	4

LIST A Select one course from the following (3-4 units):

ACC-1A	Principles of Accounting I	3
ACC-1B	Principles of Accounting II	3
CIS-1A	Introduction to Computer Information	3
MAT-1B	Calculus II	4

LIST B Select one course from the following (3 units):

ECO-5	Economics of the Environment	3
ECO-6/POL-6	Introduction to Political Economy	3
ECO-9	Poverty and Inequality	3
ECO-10	Economics and Personal Decision-making	3

Associate in Arts for Transfer Degree

The Associate in Arts in Economics for Transfer degree will be awarded upon completion of 60 California State University (CSU) transferable units including the above major requirements and the Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (CSUGE) requirements and with a minimum grade point average of 2.0. All courses in the major must be completed with a grade of “C” or better. (Students completing this degree are not required to fulfill the RCCD graduation requirements found in section VII. Additional degree requirements: Health Education and Self Development)

Program Outline of Record
Degree/Certificate Modification

Medical Assisting

This program prepares individuals to provide medical office administrative services and perform clinical duties including patient intake and care, routine diagnostic and recording procedures, pre-examination and examination assistance, administration of medications, and first aid under the supervision of a physician. This includes instruction in basic anatomy and physiology; medical terminology; medical law and ethics; patient psychology and communications; medical office procedures; and clinical/diagnostic examination, testing, and treatment procedures.

Administrative/Clinical Medical Assisting

College: Moreno Valley

Certificate Program

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

- Demonstrate competency in clinical and/or administrative skills needed to prepare for an entry level position in Medical Assisting.

Required Courses (22 units)		Units
MDA-1A	Medical Terminology IA	3
MDA-1B	Medical Terminology IB	3
MDA-54	Clinical Medical Assisting and Pharmacology	5
MDA-59	Medical Office Procedures	5
Electives	(Choose from list below)	6
<hr/>		
Electives (6 units)		
CIS-1A	Introduction to Computer Information Systems	3
or		
BUS/CAT/CIS-3	Computer Applications for Business	3
CAT-50	Keyboarding and Document Processing	3
CAT/CIS-80	Word Processing: Microsoft Word for Windows	3

Associate of Science Degree

The Associate of Science Degree in Administrative/ Clinical Medical Assisting will be awarded upon completion of the degree requirements, including general education and other graduation requirements as described in the college catalog.

Program Outline of Record
Degree/Certificate Modification

Medical Transcription

College: Moreno Valley

The purpose of the course is to prepare the individual to be a medical language specialist who will apply the knowledge of medical terminology, anatomy and physiology, and English language rules to the transcription and proofreading of medical dictation from various healthcare providers. The individual will interpret and transcribe dictation by physicians and other healthcare professionals regarding patient assessment, therapeutic procedures, and clinical course, to provide a permanent medicolegal record of patient care. This includes preparing the individual to recognize, interpret and evaluate inconsistencies in the grammar of the spoken word and appropriately edit, revise and clarify it without changing the meaning of the dictation. The individual will be prepared to demonstrate an understanding of the medicolegal responsibilities and implications related to the transcription of documents in order to protect the patient and the institution/business facility. The operation of designated word processing, dictation and transcription equipment and software will be included.

Certificate Program

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

- Demonstrate the skills needed in the Medical Transcription profession.

Required Courses (26 units)

		Units
AMY-10	Survey of Human Anatomy and Physiology	3
MDA-1A	Medical Terminology IA	3
MDA-1B	Medical Terminology IB	3
MDA-58A	Medical Transcription	5
CAT-30	Business English	3
Electives	(Choose from list below)	9

Electives (9 units)

MDA-58B	Advanced Medical Transcription	3
MDA-60	Survey of Human Diseases	2
MDA-61	Pharmacology for Medical Office Personnel	2
BUS/CAT/CIS-3	Computer Applications for Business	3
CAT-50	Keyboarding and Document Processing	3
CAT/CIS-80	Word Processing: Microsoft Word for Windows	3

Associate of Science Degree

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

Program Outline of Record
Certificate Modification

Stick Welding (SMAW)

College: Riverside City

This certificate provides students with the technical knowledge and skill in oxyacetylene cutting, and SMAW welding to be able to enter into the welding career of either a structured steel field or shop environment. With these new skills, students will be able to obtain entry level employment as a welder's helper in the field or in welding shops welding structural steel.

Certificate Program

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

- Demonstrate knowledge and ability of SMAW process, safety, and oxyacetylene cutting.
- Demonstrate advanced knowledge and ability of SMAW, welding symbols, and safety.
- Differentiate between each of the welding process used in the welding industry.
- Demonstrate knowledge of AWS welding codes.

Required Courses (11 units)

Units

WEL-15	Introduction to Basic Shielded Metal Arc Welding	3
WEL-16	Advanced Shielded Metal Arc Welding	3
WEL-34	Metal Joining Processes	2
WEL-61A	American Welding Society/Los Angeles City Welding I	3
or		
	WEL-61B American Welding Society/Los Angeles City Welding II	3

Program Outline of Record
Degree/Certificate Modification

TIG Welding (GTAW)

College: Riverside City

This certificate provides students with the technical knowledge and skill, in the oxyacetylene cutting and GTAW welding, to be able to enter into a welding career either in the field or shop environment. With these new skills, students will be able obtain entry level employment as a welder's helper in the field or as a beginning welder in a production setting welding thin materials.

Certificate Program

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

- Demonstrate knowledge and ability in oxyacetylene cutting, beginning SMAW welding process, and safety.
- Demonstrate knowledge and ability in the GTAW welding process, welding symbols, and safety.
- Differentiate between each of the welding processes used in the welding industry.
- Demonstrate knowledge of AWS welding codes.

Required Courses (11 units)

Units

Required Courses (11 units)	Units
WEL-15 Introduction to Basic Shielded Metal Arc Welding	3
WEL-34 Metal Joining Processes	2
WEL-55A Gas Tungsten Arc Welding-Plate Materials	3
WEL-61A American Welding Society/Los Angeles City Welding I	3
or	
WEL-61B American Welding Society/Los Angeles City Welding II	3

Program Outline of Record
Certificate Modification

Wire Welding (FCAW, GMAW)

College: Riverside City

This certificate provides students with the technical knowledge and skill, in the oxyacetylene cutting and FCAW/GMAW welding, to be able to enter into a welding career either in the field or shop environment. With these new skills, students will be able to obtain entry level employment as a welder's helper or in a shop production welding setting welding structural steel, parts of medium thickness, or sheet steel.

Certificate Program

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

- Demonstrate knowledge and ability of beginning level of SMAW welding process, safety, and oxyacetylene cutting.
- Demonstrate knowledge and ability of the FCAW and GMAW welding processes, welding symbols, and safety.
- Differentiate between each of the welding processes used in the welding industry.
- Demonstrate knowledge of AWS welding codes.

Required Courses (11 units)

Units

WEL-15	Introduction to Basic Shielded Metal Arc Welding	3
WEL-34	Metal Joining Processes	2
WEL-35	Semi-Automatic Welding	3
WEL-61A	American Welding Society/Los Angeles City Welding I	3
or		
WEL-61B	American Welding Society/Los Angeles City Welding II	3

Agenda Item (IV-B-2)

Meeting	12/1/2015 - Committee
Agenda Item	Committee - Teaching and Learning (IV-B-2)
Subject	Student Equity Plans for Moreno Valley, Norco and Riverside City College for 2015-2018
College/District	District
Funding	N/A
Recommended Action	It is recommended that the Board of Trustees approve the Student Equity Plans from each of the District colleges: Moreno Valley, Norco, and Riverside City College for 2015-2018.

Background Narrative:

Presented for the Board's review is a report that describes the legislative derivation, funding formula guidelines, and overview of the Student Equity Plan for each college. California law and regulation as defined by Education Code §78220, California Code of Regulations, Title 5 §54220 and 51026 outline the requirements for student equity programs to address the achievement gaps in access and success among under-represented student groups. As a condition of receiving Student Success and Support Program Funding and to ensure equal educational opportunities and promote student success for all students, regardless of race, gender, disability or economic circumstances, the governing board of each community college district must maintain a student equity plan. Each college's student equity plan is due to the California Community College Chancellor's Office by December 18, 2015.

Prepared By: Sylvia Thomas, Associate Vice Chancellor Ed Services
Dyrell Foster, Vice President, Student Services (MVC)
Fabienne Chauderlot, Dean of Instruction (Riv)
Gus Ocegüera, Associate Dean, Grants & College Support Programs/Proj Dir

Attachments:

[Presentation of Student Equity Plans for 2015](#)
[MVC Student Equity Plan 2015](#)
[NC Student Equity Plan 2015](#)
[RCC Student Equity Plan 2015](#)

STUDENT EQUITY PLANS

TEACHING & LEARNING BOARD COMMITTEE MEETING

DECEMBER 1, 2015

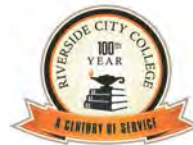
Presented by:

Dr. Dyrell Foster, Vice President of Student Services, MVC

Dr. Cordell Briggs, Associate Professor, English, MVC

Dr. Gustavo Ocegueda, Dean of Grants & Student Equity Initiatives, NC

Dr. Kristi J. Woods, Professor, History & Ethnic Studies, RCC



STUDENT EQUITY FUNDING

June 2014—An appropriation of **\$70 million** of Student Equity funding to the CCCs with new requirements for planning:

- Be coordinated with other categorical programs.
- Include faculty, student services and other constituencies.
- Include Foster Youth, Veterans and Low-Income students as target populations.

June 2015—State Budget Act for 2015 includes an **additional \$70 million** for Student Equity Planning. Statewide total available for 2015-16 is **\$140 million**.

For 2015-16, RCCD received **\$3,608,172**
(to be expended by December 2016)

STUDENT EQUITY: FUNDING - INTENT

- Governor's intent in funding is to provide more money to districts where "the need and the challenge is greatest."
- Student equity is based upon similar concepts for the recent K-12 Local Control Funding Formula:

Student Equity Funding Formula	
Annual District FTES	40%
Pell Grant Awards	20%
Ed. Attainment by Zip Code	(Lowest 40%) – 10%
Foster Youth	5%
District Participation Rate	5%
Socioeconomic Status of District	
Household Income	18%
Unemployment Rate	2%

ELEMENTS OF THE PLAN

Five Success Indicators:

1. Access
2. Course Completion
3. ESL and Basic Skills Completion
4. Degree and Certificate Completion
5. Transfer



STUDENT EQUITY PLAN: POPULATIONS

Populations to be addressed

- American Indians or Alaskan natives
- Asian Native Hawaiian or Pacific Islander
- Hispanic or Latino
- Whites
- Black or African American
- More than one race/Other
- Current or former foster youth
- Students with disabilities
- Low income students
- Veterans
- Males
- Females

Elements of the Plan

- Must be approved by the Board of Trustees.
- Include a description of the planning process.
- Disaggregate data for each success indicator by student demographics and identify disparities that exist (three options for methodologies).
 1. Develop goals for each targeted group (minimum of 3 year target date, but may be longer).
 2. Identify activities the college will undertake to achieve the goals.
 3. Measurable goals/outcomes.



Student Equity Plan Requirements

Timelines:

- Revised due date to the CCC Chancellor's Office: **December 18, 2015.**
- Must submit annual 2014-15 Year-end Report (January 2016).




MORENO VALLEY COLLEGE

Student Equity Plan Highlights: Fall 2015

MORENO VALLEY COLLEGE STUDENT EQUITY **FRAMEWORK**

Moreno Valley College frames its student equity challenges as an institutional problem: focusing on improving processes within our scope of responsibility.

- **Identify** the “leaks” in MVC’s systemic processes, practices, and policies and target interventions to fix them.
- **Understand** the perspectives of our students, faculty, and “front-line” staff members.
- **Rely** on two important resources: quantitative data and qualitative data to understand students’ experiences.



MORENO VALLEY COLLEGE STUDENT EQUITY **TARGET POPULATIONS**

Based upon the campus-based research, the following five subgroups became the college's primary target populations:

- African American/Black students
- Hispanic/Latino students
- Students with disabilities
- Current or former foster youth
- Veterans

MORENO VALLEY COLLEGE STUDENT EQUITY **ACTIVITIES & INTERVENTIONS**

Access: Increase enrollment

- **Veterans and students with disabilities** by enhancing outreach efforts and enrollment services.
- **Women, African-Americans, Asians, and low income students in Public Safety Education and Training (PSET)** by targeting outreach activities and marketing efforts.
- **CTE programs** for disproportionately impacted sub-populations in each respective program through targeted outreach activities and marketing efforts.

MORENO VALLEY COLLEGE STUDENT EQUITY **ACTIVITIES & INTERVENTIONS**

Course Completion: Increasing success

For African American/Black students: Provide support to increase the number of students served by the UMOJA/Renaissance Scholars Program.

For foster youth: Develop a one-stop center that includes academic counseling and referrals to campus and off-campus services.

For course completion in Math: Redesign curriculum to combine two courses into one and implement strategies to increase student enrollment in the second half of accelerated 8-week courses.

For course completion in English: Explore successful alternative pathways to completion and continue on-going collaboration with local high school English teachers.

MORENO VALLEY COLLEGE STUDENT EQUITY **ACTIVITIES & INTERVENTIONS**

ESL and Basic Skills Completion: Develop and Implement

- **A First Year Experience Pathway program** with specific academic pathways that target disproportionately impacted students in basic skills math, English, reading, and ESL.
- **A Dream Center** to provide enhanced support for students who meet AB 540 criteria in applying for and receiving non-state funded scholarships and grants.

Degree and Certificate Completion:

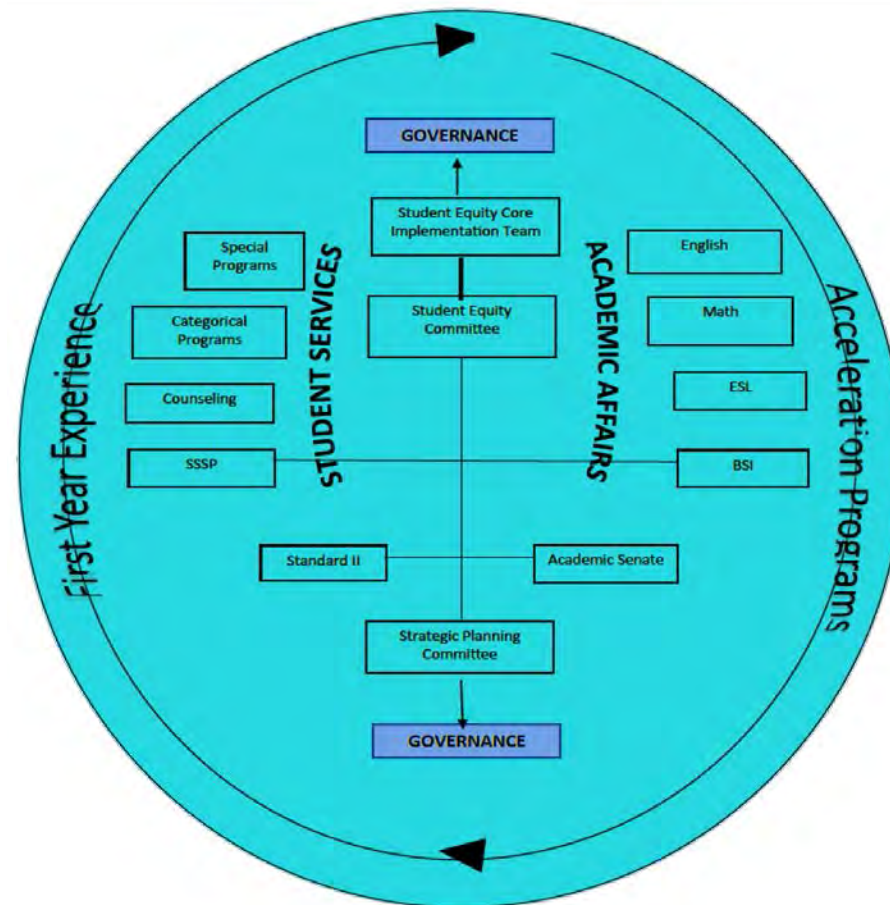
- **Enhance existing categorical or special population programs**, such as EOP&S/CARE, CalWorks, Puente, and SSS/TRiO (ACES) by developing academic learning communities to foster students' engagement and success.




MORENO VALLEY COLLEGE STUDENT EQUITY
ACTIVITIES & INTERVENTIONS
Transfer

- Establish a MVC Career & Transfer Center (CTC).
- Provide support for college and university tours for categorical and special population programs.
- Target undecided students to complete career inventories or to enroll in a career exploration course or workshop.

Moreno Valley College Student Equity Implementation Plan





NORCO COLLEGE

Student Equity Plan: Mission and Strategies

Norco College

STUDENT EQUITY DATA OVERVIEW

Method:

- 80% Rule identified many student groups who are experiencing disproportionate impact (DI).

Findings:

- Within the male student population, men of color are experiencing the highest disproportionate impact.
- Veterans and foster youth are not formally reflected as DI in the research due to small sample sizes.

Goal:

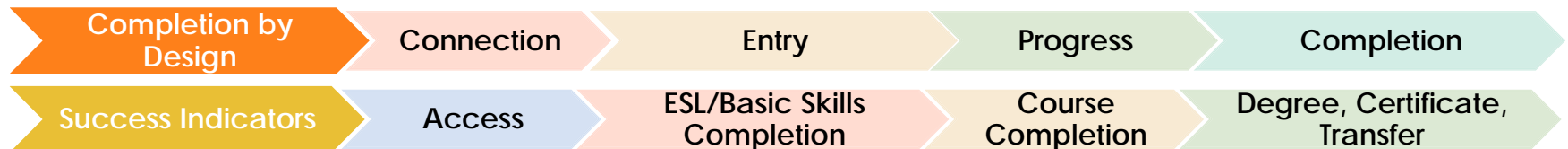
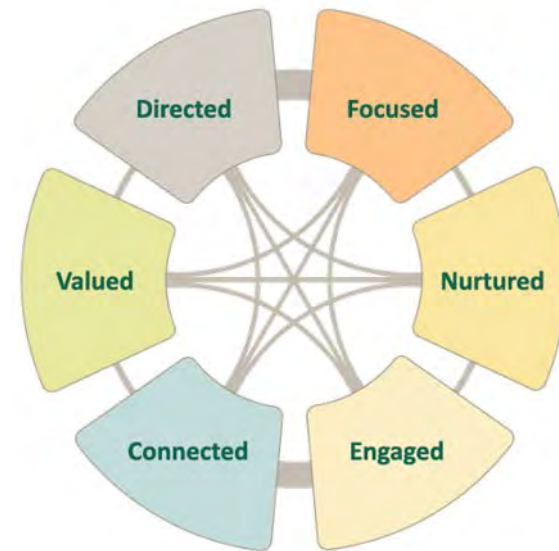
- Achieve or exceed 80% completion rates for all groups across all indicators, particularly for men of color, veterans, and foster youth.

Norco College

STUDENT EQUITY PLAN PHILOSOPHY

Student Equity Minded Campus Culture

Engage in dialogue and practices that employ equity-minded pedagogy and inquiry. Rely on theoretical frameworks to ensure equity activities are based on research and are student-centered.



Norco College

OVERVIEW OF STUDENT EQUITY ACTIVITIES

Access

- Targeted outreach activities to attract veterans, students with disabilities, and foster youth.
- Summer orientations for Hispanic males, African American males, and foster youth.

ESL/Basic Skills Completion

- Increase men of color and foster youth participation in the Summer Advantage Program.
- Implement a holistic, multiple-measures assessment process
- Embedded tutoring in ESL courses.

Norco College

OVERVIEW OF EQUITY STRATEGIES

Course Completion

- Professional development on diversity-based pedagogical and curricular development strategies.
- Enroll student cohorts in courses taught by equity-minded faculty leaders who will implement culturally-relevant instruction and teaching methodologies. These courses will be supported with embedded tutoring and instructional supplies.
- Hire Student Success Coaches to help improve persistence and retention of men of color and foster youth.

Norco College

OVERVIEW OF EQUITY STRATEGIES

Certificate and Degree Completion, and Transfer

- Counseling faculty, department chairs, and instructional deans will develop highly structured, streamlined pathways for cohort students to complete certificates, degrees, or transfer requirements more quickly and efficiently.
- Peer-mentoring programs for Hispanic and African American males.

Norco College

ACKNOWLEDGEMENTS

- Student Success Committee
- Student Equity Plan Faculty Workgroup
- Academic Senate
- Institutional Strategic Planning Committee
- Associated Students of Norco College
- Foster Youth Success Committee
- Dean, Student Services & SSSP Coordinator
- Office of Institutional Effectiveness
- Counseling Department
- Transfer Center
- Office of CaIWORKS & Special Funded Programs
- T3p & Punte Program Coordinators



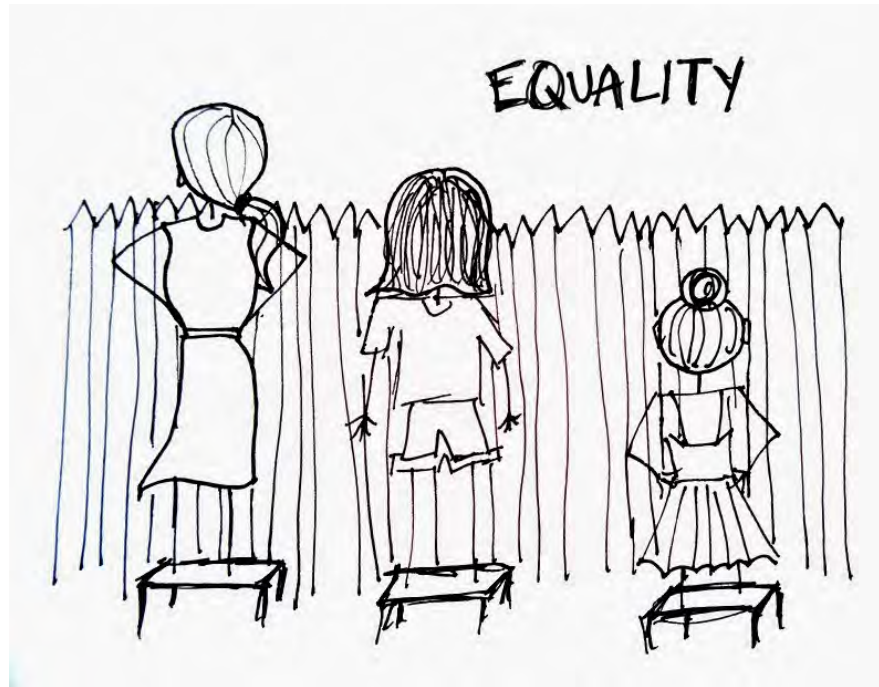
RIVERSIDE CITY COLLEGE

Student Equity Plan: Mission and Strategies

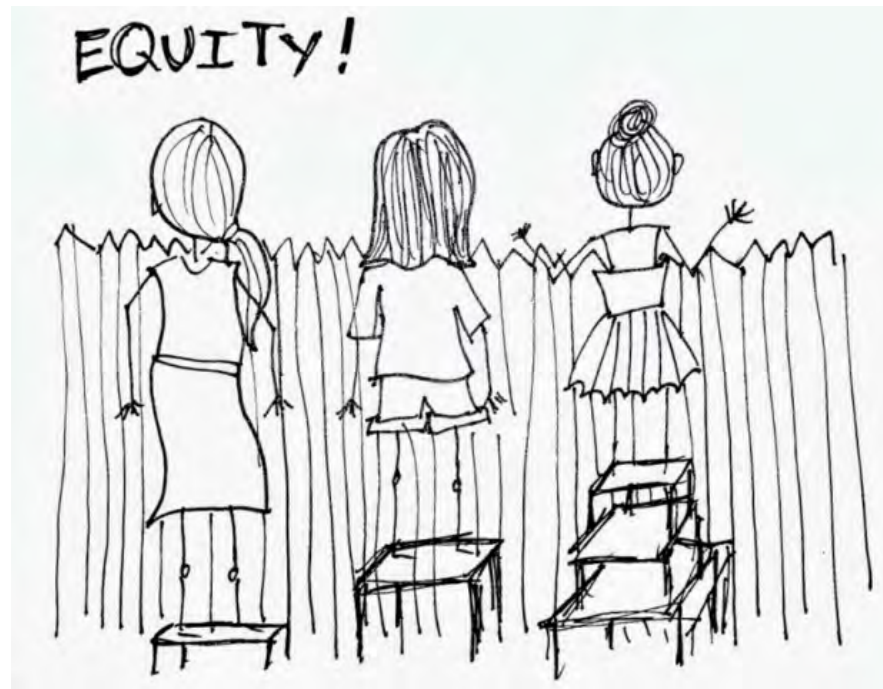
What does addressing student equity actually mean?

- The Student Equity Committee has determined
 - at RCC the success of all students matters.
 - equity is a targeted, not a universal approach to addressing particular challenges.
 - it is our responsibility to no longer make excuses for inequitable outcomes for our students.

Therefore, Equity Strategies do not look like this:



Equity Strategies look like this:



RCC Data: Student Groups Which Present Proportionality Gaps Across Success Indicators

		PROPORTIONALITY INDEX BY GROUP										
		African-American	Hispanic	American Indian or Alaska Native	Pacific Islander	African-American		Hispanic		Persons with Disabilities	Veterans	Foster Youth
SUCCESS INDICATORS						Female	Male	Female	Male			
Course Completion	Success in credit enrollment	● 0.85	● 0.97	● 0.81	● 0.95					● 0.99	● 0.95	● 0.84
	Success in transferable enrollment	● 0.85	● 0.96	● 0.79	● 0.98					● 0.85	● 0.96	● 1.28
	Success in basic skills enrollment	● 0.83	● 1.01	● 1.07	● 0.83					● 0.66	● 0.72	● 0.53
	Success in CTE enrollment	● 0.79	● 0.98	● 0.95	● 0.70					● 1.03	● 0.98	● 0.82
	ScoreCard-30-units Completion	● 0.82	● 0.96	● 0.99	● 1.20	● 0.77	● 0.87	● 1.00	● 0.90	● 1.03	● 0.98	● 0.82
ESL/Basic Skills Completion	ScoreCard-ESL	● 5.01	● 0.93	● 0.00	● 0.00	● 5.01		● 0.88	● 1.03	● 1.31	● 2.70	
	ScoreCard-Basic Skills English	● 0.67	● 0.94	● 1.29	● 1.43	● 0.66	● 0.67	● 1.03	● 0.82	● 0.95	● 1.18	● 0.72
	ScoreCard-Basic Skills Math	● 0.72	● 0.95	● 1.05	● 0.70	● 0.69	● 0.74	● 0.98	● 0.90	● 1.11	● 1.44	● 0.81
Degree and Certificate Completion	ScoreCard-Completion (SPAR)	● 0.94	● 0.89	● 0.93	● 0.79	● 0.96	● 0.91	● 0.93	● 0.82	● 0.94	● 1.34	● 0.44
	ScoreCard-CTE Rate	● 0.68	● 1.00	● 0.83	● 0.27	● 0.79	● 0.53	● 0.99	● 1.00	● 1.01	● 1.39	● 0.76
Transfer	ScoreCard-Transfer	● 1.15	● 0.82	● 1.01	● 0.75	● 1.15	● 1.14	● 0.86	● 0.78	● 0.70	● 1.15	● 0.36

**

Proportionality Index Key:	● 0.9 and above
	● 0.8 -0.9
	● 0.79 and below

RCC Data: Student Groups Which Present Proportionality Gaps Across Success Indicators

SUCCESS INDICATORS		PROPORTIONALITY INDEX (Below 0.9)
Course Completion	Success in credit enrollment	African-American (0.85), American Indian (0.81), Foster Youth (0.84)
	Success in transferable enrollment	African-American (0.85), American Indian (0.79), Persons with Disabilities (0.85)
	Success in basic skills enrollment	African-American (0.83), Pacific Islander (0.83), Persons with Disabilities (0.66), Veterans(0.72), Foster Youth (0.53)
	Success in CTE enrollment	African-American (0.79), Pacific Islander (0.70), Foster Youth (0.82)
	ScoreCard-30-units Completion	African-American (0.82), African-American-Female (0.77), African-American-Male (0.87), Foster Youth (0.82)
ESL/Basic Skills Completion	ScoreCard-ESL	American Indian (0.00), Pacific Islander (0.00), Hispanic-female (0.88)
	ScoreCard-Basic Skills English	African-American (0.67), Hispanic-Male (0.82), Foster Youth (0.72)
	ScoreCard-Basic Skills Math	African-American (0.72), Pacific Islander (0.70), Foster Youth (0.81)
Degree and Certificate Completion	ScoreCard-Completion (SPAR)	Hispanic (0.89), Pacific Islander (0.79), Hispanic-Male (0.82), Foster Youth (0.44)
	ScoreCard-CTE Rate	African-American (0.68), American Indian (0.83), Pacific Islander (0.27), African-American Female (0.79), African-American Male (0.53), Foster Youth (0.76)
Transfer	ScoreCard-Transfer	Hispanic (0.82), Pacific Islander (0.75), Hispanic-Female (0.86), Hispanic-Male (0.78), Persons with disabilities (0.70), Foster Youth (0.36)

African American Students

African American students are in the **red zone** in

- CTE Enrollment
- Basic Skills English and Math Completion
- CTE Certificate Completion

...and in the **yellow zone** in

- Credit Course Completion
- Transfer Course completion
- Basic Skills course enrollment
- 30-Unit completion

Foster Youth

have 9 proportionality gaps

Foster Youth success indicators are in the **red zone** in

- Basic Skills enrollment
- Basic Skills English Course completion
- Degree and Certificate Completion
- CTE Completion
- Transfer rate

And in the **yellow zone** in

- Credit Course Enrollment
- CTE Enrollment
- 30 unit completion
- Basic Skills Math

Native Hawaiian/Pacific Islander

students have 7 proportionality gaps

Red Zone gaps in:

- CTE Enrollment
- CTE Course Success
- ESL success
- Basic Skills Math Course Success
- Degree and Certificate Completion
- Transfer rates

In the **yellow zone** in

- Basic Skills course enrollment



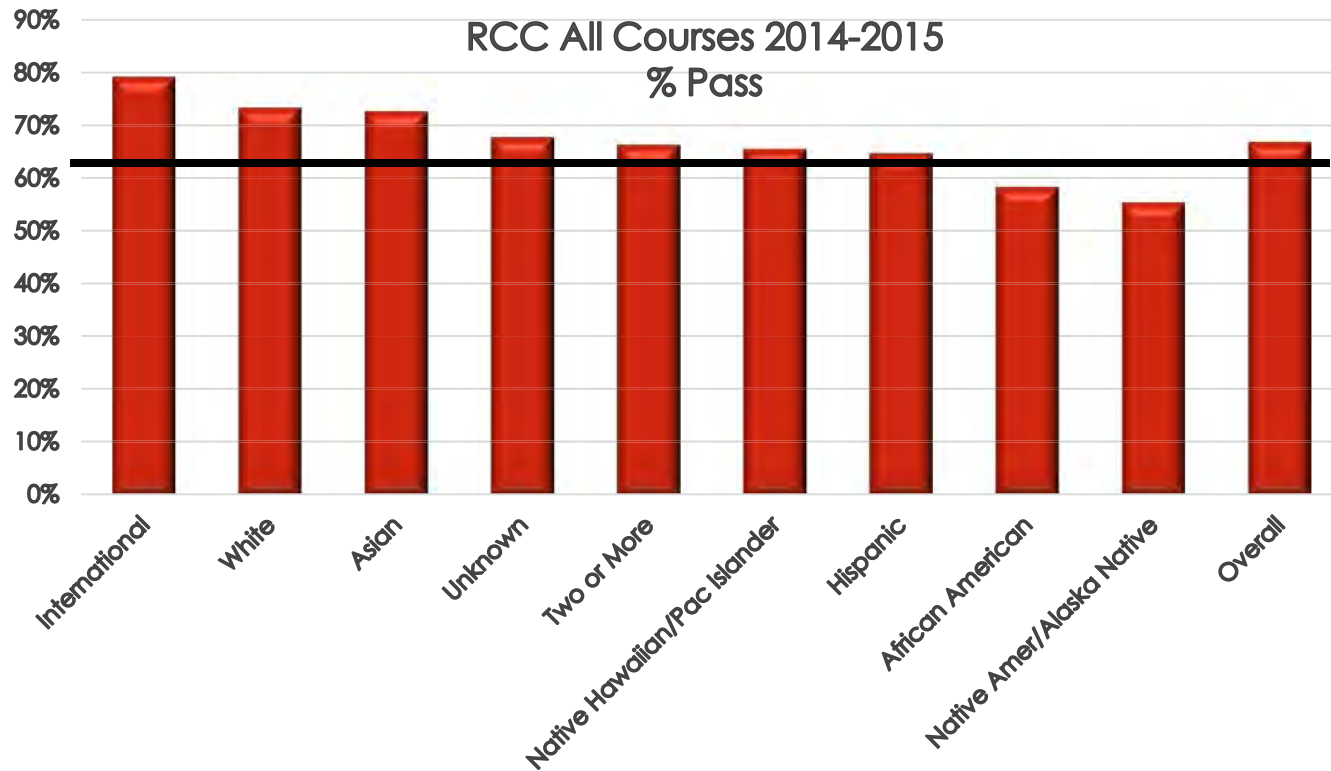
Our Challenge. . .

- To narrow the proportionality gaps
- To increase success for all students
- To create an equity-minded campus culture
- To effect systemic change
- To heed the mandate of the state legislature
- To move students out of the treadmill of basic skills sequential courses

. . . Leads to unprecedented opportunity

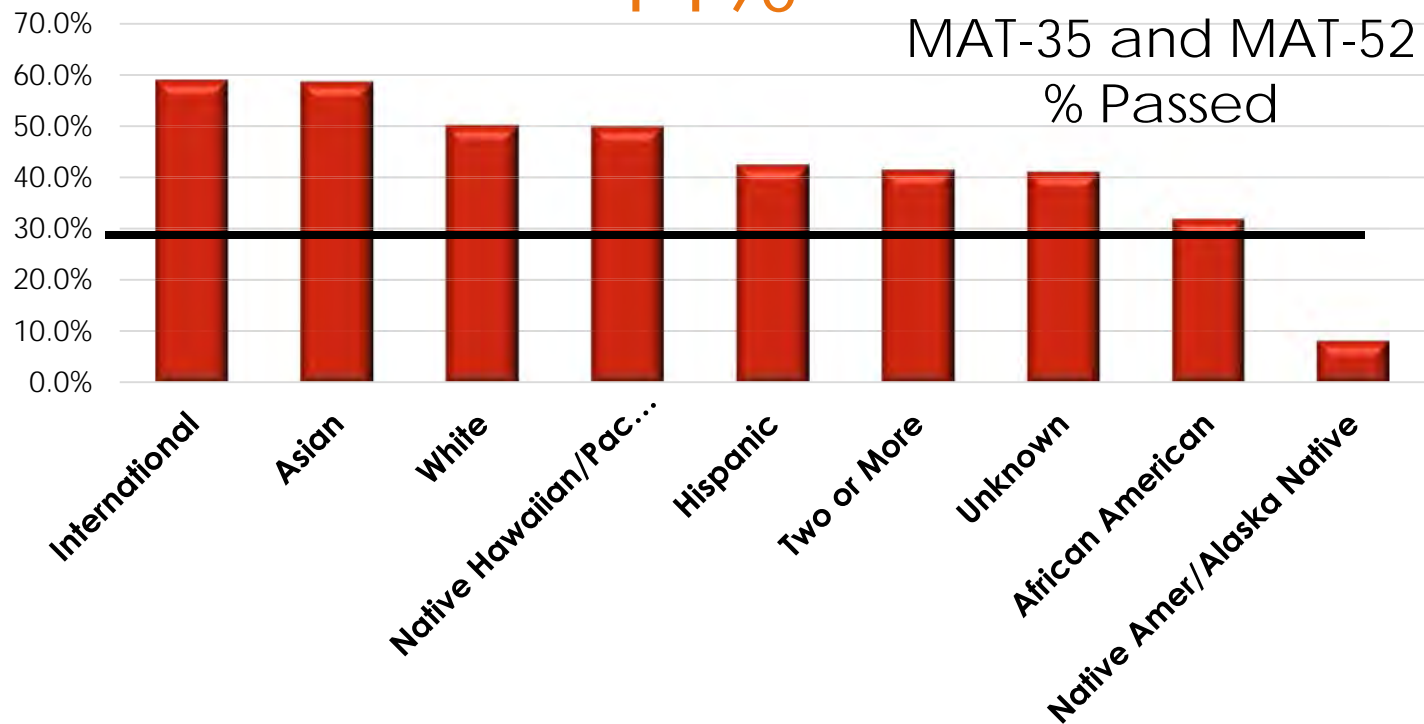


Course Success



Math 35 and Math 52

44%



PLAN VISION:

Outreach, Research, Professional Development and Training:
Intentional, Deliberate and Intrusive Support for Student Equity

- “Lost Student” table example: three lowest groups for 30 Unit Completion.

Student Group	Percentage Gap to Overall Average Completion	# Enrolled	# Needed to complete
African-American	-11.5%	384	44.2
Hispanic/Latino	-2.7%	1,529	42.3
American Indian or Alaska Native	-0.6%	21	0.1

Student Equity Alignment with Pathways Initiative

* RCC Pathways initiative: 1 + 2 + 2

One year of Basic Skills courses → two years of CTE and Transfer courses → to transfer for two years of college or university major courses → for BA/BS degrees

* Success indicators prioritized by the RCC Student Equity Plan are:

Course Success, Basic Skills and Degree and Certificate Completion

Implementation Strategies and Activities for Achieving Student Equity at RCC:

- Discipline and department-based strategies and activities
- Alternatives to placement for Basic Skills courses
- Extensive outreach to students in targeted groups
- Data-based best practices research, professional development and training opportunities for faculty and staff
- Ongoing support for student equity programs and engagement centers
- Extensive peer mentoring, tutoring and counseling support
- Alignment with RCC Strategic Plan and Educational Master Plan: supporting student access and success
- Trained Equity Teams of faculty, staff and students



From RCC 2015/16 Student Equity Plan Executive Summary:

Our challenge and our opportunity is to develop the capacity of Riverside City College to become an equity-minded and inclusive college campus where faculty, staff and administrators devise strategies and implement targeted approaches to narrowing equity gaps in order to enhance the engagement and increase the academic success of all students—but especially those who are the least successful in the success indicators of Course Success, ESL and Basic Skills Completion and Degree and Certificate attainment.

Moreno Valley College

Student Equity Plan



**MORENO
VALLEY
COLLEGE**

2015 - 2018

**MORENO VALLEY COLLEGE
STUDENT EQUITY PLAN**

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Signature Page

Moreno Valley College Student Equity Plan Signature Page

District: Riverside Community College District **Board of Trustees Approval Date:** 12/8/15

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

[Signature]

[Dr. Sandra Mayo, College President] Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

[Signature]

[Norm Godin, Vice President, Business Services] Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature]

[Dr. Dyrrell Foster, Vice President, Student Services] Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature]

[Dr. Robin Steinback, Vice President, Academic Affairs] Email

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature]

[LaTonya Parker, Academic Senate President] Email

I certify that Classified School Employees Association representatives were involved in the development of the plan and the CSEA supports the research goals, activities, budget and evaluation it contains.

[Signature]

[Akia Marshall, CSEA College Vice President] Email

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

[Signature]

[Tyrone Macedon Sr., Associated Students President] Email

[Signature]

[Dr. Cordell Briggs, Student Equity Coordinator] Email

Phone

Executive Summary

EXECUTIVE SUMMARY

Moreno Valley College frames its student equity challenges as an institutional problem. As we move forward in implementing strategies that will “move the needle,” we will also make the necessary time to understand our institution, from multiple perspectives, and will target interventions to fix the “leaks” in MVC’s systemic processes, practices, and policies. We firmly believe that the causes of students’ success and failures are complex. Educational outcomes emerge from multiple processes that interact in and out of classrooms, on and off campus, and in the diverse personal lives of our students. Because these multiple processes exist, we will focus on improving processes within our scope of responsibility. However, to make these improvements, we need to understand fully the perspectives of the end users—the students, faculty, and “front-line” staff members.

Focusing our interventions on the root causes of students’ success and failures, we will rely on two important resources: quantitative data and qualitative data. As we move forward in our planning and implementing our equity plan, we recognize we will need to dig deeper into our research by disaggregating further the data to understand fully where our gaps lie so we can target specific interventions to address them. In gathering qualitative data, we will seek to understand the end users’ points of view by conducting interviews and holding focus group discussions. This process will be on-going and will be a part of our college’s planning process in the future. We expect this on-going process to inform further our student equity plan, its activities, strategies, interventions, and, ultimately, outcomes.

The philosophy of the Student Equity Plan at Moreno Valley College is that the institutional conditions that allow all students to reach their full potential must be created and sustained for the institution to achieve its equity goals. We recognize that without these conditions, few of the critical equity strategies identified in this plan will have a significant and long term impact on closing the equity gaps within our college. As a result, we plan to continue engaging the institution in assessment and conversations, about improving equitable practices within an institutional culture that values the importance of student equity and understands why this work matters.

The college’s Student Equity Plan emanated from the institution’s interest in assessing its involvement to improve successful outcomes for all students. The initial, biweekly meetings of the Student Equity Committee began in September 2014 focusing on the guidelines provided by the California Community College Chancellor’s Office (CCCCO). The Committee identified, collected, reviewed and most recently refined the results of the data reported on proportionality indices and success rates for various demographic subgroups of the college’s student population. Since the previous Student Equity Plan was submitted to the CCCC in December 2014, the committee has provided additional information to support the goals and activities in some cases reported in the previous plan and new information for this revised Student Equity Plan. Both the evaluation component of the plan and the budget to support the plan provide detailed information regarding the activities to be conducted over the next three years.

The Student Equity Plan Committee has worked diligently to collaborate with various constituent groups within the college community to ensure that the Student Equity planning process is inclusive, diverse and aligned with the college's Integrated Strategic Plan, as well as the Student Success and Support Plan, Basic Skills Initiative Plan, the Accreditation Self-Study, and department/area program reviews. Recently, the Student Equity Committee endorsed the idea to form a Core Equity Implementation Team, comprised of key administrators, faculty, staff, and students: the purpose of the team is to assist the Student Equity Committee in negotiating the uneven paths to implementing the activities designed to reach the goals of the Student Equity Plan.

Campus Based Data

Moreno Valley College assessed the five student success indicators: Access, Course Completion, ESL/Basic Skills Completion, Degree and Certificate Completion, and Transfer with the following student ethnic and racial categories: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, White, Some other race¹, and more than one race. In addition, students with the following characteristics were also assessed: males, females, students with disabilities, low-income students, veterans, and current or former foster youth.

Target Subgroups

Based upon the campus-based research, the following five subgroups became the college's primary target populations:

- African American/Black students
- Students with disabilities
- Hispanic/Latino students
- Current or former foster youth
- Veterans

Low-income students and males are also disproportionately impacted within the various indicators; however, the five subgroups mentioned above are disproportionately impacted in most areas of student success at MVC. Targeted support within this plan is prioritized by focusing on the students who are underperforming in most areas and are historically underrepresented. In some cases, the largest number of students who are disproportionately impacted is also considered. Moreover, the college has intentionally focused on current programs (special populations and categorical) to allow those programs to serve more students by enhancing the services that they provide to students who are disproportionately impacted.

¹ According to the US Census definitions, some other race includes all other responses not included in the "White," "Black or African American," "American Indian or Alaska Native," "Asian," and "Native Hawaiian or Other Pacific Islander" race categories. Multiracial, mixed, interracial, or other responses reported to the race question are included in this category. See http://quickfacts.census.gov/qfd/meta/long_RHI505210.htm for more detail on the 2010 US Census definitions.

Throughout this equity plan, specific programs, services and activities are described to improve outcomes for these specific groups.

Goal

The primary goal of this plan is to provide new or expanded educational opportunities to the targeted subgroups of MVC's students who have been identified as being disproportionately impacted by their educational experiences at MVC. The intent of the new or expanded educational opportunities will be to eliminate the disproportionate impact experienced by the identified subgroups of students. A corollary to this goal is to maintain an annual review process, through the ongoing collaboration between the Student Success and Support Program Committee and the Student Equity Committee to ensure that qualitative and quantitative efforts are made, involving the college community. Specific goals for each metric regarding student populations demonstrating disproportionate impact are as follows:

Access

White, male, veterans, and students with disabilities are the student populations in this metric that demonstrate disproportionate impact. The goal is to implement a number of activities to increase diversity to reflect better the district's service area population. In addition, through examining our Career Technical Programs on campus, white, male, students with disabilities and veterans are the student populations that demonstrate disproportionate impact. Moreno Valley College also has an off-site educational center, the MVC Ben Clark Training Center (BCTC), which offers Public Safety Education and Training (PSET) programs. Asian, African American/Black, female, and low-income individuals comprise the student population that has experienced a disproportionate impact in access to the career technical education program PSET. The goal is to implement a number of activities to increase diversity to reflect better the district's service area population at MVC's Ben Clark Training Center.

Access activities include:

- Increase the number of veterans enrolled by enhancing outreach efforts and enrollment services
- Increase the number of students with disabilities enrolled by enhancing outreach efforts and enrollment services
- Increase enrollment of women, African-Americans, Asians, and low income students in Public Safety Education and Training (PSET) programs by targeted outreach activities and marketing efforts
- Increase enrollment in CTE programs for disproportionately impacted sub-populations in each respective program through targeted outreach activities and marketing efforts

Course Completion

African American/Black, two races or more, current or former foster youth, and students with disabilities are the student populations in this metric that demonstrate disproportionate impact. Moreno Valley College also examined transfer course completion: African American/Black and former foster youth are the subgroups that are disproportionately impacted in this additional metric. The goal is to create or expand a number of curricula changes and to expand out-of-class engagement opportunities to increase course completion among these targeted groups at the college. Moreno Valley College also examined the persistence cohort (the number of students who enrolled in the first three consecutive primary semester terms) and 30+ units completed (the number of students who earned at least 30 units within six years of entry); African American/Black and male students are the two subgroups that are disproportionately impacted in both of these metrics.

Course Completion activities include:

- Increase the rate of successful course completion for African American students by providing adequate staffing to increase the number of students who are served by the UMOJA/Renaissance Scholars Program.
- Increase the rate of successful course completion for foster youth by developing a one-stop center for foster youth that includes access to academic counseling and referrals to on-campus and off-campus services.
- Increase the rate of successful course completion for students with disabilities by enhancing access to academic counseling, specialized tutoring sessions, and providing academic success workshops before midterms and finals on test preparation and study skills.
- Increase the rate of successful course completion for male students of color by implementing an annual male students of color success conference focusing on habits of mind, identity development, personal and professional development, and mentoring.
- Increase successful course completion in Math by utilizing innovative strategies such as redesigning curriculum to combine two courses into one and implementing strategies to increase student enrollment in the 2nd half of accelerated 8-week courses.
- Increase successful course completion in English by exploring successful alternative pathways and through on-going collaboration with K-12 high school partners
- Explore alternative math pathways for non-STEM college majors such as the utilization of using STATWAY

ESL and Basic Skills Completion

The disproportionately impacted groups in basic skills course completion are African American/Black students, two or more races, current or former foster youth, students with disabilities, and veterans. For remedial English and remedial math cohorts, defined by the number of students who successfully completed a transfer-level English or math class within six years of entry, African American/Black students are the only impacted subgroup for both English and math. For cohort groups in ESL, where students begin an ESL sequence below transfer level, and then successfully complete a transfer level English or ESL class, Hispanic/Latino students complete at a rate that is disproportionately less than other students. The goal is to create a program that increases the percentage of enrolled students who complete basic skills and ESL classes and who subsequently complete a college-level math and/or English course.

ESL and Basic Skills Completion activities include:

- Develop and implement a First Year Experience program with specific academic pathways that target identified disproportionately impacted students in basic skills Math, English, reading, and ESL.
- Conduct training and professional development opportunities for faculty and staff involved in the delivery of basic skills instruction to support the success of target student populations with specialized needs; include incentives for adjunct faculty to attend.
- Develop use of new multiple measures and alternative placement strategies for placement in math, English, reading, and ESL.
- Conduct a “Jump Start” basic skills English, reading, math, and ESL remediation program for new students during the summer, prior to enrollment in the fall semester. After completing “Jump Start,” students will have option to re-take college assessment test.
- Expand the Supplemental Instructor (SI) program to provide support to basic skills, ESL, and other gateway courses.
- Provide adequate staffing and support to the Writing and Reading Center and the Math Center to enhance outreach and use of academic support services.
- Enhance Early Alert Program and academic progress monitoring, particularly for students enrolled in basic skills and/or ESL courses to ensure adequate referrals and effective interventions in a timely manner to support student success.
- Develop a certificate of merit for students who complete the ESL sequence; promote the certificate.

Degree and Certificate Completion

Hispanic/Latino and students with disabilities are the special populations in this metric that demonstrate disproportionate impact. The goal is to increase the percentage rates for degree or certificate completion of these groups.

Degree and Certificate Completion activities include:

- Enhance existing categorical or special population programs, such as EOP&S/CARE, CalWorks, DSS, Puente, RSP, and SSS/TRiO (ACES) by developing academic learning communities to foster student engagement and success and to increase the number of students who obtain a degree and/or certificate.

Transfer

Hispanic/Latino, students with disabilities, veterans and low-income students are the student populations in this metric that demonstrate disproportionate impact. The goal is to create a college culture of transfer and to increase the number of students who earned an A.A./A.S. degree, a Chancellor's Office approved certificate, transferred to a 4-year institution, or achieved "Transfer prepared" status within six years of entry.

Transfer activities include:

- Establish a MVC Career & Transfer Center (CTC); conduct career and transfer fairs; provide presentations; classroom orientations, and information seminars to increase transfer rates.
- Conduct focused workshops by the Career & Transfer Center for targeted student groups, such as Guardian Scholars (Foster Youth), Veterans, EOPS/Care, CalWorks, ACES (SSS/TRiO), Disability Support Services, Puente, Renaissance Scholars Program/Umoja; and conduct informational workshops for students' families to educate them about college and transfer processes/opportunities.
- Provide support for college and university tours for categorical and special population programs to collaborate, such as Scholars (Foster Youth), Veterans, EOPS/Care, CalWorks, ACES (SSS/TRiO), Disability Support Services, Puente, Renaissance Scholars Program/Umoja.
- Target undecided students to complete career inventories or to enroll in a career exploration course or workshop.
- Develop a Dream Center for students who qualify for the Dream Act (AB 540) to assist with the financial aid application process and the transition to college.
- Increase support for low-income students by providing student success workshops and counseling to students who are at risk of losing financial aid;

initiate mandatory intervention workshops and counseling for students who are on academic probation warning/dismissal.

- Provide campus and community resources for low-income students with unexpected “life” circumstances, such as a food pantry and access to various health care opportunities.

Activities

A number of activities and related programs are presented in the plan. Specific activities target the five subgroups— African American/Black students, students with disabilities, Hispanic/Latino students, current or former foster youth, and veterans, including other groups of students at the college. The intent is to provide an opportunity for all students to benefit from the services and programs targeted for the subgroups, as the activities scale up to serve MVC’s general student population.

The activities of programs designed for subgroups, such as Guardian Scholars (Foster Youth), Veterans, EOPS/Care, CalWorks, ACES (SSS/TRiO), Disability Support Services, Puente, Renaissance Scholars Program/Umoja, will provide opportunities for students to have access to the college; some of these activities will address recruitment and outreach for these disproportionately impacted groups. Besides Access, activities have also been created or expanded to address subgroups who have not persisted in completing courses. Redesigning or compressing courses has been an important concern for faculty over the past several years, as they have either implemented or planned to implement accelerated programs in English and math to facilitate students’ completing their basic skills requirements or completing degree and certificate programs. Other activities include developing a First Year Experience program with support staff to target identified disproportionately impacted students. Still other planned activities will involve expanding the career and transfer center and providing students with information and services to enhance transfer. Finally, implementing the array of activities to address the goals designated for the five indicators will require that the college will continue to monitor all of the activities and continually to collect data from reviewing the progress of specific programs and services to developing policies and procedures that become a critical part of the college’s strategic plan.

This second year and subsequent years of the Student Equity Plan will demonstrate its strategic involvement in implementing the identified activities and expected outcomes for the primary five subgroups— African American/Black students, students with disabilities, Hispanic/Latino students, current or former foster youth, and veterans.

Resources

Creating the Student Equity Plan occurred as a result of contributions made by MVC’s educational community. Besides the budgeted allocation for 2015-16 of \$961,893 from the Chancellor’s Office to the college, programs and services in both the division of Instruction and Student Services have contributed and will contribute extensive resources to planning and

implementing the Student Equity Plan. During the Winter 2015 intersession, faculty and staff worked together in workgroups to review the research on both first year experience programs and acceleration models of instruction. A number of recommendations emanated from both workgroups, recommendations that have been included as goals, activities and as expected outcomes in this report. The Academic Senate, the college's Strategic Planning Committee, and Administrative Services have supported the Student Equity Plan and contributed or reallocated personnel or financial resources to address the goals and activities of the Student Equity Plan to reach the expected outcomes of the activities presented in the Student Equity Plan. As discussed in the "Budget " section of the plan, equity resources received as part of this plan will be prioritized and distributed purposefully to increase equity outcomes for disproportionately impacted student populations at Moreno Valley College. Funds will be expended in accordance with the Student Equity Expenditure Guidelines.

Contact Persons

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Table 1: Disproportionately impacted subpopulations within Student Success Indicators

Student Characteristics	Access All MVC	Access CTE	Access All PSET	Overall Course Completion	Transfer Course Completion	ESL/Basic Skills Course Completion	Remedial English Cohort	Remedial Math Cohort	ESL Cohort	SPAR Cohort	Persistence Cohort	30+ Units Completed Cohort	Transfer Cohort
Asian			X										
African American/Black			X	X	X	X	X	X			X	X	
Hispanic/Latino									X	X			X
Two or More Races				X		X							
White	X	X									X		
Female			X										
Male	X	X											
Current or former foster youth				X	X	X							
Students with disabilities	X	X		X		X				X			X
Low-income students			X										X
Veterans	X	X				X							X

Planning Committee and Collaboration

PLANNING COMMITTEE AND COLLABORATION

MVC's Student Equity Committee has worked diligently to collaborate with the college community to ensure that the Student Equity planning process is inclusive, diverse and aligned with the college's Integrated Strategic Plan, as well as the Student Success and Support Plan, Basic Skills Initiative Plan, the Accreditation Self-Study, and department/area program reviews. A college-wide strategic planning summit was held in October 2015 to review all of the college's planning processes and activities and to obtain suggestions and recommendations regarding the alignment of these planning efforts.

Based upon the CCCO's review in May of 2015 the college's student equity plan, MVC's Student Equity Committee began to respond to CCCO's recommendations. The committee invited faculty, staff, students, and administrators participating on the Student Success and Support Program (SSSP) committee, the Basic Skills Initiative Committee, and representatives from programs of the target populations, to serve on a taskforce to participate in an integrated planning process during the summer 2015. The committee indicated that the charge of the taskforce was to assist in revising the student equity plan by identifying or expanding on specific activities and expected outcomes of goals to reduce the achievement gap of MVC's "targeted populations," as identified by college based data analysis. The committee also sent a campus-wide invitation to members of the campus community to participate in the summer planning process. Over 35 academic faculty and staff, student services representatives, administrators, and students were actively involved and met several times during July and August to examine data, to identify goals, and to develop activities to close equity gaps, where they existed. The Student Equity Committee hosted an equity planning summit during the fall 2015 FLEX Day activities, in which MVC faculty were invited to attend to review data and to evaluate the draft goals and activities developed by the taskforce; over 40 faculty participated in the planning summit. The integrated planning efforts of the taskforce and the faculty who participated in the FLEX Day session led to the development of the revised Student Equity Plan. The plan was presented through the college governance process, including Associated Students at MVC (ASMVC), Academic Senate, and the College Strategic Planning Council (SPC). The plan was approved and adopted by the governing board of the RCCD Community College District on December 8, 2015.

Both the Student Equity Committee and the Student Support and Success Program (SSSP) Committee share membership. Members from each committee regularly report on the actions of their respective committees. The two committees have budget work groups, chaired by the Vice President of Student Services, who has been a prominent member of both committees. Both committees coordinate their work with other campus planning groups and deliver reports of their work at each meeting of the Strategic Planning Council and the Accreditation Committee. Moreover, the SSSP plan goals have been included in department program review documents; the Student Equity Committee, likewise, will work with academic departments to include Student Equity goals in their review documents.

To integrate and coordinate the college's planning process, the college has begun to establish a new Student Success & Equity Committee. In Spring 2015 the college convened a task force comprised of the co-chairs and administrative facilitators of the SSSP Committee, Student Equity Committee, and Basic Skills Committee to improve alignment between these three campus-wide initiatives. The college stakeholders from Instruction and Student Services, and leadership from each of the three planning committees support this new committee: in fall 2015, the proposal for this inclusive committee, made up of diversely represented constituencies, will make its way through the college governance committee approval process.

The purpose for this new committee is to do the following:

- Align institutional goals and priorities for enhancing student success on campus
- Improve implementation of goals and objectives related to student success
- Align or leverage resources to have a greater impact on student success
- Minimize duplication of efforts and mitigate the "silo effect" to address student success
- Reduce the number of campus wide committees on which many of the same individuals currently serve

Coordinating redundant tasks of committees and integrating the goals of the SSSP Plan with other college-wide tasks, including the college's categorical programs, are college-wide concerns. Through its strategic planning process, the college established a workgroup whose charge is to examine the college's placement process and to explore alternative methods to determine a student's placement other than solely relying on an assessment test; in addition, one of the college's strategic goals is to ensure that all new students have a comprehensive student educational plan before enrolling in their second semester.

Engaging students in a First Year Experience program pathway has been a primary goal of planning for members of the Student Equity Committee. The strategies to develop and implement this program pathway, moreover, are the responsibility for both the Student Equity Committee and the SSSP Committee. Since student equity is affected by the awareness, actions and assumptions of individuals who are a part of every constituent group of the institution, Moreno Valley College has sought to create a well-rounded plan that is integrated with other college efforts, initiatives and strategic plans. One priority, demonstrated by the MVC's Student Equity Plan, is to ensure that both Academic Affairs and Student Services collaborate with each other and integrate, where appropriate, their tasks with each other's tasks. This priority is represented in the make-up of the Student Equity Committee, the committee co-chairs, as well as the integrated planning efforts that took place to enhance the development of the plan. In addition, the planning includes intentionally coordinating, supporting and enhancing the many effective programs and services currently in place that serve specific student populations and support student success. These programs include the following: Financial Aid, EOP&S/CARE, Disability Support Services, CalWORKs, Guardian Scholars (Foster Youth), Veterans Services, Renaissance Scholars Program/Umoja, Puente, and ACES/SSS TRiO. MVC is committed to enhancing existing programs that have demonstrated success while strengthening the collaboration between and among student support programs for designated

student populations and central campus services that are in place to support all students. The college will ensure that programs and essential services are not duplicated; instead, the college will leverage resources appropriately to create equitable outcomes and to improve success for all students.

Student Equity Plan Committee & Taskforce Membership List

Member Name	Role	Organization(s) or Program(s) Represented
Adrian Sagrero	Student	ASMVC (Associated Students)
Akia Marshall	Classified Staff	Outreach
Angela Johnson	Student	ASMVC (Associated Students)
Ann Yoshinaga	Associate Dean	Pubic Safety Education and Training (PSET) - Ben Clark Training Center
Art Turnier	Dean	Pubic Safety Education and Training (PSET) - Ben Clark Training Center
Bonnie Montes	Faculty, Counselor/Coordinator	EOPS/CARE
Christopher Dech	Classified Staff	Guardian Scholars (Foster Youth)
Cordell Briggs, Co-Chair, Student Equity	Faculty	English
David Hernandez	Student	ASMVC (Associated Students)
David Vakil	Dean	Academic Affairs
Deena Kamel	Student	ASMVC (Associated Students)
Dorothy Hatton	Student	ASMVC (Associated Students)
Dyrell Foster, Co-Chair, Student Equity	Vice President	Student Services
Edith Hymes	Student	Renaissance Scholars Program
Edward Alvarez, Co-Chair, SSSP	Classified Staff	Assessment
Eugenia Vincent	Dean	Student Services
Frankie Moore	Faculty	Student Activities
Gertrude Lopez	Faculty, Counselor/Coordinator	Umoja/Renaissance Scholars Program
Jaime Rodriguez	Classified Staff	Institutional Research
Jeanette LaPorte	Faculty, Adjunct	English
Jeff Townsell	Faculty, Adjunct	Counseling
Julio Gonzalez	Director	Middle College High School
Karen Flores	Student	ASMVC (Associated Students)
Kari Richards-Dinger, Chair, BSI	Faculty	Math
Kathleen Farrell	Faculty, Adjunct	English
Kathryn Stevenson	Faculty	English
Kimberly Brooks	Classified Staff	Disability Support Services (DSS)
LaTonya Parker, President, Academic Senate	Faculty	Counseling
Lisa Chavez	Director	ACES (SSS/TRiO)
Maureen Rubalcaba	Associate Dean	Title V/STEM Grant
Melissa Lopez	Student	ASMVC (Associated Students)
Melody Graveen	Dean	Career and Technical Education (CTE)
Michael Schwartz	Faculty	English
MichaelPaul Wong, Coordinator, SSSP	Dean	Counseling
Micki Clowney	Director	Upward Bound, Math and Science
Nicole Smith	Director	Disability Support Services (DSS)
Pamela Flory-Sanchez	Faculty	English
Robin Steinback, Co-Chair, Strategic Planning Council	Vice President	Academic Affairs
Salvador Soto	Faculty, Counselor	Counseling
Sean Drake	Faculty	Math
Sheila Pisa	Dean	Institutional Research
Sonya Nyrop	Faculty	Reading
Terri Hawthorne	Faculty, Counselor/Coordinator	CalWORKs
Yoshi Palomo	Classified Staff	Counseling

Access

CAMPUS-BASED RESEARCH: ACCESS

A. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Access - All MVC	# of MVC's total enrollment in Fall 2014	% of MVC's total enrollment	% of population within the community served	Gain or loss in proportion
Asian	534	6.0%	6.3%	-0.3%
African-American/Black	1198	13.4%	10.8%	2.6%
Hispanic/Latino	5299	59.1%	53.6%	5.5%
American Indian/Alaska Native	19	0.2%	0.4%	-0.1%
Native Hawaiian/Other Pacific Islander	23	0.3%	0.4%	-0.1%
Two or More Races	381	4.3%	2.3%	2.0%
White	1412	15.8%	26.1%	-10.3%
Unknown/Non-Respondent*	95	1.1%	0.0%	1.1%
Some Other Race alone**		0.0%	0.2%	N/A
Total	8961	100.0%	100.0%	
	8961			
Female	5083	56.7%	50.8%	5.9%
Male	3829	42.7%	49.2%	-6.5%
Unknown/Non-Respondent	49	0.5%	0.0%	0.5%
Total	8961	100%	100%	
Current or former foster youth	154	1.7%	1.4%***	0.3%
Individuals with disabilities	227	2.5%	7.0%****	-4.5%
Low-income students	3767	42.0%	19%	23.0%
Veterans	283	3.2%	6.7%	-3.5%

Note: For the purposes of this report, the following cities were designated as the MVC service area: Moreno Valley, Perris, and Riverside.

**Some other race alone was found in the census data, but is not collected in MIS

*** There have been between 3960 -4721 foster youth in Riverside County each year since 1998 to 2014 and 343,198 children under 18 in 2013. We could estimate that at most 1.4% of Riverside County are foster children

****The percentage of citizens with disabilities in Moreno Valley, Perris and Riverside range from between 6.4% to 7.6%

Access - MVC CTE non-PSET	# CTE Non-PSET total enrollment in Fall 2014	% of CTE Non-PSET enrollment (proportion)	% of population within the community served (proportion)*	Gain or loss in proportion
Asian	139	6.9%	8.0%	-1.1%
African-American/Black	344	17.1%	9.5%	7.6%
Hispanic/Latino	1144	56.8%	50.0%	6.8%
American Indian/Alaska Native	6	0.3%	0.3%	0.0%
Native Hawaiian/Other Pacific Islander	6	0.3%	0.4%	-0.1%
Two or More Races	98	4.9%	2.3%	2.5%
White	259	12.9%	29.2%	-16.4%
Unknown/Non-Respondent*	17	0.8%	0.0%	0.8%
Some Other Race alone**	N/A	N/A	0.2%	N/A
Total	2013	1	100.0%	
Female	1194	59.3%	50.5%	8.8%
Male	807	40.1%	49.5%	-9.4%
Unknown	12	0.6%	0.0%	0.6%
Total	2013	100.0%	100.0%	
Current or former foster youth	38	1.9%	1.40%	0.5%
Individuals with disabilities	54	2.7%	7.00%	-4.3%
Low-income students	831	41.3%	19%	22.3%
Veterans	65	3.2%	6.70%	-3.5%

Access - PSET only	# MVC's total enrollment in Fall 2014	% of MVC's total enrollment (proportion)	% of population within the community served	Gain or loss in proportion
Asian	15	2.0%	8.0%	-6.0%
African-American/Black	35	4.7%	9.5%	-4.8%
Hispanic/Latino	369	49.8%	50.0%	-0.2%
American Indian/Alaska Native	5	0.7%	0.3%	0.3%
Native Hawaiian/Other Pacific Islander	2	0.3%	0.4%	-0.1%
Two or More Races	19	2.6%	2.3%	0.2%
White	287	38.7%	29.2%	9.5%
Unknown/Non-Respondent	9	1.2%	0.0%	1.2%
Some Other Race alone**	N/A	N/A	0.2%	N/A
Total	741	100.0%	100.0%	
Female	171	23.1%	50.5%	-27.4%
Male	562	75.8%	49.5%	26.3%
Unknown	8	1.1%	0.0%	1.1%
Total	741	100.0%	100.0%	

Access - PSET only	# MVC's total enrollment in Fall 2014	% of MVC's total enrollment (proportion)	% of population within the community served	Gain or loss in proportion
Current or former foster youth	4	0.5%	1.4%	-0.9%
Individuals with disabilities	3	0.4%	7.0%	-6.6%
Low-income students	108	14.6%	19%	-4.4%
Veterans	43	5.8%	6.70%	-0.9%

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

ACCESS –ALL MVC

Target Population(s)	Current gap, year	Goal	Goal Year
<i>Veterans</i>	<i>-3.5%, 2014</i>	<i>No gap</i>	<i>2018</i>
<i>Individuals with disabilities</i>	<i>-4.5%, 2014</i>	<i>No gap</i>	<i>2018</i>

ACCESS – CTE Non-PSET Only

Target Population(s)	Current gap, year	Goal	Goal Year
<i>White Students</i>	<i>-16.4%, 2014</i>	<i>No gap</i>	<i>2018</i>
<i>Males</i>	<i>-9.4%, 2014</i>	<i>No gap</i>	<i>2018</i>
<i>Individuals with disabilities</i>	<i>-4.3%, 2014</i>	<i>No gap</i>	<i>2018</i>
<i>Veterans</i>	<i>-3.5%, 2014</i>	<i>No gap</i>	<i>2018</i>

ACCESS – PSET Only

Target Population(s)	Current gap, year	Goal	Goal Year
<i>Female</i>	<i>-27.4%, 2014</i>	<i>Gap no > -20</i>	<i>2018</i>
<i>Asian</i>	<i>-6.0%, 2014</i>	<i>No gap</i>	<i>2018</i>
<i>African American/Black</i>	<i>-4.8%, 2014</i>	<i>No gap</i>	<i>2018</i>
<i>Low-income</i>	<i>-4.4%, 2014</i>	<i>No gap</i>	<i>2018</i>

ACTIVITIES: A. ACCESS

A.1

Target Student Group(s) and the Number of Each Affected:

ID	Target Group	# of Students Affected
A.1	Veterans	283

Activity Type(s)

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation Plan

Increase the number of veterans enrolled by enhancing outreach efforts and enrollment services

- Develop a veterans one-stop center that includes access to academic counseling and referrals to on-campus and off-campus services.
- Provide adequate staffing and counseling support in the Veterans Center to assist with outreach activities, orientation, and the student success and support activities for new students.
- Conduct outreach to community veterans’ centers and organizations to recruit veterans.
- Develop a veterans peer mentor program to assist new students with the transition to college life.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Spring 2016 and on-going		

Link to Goal

By having a one-stop center for our new and returning Veterans and more veteran specific supports in place, the Student Equity Committee expects to see an increase in the number of veterans attending Moreno Valley College. Veterans are an important part of the college’s student population; with a new location for the Veterans Center and adequate staffing to support its activities, the committee can track the intended increase in the number of veterans who are served and monitor their progress and success.

Evaluation

Number of veterans applied; number of veterans enrolled; number of veterans receiving VA benefits; number of veterans completing the Assessment, Orientation, Counseling (AOC) process; these data will be captured and analyzed each semester to help inform decision-making, program development, and assessment.

A.2

Target Student Group(s) and the Number of Each Affected:

ID	Target Group	# of Students Affected
A.2	Individuals with disabilities	227

Activity Type(s)

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation Plan

Increase the number of students with disabilities enrolled by enhancing outreach efforts and enrollment services

- Conduct outreach to local high schools about Disability Support Services (DSS) and resources available for students with disabilities.
- Provide adequate staffing and counseling support in DSS to assist with outreach activities, orientation, and the student success and support activities for new students.
- Provide outreach to academic and student support services in order to increase the number students who register with DSS and utilize accommodations.
- Develop a specialized process with the Veterans Center to assist veteran students who may need assistance from DSS.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.2	Spring 2016 and on-going	TBD	

Link to Goal

By conducting outreach to local high schools about Disability Support Services (DSS) and resources available for students with disabilities, the Student Equity Committee expects to see an increase in the number of individuals with disabilities attending Moreno Valley College. With adequate staffing and additional support to assist with orientation, the committee expects to see an increase in the number of individuals who are served and monitor their progress and success.

Evaluation

Number of individuals with disabilities who applied; number of individuals with disabilities enrolled; number of individuals with disabilities completing the Assessment, Orientation, Counseling (AOC) process; these data will be captured and analyzed each semester to help inform decision-making, program development, and assessment.

A.3

Target Student Group(s) and the Number of Each Affected:

ID	Target Group	# of Students Affected
A.3	Males	807
	White Students	259
	Individuals with disabilities	54
	Veterans	65

Activity Type(s)

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation Plan

Increase enrollment in CTE programs for disproportionately impacted sub-populations in each respective program through targeted outreach activities and marketing efforts

- Develop articulation for CTE pathways with K-12 partners.

- Provide informational workshops about CTE programs for Riverside Community College District counselors and high school counselors throughout RCCD.
- Conduct an Open House event for high school students and counselors throughout RCCD to target disproportionately impacted sub-populations in each respective program.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.3	Spring 2016 and on-going	TBD	

Link to Goal

By targeting and recruiting specific sub-populations throughout the RCCD, the committee expects to see an increase in the number of disproportionately impacted sub-populations enrolled in CTE programs. By identifying these students, the committee can track our intended increase in the number of targeted student sub-groups we serve and monitor their progress and success.

Evaluation

Number of targeted sub-groups, who attend; number of targeted sub-groups enrolled; number of targeted sub-groups completing the Assessment, Orientation, Counseling (AOC) process; these data will be captured and analyzed each semester to help inform decision-making, program development, and assessment.

A.4

Target Student Group(s) and the Number of Each Affected:

ID	Target Group	# of Students Affected
A.4	Female	5,083
	Low-Income	3,767
	African American/Black	1,198
	Asian	534

Activity Type(s)

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical		Curriculum/Course Development or		Direct Student Support

	Program		Adaptation		
	Research and Evaluation		Professional Development		

Activity Implementation Plan

Increase enrollment of women, African-Americans, Asians, and low income students in Public Safety Education and Training (PSET) programs

- Conduct workshops at MVC, Riverside City College and Norco College to target women, African-Americans, Asians, and low-income students in public safety.
- Conduct a career health and public safety day at MVC campus to target women, African-Americans, Asians, and low-income students in public safety; invite students who are receiving financial aid (low-income) and invite students in the Renaissance Scholars Program or similar programs throughout the district. Send targeted email invitations to students in target groups to their MVC, RCC, and Norco email address to publicize the event.
- Develop strategic marketing to include print and multi-media advertisements to target women, African-Americans, Asians, and low-income students in public safety by sending advertisements to the athletic departments and the ROTC programs at the high schools throughout RCCD.
- Coordinate recruiting efforts with the recruiting teams for all local Fire, EMS and Police departments.
- Provide informational workshops about Public Safety Education and Training programs at Ben Clark Training Center for Riverside Community College District counselors and high school counselors throughout RCCD.
- Conduct an Open House event for high school students and counselors throughout RCCD at BCTC to target women, African-Americans, Asians, and low-income students in public safety.
- Develop opportunities for current high school students to take GE, career exploration, and public safety courses at BCTC.
- Provide informational workshops on how to establish financial management and credit responsibilities (utilizing MVC’s Financial Literacy program).

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.4	Spring 2016 and on-going	TBD	

Link to Goal

By targeting and recruiting specific sub populations throughout the RCCD, the committee expects to see an increase in the number of women, African-Americans, Asians, and low-income students enrolled in public safety programs. By identifying these students, the committee can track our intended increase in the number of targeted student sub-groups we serve and monitor their progress and success.

Evaluation

Number of targeted sub-groups, who attend; number of targeted sub-groups enrolled; number of targeted sub-groups completing the Assessment, Orientation, Counseling (AOC) process; these data will be captured and analyzed each semester to help inform decision-making, program development, and assessment.

Success Indicator: Course Completion

CAMPUS-BASED RESEARCH: COURSE COMPLETION

B. COURSE COMPLETION. The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

Overall Course Completion	The # of courses students enrolled in and were present in on census day in 2013-2014	The number of courses out of the denominator in which students earned an A, B, C, or credit in 2013-2014	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in 2013-2014	Total (all student average) pass rate	Comparison to the all student average
Asian	2718	2179	80.2%	71.9%	8.2%
African-American/Black	6404	3936	61.5%	71.9%	-10.5%
Hispanic / Latino	24278	17342	71.4%	71.9%	-0.5%
American Indian / Alaska Native	89	71	79.8%	71.9%	7.8%
Native Hawaiian / Pacific Islander	81	62	76.5%	71.9%	4.6%
Two or More Races	1940	1323	68.2%	71.9%	-3.7%
White	6874	5551	80.8%	71.9%	8.8%
Unknown / Non-Respondent	443	340	76.7%	71.9%	4.8%
Total	42827	30804	71.9%		
Female	24131	17442	72.3%	71.9%	0.4%
Male	18499	13212	71.4%	71.9%	-0.5%
Unknown	197	150	76.1%	71.9%	4.2%
Total	42827	30804	71.9%		
Current or former foster youth	1104	621	56.3%	71.9%	-15.7%
Individuals with disabilities	2189	1503	68.7%	71.9%	-3.3%
Low-income students	32737	22920	70.0%	71.9%	-1.9%
Veterans	1937	1387	71.6%	71.9%	-0.3%

Course Completion (Overall)

Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of courses students enrolled in & were present in on census day in base year	=	Number of Students "Lost"
Largest Gap	African American/Black	10.5%	.105	x	6404	=	672
Second Largest	Current or former Foster Youth	15.7%	.157	x	1104	=	173
Third Largest	Individuals with disabilities	3.3%	.033	x	2189	=	72

Transfer course completion	The # of transfer courses students enrolled in and were present in on census day in 2013-2014	The number of transfer courses out of the denominator in which students earned an A, B, C, or credit in 2013-2014	The % of transfer courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in 2013-2014	Total (all student average) pass rate	Comparison to the all student average
Asian	2176	1737	79.8%	72.6%	7.2%
African-American/Black	4837	3072	63.5%	72.6%	-9.1%
Hispanic / Latino	17516	12686	72.4%	72.6%	-0.2%
American Indian / Alaska Native	49	40	81.6%	72.6%	9.0%
Native Hawaiian / Pacific Islander	59	43	72.9%	72.6%	0.2%
Two or More Races	1520	1079	71.0%	72.6%	-1.7%
White	4795	3806	79.4%	72.6%	6.7%
Unknown / Non-Respondent	358	280	78.2%	72.6%	5.6%
Total	31310	22743	72.6%		
Female	18208	13417	73.7%	72.6%	1.0%
Male	12955	9213	71.1%	72.6%	-1.5%
Unknown	147	113	76.9%	72.6%	4.2%
Total	31310	22743	72.6%		
Current or former foster youth	804	471	58.6%	72.6%	-14.1%
Individuals with disabilities	1610	1169	72.6%	72.6%	0.0%
Low-income students	24731	17720	71.7%	72.6%	-1.0%
Veterans	1474	1090	73.9%	72.6%	1.3%

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>African American/Black</i>	<i>-10.5%, 2014</i>	<i>Gap no > -5</i>	<i>2018</i>
<i>Current or former foster youth</i>	<i>-15.7%, 2014</i>	<i>Gap no > -10</i>	<i>2018</i>
<i>Two or more races</i>	<i>-3.7%, 2014</i>	<i>No gap</i>	<i>2018</i>
<i>Students with disabilities</i>	<i>-3.3%, 2014</i>	<i>No gap</i>	<i>2018</i>

ACTIVITIES: B. COURSE COMPLETION

B.1

Target Student Group(s) and the Number of Each Affected:

ID	Target Group	# of enrollments affected
B.1	African American/Black	6,404

Activity Type(s)

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation Plan

Increase the rate of successful course completion for African American students by providing adequate staffing to increase the number of students who are served by the UMOJA/Renaissance Scholars Program.

- Develop a Learning Community program that provides coherent and clear sequences of courses within college-level programs of study, communicate them clearly and consistently to students, and enroll students as quickly as possible through the UMOJA/Renaissance Scholars Program.
- Provide support for students to have adequate access to tutoring and other academic support services.
- Use technology (Persistence Plus) to provide individualized and interactive forms of alerts, messaging, and updates that increase student engagement and retention.
- Develop an UMOJA/Renaissance Scholars Student Mentoring program.
- Provide co-curricular opportunities for students to attend conferences and four-year colleges and universities.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.1	Spring/Summer 2016 and Ongoing	TBD	

Link to Goal

By having a learning community with peer mentors and academic support for our African American/Black students, the Student Equity Committee believes this activity will increase student success and course completion. The committee can track the intended increase in the number of African American/Black students who are served and will monitor their progress and success.

Evaluation

The number of African American/Black students completing the Assessment, Orientation, and Counseling (AOC) process; average number of units enrolled; average number of units completed; MVC overall course completion rates; average semester GPA; these data will be captured and analyzed each semester to help inform decision-making, program development, and assessment.

B.2

Target Student Group(s) and the Number of Each Affected:

ID	Target Group	# of enrollments affected
B.2	Current or Former Foster Youth	1,104

Activity Type(s)

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical		Curriculum/Course Development or	X	Direct Student Support

	Program		Adaptation		
	Research and Evaluation		Professional Development		

Activity Implementation Plan

Increase the rate of successful course completion for foster youth by developing a one-stop center for foster youth that includes access to academic counseling and referrals to on-campus and off-campus services.

- Designate an academic counselor to serve as the liaison to the foster youth support program to complete comprehensive student educational plans.
- Identify math tutors and peer writing consultants for the foster youth one-stop center to provide academic support in English and math courses.
- Establish a Foster Youth Success Initiative (FYSI) liaison in the financial aid department for students to maintain financial aid through degree or certificate completion.
- Establish a student club for current and former foster youth.
- Provide information about specific supports and programs for foster youth in campus outreach materials and presentations.
- Provide information about college enrollment of foster youth in Independent Living Skills classes that take place on the MVC campus.
- Develop partnerships with feeder high school districts foster youth liaisons to establish joint outreach events between college and high school districts.
- Establish community partnerships to develop referrals for students who need transitional housing; promote the program.

Link to Goal

By having a one stop center for foster youth and academic support, the Student Equity Committee believes this center will increase student success and course completion. The Committee can track our intended increase in the number of foster youth that are served and will monitor their progress and success.

Evaluation

The number of foster youth students completing the Assessment, Orientation, and Counseling (AOC) process; average number of units enrolled; average number of units completed; MVC overall course completion rates; average semester GPA; these data will be captured and analyzed each semester to help inform decision-making, program development, and assessment.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.2	Spring 2016 and on-going	TBD	

B.3

Target Student Group(s) and the Number of Each Affected:

ID	Target Group	# of enrollments affected
B.3	Students with disabilities	2,189

Activity Type(s)

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation Plan

Increase the rate of successful course completion for students with disabilities by enhancing access to academic counseling and academic support services.

- Provide more counseling availability for “walk in” time for students.
- Provide specialized tutoring sessions for students with disabilities.
- Develop a peer-mentoring program for students with disabilities.
- Provide workshops before midterms and finals on test preparation and study skills.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.3	Spring 2016 and on-going	TBD	

Link to Goal

By enhancing access to counseling and academic support services for students with disabilities, the Student Equity Committee believes this will increase student success and course completion. The Committee can track our intended increase in the number of students with disabilities that are served and will monitor their progress and success.

Evaluation

The number of students with disabilities completing the Assessment, Orientation, and Counseling (AOC) process; average number of units enrolled; average number of units completed; MVC overall course completion rates; average semester GPA; these data will be captured and analyzed each semester to help inform decision-making, program development, and assessment.

B.4

Target Student Group(s) and Number of Each Affected:

ID	Target Group(s)	# of Enrollments Affected
B.4	African American/Black	6,404

Activity Type(s)

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation Plan

Increase the rate of successful course completion for male students of color by implementing an annual male students of color success conference focusing on habits of mind, identity development, and personal and professional development.

- Provide opportunities for male students of color to attend personal and professional development workshops and conferences.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.4	Fall 2016 and on-going	TBD	

Link to Goal

By enhancing student engagement and leadership opportunities on campus for male students of color, the Student Equity Committee believes this will increase student success and course completion. The Committee can track our intended increase in the number of male students of color that we serve and we will monitor their progress and success.

Evaluation

The number of male students of color completing the Assessment, Orientation, and Counseling (AOC) process; average number of units enrolled; average number of units completed; MVC overall course completion rates; average semester GPA; these data will be captured and analyzed each semester to help inform decision-making, program development, and assessment.

B.5

Target Student Group(s) and the Number of Each Affected:

ID	Target Group	# of enrollments affected
B.5	<i>African American/Black</i>	6,404
	<i>Students with disabilities</i>	2,189
	<i>Two or more races</i>	1,940
	<i>Current or former foster youth</i>	1,104

Activity Type(s)

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

Activity Implementation Plan

Increase successful course completion in Math and English through alternative curricular pathways.

- Increase successful course completion in Math by utilizing innovative strategies such as redesigning curriculum to combine two courses into one and implementing strategies to increase student enrollment in the 2nd half of accelerated 8-week courses.
- Increase successful course completion in English by exploring successful alternative pathways and through on-going collaboration with K-12 high school partners
- Explore alternative math pathways for non-STEM college majors such as the utilization of using STATWAY

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.5	Fall 2016	TBD	

Link to Goal

At MVC, during the period from Fall 2011 to Fall 2012, only 13.6% of 1056 students who began their English pathway in ENG 60A successfully completed ENG 1A by the end of Spring 2013. Of 269 students starting in ENG 60B, only 27.9% successfully completed ENG 1A during this time. The numbers are not much better for students starting only one level below college composition: of 1038 students starting in ENG 50 between Spring 2012 and Spring 2013, only 39.4% had successfully completed ENG 1A by the end of Spring 2014. This information highlights what nearly all research on “remedial” course sequences shows: not only does “exponential attrition” exist for students who begin more than one course below college level, but students rarely complete successfully college composition (and therefore ~~of~~ a program of study) if they enter at just one level below college composition. In short, the longer that students take to get to college level English, the less likely they are to complete a college-level course.

The numbers regarding students’ academic performance in Math are more dire than in English, both locally and nationally. Of the 494 students who began math four levels below college-level Math between Spring 2011 through Fall 2012, only 1.2% had completed a college-level math course as of the end of Spring 2014. Of the over 350 students starting three levels below starting in Spring 2011, only 1.9% had successfully completed college math through Spring 2014. That the success rate doubles for students starting two levels below is not encouraging; only 3% of over 2500 students starting two levels below in the period starting Spring 2011 successfully completed college math through Spring 2014. In addition, of the approximately 3000 students starting just one level below in the period beginning in Spring 2011, only 33.8% had successfully completed college math through the end of Spring 2014.

Implementing course acceleration programs will allow students to complete basic skills courses in a timely manner to reduce one of the major hurdles for students to enroll in and complete successfully college level math or English courses. Rather than spending two to three semesters to achieve grade level proficiency, students can be at grade level after having successfully completed just one semester of a basic skills course.

Evaluation

Cohorts of full-semester-length MAT 52 and MAT 35 and ENG 60A, 60B, 50 will be analyzed to compare against cohorts taking compressed MAT 52/35 (if math creates this fast track course) and those taking 60A/B, 60B/50, respectively (short term recommendation); further, success and completion rates of students in college-level classes will be analyzed to compare success rates of pathways. This will present the college with data on whether to proceed with compressed classes while investigating and beginning other programs. Scholarship on compression indicates that compressed courses help students through the two courses involved but little evidence exists that compressed courses help beyond that sequence. Data will be reviewed each semester.

Success Indicator: ESL and Basic Skills Completion

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

ESL AND BASIC SKILLS COMPLETION. The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course, compared to the number of those students who complete such a final ESL or basic skills course.

Basic Skills Course Completion	The # of basic skills courses students enrolled in and were present in on census day in 2013-2014	The number of basic skills courses out of the denominator in which students earned an A, B, C, or credit in 2013-2014	The % of basic skills courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in 2013-2014	Total (all student average) pass rate	Comparison to the all student average
Asian	230	191	83.0%	64.1%	18.9%
African-American/Black	958	505	52.7%	64.1%	-11.4%
Hispanic / Latino	3198	2144	67.0%	64.1%	2.9%
American Indian / Alaska Native	14	7	50.0%	64.1%	-14.1%
Native Hawaiian / Pacific Islander	fewer than 10 students	N/A	N/A	N/A	N/A
Two or More Races	160	76	47.5%	64.1%	-16.6%
White	408	262	64.2%	64.1%	0.1%
Unknown / Non-Respondent	27	17	63.0%	64.1%	-1.2%
Total	5002	3208	64.1%		
Female	2995	1967	65.7%	64.1%	1.5%
Male	1979	1223	61.8%	64.1%	-2.3%
Unknown	28	18	64.3%	64.1%	0.2%
Total	5002	3208	64.1%		
Current or former foster youth	194	93	47.9%	64.1%	-16.2%
Individuals with disabilities	390	218	55.9%	64.1%	-8.2%
Low-income students	4202	2686	63.9%	64.1%	-0.2%
Veterans	176	99	56.3%	64.1%	-7.9%

Note: This table provides the number of students enrolled in basic skills courses and therefore may include a particular student more than once (if a student were taking a remedial math, remedial English and an ESL course he or she would be counted three times).

Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of final results in ESL or basic skills courses with an A, B, C or credit	=	Number of Students "Lost"
Largest Gap	African American/Black	11.4%	.114%	x	505	=	57
Second Largest	Students with disabilities	8.2%	.082%	x	218	=	18
Third Largest	Current or former foster youth	16.2%	.162%	x	93	=	15

Remedial English Cohort	The # of credit students who attempted a course designated at “levels below transfer” in English	The number of students out of ← (the denominator) who successfully completed a transfer-level English class within six years of entry	The rate of English cohort completers	Total (all student average) in English cohort	Comparison to the all student average
Asian	51	24	47.1%	38.8%	8.2%
African American/Black	324	88	27.2%	38.8%	-11.7%
Filipino	48	31	64.6%	38.8%	25.7%
Hispanic/Latino	776	330	42.5%	38.8%	3.7%
American Indian/Alaska Native	fewer than 10 students	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander	fewer than 10 students	N/A	N/A	N/A	N/A
White	283	111	39.2%	38.8%	0.4%
Unknown/Non-Respondent	121	38	31.4%	38.8%	-7.4%
Total	1617	628	38.8%		
Female	975	391	40.1%	38.8%	1.3%
Male	633	231	36.5%	38.8%	-2.3%
Unknown	fewer than 10 students	N/A	N/A	N/A	N/A
Total	1617	628	38.8%		
Current or former foster youth	fewer than 10 students	N/A	N/A	N/A	N/A
Individuals with disabilities	65	25	38.5%	38.8%	-0.4%
Low-income students	965	365	37.8%	38.8%	-1.0%
Veterans	12	8	66.7%	38.8%	27.8%

Remedial Math Cohort	The # of credit students who attempted a course designated at "levels below transfer" in Math	The number of students out of ← (the denominator) who successfully completed a transfer-level Math class within six years of entry	The rate of Math cohort completers	Total (all student average) in Math cohort	Comparison to the all student average
Asian	26	7	26.9%	26.0%	0.9%
African American/Black	245	35	14.3%	26.0%	-11.7%
Filipino	25	12	48.0%	26.0%	22.0%
Hispanic/Latino	619	170	27.5%	26.0%	1.5%
American Indian/Alaska Native	fewer than 10 students	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander	fewer than 10 students	N/A	N/A	N/A	N/A
White	244	75	30.7%	26.0%	4.8%
Unknown/Non-Respondent	109	31	28.4%	26.0%	2.5%
Total	1278	332	26.0%		
Female	790	207	26.2%	26.0%	0.2%
Male	478	123	25.7%	26.0%	-0.2%
Unknown	10	2	20.0%	26.0%	-6.0%
Total	1278	332	26.0%		
Current or former foster youth	fewer than 10 students	N/A	N/A	N/A	N/A
Individuals with disabilities	54	14	25.9%	26.0%	-0.1%
Low-income students	771	192	24.9%	26.0%	-1.1%
Veterans	fewer than 10 students	N/A	N/A	N/A	N/A

Remedial ESL Cohort	The # of credit students who attempted a course designated at “levels below transfer” in ESL	The number of students out of ← (the denominator) who successfully completed a transfer-level ESL class within six years of entry	The rate of ESL cohort completers	Total (all student average) in ESL cohort	Comparison to the all student average
Asian	26	7	26.9%	22.1%	4.8%
African American/Black	fewer than 10 students	N/A	N/A	N/A	N/A
Filipino	fewer than 10 students	N/A	N/A	N/A	N/A
Hispanic/Latino	161	29	18.0%	22.1%	-4.1%
White	fewer than 10 students	N/A	N/A	N/A	N/A
Unknown/Non-Respondent	29	8	27.6%	22.1%	5.5%
Total	231	51	22.1%		
Female	163	36	22.1%	22.1%	0.0%
Male	64	14	21.9%	22.1%	-0.2%
Unknown	fewer than 10 students	N/A	N/A	N/A	N/A
Total	231	51	22.1%		
Current or former foster youth	fewer than 10 students	N/A	N/A	N/A	N/A
Individuals with disabilities	fewer than 10 students	N/A	N/A	N/A	N/A
Low-income students	111	N/A	N/A	N/A	N/A
Veterans	fewer than 10 students	N/A	N/A	N/A	N/A

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL C.

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal	Goal Year
<i>Current or former foster youth</i>	<i>16.2%, 2014</i>	<i>Gap no > 10%</i>	<i>2018</i>
<i>African American/Black</i>	<i>11.4%, 2014</i>	<i>Gap no > 5%</i>	<i>2018</i>
<i>Students with disabilities</i>	<i>8.2%, 2014</i>	<i>Gap no > 3%</i>	<i>2018</i>

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1

Activity Type(s)

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	X	Professional Development		

Target Student Group(s) and Number Affected:

ID	Target Group(s)	# of Enrollments Affected
C.1	African American/Black	958
	Students with disabilities	390
	Current or former foster youth	194

Activity Implementation Plan

Develop and implement a First Year Experience program with specific academic pathways that target identified disproportionately impacted students in basic skills Math, English, reading, and ESL.

- The FYE Program design will be a partnership between the divisions of student services and instruction to increase success in basic skills courses and to address the cognitive and affective domains in student learning and will incorporate ongoing assessment and revision of program effectiveness to assure a sense of belonging and attainment of goals.
- Faculty and staff will be identified to design pathways; to design program elements from recruitment of students through their completing the second semester; and to design an assessment and evaluation plan.
- Transition to Success extended orientation programs will be implemented to align with summer bridge activities as part of the First Year Experience Program; faculty and staff in the Transition to Success programs will collaborate with special/categorical programs (EOPS, Puente, RSP, etc.)
- Orientations, outreach ambassadors, educational advisors, and peer mentors will be provided to support student success.
- Students who are at the end of their six-year cohort period and who have not completed a basic skills pathway will be identified to determine the reasons for which they have not completed their basic skills pathway. A “learning community” with specific evidence-based best practices and interventions will be developed and implemented to support the completion of the basic skills pathway for students who are at the end of their cohort period.
- Training will be conducted for faculty and staff involved in the delivery of basic skills instruction regarding the specialized needs of African American students and foster youth and strategies for supporting their success; include professional development incentives will be offered for adjunct faculty to attend the training.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Fall 2016 and on-going	TBD	

Link to Goal

First year experience (FYE) programs and learning communities are considered High Impact practices (HIPs); and HIPs also address student equity by way of the “equity effects” that appear in students’ reports of their learning as their success is boosted by HIPs. The FYE program is to help students to feel directed, focused, connected, engaged, nurtured and valued during their first year at MVC; the Student Equity Committee believes this program will increase student success in basic skills course completion.

Evaluation

The number of targeted student populations completing the Assessment, Orientation, and Counseling process; average number of units enrolled; average number of units completed; MVC overall course completion rates; average semester GPA; these data will be captured and analyzed each semester to help inform decision-making, program development, and assessment.

C.2

Activity Type(s)

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

Target Student Group(s) and Number Affected:

ID	Target Group(s)	# of Enrollments Affected
C.2	African American/Black	958
	Students with disabilities	390
	Current or former foster youth	194

Activity Implementation Plan

Conduct training and professional development opportunities for faculty and staff involved in the delivery of basic skills instruction to support the success of target student populations with specialized needs; include incentives for adjunct faculty to attend.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	Summer 2016 and on-going	TBD	

Link to Goal

Professional development is critical in helping to provide an equity-minded approach to student success. Faculty and staff will further their skills to helping students feel: directed, focused, connected, engaged, nurtured and valued through professional development opportunities; the Student Equity Committee believes faculty and staff attending workshops and trainings will increase student success in basic skills course completion.

Evaluation

The number of faculty and staff who attend professional development trainings will be captured and analyzed each semester; these data will be captured and analyzed each semester to help inform decision-making, program development, and assessment.

C.3

Activity Type(s)

Outreach		Student Equity Coordination/Planning	Instructional Support Activities
Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	Direct Student Support
Research and Evaluation		Professional Development	

Target Student Group(s) and Number Affected:

ID	Target Group(s)	# of Enrollments Affected
C.3	African American/Black	958
	Students with disabilities	390
	Current or former foster youth	194

Activity Implementation Plan

Develop use of new multiple measures and alternative placement strategies for placement in Math, English, and ESL.

- Provide opportunities for English faculty and math faculty to meet regularly with English and math teachers from the two local school districts within the college’s service area.
- Collaborate and develop MOUs with local high school districts regarding access to student data that can be used for alternative placement.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.3	Fall 2016 and on-going	TBD	

Link to Goal

The college will develop strategies to ensure multiple measures are applied to all students when determining English and math placement. The use of multiple measures, instead of a single assessment instrument, will ensure that students are more correctly placed in their English and math courses, upon entering college. The college’s use of this placement approach will allow students to move on to their transfer-level English and math courses as quickly as possible and more importantly, to succeed in the their first English and/or math college-level course.

Evaluation

Students will be tracked using data provided by faculty and the Office of Institutional Effectiveness over the next three years to determine if those students are succeeding when starting math or English sooner and thus allowing them to complete their transfer-level English and math more quickly. Data collection and review will occur every semester.

C.4

Activity Type(s)

Outreach	Student Equity Coordination/Planning	X	Instructional Support Activities
Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	X	Direct Student Support
Research and Evaluation	Professional Development		

Target Student Group(s) and Number Affected:

ID	Target Group(s)	# of Enrollments Affected
C.4	African American/Black	958
	Students with disabilities	390
	Current or former foster youth	194

Activity Implementation Plan

Conduct a “Jump Start” basic skills English, reading, math, and ESL remediation program for new students during the summer session, prior to enrollment in the fall semester. After completing “Jump Start,” students will have option to re-take college assessment test.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.4	Summer 2017	TBD	

Link to Goal

This pre-assessment activity has been linked to higher placement scores, reducing the time for students to complete their basic skills course requirements. The Student Equity Committee believes this intervention will increase students’ success.

Evaluation

Comparative data regarding initial placement and placement following re-testing will be collected, reviewed and analyzed to determine if students are more likely to complete the basic skills sequence. Data will be collected and reviewed at the end of each academic year.

C.5

Activity Type(s)

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Target Student Group(s) and Number Affected:

ID	Target Group(s)	# of Enrollments Affected
C.5	African American/Black	958
	Students with disabilities	390
	Current or former foster youth	194

Activity Implementation Plan

Align student success interventions with the expansion of academic support services in order to serve more students in a timely manner, prioritizing services to meet the needs of target sub-populations.

- Align tutorial services with student needs in basic skills, ESL, and other gateway courses.
- Expand the Supplemental Instructor (SI) program to provide support to basic skills, ESL, and other gateway courses.
- Integrate the Supplemental Instructor program with tutorial services to maximize resources and align academic support services.
- Provide adequate staffing and support to the Writing and Reading Center and the Math Center to enhance outreach and use of academic support services.
- Enhance Early Alert Program and academic progress monitoring, particularly for students enrolled in basic skills and/or ESL courses to ensure adequate referrals and effective interventions in a timely manner to support student success.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.5	Spring 2016 and on-going	TBD	

Link to Goal

Supplemental Instruction is designed to provide support for basic skills courses in math, reading, ESL and English. In this program, student facilitators attend all class sessions and then provide two hours of supplemental instruction to students each week on topics determined by the instructor. The SI session plans are developed by the SI facilitators with significant help from a SI coordinator. While the SI sessions are optional for the students, they are highly encouraged by the faculty members. In these SI sessions, the SI leader facilitates collaborative learning activities focused on the weekly topic to help deepen the student’s engagement with learning the course material. The SI Program, which has been supported by the STEM grant and BSI funds, may expand by using additional financial and human resources to support more courses. This expansion of resources for the SI program will further enhance student success.

Evaluation

Students will be tracked using data each semester to determine if SI sessions are making a difference in their success. Course success rates with SI support will be compared to similar courses without SI support. Data collection and review will occur every semester. Average number of units enrolled; average number of units completed; overall course completion rates; average semester GPA; these data will be captured and analyzed each semester to help inform decision-making, program development and assessment.

C.6

Target Student Group(s) and Number Affected:

ID	Target Group	# of Enrollments Affected
C.6	Hispanic/Latino	161

Activity Type(s)

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation Plan

Develop a certificate of merit for students who complete the ESL sequence; promote the certificate.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.6	Fall 2016 and on-going	TBD	

Link to Goal

The development of a local certificate of completion or recognition for students will encourage students to complete the ESL sequence; it will give them a goal to achieve. Creating a cohort model within the ESL course sequence will also enhance the students' engagement and success.

Evaluation

Comparative data regarding course completion will follow the development of the certificate and will be assessed to determine if students are more likely to complete the ESL sequence. Data will be collected and reviewed at the end of each academic year.

Success Indicator: Degree and Certificate Completion

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

C. DEGREE AND CERTIFICATE COMPLETION. The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

Student Progress and Achievement Rate (SPAR)	The # of first time students with a minimum of 6 unit earned who attempted any Math or English in the first three years anywhere in the CCC system	The number of students out of ← (the denominator) who earned an A.A./ A.S. degree, a Chancellor's Office approved certificate, transferred to a 4-year institution, or achieved "Transfer prepared" status within six years of entry	The rate of SPAR completion	Total (all student average) SPAR completion rate	Comparison to the all student average
Asian	50	22	44.0%	37.4%	6.6%
African American/Black	267	94	35.2%	37.4%	-2.2%
Filipino	54	24	44.4%	37.4%	7.1%
Hispanic/Latino	751	248	33.0%	37.4%	-4.4%
American Indian/Alaska Native	fewer than 10 students	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander	10	3	30.0%	37.4%	-7.4%
White	285	120	42.1%	37.4%	4.7%
Unknown/Non-Respondent	218	99	45.4%	37.4%	8.0%
Total	1640	613	37.4%		
Female	970	365	37.6%	37.4%	0.3%
Male	659	240	36.4%	37.4%	-1.0%
Unknown	11	8	72.7%	37.4%	35.3%
Total	1640	613	37.4%		
Current or former foster youth	fewer than 10 students	N/A	N/A	N/A	N/A
Individuals with disabilities	53	17	32.1%	37.4%	-5.3%
Low-income students	1247	441	35.4%	37.4%	-2.0%
Veterans	13	7	53.8%	37.4%	16.5%

Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The number of students in the initial SPAR cohort.	=	Number of Students "Lost"
Largest Gap	Hispanic/Latino	4.4%	.044	x	751	=	33
Second Largest	Students with disabilities	5.3%	.053	x	53	=	3

Persistence Cohort	The # of first time students with a minimum of 6 unit earned who attempted any Math or English in the first three years.	The number of students out of ß (the denominator) who enrolled in first three consecutive primary semester terms	The rate of Persistence cohort completion	Total (all student average) 30+ units completion rate*	Comparison to the all student average
Asian	50	37	74.0%	68.7%	5.3%
African American/Black	267	164	61.4%	68.7%	-7.2%
Filipino	54	41	75.9%	68.7%	7.3%
Hispanic/Latino	751	513	68.3%	68.7%	-0.3%
American Indian/Alaska Native	fewer than 10 students	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander	10	6	60.0%	68.7%	-8.7%
White	285	187	65.6%	68.7%	-3.0%
Unknown/Non-Respondent	218	175	80.3%	68.7%	11.6%
Total	1640	1126	68.7%		
Female	970	681	70.2%	68.7%	1.5%
Male	659	436	66.2%	68.7%	-2.5%
Unknown	11	9	81.8%	68.7%	13.2%
Total	1640	1126	68.7%		
Current or former foster youth	fewer than 10 students	N/A	N/A	N/A	N/A
Individuals with disabilities	53	39	73.6%	68.7%	4.9%
Low-income students	1247	871	69.8%	68.7%	1.2%
Veterans	13	10	76.9%	68.7%	8.3%

30+ Units Cohort	The # of first time students with a minimum of 6 unit earned who attempted any Math or English in the first three years anywhere in the CCC system.	The number of students out of the denominator who earned at least 30 units within six years of entry	The rate of 30+ units completed	Total (all student average) 30+ units completion rate	Comparison to the all student average
African American/Black	267	133	49.8%	62.7%	-12.9%
American Indian/Alaska Native	10	5	50.0%	62.7%	-12.7%
White	285	180	63.2%	62.7%	0.4%
Hispanic/Latino	751	476	63.4%	62.7%	0.6%
Asian	50	32	64.0%	62.7%	1.3%
Unknown/Non-Respondent	218	155	71.1%	62.7%	8.4%
Filipino	54	43	79.6%	62.7%	16.9%
Native Hawaiian/Pacific Islander	fewer than 10 students	N/A	N/A	N/A	N/A
Total	1640	1029	62.7%		
Female	970	618	63.7%	62.7%	1.0%
Male	659	402	61.0%	62.7%	-1.7%
Unknown	11	9	81.8%	62.7%	19.1%
Total	1640	1029	62.7%		
Current or former foster youth	fewer than 10 students	N/A	N/A	N/A	N/A
Individuals with disabilities	53	32	60.4%	62.7%	-2.4%
Low-income students	1247	825	66.2%	62.7%	3.4%
Veterans	13	11	84.6%	62.7%	21.9%

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Hispanic/Latino	4.4%, 2014	<i>No Gap</i>	<i>2018</i>
African American/Black	2.2%, 2014	<i>No Gap</i>	<i>2018</i>
Students with Disabilities	5.5%, 2014	<i>No Gap</i>	<i>2018</i>

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1

Target Student Group(s) and Number Affected:

ID	Target Group(s)	# of Enrollments Affected
D.1	Hispanic/Latino	751
	African American/Black	267
	Students with Disabilities	53

Activity Type(s)

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation Plan

Enhance existing categorical or special population programs, such as EOP&S/CARE, CalWorks, DSS, Puente, RSP, and SSS/TRiO (ACES) by developing academic learning communities to foster the students’ engagement and success

- Promote and provide access to tutoring to students in categorical or special population programs; coordinating study halls and group study opportunities for special populations (during mid-terms and finals)
- Enhance marketing strategies through Mobile App and social media, such as Facebook, Twitter, and Instagram to communicate important information to students in a timely and effective manner.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	Fall 2017 and on-going	TBD	

Link to Goal

Moreno Valley College is committed to supporting and enhancing collaboration between and among categorical/grant funded programs to further student success. These programs have student cohorts and each program is committed to the success of their students.

Evaluation

The first step is to capture baseline data for each of the categorical and special population programs. Average number of units enrolled; average number of units completed; overall course completion rates; average semester GPA; this data will be captured and analyzed each semester to help inform decision making and program development and assessment.

D.2

Target Student Group(s) and Number Affected:

ID	Target Group(s)	# of Enrollments Affected
D.2	Students with disabilities	751

Activity Type(s)

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
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X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Target Student Group(s) & # of Each Affected*:

ID	Target Group	# of Students Affected
D.2	Low income students	1,247

Activity Implementation Plan

To increase the number of financially disadvantaged students who obtain a degree and/or certificate

- Provide mandatory intervention workshops and counseling for students who receive financial aid and are on academic probation warning/dismissal and who are working through the appeals process

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	Spring 2016 and on-going	TBD	

Link to Goal

Starting in the Fall 2016 semester, students will no longer be eligible for the BOGW fee waiver if they fail to meet Satisfactory Academic Progress. The purpose of this goal is to have a staff member solely dedicated to providing support, resources, and the development of effective interventions for students to assist them in maintaining their financial aid eligibility. This position will also support the financial aid appeal process to further enhance student success.

Evaluation

Students who are on probation or warning will be compared to students who receive some type of intervention to determine if the intervention made a positive impact on students' success.

Transfer

CAMPUS-BASED RESEARCH: TRANSFER

E. TRANSFER. The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

Transfer Cohort	The # of first time students with a minimum of 6 unit earned who attempted any Math or English in the first three years	The number of students out of ← (the denominator) who transferred to a 4-year institution within six years of entry	The rate of transfer completion	Total (all student average) Transfer cohort completion rate	Comparison to the all student average
Asian	50	14	28.0%	26.0%	2.0%
African American/Black	267	81	30.3%	26.0%	4.3%
Filipino	54	9	16.7%	26.0%	-9.4%
Hispanic/Latino	751	167	22.2%	26.0%	-3.8%
American Indian/Alaska Native	fewer than 10 students	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander	10	3	30.0%	26.0%	4.0%
White	285	83	29.1%	26.0%	3.1%
Unknown/Non-Respondent	218	68	31.2%	26.0%	5.2%
Total	1640	427	26.0%		
Female	970	258	26.6%	26.0%	0.6%
Male	659	162	24.6%	26.0%	-1.5%
Unknown	11	7	63.6%	26.0%	37.6%
Total	1640	427	26.0%		
Current or former foster youth	fewer than 10 students	N/A	N/A	N/A	N/A
Individuals with disabilities	53	11	20.8%	26.0%	-5.3%
Low-income students	786	153	19.5%	26.0%	-6.6%
Veterans	13	3	23.1%	26.0%	-3.0%

Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students in the initial transfer cohort	=	Number of Students "Lost"
Largest Gap	Low-income students	6.6%	.066	x	786	=	52
Second largest	Hispanic/Latino	3.8%	.038	x	751	=	29
Third Largest	Students with disabilities	5.3%	.053	x	53	=	3

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Low-income students</i>	<i>6.6%, 2014</i>	<i>No Gap</i>	<i>2018</i>
<i>Hispanic/Latino</i>	<i>3.8%, 2014</i>	<i>No Gap</i>	<i>2018</i>

ACTIVITIES: E. TRANSFER

E.1

Target Student Group(s) and Number Affected

ID	Target Group(s)	# of Enrollments Affected
E.1	Low-income	786
	Hispanic/Latino	751

Activity Type(s)

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation Plan

Establish a MVC Career & Transfer Center (CTC) to increase transfer rates for targeted sub-populations

- Conduct Career & Transfer fairs; Provide presentations; classroom orientations, and information seminars

- Conduct focused workshops by the Career & Transfer Center for targeted student groups and conduct informational workshops for students' families to educate them about college and transfer processes/opportunities.
- Promote the Career and Transfer activities by increasing multimedia outreach (i.e. New website; social media; webinars; online workshops and training; digital resources and services); publicize the transfer mission through classes and counseling activities, brochure or marketing literature, and electronic mailings to students about events.
- Conduct informational workshops for students' families to educate them about college and transfer processes and career opportunities.
- Provide support for categorical and special population programs such as EOPS/Care, CalWorks, ACES, Puente, RSP, and Foster Youth to collaborate in attending college and university tours.
- Course syllabi will include transfer information for applicable disciplines or careers in content areas with resources and services available.
- Identify students who are undeclared and schedule targeted follow-up meetings and/or workshops
- Target undecided students to complete career inventories or to enroll in a career exploration course or workshop.
- Increase the number of Guidance 46 (Introduction to the Transfer Process) and 47 (Career Exploration and Life Planning) courses offered each semester.
- Invite professionals from various careers that represent disproportionately impacted groups to speak to students
- Embed career exploration and transfer pathways workshops into college transition, bridge, and student support programs
- Continue cohort designed programs beyond FYE in targeted ADTs based on the students' identified majors and completed CSEPs
- Conduct degree audits to identify those students within one to two semesters of meeting transfer requirements and provide follow-up services and updated SEPs as applicable

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Fall 2016 and on-going	TBD	

Link to Goal

A culture of transfer is an institutional commitment and reinforcing the notion of transfer within the classroom is a highly effective strategy. Students who have a clear educational goal and an identified path in which to achieve it are more likely to be focused, intentional, and successful. This goal is connected to the SSSP mandate of requiring all students to have a comprehensive educational plan by the time they would completed 15 units or their third semester, whichever comes first.

Evaluation

Data regarding the number of students who have completed a comprehensive educational plan by the time they would have completed 15 units or their third semester, whichever comes first, will be reviewed and assessed each semester. Transfer data will be reviewed each year to determine the impact that the transfer activities have on targeted populations.

E.2

Target Student Group(s) and Number Affected:

ID	Target Group	# of Students Affected
E.2	Low-income	32,737

Activity Type(s)

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation Plan

Implement effective strategies for low-income students to increase persistence, course completion and transfer.

- Develop a Dream Center for students who qualify for the Dream Act (AB 540) to assist with the financial aid application process and the transition to college.
- Increase support for low-income students by providing student success workshops and counseling to students who are at risk of losing financial aid; initiate mandatory intervention workshops and counseling for students who are on academic probation warning/dismissal.
- Provide campus and community resources for low-income students with unexpected “life” circumstances, such as a food pantry and access to various health care opportunities.

ID	Timeline(s)	Student Equity Funds	Other Funds**
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E.2	Spring 2016 and on-going	TBD	
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Link to Goal

Financial aid is critical for access and student success. By providing financial support, community resources, and timely counseling interventions for students who may lose their financial eligibility due to academic progress; the Student Equity Committee expects to decrease the number of students who drop out for financial reasons.

Evaluation

The number of low-income students completing the AOC process; average number of units enrolled; average number of units completed; MVC overall course completion rates; average semester GPA; these data will be captured and analyzed each semester to help inform decision making and program development and assessment.

Other College- or District-wide Initiatives Affecting Several Indicators

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1

Indicators/Goals to be affected by the activity

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

Target Student Group(s) and Number Affected:

ID	Target Group	# of Students Affected
F.1	ALL	8,961

Activity Type(s)

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

Activity Implementation Plan

Establish an administrative position to oversee the implementation of the Student Equity Plan and its activities.

- Implement equity activities and monitor access and achievement through identified strategies and criteria
- Develop a campus-wide Student Success and Equity Committee through the college governance structure; develop a process to monitor equitable access and achievement across all success indicators on a continual; ensure disproportionately groups are targeted for equity activities; provide additional program support for equity activities, including travel and conferences, marketing, and professional development.
- Develop effective Marketing and Communication strategies to target disproportionately impacted student groups to promote equity programs and services to enhance student success.
- Conduct student forums and focus groups with students from disproportionately impacted groups to understand better their experiences, successes and challenges.
- Monitor SSSP activities and review data to ensure students are not disproportionately impacted by new SSSP activities.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	Spring 2016 and on-going	TBD	

Link to Goal

This goal will be to help provide support to ensuring implement and complete activities throughout the year.

Evaluation

An evaluation of the implementation and progress of equity activities in accordance with established timelines will be completed yearly.

Summary Budget

2015-16 Student Equity Plan Summary Budget
Riverside CCD
Moreno Valley College

Part I: Student Equity Funding

Enter whole numbers only

Total 2015-16 College Student Equity Allocation \$ 961,893

If applicable, for Multi-College Districts, Total 2015-16 Student Equity Allocation Reserved at the District Level \$ -

Part II: 2015-16 Planned Student Equity Expenditures \$ 961,893

Balance 2015-16 College Student Equity Allocation \$ -

Summary Evaluation

SUMMARY EVALUATION SCHEDULE AND PROCESS

With each goal and an associated set of activities to address the disproportionately impacted student populations at MVC, the plan provides an evaluation statement that identifies the method by which measurable outcomes for the goal and activities will be measured and achieved. Each measurable outcome will be based upon the five core indicators: access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. The measurable outcomes were developed in consultation with the Student Equity Committee and the Office of Institutional Research.

The data collected by the Office of Institutional Research on the five core indicators have been shared with faculty and staff in key academic and student services programs. Faculty in the English and math disciplines, in particular, have used the campus-based data as a reference point to support their decisions in some cases and to augment theirs in other cases to review their approaches in revising and re-designing accelerated programs. They have also reviewed research on First Year Experience and Acceleration programs to design activities for the Student Equity Plan. The results of reviewing in six-weeks the research literature on first year experience and accelerated programs in English and math have led to faculty and staff to focus on the appropriate core metrics required by the state for their disciplines. Collecting both quantitative and qualitative data and using Equity funds to support expanded or new initiatives in Student Equity will provide measurable outcomes that will move the college toward ameliorating academic achievement for disproportionately impacted students.

Other activities will be structured around increasing the number of students from categorical programs, such as EOPS/CARE, CalWorks, DSS, Puente, ACES, Veterans, and Renaissance Scholars/Umoja, to obtain degrees, certificates, or transfer. Beginning in spring 2016, some activities will include enhancing academic tutoring, expanding marketing strategies through the use of electronic devices; later in fall 2016, other activities will include implementing workshops on financial aid for low-income students. Activities will also be designed to improve transfer for low-income, Hispanic/Latino, and male students, who experience a disproportionate impact. Developing an institutional culture to target students in CTE and transfer programs will include establishing a career and transfer center, increasing multimedia outreach, conducting careers and transfer fairs, and providing support for categorical and special population programs to collaborate with veteran, EOPS/CARE, CalWorks, ACES, DSS, Puente, Renaissance Scholars Program/Umoja, and Foster Youth to plan and participate in college and university tours. Data will then be collected and analyzed to reveal the number of students who have completed a comprehensive educational plan by the time they would have completed 15 units or their third semester, whichever comes first. Finally, data will be collected and analyzed regarding those students who have been involved in the new comprehensive transfer bridge program for disproportionately impacted student groups: the data will be reviewed and assessed each semester.

The faculty coordinator of the Student Equity Plan will collaborate with faculty, staff, administrators, and students of the Student Equity Core Implementation Team to achieve the goals of the Plan. Beginning in the Spring 2016 semester and continuing to 2018, student services staff will conduct outreach to community veterans; program administrators and instructors in Public Safety Education and Training will engage in a variety of strategies, such as workshops, career fairs, and marketing advertisements, to increase enrollment of women, African-Americans, Asians, and low students in Public Safety Education and Training programs. The Office of Institutional Research will collect and analyze data to help inform decision-making, program development, and assessment. Beginning in the Spring 2016 semester and continuing to 2018, Student Services staff and the Office of Institutional Research will coordinate their efforts to track the successful course completion for foster youth, African American students and low-income students completing the Assessment, Orientation, and Counseling (AOC) process. English faculty will continue to develop and expand their accelerated programs in basic skills; by fall 2016 math faculty will have explored and potentially investigated how to develop accelerated programs compressing algebra Math 52 and 35.

Beginning in fall 2016, other activities will include providing workshops for students on test preparation and study skills and implementing an annual male students of color success conference each year to focus on habits of mind, identity development and mentoring. Data will be collected and analyzed related to the AOC process, the average number of units this targeted group of students enrolled and completed at the college. Similarly, activities such as enhancing early alert programs, ensuring that students have access to support services, and implementing professional development training programs for faculty, will be implemented to address ESL and Basic Skills Completion for current and former foster youth, African American/Black students, students with disabilities, male and low-income students. These activities will be structured around high impact practices, such as developing a First Year Experience program and implementing new multiple measures and alternative placement strategies for students' placement in math, English, and ESL, to address student equity by fall 2016. Data will be collected and analyzed each semester to help inform decision-making, program development, and assessment.

Finally, the faculty coordinator will collaborate with the newly formed Student Equity Core Implementation Team, a core group of key administrators, faculty, staff, and students. The task of the team will be to assist the Student Equity Committee in negotiating the uneven paths to implementing the activities designed to reach the goals of the Student Equity Plan. An important function to be performed by the team will be to support the committee in strategizing how to remove barriers so that students will earn degrees and certificates, and transfer to four-year institutions. The anticipated end result will be seeing "the needle move" as more students enter the college and have access to its programs and services, complete their educational goals, earn degrees and certificates, or transfer to four-year institutions.

EVALUATION SUMMARY - MATRIX

Indicator	Activity	Timeline for Evaluation	Measure	Who is Responsible /Informed?	Integration with Program Review
A. Access	<p>A.1 Veterans:</p> <ol style="list-style-type: none"> 1. Conduct outreach to community veterans' centers and organizations to recruit veterans 2. Develop a veterans' one-stop center that includes access to academic counseling, and referrals to on-campus and off-campus services. 3. Develop a veterans peer mentor program to assist new students with the transition to college life 4. Provide adequate staffing and counseling support in the Veteran's Center to assist with outreach activities, orientation, and the student success and support activities for new students. 	<ol style="list-style-type: none"> 1. July 2016 2. Spring 2017 	<ol style="list-style-type: none"> 1. Track numbers of veterans who apply and enrolled, establish cohort of veterans utilizing the one-stop center's services. 2. Track veteran cohort to monitor units attempted, units completed, and GPA 	<p>Veteran Center Coordinator, Dean of Student Services, Dean of Institutional Effectiveness</p>	<p>Veterans' Services Program Review</p>
	<p>A.2 Increase enrollment of impacted subgroups in PSET programs</p> <ol style="list-style-type: none"> 1. Conduct workshops at MVC, Riverside City College and Norco College to target women, African-Americans, Asians, and low-income students in public safety 2. Conduct a career health and public safety day at MVC campus to target women, African-Americans, Asians, and low-income students in public safety; invite students who are receiving financial aid (low-income) and invite students in the Renaissance Scholars or similar programs throughout the district. Send targeted email invitations to students' in target groups to their 	<p>July 2016 to establish enrollment numbers</p> <p>Survey June 2017</p>	<ol style="list-style-type: none"> 1. Track enrollments of impacted subgroups in PSET programs. 2. Survey enrolled students to determine which marketing strategies were most effective 	<p>Dean and Associate Dean PSET, PSET Chair</p>	<p>ADJ, FIT, EMS program review</p>

A. Access	<p>MVC, RCC, and Norco email address to publicize the event.</p> <p>3. Develop strategic marketing to include print and multi-media advertisements to target women, African-Americans, Asians, and low-income students in public safety by sending advertisements to the athletic departments and the ROTC programs at the high school throughout RCCD.</p> <p>4. Coordinate recruiting efforts with the recruiting teams for all local Fire, EMS and Police departments.</p>				
	A. 3 Outreach to DSS students	July 2016	similar to above	DSS Director	DSS Program Review
Indicator	Activity	Timeline for Evaluation	Measure	Who is Responsible /Informed?	Integration with Program Review
B. Course Completion	<p>B.1 Increase the rate of successful course completion for foster youth.</p> <p>Develop a foster youth one-stop center that includes access to academic counseling, matriculation, and referrals to on-campus and off-campus services; designate academic counselors, tutors, establish a Foster Youth Initiative, community partnership, and a student club.</p>	Baseline data from Spring 2016, cohort analysis Fall 2016 and ongoing	<p>1. Track numbers of foster youth who apply and enrolled, establish cohort of foster youth utilizing the one-stop center's services.</p> <p>2. Track foster youth cohort to monitor units attempted, units completed, and GPA</p>	Ed Advisor Foster Youth, Dean Student Services, Dean of Institutional Effectiveness	Foster Youth Services program review
	<p>B.2 Increase the rate of successful course completion for African American students.</p> <p>Provide adequate staffing to increase the number of students served in the UMOJA/RSP by offering summer bridge, learning communities, a mentoring program, and culturally relevant programs, events, and activities</p>	Baseline data from Spring 2016, cohort analysis Fall 2016 and ongoing	<p>1. Establish a cohort for Renaissance Scholars Program (RSP)</p> <p>2. Track RSP cohort to monitor units attempted, units completed, and GPA. - comparisons to African American student population, general student population</p>	RSP Counselor/Coordinator, Dean Student Services, Dean of Institutional Effectiveness	RSP program review
	DSS services	Same as above	Same as above	Director, DSS	DSS program review
	<p>B.4</p> <p>1. Develop a compressed Math 52/35 course to reduce redundancy, by offering Math 52 in the first eight week format, followed by Math 35 in the second eight week format</p>	Annual. Efforts to track students through accelerated and	Analyze cohorts of accelerated and compressed students' success in transfer level English and math and also analyze pipeline to successful transfer for English and math students	Math dept. Chair, Dean of Instruction, Dean of Institutional	Math program review

	<p>2. Adopt STATWAY for non-STEM college-math pathway</p> <p>3. Analyze cohorts of full-semester –length Math 52 and Math 35 and of English 60A, 60B, and 50 to compare with cohorts taking compressed Math52/35 fast track course and those cohorts taking English 60A/B, 60B/50 short term.</p> <p>4. Analyze the completion rates of students in college-level classes to compare the success rates of students enrolled in pathways.</p>	compressed courses is already occurring		Effectiveness	
B. Course Completion	B.5 Partnerships with feeder high school district students with disability liaisons	Spring 2017	Establishing regular meetings with high school districts	Director, DSS	DSS program review
	<p>B.6 Implement an annual male students of color success conference each year to focus on habits of mind, identity development, and mentoring.</p> <p>Provide opportunities for male students of color to attend personal and professional development workshops and conferences.</p> <p>Establish a mentoring program for male students of color on campus with MVC faculty, staff and administrators.</p>	Data Spring 2017, program begins Fall 2017	<p>1. Disaggregate data by race and gender for baseline.</p> <p>2. Establish a cohort for students participating in this mentoring program.</p> <p>3. Track cohort to monitor units attempted, completed, and GPA. - comparisons to African American student population, general student population</p>	Equity manager. Dean of Institutional Effectiveness	Equity Plan/Equity program review

Indicator	Activity	Timeline for Evaluation	Measure	Who is Responsible /Informed?	Integration with Program Review
C. ESL, Basic Skills completion	C.1 Enhance monitoring for students in basic skills and/or ESL courses and increase access to support services such as labs and library		1. Monitor basic skills/ESL students who receive referrals from Early Alert	Matriculation Program Asst., Dean of Student Services	Dean of Student Services Program Review
	C.2 Develop and implement a First Year Experience program with specific academic pathways that target identified disproportionately impacted students (African American, low-income students, males, foster youth, students with disabilities) in basic skills Math and English. Conduct professional development workshops for faculty teaching these pathways	Summer 2016 (Training) Fall 2016 (implementation)	1. Evaluate professional development by numbers of faculty receiving training and by satisfaction surveys 2. Begin baseline data collection for FYE cohorts 3. Document cooperation between Student Services and Instruction through meeting minutes and other documentation and in FYE program review	FYE manager, Deans of Instruction, VPSS, VPAA, Dean of Institutional Effectiveness	FYE program review
	C.3 Develop use of new multiple measures and alternative placement strategies for placement in Math, English, and ESL.	Fall 2016	1. Investigate becoming a pilot college for the Multiple Measures Assessment Project (MMAP) – identify and use measures that best predict success to place students 2. MOUs developed with local school districts for access to student data	Dean of Institutional Effectiveness, Dean of Instruction	Math, English and ESL program reviews
	C.4 Integrate Supplemental Instruction program with tutoring to maximize resources and align academic support services (additional staffing, training, and directing)	Spring 2016	Gather data collected on SI, where it exists. Follow data collection strategies in the SI manuals.	SI Coordinator	Tutorial Services program review
	C.5 Increase the percentage of students in ESL classes who complete a college-level English course <ul style="list-style-type: none"> Develop a specific academic pathway within the FYE program for students enrolled in and ESL courses Develop a certificate of completion/recognition for students who complete the ESL sequence; promote the certificate 	Fall 2017	1. Establish a cohort for FYE ESL pathway students 2. Track FYE ESL cohort to monitor units attempted, units completed, and GPA. - comparisons to African American student population, general student population	ESL faculty, Dean of Instruction	FYE and ESL program reviews
	C.6 Increase pre-assessment opportunities in programs Jump Start	Summer 2016	Follow model established to assess JumpStart, use data collected as baseline.	Math, English, ESL faculty, Deans of Instruction, Institutional Effectiveness	Math, English, ESL program review

Indicator	Activity	Timeline for Evaluation	Measure	Who is Responsible /Informed?	Integration with Program Review
D. Degree and Certificate Completion	D.1 Enhance categorical and special programs by providing support to develop student peer mentoring programs. Enhance marketing strategies	Spring 2016 (baseline) Ongoing collection of data. Summer 2016	Baseline in terms of current numbers (Numbers of students units attempted, units completed, GPA). Reconcile various sources of data to ensure data integrity. Marketing plan developed	SSSP data group, Dean of IE, Dean of SS for data Dean SS and Dean SS, Counseling	
	D.2 Establish a financial aid counselor who will provide mandatory intervention workshops and counseling for students who receive financial aid and are on academic probation warning/dismissal and who are working through the appeals process	Fall 2016	Number of students attending workshops, monitor number of students on probation and resulting dismissals.	Financial Aid Counselor, Dean of SS, Counseling	Financial Aid program review
	Increase DSS utilization				

Indicator	Activity	Timeline for Evaluation	Measure	Who is Responsible /Informed?	Integration with Program Review
E. Transfer	E.1 Course syllabi will include transfer information for applicable disciplines or careers in content areas with resources and services available and emphasized that have identified transfer as their goal to provide follow-up services and support of reaching their goal.	Fall 2016	A template for inclusion into syllabi is developed, and shared with faculty. FLEX activities concerning sharing of transfer information	Career Transfer Center Coordinator, Dean SS Counseling, Faculty Development Coordinator	CTC program review
	E.2 Promote Career and Transfer Center activities and increase outreach efforts	Spring 2016	Baseline data Increase transfer Collect information on	Career Transfer Center Coordinator, Dean SS Counseling	CTC program review
	E.3 Reduce the number of undecided/undeclared students <ul style="list-style-type: none"> Identify students who are undeclared and schedule targeted follow-up meetings and/or invite them to attend a workshop (including professionals from various careers that represent dis Increase the number of guidance 46 courses 	Summer 2016 (run data to id students), Fall 2016 schedule interventions Spring 2017 gather data on interventions	Build a cohort model for undecided students and track course patterns, declared areas of study, and workshop attendance	AST specialist, Dean of SS, Counseling, Dean of IE, Career Transfer Center Coordinator	CTC program review
	E.4 Implement “Transfer Days” to allow students from special populations to participate in a campus visit to college universities	Spring 2017	Baseline of number of students who attend these campus tours as part of a special program. Track students who attend campus tours to determine if they transfer.	Deans of SS	Special programs Program Reviews
	E.5 Food pantry/Health Services	Fall 2016	Pantry is established. Track students served.	Student Activities Coordinator, VPSS, VPBS, VPAA	Student Activities Program Review

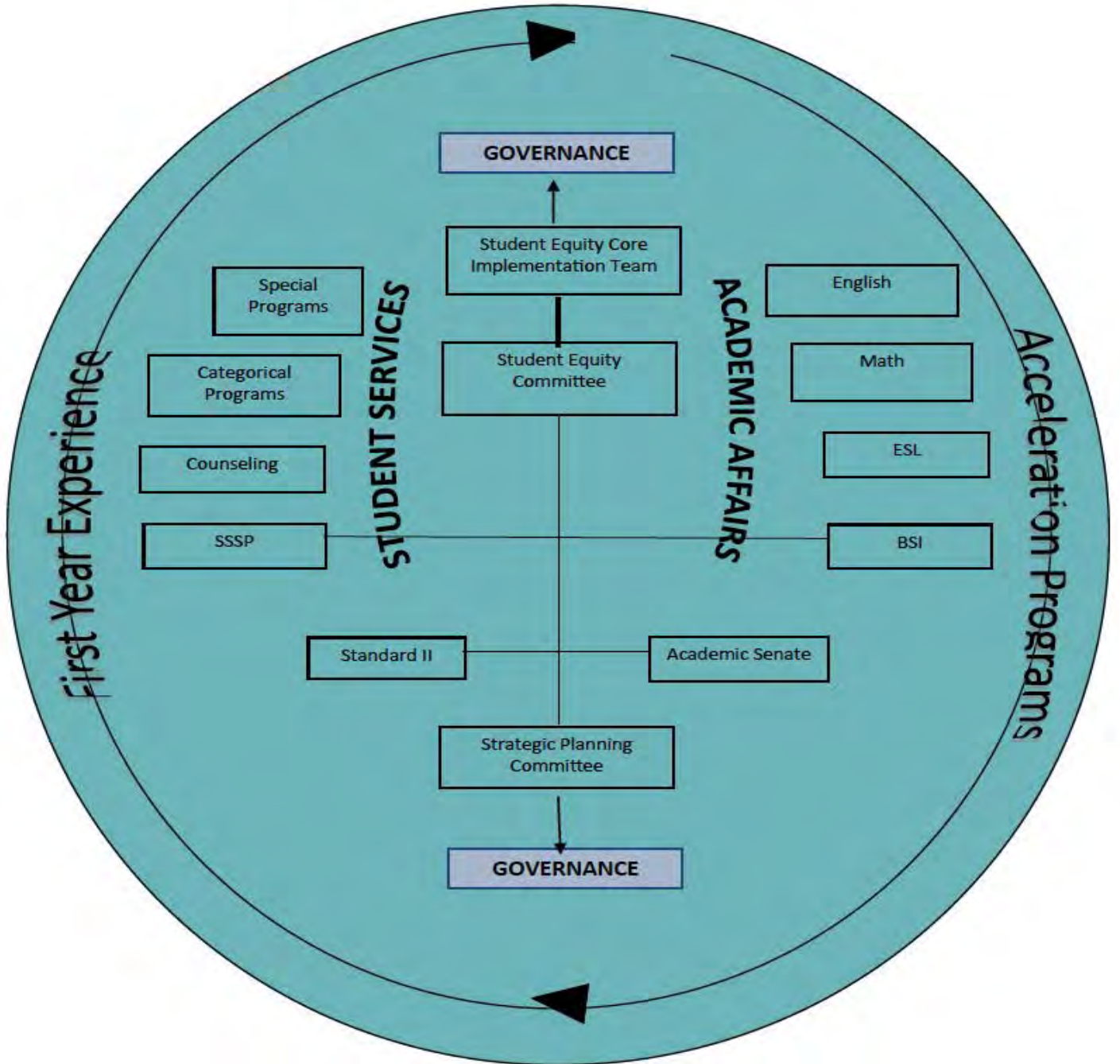
Indicator	Activity	Timeline for Evaluation	Measure	Who is Responsible /Informed?	Integration with Program Review
E. Transfer	B.3. Provide financial aid counseling, workshops, and interventions for students at risk to losing financial aid; develop a support/resource center for who qualify for the Dream Act (AB540); develop resource center to support students with unexpected “life” circumstances.	Gather probation information at the end of Fall 2015, dismissal information at end of Spring 2016	Track numbers of students on probation at the end of Fall 2015, then on dismissal in Spring 2016	Director of Financial Aid	
	Dream Center	Now.	13-14 and 14-15 historical data on students receiving financial aid through the Dream Act		

Attachments

Student Equity Committee Timeline & Important Dates

July – August, 2015	Student Equity Task Force Subcommittee Meetings
August 26, 2015	MVC Equity Summit - Flex Day Session
September 29, 2015	Present Draft of Student Equity Plan to Student Equity Committee
October 2, 2015	College-wide Integrated Planning Summit
October 5, 2015	Present Draft of Student Equity Plan to President's Cabinet
October 9, 2015	Feedback from Equity Committee regarding draft of Student Equity Plan
October 13, 2015	Student Equity Committee Meeting
October 19, 2015	Inform Academic Senate of the on-line draft of the Student Equity Plan
October 20, 2015	Inform Standard II Committee of the on-line draft of the Student Equity Plan
October 26, 2015	Present Draft of Student Equity Plan to ASMVC
October 27, 2015	Present Draft of Student Equity Plan to President's Cabinet
October 30, 2015	Feedback from identified programs/areas referenced in the Student Equity Plan
November 2, 2015	Present Draft of Student Equity Plan to Academic Senate Send Draft of Student Equity Plan to the campus community
November 13, 2015	Feedback from campus community regarding the Student Equity Plan Deadline to submit items to Chancellor's Cabinet for the Board Teaching and Learning Committee
November 17, 2015	Present Student Equity Plan to Standard II
November 24, 2015	Present Student Equity Plan to Strategic Planning Council
December 1, 2015	Present Plan to the Board Teaching and Learning Committee
December 8, 2015	Student Equity Plan to be approved by Board of Trustees
December 11, 2015	Student Equity Plan to be submitted to CCC Chancellor's Office (to meet the December 18 deadline)

Moreno Valley College Student Equity Plan Implementation Plan



MVC Student Equity Implementation Plan





NORCO

COLLEGE

RIVERSIDE COMMUNITY COLLEGE DISTRICT

Student Equity Plan

December 8, 2015

NORCO COLLEGE STUDENT EQUITY PLAN

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Norco College

Student Equity Plan Signature Page

District: Riverside Community College District **Board of Trustees Approval Date:** 12/8/15

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

Paul.Parnell@norcocollege.edu

Dr. Paul Parnell, President Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

Beth.Gomez@norcocollege.edu

Ms. Beth Gomez, Chief Business Officer Email

Aaron.Brown@rccd.edu

Mr. Aaron Brown, District Chief Business Officer Email

I certify that I was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

Monica.Green@norcocollege.edu

Dr. Monica Green, Chief Student Services Officer Email

I certify that I was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

Diane.Dieckmeyer@norcocollege.edu

Dr. Diane Dieckmeyer, Chief Instructional Officer Email

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

Peggy.Campo@norcocollege.edu

Ms. Peggy Campo, Academic Senate President Email

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

N/A

Classified Senate President

Email

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

sschepler@student.rcc.edu

Ms. Suzie Schepler, Associated Students of Norco College President

Email

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Student Equity Coordinator

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Phone

Executive Summary

EXECUTIVE SUMMARY

INTRODUCTION

Norco College is located in the city of Norco, approximately 40 miles east of Los Angeles and is one of three colleges within the historic Riverside Community College District (RCCD). Norco College serves approximately 12,000 students annually. In 2014, 73% of the total population was minority students and 52% were Hispanic. Over 39% of students receive need-based financial assistance; 42% are between the ages of 20-24; 76% attend part-time, and 54% are female.

The mission of Norco College is to “serve our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovate approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates, and degrees.”

STUDENT EQUITY PHILOSOPHY

At Norco College, the faculty, staff, administration, and students are working collectively to ensure access and improve success for historically underserved students by approaching our pedagogical and organizational practices through an “equity-minded” lens.

According to contributing members of the University of Southern California’s Center for Urban Education, “Equity-mindedness refers to the outlook, perspective, or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes, and are willing to assume personal and institutional responsibility for the elimination of inequity.”¹ By adopting an “equity-minded mode of thinking” as our method of examining student outcomes data and institutional practices, we are confident that our Student Equity Plan will help us address the inequitable outcomes we see of specific student groups at the College.

TARGET GROUPS

Research conducted by the Norco College’s Office of Institutional Effectiveness using the “80% Rule” identified many student groups who are disproportionately impacted across all student indicators. An in-depth review of the data also revealed several patterns. In general, the data indicates that females are outperforming their male counterparts across the majority of the success indicators. Within the male population, men of color, specifically African American, Hispanic, Filipino, and Pacific Islanders demonstrate the highest disproportionate impact (see attachment B). These groups represent over 50% of the male student population. Additionally, veterans and foster youth are not formally reflected as disproportionately impacted in the

¹ “Contextual Problem Defining: Learning to Think and Act from the Standpoint of Equity”
by Pena, E.V., Bensimon, E.M. & Colyar, J. 2006

research due to their small sample size, but their extremely low numbers in the educational pipeline is cause for concern. The table below provides a summary of the student groups by gender and disproportionate impact that have been identified through institutional research.

SUCCESS INDICATORS	MALES	FEMALES
Access	Veteran Disability status White	Disability status White
Course Completion	Pacific Islander More than one race Foster youth	
ESL Completion	Low Income Hispanic	Hispanic
Basic Skills Completion (English)	African American Hispanic White Filipino Asian American Some other race	Hispanic African American White
Basic Skills Completion (Math)	African American Hispanic White	African American Hispanic White Disability status
Degree Completion	Asian American Filipino African American Some other Race Hispanic White Low income	Asian American Disability status Some other race
Certificate Completion	Asian American Filipino Hispanic White African American	African American Asian American Some other race Disability status
Transfer	Hispanic Disability status African American Filipino White	Hispanic Some other race White Disability status
<p><i>*Veteran and foster youth are not disproportionately impacted in most of the student indicators, but cohort numbers are extremely low.</i></p>		

GOALS AND ACTIVITIES OUTLINE

Based on an interactive approach with members of the Student Success Committee and the college community, the activities under each student success indicator are focused on the student groups who demonstrate the highest disproportionate impact. In some instances, special emphasis is being placed on men of color initiatives that spread over multiple indicators because this group represents the largest proportion of male students. Activities are also being focused on veteran and foster youth because there are extremely low numbers in the cohorts. By focusing equity activities primarily, but not exclusively, on men of color, foster youth and veterans, overall student success rates across all indicators are likely to increase significantly.

The following is a list of goals and activities that were established to address the needs of the target groups:

- **ACCESS**
 - **Goal:** Improve access for veterans, students with disabilities, and foster youth to ensure distribution of the student population is reflective of the communities the college serves.
 - **Activity:** Conduct targeted outreach activities with local K-12 high schools and service agencies (i.e. Department of Public Social Services, Veterans' Transition Assistance Program, Department of Rehabilitation) to attract veterans, students with disabilities, and foster youth to Norco College.

- **COURSE COMPLETION**
 - **Goal:** Improve course completion rates of African American males, Hispanic males, and foster youth.
 - **Activity:** Offer faculty trainings and workshops on diversity-based pedagogical and curricular development strategies that can be implemented in the classroom to meet the academic needs of men of color and foster youth.
 - **Activity:** Men of color and foster youth will enroll in courses taught by equity-minded faculty leaders who have received training in strategies and approaches that enhance success outcomes for these populations. These classes will be supported with embedded tutors and instructional supplies.

- **ESL/BASIC SKILLS COMPLETION**
 - **Goal 1:** Improve ESL and basic skills completion rates of men of color, Hispanic and African American females, and foster youth.
 - **Activity:** Increase the number of men of color and foster youth who enroll and participate in the Summer Advantage Program.
 - **Activity:** Develop a supplemental summer transition component for men of color and foster youth in connection with Summer Advantage Program.

- **Activity (ESL):** Establish connections with the identified PTESL programs and create a process for them to work with ESL faculty to develop supplemental instruction activities and workshops, and utilize embedded tutoring in ESL classes to increase completion rates.
 - **Activity:** Implement a holistic multiple measures assessment process (MMAP) to increase the numbers and percentages of cohort students who complete the basic skills English and math pipeline.
- **DEGREE AND CERTIFICATE COMPLETION**
 - **Goal 1:** Improve the degree and certificate completion rates of men of color, African American females, females with disabilities, and foster youth.
 - **Activity:** Develop highly structured, streamlined pathways for cohort students to complete certificate and degrees more quickly and efficiently.
- **TRANSFER**
 - **Goal 1:** Improve transfer rates of Hispanics, Filipinos, White females, males with disabilities, and foster youth.
 - **Activity:** Develop highly structured, streamlined pathways for cohort students to complete transfer requirements more quickly and efficiently.
 - **Activity:** Offer tours to public and private colleges and universities for students to explore transfer opportunities.
 - **Activity:** Collaborate with categorical programs to provide opportunities for students to attend conferences and educational events that promote transfer and help motivate students to stay focused on completing transfer requirements.
- **GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS**
 - **Goals:** Promote awareness and understanding of college diversity through professional development and improve persistence of men of color through peer mentoring and qualitative research.
 - **Activity:** Offer trainings and professional development opportunities for faculty, staff, and administrators that promote awareness and understanding of college diversity.
 - **Activity:** Develop a peer mentoring programs for African American males.
 - **Activity:** Develop a peer-mentoring program for Hispanic males.
 - **Activity:** Conduct a qualitative study of men of color to better understand the factors that both positively and negatively shape their academic performance to reach transfer.
 - **Activity:** Hire personnel to implement Student Equity Plan and to evaluate student equity activities.

FUNDING AND OTHER RESOURCES

Norco College will leverage the Student Equity Plan allocation of \$688,955 with Student Success & Support Program, Title V HSI federal grant, and institutional resources to coordinate the activities developed for this plan.

CONTACT

For further information regarding this report, please contact:

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Planning Committee and Collaboration

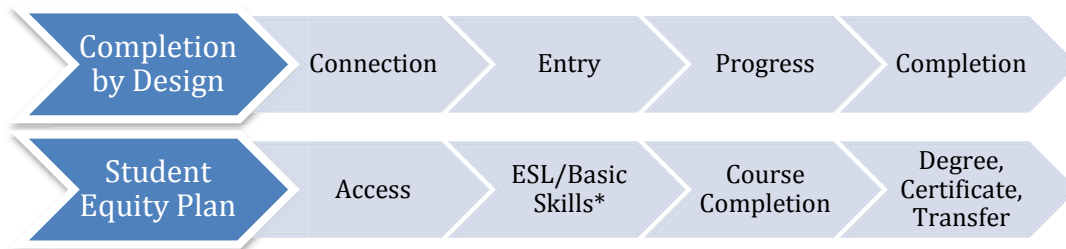
PLANNING COMMITTEE AND COLLABORATION

The development of our Student Equity Plan originated and rests within our Student Success Committee. The committee has a wide constituency of 30 members that include 11 faculty, 9 administrators, 7 staff members, 1 student, and 2 representatives from foster youth service agencies. Our 2-hour meetings are held twice per month during the fall and spring semesters. The following is our committee purpose:

Through the integrated efforts of academic and student services, the Student Success Committee supports all students in achieving their stated educational goals by responding to evolving student academic needs. The committee engages in research, analysis, dialogue and implementation of initiatives to ensure college access and improve student success.

Student Equity and Student Success & Support Program (SSSP) plan development, implementation, and evaluation are initiated within constituencies represented in the Student Success Committee. In 2014-2015, the Student Success Committee divided into two subgroups to carry out program plan development. During our monthly meetings, the committee convened to dialogue about developing strategies to form synergy between the two plans. Importantly, the Student Success Committee is aligned with many of the Accreditation standards (II.A.1.a.-b.; II.A.2.c.-d., II.3.a.-f.) that we assist in writing and providing input throughout the self-evaluation process.

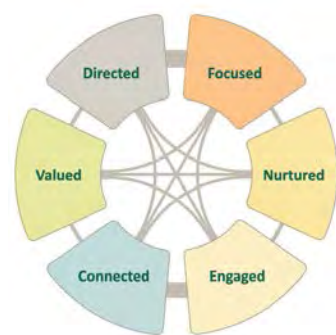
In the 2014-2015 academic year, the college hosted a Student Equity Retreat to create a forum for broad constituency input on plan development using data as a foundation for dialogue. Participants were provided data reports, our Student Equity Plan 2010 Overview report, and goal/activity worksheets. A key framework that drove the discussion at the Student Equity Retreat and subsequent Student Success Committee meetings is the Completion by Design's "Loss and Momentum Framework." When we examined the progression that college students typically follow from the point of connection through completion of their educational goal, we observed a similar progression model with the Student Equity Plan's "Success Indicators." Aligning the two helped us visualize a college pathway model (see below) that served as a foundation for our discussions around student equity goals, activities, and outcomes.



*ESL/Basic Skills Completion was reordered for this chart as it aligns more closely with the "gatekeeper" courses identified under Entry in the Completion by Design model.

In the 2015-2016 academic year, the Student Success Committee discussed the need to host a college wide student success and equity summit to define what student success means at Norco College. The committee collaborated with the college's Professional Development Committee to develop a training for staff, faculty, and administrators. The collaboration between these committees resulted in a training led by the Research and Planning Group for California Community Colleges (The RP Group). Faculty, staff, administrators, and students participated in a three-day training on the RP Group's Student Support (Re)defined research project. The project examined ways to advance student success from the students' perspective. Their research identified six success factors that contribute to student achievement, particularly for African American and Latino students. A visual diagram of the factors and a brief explanation of each are below:

- DIRECTED:** Students have a goal and know how to achieve it.
- FOCUSED:** Students stay on track-keeping their eyes on the prize.
- NURTURED:** Students feel somebody wants and helps them to succeed.
- ENGAGED:** Students actively participate in class and extracurricular activities.
- CONNECTED:** Students feel like they are part of the college community.
- VALUED:** Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.



Source: Student Support (RE)defined Six Success Factors (2014). The Research & Planning Group for California Community College (theRPgroup).

The RP Group also presented five integrated themes derived from the six success factors that colleges must take into account to help students succeed. The five themes are: (1) foster students' motivation; (2) teach students how to succeed in the postsecondary environment; (3) structure support to ensure all six success factors are addressed; (4) provide comprehensive support to historically underserved students to prevent the equity gap from growing; and (5) ensure everyone has a role to play in supporting student achievement, but faculty must take the lead.

The Student Success Committee relied on the Completion by Design framework and the RP Group's Student Support (Re)defined research to develop a comprehensive plan to address equity gaps. These dual frameworks helped the committee to identify activities that ensure the six factors are addressed. They also helped the committee to develop faculty-led activities that integrate student services and instruction.

Also, since Student Equity and SSSP planning are associated with our Student Success Committee, these student access and success efforts are more or less related to five strategic initiatives in our educational master plan: (1) Increase student retention, persistence, and success; (2) Improve the quality of student life; (3) Increase student access; (4) Enhance academic programs and the learning environment; and (5) Enhance institutional effectiveness. As a result, our Student Equity Plan goals reference, where applicable, an alignment with the

College's strategic goals. Over the last year, Norco College adopted seven strategic goals with 44 objectives (see Attachment B). The Student Success Committee is responsible for 17 of the objectives that are directly aligned with our purpose statement and interrelated to the philosophy and outcomes of the student equity plan and SSSP services.

Similarly to SSSP and Student Equity efforts, the Student Success Committee is also the strategic planning committee that works directly with the Basic Skills Initiative (BSI). The committee engages in research, analysis, dialogue, and the implementation of college-wide initiatives related to BSI. As a result, initiating the development of our Student Equity Plan under this committee guided us towards integrating the plan to the College's existing strategic goals and objectives, SSSP services, and BSI activities, in addition to aligning it with the Completion by Design "Loss and Momentum Framework" and the RP Group's "Student Support (Re)defined" research.

2015 STUDENT EQUITY PLAN DEVELOPMENT AND APPROVAL TIMELINE

A critical component of the 2015 Student Equity Plan development is for faculty to be involved in shaping goals and activities. Several faculty representing instruction and counseling who participated in the three-day student success and equity training agreed to take an active role with providing input for this year's plan. During the course of these discussions, the Office of Institutional Effectiveness reviewed the data sets from 2014 Student Equity Plan and reformatted the graphs to tables based on recommendations by various constituents. Following several consultation meetings with the aforementioned faculty group, a decision was made to narrow the scope of the goals and activities from the previous plan to target specific student groups (males of color, veterans, and foster youth). Their recommendations were incorporated in the draft of the goals and activities that were then presented to faculty, staff, students, and administrators in the Student Success Committee for further feedback. The draft of the plan was then presented to the Academic Senate, Institutional Strategic Planning Council, counseling faculty, and Associated Student of Norco College. Throughout the process, there were ongoing discussions with the SSSP coordinator to strengthen collaboration between the two plans in an effort to significantly improve the success of disproportionately impacted students.

The following is the approval timeline for the Student Equity Plan:

- 9/28/15: Consultation with Student Success Committee regarding proposed 2015 activities
- 9/29/15: Consultation with Office Institutional Effectiveness for data chart redesign
- 9/29/15: Presentation to Committee of the Whole regarding 2015 Equity Plan changes
- 10/2/15: Student Equity planning meeting with faculty workgroup
- 10/5/15: Consultation with Academic Senate regarding proposed activities
- 10/6/15: Presentation with Foster Youth Success Committee regarding Equity Plan activities
- 10/9/15: Consultation with math department faculty to discuss course completion activities
- 10/26/15: Student Success Committee reviewed and discussed proposed activities
- 11/2/15: First draft is presented to Academic Senate

- 11/2/15: Student Equity planning meeting with faculty workgroup
- 11/4/15: First draft is presented to Institutional Strategic Planning Committee
- 11/5/15: Consultation with Counseling Department regarding directed pathways activities to increase degree and certificate completion and transfer
- 11/6/15: Consultation meeting with Student Financial Services Director regarding Financial Aid Officer position
- 11/9/15: Student Success Committee plan approval
- 11/11/15: Associated Students of Norco College plan approval
- 11/16/15: Plan presented to RCCD Chancellor's Executive Cabinet
- 11/16/15: Academic Senate plan approval
- 11/18/15: Institutional Strategic Planning Committee plan approval
- 12/1/15: Board Presentation to Teaching and Learning Committee
- 12/8/15: Board of Trustees approval
- 12/18/15: Plan due date

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Monica Green	Vice President, Student Services	Committee Tri-Chair
Patti Brusca	Matriculation Program Assistant	Committee Tri-Chair
Andres Elizalde	Associate Professor, English	Committee Tri-Chair
Carol Farrar	Dean of Instruction	Instruction
Natalie Aceves	Educational Advisor	Transfer Center
Cynthia Acosta	Counseling Clerk	Counseling
Greg Aycock	Dean, Institutional Effectiveness	Institutional Effectiveness
Mejghan Ahmadi	Visiting Assistant Professor	Counseling
Kimberly Bell	Assistant Professor	Disability Resource Center
Sarah Burnett	Associate Professor	Early Childhood Education
Kristi Camplin	Director and Founder	Inspire Life Skills Training Inc.
Sherri Cologgi	Administrative Assistant	Student Financial Services
Mark DeAsis	Dean, Admissions & Records	Admissions and Records
Diane Dieckmeyer	Vice President, Academic Affairs	Academic Affairs
Ladylyn Dominguez	Assistant Professor	Counseling
Marissa Iliscupidez	Associate Professor	Counseling
Steven Gonzalez	Educational Advisor	Extended Opportunity Program & Services
Daniela McCarson	Assistant Dean	CalWORKs & Special Funded Programs
Alicia Montemayor	Technician, Student Services	Student Services
John Moore	Associate Professor	Counseling
Damon Nance	Dean, Technology & Learning Resources	Library Services and Learning Center
Gustavo Ocegueda	Dean, Grants & Student Equity Initiatives	Equity Program Coordinator
Peggy Campo	Associate Professor	Academic Senate President
Rita Perez	Counseling Clerk	Counseling
Margarita Shirinian	Associate Professor	English as a Second Language
Deborah Smith	Associate Professor	Mathematics
Suzie Schepler	ASNC President	Associated Students of Norco College
Koji Uesugi	Dean, Student Services	Students Services
Andrea Acosta	Foster Youth Life Coach / Community Partner Liaison	THRIVE-Independent Living
Paul Van Hulle	Associate Professor	Manufacturing Technology, CTE
Additional Faculty Consultants		
Zina Chacon	Professor	Counseling
Kim Kamerin	Associate Professor	Music
Quinton Bemiller	Associate Professor	Art
Dominique Hitchcock	Professor	French/ English

Access

CAMPUS-BASED RESEARCH: ACCESS

A. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Using the data provided by the Chancellor’s Office, the following charts were constructed. Included are locally derived counts of student groups to indicate more recent measures of student access. The Norco College service area includes the populations of the cities of Riverside, Norco, Corona, and Eastvale. Although Norco College serves a population that reaches into Orange, Los Angeles and San Bernardino counties, approximately three-quarters of the students attending the college reside in one of the four cities in the local service area. Data for determining various sub-populations in the service area were taken from most recent census data in the American Community Survey 3-Year Estimates 2010-2012. The 2012-2013 Norco College headcount data from the State Chancellor’s Office DataMart website were selected since they most closely matched the time frame of census data. A key for interpreting the Access data tables is below.

KEY: ACCESS TABLES	
White	Indicates that the student population at Norco College represents or exceeds local service area population.
Peach	Indicates that the student population at Norco College is underrepresented as compared to the service area population and is therefore considered disproportionately impacted (DI). DI for Access was determined if the ratio of the percent of the student group at Norco College divided by the percent of the student group within the services area fell below .80.
Gray	Cohort population is too small (less than 20) to validly determine disproportionate impact.
Access Gap	Student population underrepresentation percentage below 80%.

**ACCESS
by Gender and Ethnicity
Fall 2012**

	Ethnicity	Norco College Count	Norco College %	Census Count	Census %	Disproportionate Impact (DI)	Access Gap
Female	Hispanic	2620	51.8%	252212	46.2%	1.12	-
	White	1396	27.6%	191127	35.0%	.79	-1%
	African American	315	6.2%	33976	6.2%	1.00	-
	Asian American	282	5.6%	37748	6.9%	0.81	-
	More than one	169	3.3%	13169	2.4%	1.38	-
	Some other race	134	2.6%	1211	0.2%	11.94	-
	Filipino	114	2.3%	12080	2.2%	1.02	-
	Native American	19	0.4%	2235	0.4%	0.92	-
	Pacific Islander	12	0.2%	2139	0.4%	0.61	-
	Female Total	5061		508149			
Male	Hispanic	2119	50.5%	252212	46.2%	1.09	-
	White	1131	27.0%	191127	35.0%	.77	-3%
	Asian American	279	6.6%	37748	6.9%	0.96	-
	African American	264	6.3%	33976	6.2%	1.01	-
	More than one	149	3.6%	13169	2.4%	1.47	-
	Filipino	119	2.8%	12080	2.2%	1.28	-
	Some other race	108	2.6%	1211	0.2%	12.87	-
	Pacific Islander	14	0.3%	2139	0.4%	0.85	-
	Native American	13	0.3%	2235	0.4%	0.76	-
	Male Total	4196		508149			

ACCESS by Gender and Disability Status Fall 2012							
	Disability Status	Norco College Count	Norco College %	Census Count	Census %	Disproportionate Impact (DI)	Access Gap
Female	Non-DSPS	4686	94.8%	247455	91.4%	1.04	-
	DSPS	259	5.2%	23394	8.6%	0.61	-19%
	Female Total	4945		270849			
Male	Non-DSPS	3915	95.1%	247385	92.2%	1.03	-
	DSPS	203	4.9%	20991	7.8%	0.63	-17%
	Male Total	4118		268376			

ACCESS by Gender and Socioeconomic Status Fall 2012							
	Socioeconomic Status	Norco College Count	Norco College %	Census Count	Census %	Disproportionate Impact (DI)	Access Gap
Female	Non-Low Income	1878	38.0%	227790	85.4%	0.44	-
	Low Income	3067	62.0%	38957	14.6%	4.25	-
	Female Total	4945		266747			
Male	Non-Low Income	1860	45.2%	232200	87.7%	0.52	-
	Low Income	2258	54.8%	32670	12.3%	4.45	-
	Male Total	4118		264870			

ACCESS by Gender and Veteran Status Fall 2012							
	Veteran Status	Norco College Count	Norco College %	Census Count	Census %	Disproportionate Impact (DI)	Access Gap
Female	Non-Veteran	4902	99.1%	195394	99.4%	1.00	-
	Veteran	43	0.9%	1269	0.6%	1.35	-
	Female Total	4945		196663			
Male	Non-Veteran	3950	95.9%	170242	87.2%	1.10	-
	Veteran	168	4.1%	24903	12.8%	0.32	-48%
	Male Total	4118		195145			

ACCESS by Gender and Foster Youth Status Fall 2012							
	Foster Youth Status	Norco College Count	Norco College %	Census Count	Census %	Disproportionate Impact (DI)	Access Gap
Female	Non-Foster Youth	4850	98.1%	n/a	99.8%	0.98	-
	Foster Youth	95	1.9%	n/a	0.2%	10.67	-
	Female Total	4945		196663			
Male	Non-Foster Youth	4006	97.3%	n/a	99.8%	0.97	-
	Foster Youth	112	2.7%	n/a	0.2%	15.11	-
	Male Total	4118		195145			

CONCLUSIONS: DISPROPORTIONATELY IMPACTED STUDENT GROUPS

Data for access indicated the student groups below as experiencing disproportionate impact (i.e. lower representation) in comparison to the local service area.

ACCESS	
Groups	% Below Local Service Area Population
Veteran males	-48%
Disability status, females	-19%
Disability status, males	-17%
White males	-3%
White females	-1%

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Veteran males	-48, 2014	Decrease gap by 20%	Fall 2019
Students with disabilities, females	-19 (female) 2012	Decrease gap by 10%	Fall 2019
Students with disabilities, males	-17%, 2012	Decrease gap by 10%	Fall 2019
Foster youth	No gap	Increase cohort count by 25%	Fall 2019

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

**If the target population(s) are different from the populations with the three greatest gaps, provide an explanation below.*

While foster youth are not disproportionately impacted in access, very few foster youth who begin their education at the college complete 6 units in three years. An in-depth analysis of the data also indicates that foster youth cohorts are generally low in the other student success indicators. Thus, the attrition rates of foster youth is a cause of concern for the college that requires an intervention.

ACTIVITIES: A. ACCESS

A.1

- **Activity Type(s)**

x	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.1	Veterans	100
	Students with disabilities, females	50
	Students with disabilities, males	50
	Foster youth	50

- **Activity Implementation Plan**

- **Outreach Efforts**

The college will launch targeted outreach efforts to close the access gap identified in the research for veterans and students with disabilities. Outreach efforts will also focus on increasing foster youth cohorts. Outreach will be conducted to K-12 schools and to services agencies (i.e. Department of Public Social Services, Veteran’s Transition Assistance Program, Department of Rehabilitation) to identify and attract prospective students to the college.

- **Personnel and Materials**

Equity funds will be used to hire a part-time Outreach Specialist to conduct targeted outreach efforts to prospective students. The specialist will collaborate with college personnel to develop and carryout outreach strategies to attract more students from the target groups to the college. Equity funds will also be used to hire four Student Ambassadors to assist with outreach efforts. Two veteran college students and two former foster youth college students will be hired to assist with outreach efforts. The ambassadors will accompany the Outreach Specialist on visits to high schools, community center, and events geared toward the target groups. Equity funds will also be used to develop marketing materials geared toward the target student groups, purchase outreach materials, and provide uniforms for the outreach team.

- **Outreach Strategies**

To increase veteran cohorts, the specialist and ambassadors will conduct outreach services in the community. The specialist will schedule times and locations for the veteran student ambassadors to speak to prospective veterans about their experience at Norco College. The specialist and ambassadors will also collaborate with personnel from Norco’s College Veterans Center and the Veterans Club to invite prospective students to campus events. They will also collaborate to organize a Preview Day for veterans to give them an opportunity to explore the college, the Veterans Center and meet college personnel. To simplify enrollment at Norco College, matriculations services and financial aid workshops will be provided in the community for prospective veterans. Upon entry to the college, veterans will be connected with summer transition programs, categorical programs, the Veteran’s Club, Veterans Center, and Veterans Center personnel.

To increase representation of students with disabilities, the outreach specialist will collaborate with personnel from local districts who regularly work with students with disabilities to offer on-site matriculation services in their high schools. The Outreach Specialist and student ambassadors will assist students with completing the college and financial aid applications. Students will also be assisted with completing new student online orientation and their assessment tests. Upon completion of the matriculation process, the outreach specialist will connect students to counselors on the college campus to complete a Student Education Plan. New students will also be connected with special funded programs and services that best fit their educational needs (i.e. Disability Resource Center, EOP&S, Trio SSS-RISE).

To attract more foster youth to the college, the Student Equity Coordinator will collaborate with college personnel to offer matriculation services in the high schools. Workshops to complete a college application, new student orientation, and assessment will be scheduled in the high schools. Financial aid workshops and career exploration activities will also be offered in the high schools. The student success coach and student ambassadors will also collaborate with Norco College's Foster Youth Success Committee (FYSC) to help increase attendance for its annual Foster Youth College Day. This event provides foster youth high school students an opportunity to preview and tour the college campus, as well as meet college personnel and former foster youth college students. Furthermore, to ensure that foster youth experience a seamless transition from high school to college, students who complete matriculation will be connected with the student success coach who is responsible for guiding and supporting former foster youth college students throughout their years at Norco College. The student success coach will connect incoming foster youth to summer transition programs (Summer Advantage), special funded programs (EOP&S, Trio-SSS), and inform students of services available on campus.

Activity Justification

The college does not currently provide ongoing outreach services in local K-12 schools and in the community. The college only has one categorically-funded outreach specialist who is primary responsible for coordinating Norco's Summer Advantage Program. Therefore, in order to conduct targeted outreach, is necessary to hire a part-time Outreach Specialist to focus on targeted outreach efforts.

Best Practices

The implementation plan for this activity is based on recommendations made in recent publications. A publication released by John Burton Foundation confirms that most high schools students, particularly foster youth, lack knowledge and understanding about the college application process. Because foster youth experience frequent placement and school changes, they face challenges in developing and sustaining supportive relationships with teachers, counselors, and other mentoring adults who can help them complete the college enrollment process. "While there may be stable adults in foster youth's lives, such as social workers, foster parents and group home staff, these adults are not typically adequate sources of information on complicated and timely college matriculation and financial aid applications" (John Burton

Foundation, 2015, p. 6). Therefore, placing an outreach specialist in the schools to serve as an adequate and reliable source of information helps alleviate this problem not only for foster youth, but also for students with disabilities.

The activity implementation plan for veterans is also based on literature on the ways in which higher education institutions can best serve student military veterans. According to the literature, higher education institutions should strive to establish a single point of contact on campus to help veterans address challenges in enrollment processes. The contact person(s) should be knowledgeable about available services, programs, resources, and trained to help prospective students with the enrollment process (ACE, 2010; Sternberg et al, 2009; SOC, 2011; MFRI, 2012; Woll, 2010). Furthermore, when it comes to recruiting veterans to postsecondary education, word of mouth among veterans work best. “More than anything, veterans trust the recommendations of fellow veterans. When you serve one veteran well, they will tell others that your institution is veteran-focused and veteran-friendly” (CAEL, 2012, p. 4). The proposed outreach strategy for veterans addresses both of these recommendations. The Outreach Specialist will serve as the single point of contact between prospective students and the college, and the student ambassadors will provide the perspective of fellow veterans.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.1	January 2016-ongoing	\$49,196	\$

• **Link to Goal**

The goal is to increase access for veterans, students with disabilities, and increase foster youth cohorts. This activity and the implementation plan is designed to increase the number of students in the target group populations who complete the matriculation process and enroll at Norco College. These efforts will lead to increases in enrollments of target students, which will lead to a reduction in the gaps identified in the research, and increased enrollment of foster youth.

• **Evaluation**

In order to evaluate the effectiveness of the aforementioned outreach efforts, Norco College will design and implement several evaluations in partnership with the Office of Institutional Effectiveness. The first evaluation would involve identifying, at the end of the academic year, the extent to which Norco has made gains in the area of access, particularly for disproportionately impacted groups. Other efforts might include evaluations of the outreach coordinator, in terms of assessing his or her quality of interaction with students, frequency of visits to targeted high schools, and feedback from high school administrators. Thus, the hiring of an outreach coordinator as an activity will be assessed using a range of evaluation methods by his or her direct supervisor, and their overall effect on improving access will be determined via end of year reporting.

Success Indicator: Course Completion

CAMPUS-BASED RESEARCH: COURSE COMPLETION

B. COURSE COMPLETION. The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

The data for this indicator were based on examining the percentage of student enrollments with an “A”, “B”, “C”, or “P” out of student enrollments that persisted beyond the census day of the term during the 2012-2013 academic year. A key for interpreting the course completion data tables is below.

KEY: COURSE COMPLETION TABLES	
White	Indicates that the student population is not disproportionately impacted.
Peach	Indicates that the group is experiencing disproportionate impact (DI). DI is calculated by dividing the completion rate of each demographic group by the rate of the highest performing group with 20 or more students.
Gray	Indicates that the cohort is too small (less than 20 students) to validly determine disproportionate impact.
Completion Gap	Refers to the percentage below 80% of the highest performing group.

**COURSE COMPLETION
by Gender and Ethnicity
2012-2013 Academic Year**

	Ethnicity	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Asian American	239	185	77.4%	1.00	
	White	1033	781	75.6%	0.98	
	More Than One Race	158	112	70.9%	0.92	-
	Hispanic	2399	1600	66.7%	0.86	-
	African American	268	176	65.7%	0.85	-
	Some Other Race	17	12	70.6%	0.91	-
	Pacific Islander	3	3	100.0%	1.29	-
	Native American	11	6	54.5%	0.70	-
	Female Total	4128	2875			
Male	Asian American	349	263	75.4%	0.97	-
	White	819	564	68.9%	0.89	-
	Some Other Race	25	17	68.0%	0.88	-
	African American	224	142	63.4%	0.82	-
	Hispanic	2286	1414	61.9%	0.80	-
	More Than One Race	152	91	59.9%	0.77	-3%
	Pacific Islander	24	11	45.8%	0.59	-21%
	Native American	1	0	0.0%	0.00	-
Male Total	3880	2502				

COURSE COMPLETION by Gender and DSPS 2013-2014 Academic Year						
Female	Disability Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
	Non-DSPS	3931	2748	69.9%	1.00	-
	DSPS	197	127	64.5%	0.92	-
	Female Total	4128	2875			
Male	Non-DSPS	3691	2373	64.3%	0.92	-
	DSPS	189	129	68.3%	0.98	-
	Male Total	3880	2502			

COURSE COMPLETION by Gender and Socioeconomic Status 2013-2014 Academic Year						
Female	Socioeconomic Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
	Non-Low Income	1046	783	74.9%	1.00	-
	Low Income	3082	2092	67.9%	0.91	-
	Female Total	4128	2875			
Male	Non-Low Income	1274	886	69.5%	0.93	-
	Low Income	2606	1616	62.0%	0.83	-
	Male Total	3880	2502			

COURSE COMPLETION by Gender and Veteran Status 2013-2014 Academic Year						
Female	Veteran Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
	Non-Veteran	4108	2857	69.5%	1.00	-
	Veteran	20	18	90.0%	1.29	-
	Female Total	4128	2875			
Male	Non-Veteran	3783	2443	64.6%	0.93	-
	Veteran	97	59	60.8%	0.87	-
	Male Total	3880	2502			

COURSE COMPLETION by Gender and Foster Youth Status 2013-2014 Academic Year						
Female	Foster Youth Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
	Non-Foster Youth	3977	2786	70.1%	1.00	-
	Foster Youth	151	89	58.9%	0.84	-
	Female Total	4128	2875			
Male	Non-Foster Youth	3748	2430	64.8%	0.93	-
	Foster Youth	132	72	54.5%	0.78	-2%
	Male Total	3880	2502			

CONCLUSIONS: DISPROPORTIONATELY IMPACTED STUDENT GROUPS

Data for course completion indicated the following students groups as experiencing disproportionate impact compared to top performing group:

COURSE COMPLETION	
Groups	Percentage below 80% of highest performing group
Pacific Islander males	-21%
More than once race males	-3%
Foster youth males	-2%

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Pacific Islander males	-21%	Reduce gap by 10%	2019
More than one race males	-3%	Reduce gap by 3%	2019
Foster Youth males	-2%	Reduce gap by 2%	2019
African American males	No gap	Increase completion rate by 10%	2019
Hispanic males	No gap	Increase completion rate by 10%	2019

*Expressed as either a percentage or number.

**Benchmark goals are to be decided by the institution.

**If the target population(s) are different from the populations with the three greatest gaps, provide an explanation below.*

Data indicate disproportionate impact for Pacific Islander males, more than one race males, and foster youth males. However, these groups only represent 7.9% of the male student population. In order to impact more students and improve overall student success outcomes, the college has decided to also focus its efforts on African American and Hispanic males. These groups represent 64.6% of the male student population studied and are at risk of falling below the 80% threshold.

ACTIVITIES: B. COURSE COMPLETION

B.1

- **Activity Type(s)**

Outreach		Student Equity Coordination/Planning		Instructional Support Activities
Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
B.1	Pacific Islander males	24
	More than one race males	152
	Hispanic males	2286
	African American males	224

• **Activity Implementation Plan**

To improve course completion and overall outcomes for men of color, professional development for faculty will be made available. The college will contract the Center for Organizational Responsibility and Advancement to offer faculty the opportunity to earn a certificate in “Teaching Men of Color in the Community College.” The certificate program utilizes e-learning videos, real-time, virtual conferencing with instructors, practical readings, and virtual discussion boards to deliver instruction. Sessions are offered twice a month. Program modules include factors necessitating enhanced teaching and learning strategies, theoretical and epistemological foundations of teaching men of color, building relationships with college men of color, and teaching and learning strategies for instructional faculty. The annual fee allows for up to 25 faculty to complete the certificate program each year. The Student Equity Coordinator will collaborate with Norco College’s Professional Development Committee to publicize this training and to coordinate training sessions. Instructional materials, refreshments and faculty flex credit will be offered for all sessions.

To compliment the certificate-training program, the Student Equity Coordinator will promote live and recorded webinars developed by the Minority Male Community College Collaborative (M²C³). The M²C³ is a project of San Diego State University’s Interwork Institute that was established with a grant from CSUSD’s Presidential Leadership Fund. The goal of the project is to partner with community colleges across the United States to enhance access, achievement, and success among minority male community college students. M²C³’s research is shared for free with partner institutions via live and recorded webinars. A list of webinar topics and corresponding links will be made available to the college community.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	January 2016-December 2016	\$3,500	

- **Link to Goal**

The goal is to improve course completion rates of men of color. Providing professional development for full time and part time instructional faculty in strategies and approaches that can enhance success outcomes for men of color will help improve course completion rates and persistence for men of color.

- **Evaluation**

A mixed-methods assessment will be conducted evaluate the effectiveness of the professional development opportunity for faculty. First, a pre-test survey will be administered to faculty to assess their approaches to working with men of color. As part of a pre-test, 1-1 interviews will be conducted with faculty participants to establish a sense of their experiences with men of color. Secondly, a post-test survey will be administered after faculty have undergone training to identify growth in capacities for working with men of color. The post-test will involve follow-up one-on-one interviews. A year after the training, a third survey and interview round will provide insight into how the training has helped faculty participants to better support men of color on campus. The surveys and interview protocols for assessing faculty outcomes for the “Teaching Men of Color in the Community College” are available as resources on the M²C³ website, along with other tools for assessing faculty effectiveness for working with men of color in community colleges. Thus, quantitative and qualitative methods will be employed to ensure an understanding of outcomes related to faculty development in serving men of color. This will be conducted before, immediately after, and 1 year after faculty participate in the training, in total, an evaluation process lasting at least two academic years.

B.2

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
B.2	Pacific Islander males	25
	More than one race males	100
	Foster youth	100
	African American males	150
	Hispanic males	250

• **Activity Implementation Plan**

To improve course completion in basic skills and college level courses, department chairs and instructional deans will collaborate to identify college level course sections that will be designated primarily, but not exclusively, for target group student cohorts. Equity-minded faculty who have completed training in strategies and approaches that enhance success outcomes for target group students, will teach courses identified. Courses will be identified at the time scheduling is built for each term. The Student Success Coach (SSC) will collaborate with faculty and counselors to ensure cohort students enroll in designated course sections each term. When deemed appropriate, some sections may have registration restrictions to ensure that class rosters reflect a cluster of target student populations.

To further improve course completion rates and retention of target student groups, designated courses will be supported with classroom-assisted tutors (CATs). Faculty will select students who previously completed the course successfully to serve as a CAT. Selected CATs will be placed in the classrooms, contribute to class discussions, lead small breakout sessions, and provide one-on-one mini tutorials, and will be available to students after classes. CATs will also serve as peer tutors and mentors for cohort students. This approach ensures that students who are struggling in the course have access to a tutor during and immediately after class without needing to go to the tutorial center to make an appointment. To further support students enrolled in selected course sections, textbooks and other instructional materials will be loaned to students during class. Additional textbooks will also be made available at the library for students to use outside of class.

This activity implementation plan is based on research focused on effective strategies to increase success for men of color. The research indicates that reading remediation, learning communities, study skills courses, and participation in orientation had a positive effect on faculty–student engagement, which leads to higher persistence and success (Woods & Ireland, 2014). Additionally, Barbatis (2010) found that participation in learning communities better prepared students for faculty–student interactions. The proposed activity closely mimics learning communities and is designed to promote faculty-student interactions.

This activity implementation plan is also supported by Completion by Design’s “Progress” stage which indicates that a combination of student supports, inside and outside the classroom that are well coordinated, promotes students’ progress toward their completion goals. In the area of instructional supports, it is recommended for colleges to integrate student academic assistance so that the classroom, rather than the tutoring center, is the key point of access to students (Venezia, Braco, & Nodine, 2011). Additionally, low course completion rates are often associated with the lack of affordable textbooks and instructional materials. Because over 50% of Norco College students are classified as low-income, textbook affordability is a major factor in course completion (persistence).

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.2	February, 2016-ongoing	\$40,000	\$10,000-Title V HSI Grant

- **Link to Goal**

The goal is to improve course completion rates of men of color. This activity provides direct academic support to cohort students, inside and outside the classroom, resulting in higher course completion rates. This activity also supports cohort students’ financial needs by providing academic materials during class and outside of class. Embedding student services with academic instruction and providing costly instructional materials to cohort students free of cost, help increase the likelihood they will complete courses successfully.

- **Evaluation**

In order to evaluate the effectiveness of the basic skills and college level course sections, packaged as part of a learning community for men of color, the Office of Institutional Effectiveness will compare two cohorts of students: those who participated in the learning community and men of color who are not enrolled in the specialized coursework as part of the learning community. We will compare quantitatively the course completion rates of participants and non-participants after one, two, three, and four semesters to identify differences in rates of persistence, degree completion, or transfer. Thus, the planned evaluation for men of color learning communities centers around following the cohort past several time points to identify and compare their course completion (and more broadly, their persistence) to a non-participating cohort of men of color.

The implementation of this learning community also calls for a close evaluation of students’ experiences via qualitative methods, which may shed light on the specific factors within the community that promote persistence. In other words, our quantitative analysis can tell us the extent to which the program is having an effect on course completion and other outcomes, but qualitative investigation can allow us to further explore *why* we observe any changes in course completion. Thus, the evaluation of the men of color learning communities, including targeted

basic skills curriculum, will center on quantitatively comparing outcomes for students, but qualitative data collection efforts will help us to unpack aspects of the curriculum and community that may need further refinement.

Success Indicator: ESL and Basic Skills Completion

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

C. ESL AND BASIC SKILLS COMPLETION. The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course. Institutional research at the college was based on the percentage of students who successfully complete the degree-applicable course in a basic skills sequence within 6 years after beginning below degree-level ESL or basic skills sequence during the 2007-08 academic year. A key for interpreting ESL and basic skills English and math data tables is below.

KEY: ESL AND BASIC SKILLS COMPLETION TABLES	
White	Indicates that the student population is not disproportionately impacted.
Peach	Indicates that the group is experiencing disproportionate impact (DI). DI is calculated by dividing the completion rate of each demographic group by the rate of the highest performing group with 20 or more students.
Gray	Indicates that the cohort is too small (less than 20 students) to validly determine disproportionate impact.
Completion Gap	Refers to the percentage below 80% of the highest performing group.

**6-YEAR ESL COMPLETION
by Gender and Ethnicity
2007-2008 Cohort**

	Ethnicity	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Asian American	22	4	18.2%	1.00	-
	Hispanic	77	10	13.0%	0.71	-9%
	Filipino	5	1	20.0%	1.10	-
	Some Other Race	15	3	20.0%	1.10	-
	African American	1	0	18.2%	0.00	-
	Pacific Islander	1	0	0	0.00	-
	White	2	0	0	0.00	-
	Female Total	123	18	14.6%		
	Male	Hispanic	35	4	11.4%	0.63
African American		3	2	66.7%	3.67	-
Asian American		10	1	10.0%	0.55	-
Filipino		3	0	0.0%	0.00	-
Native American		1	0	0.0%	0.00	-
Pacific Islander		1	0	0.0%	0.00	-
White		2	0	0.0%	0.00	-
Some Other Race		3		0.0%	0.00	-
Male Total		58	7	12.1%		

6-YEAR ESL COMPLETION by Gender and Disability Status 2007-2008 Cohort						
Female	Disability Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
	Non-DSPS	119	17	14.3%	0.98	-
	DSPS	4	1	25.0%	1.71	-
	Female Total	123	18	14.6%		
Male	Non-DSPS	57	7	12.3%	0.84	-
	DSPS	1	0	0.0%	0.00	-
	Male Total	58	7	12.1%		

6-YEAR ESL COMPLETION by Gender and Socioeconomic Status 2007-2008 Cohort						
Female	Socioeconomic Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
	Non- Low Income	84	9	10.7%	0.46	-
	Low Income	39	9	23.1%	1.00	-
	Female Total	123	18	14.6%		
Male	Non- Low Income	37	5	13.5%	0.59	-
	Low Income	21	2	9.5%	0.41	-39%
	Male Total	58	7	12.1%		

**6-YEAR ESL COMPLETION
by Gender and Veteran Status
2007-2008 Cohort**

	Veteran Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non-Veteran	123	18	14.6%	-	-
	Veteran	-	-	-	-	-
	Female Total	123	18	14.6%		
Male	Non-Veteran	58	7	12.1%	-	-
	Veteran	-	-	-	-	-
	Male Total	58	7	12.1%		

**6-YEAR ESL COMPLETION
by Gender and Foster Youth Status
2007-2008 Cohort**

	Foster Youth Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non-Foster Youth	122	18	14.8%	-	-
	Foster Youth	1	0	0.0%	-	-
	Female Total	123	18	14.6%		
Male	Non-Foster Youth	58	7	12.1%	-	-
	Foster Youth	-	-	-	-	-
	Male Total	58	7	12.1%		

**6-YEAR BASIC SKILLS ENGLISH COMPLETION
by Gender and Ethnicity
2007-2008 Cohort**

	Ethnicity	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Asian American	42	25	59.5%	1.00	-
	Filipino	22	11	50.0%	0.84	-
	Some Other Race	53	26	49.1%	0.82	-
	White	260	108	41.5%	0.70	-10%
	African American	59	24	40.7%	0.68	-12%
	Hispanic	389	151	38.8%	0.65	-15%
	Native American	4	3	75.0%	1.26	-
	Pacific Islander	2	1	50.0%	0.84	-
	Female Total	831	349	42.0%		
Male	Asian American	30	14	46.7%	0.78	-2%
	Some Other Race	39	18	46.2%	0.78	-2%
	Filipino	26	10	38.5%	0.65	-15%
	White	199	76	38.2%	0.64	-16%
	Hispanic	259	82	31.7%	0.53	-27%
	African American	38	11	28.9%	0.49	-31%
	Native American	4	1	25.0%	0.42	-
	Pacific Islander	6	1	16.7%	0.28	-
	Male Total	601	213	35.4%		

6-YEAR BASIC SKILLS ENGLISH COMPLETION by Gender and Disability Status 2007-2008 Cohort						
Female	Disability Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
	Non-DSPS	796	337	42.3%	1.00	-
	DSPS	35	12	34.3%	0.81	-
	Female Total	831	349			
Male	Non-DSPS	584	207	35.4%	0.84	-
	DSPS	17	6	35.3%	0.83	-
	Male Total	601	213	42.0%		

6-YEAR BASIC SKILLS ENGLISH COMPLETION by Gender and Socioeconomic Status 2007-2008 Cohort						
Female	Socioeconomic Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
	Non- Low Income	515	208	40.4%	0.91	-
	Low Income	316	141	44.6%	1.00	-
	Female Total	831	349	42.0%		
Male	Non-Low Income	414	141	34.1%	0.76	-4%
	Low Income	187	72	38.5%	0.86	-
	Male Total	601	213	35.4%		

6-YEAR BASIC SKILLS ENGLISH COMPLETION by Gender and Veteran Status 2007-2008 Cohort						
	Veteran Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non-Veteran	826	347	42.0%	1.00	-
	Veteran	5	2	40.0%	0.95	-
	Female Total	831	349	42.0%		
Male	Non- Veteran	586	206	35.2%	0.84	-
	Veteran	15	7	46.7%	1.11	-
	Male Total	601	213	35.4%		

6-YEAR BASIC SKILLS ENGLISH COMPLETION by Gender and Foster Youth Status 2007-2008 Cohort						
	Foster Youth Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non-Foster Youth	817	342	41.9%	1.00	-
	Foster Youth	14	7	50.0%	1.19	-
	Female Total	831	349	42.0%		
Male	Non-Foster Youth	600	213	35.5%	0.85	-
	Foster Youth	1	0	0.0%	0.00	-
	Male Total	601	213	35.4%		

**6-YEAR BASIC SKILLS MATH COMPLETION
by Gender and Ethnicity
2007-2008 Cohort**

	Ethnicity	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Some other race	57	22	38.6%	0.93	
	White	269	83	30.9%	0.74	-6%
	Hispanic	311	82	26.4%	0.63	-17%
	African American	77	19	24.7%	0.59	-21%
	Asian American	19	5	26.3%	0.63	-
	Filipino	16	4	25.0%	0.60	-
	Pacific Islander	5	1	20.0%	0.48	-
	Native American	2	0	0.0%	0.00	-
	Female Total	756	216	28.6%		
Male	Filipino	24	10	41.7%	1.00	-
	Some other race	29	11	37.9%	0.91	
	White	138	42	30.4%	0.73	-7%
	Hispanic	202	53	26.2%	0.63	-17%
	African American	39	9	23.1%	0.55	-25%
	Asian American	19	12	63.2%	1.52	-
	Native American	6	2	33.3%	0.80	-
	Pacific Islander	5	0	0.0%	0.00	-
Male Total	462	139	30.1%			

6-YEAR BASIC SKILLS MATH COMPLETION by Gender and Disability Status 2007-2008 Cohort						
	Disability Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non-DSPS	721	208	28.8%	0.49	-31%
	DSPS	35	8	22.9%	0.39	-41%
	Female Total	756	216	28.6%		
Male	Non-DSPS	440	126	28.6%	0.48	-32%
	DSPS	22	13	59.1%	1.00	
	Male Total	462	139	30.1%		

6-YEAR BASIC SKILLS MATH COMPLETION by Gender and Socioeconomic Status 2007-2008 Cohort						
	Socioeconomic Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non- Low Income	455	129	28.4%	0.87	-
	Low Income	301	87	28.9%	0.88	-
	Female Total	756	216	28.6%		
Male	Non- Low Income	309	89	28.8%	0.88	-
	Low Income	153	50	32.7%	1.00	-
	Male Total	462	139	30.1%		

**6-YEAR BASIC SKILLS MATH COMPLETION
by Gender and Veteran Status
2007-2008 Cohort**

	Veteran Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non-Veteran	750	212	28.3%	0.94	-
	Veteran	6	4	66.7%	2.22	-
	Female Total	756	216	28.6%		
Male	Non-Veteran	443	130	29.3%	0.98	-
	Veteran	19	9	47.4%	1.57	-
	Male Total	462	139	30.1%		

**6-YEAR BASIC SKILLS MATH COMPLETION
by Gender and Foster Youth Status
2007-2008 Cohort**

	Foster Youth Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non-Foster Youth	740	209	59.5%	0.94	-
	Foster Youth	16	7	28.2%	1.46	-
	Female Total	756	216	43.8%		
Male	Non-Foster Youth	462	139	40.0%	1.33	-
	Foster Youth	5	2	30.0%	1.00	-
	Male Total	462	139	30.1%		

CONCLUSIONS: DISPROPORTIONATELY IMPACTED STUDENT GROUPS

Data for ESL and basic skills completion indicated the following students groups as experiencing disproportionate impact compared to top performing group:

ESL	
Groups	Percentage below 80% of highest performing group
Low income males	-39%
Hispanic males	-17%
Hispanic females	-9%

BASIC SKILLS ENGLISH	
Groups	Percentage below 80% of highest performing group
African American males	-31%
Hispanic males	-27%
White males	-16%
Hispanic males	15%
Filipino males	-15%
African American females	-12%
White females	-10%
Asian American males	-2%
Some other race males	-2%

BASIC SKILLS MATH	
Groups	Percentage below 80% of highest performing group
Students with disabilities, females	-41%
African American males	-25%
African American females	-21%
Hispanic males	-17%
Hispanic females	-17%
White males	-7%
White females	-6%

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COMPLETION

GOAL C.

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

ESL COMPLETION

Target Population(s)	Current gap, year	Goal*	Goal Year
Low income males	-39, 2013	Reduce gap by 10%	2020
Hispanic males	-17, 2013	Reduce gap by 7%	2020
Hispanic females	-9, 2013	Reduce gap by 9%	2020

BASIC SKILLS-ENGLISH COMPLETION

Target Population(s)	Current gap, year	Goal*	Goal Year
African American males	-31, 2013	Reduce gap by 10%	2020
Hispanic males	-27, 2013	Reduce gap by 10%	2020
White males	-16, 2013	Reduce gap by 10%%	2020
Foster Youth	-	60% completion rate	2020

BASIC SKILLS MATH COMPLETION

Target Population(s)	Current gap, year	Goal*	Goal Year
Students with disabilities, females	-41, 2013	-38%	2020
African American males	-25, 2013	-15%	2020
African American females	-21, 2013	-11%	2020
Hispanic females	-17, 2013	-7%	2020
Hispanic males	-17, 2013	-7%	2020
Foster Youth	-	50% completion rate	2020

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

**If the target population(s) are different from the populations with the three greatest gaps, provide an explanation below.*

Aside from focusing equity efforts on the populations with the three greatest gaps, the college is also focusing equity efforts on Hispanic males and females because these groups represent 42% of the student population studied. Focusing equity efforts on groups with the highest concentration of students will lead to higher, overall success rates in basic skills completion. While not DI, the college is also focusing on improving outcomes for foster youth because cohorts are extremely low.

ACTIVITIES: C. ESL AND BASIC SKILLS COMPLETION

C.1

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
C.1	Hispanic males	150
	African American males	50
	Foster Youth	25

• **Activity Implementation Plan**

The college will expand outreach efforts to increase the number of men of color and foster youth that participate in the Norco College Summer Advantage Program.

Summer Advantage was created in 2012 as an intervention for graduating seniors in the Corona-Norco Unified School District (CNUSD) who assessed one or more levels below college level math and English. Students in the program participate in intensive workshops involving brush-up sessions and testing on materials they should already have covered in their high school course work. After a thorough evaluation of

their work by faculty, students who demonstrate knowledge of critical concepts in English and math are allowed to advance up to three levels in each subject, potentially reducing time in basic skills courses by as much as 3 semesters. In addition, program completers are required to complete a one-day orientation where they learn about Norco College requirements for certificates, degrees, transfer, categorical programs, and campus services. To direct students towards a goal, Summer Advantage students complete a 2-semester education plan with a counselor at the end of the day. As an incentive for completing the program and orientation, students are given access to early registration.

Summer Advantage has been very successful in reducing the number of basic skills courses students are required to complete before reaching college level English and math. For example, 77.3% of 2015 Summer Advantage completers moved up 1 or 2 levels in basic skills English and 35.5% moved up 1 or 2 levels in basic skills math. Summer Advantage also encourages students to enroll in English and math in the first semester, which has resulted in higher basic skills completion rates. Recent data indicates that 36.3% of 2014 Summer Advantage students completed the English basic skills sequence in one academic year as compared to 9.2% of non- participants, and 20.3% completed the math sequence as compared to 8.5% of non-participants. Summer Advantage completers also achieved significantly higher fall-to-fall retention rates (76.7%) as compared to non-participants (60.3%).

The 2015 summer program served 268 females (58.2%) and 202 males (41.8%), 483 in total. Only ten students self-reported as foster youth. Out of 483 participants, 105 (21.7%) represented Hispanic males, African American males, or foster youth. The college will conduct targeted outreach efforts to double the number of men of color and foster youth who participate in Summer Advantage. Student equity personnel will collaborate with the Summer Advantage Work Group to conduct targeted outreach efforts to high schools in the district to increase the number of target group students to a minimum of 225 each year. To achieve this goal, student equity personnel will make presentations in classes and in club meetings to attract more males to sign up for Summer Advantage. Workshops will be offered in the high schools to help students complete the matriculation process and the application to participate in Summer Advantage.

The Summer Advantage Program promotes and addresses Completion by Design’s “Connection” momentum point. The literature states that in order for students to minimize time required to get through basic skills, institutions must provide interventions that allow students to acquire only the content they need to accelerate through basic skills (CBD, 2012). The Summer Advantage program is an intervention that works and helps students accelerate and complete basic skills completion in English and math.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	January 2016- June 2019	\$5,000	\$

• **Link to Goal**

The primary goal of the Summer Advantage Program is to help first-time college students accelerate basic skills completion by reducing the number of courses they need to complete the English and math sequence. The program also promotes enrollment in basic skills math and English by providing priority registration for fall term. Therefore, by increasing the number of men of color and foster youth that participate in the program will help close the equity gaps identified for target student groups.

• **Evaluation**

As part of ongoing evaluation efforts to assess effectiveness of Summer Advantage, quantitative analysis will be carried out to identify trends in basic skills English and math completion. Students will be tracked following their participation in Summer Advantage in order to identify which courses they enroll in and their persistence rates 1, 2, and 3 years out.

C.2

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
C.2	Hispanic males	150
	African American males	50
	Foster Youth	25

• **Activity Implementation Plan**

Summer Advantage Program completers that represent the target student groups will be invited to participate in an extended 3-day new student orientation. The orientation will be tailored to meet the needs of the target student groups. The program will include workshops on topics such as time management, studying skills, communicating with faculty, student engagement, and other college success strategies. The program will also include motivational speakers, faculty panels, and opportunities to interact with current students, faculty, staff, and administrators. The program will culminate with a series of team building opportunities designed to build community between participants. Towards the end of the programs, participants will meet with counselors to develop detailed, Student Education Plans that will serve as

roadmaps for students to complete their stated goals. They will also be given the opportunity to discuss the status of their financial aid application with a Student Financial Services representative that will be designated to serving the needs of these student groups.

A 3-day orientation for men of color and foster youth is being offered because research indicates that participation in orientation had a positive effect on faculty–student engagement (Wood & Ireland, 2014). Chang (2005) also identified orientation as a significant predictor of engagement especially for African Americans. While this research is primarily focused on men of color, the benefits derived from attending an extended summer orientation prior to starting college helps students feel connected and supported.

The summer extended orientation strategies aligns with the RP Group Student Support (Re)defined “Directed”, “Connected”, and “Nurtured” success factors. These factors indicate that students tend to succeed at higher rates when they feel connected to the college and when they feel that someone cares about their success. The success factors also emphasize that when students develop a goal early in their college years and know how to achieve it, success rates increase.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	Summer, 2016	\$8,000	

• **Link to Goal**

The goal is to increase ESL/basic skills completion for Hispanic males, African American males, and foster youth. The extended summer orientation is designed to help cohort students acclimate to a college environment and to feel better prepare for fall term. Connecting cohort students to college resources, categorical programs, and key college personnel, promotes a sense of belonging and being valued, which are critical factors in college persistence among first-time college students. These factors will likely improve ESL/basic skills completion.

• **Evaluation**

In order to evaluate the effectiveness of the extended summer orientation, the Office of Institutional Effectiveness will administer a survey to students who participated. The goal of the survey will be to identify key areas of knowledge gained from attending the orientation and suggestions for improvement.

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.3	Low income males	80
	Hispanic Males (ESL)	35
	Hispanic Females (ESL)	75

• **Activity Implementation Plan**

The Student Success Coach (SSC) will establish connections with the identified Teaching English to Speakers of Other Languages (TESOL) programs in the area and create a process for them to work with Norco College ESL faculty to identify supplemental instruction and other activities to support ESL completion. Norco College faculty will also identify students who have the skills to serve as classroom-assisted tutors (CTAs). Faculty select tutors who successfully completed the course and have the skills to tutor others. CATs are placed in the classroom, work closely with faculty throughout the semester, and serve as a peer tutors and mentors. Tutors may contribute to class discussions, lead small breakout sessions, provide one-on-one mini-tutorials, and conduct longer tutorial sessions immediately after each class. This approach ensures that students who are struggling with the course material have access to a tutor during class and immediately after class without the need to go to the tutorial center to make an appointment.

This activity implementation plan is supported by Completion by Design’s “Progress” stage which indicates that a combination of student supports, inside and outside the classroom that are well coordinated, promotes students’ progress toward their completion goals. In the area of instructional supports, it is recommended for colleges to integrate student academic assistance so that the classroom, rather than the tutoring center, is the key point of access to students (Venezia, Braco, & Nodine, 2011).

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.3	February 2016-Spring 2019	\$7,680	(\$7,680) Title V HSI Grant Funds

• **Link to Goal**

The goal is to increase ESL completion among Hispanic males and females, and socioeconomic status students. Embedding student services with academic instruction ensures that ESL students get the support they need to succeed academically. Adding CATs in ESL classes eliminates the need for students to seek tutorial assistance on their own outside of class. Also, because CATs are students who previously completed ESL courses successfully, they are well positioned to not only assist students academically, but they will also serve as mentors to ESL students. This approach increases support for ESL students inside and outside the classroom, which will likely improve persistence and increase ESL completion.

• **Evaluation**

In order to assess the effectiveness of instructional support services provided to ESL students, we can compare course completion rates among ESL students who received services and among those who did not. We follow students 1 and 2 semesters after they receive services to identify positive changes in course completion and ESL proficiency.

C.4

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.4	African American males	100
	Hispanic males and females	450

• **Activity Implementation Plan**

The college will implement a holistic multiple measures assessment process utilizing high school transcript data and non-cognitive variables (NCV) which will result in increased numbers and percentages of Black and Hispanic students being placed into transfer-level English and math

courses. This will also increase the number and percentage of these students who complete the basic skills English and math pipeline. Starting with a spring 2016 cohort, Norco College will select 550 students to be placed into English and math courses as defined by the state-level Multiple Measures Assessment Project (MMAP). This method of placement has proven to double or triple the placement rate of students of color into transfer level courses at other institutions. These students will be followed for two years to determine the rate of English and math basic skills completion.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.4	January 2016-Spring 2019	\$12,000	

• **Link to Goal**

The goal is to increase basic skills completion for cohort students. By changing the process of placement into basic skills through the use of multiple measures as defined by MMAP, all students (including men of color) will improve their placement levels which is likely to lead to higher completion of basic skills English and math.

• **Evaluation**

Student placement using the MMAP model will be compared to student placement levels of the regular placement process. These placement outcomes will be disaggregated by ethnicity and gender to determine if the process positively impacted cohort students. In addition, student cohorts will be tracked for two years and basic skills completion rates will be calculated.

Success Indicator: Degree and Certificate Completion

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

D. DEGREE AND CERTIFICATE COMPLETION. The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal. Specifically, this outcome is based on a six-year cohort of new students who meet the following criteria, 1) Completed six units within three years, and 2) attempted an English or math course within the first three years. The SPAR cohort for this indicator was any student meeting the above criteria who began college in the 2007-08 academic year. To be counted as having completed a degree or certificate, a student would have received an AA/AS degree or credit certificate (Chancellor’s Office approved) by the end of spring 2013. A key for interpreting degree and certificate data tables is below.

KEY: DEGREE AND CERTIFICATE COMPLETION TABLES	
White	Indicates that the student population is not disproportionately impacted.
Peach	Indicates that the group is experiencing disproportionate impact (DI). DI is calculated by dividing the completion rate of each demographic group by the rate of the highest performing group with 20 or more students.
Gray	Indicates that the cohort is too small (less than 20 students) to validly determine disproportionate impact.
Completion Gap	Refers to the percentage below 80% of the highest performing group.

**6-YEAR DEGREE COMPLETION
by Gender and Ethnicity
2007-2008 Cohort**

	Ethnicity	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	African American	57	14	24.6%	1.00	-
	White	281	58	20.6%	0.84	-
	Hispanic	363	72	19.8%	0.81	-
	Some Other Race	62	11	17.7%	0.72	-8%
	Asian American	45	7	15.6%	0.63	-17%
	Pacific Islander	8	2	25.0%	1.02	-
	Native American	7	1	14.3%	0.58	-
	Filipino	16	1	6.3%	0.25	-
	Female Total	839	166	19.8%		
	Male	White	212	34	16.0%	0.65
Hispanic		247	37	15.0%	0.61	-19%
Some Other Race		50	7	14.0%	0.57	23%
African American		36	4	11.1%	0.45	-35%
Asian American		37	4	10.8%	0.44	-36%
Filipino		28	3	10.7%	0.44	-36%
Native American		4		0.0%	0.00	-
Pacific Islander		6		0.0%	0.00	-
Male Total		620	89	14.4%		

6- YEAR DEGREE COMPLETION by Gender and Disability Status 2007-2008 Cohort						
	Disability Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non-DSPS	813	161	19.8%	0.59	-
	DSPS	26	5	19.2%	0.58	-28%
	Female Total	839	166	19.8%		
Male	Non-DSPS	599	82	13.7%	0.41	-
	DSPS	21	7	33.3%	1.00	-
	Male Total	620	89	14.4%		

6- YEAR DEGREE COMPLETION by Gender and Socioeconomic Status 2007-2008 Cohort						
	Disability Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non- Low Income	362	59	16.3%	0.73	-
	Low Income	477	107	22.4%	1.00	-
	Female Total	839	166	19.8%		
Male	Non- Low Income	338	40	11.8%	0.53	-
	Low Income	282	49	17.4%	0.77	-3%
	Male Total	620	89	14.4%		

6- YEAR DEGREE COMPLETION by Gender and Veteran Status 2007-2008 Cohort						
	Veteran Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non-Veteran	833	163	19.6%	0.99	-
	Veteran	6	3	50.0%	2.53	-
	Female Total	839	166	19.8%		
Male	Non-Veteran	605	85	14.0%	0.71	-
	Veteran	15	4	26.7%	1.35	-
	Male Total	620	89	14.4%		

6-YEAR DEGREE COMPLETION by Gender and Foster Youth Status 2007-2008 Cohort						
	Foster Youth Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non-Foster Youth	823	161	19.6%	1.00	-
	Foster Youth	16	5	31.3%	1.60	-
	Female Total	839	166	19.8%		
Male	Non-Foster Youth	618	88	14.2%	0.73	-
	Foster Youth	2	1	50.0%	2.56	-
	Male Total	620	89	14.4%		

**6- YEAR CERTIFICATE COMPLETION
by Gender and Ethnicity
2007-2008 Cohort**

	Ethnicity	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Hispanic	363	27	7.4%	1.00	-
	White	281	17	6.0%	0.81	-
	Asian American	45	2	4.4%	0.60	-20%
	African American	57	1	1.8%	0.24	-56%
	Some Other Race	62	1	1.6%	0.22	-58%
	Filipino	16	1	6.3%	0.84	
	Native American	7	0	0.0%	0.00	
	Pacific Islander	8	0	0.0%	0.00	
	Female Total	839	49	5.8%		
Male	Some Other Race	47	3	6.0%	0.81	-
	African American	34	2	5.6%	0.75	-5%
	White	201	11	5.2%	0.70	-10%
	Hispanic	237	10	4.0%	0.54	-26%
	Filipino	27	1	3.6%	0.48	-32%
	Asian American	37	0	0.0%	0.00	-80%
	Native American	4	0	0.0%	0.00	-
	Pacific Islander	6	0	0.0%	0.00	-
Male Total	593	27	3.0%			

**6-YEAR CERTIFICATE COMPLETION
by Gender and DSPS
2007-2008 Cohort**

	DSPS	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non- DSPS	813	46	5.7%	0.30	-
	DSPS	26	3	11.5%	0.61	-19%
	Female Total	839	49	5.8%		-
Male	Non-DSPS	599	23	3.8%	0.20	-
	DSPS	21	4	19.0%	1.00	
	Male Total	620	27	4.4%		-

**6-YEAR CERTIFICATE COMPLETION
by Gender and Socioeconomic Status
2007-2008 Cohort**

	Socioeconomic Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non-Low Income	362	12	3.3%	0.43	-
	Low Income	477	37	7.8%	1.00	-
	Female Total	839	49	5.8%		
Male	Non- Low Income	338	9	2.7%	0.34	-
	Low Income	282	18	6.4%	0.82	-
	Male Total	620	27	4.4%		

**6-YEAR CERTIFICATE COMPLETION
by Gender and Veteran Status
2007-2008 Cohort**

Female	Veteran Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
	Non-Veteran	833	48	5.8%	1.00	-
Veteran	6	1	16.7%	2.89	-	
Female Total	839	49	5.8%			
Male	Non-Veteran	605	25	4.1%	0.72	-
	Veteran	15	2	13.3%	2.31	-
	Male Total	593	27	4.4%		

**6-YEAR CERTIFICATE COMPLETION
by Gender and Foster Youth Status
2007-2008 Cohort**

Female	Foster Youth Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
	Non-Foster Youth	823	49	6.0%	1.00	-
Foster Youth	16	0	0.0%	0.00	-	
Female Total	839	49	5.8%			
Male	Non-Foster Youth	618	25	4.0%	0.68	-
	Foster Youth	2	2	100.0%	16.80	-
	Male Total	620	27	4.4%		

CONCLUSIONS: DISPROPORTIONATELY IMPACTED STUDENT GROUPS

Data for degree and certificate completion indicated the following students groups as experiencing disproportionate impact compared to top performing group:

DEGREE COMPLETION	
Groups	Percentage below 80% of highest performing group
Asian American males	-36%
Filipino males	-36%
African American males	-35%
Students with disabilities females	-28%
Some other race males	-23%
Hispanic males	-19%
Asian American females	-17%
White males	-15%
Some other race females	-8%
Low income males	-3%

CERTIFICATE COMPLETION	
Groups	Percentage below 80% of highest performing group
Asian American males	-80%
Some other race females	-58%
African American females	-56%
Filipino males	-32%
Hispanic males	-26%
Asian American females	-20%
Students with disabilities, females	-19%
White males	-10%
African American males	-5%

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

DEGREE COMPLETION

Target Population(s)	Current gap, year	Goal*	Goal Year
Asian American males	-36, 2013	Reduce gap by 10%	2020
Filipino males	-36, 2013	Reduce gap by 10%	2020
African American males	-35, 2013	Reduce gap by 10%	2020
Hispanic males	-19, 2013	Reduce gap by 10%	2020
Foster Youth	-	Increase cohort by 50%	2020

CERTIFICATE COMPLETION

Target Population(s)	Current gap, year	Goal*	Goal Year
Asian American males	-80%, 2013	Reduce gap by 10%	2020
Some other race females	-58%, 2013	Reduce gap by 10%	2020
African-American females	-56%, 2013	Reduce gap by 10%	2020
Filipino males	-32, 2013	Reduce gap by 10%	2020
Hispanic males	-26,2013	Reduce gap by 10%	2020
Foster Youth	-	Increase cohort by 50%	2020

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

**If the target population(s) are different from the populations with the three greatest gaps, provide an explanation below.*

In addition to addressing the groups with the three highest gaps, the college is focusing its efforts on Hispanic males because this group represents 40% of the male student population studied. Focusing equity efforts on groups with the highest concentration of students will lead to higher, overall success rates in degree and certificate completion. Additionally, while not DI, the college is focusing on increasing foster youth cohorts because they are extremely low.

D.1

- **Indicators/Goals to be affected by the activity.**

	Access	X	Degrees and Certificate Completion
	Course Completion		Transfer
	ESL and Basic Skills Course Completion		

- **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation		Professional Development	

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
D.1	Asian American males	20
	Filipino males	20
	African American males	20
	Hispanic males	20

- **Activity Implementation Plan**

Counseling Faculty, Faculty Department Chairs, and Instructional Deans will collaborate to develop structured, streamlined pathways for students to complete degrees and certificates more quickly and efficiently. Pathways will help expedite completion of a degree or certificate by narrowing the choices of courses students can choose from to complete requirements.

This activity will be piloted with up to 80 cohort students starting in fall of 2016 and continuing into spring 2017. In the Spring of 2016, counseling faculty, department chairs, and instructional deans will develop pathways for select certificates and degrees. Recruitment of students for this project will occur during spring and summer, 2016. Students who demonstrate interest will attend a half-day orientation in the summer to get an overview of the project. The orientation will include a career assessment component to help students narrow down their career choices and educational goals. Students who agree to participate in the project will sign a letter of commitment and be compensated with a book voucher and priority registration for fall term.

The Student Success Coach (SSC) will collaborate with the Counseling Department to schedule individual counseling appointments for project participants. Counselors will complete roadmaps and Student Education Plans (SEP) for project participants based on their career interests and educational goals. The SSC will be provided with copies of the roadmaps and SEPs to help guide participants with course registration each term. The SSC will collaborate with counselors to monitor project participants' progress throughout their participation in the pilot project.

This activity is a pilot intervention that will be tested with a small group of students. The activity is designed to simplify and expedite the time it takes students to complete a certificate or degree. Research conducted by Complete College America states that when students are given too many course choices, it leads to indecision or poor decision, which prolongs time to completion (GPS Booklet, 2014). The research indicates that a semester-by-semester academic map help students stay focused and on track (GPS Booklet, 2014). This strategy also aligns with the RP Group's "Directed" and "Focused" success factors, which indicate that when students have a goal and they know how to achieve it, they tend to stay on track until graduation. The Completion by Design framework also recommends for colleges to develop "intrusive" advising strategies to keep students on track. This recommendation is being implemented by hiring a Student Success Coach who will collaborate with counseling and instructional faculty to keep track of students' progress.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	February, 2016-ongoing	\$10,500	

• **Link to Goal**

The goal is to improve degree and certificate completion rates for target student groups. This activity is designed to increase degree and certificate rates by helping students more easily understand the path to complete their educational goal. This will be accomplished by developing highly structured roadmaps that illustrate the courses students need to take each term. Minimizing the choices students have to choose from to complete a degree or a certificate, providing them with a roadmap, and receiving support from a Student Success Coach will lead to improved degree and certificate completion rates for target student groups.

- ***Evaluation***

Effectiveness of pathways will be assessed using enrollment, course completion, and degree and certificate completion data. The degree and certificate completion percentages of new students who participate in the pathways will be compared to those who did not participate. Tests of significance will be applied to the two groups to determine if pathways had a significant impact on outcomes. The evaluation of this pilot project will inform the college on how to scale up this effort to benefit from students.

Transfer

CAMPUS-BASED RESEARCH: TRANSFER

- E. TRANSFER.** The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more years (up to six). The indicator is calculated based on six-year SPAR cohort (see description in “Degree and Certificate Completion” above) for new students in 2007-08. A key for interpreting transfer data tables is below.

KEY: TRANSFER TABLES	
White	Indicates that the student population is not disproportionately impacted.
Peach	Indicates that the group is experiencing disproportionate impact (DI). DI is calculated by dividing the completion rate of each demographic group by the rate of the highest performing group with 20 or more students.
Gray	Indicates that the cohort is too small (less than 20 students) to validly determine disproportionate impact.
Completion Gap	Refers to the percentage below 80% of the highest performing group.

**6- YEAR TRANSFER RATE
by Gender and Ethnicity
2007-2008 Cohort**

	Ethnicity	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Asian American	45	22	48.9%	1.00	-
	African American	57	23	40.4%	0.83	-
	Some other race	62	19	30.6%	0.63	-17%
	White	281	75	26.7%	0.55	-25%
	Hispanic	363	86	23.7%	0.48	-32%
	Pacific Islander	8	3	37.5%	0.77	-
	Filipino	16	4	25.0%	0.51	-
	Native American	7	0	0.0%	0.00	-
	Female Total	839	232	27.7%		
Male	Asian American	37	18	48.6%	1.00	-
	Some other race	50	21	42.0%	0.86	-
	Filipino	28	10	35.7%	0.73	-7%
	White	212	75	35.4%	0.72	-8%
	African American	36	12	33.3%	0.68	-12%
	Hispanic	247	50	20.2%	0.41	-39%
	Native American	4	1	25.0%	0.51	-
	Pacific Islander	6	0	0.0%	0.00	-
	Male Total	620	187	30.2%		

**6-YEAR TRANSFER RATE
by Gender and Disability Status
2007-2008 Cohort**

	Disability Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non- DSPS	813	226	27.8%	0.91	-
	DSPS	26	6	23.1%	0.76	-4%
	Female Total	839	232	27.7%		
Male	Non-DSPS	599	183	30.6%	1.00	-
	DSPS	21	4	19.0%	0.62	-18%
	Male Total	620	187	30.2%		

**6-YEAR TRANSFER RATE
by Gender and Socioeconomic Status
2007-2008 Cohort**

	Socioeconomic Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non-Low Income	362	103	28.5%	0.92	-
	Low Income	477	129	27.0%	0.88	
	Female Total	839	232	27.7%		
Male	Non- Low Income	338	104	30.8%	1.00	-
	Low Income	282	83	29.4%	0.96	
	Male Total	620	187	30.2%		

6-YEAR TRANSFER RATE by Gender and Veteran Status 2007-2008 Cohort						
	Veteran Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non- Veteran	833	27.6%	230	0.93	-
	Veteran	6	33.3%	2	1.12	-
	Female Total	839	27.7%	232		
Male	Non- Veteran	605	29.8%	180	1.00	-
	Veteran	15	46.7%	7	1.57	-
	Male Total	620	30.2%	187		

6-YEAR TRANSFER RATE by Gender and Foster Youth 2007-2008 Cohort						
	Foster Youth Status	Cohort Count	Completion Count	Completion Rate	Disproportionate Impact (DI)	Completion Gap
Female	Non- Foster Youth	823	227	27.6%	0.91	-
	Foster Youth	16	5	31.3%	1.03	-
	Female Total	839	232	27.7%		
Male	Non- Foster Youth	618	187	30.3%	1.00	-
	Foster Youth	2	0	0.0%	0.00	-
	Male Total	620	187	30.2%		

CONCLUSIONS: DISPROPORTIONATELY IMPACTED STUDENT GROUPS

Data for transfer indicated the following students groups as experiencing disproportionate impact compared to top performing group:

TRANSFER	
Groups	Percentage below 80% of highest performing group
Hispanic males	-39%
Hispanic females	-32%
White females	-25%
Students with disabilities, males	-18%
Some other race females	-17%
African American males	-12%
White males	-8%
Filipino males	-7%
Students with disabilities, females	-4%

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Hispanic males	-39, 2013	Reduce gap by 10%	2020
Hispanic females	-32, 2013	Reduce gap by 10%	2020
White females	-25, 2013	Reduce gap by 10%	2020
Students with disabilities, males	-18%	Reduce gap by 10%	2020
African American males	-12%	Reduce gap by 12%	2020
African American females	-	Increase completion rate by 5%	2020
Foster Youth	-	Increase cohort by 50%	2020

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

**If the target population(s) are different from the populations with the three greatest gaps, provide an explanation below.*

In addition to addressing the groups with the three highest gaps, the college is focusing its efforts on African American males because this group was DI across the other student success indicators. The college is also focused on increasing foster youth cohorts because they are extremely low, especially male foster youth.

ACTIVITIES:

E.1

- **Indicators/Goals to be affected by the activity.**

	Access		Degrees and Certificate Completion
	Course Completion	X	Transfer

ESL and Basic Skills Course Completion	
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• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
E.1	Hispanic males/females	30
	African American males/females	30
	Foster Youth	10

• **Activity Implementation Plan**

Counseling Faculty, Faculty Department Chairs, and Instructional Deans will collaborate to develop structured, streamlined pathways for students to complete transfer requirements more quickly and efficiently. Pathways will help reduce the time it takes students to achieve transfer by narrowing the choices of courses students can choose from to complete transfer requirements.

This activity will be piloted with up to 70 cohort students starting in fall of 2016 and continuing into spring 2017. In the Spring of 2016, counseling faculty, department chairs, and instructional deans will develop pathways for transfer. Recruitment of students for this project will occur during spring and summer, 2016. Students who demonstrate interest will attend a half-day orientation in the summer to get an overview of the project. The orientation will include a career assessment component to help students narrow down their career choices. Students who agree to participate in the project will sign a letter of commitment and be compensated with a book voucher and priority registration for fall term.

The Student Success Coach (SSC) will collaborate with the Counseling Department to schedule individual counseling appointments for project participants. Counselors will complete roadmaps and Student Education Plans (SEP) for project

participants based on their career interests and transfer goals. The SSC will be provided with copies of the roadmaps and SEPs to help guide participants with course registration each term. The SSC will collaborate with counselors to monitor project participants’ progress throughout their participation in the pilot project.

This activity is a pilot intervention that will be tested with a small group of students. The activity is designed to simplify and expedite the time it takes students to complete transfer requirements. Research conducted by Complete College America states that when students are given too many course choices, it leads to indecision or poor decision, which prolongs time to completion (GPS Booklet, 2014). The research indicates that a semester-by-semester academic map help students stay focused and on track (GPS Booklet, 2014). This strategy also aligns with the RP Group’s “Directed” and “Focused” success factors, which indicate that when students have a goal and they know how to achieve it, they tend to stay on track until graduation. The Completion by Design framework also recommends for colleges to develop “intrusive” advising strategies to keep students on track. This recommendation is being implemented by hiring a Student Success Coach who will collaborate with counseling and instructional faculty to keep track of students’ progress.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	February, 2016-ongoing	\$8,500	

• **Link to Goal**

The goal is to improve transfer for target student groups. This activity is designed to increase transfer rates by helping students more easily understand the path to complete their educational goal. This will be accomplished by developing highly structured roadmaps that illustrate the courses students need to take each term. Minimizing the choices students have to choose from to complete a degree or a certificate, providing them with a roadmap, and receiving support from a Student Success Coach will lead to improved transfer rates for target student groups.

• **Evaluation**

Effectiveness of pathways will be assessed using transfer data and comparing the transfer percentages of new students who participated in the pathways to those who did not participate in the pathways. Tests of significance will be applied to the two groups to determine if pathways had a significant impact on outcomes. The evaluation of this pilot project will inform the college on how to scale up this effort to benefit from students.

E.2

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
E.2	Hispanic males	50
	Hispanic females	100
	White females	100
	African American females	50
	African American males	50
	Foster Youth	25

• **Activity Implementation Plan**

To promote a transfer-going culture among target student groups, the college will identify opportunities to take cohort students to visit 4-year, private and public universities. Student Equity personnel will collaborate with the Transfer Center and with special funded programs to coordinate trips. Every effort will be made to visit colleges and universities when programs and activities geared towards community college students are offered, such as “Transfer Days.” Efforts will also be made to secure admission and financial aid presentations during visitations that are geared towards cohort students. Presentations about campus culture and special funded programs that support students from the target student groups will also be requested. Opportunities to interact with representatives from student organizations that represent cohort student populations about their college experience will also be requested.

This activity is being conducted because the college does not currently provide tours to four-year colleges and universities.

Providing opportunities for students to visit 4-year colleges and universities before they apply for admission helps them gain a better understanding of institutions’ culture and available resources. These visits also help students visualize what it would be like to be a student on those campuses. This helps motivate students to stay focused and on track toward completing transfer requirements.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.2	January 2016-December 2016	\$10,400	\$0

• **Link to Goal**

The goal is to improve transfer rates of cohort students. Providing opportunities for cohort students to visit colleges and universities help them stay focused on their long-term goal. Visitations also allow students to gain a better understand of institutional culture and the resources available to them at each institution. All of these factors contribute to persistence and lead to higher transfer rates.

• **Evaluation**

Pre and post-test surveys will be administered before and after college visits to evaluate gains in students’ knowledge of college application procedures and general college-going information. The pre-test will be administered in advance of the trip and upon students’ return from the trip. The hope is that students’ demonstrate statistically significant gains between the pre and the post-test survey, as measured by a means comparison test (paired t-test).

E.3

• **Indicators/Goals to be affected by the activity**

	Access		Degrees and Certificate Completion
	Course Completion	X	Transfer
	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
E.3	African American females and males	20
	Hispanic females and males	20

• **Activity Implementation Plan**

To increase persistence and motivate students to complete transfer requirements, the college will identify opportunities for cohort students to attend educational conferences and events that promote higher education attainment. Each year, the Student Equity Coordinator will collaborate with categorical program coordinators and coordinators of programs that serve the target student groups to identify events. Equity funds will be used to support registration and travel costs for student and chaperone travel. Samples of the types of conferences students may attend are the UMOJA statewide conference and the national Hispanic Association of College and Universities (HACU) annual conference. The annual UMOJA statewide student conference is an opportunity for African American students to enhance their cultural and educational experiences. The conference brings together the voices and expertise of professionals and students to discuss important issues affecting this community. The HACU conference attracts over 3,000 faculty, administrators, staff, and students each year. The purpose of the conference is to discuss policy issues affecting education opportunities for Hispanic students, emerging trends in higher education, and best practices for Hispanic Serving Institutions. This annual event includes a student track that is designed to motivate students to continue their education as well as give them an insight on educational and employment opportunities. The conference also gives students and opportunity to expand their network, meet potential mentors, and hear from influential Hispanic role models.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.3	July 1, 2015-December, 2016.	\$25,000	\$10,000-Associated Students of Norco College

- **Link to Goal**

The goal is to increase transfer for target student groups. This activity is designed to help keep students focused and motivated toward completion of transfer requirements. Providing opportunities for students to attend conferences and educational events that promote higher education attainment will help improve retention of cohort students. This in turn will help the college increase transfer of cohort students.

- **Evaluation**

Pre and post-test surveys will be administered before and after conference visits to evaluate gains in students' knowledge of college application procedures and general college-going information. The pre-test will be administered in advance of the trip and upon students' return from the trip. The hope is that students' demonstrate statistically significant gains between the pre and the post-test survey, as measured by a means comparison test (paired t-test).

Other College- or District-wide Initiatives Affecting Several Indicators

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1

GOAL: Offer trainings and professional development opportunities for faculty, staff, and administrators that promote awareness and understanding of college diversity.

• **Indicators/Goals to be affected by the activity**

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.1	Veterans	250
	African American students	250
	Hispanic students	5,278
	Foster Youth	217
	Students with Disabilities	462

• **Activity Implementation Plan**

The college will offer off-site professional development opportunities and on-site trainings and workshops for faculty, staff, students, and administrators to promote awareness and understanding of college diversity. Off-site professional development includes in-state travel to attend equity related conferences. On-site training includes contracting consultants such as the RP GROUP or USC’s Center for Urban Education to provide training on factors that help students from target populations succeed in college. The college may also bring authors and motivational speakers who represent our student populations to promote diversity and student equity. On-site trainings may also include opportunities for faculty to participate in Faculty Learning Communities (FLC’s) in order to deepen and enrich their awareness of culturally relevant pedagogy and to explore research and best practices related to best practices for cultivating equity-mindedness in the classroom.

In addition to contracting consultants and speakers, the college will provide other resources to promote college diversity. Resources may include purchasing webinars and on-line tools that will be accessible to faculty and staff year-round. An example of such a resource is “Innovate Educators.” This is an on-line service that supports academic and professional growth in higher education. This service offers more than 100, on-demand professional development trainings in the following four general categories: (1) working with at-risk populations; (2) Student success; (3) Teaching and learning; (4) organizational development; (5) Technology; and (6) Campus safety. Example webinar titles under the category of working with at-risk populations include: “Supporting Men of Color: How to Increase Engagement, Retention, & Graduation Rates”; “Developing an Effective Academic Advising Protocol for Military Veterans”; “Identifying and Managing Asperger’s In And Out of the Classroom”; and “Latino Student Success & Completion: Evidence Based Strategies That Work.” An annual membership will be purchased to make all the webinars available, on-demand to all faculty, staff, and administrators.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.1	January 2016-ongoing	\$23,995	

• **Link to Goal**

The goal is to promote awareness and understanding of college diversity among faculty, staff, and administrators through professional development opportunities. Providing opportunities for faculty, staff, and administrators to attend equity related conferences help keep the college community focused on student equity issues. Bringing consultants and speakers to college and

allowing students to participate in these events helps promote a positive campus climate that is inclusive. This is especially important for students from diverse backgrounds. Having students, faculty, staff, and administrators listen to authors about diversity-related topics and engaging in collegial discussions helps promote diversity and acceptance in a college environment. Supporting FLC’s offers faculty an opportunity to engage in active and collaborative reflection grounded in equity-related research, as a means by which to enhance the scholarship of their teaching and its application to learning.

• **Evaluation**

A mixed-methods assessment will be conducted to evaluate the effectiveness of the professional development opportunity for faculty. First, a pre-test survey will be administered to faculty to assess their approaches to working with men of color. As part of a pre-test, 1-1 interviews will be conducted with faculty participants to establish a sense of their experiences with men of color. Secondly, a post-test survey will be administered after faculty have undergone training to identify growth in capacities for working with men of color. The post-test will involve follow-up one on one interviews. A year after the training, a third survey and interview round will provide insight into how the training has helped faculty participants to better support men of color on campus. The surveys and interview protocols would be used for assessing faculty outcomes related to awareness and understanding of diversity. Thus, quantitative and qualitative methods will be employed to ensure an understanding of outcomes related to faculty development in serving men of color. This will be conducted before, immediately after, and one year after faculty participate in the training, an evaluation process lasting at least two academic years.

A direct assessment of FLC’s will occur through a faculty-led conference in which participating faculty will present their findings related to equity-minded pedagogy, including the changes they are making to their teaching as a result of having participated in the FLC.

F.2

GOAL: Develop a peer-mentoring program for African American males to improve retention, graduation, and transfer.

• **Indicators/Goals to be affected by the activity**

	Access	X	Degrees and Certificate Completion
	Course Completion	X	Transfer
	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.2	African American males	50

• **Activity Implementation Plan**

The college will develop and implement a peer-mentoring program for African American males to improve retention, graduation, and transfer. The Student Equity Coordinator will collaborate with The Talented Tenth program (T3p) Faculty Coordinator to launch a two-part initiative for improving success rates of African American males. The first component of this initiative is the creation of a mentor-training program to train 10 African American males. Up to 10 students who are promising mentors will be selected by faculty to undergo training to serve as mentors for incoming fall 2016 first-time, African American college students. A part-time mentoring program coordinator will be hired to develop, coordinate, and implement the first component. The coordinator will develop all training content and materials, and will lead activities. Trainings for mentors will occur twice a week, over a 16-week time period, and each session will be 3-5 hours long. Part of the training of mentors will include attending student conferences that are geared toward men of color such as the A²MEND and UCLA’s Student Transfer Opportunity and Mentor Program (STOMP). The A²MEND conference brings together faculty, staff, students, and administrators from across the country to address the administrative and instructional strategies that have an impact on the success of African American male students. The conference provides a forum to dialogue about the issues pertaining to the academic success of African American men in higher education. UCLA’s STOP program empowers low-income, first generation, and non-traditional students looking to transfer to the University of California system by providing key information that will make their community college experience productive, thus making them more competitive for admissions to the UC system, particularly UCLA.

Students who complete the 16-week mentor-training program will serve as role models for other African American students, and other men of color across campus. Mentors will assist with outreach efforts to local high schools and will participate in summer transition programs that serve this student population.

The second component of this initiative is the creation of the Success Seminar Series. These seminars are a series of workshops, seminars, activities, and excursions that will develop the leadership skills, and strengthen the capabilities of 40 African American male students. Such activities would include a weekly men’s discussion group, attending the African American College Expo, community building skills, and workshops on academic and people skills. The Success Seminar Series will begin in the summer and will be geared towards first time college students. Activities will be led by the mentors and would culminate with a capstone year-end retreat in the mountains to celebrate and recognize students who complete the seminar.

The key to both parts of this success Initiative is that they identify students with strength and potential, they grow those students and use them to reach out to others, and in turn “grow” other students. This will then create a self-refreshing force wherein, not only will current students be nurtured, but they will take part in the process of giving back to the program. This will instill the ethic of “each one teach one” that the T3p strives towards. This mentoring initiative will have a double impact: not only will the mentee benefit from the energies of the mentor, but the investment the mentor continues to make in the program after he himself has finished the coursework will keep him focused, connected and engaged through graduation.

Research indicates that mentoring programs that connect African American male students to adults and peers who provide personal and academic guidance and support that aids with acclimating to college, help improve persistence and progression toward graduation (Bailey & Paisley, 2004). Mentoring programs must be comprehensive and should include the following activities: interaction with faculty; community building and community service projects; opportunities for participants to interact, learn and share experiences with college students from other cultures; instruction on what it means to be African American and male in this society; and personal and business etiquette training and leadership opportunities for all participants. The proposed mentoring program includes many of these components as well as others.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	January 2016-December 2016	\$54,416	\$

- **Link to Goal**

The goal is to increase retention, graduation and transfer of African American male students. The components of this activity are designed to improve and value the college experience of African American students. It is also designed to build a force of strong African American male leaders and role models. The peer-mentoring and student success seminar series will positively influence students’ motivation and self-efficacy, which in turn improve progression towards graduation.

- **Evaluation**

Evaluation will be designed through coordination with STOMP program administrators at UCLA. This evaluation will involve quantitative data collection to determine the value of students’ experiences with STOMP.

F.3

GOAL: Develop a peer-mentoring program for Hispanic male students to improve retention, graduation, and transfer.

- **Indicators/Goals to be affected by the activity**

	Access	X	Degrees and Certificate Completion
	Course Completion	X	Transfer
	ESL and Basic Skills Course Completion		

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.3	Hispanic males	50

- ***Activity Implementation Plan***

The college will develop and implement a peer-mentoring program for Hispanic males to improve retention, graduation, and transfer. The Student Equity Coordinator will collaborate with special funded programs to develop a two-part initiative for improving success rates of Hispanic/Latino males. This initiative will be very similar to the peer-mentoring program for African American students. The first component of the initiative is the development of a program to develop Hispanic/Latino male mentors. The Equity Coordinator will consult with Puente faculty to identify a part-time coordinator for the mentoring program. The coordinator will be will develop all training sessions, leadership materials, and take the lead with each training session.

The Puente faculty will help identify 10 students who are promising mentors to undergo training to serve as mentors for incoming fall 2016 Hispanic/Latino college students. Candidates may be Puente alumni or participants from other categorical programs (Disability Resource Center, EOP&S, Trio SSS, and others). Trainings will occur twice a week, over a 16-week and each session will be 3-5 hours long. Trainings may include attending student conferences geared towards Hispanic/Latinos such as the Hispanic Association of Colleges and Universities (HACU) annual conference. The HACU conference offers a student strand that focuses on providing leadership skills and motivating Hispanic college students to not only graduate with a four-year degree but also pursue graduate school. Students who complete the mentoring program will serve as role models for other Hispanic/Latino students, and other men of color across campus. Mentors will assist with outreach efforts to local high schools and will participate in summer transition programs that serve this student population.

The second part of this initiative is the creation of the Success Seminar Series, a series of workshops, seminars, activities, and excursions that will develop leadership skills, and strengthen the capabilities of 80 Hispanic/Latino male students. The success seminars will also have a strong focus on balancing college life and family responsibilities, or “familismo.” Familismo translates to having a strong identification and sense of responsibility to family, which is an important cultural component with the Hispanic/Latino community. Helping Hispanic students learn how to balance college and family responsibilities successfully leads to improved persistence. The Success Seminar Series will begin in the summer and will be geared towards first time college students. Activities will be led by the mentors and will culminate with a capstone year-end, one-day retreat to celebrate and recognize accomplishments.

Like the mentoring program for African American students, the key to both parts of this initiative is that they identify students with strength and potential, they grow those students and use them to reach out to and in turn grow other students. This will then create a self-refreshing force wherein, not only will current students be nurtured, but they will take part in the process of giving back to the program. This mentoring program should have a double impact: not only will the mentee benefit from the

energies of the mentor, but the investment the mentor continues to make in the program after he himself has finished the coursework will keep him focused, connected and engaged through graduation.

The research on Latino male college students states that they often experience unsupportive campus environments that do not allow them to gain a sense of belonging to the campus community. A lack of Latino adult and peer mentors often force Hispanic students to resort to developing coping strategies to survive in unsupportive college environments (Saenz & Ponjuan, 2009). To improve Latino male persistence, the literature suggests improving the campus racial climate, offering culturally appropriate retention/support programming, providing financial aid and on-campus employment opportunities, and adding programs to help students stay connected to family and mentoring. Of note, cultural and family messages related to gender roles and the concept of familismo (or strong identification with/sense of responsibility to family) create a unique environment around Latino male college persistence and support (Guardia and Evans 2008; Saenz and Ponjuan 2009).

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	January 2016-December 2016	\$36,877	\$0

• **Link to Goal**

The goal is to increase retention, graduation and transfer of Hispanic male students. The components of this activity are designed to improve and value the college experience of Hispanic male students. This activity is also designed to build a force of strong Hispanic leaders and mentors on campus. The peer-mentoring and student success seminar series will positively influence students’ motivation and self-efficacy, which in turn improve students’ progression towards graduation.

• **Evaluation**

This mentoring program will be evaluated on an ongoing basis- students will have the opportunity after each session with a peer mentor to identify positive and negative aspects of their mentoring session. Mentors will also be asked to keep journals in which they describe their experiences as mentors, challenges, or difficulties faced in supporting mentees. These informal means of assessing the nature and quality of interactions between students will allow for staff and faculty involved in the program to provide additional supports to students and their mentors. Collectively, students’ reflective journals and feedback on mentoring will help uncover strengths and weaknesses of the mentoring program. This data collection effort will occur on an ongoing basis. In addition, transfer rates, degree/certificate completion rates, and course completion rates will be analyzed for Hispanic males participating in the mentoring program comparing them to Hispanic males who do not participate. Tests of significance will be applied to the two groups to determine if mentoring had a significant impact on outcomes.

F.4

GOAL: Conduct a qualitative study of men of color to better understand the factors that both positively and negatively shape their academic performance.

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
F.4	African American males	40
	Hispanic males	40
	Native American males	8

• **Activity Implementation Plan**

The college will conduct a qualitative study of men of color to better understand the factors that both positively and negatively shape their academic performance.

At Norco College, there is an increasingly large achievement gap across multiple indicators between men and their female counterparts. These disparities are most pronounced among men of color who identify as belonging to disproportionately impacted groups and low-income. To increase our understanding of this gap, a qualitative study will be conducted. The goals of the study are: a) explore students' experiences with in the campus environment, including ways in which race and gender specifically shape campus experiences and, more broadly, persistence; b) understand students' challenges on campus, the sources of support they utilize to be academically successful, and how these challenges and support change over time; and c) identify specific, individual-level persistence strategies men of color rely on to persist. The study will document not only the factors that negatively shape academic performance and transfer for men of color, but also the sources of support and individual navigational strategies they utilize to be academically successful. The study will be conducted over a six-month period and will

consist of 11 focus groups with up to 8 participants per group, for a total of 88 participants. Study participants will receive a bookstore credit that can be used towards the purchase of instructional supplies. Refreshments will also be provided during focus group sessions.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.4	November, 2015- July 2016	\$5,960	\$0

• **Link to Goal**

The goal is to improve transfer rates of men of color. The significance of this study lies in its potential to inform the college’s understanding of the academic persistence and transfer of men of color and the ways in which we can provide targeted institutional support. Therefore, this activity is directly linked to the overall goal of improving outcomes for men of color.

• **Evaluation**

Given that this qualitative study of men of color is, in and of itself, an effort to assess or evaluate students’ needs and experiences as they persist toward degree completion and transfer, it may not be necessary to evaluate this particular activity in the same ways as other activities. However, there is opportunity for improvement and reflection during the research process. Such opportunities include research memos in which the Principal Investigator of the study will reflect on the research process, preliminary findings, and challenges to answering research questions. Secondly, the preliminary findings will be shared with members of the Equity and Student Success Committees, both of which can offer suggestions for subsequent rounds of data collection (e.g. increasing number of focus group participants, suggestions for interacting with students, etc.). Thirdly, students will be provided with transcripts of their focus group session and invite them to offer any insights (in terms of potential answers to research questions) or feedback (in terms of the research process, focus group facilitation etc.). Thus, the qualitative research study will assess various institutional factors that shape experiences and outcomes for men of color and though students will not be asked to evaluate their experience as study participants, there will be opportunities throughout the research process to ensure quality of data collected and accuracy or trustworthiness of findings reported.

F.5

GOAL: Hire a student equity program coordinator to support and implement student equity initiatives.

• **F.5 Indicators/Goals to be affected by the activity.**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.5	n/a	n/a

• **Activity Implementation Plan**

The college will hire a coordinator to lead and oversee the activities contained in this plan. The Dean of Grants and Student Equity Initiatives will serve as the Student Equity Plan coordinator. The dean will spend 75% time and effort on equity related activities. The dean’s responsibilities include: managing day-to-day operations of the Office of Grants and Student Equity Initiatives; hiring, training, and supervising student equity personnel; developing operating procedures; serving as a liaison between academic affairs and student services divisions; identifying faculty leads for instructional support activities; identifying and coordinating professional development opportunities; collaborating with coordinators of special funded programs to plan and implement activities supported with student equity funds; tracking outcomes of student equity efforts and presenting findings to constituents; tracking and reconciling all student equity expenditures; preparing annual reports; and representing the college at conferences and trainings associated with student equity.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.5	On-going	\$ 111,880	\$

- **Link to Goal**

In order to increase success rates across all indicators for target group populations, a coordinator who is experienced working in student affairs and academic affairs is needed. The coordinator will lead all student equity efforts and will collaborate with departments and faculty to achieve set goals.

- **Evaluation**

The dean will be evaluated on the basis of the extent to which planned activities are carried out in a timely manner and communicating with constituent groups regarding outcomes and results of equity activities.

F.6

GOAL: Provide proactive “roving” counseling/advising to track and support cohort students’ academic progress towards degree and certificate completion, or transfer.

- **Indicators/Goals to be affected by the activity**

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.6	Hispanic males	300
	African American males	100
	Foster Youth	100

• **Activity Implementation Plan**

The College will hire two Student Success Coaches (SSC) to support retention efforts of Hispanic males, African American males, and foster youth. Each SSC will provide proactive, “roving” guidance and advising for up to 250 college students, which is the American Counseling Association’s maximum recommended student to counselor ratio. The responsibilities of the SSCs include: facilitating the enrollment process to the college and summer transition programs (i.e. Summer Advantage Program); facilitating the enrollment process into categorical programs (i.e. EOP&S, Puente, The Talented Tenth Program; Trio; Disability Resource Center); planning and implementation of summer extended orientations; arranging appointments for students to complete Student Education Plans (SEP) with designated counselors; helping students register for classes; facilitating support for foster youth at the point of entry as well as throughout their progress to completion; and arranging for students to receive academic and non-academic services outside of class (i.e. tutoring, supplemental instruction). The SSCs will also act as liaisons between students and faculty and will act as their advocate. The SSCs will monitor cohort students’ class attendance, academic performance, and will contact students flagged by faculty in the Early Alert System to assess their needs and to connect them to resources that will help them succeed academically. One coach will be 100% funded with equity funds and the other one will be funded 50% with SSSP funds and 50% with equity.

The literature indicates coaching in higher education lowers attrition rates and raises the proportion of students who graduate. A study conducted by researchers at Stanford reported that personalized coaching has been found to consistently boost the success of college students (Bettinger & Baker, 2011). In this study, students who were randomly assigned to a coach were more likely to persist during the treatment period, and were more likely to be attending the postsecondary institution one year after the coaching had ended. Coaching also proved a more cost-effective method of achieving retention and completion gains when compared to previously studied interventions such as increased financial aid (Bettinger & Baker, 2011).

At Wallace State Community College in Hanceville, Alabama, a coaching program increased the proportion of students who stayed from fall to spring to 87%, about eight percentage points higher than classmates who were not coached (Marcus, 2013). In Pellissippi State Community College, Tennessee, 75% of students coached by a program known as “tnAchieves” stayed in

school for their first year to their second, compared to the state average of 59%. Additionally, 26% earned a degree within three years compared to 11% average three-year graduation rate for other Tennessee students. Students who were coached by various means (i.e. phone, email, and text messages) were 15 percent more likely to stay in school (Marcus, 2013).

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.6	January 2016-Ongoing	\$155,355	\$51,785-SSSP

• **Link to Goal**

The goal is to provide proactive “roving” counseling/advising and to track students’ academic progress towards degree and certificate completion, or transfer. The primary goal of the Student Success Coaches is to guide and support cohort students, including special populations such as foster youth and to serve as their advocate. The SSC will engage and support cohort students from the point of entry into the college through graduation. Assigning staff members to provide high-touch, personalized coaching and mentoring is likely to improve cohort students’ persistence and progress towards certificate and degree completion, and transfer.

• **Evaluation**

This activity will be evaluated by assessing the impact that SSCs have on student retention. Retention rates of students assisted by a SSC will be compared to students from the same backgrounds but who did receive personalized assistance from a coach.

F.7

GOAL: Conduct research and evaluation related to improving student equity across all indicators.

• **F.7 Indicators/Goals to be affected by the activity.**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.7	n/a	n/a

• **Activity Implementation Plan**

The college will hire an Institutional Research Analyst to evaluate all student equity activities. The analyst will be responsible for collecting quantitative and qualitative data to measure equity performance across all student performance indicators and to ascertain if the college is making significant progress towards closing equity gaps. The analyst will also design and conduct surveys and evaluations for equity activities, make presentations to faculty and staff on equity data, and assist the Student Equity Coordinator to prepare annual data reports. This position will be shared equally with SSSP to support the research goals for each program.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.7	On-going	\$48,828	\$48,828-SSSP

• **Link to Goal**

The goal is to conduct research and evaluate all student equity activities. This will be accomplished by hiring an Institutional Research Analyst to track and evaluate the goals of the student equity plan.

• **Evaluation**

This position will be evaluated on the basis of how it supports ongoing research and evaluation needs of student equity plan activities.

F.8

GOAL: Provide general administrative support for the successful implementation of student equity activities.

• **Indicators/Goals to be affected by the activity**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation		Professional Development	

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.8	N/A	N/A

• **Activity Implementation Plan**

The college will hire an Administrative Assistant (AA) to support the Equity Coordinator and assist with equity plan implementation efforts. The AA will provide general administrative support to the coordinator and student equity personnel. The responsibilities of the AA may include but are not limited to: processing purchase orders for instructional materials and supplies; scheduling rooms and ordering food for equity sponsored events and trainings; preparing forms to compensate faculty for leading or participating in student equity initiatives; preparing and processing travel requests for faculty and staff; preparing and processing student and staff timesheets; tracking expenditures and reconciling accounts on a monthly basis; and processing

contract transmittal forms for consultants and other services. This position will be shared equally with the Director of the Title V Hispanic Serving Institutions grant.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.8	January 2016-ongoing	\$46,122	\$46,122-Title V HSI Grant

- **Link to Goal**

Hiring an administrative assistant to provide support to the coordinator and student equity personnel is crucial. The administrative assistant makes facility reservations, travel arrangements, processes payments, and orders materials needed for planned activities, which lead to successful implementation of student equity initiatives.

- **Evaluation**

N/A

Summary Budget

Riverside Community College District
Norco College

Part I: Student Equity Funding

Enter whole numbers only

Total 2015-16 College Student Equity Allocation	\$	688,955
If applicable, for Multi-College Districts, Total 2015-16 Student Equity Allocation Reserved at the District Level	\$	-
Part II: 2015-16 Planned Student Equity Expenditures	\$	688,955
Balance 2015-16 College Student Equity Allocation		0

**2015-16 Student Equity Plan Summary Budget.
Part I: Funding
Specific Entry Instructions**

This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.

cell:

- F9 Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCCCO only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their college allocation from the district office.
- F12 Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in at least one of their colleges' plans, and also include related expenditures in the Summary Budget spreadsheet. If your college is 1) part of a multi-college district, and 2) the district has chosen to conduct and fund equity related activities at the district level, and 3) the district has decided to report those activities and expenditures as part of your college plan, enter the amount of the Student Equity allocation reserved at the District level to be used for those activities. Colleges will need to obtain this information from their district office.
- F14 This cell will populate once the Part II Planned SE Expenditures section has been completed.
- F17 This cell is the sum of: Total 2015-16 Student Equity Allocation plus Allocation Reserved at the District Level minus Part II: Planned SE Expenditures.
 - 0 If all of the college 2015-16 Student Equity funds have been accounted for on this plan, then the balance should be zero.
 - +
 -

If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.

If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. **The Summary Budget cannot be submitted if balance is negative.**

Summary Evaluation

SUMMARY EVALUATION SCHEDULE AND PROCESS

The purpose of this section is to describe a plan for evaluating whether Norco College is achieving its goals for each success indicator. Whereas previous sections of this plan described evaluation specific to each activity, this section of the Equity Plan will describe broader evaluation efforts, specifically, this section will describe the following:

- 1) Planned evaluation for each goal and timeline and measures of evaluation
- 2) Key stakeholders
- 3) Implications for practice
- 4) Linkages to other evaluation efforts on campus.

Before proceeding to the summary evaluation schedule and process, it is first necessary to describe an overarching framework that will guide evaluation of evaluation for goals at Norco College.

Assessment Framework for Evaluating Student Equity Goals

An assessment cycle framework informs Norco College's process of assessment and evaluation. An assessment cycle framework holds that with any assessment or evaluation of a given outcome, one must consider the following:

1. What is being assessed?
2. How will it be assessed?
3. How will results from assessment be reported and disseminated?
4. Who are the key stakeholders?
5. How can results inform practice on campus?

In the case of evaluating whether Equity Plan goals have been achieved, we would first determine which goal or goals to focus on and then identify an appropriate way to assess whether each goal has been achieved. Then, an evaluation question would be identified specific to that goal area. For example if the purpose of an assessment is to identify whether we are meeting our student equity goals, we might ask: To what extent is Norco College meeting our goals of increasing access among a particular student population? As we develop a data collection strategy, key stakeholders would be identified. For example, various committees on campus might be identified as key stakeholders that should be informed of this evaluation. We might then measure access, paying close attention to specific groups, generate a report, and disseminate findings. The findings will be used to inform further planning, including strategic goals and planning, and to work closely with others on campus to ensure results from the evaluation shape practice. *Within this cyclic framework for approaching assessment, it is critical that evaluation efforts inform practice (primarily), are transparent, and generate buy-in from key institutional stakeholders.*

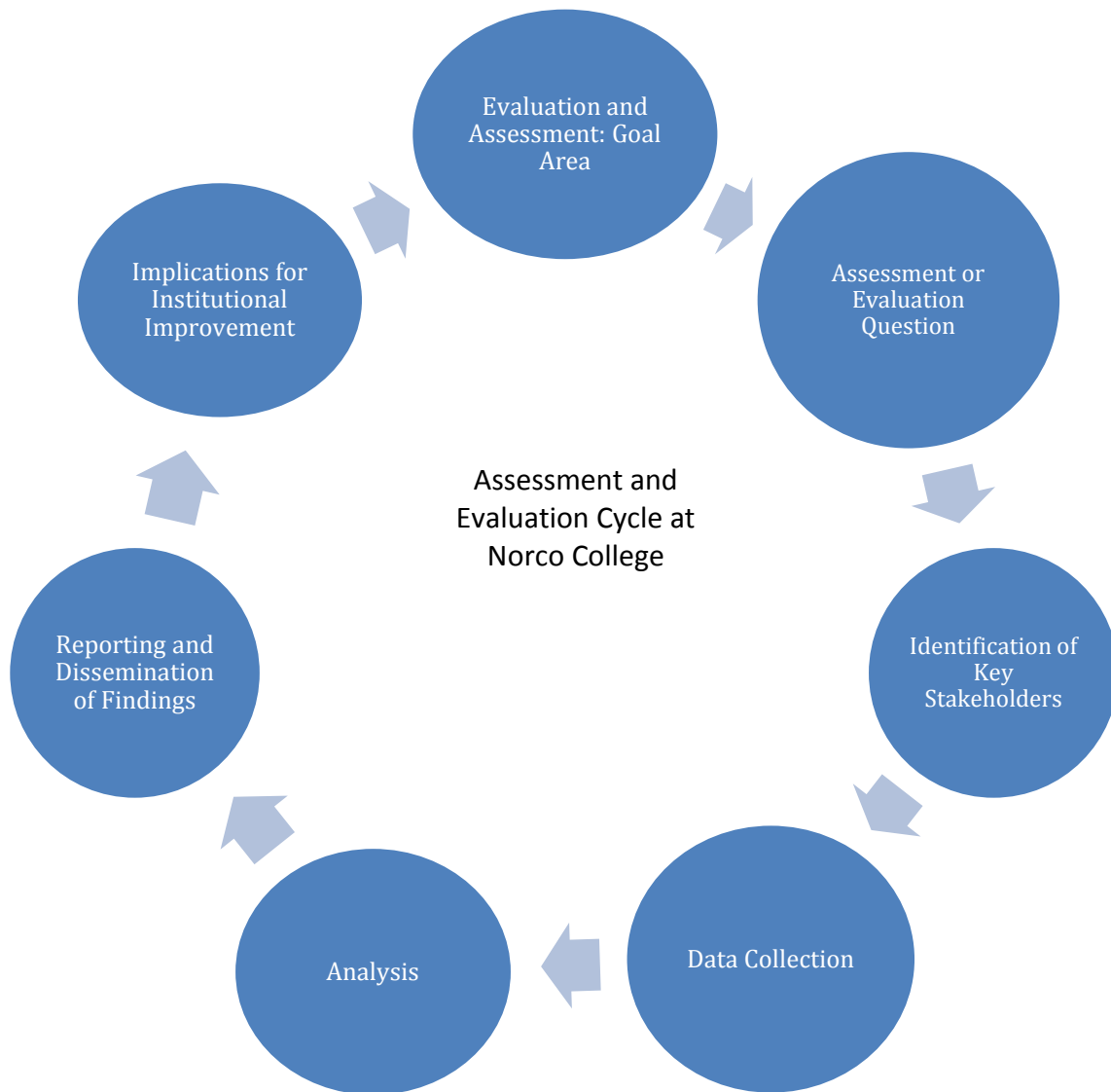


Figure 1 Assessment Framework for Evaluating Student Equity Goals

1) Planned Evaluation Process and Timeline

Using statewide MIS data, and data prepared by the Office of Institutional Effectiveness, this plan has presented target goals for each of the indicator areas of access, course completion, English as a Second Language, basic skills completion, degree completion, and transfer. Evaluation efforts will ensure that the core areas of rates are evaluated, particularly for disproportionately impacted student populations. At the most basic level, evaluation will be done at the end of each academic year to determine whether, within each indicator area, Norco has met its stated goal. The extent to which each goal is being met will be evaluated and reported in our annual review, per the guidelines of the State Chancellor’s Office, and will be part of campus-wide program review reporting.

Beyond this basic level of evaluation and reporting on an annual basis, qualitative and quantitative evaluation efforts on campus will demonstrate effectiveness of programs and allow for deeper understanding of institutional progress toward each goal. Utilizing quantitative, qualitative, and mixed-methods approaches to evaluation within each goal area will allow for a greater understanding of student experiences that may not be adequately captured in quantitative reporting. For example, end-of-year reporting of transfer rates may indicate improvement in this indicator area among disproportionately impacted groups, but a qualitative study of transfer rates among disproportionately impacted student populations may reveal that a particular program or service on campus made students feel encouraged and supported on their journey toward transferring to a four-year institution. Thus, it will be critical to develop new questions (that can be answered using a variety of methods) as we work toward broader goals. These secondary evaluation efforts are consistent with a cyclical approach to evaluation, in which findings from one evaluation often drive or inform new questions to be explored with follow-up assessment. Thus, we expect that goal progress reporting will occur at the end of each academic year, but that there will be ongoing quantitative and qualitative studies that might speak to Norco's progress toward meeting different goals, from a student perspective.

Evaluation and assessment specific to each program or activity identified within the plan will be conducted on an ongoing basis, as described within each activity. These activity-specific evaluations will allow for an understanding of how specific programs and services can promote students' sense of support on campus, per the RP Group's six student success factors. These, and broader, campus-level assessment will help identify the extent to which Norco College is helping to support student success. Again, the evaluation schedule for Student Equity goals and activities will be on an ongoing basis, per the assessment cycle framework.

2) Description of key stakeholders

Stakeholders identified will be informed of the processes of evaluation as well as the results of each evaluation effort. A primary means of involving stakeholders in the evaluation process is through the inclusion of Equity Goals in various committee meetings on campus. Membership for each committee is representative of faculty, staff, and students, and thus allows for feedback on specific evaluation findings. Together with stakeholders, we can hold discussions about the status of various activities and the effect of these activities for each of the goal areas, based on findings from quantitative and qualitative evaluations. The Equity and Student Success Committees will play a critical role in generating ideas for new evaluation efforts.

3) Implications for practice

As progress toward meeting Equity Goals is evaluated on an annual basis, an overview report on the goals, activities, and outcomes will be prepared. A rubric will be used to determine whether an activity is in progress, completed, or not completed. This rubric, developed by the Office of Institutional Effectiveness, Legacy, and Student Success Committees will serve as a tool for discussing where programs are and what needs to be improved. This rubric will allow

for those working within specific goal areas to have a better understanding of how their activities and assessment efforts of those activities compare to baseline expectations of assessment and best practices.

Link Assessment Efforts

Evaluation efforts for the goals outlined in the Equity Plan inherently coincide with other evaluation and assessment efforts on campus. Below is a description of two key evaluation processes, which allow for further data collection on each of the success indicators and disproportionately impacted groups.

Program Review

With regards to program review, all academic and non-academic departments complete program reviews annually addressing student-learning outcomes. Elements of student access and student success are threaded throughout the program review process at Norco College. Each student services area completes an annual program review that includes detailed assessment plans that include student access and student success objectives and findings. These reports are located at: <http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/Administrative-Unit-Program-Review.aspx>.

Student Services Administrative Unit Program Review

The Student Services Administrative Unit Program Review also addresses elements of student access and student success along with student equity. Students Services Administrative Unit Program Reviews are located at: <http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/Student-Services-Program-Review.aspx>.

Attachments

ATTACHMENT A

NORCO COLLEGE INSTITUTIONAL GOALS

I. INCREASE STUDENT ACHIEVEMENT AND SUCCESS

Objectives:

1. Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
2. Improve transfer rate by 10% over 5 years.
3. Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
4. Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).
5. Increase completion rate of degrees and certificates over 6 years.
6. Increase success and retention rates.
7. Increase percentage of students who complete 15 units, 30 units, 60 units.
8. Increase the percentage of students who begin addressing basic skills needs in their first year.
9. Decrease the success gap of students in online courses as compared to face-to-face instruction.
10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.

II. IMPROVE THE QUALITY OF STUDENT LIFE

Objectives:

1. Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).
2. Increase frequency of student participation in co-curricular activities.
3. Increase student satisfaction and importance ratings for student support services.
4. Increase the percentage of students who consider the college environment to be inclusive.
5. Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.
6. Increase current students' awareness about college resources dedicated to student success.

III. INCREASE STUDENT ACCESS

Objectives:

1. Increase percentage of students who declare an educational goal.
2. Increase percentage of new students who develop an educational plan.
3. Increase percentage of continuing students who develop an educational plan.
4. Ensure the distribution of our student population is reflective of the communities we serve.
5. Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

IV. CREATE EFFECTIVE COMMUNITY PARTNERSHIPS

Objectives:

1. Increase the number of students who participate in summer bridge programs or boot camps.
2. Increase the number of industry partners who participate in industry advisory council activities.
3. Increase the number of dollars available through scholarships for Norco College students.
4. Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.
5. Continue the success of Kennedy Partnership (percent of students 2.5 GPA+, number of students in co-curricular activities, number of students who are able to access courses; number of college units taken).
6. Increase community partnerships.
7. Increase institutional awareness of community partnerships.
8. Increase external funding sources which support college programs and initiatives.

V. STRENGTHEN STUDENT LEARNING

Objectives:

1. 100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.
2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.
3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.
4. Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.
5. Increase the number of faculty development workshops focusing on pedagogy each academic year.

VI. DEMONSTRATE EFFECTIVE PLANNING PROCESSES

Objectives:

1. Increase the use of data to enhance effective enrollment management strategies.
2. Systematically assess the effectiveness of strategic planning committees and councils.
3. Ensure that resource allocation is tied to planning.
4. Institutionalize the current Technology Plan.
5. Revise the Facilities Master Plan.

VII. STRENGTHEN OUR COMMITMENT TO OUR EMPLOYEES

Objectives:

1. Provide professional development activities for all employees.
2. Increase the percentage of employees who consider the college environment to be inclusive.
3. Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.
4. Increase participation in events and celebrations related to inclusiveness.
5. Implement programs that support the safety, health, and wellness of our college community.

ATTACHMENT B

STUDENT SUCCESS & COMPLETION DATA

Cohort: All first-time college students at Norco College in fall 2010 disaggregated by enrollment status (PT/FT), gender, ethnicity, age (26 & younger/27 & older), Pell/non-recipient (proxy for income or SES).

Outcomes: Enrollment in DEVED, Success (all courses & developmental courses only), Zero Credits Earned in First Term, Persistence (Fall-Spring & Fall-Fall), Completion (Degree or Certificate in 4 years & Degree/Certificate/Transfer in 4 years).

- *Success: percentage of enrollments receiving a “C” or higher grade or “P”*
- *Zero Credits Earned: percentage of students who stayed enrolled beyond census but didn’t earn any credits (usually received a “W”, or “F” or “NP” grade).*
- *Persistence: Enrolled beyond census in first term and second term.*
- *Completion: Earned an award through RCCD (only state-approved certificates and degrees).*
- *Transfer: Completed at least 12 units in the district and completed the majority of units at Norco*

	<i># Entering</i>	<i>Enrolled in 1 or more DEVED- Fall 10</i>	<i>Success Rate DEVED- Fall 10</i>	<i>Success Rate- Fall 10</i>	<i>Zero Credits- Fall 10</i>	<i>Persist Fall 10 to Spring 11</i>	<i>Persist to Fall 11</i>	<i>Earned Award in 4 years</i>	<i>Award or Trans in 4 years</i>
<i>Total</i>	2474	22.5%	65.7%	64.7%	17.9%	73.2%	58.3%	9.8%	14.6%
<i>Part-Time</i>	1534	23.3%	61.7%	60.7%	24.5%	64.8%	50.4%	5.6%	8.5%
<i>Full-Time</i>	940	21.3%	69.3%	68.0%	7.0%	86.8%	71.2%	16.7%	24.5%
<i>Female</i>	1274	25.6%	70.2%	67.9%	16.0%	75.4%	61.5%	12.0%	17.3%
<i>Male</i>	1186	19.1%	60.1%	61.2%	20.1%	70.8%	55.1%	7.4%	11.6%
<i>Unknown</i>	14	28.6%	72.7%	71.4%	0.0%	64.3%	42.9%	14.3%	14.3%
<i>Asian</i>	190	17.9%	72.8%	77.6%	12.1%	76.8%	63.2%	12.1%	23.7%
<i>African Amer</i>	196	22.4%	55.5%	48.3%	31.1%	64.3%	45.9%	5.1%	8.2%
<i>Hispanic</i>	1253	26.8%	65.4%	61.7%	18.8%	75.2%	61.5%	9.5%	12.5%
<i>Native Amer</i>	4	50%	50.0%	38.5%	25.0%	50.0%	50.0%	25.0%	25.0%
<i>Pac Is/Hawaiian</i>	12	8.3%	100.0%	61.0%	8.3%	83.3%	50.0%	16.7%	33.3%
<i>Two or more</i>	76	23.7%	67.4%	60.5%	21.1%	65.8%	51.3%	9.2%	14.5%
<i>White</i>	722	16.3%	67.8%	71.7%	13.9%	72.4%	55.8%	11.1%	17.2%
<i>Unknown</i>	21	19.0%	58.3%	61.7%	23.8%	52.4%	52.4%	4.8%	19.0%
<i>26 and younger</i>	2141	23.2%	66.5%	65.1%	16.4%	75.4%	61.1%	10.3%	15.6%
<i>27 and older</i>	333	18.0%	58.4%	61.6%	27.0%	58.6%	39.9%	6.9%	8.4%
<i>Non-Recipient</i>	1628	21.1%	65.8%	65.4%	21.0%	67.9%	55.0%	8.5%	13.1%
<i>Pell Grant</i>	846	25.2%	65.6%	63.8%	11.8%	83.3%	64.7%	12.3%	17.5%

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Riverside City College
Student Equity Plan

December 2015

RIVERSIDE CITY COLLEGE STUDENT EQUITY PLAN

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Signature Page

Instructions:

Required signatures include the college president, college chief business officer, chief student services officer, chief instructional officer, academic senate president, classified senate president, associated student body president, and the student equity coordinator, who is designated as the main contact person for the plan. For multi-college districts, if the college plan also includes activities and expenditures at the district level, the district chief business officer must also sign the plan.

Regulations and statute require that each district's governing board formally adopt each college's Student Equity Plan. Districts must be sure that the plan can be presented and approved in time for it to be signed and sent to the Chancellor's Office by the annual deadline. Colleges must include the date that the plan was approved by the board on the signature page.

Riverside City College

Student Equity Plan Signature Page

District: _____ **Board of Trustees Approval Date:** _____

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

[Signature]

[College President Name] _____ Email _____

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCC.

[Signature]

[College Chief Business Officer Name] _____ Email _____

[Signature]

[District Chief Business Officer¹] _____ Email _____

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature]

[Chief Student Services Officer Name] _____ Email _____

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature]

[Chief Instructional Officer Name] _____ Email _____

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature]

[Academic Senate President Name] _____ Email _____

I certify that Classified Staff representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

¹ If the college is part of a multi-college district that has chosen to reserve and expend a portion of its allocation for district-wide activities that are described in the college plan narrative and budget, the District Chief Business Officer must also sign the plan. If not, only the *College* Chief Business Officer need sign.

Executive Summary

“Each one, reach one.”

We begin with a basic equity principle—*don't lose the student*. RCC is first committed to establishing an effective, campus-wide culture of outreach that will allow us to surround students in targeted equity groups with the academic, instructional, self-affirming and direct support they may need in order to stay engaged in campus life, successfully enrolled in courses and to ultimately receive degrees and certificates and transfer to colleges and universities in a timely manner. Counselors, educational advisors, faculty and peer equity advocates will be trained to work together as Equity Teams with a caseload of students along discipline, departmental and/ or program lines or according to a student's participation in a campus equity program. When we make this intentional outreach our mission, then we are all responsible for our students' successful completion of their educational goals. Through intrusive and deliberate support services, students:

1. will be guided into RCC's "1+2+2" educational pathways;
2. will become engaged in academic and equity activities within a supportive campus community, and;
3. will be provided many opportunities to explore their unique academic and professional interests in the best traditions of Riverside City College.

Institutional Alignment, Priorities and Target Groups

Due to diligent efforts, our college Educational Master Plan and Strategic Planning processes have elevated the discourse concerning student equity in all aspects of planning, program development, assessment and evaluation. As a result, addressing proportional Student Equity at RCC is now in alignment with strategic college-wide goals and principles for student success. Most significantly, as the college pursues its Educational Pathways initiative--graduation through a two or three year path to completion with Basic Skills, CTE and Transfer paths--we will be constantly evaluating our progress based on student success data by race/ethnicity, gender and special populations. This strategic alignment provides an opportunity for RCC to ensure that responsibility for the implementation of strategies to combat proportional inequities for students in target groups is not solely in the hands of our dedicated academic support and student services professionals. With student equity being embedded into the Pathways initiative, college teaching faculty, who, within their own disciplines and departments, are offering general education electives and major courses in these Pathways are also committed to and become accountable for academic success for *all students* with whom they come in contact in their classes. *The RCC Student Equity Plan will mirror the Pathways model by prioritizing strategies and activities to narrow the proportionality gap for targeted student groups on the Student Success Indicators of Course Completion, ESL and Basic Skills Completion, and Degree and Certificate Completion. The targeted student groups for this plan are primarily African American, Native Alaskan/American Indian, Native Hawaiian/Pacific Islander, Students with Disabilities, Hispanic students and Foster Youth. These groups were consistently among the groups with the widest or most persistent proportionality gaps across success indicators.*

Adjustments in Approach

What we have learned from our previous student equity plans is that while some of our campus programs have been successful, the overall impact of our efforts have been hindered by inconsistent distribution of limited resources, low levels of faculty involvement in discussions about equity and low levels of college-wide participation in actual programs and/or activities addressing student equity. Finally, the numbers of students touched by a program or service is too often dependent on available resources and on faculty and staff willing to put in additional time to make such programs work effectively. These are some of the reasons that equity outcomes for Native American, Hispanic/Latino and African American students have not shown any significant gains from one planning cycle to the next. In other words, we continued to be reliant on work that was already being done to be continued in the same manner while expecting that concomitant changes in outcomes would occur simply because we desired that change. As the committee reflected more deeply on the purpose and value of the Student Equity Plan, we identified the following areas that had not been addressed in previous years' Student Equity Plans:

1. Inadequate identification, analysis and response to causal, correlation, and/or compounding factors.
2. Misplaced focus on student services and support approaches without equal focus on instructional/curricular changes.
3. Over-reliance on student deficit and "fix the student" approaches instead of examining institutional barriers and limitations.
4. Insufficient study and responsiveness to input from students and faculty to implement collective solutions identified in the student equity plan.
5. Lack of professional development resources for faculty to learn, observe, identify and replicate effective classroom pedagogy for students in targeted populations.
6. Lack of integration between the college student equity plan, educational master plan and strategic planning process.
7. Lack of designated funding and insufficient staffing to implement prior student equity strategies.

Our challenge and our opportunity, therefore, is to develop the capacity of Riverside City College to become an equity-minded and inclusive campus where faculty, staff and administrators devise strategies and implement targeted approaches to narrowing proportionality gaps in order to enhance the engagement and increase the academic success of all students—but especially those who are the least successful in the success indicators of Course Completion, ESL and Basic Skills Completion and Degree and Certificate Completion. This capacity will be supported by the establishment of the ***Office of Equity Support*** which then becomes the symbolic embodiment of a college that is deeply committed to issues of equity and inclusion for all members of our college community. The faculty chair for Student Equity, Student Equity Committee members and trained faculty, staff and student Equity Advocates, serve as proxy for this office. Through college service they will serve to support and implement the necessary infrastructure for the broader college-wide appraisal of student equity needs and ongoing evaluation of progress, but most importantly, to model the practices of equity-mindedness on campus. In concert with other departments, especially Institutional Effectiveness, the Office of Equity Support provides leadership in the dissemination of student equity data to all disciplines, departments and programs, creates opportunities for campus-wide dialogues about equity-related issues and concerns, and supports faculty and staff in developing a transformational awareness of their individual roles in ensuring equitable outcomes for all RCC students.

Towards this end, the 2015/2016 Student Equity Plan seeks to learn from its previous efforts by employing the following foundational concepts for all activities:

1. **Understand our students and the root causes of student underachievement.** Through inquiry, we will research best practices and support professional development opportunities that will aid faculty and staff to be able to identify and implement processes to address systemic institutional barriers that impede student success. We must put students at the center of the inquiry and assess students' phenomenological experiences through qualitative sources.

2. **Support faculty development** through attendance at relevant meetings, colloquiums, working group meetings and conferences, and make available the research literature that will lead to the development of instructionally-centered, discipline-based strategies for the purpose of narrowing the equity gap for targeted student groups.

3. **Provide support for instructors** in Basic Skills courses, but also across the college in Transfer and CTE courses, in **pedagogical training for learner-centered strategies for teaching adult students and for targeted student populations.** We will implement faculty-driven strategies that have been developed as a result of inquiry and analysis of data and training per discipline/program expectations.

4. **Facilitate on-going engagement of students and faculty** with college-wide and frequent dialogue around strategies to improve student success and equity and to provide opportunities to engage in trainings and workshops to develop skills and understandings of multiculturalism, cultural proficiency and respect, valuing and celebrating our diverse students as individuals and as members of our college community deserving of an equitable educational experience.

5. **Integrate and imbed the student equity goals** expressed in measurable targets into the college's strategic planning and educational master plan documents.

6. **Operationalize the Student Equity principles:** Promote institutionalization of equity goals:

- "Each one, Reach One" —no lost students. Full campus-wide commitment to personal contact with students.
- Expect that each proposed strategy and activity 'moves the needle' for the target group(s).
- Analyze campus policies and practices, programs and equity strategies and activities from the perspective of whether or not they reinforce or change systemic inequities.

Success Indicators and Equity Goals

The Riverside City College Student Equity Committee used the proportionality index as the method to determine equitable outcomes for the student populations. Our target student populations for each data element were the groups that measured less than 1.0. Towards this end, the goal of the RCC Student Equity Plan is to bring each of these student groups to a 1.0 proportionality index by narrowing the gap, using the numbers provided in the "lost students" tables as guides for achieving equitable outcomes for each metric. Once the proportionality gap reaches 1.0 for all student groups then the focus of the college equity efforts will be to sustain those gains and to direct focus to raising achievement across each target population.

Upon analysis of the five measures presented in the Student Equity Plan, African American, Native American, Pacific Islander and Former Foster Youth are the groups of students that consistently show among the largest proportionality gaps across all Success Indicators. As stated previously, for this plan, we have prioritized the three metrics of: Goal B) Course Completion (five indicators), Goal C) ESL and Basic Skills Completion (three indicators) and Goal D) Degree and Certificate Completion (two indicators). Our data on Goal A. Access does not show any disproportionate impact relative to the service area population and while transfer rates are problematic for Hispanic Students, Foster Youth and

Students with Disabilities, with our strategies and activities focused on Goal 4. Degree and Certificate Completion, we hope to mitigate and narrow the disproportionate impact of transfer success for our lower performing students in the Transfer Rates. There are however, due to the striking proportionality gaps in the Transfer Rates indicator, a few specific strategies and activities indicated for Goal B.

Within our priority indicators, we have established that we will first consider that gaps which fall below .90 be placed into our “caution zone” (yellow on the data tables) and gaps that fall below .80 to be in the “danger zone” (red).

- **African American students have 8 gaps below .90 for the ten indicators.**
 - For Course Completion African American students are in the red zone in CTE Enrollment and in the yellow zone on the other four measures in this category; in red zones in Basic Skills English and Math Completion, and in the Red Zone in CTE Certificate Completion.
- **Foster youth also have eight proportionality gaps in the three goal categories.**

Though this group has characteristics that cross other data such as race/ethnicity and economic disadvantage, the indications are that specific activities targeted to the unique needs of this student population are called for. As Riverside County has the third highest population of Foster Youth in the state (San Bernardino County, our neighbor county to the north is second and many of our students come from San Bernardino county cities; and Los Angeles county, our neighbor county to the west is first), the college is expanding outreach to this previously unsupported target group and thus will need to expand services to Former Foster youth students through the establishment of the Guardian Scholars program. We have an opportunity to create successful interventions almost from scratch as this population is emerging as an equity population that is garnering much attention at this time.

 - Foster Youth success indicators are in the red zone in Basic Skills enrollment, Basic Skills English Course Success, Degree and Certificate Completion, CTE Completion; in the yellow zone in Credit Course Enrollment, CTE Enrollment, 30 unit completion and Basic Skills Math; and exhibit a severely disproportionate transfer rate proportionality gap of .36.
- **Native Hawaiian/Pacific Islander students have six indicator measures below .90**
 - Red zone gaps appear in CTE Enrollment, CTE Course Success, ESL success, Basic Skills Math Course Success, Degree and Certificate attainment rates; the yellow zone indicator is Basic Skills course enrollment
 - Transfer rates for Pacific Islander students are very low, though like Foster Youth, this group is starting with a low number of students in relation to the total student population. These “lost student” numbers, though, may be easier to identify and therefore could yield significant results in attempting to narrow equity gaps for this particular group, as well as for Foster Youth.

Hispanic Students: Two proportionality gaps below .90, but seven gaps between 1.0 and .90.

The three groups highlighted above may not be the ones most likely to first come to mind as the three targeted Equity Groups. Yet with so many ways of looking at the data, these student groups emerge as those with the widest proportionality gaps across all measures. The largest numbers of students affected, though, by proportionality gaps, would be Hispanic Students, albeit most of the proportionality gaps for Hispanic Students fall below 1.0 but above .90 (not in our caution or danger zones, but persistently below proportionality). Seven of ten success indicators show proportionality gaps in this range, two are in the yellow range and there are no “danger zone” proportionality gaps for Hispanic students.

- The two caution zone (yellow) ranges for Hispanic Students are in Degree and Certificate completion rates and in Transfer rates.
- The seven proportionality gaps between 1.0 and .90 (green range) are in Credit Course Completion, Transfer Course Completion, CTE Course Completion, 30 Units Completion, ESL Course Completion, Basic Skills English Completion, and Basic Skills Math Completion.
- There are no red zone proportionality gaps for Hispanic students, who, in 2008 comprised 55.2% of the cohort.

College Prepared Students in Equity Groups

It is important to note that students who entered our college prepared to do college work as indicated on our college placement instrument, are much more likely to complete their degrees than students who have to enroll in development educational courses. However, when we analyzed our data further and factored out academic preparation, we found that a gap in achievement still existed. The data revealed that a differential outcome between African American and Hispanic students and their white and Asian counterparts was still prevalent. Also, in comparing the completion and persistence rates of African American and Hispanic students in comparison to their white and Asian counterparts who also entered the institution at the college level, a gap in the achievement rates in these indicators still existed.

This thorough analysis of our data is why we have **prioritized ESL and Basic Skills Completion, Course Success and Degree and Certificate Completion** as the key success indicators for the Student Equity Plan of Riverside City College. There are interesting revelations in the statewide data, that show, for instance that there is significant inequity in getting underprepared students, who tend to be African American and Latino, from 30 units to completion.² This leads us to emphasize the importance of deliberate and intrusive advising, mentoring and discipline-focused pedagogical strategies that support academic engagement and course success for all students. Also, we want to underscore that campus-based equity programs and engagement centers that support students within a cultural context continue to be important places for students in targeted groups to get support for intellectual and personal development. In addition, the research by the RP Group based on the study done at Long Beach City College and other community colleges throughout the state, demonstrates that English and Math placement using placement instruments like Accuplacer, affirm what we on this campus have known anecdotally, which is that the students most likely to be placed into below-college-level English and Math courses are African American and Hispanic/Latino and that the number of levels below college level that they place into becomes a good indicator of their ultimate low rates of persistence from

² Gregory M Stoup, Vice President, The RP Group Board Senior Dean, Contra Costa Community College District, “Linking Goals & Activities: Ongoing Research and Evaluation,” Student Equity All Coordinators Training, September, 2015

semester to semester. For increasing Basic Skills course enrollment and success this equity plan will emphasize alternatives to placement, such as GPA as a proxy for placement tests, accelerated courses and multiple measures models as strategies to reduce the proportionality gaps in this area.³

Finally, with regard to males, while as a group they may be also included in any of the targeted racial/ethnic categories, it will be well worthwhile to pursue equity approaches that consider the effects of masculinity in achieving academic success in our campus community. Hispanic males, for example, have a proportionality gap even when compared to Hispanic females in Basic Skills English, Degree and Certificate Completion and Transfer Rates. We also see such a “gap within gaps” for African American males compared to African American females in CTE degree attainment; and for white males, while the numbers represent a gap, they are above the 1.0 proportionality index, yet it is clear that males do not succeed at the same rate as females in Basic Skills English.

Our equity strategy at RCC will be multi-faceted and all-inclusive—providing support across the college community in order to demonstrate our total commitment to the success of the students in our target groups—and consequently our hope is that this Student Equity Plan will lead to improvements in success indicators for all of our students.

Student Groups which present Proportionality Gaps Across Success Indicators

		PROPORTIONALITY INDEX BY GROUP										
		African-American	Hispanic	American Indian or Alaska Native	Pacific Islander	African-American		Hispanic		Persons with Disabilities	Veterans	Foster Youth
SUCCESS INDICATORS						Female	Male	Female	Male			
Course Completion	Success in credit enrollment	● 0.85	● 0.97	● 0.81	● 0.95					● 0.99	● 0.95	● 0.84
	Success in transferable enrollment	● 0.85	● 0.96	● 0.79	● 0.98					● 0.85	● 0.96	● 1.28
	Success in basic skills enrollment	● 0.83	● 1.01	● 1.07	● 0.83					● 0.66	● 0.72	● 0.53
	Success in CTE enrollment	● 0.79	● 0.98	● 0.95	● 0.70					● 1.03	● 0.98	● 0.82
	ScoreCard-30-units Completion	● 0.82	● 0.96	● 0.99	● 1.20	● 0.77	● 0.87	● 1.00	● 0.90	● 1.03	● 0.98	● 0.82
ESL/Basic Skills Completion	ScoreCard-ESL	● 5.01	● 0.93	● 0.00	● 0.00	● 5.01		● 0.88	● 1.03	● 1.31	● 2.70	
	ScoreCard-Basic Skills English	● 0.67	● 0.94	● 1.29	● 1.43	● 0.66	● 0.67	● 1.03	● 0.82	● 0.95	● 1.18	● 0.72**
	ScoreCard-Basic Skills Math	● 0.72	● 0.95	● 1.05	● 0.70	● 0.69	● 0.74	● 0.98	● 0.90	● 1.11	● 1.44	● 0.81
Degree and Certificate Completion	ScoreCard-Completion (SPAR)	● 0.94	● 0.89	● 0.93	● 0.79	● 0.96	● 0.91	● 0.93	● 0.82	● 0.94	● 1.34	● 0.44
	ScoreCard-CTE Rate	● 0.68	● 1.00	● 0.83	● 0.27	● 0.79	● 0.53	● 0.99	● 1.00	● 1.01	● 1.39	● 0.76
Transfer	ScoreCard-Transfer	● 1.15	● 0.82	● 1.01	● 0.75	● 1.15	● 1.14	● 0.86	● 0.78	● 0.70	● 1.15	● 0.36

Proportionality Index Key:

- 0.9 and above
- 0.8 -0.9
- 0.79 and below

³ John Hetts, Ken Sorey et al, “Multiple Measures for Assessment and Placement,” RP Group White Paper, September 12, 2014.

SUCCESS INDICATORS		PROPORTIONALITY INDEX (Below 0.9)
Course Completion	Success in credit enrollment	African-American (0.85), American Indian (0.81), Foster Youth (0.84)
	Success in transferable enrollment	African-American (0.85), American Indian (0.79), Persons with Disabilities (0.85)
	Success in basic skills enrollment	African-American (0.83), Pacific Islander (0.83), Persons with Disabilities (0.66), Veterans(0.72), Foster Youth (0.53)
	Success in CTE enrollment	African-American (0.79), Pacific Islander (0.70), Foster Youth (0.82)
	ScoreCard-30-units Completion	African-American (0.82), African-American-Female (0.77), African-American-Male (0.87), Foster Youth (0.82)
ESL/Basic Skills Completion	ScoreCard-ESL	American Indian (0.00), Pacific Islander (0.00), Hispanic-female (0.88)
	ScoreCard-Basic Skills English	African-American (0.67), Hispanic-Male (0.82), Foster Youth (0.72)
	ScoreCard-Basic Skills Math	African-American (0.72), Pacific Islander (0.70), Foster Youth (0.81)
Degree and Certificate Completion	ScoreCard-Completion (SPAR)	Hispanic (0.89), Pacific Islander (0.79), Hispanic-Male (0.82), Foster Youth (0.44)
	ScoreCard-CTE Rate	African-American (0.68), American Indian (0.83), Pacific Islander (0.27), African-American Female (0.79), African-American Male (0.53), Foster Youth (0.76)
Transfer	ScoreCard-Transfer	Hispanic (0.82), Pacific Islander (0.75), Hispanic-Female (0.86), Hispanic-Male (0.78), Persons with disabilities (0.70), Foster Youth (0.36)

Strategies and Next Steps

Strategically, the mission and vision of the RCC Student Equity Plan is to implement it through infrastructural support of programs and activities campus-wide and within individual departments, disciplines and programs.

- 1) The *Office of Equity Support* will serve to facilitate a culture of equity-mindedness through supporting inquiry and research plans, supporting professional development and providing access to training and literature that fosters a healthy understanding of and respect for the tools and practices that sustain student equity as a valued aspect of our overall college mission.
- 2) The Student Equity Plan recognizes the value of *dedicated equity programs* that provide support for targeted student groups within a cultural/group context where support is based first on what experiences they bring to college and then on how to use their personal capacity to become successful in an institutional educational environment that many are experiencing as first generation college students. The Equity programs at RCC are **Ujima, Puente, Disability Resource Center, Veterans, Foster Youth**—these programs have been laying the ground work for equity efforts on this campus for at least one dozen years, they address the core groups with the most systemic problems, and they have been woefully underfunded. These groups also already have dedicated spaces on campus where many of the targeted equity activities can take place.
- 3) The Student Equity Plan systematizes a *partnership of Student Equity with Strategic Planning Councils and Educational Pathways workgroups* (CTE, Basic Skills, Transfer) in order to support disciplines and departments to collegially strategize how to implement pedagogical and curricular approaches to increasing equitable outcomes for the targeted student groups.

RCC’s primary principle (and admonition) for Student Equity is, *do not lose students*. Through a philosophy of “Each One, Reach One, the three strategic approaches explained above will be directed toward the prioritized success indicators mentioned previously: Course Completion, especially strategies intended to keep students from falling out at the critical 30 unit mark, ESL and Basic Skills Completion—focusing on multiple measures for placement into college-level English and Math, and Degree and Certificate Completion—research based support for activities that lead to student engagement, personal development and successful course-taking behaviors for general education and

major requirements. We are committed to narrowing the proportionality gap through intensive and deliberate outreach to students in the targeted groups. A myriad of activities will be implemented to support our mission. Faculty support is critical and we can garner untold hours of contractual faculty service (5 hours per week/per full time faculty member) to support Student Equity with our current full-time faculty ranks and by increasing those ranks as well.

Three – Five year plan is to focus:

1. Year One:
 - a. Research, Professional Development and Training
 - b. Ongoing support of ongoing projects and equity programs
 - c. Student outreach
 - d. Coordination with categorical programs to make best use of resources, staff time and programmatic responsibilities.
 - e. Workshop and Retreat Planning

2. Year Two:
 - a. Initiate pilots and measure and evaluate equity outcomes.
 - b. Ongoing:
 - i. Research, Professional Development and Training
 - ii. Ongoing support of ongoing projects and equity programs
 - iii. Student outreach
 - iv. Coordination with categorical programs to make best use of resources, staff time and programmatic responsibilities.
 - v. Workshop and Retreat Planning

3. Years Three, Four, Five:
 - a. Scale up successful pilots and small programs
 - b. Make adjustments to pilots and programs based on evaluation and assessment
 - c. Ongoing:
 - i. Measure and evaluate equity outcomes
 - ii. Research, Professional Development and Training
 - iii. Ongoing support of ongoing projects and equity programs
 - iv. Student outreach
 - v. Coordination with categorical programs to make best use of resources, staff time and programmatic responsibilities.
 - vi. Workshop and Retreat Planning

Planning Committee and Collaboration

The Student Equity Committee meets monthly during the regular school year. The committee is chaired by a tenured faculty member and it is assigned to the area of responsibility of the Dean of Instruction for Academic Support. The committee met bimonthly during the duration of the writing of this plan and the Writing Committee Working group met on the alternate weeks and reported back to the larger committee. The Vice Presidents of Academic Affairs and of Student Services are members of the Student Equity Committee and met frequently with the Dean of Instruction for Academic Support in order to coordinate information gathering, project funding requests and to communicate feedback coming from each of their respective areas with regard to student equity concerns. The president of the college agenda equity planning in monthly Deans meetings and in the meetings of the President's Leadership Team.

In turn, the Student Equity Chair also met bi-monthly with the Dean of Instruction for Academic Support and with the CIO and CSSO as needed. Collectively, we fielded requests for information and clarification, responded to inquiries about Student Equity, trouble-shooted proposed strategies and activities, and presented the working principles to other campus bodies such as department chairs and in Flex Day workshops.

The writing committee working group membership included the current Acting Dean of Student Services and has been the Director of Disabled Students Programs and Services for the last several years. Also, the Director of Student Support Services Program, is another long-time Student Equity committee member. And the director of our campus Foster Youth and Kinship Program, another long time committee member, participated on the writing group. Their insights and contributions were valuable as we discussed how to implement effective strategies for special student populations.

Most importantly, this report could not have been completed without an ongoing relationship with the Dean of Institutional Effectiveness who responded to any request at any time and cleared her schedule when needed in order for us to have access to the data and to understand it without hesitation. The faculty chairs of our Strategic Planning Executive Committee and of the Academic and Career Technical Programs and Instructional Support (ACTPIS) Leadership Council were collegial collaborators in the discussions about situating the Student Equity Plan in the college planning process and within the Pathways Initiative workgroups and the Educational Master Plan. The Academic Senate President was also instrumental in providing opportunities to bring student equity discussions to the forefront of faculty awareness. The Student Equity Chair sits on the ACTPIS Council, the Educational Master Plan workgroup and the Academic Senate. The chair is also interim department chair and faculty coordinator for Ujima--one of the dedicated Equity Programs at our college.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Kristi Woods	Student Equity Chair, Professor History and Ethnic Studies	Department of History, Philosophy, Humanities Ujima faculty
Fabienne Chauderlot	Dean of Instruction	Counseling, Library, Academic Support
Cecilia Alvarado	Interim Vice President, Student Services	Student Services
Joe Anguiano	Associate Professor, English	English & Media Studies Puente faculty
Patricia Avila	Dean of Instruction	Career and Technical Education
Ellen Brown-Drinkwater	Associate Professor/Dept. Chair, Counseling	Counseling
Christina Henderson	RCC student	RCC student
Alise Clouser	Educational Advisor	Counseling
Kenneth Cramm	Associate Professor/Dept. Chair	Mathematics
Greg Ferrar	Interim Dean, Student Services	Student Services, Disabled Students Programs and Services
Wolde-Ab Isaac	President, Riverside City College	
Tenisha James	Director, Student Support Services Grant	Student Services
Myung Koh	Director, Institutional Research	Institutional Effectiveness
Wendy McEwen	Dean, Institutional Effectiveness	Institutional Effectiveness
Rebecca Moon-Stone	Supplemental Instructional Coordinator	Academic Support
Whitney Ortega	Director, Foster Kinship Care Education Program	Student Services
Garth Schultz	Assistant Professor, Counseling	Counseling, Veterans Resource Center
Miguel Reid	Assistant Professor, ESL	English & Media Studies
Oliver Thompson	Professor, Administration of Justice	Behavioral Sciences/Psychology
Debbie Whitaker-Meneses	Associate Dean, Academic Support	Academic Support, Basic Skills Initiative

Access

Access Definition

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

Section A: Access Research and Analysis

Riverside City College reviewed a substantial number of data sets to identify and inform conversations about access around equity groups. Riverside City College enrolls students from a large geographic area. Because of this, there has been a substantial amount of debate regarding the definition of RCC's service area. For the purpose of this Equity Report, the County of Riverside has been defined as Riverside Community College District's service area. Riverside County – and the City of Riverside – is a very diverse area racially and ethnically as well as socio-economically. See Graphic 1 at the end of this section for the metrics for access and equity.

Gender

As with most institutions of higher education, women are a larger proportion of the student body at RCC. This trend has been consistent for at least the past decade. For the most recent data (Fall 2014), the total number of enrolled women is over 5% higher than that of female population in the Riverside County service area.

According to the US Census Bureau American Communities Survey 2013, Riverside County's population of fifteen to seventeen year-olds is 51.2% male and 48.8% female. In 2012, the American Communities Survey estimated that the County's population of sixteen to nineteen year-olds enrolled in school was 50.3% male. Although women outnumber men at most higher education institutions, Riverside City College's male population is lower than the population of the County.

While there is a disparity in access by gender, Riverside City College is not prioritizing this gap for our current Student Equity program. Elsewhere in this plan where we see this gap on other success indicators there will be strategies and activities that are tied to outcomes for males in the targeted groups.

Race / Ethnicity

In terms of access, Riverside City College's student population reflects the diversity of the surrounding community. In terms of race and ethnicity, the ratio for Hispanics in the Fall 2014 RCC students was 57.3%, while the ratio for Hispanic in the service area was 45.5%. The ratio for African Americans in the service area was 6.0% in comparison to 8.5% of RCC students.

While Riverside City College is under-represented in white students, Riverside County's overall undergraduate college population is 43.7% white, because a larger proportion of white students attend four-year colleges and universities. (2006-2010 American Community Survey School Enrollment by Race / Ethnicity).

While there are slight differences in access by race / ethnicity, Riverside City College is not prioritizing this gap for our current Student Equity program.

Individuals with Disabilities

Over the past five years, RCC students who self-identified as students with disabilities increased from 3.8% to 7.3%. According to the United States 2006-2007 American Community Survey, 5.6% of Riverside County's population ages sixteen to thirty-four is disabled. One of the challenges RCC's team has identified is obtaining comparison group data for this disabled population. We are working to obtain better data on this important part of the population.

There is not an access equity gap for individuals with disabilities and RCC is not prioritizing this segment of the population.

Veteran

The number of veteran students enrolled at RCC is slightly less than the Veteran population county-wide. County-wide, Riverside county's eighteen to thirty-four year-old population is 2.2% veterans. While there are slight differences in access for this population, Riverside City College is not prioritizing this gap for our current Student Equity program.

Economically Disadvantaged

In terms of student access, students are identified as economically disadvantaged if they received a Pell grant, CalWORKs, or a Board of Governors Waiver. RCC students who received a Pell grant or a Board of Governors Waiver increased from 49% to 67.4% during the past five years. The numbers of RCC students receiving CalWORKs remained stable between 0.3% and 0.5% for the past five years. This population is a significant portion of RCC's student body. There is not an access equity gap for economically disadvantaged students and RCC is not prioritizing this segment of the population.

Foster Youth

Over the past five years, RCC students who were foster youth increased from 0.3% to 0.8% of the total student population. This special population is difficult to identify because, as with many other characteristics, identification relies on student self-identification. RCC is working with California College Pathways Foundation to identify additional methods for identifying foster youth. As RCC progresses through this strategic planning cycle, we are working to not only better identify and track foster youth, but also target this population with additional support. While RCC is not directly prioritizing foster youth access, this population has been identified as one of the target groups. Activities addressing foster youth success will be addressed later on in this report.

Summary

In summary, as explained in the sections above, our access data indicate that our student population is widely distributed amongst the several ethnic/racial and special population groups that often lack proportionate representation in higher education institutions. Our student body reflects the diversity of these demographics of our local community and therefore we know that access to the college is not a significant problem. We do, however, intend to continue to collect data and to research proven methods for outreach to Foster Youth and college-age males in our service area. Nevertheless, our priority for Student Equity will be to focus on the success of students once they have matriculated to RCC and ensuring equitable outcomes for them to complete courses successfully. This includes enrollment and successful completion in basic skills and transfer courses, successful progression through basic skills sequences, attaining a degree or certificate and transfer to a four-year college or university.

Graphic A.1: Access and Equity

Target Populations	Service Area Population Census 2010	% of Population 2010 Census	# Enrolled Fall 2014	% of Total Fall 2014	Proportionality Index	Gain / Loss
African American	130,823	6.0%	1,590	8.5%	1.42	2.5%
American Indian / Native Alaskan	10,931	0.5%	50	0.3%	0.60	-0.2%
Asian	133,170	6.1%	1,780	6.3%	1.03	-0.2%
Hispanic	995,257	45.5%	10,717	57.3%	1.26	11.8%
White	869,068	39.7%	3,974	21.3%	0.54	-18.4%
Two or More ¹	48,110	2.2%	750	4.0%	1.82	1.8%
Unknown	3,682	0.2%	150	0.8%	4.00	0.6%
Total	2,189,641	100.0%	18,690	100.0%		
Males	1,089,576	49.8%	8,192	43.8%	0.88	-6.0%
Females	1,100,065	50.2%	10,407	55.7%	1.11	5.5%
Total	2,189,641	100.0%	18,690	100.0%		
Individuals with Disabilities ³	32,682	5.6%	1,357	7.3%	1.30	1.7%
Veterans ⁴	11,629	2.2%	262	1.4%	0.64	-0.8%
Low-Income (Pell)			6,266	33.5%		
Foster Youth			152	0.8%		
Total			18,690	100.0%		

*Census combines Native Hawaiian / Pacific Islander with Asian

1 2010 Census category is Multi-Ethnic

2 International Students are enrolled with F-1 or J-1 Visas

3 According to the United States 2006-7 American Community Survey, 5.6% of Riverside County's population ages 16-34 is disabled.

4 County-wide, Riverside County's 18 to 34 year-old population is 2.2% veterans.

Success Indicator: Course Completion

Course Completion (*Retention*⁴) Definition

The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

Section B: Course Completion Research and Analysis

Course completion is one of the foundational metrics used to measure student progress at California Community Colleges. Riverside City College tracks course completion at the individual student level – as well as at aggregated levels by course, discipline, department, division, etc. This robust tracking and reporting system allows Institutional Research to inform conversations about student success at individual group levels (Veteran’s, disabilities, gender, race/ethnicity, etc.) as well as helps frame conversations within and between disciplines and departments.

RCC evaluated Course Completion for different segments of students:

- 1) Course completion for those students who complete at least 30 units
- 2) Course completion for those students who were successful at credit, transferable, basic skills, and CTE enrollments

With each of the metrics analyzed earlier in this report, the student was the “unit” of analysis and students were grouped into cohorts. For Course Success, the course becomes the unit of analysis. Thus, if a student was enrolled in twelve courses over the period analyzed, there will be twelve unique instances included in the analysis. Because of this, the number of instances included in this analysis is much larger than the previous headcounts and students are not necessarily grouped into cohorts based on their start year.

For each of the following target groups, the Student Equity workgroup examined a substantial amount of data by gender, race/ethnicity, age group, disability, Veteran, foster youth, and socio-economically disadvantaged. Data tables for each of the different course types are included in this section.

Course Completion Summary

The following target groups show disproportionate impact in most of these course completion data sets.

- American Indian / Native Alaskan Students, African American Students and Foster Youth all show disproportionate impact for 30 Unit, Credit Course and CTE Course Completion.
- Native Hawaiian / Pacific Islander, African Americans, Students identifying as 2 or More Races, Foster Youth and Students with Disabilities show disproportionate impact for Basic Skills Course Completion.
- American Indian / Native Alaskan Students, African Americans, and Students with Disabilities all show disproportionate impact for Transfer Course Completion.

Riverside City College has identified strategies to address these gaps across several different course types. RCC is also implementing specific strategies based on target groups identified below.

⁴ Although Title 5 refers to “retention” the term “course completion” is deemed to embody that term in the guidelines.

30 Unit, Credit Course, and CTE Completion Strategies

The student group exhibiting the largest proportionality gap in attaining 30 Unit course credits is

- African American - 0.82

The student groups exhibiting the largest proportionality gaps in credit course completion rates are

- African American - 0.85
- Foster Youth - 0.84
- American Indian/Alaskan Native - 0.81

The student groups exhibiting the largest proportionality gaps in CTE course completion rates are

- African American – 0.079
- Native Hawaiian/Pacific Islander – 0.70
- Foster Youth – 0.82

Transfer Course Completion Strategies

The three student groups exhibiting the largest proportionality gaps in transfer course completion rates are

- African American - 0.85
- American Indian/Alaskan Native - 0.79
- Students with Disabilities – 0.85

Basic Skills Course Completion Strategies*

The three student groups exhibiting the largest proportionality gaps in Basic Skills course completion rates are

- African American - 0.83
- Native Hawaiian / Pacific Islander - 0.83
- 2 or more races -- 0.79
- Students with Disabilities – 0.66
- Foster Youth - 0.53
- Veterans – 0.71

*See the Basic Skills section (Section C) of this report for detailed information about strategies and activities for Basic Skills course progression and successful completion.

30 Units Research

The definition of this population is that of the State Chancellor’s Office Scorecard: First-time students with a minimum of 6 units earned who attempted any Math or English in the first three years and earned at least 30 units within six years of entry anywhere in the CCC system.

Graphic B.1: 30 Unit Completion

Target Populations	# Cohort (2008-2009)	% of Total	# completed	% of Total Completed	PI	80 Percent Index	30 Units Completion Rate	Gain or Loss
Asian	187	5.1%	133	5.8%	1.14	0.95	71.1%	8.6%
African-American	384	10.5%	196	8.6%	0.82	0.68	51.0%	-11.5%
Filipino	90	2.5%	63	2.8%	1.12	0.93	70.0%	7.5%
Hispanic/Latino	1529	42.0%	915	40.2%	0.96	0.80	59.8%	-2.7%
American Indian or Alaska Native	21	0.6%	13	0.6%	0.99	0.83	61.9%	-0.6%
Pacific Islander	28	0.8%	21	0.9%	1.20	1.00	75.0%	12.5%
White	973	26.7%	658	28.9%	1.08	0.90	67.6%	5.1%
Unknown	431	11.8%	279	12.2%	1.04	0.86	64.7%	2.2%
Total	3643	100.0%	2278	100.0%	1.00		62.5%	
Female	1967	54.0%	1265	55.5%	1.03	1.00	64.3%	1.8%
Male	1629	44.7%	986	43.3%	0.97	0.94	60.5%	-2.0%
Unknown	47	1.3%	27	1.2%	0.92	0.89	57.4%	-5.1%
Total	3643	100.0%	2278	100.0%	1.00		62.5%	
Foster Youth	39	1.1%	24	1.1%	0.98	0.98	61.5%	-1.0%
Individuals with Disabilities	216	5.9%	142	6.2%	1.05	1.00	65.7%	3.2%
Low-Income (Pell)	2528	69.4%	1658	72.8%	1.05	1.00	65.6%	3.1%
Veterans	55	1.5%	42	1.8%	1.22	1.00	76.4%	13.9%
Total	3643	100.0%	2278	100.0%	1.00		62.5%	

Student Group	Percentage Gap to Overall Average Completion	# Enrolled	# Needed to complete
African-American	-11.5%	384	44.2
Hispanic/Latino	-2.7%	1,529	42.3
American Indian or Alaska Native	-0.6%	21	0.1

Credit Course Completion Research

This metric shows student success for all credit eligible courses. Note that there are a significant number of Transfer courses which are also credit-eligible and transferable. Success metrics for these courses are included in each section of this research.

Graphic B.2: Credit Courses

Target Populations	# Enrolled Fall 2014	% of Total	# Passed	% of Total Passed	Proportionality Index	80 Percent Index	Total Pass Rate	Comparison Group Pass Rate to Total Pass Rate
African American	3,791	8.9%	2,094	7.5%	0.85	0.70	55.2%	-9.9%
American Indian / Native Alaskan	137	0.3%	72	0.3%	0.81	0.67	52.6%	-12.6%
Asian	2,516	5.9%	1,819	6.5%	1.11	0.92	72.3%	7.1%
Native Hawaiian / Pac Islander	177	0.4%	109	0.4%	0.95	0.78	61.6%	-3.6%
Hispanic	23,651	55.2%	14,871	53.3%	0.97	0.80	62.9%	-2.3%
White	9,251	21.6%	6,647	23.8%	1.10	0.91	71.9%	6.7%
Two or More	1,880	4.4%	1,216	4.4%	0.99	0.82	64.7%	-0.5%
Unknown	339	0.8%	223	0.8%	1.01	0.83	65.8%	0.6%
International*	1,077	2.5%	851	3.0%	1.21	1.00	79.0%	13.9%
Total	42,819	100.0%	27,902	100.0%	1.00		65.2%	
Males	19,435	45.4%	12,537	44.9%	0.99	0.98	64.5%	-0.7%
Females	23,165	54.1%	15,222	54.6%	1.01	1.00	65.7%	0.5%
Unknown	219	0.5%	143	0.5%	1.00	0.99	65.3%	0.1%
Total	42,819	100.0%	27,902	100.0%	1.00		65.2%	
Foster Youth	391	0.9%	213	0.8%	0.84		54.5%	-10.7%
Individuals with Disabilities	2,913	6.8%	1,880	6.7%	0.99		64.5%	-0.6%
Low-Income (Pell)	15,019	35.1%	9,706	34.8%	0.99		64.6%	-0.5%
Veterans	648	1.5%	403	1.4%	0.95		62.2%	-3.0%
Total	42,819	100.0%	27,902	100.0%	1.00		65.2%	

Student Group	Percentage Gap to Overall Average Success	# Enrolled Fall 2015	# Needed to Pass
American Indian / Native Alaskan	-12.6%	137	17.3
African American	-9.9%	3,791	376.3
Hispanic	-2.3%	23,651	540.6
Foster Youth	-10.7%	391	41.8

Basic Skills Course Completion Research

This metric shows student success for all basic skills courses.

Graphic B.3: Basic Skills Courses

Target Populations	# Enrolled Fall 2014	% of Total	# Passed	% of Total Passed	Proportionality Index	80 Percent Index	Total Pass Rate	Comparison Group Pass Rate to Total Pass Rate
African American	193	8.6%	89	7.1%	0.83	0.57	46.1%	-9.8%
American Indian / Native Alaskan	5	0.2%	3	0.2%	1.07	0.74	60.0%	4.1%
Asian	84	3.7%	54	4.3%	1.15	0.80	64.3%	8.4%
Native Hawaiian / Pac Islander	13	0.6%	6	0.5%	0.83	0.57	46.2%	-9.8%
Hispanic	1,542	68.8%	867	69.2%	1.01	0.70	56.2%	0.3%
White	293	13.1%	172	13.7%	1.05	0.73	58.7%	2.8%
Two or More	75	3.3%	33	2.6%	0.79	0.55	44.0%	-11.9%
Unknown	5	0.2%	4	0.3%	1.43	0.99	80.0%	24.1%
International*	31	1.4%	25	2.0%	1.44	1.00	80.6%	24.7%
Total	2,241	100.0%	1,253	100.0%	1.00		55.9%	
Males	831	37.1%	448	35.8%	0.96	0.92	53.9%	-2.0%
Females	1,398	62.4%	798	63.7%	1.02	0.98	57.1%	1.2%
Unknown	12	0.5%	7	0.6%	1.04	1.00	58.3%	2.4%
Total	2,241	100.0%	1,253	100.0%	1.00		55.9%	
Foster Youth	27	1.2%	8	0.6%	0.53		29.6%	-26.3%
Individuals with Disabilities	251	11.2%	92	7.3%	0.66		36.7%	-19.3%
Low-Income (Pell)	575	25.7%	308	24.6%	0.96		53.6%	-2.3%
Veterans	15	0.7%	6	0.5%	0.72		40.0%	-15.9%
Total	2,241	100.0%	1,253	100.0%	1.00		55.9%	

Student Group	Percentage Gap to Overall Average Success	# Enrolled Fall 2015	# Needed to Pass
Native Hawaiian / Pac Islander	-9.8%	13	1.3
African American	-9.8%	193	18.9
Two or More	-11.9%	75	8.9
Foster Youth	-26.3%	27	7.1

CTE Course Completion Research

This metric shows student success for all CTE courses. Note that there are a significant number of CTE courses which are also credit-eligible and transferable. Success metrics for these courses are included in each section of this research.

Graphic B.4: CTE Courses

Target Populations	# Enrolled Fall 2014	% of Total	# Passed	% of Total Passed	Proportionality Index	80 Percent Index	Total Pass Rate	Comparison Group Pass Rate to Total Pass Rate
African American	1,121	9.5%	594	7.5%	0.79	0.68	53.0%	-14.1%
American Indian / Native Alaskan	52	0.4%	33	0.4%	0.95	0.81	63.5%	-3.7%
Asian	677	5.7%	505	6.4%	1.11	0.96	74.6%	7.5%
Native Hawaiian / Pac Islander	36	0.3%	17	0.2%	0.70	0.61	47.2%	-19.9%
Hispanic	6,304	53.5%	4,135	52.3%	0.98	0.84	65.6%	-1.5%
White	2,891	24.5%	2,135	27.0%	1.10	0.95	73.8%	6.7%
Two or More	440	3.7%	292	3.7%	0.99	0.85	66.4%	-0.8%
Unknown	89	0.8%	64	0.8%	1.07	0.92	71.9%	4.8%
International*	177	1.5%	138	1.7%	1.16	1.00	78.0%	10.8%
Total	11,787	100.0%	7,913	100.0%	1.00		67.1%	
Males	5,085	43.1%	3,278	41.4%	0.96	1.05	64.5%	-2.7%
Females	6,640	56.3%	4,597	58.1%	1.03	1.13	69.2%	2.1%
Unknown	62	0.5%	38	0.5%	0.91	1.00	61.3%	-5.8%
Total	11,787	100.0%	7,913	100.0%	1.00		67.1%	
Foster Youth	109	0.9%	60	0.8%	0.82		55.0%	-12.1%
Individuals with Disabilities	1,060	9.0%	731	9.2%	1.03		69.0%	1.8%
Low-Income (Pell)	4,430	37.6%	3,050	38.5%	1.03		68.8%	1.7%
Veterans	160	1.4%	105	1.3%	0.98		65.6%	-1.5%
Total	11,787	100.0%	7,913	100.0%	1.00		67.1%	

Student Group	Percentage Gap to Overall Average Success	# Enrolled Fall 2015	# Needed to Pass
Native Hawaiian / Pac Islander	-19.90%	36	7.2
African American	-14.10%	1,121	158.6
Foster Youth	-12.10%	109	13.2

Transfer Course Completion Research

This metric shows student success for all Transfer eligible courses. Note that there are a significant number of Transfer courses which are also credit-eligible and transferable. Success metrics for these courses are included in each section of this research.

Graphic B.5: Transfer Courses

Target Populations	# Enrolled Fall 2014	% of Total	# Passed	% of Total Passed	Proportionality Index	80 Percent Index	Total Pass Rate	Comparison Group Pass Rate to Total Pass Rate
African American	3,278	9.2%	1,813	7.8%	0.85	0.69	55.3%	-9.9%
American Indian / Native Alaskan	120	0.3%	62	0.3%	0.79	0.65	51.7%	-13.6%
Asian	2,113	5.9%	1,523	6.5%	1.11	0.90	72.1%	6.8%
Native Hawaiian / Pac Islander	160	0.4%	102	0.4%	0.98	0.80	63.8%	-1.5%
Hispanic	19,638	54.9%	12,354	52.9%	0.96	0.79	62.9%	-2.3%
White	7,673	21.4%	5,530	23.7%	1.11	0.90	72.1%	6.8%
Two or More	1,590	4.4%	1,037	4.4%	1.00	0.81	65.2%	0.0%
Unknown	302	0.8%	192	0.8%	0.98	0.79	63.6%	-1.7%
International*	919	2.6%	736	3.2%	1.23	1.00	80.1%	14.9%
Total	35,793	100.0%	23,349	100.0%	1.00		65.2%	
Males	16,346	45.7%	10,579	45.3%	0.99	0.99	64.7%	-0.5%
Females	19,274	53.8%	12,657	54.2%	1.01	1.00	65.7%	0.4%
Unknown	173	0.5%	113	0.5%	1.00	1.00	65.3%	0.1%
Total	35,793	100.0%	23,349	100.0%	1.00		65.2%	
Foster Youth	185	0.5%	154	0.7%	1.28		83.2%	18.0%
Individuals with Disabilities	1,512	4.2%	838	3.6%	0.85		55.4%	-9.8%
Low-Income (Pell)	12,640	35.3%	8,114	34.8%	0.98		64.2%	-1.0%
Veterans	541	1.5%	339	1.5%	0.96		62.7%	-2.6%
Total	35,793	100.0%	23,349	100.0%	1.00		65.2%	

Student Group	Percentage Gap to Overall Average Success	# Enrolled Fall 2015	# Needed to Pass
American Indian / Native Alaskan	-13.6%	120	16.3
African American	-9.9%	3,278	325.4
Individuals with Disabilities	-9.8%	1,512	148.3

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL Section B: Course Completion

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
B.1 African American, Hispanic, American Indian / Native American, and Foster Youth for Credit Course Completion	55.2% success rate for African Americans in Credit Course Completion, Fall 2014.	Narrow this gap by helping 50 more African American students each semester pass their credit courses by the end of Fall 2019.	2019
	52.6% success rate for American Indian / Native American in Credit Course Completion, Fall 2014.	Narrow this gap by helping 5 more American Indian / Native American students each semester pass their credit courses by the end of Fall 2017.	2017
	62.9% success rate for Hispanic in Credit Course Completion, Fall 2014.	Narrow this gap by helping 70 more Hispanic students each semester pass their credit courses by the end of Fall 2019.	2019
	54.5% success rate for Foster Youth in Credit Course Completion, Fall 2014	Narrow this gap by helping 10 more Foster Youth each semester pass their credit courses by the end of Fall 2019.	2019

B.2 African American, American Indian / Alaskan Native, and Students with Disabilities for Transfer Course Completion	55.3% success rate for African Americans in Transfer Course Completion, Fall 2014.	Narrow this gap by helping 50 more African American students each semester pass their credit courses by the end of Fall 2019.	2019
	51.7% success rate for American Indian / Alaskan Native in Transfer Course Completion, Fall 2014.	Narrow this gap by helping 5 more American Indian / Native American students each semester pass their credit courses by the end of Fall 2017.	2017
	55.4% success rate for Students with Disabilities in Transfer Course Completion, Fall 2014.	Narrow this gap by helping 20 more Students with Disabilities each semester pass their credit courses by the end of Fall 2019.	2019

*Expressed as either a percentage or number.

Activities for Goal B.1: Credit Course Completion

● **Activity Type(s)**

x	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
B.1	African American, Hispanics, American Indian / Native American, and Foster Youth	African American – 1500 American Indian – 60 Hispanic – 10,500 Foster Youth - 50

Activity Implementation Plan for Goal B.1: Credit Course Completion

These activities are designed to support credit courses focusing on the four populations with the largest equity gaps.

Research and Evaluation

- Identify students who have a pattern of withdrawals and drops through the implementation of WebAdvisor drop down screen.
 - Assess reported reasons the targeted populations withdraw from classes in order to see if there are actions that the college can take to specifically mitigate issues that lead to student withdrawals
- Identify course-taking behavior of the targeted student groups enrolled in gatekeeper courses.
- Collect **disaggregated data** to identify the courses in which the target groups are experiencing the least success; observations may be conducted in the classrooms in which target groups are experiencing the least success; or interviews with students from the target group could be conducted to better understand what barriers emerged in the identified classrooms.
- Examine best practices for embedded tutoring/use of Supplemental Instruction, Study Group Leaders or web-based tutoring services in order to produce outcomes that narrow the proportionality gaps for targeted student groups.
- Research best practices and successful outcomes from adding English and/or Reading pre-requisites for college-level transfer courses. See Appendix 1 for a table of references for Best Practices.
 - Inquiry question: Do the pre-requisites yield any significantly different results or are there other ways of helping Basic Skills level students strengthen reading and writing skills while also enrolled in college-level transfer courses?
 - Examine the potential benefits of developing an interdisciplinary writing course to meet English 1A or development of English requirement.
- Disciplines and Departments will analyze disaggregated data to determine if student achievement inequities are present and will develop strategies to address these disparities in their Comprehensive Program Review.
- Research specific methodologies for facilitating student engagement and academic success for Native American, African American, Hispanic, Foster Youth and Native Hawaiian/Pacific Islander students.

Instructional Support Activities

- In coordination with faculty, implement systemic access for targeted students to in person or online tutoring services, in-class supplemental instruction.
- Assign students in target groups to an educational advisor, faculty advisor and equity advocate.
- Provide students in Equity Learning Communities with embedded support: educational advisor, faculty advisor and equity advocates.
- Develop resource offerings in the library for faculty to gain knowledge on cultural proficiency, that allow faculty to develop curricular assignments that engage student in the target groups, and to offer programs to bring target group students into the library for research, group collaboration and study groups, and speakers and workshops that address particular aspects of college success, basic skills progress and degree and certificate completion.
- Identify bottle-neck courses and provide intrusive support services for targeted students in these courses by assigning educational advisors to Equity Programs and Engagement Centers, Departments/Disciplines/Divisions to work with students on a case-load basis.
- Support peer tutoring in Engagement Centers for targeted students and to meet equity targets within specific departments/disciplines.
- Utilize STEM ambassadors and mentors in STEM Center to participate in peer mentoring, lead study groups and tutor students in targeted groups.

Professional Development

- Inquiry, research/literature reviews, professional development workshops, training on the following topics: understanding equity, discipline-based, pedagogically-sound equity strategies, inter-personal relations, communication, and cultural proficiency.
- Faculty development in methods of basic skills instruction and teaching adults for faculty teaching in disciplines outside of basic skills courses in English and Math but who have students with below college level reading, writing and math computational skills enrolled in their courses.
- Support faculty-led working groups to offer faculty the opportunity to share how they have identified and implemented effective strategies to improve the success rates of targeted students.
- Inquiry, Faculty Development, Research: Support Discipline and Department specific interventions developed by content experts.
- Train and support faculty equity teams to lead research and promote campus dialogue on particular and culturally-relevant strategies proven to increase successful credit course completion and for persistence past 30 units in targeted groups.

Curriculum/Course Development or Adaptation

- Develop and expand culturally-specific content into transfer-level courses. (e.g. Puente English Model)
- Support discipline curriculum development and create models for faculty within Equity program learning communities: Puente—Math and English and Ujima-- English, African American History and Guidance course sequences

- Develop courses with embedded academic support services for gatekeeper courses and programs with high numbers of target group students; into courses in Equity Program learning communities (Ujima, Puente, CAP)

Student Equity Coordination/Planning

- Faculty Coordinator for Student Equity 1.0 reassigned time to be the lead person for the implementation of the Student Equity Plan.
- Grant Specialist for Equity programs to support the implementation of Equity program planning and coordination, workshop and training planning, travel to conferences, contracting speakers, trainers and facilitators; to process spending requests and budget paperwork, to monitor budget and provide budget review for reporting requirements.
- Coordinate the implementation of Campus wide training program of SI leaders, study group leaders, peer mentors, faculty equity advocates for consistency of training in diversity awareness, student support and academic coaching.
 - Academic Coaching program for 20-40 faculty and staff per session
 - Host two day retreats on topics of: gender, sexuality, multicultural awareness, cultural proficiency
 - On campus trainings for STEM Ambassadors and Mentors, study group leaders, peer mentors/equity advocates, Supplemental Instruction Leaders, tutors who will work in Engagement Centers, tutoring center and in identified classes according to 'disciplines' needs.
- Work collegially across the campus to develop and implement a case load management system with educational advisors, faculty equity advocates and student equity advocates who are assigned to provide follow-up services to targeted students enrolled in CTE and Credit transfer courses.
- Be the "eyes and ears" of equity-mindedness on the college campus.
- Support the planning and implementation of Equity-related strategies and activities for students in targeted groups through dissemination of research materials, and provide opportunities for professional development for equity-related conferences, workshops, speakers/consultants, webinars, facilitated focus groups, or for travel to such opportunities.
- Invite Luke Wood and Frank Harris of Minority Male Community College Consortium to campus to provide a three topic training three times over the course of the year:
 - Men of Color in Community Colleges: An Overview of Research and Trends
 - Teaching Men of Color in the Community College
 - Counseling and Advising Men of Color in Community Colleges
 - Equity Inquiry and Planning for Men of Color in Community Colleges
 - The Effects of Racial Microaggressions on the Success of College Men of Color
 - Creating Conditions that Foster Engagement Among College Men of Color
 - Institutional Responsibility and the Success of College Men of Color
 - Successful Practices for Conducting Inquiry on College Men of Color
 - The Influence of Masculinities on Student Success for Men of Color

Outreach (campus)

- “Each one, Reach One: Identify “lost students” in credit courses within departments, disciplines and equity programs and conduct outreach with trained Equity Teams (faculty advisor/equity advocate, educational advisor and student peer advocates).
 - Regular contact with targeted students in equity programs and in disciplines and departments throughout the college. Especially focused on narrowing equity gap for transfer and credit course completion and 30 units completion: African American and Foster Youth, Pacific Islander, Native Americans
 - Personal contact, incentivized support, collection of contact information and follow up data, to help students succeed.
- Student speaker series designed to expose students to potential successful role models and to address student motivational factors that leads to success in credit courses.
- Identify, train and support faculty equity teams to lead research and promote campus dialogue on particular and culturally-relevant strategies proven to increase success in targeted student populations.
- EOPS will provide support services to male students in targeted groups. Students will be required to complete three counseling contacts per semester, one progress report per term, and enroll in 12 units. The targeted population will receive a book voucher, academic workshops and access to a Lending Library.

Student Services

- Offer Student Success workshops in a context relevant to targeted groups.
- Equitable Steps to Success Program for Students on Progress Probation
 - Two events per school year to increase attainment of 30 units and course completion for students on academic /probation dismissal status
- Support ongoing programs and services that work directly with students in targeted groups providing intentional counseling, academic support —tutoring, SI Leaders, Engagement Centers
- Engagement Centers (these are combined Student Services/Academic Affairs programs)
 - Staff with counselor and educational advisor and provide resources for Foster Youth Engagement Center for intentional and deliberate counseling and academic support for Foster Youth in order to help this group address their unique needs as college and to become engaged in the wider campus community
 - Staff with counselor and educational advisor and provide resources for La Casa Engagement Center for intentional and deliberate counseling and academic support for Hispanic students and low performing students.
 - Continue to support HOME Room Engagement Center, Disability Resource Center and Veterans Resource Center with counselor and educational advisor and provide resources for intentional and deliberate counseling and academic support for students in so designated target groups and low performing students.

- Within Engagement Centers/Equity Programs: Ujima/HOME Room, Puente/La Casa, Foster Youth/Guardian Scholars, Disabled Resource Center, Veterans Resource Center:
 - Hire and train Program Resource Specialists for each of the Equity Engagement Centers to facilitate the daily operation of the centers: conduct outreach, plan and hold workshops, act as a student advocate, data collection and reporting and provide assistance to faculty/counseling Equity program coordinating teams in order to increase the targeted students' basic skills progression, course success retention and transfer rate.
 - Provide hours for part-time clerical assistance to assist with the clerical needs of the faculty/counseling teams that coordinate the Ujima, Puente, Foster Youth Equity programs.
 - Provide adjunct counseling hours as needed for special needs of students in Equity Programs.
 - Provide support for faculty to engage and interact with the students in the Engagement centers through trainings, workshops, ability to spend office hours and time beyond their contract load working with students in these programs.
 - Support for faculty and staff involved with Equity Programs to attend mandated statewide conferences and trainings.
 - Support for students in Equity Programs to attend statewide conferences, regional meetings.
 - Support targeted student participants in Equity Programs to attend workshops, trainings, mentor programs that facilitate educational and personal success, career development and leadership development.
- Goals for students in Equity Programs:
 - Comprehensive SEPs for all first-time students who have completed 15 units
 - Establish a goal of 24 completed units within the first year
 - Summer program to encourage students to plan year two schedule and to enroll in courses for third semester
 - Guidance classes and workshops to develop successful college student characteristics/resiliency, GRIT, mindset for targeted students
 - Conduct academic success workshops within cultural contexts for target groups (EOPS, DSPS, Veterans, African American, Hispanic and Foster Youth).
 - Tutoring, peer support—discipline based within cultural contexts
 - Support for tutors and study group leaders for Learning Communities

Direct Student Support

- Provide book, meal, gas, childcare and cafeteria vouchers for targeted students in Equity Programs (EOPS, Foster Youth/Guardian Scholars, Ujima, Puente, Veterans, Individuals with Disabilities) and for targeted “lost student” within disciplines and departments based on equity data provided by institutional research.

Activities Budget for Goal B.1: Credit Course Completion

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	November 2015-June 30 th 2016	Counseling Hours for EOPS \$ 22,000 Counseling Hours for HOME Room \$ 27,500 Faculty Coordinator for Student Equity \$ 23,000 Grant Specialist for Student Equity \$ 13,000 Faculty Training Stipends \$ 12,240 Director of Institutional Research \$ 18,826 Student Resource Specialist, Ujima \$ 13,083 Student Resource Specialist, Foster Youth \$ 10,467 Student Resource Specialist, DRC \$ 10,467 Student Resource Specialist, La Casa \$ 10,467 SI and Study Group leaders, tutors \$ 115,200 EOPS Specialist \$ 3,286 Student Resource Specialist, Ujima \$ 2,847 Student Resource Specialist, Foster Youth \$ 2,278 Student Resource Specialist, DRC \$ 2,278 Student Resource Specialist, Equity Office \$ 2,278 Student Resource Specialist, La Casa \$ 2,278 Adjunct counselor benefits, HOME Room \$ 3,700 Grant Specialist for Student Equity \$ 2,505 Faculty Coordinator for Student Equity \$ 7,360 Director of Institutional Research \$ 9,820 EOPS Specialist \$ 1,769 instructional supplies and materials \$ 17,000 noninstructional supplies and materials \$ 14,000 Ujima student conferences \$ 10,000 Equity Conference and Workshops \$ 15,000 Library Speaker Series for Student Success \$ 20,000 Minority Male Community College Consortium \$ 35,000 Library journal and periodical subscriptions \$ 4,500 Ujima/HOME Room \$ 50,000	

	Foster Youth	\$ 16,000
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** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - \$10,000, EOPS – \$9,000, Financial Aid - \$13,000, General Fund - \$24,000, etc.

Activities Linked to Goal B.1: Credit Course Completion

Research and Evaluation

- Relates to goals because we must first have ability to identify a solvable problem, the information/data needed to create a strategy; an understanding of defining expected outcomes for student success.

Faculty Development

- Training, workshops, colloquiums, consultants, and speakers will enable faculty to envision an equity-minded culture and establish an orientation towards changing expectations in course completion strategies for success for targeted students.

Curriculum/Course Development or Adaptation

- Based upon research and evaluation and faculty development, faculty will develop skills and knowledge with which to review curriculum, adapt pedagogical techniques, develop interpersonal communication skills and make material relevant to students in ways that will lead to greater student success overall but especially for student in targeted student groups.

Instructional Support Activities

- Students need additional support beyond the attention they receive in the classroom from the teacher. In-class Supplemental Instruction and embedded tutoring will facilitate students learning in real time as the teacher introduces material. Outside of class tutoring, study groups, educational advisors and peer mentors contribute to student engagement and provide opportunities for faculty to work in teams with paraprofessionals as advocates for student success.

Student Equity Coordination/Planning

- Takes the lead in making ongoing trainings available for faculty, students and staff. Serves as the symbol of equity-mindedness on campus as the repository of information about pedagogy and practice with equity principles, provides resources and brings groups together to dialogue about equity and student success.

Outreach (campus)

- A basic equity principle — don't lose the student. Outreach will allow us to keep in touch with students and help them anticipate what support they may need to stay engaged and enrolled in courses. Counselors, educational advisors, faculty advisors and faculty equity

advocates, and peer mentors will work together as Equity Teams with a caseload of students according to discipline or program or special population. Outreach→Responsibility→Accountability.

Student Services

- Engagement Centers: Foster Youth, HOME Room, La Casa, Disabilities Resource Center, Veterans Resource Center, STEM Center
 - This support, through dedicated counselors, educational advisors and program resource specialists, brings students with similar equity issues together, to provide intentional and consistent, institutionalized support for narrowing proportionality gaps. Offering access to computers, printers, laptops, textbooks in comfortable, safe and secure surroundings.
 - Educational Advisors providing case management and conduct student success workshops.
 - Counselors completing SEPs and teaching guidance courses.
 - Study Group Leaders and Peer Advocates serve as students helping students by modeling successful academic habits and interpersonal communication skills.
 - Expand college experience by introducing students to campus offices and departments, key personnel; participation in extra-curricular activities like student clubs, community service, leadership and student governance opportunities.

Direct Student Support

- Many students drop classes and/or withdraw from college due to financial hardships. Direct Student support in the form of vouchers for books and school supplies, cafeteria meals, childcare expenses and gas vouchers is often enough to keep a student in school. These resources can only be accessed when a student comes into contact with Academic and Student Support Personnel (counselors, educational advisors, program resource specialists, program coordinators), faculty, staff and administrators who can direct them to the available resources. An equity-minded campus culture will benefit students with external difficulties because we will have trained equity advocates attuned to student needs and aware of the resources available to help the students.

Improvement Metrics Linked to Goal B.1: Credit Course Completion

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>African American</i>	376, Fall 2014	Narrow this gap by helping 50 more African American students each semester pass their credit courses by the end of Fall 2019.	2019
American Indian / Alaskan Native	17, Fall 2014	Narrow this gap by helping 5 more American Indian / Native American students each semester pass their credit courses by the end of Fall 2017.	2017
Hispanic	540, Fall 2014	Narrow this gap by helping 70 more Hispanic students each semester pass their credit courses by the end of Fall 2019.	2019
Foster Youth	42, Fall 2014	Narrow this gap by helping 10 more Foster Youth each semester pass their credit courses by the end of Fall 2019.	2019

*Expressed as either a percentage or number.

Evaluation Metrics Linked to Goal B.1: Credit Course Completion

- Metrics on course success and student persistence disaggregated by the populations – collected, reported, and reviewed yearly
- The number of pilot programs offered and the success of these pilots
- Number of workshops and trainings offered to faculty. Qualitative Pre and Post surveys
- Number of faculty who participate in the faculty development efforts
- Number of sections with Special Instruction and sections with Tutors
- Number of students receiving advising activities disaggregated by the populations (SEP’s, Counseling, etc.)
- Course, Program, and Institutional Learning Outcomes assessment results including qualitative analysis and quantitative analysis such as pre and posts surveys

Activities for Goal B.2: Transfer Course Completion

- **Activity Type(s)**

x	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
B.2	African American, American Indian / Alaskan Native, and Students with Disabilities	African American – 1500 American Indian – 60 Students with Disabilities - 1500

Activity Implementation Plan for Goal B.2: Transfer Course Completion

Research and Evaluation

- Identify students who have a pattern of withdrawals and drops through the implementation of WebAdvisor drop down screen.
 - Identify reasons this targeted population is withdrawing from classes in order to see if there are actions that the college can take to specifically mitigate issues that lead to student withdrawals
- Identify course-taking behavior of the targeted student groups that enrolled in gatekeeper courses.
- Collect **disaggregated data** to identify the courses in which the target groups are experiencing the least success; observations may be conducted in the classrooms in which target groups are experiencing the least success; or interviews with students from the target group could be conducted to better understand what barriers emerged in the identified classrooms.
- Examine best practices for embedded tutoring/use of Supplemental Instruction, Study Group Leaders or web-based tutoring services that will provide outcomes that narrow the proportionality gaps for targeted student groups. See Appendix 1 for a table of references for Best Practices.
- Research specific methodologies for facilitating student engagement and academic success for African American, Alaskan Native/Native American students and Students with Disabilities.
- Research best practices and successful outcomes from adding English and/or Reading pre-requisites for college-level transfer courses.
 - Inquiry question: Do the pre-requisites yield any significantly different results or are there other ways of helping Basic Skills level students strengthen reading and writing skills while also enrolled in college-level transfer courses?
 - Examine the potential benefits of developing an interdisciplinary writing course to meet English 1A or development of English requirement.
- Disciplines and Departments will analyze disaggregated data to determine if student achievement inequities are present and will develop strategies to address these disparities in their Comprehensive Program Review.

Faculty Development

- Inquiry, research/literature reviews, professional development workshops, training on the following topics: understanding equity, discipline-based, pedagogically-sound equity strategies, inter-personal relations, communication, and cultural proficiency.
- Faculty development in methods of basic skills instruction and teaching adults for faculty teaching in disciplines outside of basic skills courses but who have students with below college level reading, writing and math computational skills enrolled in their courses.
- Support faculty-led working groups to offer faculty the opportunity to share how they have identified and implemented effective strategies to improve the success rates of targeted students.
- Support Discipline and Department specific interventions developed by content experts.
- Train and support faculty equity teams to lead research and promote campus dialogue on particular and culturally-relevant strategies proven to increase successful transfer course completion and for persistence past 30 units in targeted groups.

Instructional Support Activities

- In coordination with faculty, implement systemic access for targeted students to in person or online tutoring services, in-class supplemental instruction for transfer courses.
- In the library and throughout campus departments and programs, offer student success workshops with a transfer emphasis.
- Provide educational advisor, faculty advisor and equity advocate to support targeted students in transfer courses.
- Develop resource offerings in the library for faculty to gain knowledge on cultural proficiency, that allow faculty to develop curricular assignments that engage student in the target groups, and to offer programs to bring target group students into the library for research, group collaboration and study groups, and speakers and workshops that address particular aspects of college success, basic skills progress and degree and certificate completion.
- Identify bottle-neck courses and provide intrusive support services for targeted students in these courses by assigning educational advisors to Equity Programs and Engagement Centers, Departments/Disciplines/Divisions to work with students on a case-load basis.
- Support peer tutoring in Engagement Centers for targeted students and in order to meet equity targets within specific departments/disciplines.
- Utilize STEM ambassadors and mentors in STEM Center to participate in peer mentoring, lead study groups and tutor students in targeted groups.
- Hold a Supplemental Instruction Conference to develop the capacity of Student Leads.

Curriculum/Course Development or Adaptation

- Develop and expand culturally specific content into transfer-level courses. (e.g. Puente English Model)
- Develop resources in the library for faculty to use in order to broaden their pedagogical approaches to equity-minded curriculum.

Outreach (campus)

- “Each one, Reach One”: Identify “lost students” in transfer courses within departments, disciplines and equity programs and conduct outreach with trained Equity Advocates (faculty, educational advisor and student peer advocates).
- Personal contact, incentivized support, collection of contact information and follow up data
- Student speaker series designed to expose students to potential role models and to address student motivational factors for success in transfer courses.
- Identify, train and support faculty equity teams to lead research and promote campus dialogue on particular and culturally relevant strategies proven to increase success in targeted student populations.
- EOPS will provide support services to the targeted groups. Students will be required to complete three counseling contacts per semester, one progress report per term, and enroll in 12 units. The targeted population will receive a book voucher, academic workshops and access to a lending library.

Student Equity Coordination/Planning

- Faculty Coordinator for Student Equity 1.0 reassigned time to be the lead person for the implementation of the Student Equity Plan.
- Grant Specialist for Equity programs to support the implementation of Equity program planning and coordination, workshop and training planning, travel to conferences, contracting speakers, trainers and facilitators; to process spending requests and budget paperwork, to monitor budget and provide budget review for reporting requirements.
- Coordinate the implementation of Campus wide training program of SI leaders, study group leaders, peer mentors, faculty equity advocates for consistency of training in diversity awareness, student support and academic coaching.
 - Academic Coaching program for 20-40 faculty and staff per session
 - Host two day retreats on topics of: gender, sexuality, multicultural awareness, cultural proficiency
 - On campus trainings for STEM Ambassadors and mentors, study group leaders, peer mentors/equity advocates, Supplemental Instruction Leaders, tutors who will work in Engagement Centers, tutoring center and in identified classes according to disciplines' needs.
- Work collegially across the campus to develop and implement a case load management system with educational advisors, faculty equity advocates and student equity advocates who are assigned to provide follow-up services to targeted students enrolled in transfer courses.
- Be the “eyes and ears” of equity-mindedness on the college campus.
- Support the planning and implementation of Equity-related strategies and activities for students in targeted groups through dissemination of research materials, and provide opportunities for professional development for equity-related conferences, workshops, speakers/consultants, webinars, facilitated focus groups, or for travel to such opportunities.

Student Services or other Categorical Program

- Equitable Steps to Success Program for Students on Progress Probation
 - Two events per school year to increase attainment of 30 units and course completion for students on academic /probation dismissal status
- Support ongoing programs and services that work directly with targeted students providing intentional counseling, academic support — tutoring, SI Leaders, Engagement Centers for transfer course success.
- Engagement Centers for Equity Programs (these are combined Student Services/Academic Affairs programs)
 - Hours for counselor and educational advisor and provide resources for Foster Youth Engagement Center for intentional and deliberate counseling and academic support for Foster Youth enrolled in transfer courses in order to help this group address their unique needs as college and to become engaged in the wider campus community.
 - Hours for counselor and educational advisor and provide resources for La Casa Engagement Center for intentional and deliberate counseling and academic support for Hispanic students and low performing students in transfer courses.
 - Continue to support HOME Room Engagement Center, Disability Resource Center and Veterans Resource Center with counselor and educational advisor and provide resources for intentional and deliberate counseling and academic support for students in so designated target groups and low performing students to increase success in transfer courses.

- Within Engagement Centers/Equity Programs: Ujima/HOME Room, Puente/La Casa, Foster Youth/Guardian Scholars, Disabled Resource Center, Veterans Resource Center:
 - Hire and train Program Resource Specialists for each of the Equity Engagement Centers to facilitate the daily operation of the centers: conduct outreach, plan and hold workshops, act as a student advocate, data collection and reporting and provide assistance to faculty/counseling Equity program coordinating teams in order to increase the targeted students' basic skills progression, course completion, degree and certificate completion and transfer rates.
 - The Federal Program called Student Support Services will house the Students with Disabilities Resource Specialist to provide support services to student with disabilities to increase their basic skills progression, retention and transfer rate. This individual will be responsible for providing a broad range of services to support which includes: recruitment, workshops, intervention strategies, referrals, and accommodations.
 - Provide hours for part-time clerical assistance to assist with the clerical needs of the faculty/counseling teams that coordinate the Ujima, Puente, Foster Youth Equity programs.
 - Provide adjunct counseling hours as needed for special needs of students in Equity Programs.
 - Provide support for faculty to engage and interact with the students in the Engagement centers through trainings, workshops, ability to spend office hours and time beyond their contract load working with students in these programs.
 - Support for faculty and staff involved with Equity Programs to attend mandated statewide conferences and trainings.
 - Support for students in Equity Programs to attend statewide conferences, regional meetings.
 - Support targeted student participants in Equity Programs to attend workshops, trainings, mentor programs that facilitate educational and personal success, career development and leadership development.
- Goals for students in Equity Programs:
 - Comprehensive SEPs for all first-time students who have completed 15 units
 - Establish a goal of 24 completed units within the first year
 - Summer program to encourage students to plan year two schedule and to enroll in courses for third semester
 - Guidance classes and workshops to develop successful college student characteristics/resiliency, GRIT, mindset for targeted students
 - Conduct academic success workshops within cultural contexts for target groups (EOPS, DSPS, Veterans, African American, Hispanic and Foster Youth/Guardian Scholars)
 - tutoring, peer support—discipline based within cultural contexts
 - Support for tutors and study group leaders for Learning Communities

Direct Student Support:

- Provide book, meal, gas, childcare and cafeteria vouchers for Equity Programs for targeted students (Ujima/HOME Room, Puente/La Casa, Foster Youth/Guardian Scholars, DRC) including EOPS support, and for students in targeted groups for transfer course success.

Activities Budget for Goal B.2: Transfer Course Completion

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.2	November 2015-June 30 th 2016	Counseling Hours for EOPS \$ 22,000 Counseling Hours for HOME Room \$ 27,500 Faculty Coordinator for Student Equity \$ 23,000 Grant Specialist for Student Equity \$ 13,000 Faculty Training Stipends \$ 12,240 Director of Institutional Research \$ 18,826 Student Resource Specialist, Ujima \$ 13,083 Student Resource Specialist, Foster Youth \$ 10,467 Student Resource Specialist, DRC \$ 10,467 Student Resource Specialist, La Casa \$ 10,467 SI and Study Group leaders, tutors \$ 115,200 Student Equity Peer mentors \$ 5,768 EOPS Specialist \$ 3,286 Student Resource Specialist, Ujima \$ 2,847 Student Resource Specialist, Foster Youth \$ 2,278 Student Resource Specialist, DRC \$ 2,278 Student Resource Specialist, Equity Office \$ 2,278 Student Resource Specialist, La Casa \$ 2,278 Adjunct counselor benefits, HOME Room \$ 3,700 Grant Specialist for Student Equity \$ 2,505 Faculty Coordinator for Student Equity \$ 7,360 Director of Institutional Research \$ 9,820 EOPS Specialist \$ 1,769 instructional supplies and materials \$ 17,000 noninstructional supplies and materials \$ 14,000 Annual Umoja Consortium Dues \$ 1,000 Equity Conference and Workshops \$ 15,000 Student Lead SI conference \$ 15,500 Library Series for Pedgogical Training \$ 15,000 Training facilitators and Consultants \$ 45,000 library collection of equity-related materials \$ 10,000	

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - \$10,000, EOPS – \$9,000, Financial Aid - \$13,000, General Fund - \$24,000, etc.

Activities Linked to Goal B.2: Transfer Course Completion

Research and Evaluation

- Relates to goals because we must first have ability to identify a solvable problem, the information/data needed to create a strategy; an understanding of defining expected outcomes for student success.

Faculty Development

- Training, workshops, colloquiums, consultants, and speakers will enable faculty to envision an equity-minded culture and establish an orientation towards changing expectations in course completion strategies for success for targeted students.

Curriculum/Course Development or Adaptation

- Based upon research and evaluation and faculty development, faculty will develop skills and knowledge with which to review curriculum, adapt pedagogical techniques, develop interpersonal communication skills and make material relevant to students in ways that will lead to greater student success overall but especially for student in targeted student groups.

Instructional Support Activities

- Students need additional support beyond the attention they receive in the classroom from the teacher. In-class Supplemental Instruction and embedded tutoring will facilitate students learning in real time as the teacher introduces material. Outside of class tutoring, study groups, educational advisors and peer mentors contribute to student engagement and provide opportunities for faculty to work in teams with paraprofessionals as advocates for student success.

Student Equity Coordination/Planning

- Takes the lead in making ongoing trainings available for faculty, students and staff. Serves as the symbol of equity-mindedness on campus as the repository of information about pedagogy and practice with equity principles, provides resources and brings groups together to dialogue about equity and student success.

Outreach (campus)

- A basic equity principle — don't lose the student. Allows us to keep in touch with students and help them anticipate what support they may need to stay engaged and enrolled in courses. Counselors, educational advisors, faculty advisors and faculty equity advocates, and peer mentors will work together as Equity Teams with a caseload of students according to discipline or program or special population.

Student Services

- Engagement Centers: Foster Youth, HOME Room, La Casa, Disabilities Resource Center, Veterans Resource Center, STEM Center
 - This support, through dedicated counselors, educational advisors and program resource specialists, brings students with similar equity issues together, to provide intentional and consistent, institutionalized support for narrowing proportionality gaps. Offering access to computers, printers, laptops, textbooks in comfortable, safe and secure surroundings.
 - Educational Advisors providing case management and conduct student success workshops.
 - Counselors completing SEPs and teaching guidance courses.
 - Study Group Leaders and Peer Advocates serve as students helping students by modeling successful academic habits and interpersonal communication skills.
 - Expand college experience by introducing students to campus offices and departments, key personnel; participation in extra-curricular activities like student clubs, community service, leadership and student governance opportunities.

Direct Student Support

- Many students drop classes and/or withdraw from college due to financial hardships. Direct Student support in the form of vouchers for books and school supplies, cafeteria meals, childcare expenses and gas vouchers is often enough to keep a student in school. These resources can only be accessed when a student comes into contact with faculty, staff and administrators who can direct them to the available resources. An equity-minded campus culture will benefit students with external difficulties because we will have trained equity advocates attuned to student needs and aware of the resources available to help the students.

Improvement Metrics Linked to Goal B.2: Transfer Course Completion

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>African American</i>	<i>376, Fall 2014</i>	Narrow this gap by helping 50 more African American students each semester pass their credit courses by the end of Fall 2019.	2019
American Indian / Alaskan Native	17, Fall 2014	Narrow this gap by helping 5 more American Indian / Native American students each semester pass their credit courses by the end of Fall 2017.	2017
Students with Disabilities	148, Fall 2014	Narrow this gap by helping 20 more Students with Disabilities each semester pass their credit courses by the end of Fall 2019.	2019

*Expressed as either a percentage or number.

Evaluation Metrics Linked to Goal B.2: Credit Course Completion

- The same evaluation metrics will be used for B.1 and B.2. See the evaluation section in B.1 for evaluation details.

Success Indicator: ESL and Basic Skills Completion

ESL and Basic Skills Completion Definition

The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course, compared to the number of those students who complete such a final ESL or basic skills course.

Section C: ESL and Basic Skills Completion Research and Analysis

The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course, compared to the number of those students who complete such a final ESL or basic skills course.

Riverside City College Pathways Model

Improving student success in Basic Skills courses is an important piece of Riverside City College's Strategic Plan and Educational Master Plan. The Pathways Initiative is designed to progress students from below college level to college level in one year then progress to receiving an AA/AS Degree in two years and receiving a BA/BS degree in the succeeding two years. It is called the 1 + 2 + 2 model. There are three complements of this Pathways model: Basic Skills, Career and Technical Education (CTE), and Transfer. Workgroups have been established for each of these three components. As RCC has reviewed progress from last year's equity report and efforts, research and analysis are informing discussion on how best to continue implementing this 1 + 2 + 2 effort.

ESL and Basic Skills Completion Summary

English as a Second Language is also referred to as English for speakers of other languages. These courses are designed to help students improve their skills in speaking, comprehending, reading, or writing the English language.

Basic Skills courses are English, math, and reading courses for students who test below college level in these disciplines. The vast majority of Riverside City College students enter RCC testing below college level and are thus required to enroll in and pass one or more basic skills courses before they can enroll in transfer-level math or transfer-level English.

While basic skills courses often provide students the skills they need to be successful in college-level courses, studies have also shown that the systems used to initially assess and place students into basic skills courses are not accurate⁵. Because of these placement errors, the high failure rates for basic skills courses are not necessarily directly attributable to students' academic capabilities. In addition to examining the student equity metrics for basic skills, Riverside City College has also engaged in significant discussion about initial assessment and placement reform and are working to increase student success overall – and student success in basic skills courses.

⁵ Dadgar, M.; Collins, L.; and Schaefer, K. (2015, March). *Placed for Success. How California Community Colleges can improve accuracy of placement in English and math courses, reduce remediation rates, and improve student success.* Career Ladders Project.

Remedial English Completion

Target groups for this measure are African American .67, Foster Youth .72 and Hispanic males .82, while Hispanic females fall in the caution zone (.88) for ESL Course Completion

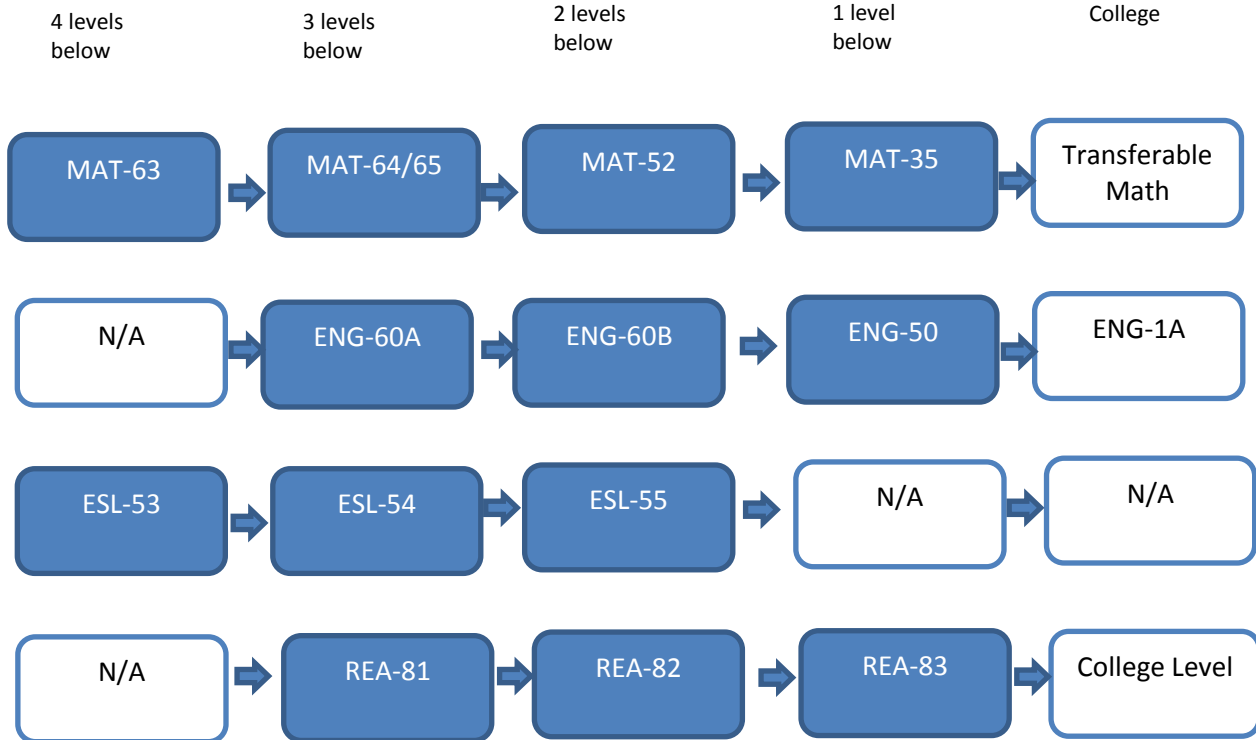
Remedial Math Completion

The proportionality gaps for this measure are significantly great for the target groups: African Americans (.72) and Pacific Islander (.70) students demonstrate “red zone” proportionality gaps and Foster Youth have a proportionality gap of .81.

African American students show up at the bottom of both Basic Skills Course sequence completion measures and will be the primary targets for equity strategies on this measure.

This chart shows Riverside City College’s course sequence for basic skills for Math, English, ESL, and Reading.

Levels below College/Transfer



Source: CCC MIS Data (Summer 2008-Spring2015)

- *Currently RCC does not offer any Basic Skills course more than three levels below college level.*

ESL Course Completion Research

Graphic C.1: ESL Completion

Target Populations	# Cohort (2008-2009)	% of Total	# completed	% of Total Completed	PI	80 Percent Index	ESL Completion Rate	Gain or Loss
Asian	81	17.2%	20	21.3%	1.24	0.25	24.7%	4.7%
African-American	2	0.4%	2	2.1%	5.01	1.00	100.0%	80.0%
Filipino	7	1.5%	1	1.1%	0.72	0.14	14.3%	-5.7%
Hispanic/Latino	322	68.4%	60	63.8%	0.93	0.19	18.6%	-1.4%
American Indian or Alaska Native	1	0.2%		0.0%	0.00	0.00	0.0%	-20.0%
Pacific Islander	2	0.4%		0.0%	0.00	0.00	0.0%	-20.0%
White	17	3.6%	5	5.3%	1.47	0.29	29.4%	9.4%
Unknown	39	8.3%	6	6.4%	0.77	0.15	15.4%	-4.6%
Total	471	100.0%	94	100.0%	1.00		20.0%	
Female	291	61.8%	52	55.3%	0.90	0.76	17.9%	-2.1%
Male	175	37.2%	41	43.6%	1.17	1.00	23.4%	3.4%
Unknown	5	1.1%	1	1.1%	1.00	0.85	20.0%	0.0%
Total	471	100.0%	94	100.0%	1.00		20.0%	
Foster Youth								
Individuals with Disabilities	23	4.9%	6	6.4%	1.31	1.00	26.1%	6.1%
Low-Income (Pell)	224	47.6%	56	59.6%	1.25	1.00	25.0%	5.0%
Veterans	2	0.4%	1	1.1%	2.51	1.00	50.0%	30.0%
Total	471	100.0%	94	100.0%	1.00		20.0%	

Student Group	Percentage Gap to Overall Average Completion	# Cohort	# Needed to complete
American Indian or Alaska Native	-20.0%	1	0.2
Pacific Islander	-20.0%	2	0.4
Filipino	-5.7%	7	0.4

Basic Skills Course Completion Research

Graphic C.2: Basic Skills English Completion

Target Populations	# Cohort (2008- 2009)	% of Total	# completed	% of Total Completed	PI	80 Percent Index	Completion Rate	Gain or Loss
Asian	147	4.4%	91	7.1%	1.60	1.00	61.9%	23.2%
African-American	461	13.8%	120	9.3%	0.67	0.42	26.0%	-12.7%
Filipino	71	2.1%	38	2.9%	1.38	0.86	53.5%	14.8%
Hispanic/Latino	1513	45.3%	549	42.6%	0.94	0.59	36.3%	-2.4%
American Indian or Alaska Native	20	0.6%	10	0.8%	1.29	0.81	50.0%	11.3%
Pacific Islander	29	0.9%	16	1.2%	1.43	0.89	55.2%	16.5%
White	822	24.6%	363	28.1%	1.14	0.71	44.2%	5.5%
Unknown	274	8.2%	103	8.0%	0.97	0.61	37.6%	-1.1%
Total	3337	100.0%	1290	100.0%	1.00		38.7%	
Female	1826	54.7%	764	59.2%	1.08	1.00	41.8%	3.1%
Male	1484	44.5%	518	40.2%	0.90	0.83	34.9%	-3.8%
Unknown	27	0.8%	8	0.6%	0.77	0.71	29.6%	-9.1%
Total	3337	100.0%	1290	100.0%	1.00		38.7%	
Veterans	68	2.0%	31	2.4%	1.18	1.00	45.6%	6.9%
Individuals with Disabilities	237	7.1%	87	6.7%	0.95	0.95	36.7%	-2.0%
Low-Income (Pell)	1833	54.9%	683	52.9%	0.96	0.92	37.3%	-1.4%
Foster Youth	25	0.7%	7	0.5%	0.72	0.72	28.0%	-10.7%
Total	3337	100.0%	1290	100.0%	1.00		38.7%	

Student Group	Percentage Gap to Overall Average Completion	# Cohort	# Needed to complete
African-American	-12.7%	461	44.2
Hispanic/Latino	-2.4%	1513	42.3
Unknown	-9.1%	27	2.5
Foster Youth	-10.7%	25	2.7

Graphic C.3: Basic Skills Math Completion

Target Populations	# Cohort (2008-2009)	% of Total	# completed	% of Total Completed	PI	80 Percent Index	Completion Rate	Gain or Loss
Asian	79	3.0%	37	5.7%	1.89	1.00	46.8%	22.0%
African-American	363	13.9%	65	10.0%	0.72	0.38	17.9%	-6.9%
Filipino	43	1.6%	15	2.3%	1.41	0.74	34.9%	10.1%
Hispanic/Latino	1173	45.0%	275	42.5%	0.95	0.50	23.4%	-1.4%
American Indian or Alaska Native	23	0.9%	6	0.9%	1.05	0.56	26.1%	1.3%
Pacific Islander	23	0.9%	4	0.6%	0.70	0.37	17.4%	-7.4%
White	677	26.0%	183	28.3%	1.09	0.58	27.0%	2.2%
Unknown	227	8.7%	62	9.6%	1.10	0.58	27.3%	2.5%
Total	2608	100.0%	647	100.0%	1.00		24.8%	
Female	1447	55.5%	370	57.2%	1.03	0.97	25.6%	0.8%
Male	1142	43.8%	272	42.0%	0.96	0.91	23.8%	-1.0%
Unknown	19	0.7%	5	0.8%	1.06	1.00	26.3%	1.5%
Total	2608	100.0%	647	100.0%	1.00		24.8%	
Foster Youth	25	1.0%	5	0.8%	0.81	0.80	20.0%	-4.8%
Individuals with Disabilities	225	8.6%	62	9.6%	1.11	1.00	27.6%	2.8%
Low-Income (Pell)	1467	56.3%	355	54.9%	0.98	0.95	24.2%	-0.6%
Veterans	73	2.8%	26	4.0%	1.44	1.00	35.6%	10.8%
Total	2608	100.0%	647	100.0%	1.00		24.8%	

Student Group	Percentage Gap to Overall Average Completion	# Cohort	# Needed to complete
Pacific Islander	-7.4%	23	1.7
African-American	-6.9%	363	25.0
Hispanic/Latino	-1.4%	1173	16.4
Foster Youth	-4.8%	25	1.2

ESL Strategies

Though the proportionality gaps for this indicator represent a low number of non-Hispanic students, it is worth noting the following: International students tend to do well in ESL courses because they come to RCC with the benefit of formalized education. Hispanic students, on the other hand, whose proportionality gap is .93, but .88 for Hispanic Females, are often domestic students and many of these students are balancing school with work and family responsibilities that international students do not have. ESL faculty suggest that such students would benefit from full-term, low-level classes supported by Supplemental Instruction and ancillary classes focusing on reading and vocabulary skills to support writing and grammar skills in sequenced classes.

Basic Skills Strategies

For Basic Skills, the Student Equity Committee has chosen to primarily focus on the implementation modeled by Long Beach City College. This model uses high school GPA in place of standardized test scores, (Accuplacer). To implement this strategy, the ESL, reading, math and English faculty in the pilot will attend a number of trainings and workshops on equity, multiple measures, cultural proficiency and academic coaching. They will discuss pedagogical practices that may be affected by having more diverse and younger students placed into college level courses as a result of the implementation of this model. They will plan for the placement of students into more sections of college level gateway courses and work closely, especially math faculty, with the education advisors that will do the initial GPA and course review of high school transcripts. Working closely with Counselors and Educational Advisors will also be an important and necessary component. This alternative to placement, based on GPA, will be piloted in Fall 2016 and Spring 2017. Assessment and Measurement will take place in January 2017 and Spring 2017, then scaling up will begin the following school year.

In addition, other programs and projects—especially continued inquiry and pilots for multiple measures/alternatives to placement for introductory English and Math courses--connected to increasing course success for the targeted student groups will continue as well. English 80, an accelerated Basic Skills course, which accepts students in any placement below college-level and prepares them for college-level English in one semester, is in the pilot stage. We will assess this closely and refine and scale up as practicable.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL Section: Basic Skills Course Completion

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact.

Target Population(s)	Current gap, year	Goal*	Goal Year
African Americans	26% success rate for English Basic Skills courses and 17.9% success rate for Math Basic Skills Courses, Fall 2014	Narrow this gap by helping 10 more African American students progress through Basic Skills courses by the end of Fall 2018.	2018
Hispanic	36.3% success rate for English Basic Skills courses and 23.4% success rate for Math Basic Skills Courses, Fall 2014	Narrow this gap by helping 10 more Hispanic students progress through Basic Skills by the end of Fall 2018.	2018
Foster Youth	28.0% success rate for English Basic Skills courses and 20.0% success rate for Math Basic Skills Courses, Fall 2014	Narrow this gap by helping 5 more Foster Youth progress through Basic Skills by the end of Fall 2018.	2018

*Expressed as either a percentage or number

Activities for Goal C.1: Basic Skills Course Completion

- **Activity Type(s)**

x	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.1	African American, Hispanic, Foster Youth	African American – 1500 Hispanic – 10,500 Foster Youth – 50

Activity Implementation Plan for Goal C.1: Basic Skills Course Completion

Research and Evaluation

- Provide support for faculty to conduct research on Multiple Measures and Alternatives to Placement (such as self-placement, conditional EAP students, writing samples, high school transcripts) that lead to systemic incorporation of these approaches for placing RCC students into Math and English courses at RCC.
- Collect student course enrollment and course completion data for targeted groups in each discipline and evaluate how to best adopt practices for outreach, curricular support and pedagogy in acceleration models, multiple measures, and cohort creation.
- Research which placement tools would be best used in conjunction with GPA placement for students that don't place into Match 35 or English 1A based on Long Beach City College model.
- Research best practices for teaching basic skills students in targeted groups; research best practices for adapting teaching styles in college level courses to account for students that placed through multiple measures, alternatives to placement—recognizing that introductory-level college courses will be more diverse and younger as a result. See Appendix 1 for a table of references for Best Practices.
- Inquiry: Examine the potential benefits of developing an interdisciplinary writing course to meet English 1A or development of English requirement.
- Inquiry: Examine best practices for embedded tutoring/use of Supplemental Instruction, Study Group Leaders or web-based tutoring services that will provide outcomes that narrow the proportionality gaps for targeted student groups.
- Collect data on male student course-taking behavior within disciplines/departments and by major in order to identify equity-related issues concerning male student success and progression from Basic Skills courses to transferable credit courses.
- Research specific methodologies for facilitating student engagement and academic success in Basic Skills and College level math and English courses for Native Hawaiian/ Pacific Islander students, African American, Hispanic and Foster Youth.

Professional Development

- Faculty development in methods of basic skills instruction and teaching adults for faculty teaching outside of English and Math but who have students with below college level reading and writing skills enrolled on their courses.
- Training math and English faculty in cultural proficiency; academic coaching, discipline specific approaches for English and Math teaching to students in targeted groups
- Training of peer equity advocates, Supplemental Instruction and study group leaders and tutors in cultural proficiency, academic coaching, discipline specific approaches for English and Math teaching to students in targeted groups
- Training of Educational Advisors in best practices for high school transcript GPA and math and English course review in order to place incoming students into college-level English and Math courses. See Appendix 1 for a table of references for Best Practices.
- Train Counselors in multiple measures as alternative to placement; how to help students understand the significance of placing directly into College Level math and English course.
- Identify counseling faculty to work with educational advisors and discipline faculty to support students in pilot program; train counseling faculty in cultural proficiency.
- Use library resources to support faculty development efforts through acquisitions, collaboration/study spaces, speaker and workshop series in support of pedagogical tools and information for teaching, mentoring and supporting targeted student groups.

Outreach (campus)

- “Each one, Reach One”: Identify “lost students” in Basic Skills courses within departments, disciplines and equity programs and conduct outreach with trained Equity Advocates (faculty, educational advisor and student peer advocates).
 - Personal contact, incentivized support, collection of contact information and follow up data for target group students facing challenges to success in basic skills courses.
- Student speaker series designed to expose students to potential role models and to address student motivational factors for students in Basic Skills course sequences. Leads to success in courses when they see success modeled.
- Identify, train and support faculty equity teams to lead research and promote campus dialogue on particular and culturally relevant strategies proven to increase basic skills course success in targeted student populations.
- Outreach to high schools to facilitate transcript review; work with high school teachers and administrators to make incoming senior students aware of alternative placement program for College math and English classes in order to help students succeed and progress through the pathways more effectively.
- Outreach to RCC students in target groups that there is an alternative to Accuplacer- based assessment for placement into college level English and Math courses.
- Ongoing outreach throughout Riverside County to recruit Foster Youth to enroll at RCC and to provide services that will help them succeed in basic skills and transfer courses

Student Services or other Categorical Program

- **EOPS outreach to African American and Hispanic males** to notify and provide support for getting high school transcripts reviewed for English and Math placement.
 - Ongoing support through counseling, mentoring and advising—addressing unique needs of minority males in pursuing academic success in basic skills courses.
- Mandate that targeted students enrolled in any of the equity programs (Ujima, Puente, Guardian Scholars, DSPS, Veterans) and, with counselors, educational advisors, faculty advisors, and equity advocates, encourage all students in target groups to enroll in English and Math in their first semester and remain enrolled until they pass their English and Math requirement.
- Pre-Collegiate Pathway Initiative Summer Bridge Program that would be a six-week summer program that will incorporate and expand the college’s existing Jumpstart Program in English and Math and add a six week college Guidance 48 course.
- **Engagement Centers:** La Casa, Home Room, Foster Youth, Veterans and Disabilities Resource Center, STEM Center:
 - Utilize spaces devoted to extracurricular support for Foster Youth, African American, Hispanic Latino Students to provide peer mentors tutors, study group leaders, educational advisors, counselors and faculty mentors (collectively trained as Equity Team members) for intensive support for success in basic skills courses.
 - Work in coordination with counseling and Program Resource Center Specialist to offer workshops and tutoring for success in basic skills courses for Veterans Resource Center.
 - Train students doing well in Math and English from these support programs to provide mentorship and academic support in basic skills courses for the targeted student groups.
 - Utilize trained STEM Ambassadors with strengths in math to tutor students in Engagement Centers.
 - In collaboration with Disability Resource Center, increase basic skills progression and completion for students with disabilities in math and English by providing individualized tutoring for basic skills course success.
 - Offer workshops and speakers from a culturally-relevant perspective in success across academic disciplines, careers related to those disciplines, to provide ongoing outreach and academic support.
 - Support the development of Guardian Scholars and the Guardian Scholars Resource Center: a program that targets the unique needs of foster youth that will provide them with a place to connect with each other and academic support staff (educational advisor and counselor) and peer mentors and tutors who are trained to support their efforts to progress through college courses.
 - Work with counselors, English and math faculty and peer support to help foster youth become successful in Basic Skills courses and to be apprised of Alternatives to Placement/multiple measures for placement into college-level English and math courses.

Curriculum/Course Development or Adaptation

- Adapt courses and curriculum, based on research, to accommodate best practices for success in Basic Skills for targeted students.
- Develop and expand culturally specific content into transfer and developmental level English and Math courses. Reduce the time it takes for students to complete their basic skills sequence by developing and/or expanding compressed, accelerated and modular courses.
- Develop pilot program where students from targeted populations can enroll in a one level developmental course in English and Math regardless of placement to achieve transfer
- Expand the number of courses offered through the basic skills' learning communities that have demonstrated success. (CAP)

Instructional Support

- Develop/expand resources in the library for faculty to use in order to broaden their access to information about pedagogical approaches to equity-minded curriculum for Basic Skills students.
- In coordination with faculty, implement systemic access for targeted students to in person or online tutoring services, in-class supplemental instruction and tutors for Basic Skills courses.
- Offer student success workshops to encourage progression in Basic Skills course sequences.
- Assign students in target groups to an educational advisor, faculty advisor and equity advocate for success in Basic Skills courses.
- Offer library programs to bring target group students into the library for research, group collaboration and study groups, and speakers and workshops that address particular aspects of basic skills progress and degree and certificate completion.
- In the library and throughout campus departments and programs, offer student success workshops with an emphasis on the necessity of attaining college level reading, writing and math computational skills.
- Identify bottle-neck courses and provide intrusive support services for targeted students in these courses by assigning educational advisors to Equity Programs and Engagement Centers, Departments/Disciplines/Divisions to work with students on a case-load basis.
- Support peer tutoring in Engagement Centers for targeted students and to meet equity targets within specific departments/disciplines.
- Hold a Supplemental Instruction Conference to develop the capacity of Student Leads.

Direct Student Support

- Provide direct support to students in targeted groups/Equity programs that are placed into English and math based on Alternatives to Placement/multiple measures: book, gas, cafeteria, childcare vouchers, lending library of textbooks and calculators

Student Equity Coordination/Planning

- Faculty Coordinator for Student Equity 1.0 reassigned time to be the lead person for the implementation of the Student Equity Plan.
- Grant Specialist for Equity programs to support the implementation of Equity program planning and coordination, workshop and training planning, travel to conferences, contracting speakers, trainers and facilitators; to process spending requests and budget paperwork, to monitor budget and provide budget review for reporting requirements.
- Work collegially across the campus to develop and implement a case load management system with educational advisors, faculty
- Support the planning and implementation of Equity-related strategies and activities for students in targeted groups for course success in basic skills.
- Disseminate research literature and plan workshops and trainings, bring faculty, counselors, education advisors and administrators together to develop best practices methods for implementing Alternatives to Placement and pedagogically sound teaching practices for acceleration of basic skills for students in targeted groups.
- Support faculty to participate in workshops and trainings with stipends during winter and summer terms.

Activities Budget for Goal C.1: Basic Skills Course Completion

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	November 2015-June 30 th 2016	Counseling Hours for EOPS \$ 22,000 Counseling Hours for HOME Room \$ 27,500 Faculty Coordinator for Student Equity \$ 23,000 Grant Specialist for Student Equity \$ 13,000 Faculty Training Stipends \$ 12,240 Director of Institutional Research \$ 18,826 Student Resource Specialist, Ujima \$ 13,083 Student Resource Specialist, Foster Youth \$ 10,467 Student Resource Specialist, DRC \$ 10,467 Student Resource Specialist, La Casa \$ 10,467 SI and Study Group leaders, tutors \$ 115,200 Tutors for DRC \$ 19,250 EOPS Specialist \$ 3,286 Student Resource Specialist, Ujima \$ 2,847 Student Resource Specialist, Foster Youth \$ 2,278 Student Resource Specialist, DRC \$ 2,278 Student Resource Specialist, Equity Office \$ 2,278	

		Student Resource Specialist, La Casa	\$ 2,278	
		Adjunct counselor benefits, HOME Room	\$ 3,700	
		Grant Specialist for Student Equity	\$ 2,505	
		Faculty Coordinator for Student Equity	\$ 7,360	
		Director of Institutional Research	\$ 9,820	
		EOPS Specialist	\$ 1,769	
		instructional supplies and materials	\$ 17,000	
		Non-instructional supplies and materials	\$ 14,000	
		Equity Conference and Workshops	\$ 15,000	
		Student Speaker series	\$ 5,000	
		Training facilitators and Consultants	\$ 45,000	
		Training facilitators and Consultants	\$ 45,000	
		EOPS	\$ 80,000	

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - \$10,000, EOPS – \$9,000, Financial Aid - \$13,000, General Fund - \$24,000, etc.

Activities Linked to Goal C.1: Basic Skills Course Completion

Research and Evaluation

- Relates to goals because we must first have ability to identify a solvable problem, the information/data needed to create a strategy; an understanding of defining expected outcomes for student success.

Faculty Development

- Training, workshops, colloquiums, consultants, and speakers will enable faculty to envision an equity-minded culture and establish an orientation towards results.

Curriculum/Course Development or Adaptation

- Based upon research and evaluation and faculty development, faculty will develop skills and knowledge with which to review curriculum, adapt pedagogical techniques, develop interpersonal communication skills and make material relevant to students in ways that will lead to more student success in their courses.

Instructional Support Activities

- Students need additional support beyond the attention they receive in the classroom from the teacher. In-class Supplemental Instruction and embedded tutoring will facilitate students learning in real time as the teacher introduces material. Outside of class tutoring, study

groups, educational advisors and peer mentors contribute to student engagement and provide opportunities for faculty to work in teams with paraprofessionals as advocates for student success.

Student Equity Coordination/Planning

- Takes the lead in making ongoing trainings available for faculty, students and staff. Serves as the symbol of equity-mindedness on campus as the repository of information about pedagogy and practice with equity principles, provides resources and brings groups together to dialogue about equity and student success.

Outreach (campus)

- A basic equity principle — don't lose the student. Outreach will allow us to keep in touch with students and help them anticipate what support they may need to stay engaged and enrolled in courses. Counselors, educational advisors, faculty advisors and faculty equity advocates, and peer mentors will work together as Equity Teams with a caseload of students according to discipline or program or special population. Outreach → Responsibility → Accountability.

Student Services

- Engagement Centers: Foster Youth, HOME Room, La Casa, Disabilities Resource Center, Veterans Resource Center, STEM Center
 - This support, through dedicated counselors, educational advisors and program resource specialists, brings students with similar equity issues together, to provide intentional and consistent, institutionalized support for narrowing proportionality gaps. Offering access to computers, printers, laptops, textbooks in comfortable, safe and secure surroundings.
 - Educational Advisors providing case management and conduct student success workshops.
 - Counselors completing SEPs and teaching guidance courses.
 - Study Group Leaders and Peer Advocates serve as students helping students by modeling successful academic habits and interpersonal communication skills.
 - Expand college experience by introducing students to campus offices and departments, key personnel; participation in extra-curricular activities like student clubs, community service, leadership and student governance opportunities.

Direct Student Support

- Many students drop classes and/or withdraw from college due to financial hardships. Direct Student support in the form of vouchers for books and school supplies, cafeteria meals, childcare expenses and gas vouchers is often enough to keep a student in school. These resources can only be accessed when a student comes into contact with Academic and Student Support Personnel (counselors, educational advisors, program resource specialists, and program coordinators), faculty, staff and administrators who can direct them to the available resources. An equity-minded campus culture will benefit students with external difficulties because we will have trained equity advocates attuned to student needs and aware of the resources available to help the students.

Improvement Metrics Linked to Goal C.1: Basic Skills Course Completion

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>African American</i>	<i>824, Fall 2014</i>	Narrow this gap by helping 10 more African American students progress through Basic Skills courses by the end of Fall 2018.	2018
Hispanic	2686, Fall 2014	Narrow this gap by helping 10 more Hispanic students progress through Basic Skills by the end of Fall 2018.	2018
Foster youth	50, Fall 2014	Narrow this gap by helping 20 more Foster Youth progress through Basic Skills by the end of Fall 2018.	2018

*Expressed as either a percentage or number.

Evaluation Metrics Linked to Goal C.1: Basic Skills Course Completion

- The same evaluation metrics will be used for C.1 as are used for the other course completion metrics provided in Section B. See the evaluation section in B.1 for evaluation details.

Success Indicator: Degree and Certificate Completion

Degree and Certificate Completion Definition

The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor⁶.

Section D: Degree and Certificate Completion Research and Analysis

California Community Colleges measure student success in a variety of ways. The broadest definition is often referred to as the SPAR metric (Student Progress and Attainment Rates). The SPAR metric provides the broadest definition of student success – capturing not only students who receive a degree or certificate but also students who transfer or achieve “transfer-prepared” status.

This section includes two parts: Completion (SPAR), and Career Technical Education (CTE) Rate.

Riverside City College Pathways Model

Improving student Degree and Certificate Completion is an important piece of Riverside City College’s Strategic Plan and Educational Master Plan.

As was described in the Basic Skills section, Degree and Certificate Completion are two of the three components in the Riverside College Pathways model. They are the first “2” in the 1 + 2 + 2. The CTE Pathways Workgroup and Transfer Pathways Workgroup are focusing on improving student outcomes in these pathways with additional attention paid to equity groups disproportionately impacted.

Degree and Certificate Completion Summary

Degree and Certificate Completion can be a complicated metric because of the different ways of measuring this outcome. Through substantial research, RCC knows that while our SPAR completion rate is about 40% for any given first-time freshmen cohort, only about half of the students counted in this rate actually receive a degree or certificate from our College. Because some of our local degree requirements are different than CSU or UC transfer requirements, many students transfer without receiving a degree.

Using the research from the Student Equity report, RCC is not only looking at increasing overall completion success, but also increasing the number of students who receive degrees or certificates, focusing on those equity groups who are disproportionately impacted. One thing the Equity Workgroup has noted as needing further research is that while our African American population is substantially less successful at course completion, this subgroup is not specifically disproportionately impacted for degree completion or transfer rates. Gaining further understanding of this interesting outcome is one of the items that the Office of Institutional Effectiveness will be exploring over 2015-2016.

⁶ College may also use the Scorecard definition for indicating student matriculation goal: taking a degree or certificate applicable course.

Completion (SPAR)

Definition: Completion (SPAR): Student Progress and Attainment Rates): First time students with a minimum of 6 units earned who attempted any Math or English in the first three years and achieved any of the following outcomes:

1. Earned an AA/AS
2. Earned a credit certificate (Chancellor's Office approved)
3. Transferred to a four-year institution
4. Achieved "Transfer prepared" status (students successfully completed 60 UC/CSU transferable units with a GPA>=2.0)

Graphic D.1: SPAR Completion

Target Populations	# Cohort (2008-2009)	% of Total	# completed	% of Total Completed	PI	80 Percent Index	SPAR Completion Rate	Gain or Loss
Asian	187	5.1%	101	6.8%	1.32	0.93	54.0%	13.2%
African-American	384	10.5%	147	9.9%	0.94	0.66	38.3%	-2.5%
Filipino	90	2.5%	52	3.5%	1.42	1.00	57.8%	17.0%
Hispanic/Latino	1529	42.0%	553	37.2%	0.89	0.63	36.2%	-4.6%
American Indian or Alaska Native	21	0.6%	8	0.5%	0.93	0.66	38.1%	-2.7%
Pacific Islander	28	0.8%	9	0.6%	0.79	0.56	32.1%	-8.7%
White	973	26.7%	453	30.5%	1.14	0.81	46.6%	5.8%
Unknown	431	11.8%	164	11.0%	0.93	0.66	38.1%	-2.7%
Total	3643	100.0%	1487	100.0%	1.00		40.8%	
Female	1967	54.0%	836	56.2%	1.04	1.00	42.5%	1.7%
Male	1629	44.7%	638	42.9%	0.96	0.92	39.2%	-1.6%
Unknown	47	1.3%	13	0.9%	0.68	0.65	27.7%	-13.1%
Total	3643	100.0%	1487	100.0%	1.00		40.8%	
Foster Youth	39	1.1%	7	0.5%	0.44	0.44	17.9%	-22.9%
Individuals with Disabilities	216	5.9%	83	5.6%	0.94	0.94	38.4%	-2.4%
Low-Income (Pell)	2528	69.4%	1025	68.9%	0.99	0.98	40.5%	-0.3%
Veterans	55	1.5%	30	2.0%	1.34	1.00	54.5%	13.7%
Total	3643	100.0%	1487	100.0%	1.00		40.8%	

Student Group	Percentage Gap to Overall Average Completion	# Cohort	# Students "Lost"
Pacific Islander	-8.7%	28	2.4
Hispanic/Latino	-4.6%	1529	70.3
American Indian or Alaska Native	-2.7%	21	0.6
Unknown	-13.1%	47	6.2
Foster Youth	-22.9%	39	8.9

CTE Completion

Definition: For five cohort years, the percentage of students who completed a CTE course for the first-time and completed more than 8 units in the subsequent three years in a single discipline (two-digit vocational TOP code where at least one of the courses is occupational) and who achieved any of the following outcomes within six years of entry:

- Earned any AA/AS or credit Certificate (Chancellor’s Office approved)
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- Achieved “Transfer Prepared” (student successfully completed 60 UC/CSU transferable units with a GPA >= 2.0)

Graphic D.2: CTE Completion Equity

Target Populations	# Cohort (2008-2009)	% of Total	# completed	% of Total Completed	PI	80 Percent Index	CTE Rate	Gain or Loss
Asian	100	5.5%	57	5.9%	1.09	1.00	57.0%	4.5%
African-American	172	9.4%	61	6.4%	0.68	0.62	35.5%	-17.0%
Filipino	48	2.6%	25	2.6%	0.99	0.91	52.1%	-0.4%
Hispanic/Latino	608	33.3%	318	33.2%	1.00	0.92	52.3%	-0.2%
American Indian or Alaska Native	16	0.9%	7	0.7%	0.83	0.77	43.8%	-8.7%
Pacific Islander	14	0.8%	2	0.2%	0.27	0.25	14.3%	-38.2%
White	679	37.2%	382	39.9%	1.07	0.99	56.3%	3.8%
Unknown	189	10.4%	106	11.1%	1.07	0.98	56.1%	3.6%
Total	1826	100.0%	958	100.0%	1.00		52.5%	
Female	923	50.5%	477	49.8%	0.99	0.79	51.7%	-0.8%
Male	877	48.0%	464	48.4%	1.01	0.81	52.9%	0.4%
Unknown	26	1.4%	17	1.8%	1.25	1.00	65.4%	12.9%
Total	1826	100.0%	958	100.0%	1.00		52.5%	
Foster Youth	5	0.3%	2	0.2%	0.76	0.76	40.0%	-12.5%
Individuals with Disabilities	120	6.6%	69	7.2%	1.10	1.00	57.5%	5.0%
Low-Income (Pell)	1059	58.0%	559	58.4%	1.01	1.00	52.8%	0.3%
Veterans	93	5.1%	68	7.1%	1.39	1.00	73.1%	20.6%
Total	1826	100.0%	958	100.0%	1.00		52.5%	

Student Group	Percentage Gap to Overall Average Completion	# Cohort	# Students “Lost”
Pacific Islander	-38.2%	14	5.3
African-American	-17.0%	172	29.2
American Indian or Alaska Native	-8.7%	16	1.4
Foster Youth	-12.5%	5	0.6

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL Section D: Degree and Certificate Completion

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Pacific Islander	32.1% for degrees and 14.3% for certificates, 2014	Narrow this gap by increasing the completion for Pacific Islanders by 2 more each year for the next four cohort years. Spring 2019.	2019
Hispanic / Latino	36.2% for degrees, 2014	Narrow this gap by increasing the completion for Hispanic/Latinos by 20 more each year for the next four cohort years. Spring 2019.	2019
American Indian / Alaskan Native	38.1% for degrees and 43.8% for certificates, 2014	Narrow this gap by increasing the completion for American Indian / Alaskan Native by 1 more each year for the next 3 cohort years. Spring 2018.	2018
African American	35.5% for certificates, 2014	Narrow this gap by increasing the completion for African Americans by 8 more each year for the next 4 cohort years. Spring 2019.	2019
Foster Youth	17.9% for degrees and 40.0% for certificates, 2014	Narrow this gap by increasing the completion for Foster Youth by 3 more each year for the next 3 cohort years. Spring 2018.	2018

*Expressed as either a percentage or number

Activities for Goal D.1: Degree and Certificate Completion

• **Activity Type(s)**

x	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
D.1	Pacific Islanders, African Americans, Hispanics, American Indian / Native Americans, and Foster Youth	Pacific Islanders -- 114 African American – 2282 American Indian – 90 Hispanic – 15,000 Foster Youth - 50

Activity Implementation Plan for Goal D.1: Degree and Certificate Completion

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	November 2015-June 30 th 2016	Counseling Hours for EOPS \$ 22,000 Counseling Hours for La Casa \$ 27,500 Counseling Hours for HOME Room \$ 27,500 Faculty Coordinator for Student Equity \$ 23,000 Grant Specialist for Student Equity \$ 13,000 Director of Institutional Research \$ 18,826 Student Resource Specialist, Ujima \$ 13,083 Student Resource Specialist, Foster Youth \$ 10,467 Student Resource Specialist, DRC \$ 10,467 Student Resource Specialist, La Casa \$ 10,467 STEM Ambassadors - \$12/hr \$ 19,250 EOPS Specialist \$ 3,286 Student Resource Specialist, Ujima \$ 2,847 Student Resource Specialist, Foster Youth \$ 2,278	

	Student Resource Specialist, DRC	\$ 2,278	
	Student Resource Specialist, Equity Office	\$ 2,278	
	Student Resource Specialist, La Casa	\$ 2,278	
	Adjunct counselor benefits, La Casa	\$ 3,675	
	Adjunct counselor benefits, HOME Room	\$ 3,700	
	Grant Specialist for Student Equity	\$ 2,505	
	Faculty Coordinator for Student Equity	\$ 7,360	
	Director of Institutional Research	\$ 9,820	
	EOPS Specialist	\$ 1,769	
	instructional supplies and materials	\$ 17,000	
	HBCU Stem Tour, Xavier University	\$ 45,000	
	Stem Ambassador Field Activities	\$ 5,000	
	Puente College and University tours	\$ 28,000	
	Puente Student Conferences	\$ 11,000	
	Ujima student college and university tours	\$ 12,000	
	La Casa Student workshops and conferences	\$ 10,000	
	Equity Conference and Workshops	\$ 15,000	
	Library Speaker Series for Student Success	\$ 15,000	
	Puente Students/La Casa	\$ 15,000	

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - \$10,000, EOPS – \$9,000, Financial Aid - \$13,000, General Fund - \$24,000, etc.

Research and Evaluation

- Collect **disaggregated data** to identify the courses in which the target groups are experiencing the least success; observations may be conducted in the classrooms in which target groups are experiencing the least success; or interviews with students from the target group could be conducted to better understand what barriers emerged in the identified classrooms.
- Provide Disciplines and Departments with lists of declared majors and students in areas of emphasis.
 - Faculty will analyze disaggregated data to determine if student achievement inequities are present among students in ADTs/AOEs and IGETC patterns and will develop strategies to address these disparities in their Comprehensive Program Review.
- Research specific methodologies for facilitating student engagement and academic success in selecting and completing degree and certificates in their major for Native Hawaiian/ Pacific Islander, African American, Hispanic and Foster Youth students.

Professional Development

- Professional Development for Puente faculty to attend mandated trainings and workshops.

- Professional development for faculty leads and advisors in ADTs in order to remain current in the field and in major requirements at transfer institutions, especially with respect to major curriculum and mentoring approaches for students in targeted groups.

Instructional Support Activities

- Tutoring, Supplemental Instruction, study group leaders for La Casa students.
- Hire, recruit and train outstanding students from targeted groups to serve as STEM Ambassadors: Peer mentors, study group leaders and tutors for targeted students in STEM courses.
- In coordination with faculty, implement systemic access for targeted students to in person or online tutoring services, in-class supplemental instruction.
- Offer student success workshops across programs and campus departments that are focused on applicability of majors and career success models.
- Assign students in target groups to an educational advisor, faculty advisor and equity advocate associated with their major.

Student Equity Coordination/Planning

- Faculty Coordinator for Student Equity 1.0 reassigned time to be the lead person for the implementation of the Student Equity Plan.
- Grant Specialist for Equity programs to support the implementation of Equity program planning and coordination, workshop and training planning, travel to conferences, contracting speakers, trainers and facilitators; to process spending requests and budget paperwork, to monitor budget and provide budget review for reporting requirements.
- Coordinate the implementation of Campus wide training program of SI leaders, study group leaders, peer mentors, faculty equity advocates for consistency of training in diversity awareness, student support and academic coaching.
 - Academic Coaching program for 20-40 faculty and staff per session
 - Host two day retreats on topics of: gender, sexuality, multicultural awareness, cultural proficiency
 - On campus trainings for STEM Ambassadors, study group leaders, peer mentors/equity advocates, Supplemental Instruction Leaders, tutors who will work in Engagement Centers, tutoring center and in identified classes by disciplinary needs.
- Support the planning and implementation of Equity-related strategies and activities for students in targeted groups through dissemination of research materials, and provide opportunities for professional development for equity-related conferences, workshops, speakers/consultants, webinars, facilitated focus groups, or for travel to such opportunities.
- Support speakers, workshops, training for equity issues related to students entering majors and career/technical fields.

Outreach (campus)

- “Each one, reach one.” Intentional, deliberate contact with students who have not declared majors and with students who have declared majors but have not progressed in required course sequences for majors.
- Speakers’ series of successful former foster youth to speak to Guardian Scholars and motivate them to select pathways for ADTs and majors.

Student Services and other Categorical Programs

- Provide hours for counselors and educational advisors and provide resources for La Casa Engagement Center.
 - Hispanic students are a target student group for Degree and Certificate completion
 - La Casa will focus programs on course success, transfer and degree and certificate attainment.
 - Counseling and Educational Advisor support for enrollment in educational pathways.
- Puente Program: College and University visits to increase degree and certificate completion and transfer rates; student conferences.
- Ujima: College and university visits to increase degree and certificate completion .
- Foster Youth/Guardian Scholars: college and university visits to increase degree and certificate completion.

Direct Student Support

- Support for targeted students with demonstrated need for materials for success in major courses.

Activities Linked to Goal D.1: Degree and Certificate Completion

Research and Evaluation

- Relates to goals because we must first have ability to identify a solvable problem, the information/data needed to create a strategy; an understanding of defining expected outcomes for student success.

Faculty Development

- Training, workshops, colloquiums, consultants, and speakers will enable faculty to envision an equity-minded culture and establish an orientation towards changing expectations in course completion strategies for success for targeted students.

Curriculum/Course Development or Adaptation

- Based upon research and evaluation and faculty development, faculty will develop skills and knowledge with which to review curriculum, adapt pedagogical techniques, develop interpersonal communication skills and make material relevant to students in ways that will lead to greater student success overall but especially for student in targeted student groups.

Instructional Support Activities

- Students need additional support beyond the attention they receive in the classroom from the teacher. In-class Supplemental Instruction and embedded tutoring will facilitate students learning in real time as the teacher introduces material. Outside of class tutoring, study groups, educational advisors and peer mentors contribute to student engagement and provide opportunities for faculty to work in teams with paraprofessionals as advocates for student success.

Student Equity Coordination/Planning

- Takes the lead in making ongoing trainings available for faculty, students and staff. Serves as the symbol of equity-mindedness on campus as the repository of information about pedagogy and practice with equity principles, provides resources and brings groups together to dialogue about equity and student success.

Outreach (campus)

- A basic equity principle — don't lose the student. Outreach will allow us to keep in touch with students and help them anticipate what support they may need to stay engaged and enrolled in courses. Counselors, educational advisors, faculty advisors and faculty equity advocates, and peer mentors will work together as Equity Teams with a caseload of students according to discipline or program or special population. Outreach→Responsibility→Accountability.

Student Services

- This support provides Equity Programs the opportunity, through dedicated Counselors and Educational Advisors and resources, to bring students with similar equity issues together, to provide intentional and consistent support and to institutionalize such support so that we see gains in persistence, retention, graduation and transfer.
- Engagement Centers: Foster Youth, Ujima HOME Room, Puente La Casa, Disabilities Resource Center, Veterans Resource Center, STEM Center
 - Educational Advisors providing case management and conducting student success workshops
 - Counselors completing SEPS and teaching guidance courses
 - Study Group Leaders and Peer Advocates serve as students helping students by modeling successful academic habits and interpersonal communication skills
 - Provides students with access to computers, printers, laptops, textbooks in comfortable, safe and secure surroundings.
 - Expand college experience by introducing students to campus offices and departments, key personnel; participation in extra-curricular activities like student clubs, community service, leadership and student governance opportunities.

Direct Student Support

- Many students drop classes and/or withdraw from college due to financial hardships. Direct Student support in the form of vouchers for books and school supplies, cafeteria meals, childcare expenses and gas vouchers is often enough to keep a student in school. These resources can only be accessed when a student comes into contact with Academic and Student Support Personnel (counselors, educational advisors, program resource specialists, and program coordinators), faculty, staff and administrators who can direct them to the available resources. An equity-minded campus culture will benefit students with external difficulties because we will have trained equity advocates attuned to student needs and aware of the resources available to help the students.

Improvement Metrics Linked to Goal D.1: Degree and Certificate Completion

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Pacific Islanders</i>	<i>8, 2014</i>	Narrow this gap by increasing the completion for Pacific Islanders by 2 more each year for the next four cohort years. Spring 2019.	<i>2019</i>
<i>Hispanic / Latinos</i>	<i>70, 2014</i>	Narrow this gap by increasing the completion for Hispanic/Latinos by 20 more each year for the next four cohort years. Spring 2019.	<i>2019</i>
American Indian / Alaskan Native	<i>2, 2014</i>	Narrow this gap by increasing the completion for American Indian / Alaskan Native by 1 more each year for the next 3 cohort years. Spring 2018.	<i>2018</i>
African American	<i>29, 2014</i>	Narrow this gap by increasing the completion for African Americans by 8 more each year for the next 4 cohort years. Spring 2019.	<i>2019</i>
Foster Youth	<i>9, 2014</i>	Narrow this gap by increasing the completion for Foster Youth by 3 more each year for the next 3 cohort years. Spring 2018.	<i>2018</i>

Evaluation Metrics Linked to Goal D.1: Degree and Certificate Completion

- Lists of students with emails by declared major / AOE will be provided to academic departments each fall for contact information. Totals by declared major / AOE will also be tracked each fall to determine growth in programs
- Degrees and certificates by major and equity groups will be tracked and reported at the end of each academic year to inform department and discipline conversations as well as equity conversations.
- Course, Program, and Institutional Learning Outcomes assessment results including qualitative analysis and quantitative analysis such as pre and posts surveys

Transfer

Transfer Definition

The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

Section E: Transfer Research and Analysis

Riverside City College tracks students transferring to four year colleges or universities using the National Student Clearinghouse (NSC). The NSC provides individual student data on enrollment and subsequent degrees awarded. This information informs College-level discussion about the subsequent success of our students. RCC departments and disciplines are also using NSC data to inform discussions about specific groups of students and their subsequent enrollment patterns. As an example, students who have participated in RCC's honors program do not subsequently enroll at a higher rate than their non-honors peers, but the students who do subsequently transfer to four year colleges transfer to the University of California system at a much higher rate than their peers. This knowledge is informing curriculum and assessment conversations at department levels.

Riverside City College Pathways Model

Improving student transfer rates is an important piece of Riverside City College's Strategic Plan and Educational Master Plan.

As was described in the Basic Skills and Degree and Certificate Completion sections, Transferring to a four year college or university is the final "2" in the 1 + 2 + 2 Pathways Model.

Transfer Summary

While Degree and Certificate Completion can be a complicated metric, looking at student transfer rates is fairly straightforward. Using the research from the Student Equity report, RCC is not only looking at increasing overall transfer rates, but also focusing on those equity groups who are disproportionately impacted. One thing the Equity Workgroup has noted as needing further research is that while our African American population is substantially less successful at course completion, this subgroup is not specifically disproportionately impacted for degree completion or transfer rates. Gaining further understanding of this interesting outcome is one of the items that the Office of Institutional Effectiveness will be exploring over 2015-2016.

With the exception of Transfer Rates for Hispanic males, Riverside City College's Equity Workgroup is prioritizing other outcomes over transfer rates. Hispanic males will receive additional attention and emphasis for transfer as well as degree and certificate completion.

Transfer Research

Graphic D.1: Transfer Equity

Target Populations	# Cohort (2008-2009)	% of Total	# completed	% of Total Completed	PI	80 Percent Index	Transfer rate	Gain or Loss
Asian	187	5.1%	71	6.9%	1.34	0.90	38.0%	9.6%
African-American	384	10.5%	125	12.1%	1.15	0.77	32.6%	4.2%
Filipino	90	2.5%	38	3.7%	1.49	1.00	42.2%	13.8%
Hispanic/Latino	1529	42.0%	358	34.6%	0.82	0.55	23.4%	-5.0%
American Indian or Alaska Native	21	0.6%	6	0.6%	1.01	0.68	28.6%	0.2%
Pacific Islander	28	0.8%	6	0.6%	0.75	0.51	21.4%	-7.0%
White	973	26.7%	322	31.1%	1.17	0.78	33.1%	4.7%
Unknown	431	11.8%	108	10.4%	0.88	0.59	25.1%	-3.3%
Total	3643	100.0%	1034	100.0%	1.00		28.4%	0.0%
Female	1967	54.0%	573	55.4%	1.03	1.00	29.1%	0.7%
Male	1629	44.7%	454	43.9%	0.98	0.96	27.9%	-0.5%
Unknown	47	1.3%	7	0.7%	0.52	0.51	14.9%	-13.5%
Total	3643	100.0%	1034	100.0%	1.00		28.4%	0.0%
Foster Youth	39	1.1%	4	0.4%	0.36	0.36	10.3%	-18.1%
Individuals with Disabilities	216	5.9%	43	4.2%	0.70	0.69	19.9%	-8.5%
Low-Income (Pell)	2528	69.4%	663	64.1%	0.92	0.79	26.2%	-2.2%
Veterans	55	1.5%	18	1.7%	1.15	1.00	32.7%	4.3%
Total	3643	100.0%	1034	100.0%	1.00		28.4%	0.0%

Student Group	Percentage Gap to Overall Average	# Cohort	# Students "Lost"
Pacific Islander	-7.0%	28	2.0
Hispanic/Latino	-5.0%	1529	76.5
Unknown	-3.3%	431	14.2
Foster Youth	-18.1%	39	7.1
Individuals with Disabilities	-8.5%	216	18.4

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL Section E: Transfer

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact. Note that while students who report a race/ethnicity as unknown or unreported are disproportionately impacted with this metric, RCC is not looking at addressing this particular group at this time because of the difficulty of identifying and working with this particular group. RCC will continue to track and report on transfer rates for students of unknown or unreported race/ethnicity.

Target Population(s)	Current gap, year	Goal*	Goal Year
Pacific Islander	21.4%, 2014	In partnership with Degree and Certificate Completion, narrow this gap by increasing the completion for Pacific Islanders by 2 more each year for the next four cohort years. Spring 2019.	2019
Hispanic / Latino	23.4%, 2014	In partnership with Degree and Certificate Completion, narrow this gap by increasing the completion for Hispanic/Latinos by 20 more each year for the next four cohort years. Spring 2019.	2019
Foster Youth	10.3%, 2014	In partnership with Degree and Certificate Completion, narrow this gap by increasing the completion for Foster Youth by 3 more each year for the next 3 cohort years. Spring 2018.	2018
Individuals with Disabilities	19.9%, 2014	Narrow this gap by increasing the completion for Individuals with Disabilities by 5 more each year for the next four cohort years. Spring 2019.	2019

*Expressed as either a percentage or number

Activities for Goal E.1: Transfer

- **Activity Type(s)**

x	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
E.1	Pacific Islander, Hispanic / Latino, Foster Youth, Individuals with Disabilities	Pacific Islanders -- 114 Hispanic – 15,000 Foster Youth – 50 Individuals with Disabilities – 1500

Activity Implementation Plan for Goal E.1: Transfer

The activities to increase Transfer rates are very similar to the activities listed in the Degree and Certificate Completion section (Section D). Please see the Activities Section D.1 for these activities. In addition:

Research and Evaluation

- Investigate best practices for encouraging Native Hawaiian/Pacific Islander students to consider transfer; consider which institutions and majors are attractive to this student group and why

Student Services or other Categorical Program

- Increase the number of college visits, helping students understand the opportunities and options for transferring to a four year college or university for students in targeted groups; for students in Equity Programs: Puente, Ujima, Foster Youth
- Improve awareness and use of RCC’s Student Transfer Center
- Workshops on GRIT, Mindset, personal success for students in target groups in order to stimulate desire to transfer.

Student Equity Coordination/Planning

- Speaker series, motivational role-modeling of RCC alumni and other prominent figures with similar backgrounds and experiences to students in target groups to address significance of transfer goals for future success.
- Develop opportunities to mentor male students in target groups to demonstrate leadership and model transfer course-taking behavior.

Activities Budget for Goal E.1: Transfer

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	November 2015-June 30 th 2016	Counseling Hours for EOPS \$ 22,000 Counseling Hours for La Casa \$ 27,500 Faculty Coordinator for Student Equity \$ 23,000 Grant Specialist for Student Equity \$ 13,000 Director of Institutional Research \$ 18,826 Student Resource Specialist, Foster Youth \$ 10,467 Student Resource Specialist, DRC \$ 10,467 Student Resource Specialist, La Casa \$ 10,467 EOPS Specialist \$ 3,286 Student Resource Specialist, Foster Youth \$ 2,278 Student Resource Specialist, DRC \$ 2,278 Student Resource Specialist, Equity Office \$ 2,278 Student Resource Specialist, La Casa \$ 2,278 Adjunct counselor benefits, La Casa \$ 3,675 Grant Specialist for Student Equity \$ 2,505 Faculty Coordinator for Student Equity \$ 7,360 Director of Institutional Research \$ 9,820 EOPS Specialist \$ 1,769 Equity Conference and Workshops \$ 15,000	

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - \$10,000, EOPS – \$9,000, Financial Aid - \$13,000, General Fund - \$24,000, etc.

Improvement Metrics Linked to Goal E.1: Transfer

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Pacific Islanders</i>	<i>2, 2014</i>	Narrow this gap by increasing the completion for Pacific Islanders by 2 more each year for the next four cohort years. Spring 2019.	<i>2019</i>
<i>Hispanic / Latinos</i>	<i>76, 2014</i>	Narrow this gap by increasing the completion for Hispanic/Latinos by 20 more each year for the next four cohort years. Spring 2019.	<i>2019</i>
Foster Youth	<i>7, 2014</i>	Narrow this gap by increasing the completion for Foster Youth by 3 more each year for the next 3 cohort years. Spring 2018.	<i>2018</i>
Individuals with Disabilities	<i>18, 2014</i>	Narrow this gap by increasing the completion for Individuals with Disabilities by 5 more each year for the next four cohort years. Spring 2019.	<i>2019</i>

Evaluation Metrics Linked to Goal E.1: Transfer

- Lists of students with emails by declared major / AOE will be provided to academic departments each fall for contact information. Totals by declared major / AOE will also be tracked each fall to determine growth in programs
- Degrees and certificates by major and equity groups will be tracked and reported at the end of each academic year to inform department and discipline conversations as well as equity conversations.
- Course, Program, and Institutional Learning Outcomes assessment results including qualitative analysis and quantitative analysis such as pre and posts surveys

Summary Evaluation

Planned Coordination and Integration with ongoing planning processes at RCC:

Our current practice for program review is to include student equity data for each discipline, department and program. Upon review of this data, department and program faculty, staff, and administrators will describe how they will implement strategies for addressing these data as they relate to equitable student outcomes. The program review process is part of the Strategic Planning Process and so, these departmental reviews are created by departments and programs, reviewed by area deans, then collated and assessed by the Strategic Planning Leadership Councils.

We will begin to include an equity summary page in the Program Review report for those departments and programs that are using Equity funds. These summaries will then come back to the Equity committee for reviewing and following up for measurement and evaluation of equity-funded activities.

Appendix 1: Implementation Plan Reference Matrix

Topic	Organization or Text Producing Research	Comments	Reference / Link
Learning Communities / Co-Curricular Activities	Redesigning America's Community Colleges (2015) by Bailey, T. R.; Smith Jaggars, S.; and Jenkins, D.	Co-curricular support provides "scaffolding" for student success.	
Academic Placement Reform	3CSN	Academic Placement reform is one of three "high impact practices" as outcomes success from significant review of activities state-wide.	http://3csn.org/
Academic Placement Reform	Career Ladders Project	Placed for Success paper summarizes the significant impact that academic placement reform has had in California Community Colleges.	http://www.careerladdersproject.org/wp-content/uploads/2015/03/CLP_IP_Brief_37_508.pdf
Developmental Education Reform	Redesigning America's Community Colleges (2015) by Bailey, T. R.; Smith Jaggars, S.; and Jenkins, D.	Viewing Developmental Education as "on ramps" to student success -- not separate curricular patterns	
Developmental Education Reform	California Education Project	Developmental Education reform is one of three "high impact practices" as outcomes success from significant review of activities state-wide.	http://cap.3csn.org/
Developmental Education Reform	3CSN	Reading Apprenticeship, Habbist of Mind, Threshold Project, etc.	http://3csn.org/
Faculty Development	3CSN	Faculty development and inclusion is a key for pedagogy and teaching techniques improvement.	http://3csn.org/
Developmental Education Reform	RP Group Student Success Presentations from Butte College	New English Placement doubled the number of students initially placed into college-level English without having a negative impact on the success rates.	Butte College
Pathways	Redesigning America's Community Colleges (2015) by Bailey, T. R.; Smith Jaggars, S.; and Jenkins, D.	Pathways provide clear direction and structure for community college students, significantly increase their success.	
Pathways	Career Ladders Project	Pathways provide clear direction and structure for community college students, significantly increase their success.	http://www.careerladdersproject.org/
Pathways	Foundation for California Community Colleges	Pathways provide clear direction and structure for community college students, significantly increase their success. -- Career Catalyst Project.	https://foundationccc.org/What-We-Do/Workforce-Development/Career-Catalyst-Career-Pathway
Learning Communities / Co-Curricular Activities	Demonstrating Student Success (2009) by Bresciani, M. J.; Moore Gardner, M., and Hickmott, J.	Co-curricular activities provide significant support for students, improving academic outcomes.	
On Boarding / High School Partnerships	Foundation for California Community Colleges	Partnerships with high schools provide early guidance and improve the college-level preparation of students.	https://foundationccc.org/What-We-Do/Student-Success/California-College-Guidance-Initiative
Faculty Development	Using Evidence of Student Learning to Improve Higher Education (2015)	Faculty are key stakeholders for improving student success.	http://www.learningoutcomesassessment.org/
Learning Outcomes	National Institute for Learning Outcomes Assessment.	Successful use of assessment provide structure for improving student success.	http://www.learningoutcomesassessment.org/
Developmental Education Reform	Learning Works	Developmental math reform is a "key" initiative to improve California Community College Student Success.	http://www.learningworksca.org/
Developmental Education Reform	Reading Apprenticeship	Partnering reading courses with other academic courses provides significant increase in student success.	http://readingapprenticeship.org/
Peer Tutoring	3CSN		http://3csn.org/
Pathways	Completion by Design	Co-curricular support for students as they progress through their college experience.	http://www.completionbydesign.org/
Educating College Male Students of Color	Minority Male Community College Consortium		http://interwork.sdsu.edu/sp/m2c3/

Agenda Item (IV-C-1)

Meeting	12/1/2015 - Committee
Agenda Item	Committee - Planning and Operations (IV-C-1)
Subject	Resolution No. 24-15/16 - Adopting the Local Hazard Mitigation Plan
College/District	District
Funding	N/A
Recommended Action	It is recommended the Board of Trustees adopt Resolution No. 24-15/16 to establish the Riverside Community College District segment of the Riverside County Operational Area Multi-Jurisdictional Local Hazard Mitigation Plan.

Background Narrative:

The Federal Disaster Mitigation Act of 2000 (FDMA 2000), enacted in October 2000, improved the planning and funding process for disaster relief, recovery, and hazard mitigation for public agencies incurring damage as a result of a FEMA declared emergency. The legislation reinforced the importance of mitigation planning and emphasized planning for disasters before they occur.

FDMA 2000 established a pre-disaster hazard mitigation program in addition to requirements for a national post-disaster Hazard Mitigation Grant Program (HMGP). The Act specifically addresses mitigation planning at the state and local levels; identifies requirements that allow HMGP funds to be used for planning activities; and increases the amount of HMGP funds available to agencies and communities that develop comprehensive, enhanced mitigation plans prior to a disaster. Complying institutions must have an approved mitigation plan in place prior to receiving post-disaster HMGP funds.

FDMA 2000 required that all state and local governmental agencies adopt a Local Hazard Mitigation Plan (LHMP). To be eligible to receive funding from FEMA under HGMP in the event of an emergency, RCCD must now participate with Riverside County and other local agencies in the Riverside County Operational Area Multi-Jurisdictional Local Hazard Mitigation Plan. This plan provides a framework for inter-agency cooperation in disaster mitigation. To meet the requirements of the legislation, and to ensure funding would be available when needed, RCCD personnel participated in a FEMA prescribed hazard mitigation planning process to develop the RCCD segment of the Riverside County Operational Area Multi-Jurisdictional Local Hazard Mitigation Plan. The RCCD plan segment was submitted to the colleges for review by their shared governance process prior to this request for adoption.

Resolution No. 24-15/16 is submitted for consideration by the Board of Trustees to adopt the RCCD segment of the Riverside County Operational Area Multi-Jurisdictional Local Hazard Mitigation Plan.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Michael Simmons, Director, Risk Management, RCCD

Attachments:

[12012015_Resolution No. 24-15/16](#)
[12012015_RCCD Annex to Riverside County Multi-Jurisdictional Local Hazard Mitigation Plan](#)

RIVERSIDE COMMUNITY COLLEGE DISTRICT

ADOPTING THE 2012 RIVERSIDE COMMUNITY COLLEGE DISTRICT
LOCAL HAZARD MITIGATION PLAN
ANNEX TO THE 2012 RIVERSIDE COUNTY OPERATIONAL AREA
MULTI-JURISDICTIONAL LOCAL HAZARD MITIGATION PLAN

RESOLUTION NO. 24-15/16

WHEREAS, the Riverside Community College District recognizes the County of Riverside is subject to various earthquake-related hazards such as ground shaking, liquefaction, land sliding, and fault surface ruptures; and

WHEREAS, the Riverside Community College District recognizes the County of Riverside is subject to various weather-related hazards including wildfires, floods, and landslides; and

WHEREAS, undertaking hazard mitigation actions will reduce the potential for harm to people and property from future hazard occurrences; and

WHEREAS, the Federal Disaster Mitigation Act of 2000 requires all cities, counties, and special districts to adopt a Local Hazard Mitigation Plan to receive disaster mitigation funding from the Federal Emergency Management Agency (FEMA); and

WHEREAS, Riverside Community College District fully participated in the FEMA-prescribed mitigation planning process to prepare this local hazard mitigation plan; and

NOW, THEREFORE, BE IT RESOLVED, that the Riverside Community College District Board of Trustees hereby adopts the 2012 Riverside Community College District Local Hazard Mitigation Plan Annex to the 2012 Riverside County Operational Area Multi-Jurisdictional Local Hazard Mitigation Plan as an official plan; and

BE IT FURTHER RESOLVED, that the Riverside Community College District will submit this adoption resolution to the Riverside County Emergency Management Department, the State of California Emergency Management Agency, and FEMA Region IX official to enable the County's plan for final approval in accordance with the requirements of the Disaster Mitigation Act of 2000.

APPROVED AND ADOPTED THIS 8th DAY OF December, 2015 at the regular meeting of the Riverside Community College District Board of Trustees.

President, Board of Trustees
Riverside Community College District

U.S. Department of Homeland Security
1111 Broadway, Suite 1200
Oakland, CA. 94607-4052



FEMA

August 4, 2014

Mark Bassett
Emergency Services Program Supervisor
Office of Emergency Services
4080 Lemon Street, Basement Room 8
Riverside, CA 92501

Dear Mr. Bassett:

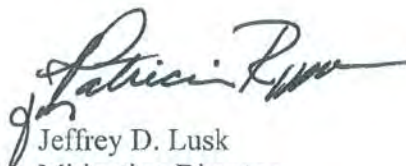
We have completed our review of 14 additional plan annexes for *Riverside County Multi-Jurisdictional Local Hazard Mitigation Plan*, and have determined that these plan annexes are eligible for final approval pending its adoption by the following:

- Hemet Unified School District
- Riverside Community College
- Lake Elsinore School District
- Riverside County Office of Education
- Menifee Union School District
- Riverside Unified School District
- Nu View Union School District
- San Jacinto Unified School District
- Palm Springs Unified School District
- Val Verde Unified School District
- Perris Elementary School
- Beaumont Unified School District
- Perris Union High School
- Rubidoux Community Services District

Formal adoption documentation must be submitted to the Regional office within one calendar year of the date of this letter, or the entire plan annexe(s) must be updated and resubmitted for review. We will approve the plan upon receipt of the documentation of formal adoption.

If you have any questions regarding the planning or review processes, please contact Juliette Hayes, Community Planner at (510) 627-7211, or by email at juliette.hayes@fema.dhs.gov.

Sincerely,



Jeffrey D. Lusk
Mitigation Director
Mitigation Division
FEMA Region IX

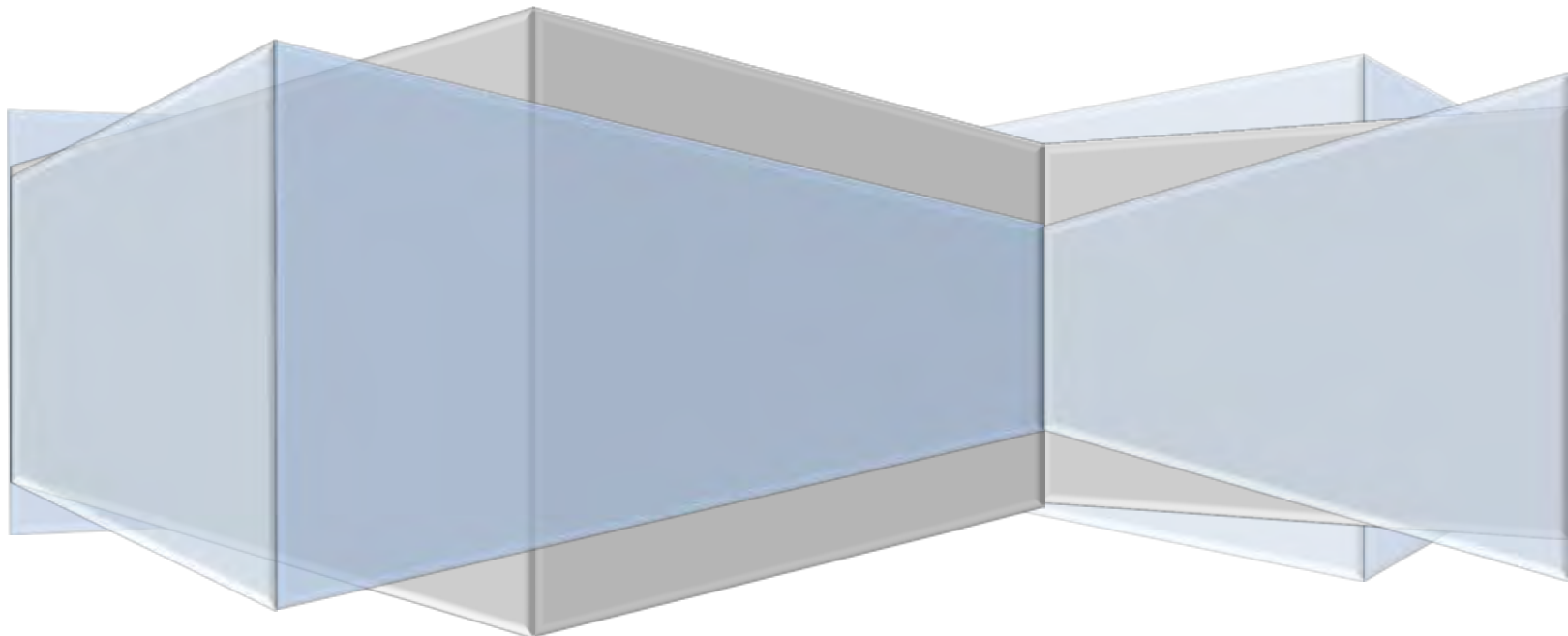
Enclosure

cc: Gina Buccieri-Harrington, Acting State Hazard Mitigation Officer
Jose Lara, California Office of Emergency Services, Mitigation Planning
Angie Johnson, Riverside County Office of Emergency Services
Lucy Rebuck, Hemet Unified School District
Geneva Krag, Lake Elsinore Unified School District
Bruce Shaw, Menifee Union School District
Russ Ramsey, Nuview Union School District
Roy W. Hill, Palm Springs Unified School District
Robert Turner, Special District- Perris Elementary School District
Judy Miller, Perris Union High School District
Sherry Colgan Stone, Riverside Community college District
Michael D'Amico, Riverside County Office of Education
Kirk R. Lewis, Riverside Unified School District
Michael Collins, San Jacinto Unified School District
Daniel Whitfield, Val Verde Unified School District
Ken Miller, Beaumont Unified School District
Ronald Young, Rubidoux Community Services District

RIVERSIDE COMMUNITY COLLEGE DISTRICT ANNEX

RIVERSIDE COUNTY OPERATIONAL AREA MULTI-JURISDICTIONAL LOCAL HAZARD MITIGATION PLAN SEPTEMBER 2013

Prepared by: Sherry Colgan Stone



CONTACT INFORMATION

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Riverside, CA 92501
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sherry.stone@rccd.edu

PLAN ADOPTION/RESOLUTION

The Riverside Community College District (RCCD) will submit plans to Riverside County Fire – Office of Emergency Services who will forward to CAL OES for review prior to being submitted to FEMA. In addition, we will wait to receive an “Approval Pending Adoption” before taking the plan to our local governing bodies for adoption. Upon approval, RCCD will insert the signed resolution.

EXECUTIVE SUMMARY

The purpose of this local hazard mitigation plan is to identify the County's hazards, review and assess past disaster occurrences, estimate the probability of future occurrences and set goals to mitigate potential risks to reduce or eliminate long-term risk to people and property from natural and man-made hazards.

The plan was prepared pursuant to the requirements of the Disaster Mitigation Act of 2000 to achieve eligibility and potentially secure mitigation funding through Federal Emergency Management Agency (FEMA) Flood Mitigation Assistance, Pre-Disaster Mitigation, and Hazard Mitigation Grant Programs.

Riverside County's continual efforts to maintain a disaster-mitigation strategy is on-going. Our goal is to develop and maintain an all-inclusive plan to include all jurisdictions, special districts, businesses and community organizations to promote consistency, continuity and unification.

The County's planning process followed a methodology presented by FEMA and CAL-OES which included conducting meetings with the Operational Area Planning Committee (OAPC) coordinated by Riverside County Fire – Office of Emergency Services comprised of participating Federal, State and local jurisdictions agencies, special districts, school districts, non-profit communities, universities, businesses, tribes and general public.

The plan identifies vulnerabilities, provides recommendations for prioritized mitigation actions, evaluates resources and identifies mitigation shortcomings, provides future mitigation planning and maintenance of existing plan.

The plan will be implemented upon FEMA approval.

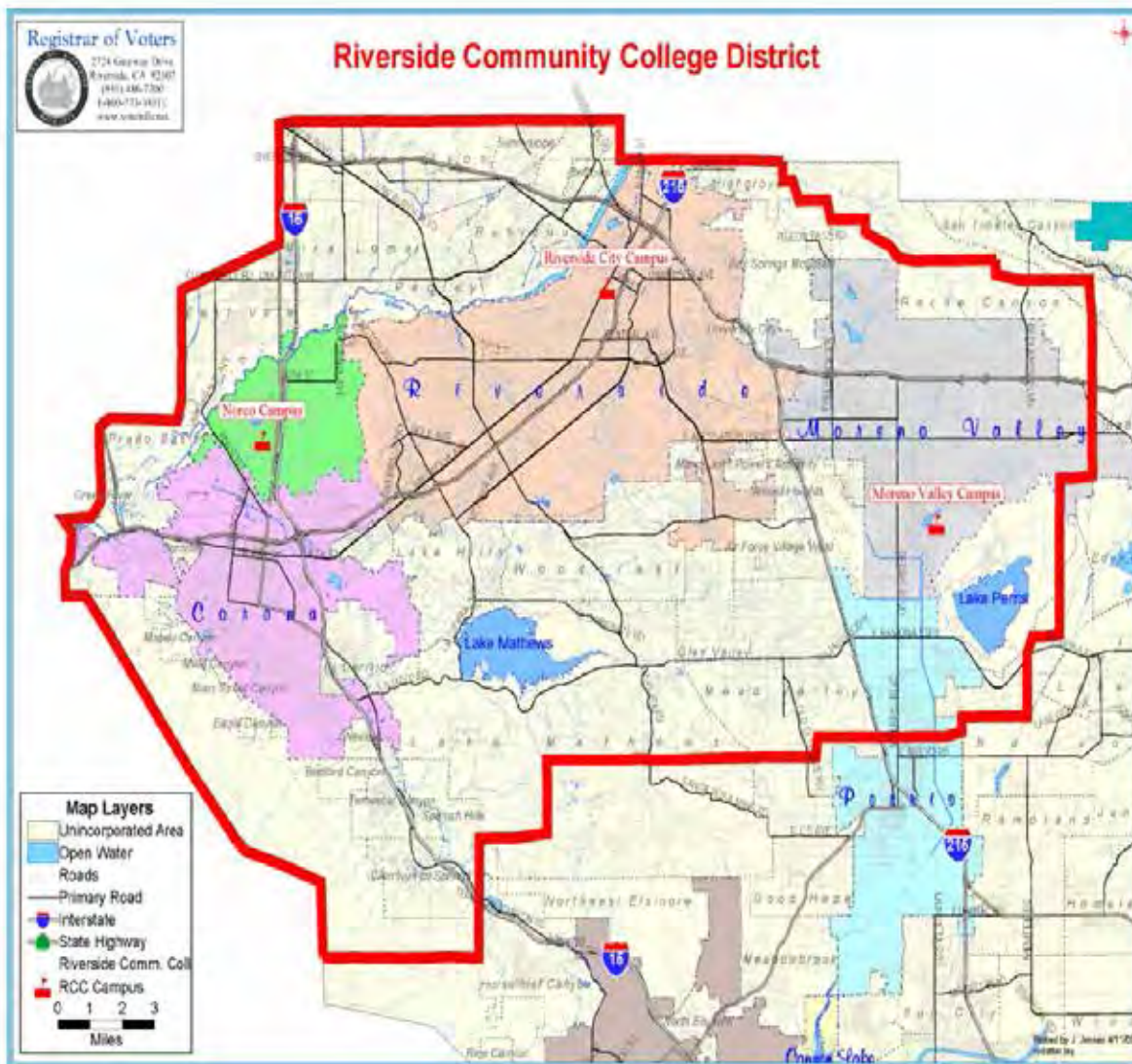
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SECTION 1.0 - COMMUNITY PROFILE

1.1 RIVERSIDE COMMUNITY COLLEGE DISTRICT MAP



1.2 GEOGRAPHY AND CLIMATE DESCRIPTION

The jurisdiction climate ranges from extreme heat (100 degrees plus in summer months) to below 40 degrees in winter months. Rain (7-10 inches per year average) and high winds cause occasional hazards.

1.3 BRIEF HISTORY

1900 – 1960s: Opening in September 1916, Riverside Community College District (RCCD) is among the first community colleges in California. In 1924 the first two buildings of the Riverside campus quadrangle were constructed. One was for a library; the other mostly for sciences. These buildings are now historic landmarks and are the oldest buildings dedicated to community college instruction in California. After World War II, veterans needed both review and remedial courses in what today are called basic skills. It was clear that more space was needed, and the college expanded with construction of an Administration Building, the Cutter Park Pool, Landis Auditorium, a women's gymnasium, and a facility for cosmetology courses. In 1964 the voters approved the **creation of the Riverside Community College District** and the election of a five member Board of Trustees. The Board of Trustees took on an ambitious building and property acquisition program to provide adequate space for the growing student, faculty, and staff populations: a library, life science and physical science structures, and a student center, tennis courts, fine arts, ceramics buildings were built. Auto shop and business education buildings would also emerge, as would the Child Development Center.

1980s: The population surge in the **Moreno Valley** and **Corona-Norco** areas led the Board to seek major land acquisitions in both those areas. In March 1991 Norco and Moreno Valley campuses opened.

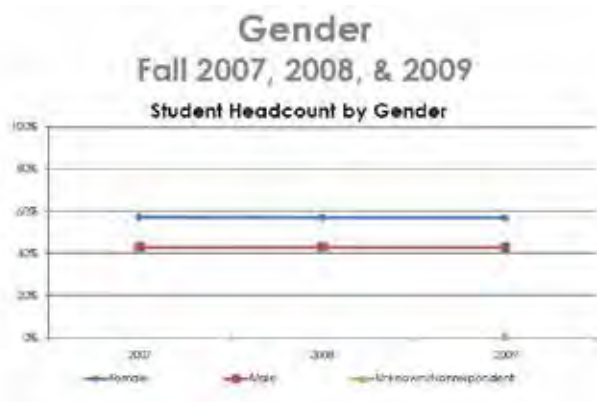
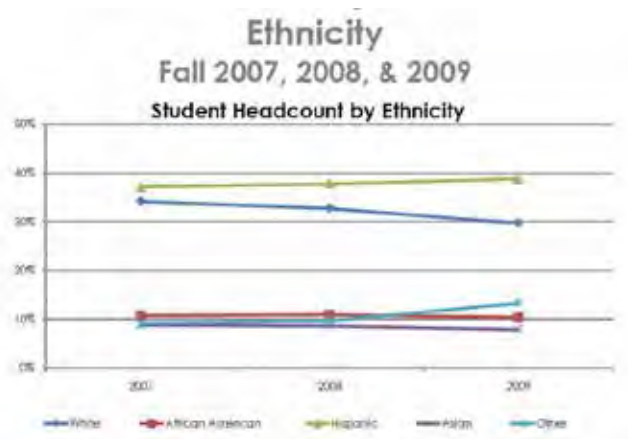
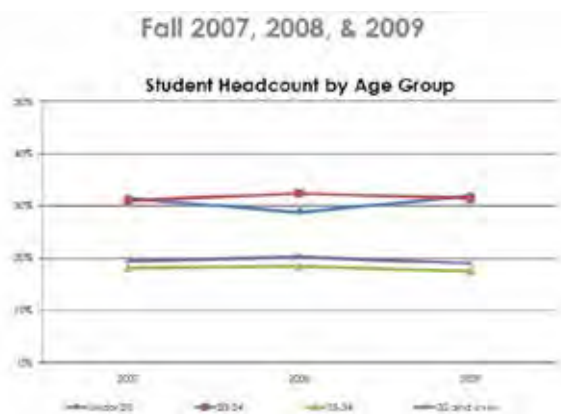
2000s: In 2003 the Board of Trustees determined that it was time to begin the lengthy process leading to accreditation of the Moreno Valley and Norco campuses, under the management of a single district administration and single Board. In January 2010 Moreno Valley and Norco became the 111th and 112th California Community Colleges.

1.4 ECONOMY DESCRIPTION

Jurisdiction is a community college district, and is limited by state and federal funding. RCCD offers more than 100 comprehensive programs to aid students seeking transfer to a 4 year college or university, a 2-year degree, a professional certificate, occupational training, or simply to update their work skills. Preparation of students for the modern workforce extends outside the classroom to include partnerships with leading businesses, resulting in the development of specialized high tech programs and freestanding centers of learning that attract both traditional and non-traditional students. Some 368 full-time faculty and 831 associated faculty, together with 703 professional and support staff, are involved in the continual development of programs to prepared a qualified workforce for the 21 century.

1.5 POPULATION

The population of area served by Riverside Community College District is reasonably calculated by adding the census counts from the cities of Moreno Valley, Norco, Riverside and Corona is 676,673. Riverside Community College District's Fall 2010 enrollment exceeded 35,000. A diverse student body reflects the surrounding workforce. In 2010, 39% of students were Hispanic, 30% were Caucasian, 10% were African American, 9% were Asian/Pacific Islanders and 1% were Native American. The following charts provide additional information on the population of Riverside Community College District:



1.6 DEVELOPMENT TRENDS AND LAND USE

LOCAL JURISDICTION DEVELOPMENT TRENDS QUESTIONNAIRE 2011

LAND USE ISSUES - COMPLETE THE INFORMATION BELOW

JURISDICTION:	DOES YOUR AGENCY HAVE RESPONSIBILITY FOR LAND USE AND/OR DEVELOPMENT ISSUES WITHIN YOUR JURISDICTIONAL BOUNDARIES? YES NO			
	2005 DATA	2012 DATA		2017
Current Population in Jurisdiction or Served		48,000	Projected Population in Jurisdiction or Served - in 2017	40,000
Current Sq Miles in Jurisdiction or Served		440 Sq Mi	Projected Sq Miles in Jurisdiction or Served - in 2017	440 Sq Mi
Does Your Jurisdiction have any ordinances or regulations dealing with disaster mitigation, disaster preparation, or disaster response?		Yes	If yes, please list ordinance or regulation number. Board Policy 3500, 3505, 3505A, 3505B, 3505C & Administrative Policy 3505	
What is the number one land issue your agency will face in the next five years	Reduced open space on campus (little place to evacuate); Reduced parking spaces on campus			
Approximate Number of Homes/Apts/etc.		0	Projected Number of Homes/Apts/etc. - in 2017	0
Approximate Total Residential Value		0	Projected Residential Total Value - in 2017	0
Approximate Number of Commercial Businesses		0	Projected Number of Commercial Businesses - in 2017	0
Approximate Percentage of Homes/Apts/etc in flood hazard zones	NA	0	Approximate Percentage of Homes/Apts/etc in flood hazard zones - in 2017	0
Approximate Percentage of Homes/Apts/etc in earthquake hazard zones	NA	0	Approximate Percentage of Homes/Apts/etc in earthquake hazard zones - in 2017	0
Approximate Percentage of Homes/Apts/etc in wildland fire hazard zones	NA	0	Approximate Percentage of Homes/Apts/etc in wildland fire hazard zones - in 2017	0
Approximate Percentage of Commercial Businesses in flood hazard zones	NA	2%	Approximate Percentage of Commercial Businesses in flood hazard zones - in 2017	2.5%
Approximate Percentage of Commercial Businesses in earthquake hazard zones	NA	100%	Approximate Percentage of Commercial Businesses in earthquake hazard zones - in 2017	100%
Approximate Percentage of Commercial Businesses in wildland fire hazard zones	NA	10%	Approximate Percentage of Commercial Businesses in wildland fire hazard zones - in 2017	13%
Number of Critical Facilities in your Jurisdiction that are in flood hazard zones	NA	2%	Projected Number of Critical Facilities in your Jurisdiction that are in flood hazard zones - in 2017	2.5%
Number of Critical Facilities in your Jurisdiction that are in earthquake hazard zones	NA	100%	Number of Critical Facilities in your Jurisdiction that are in earthquake hazard zones - in 2017	100%
Number of Critical Facilities in your Jurisdiction that are in wildland fire hazard zones.	NA	10%	Number of Critical Facilities in your Jurisdiction that are in wildland fire hazard zones - in 2017	13%
Does your jurisdiction plan on participating in the County's on-going plan maintenance program every two years as described in Part I of the plan?	NA	Yes	If not, how will your jurisdiction do plan maintenance? The	
Will a copy of this plan be available for the various planning groups within your jurisdiction for use in future planning and budgeting purposes?				Yes or No

Projected Sq Miles in Jurisdiction or Served - in

SECTION 2.0 - PLANNING PROCESS

2.1 LOCAL PLANNING PROCESS

Representatives from multiple District departments met to identify and prioritize appropriate mitigation strategies. The District Emergency Planning Team and an additional gathered group of District personnel helped in the construction of this plan, and will be instrumental in maintaining, reviewing and assessing of the plan. Personnel involved in the planning included senior management and staff from the each of the colleges, College Safety and Police, Faculty, The Riverside Community College District Foundation, Information Services, Learning Resources, Disabled Student Services, Chancellor's Office, Facilities Planning and Development, Diversity and Human Resources, and Administration and Finance.

In anticipation of the Local Hazard Mitigation Plan and the revision of the District's EOP, over the past year the District Emergency Planning Team discussed general priorities. At both the District Emergency Planning Team and the Local Hazard Mitigation Plan meetings the groups identified mitigation strategies, prioritized said strategies, and reviewed preliminary budgets and potential funding sources for strategies designated as "High" priority. Some of the information was obtained via email, when a specific department needed to provide data. Meetings were held on April 28, 2011 & September 22, 2011.

2.2 PARTICIPATION IN REGIONAL (OA) PLANNING PROCESS

The Riverside Community College District's Chancellor, Dr. Gregory Gray, submitted a letter of commitment to Riverside County and Cal EMA on February 2, 2011 with RCCD's intention to participate in the Riverside County Multi-Jurisdictional Hazard Mitigation Plan. On July 5, 2011, RCCD submitted to the county the Participation Form and providing contact information for the Local Hazard Mitigation Plan.

The Riverside Community College District participated in various Riverside County workshops, conferences, and meetings, including:

- July 7, 2011 – County of Riverside LHMP Meeting – Crestmore Manor
- September 12, 2011 – City of Riverside – Riverside
- October 12, 2011 – Meeting with Jan Olsen – Riverside County Emergency Services Coordinator

In addition, the Riverside Community College District_has provided written and oral comments on the multi-jurisdictional plan and provided information.

2.3 DATES AVAILABLE FOR PUBLIC COMMENT

Presentation of the LHMP planning process for Riverside Community College District was held on October 18, 2011 and November 9, 2011 for the public. On October 18 an invitation for public participation in the LHMP process was made at the RCCD Board of Trustees meeting. The Local Hazard Mitigation Planning Opportunities for public comments on the DRAFT mitigation strategies was provided at a public meeting on November 9, 2011 and advertised via RCCD email (if they were unable to attend the meeting all staff and faculty were invited to participate, via a LHMP survey on-line). Structuring devices were used to solicit information from the meeting participants, including probability, severity, mitigation strategies and ranking of hazards. Comments and input provided during the meeting and on-line survey had been incorporated into the Local Hazard Mitigation Plan. Participants from these venues assisted in determining the top priorities for our mitigation strategies. Past meeting minutes of the District Emergency Planning Team, notes from Dec 2010/Jan 2011 Flood meetings, and the RCCD EOP were reviewed in order to incorporate strategies discussed into the development of the LHMP.

2.4 PLANS ADOPTED BY RESOLUTION

The RCCD Board of Trustees will adopt the plan in a public meeting via an official Resolution upon approval by FEMA.

SECTION 3.0 – UPDATES AND MITIGATION ACTIONS

3.1 NEW HAZARDS OR CHANGES FROM 2005

Riverside Community College District did not participate in the 2005 Local Hazard Mitigation Planning process.

The District accepts the descriptions and general assessments of the hazards that are contained in the Riverside County Multi-Jurisdictional Local Hazard Mitigation Plan. The hazards were discussed by the planning committee, with emphasis on hazards that have – or that might – affect the District. The following summarizes the discussions for specific hazards:

RCCD's planning teams have reviewed the hazards that affect the District and summarized their frequency of occurrence, spatial extent, potential magnitude, and significance specific to the District.

3.2 BRIEF STATEMENT OF UNIQUE HAZARDS

Riverside Community College District shares the same hazards as the outlying area. Earthquakes, Wildfires, Flooding, Extreme Weather, Hazardous Materials, Power outages, Civil Unrest and Terrorism are some of the major hazards that face the District. These hazards will be discussed more thoroughly in this plan.

3.3 JURISDICTION HAZARDS

The Riverside Community College District has experienced a number of different disasters over the last 50 years, including numerous earthquakes, floods, wildfires, energy shortages, civil disturbances, and severe storms.

Riverside Community College District has had one State and Federally declared disaster:

Floods December 2010/January 2011 (Riverside City College – Track, Field & Stadium, Moreno Valley College – Parking Lot damage, Alumni House – Roof & Wall damage, Norco College – Corona Annex)

Our Jurisdiction has also had several undeclared disasters:

2009 – Moreno Valley College – Flooding Humanities Building

2009 – Moreno Valley College – Fire – Hill outside Parkside Complex

2007 – Riverside City College – Fire in Quadrangle Building Attic

SECTION 4.0 – HAZARD IDENTIFICATION AND RISK ASSESSMENT

4.1 HAZARD SUMMARY

The District Emergency Planning Team and an additional gathered group of District personnel helped in the construction of this plan. They assessed the hazards that can impact our jurisdiction and have determined that they are the same as Riverside County Operational Area and the cities where our facilities are located. Our primary hazards are earthquakes, fire and floods.

4.2 CRITICAL FACILITIES AND INFRASTRUCTURES

A critical facility may be defined as one that is essential in providing utility or direction either during the response to an emergency or during the recovery operation.

Critical Facilities Type	Number
Airports	0
Communications Centers	2
Detention Centers	0
Emergency Command Centers	4
Emergency Operations Centers	4
Fire Departments	0
Health Care Facilities	3
Law Enforcement Facilities	3
Maintenance Yards	3
Residential Elderly Facilities	0
Schools and Day Care Facilities	8
Public Utilities—Water/Sewer	0
Totals	27

Source: Riverside Community College District

Jurisdiction’s Critical Facilities Map – College Maps are provided in the Exhibit

4.3 ESTIMATING POTENTIAL LOSS

Name of Asset	Replacement Value (\$)	Contents Value (\$)	Occupancy/ Capacity #	Hazard Specific Info.
Riverside City College	192,047,000	39,812,000		Older buildings, Near Railroad tracks and major freeway, flood channel, near downtown, steep slopes, high winds
Alumni House	591,000	84,000		Older building, near railroad tracks and major freeway
Moreno Valley College	33,184,000	9,946,000		Flooding, wildland behind campus, high winds
Norco College	48,037,000	7,271,000		Wildland behind campus, next to Surface Naval Warfare Center, Near major freeways
District Office	4,968,000	3,555,000		Near major freeways and railroad tracks, older building, high winds
Rubidoux Annex		105,940		Portable buildings, high winds, located on high school campus
Corona Annex		124,320		Older building, flooding,
Stokoe Annex		92,000		
RCCD Systems Offices	6,516,000	566,000		(under construction) Downtown Riverside, old façade

(See Part II –Page 15 Local Jurisdiction Development Trends Questionnaire)

4.4 IDENTIFICATION OF RISKS AND VULNERABILITIES

1. Earthquake – Severity - 3, Probability - 4, Ranking - 1

Riverside Community College District is located in a Seismic Hazard Zone. The nearest active earthquake faults are located with 1 mile of the District. Jurisdiction has experienced several noticeable ground movement incidents, such as from the 5.9 Chino Earthquake in July 2008 and the 7.2 Mexicali Easter Day 2010 earthquake, but no local damage was sustained. In recent years, the colleges have not sustained damage due to an earthquake. The buildings at RCCD are Field Act compliant, but at various levels depending on the year they were built. All have been DSA approved except two portable temporary buildings at Riverside City College, which are planned for removal. (See Riverside County OA MJHMP Section 5.3.3 Pages 196-218)

2. Transportation – Severity - 1, Probability - 3 Ranking - 2

All our district sites are susceptible to transportation emergencies, small or large. Two colleges and the district office are located within ½ mile of a major California Freeway. Riverside City College is next to major Railroad Tracks carrying items from Southern California Ports to the rest of the country. Of particular concern is the large number of liquefied petroleum gas vessels that are transported on the transportation systems. A derailment and fire, with large exploding liquefied petroleum gas vessels, could cause widespread damage to the colleges, as has happened in other communities across the country. Large quantities of hazardous materials travel on this track and are stored and used in the surrounding areas. Ben Clark Training Center Annex site is located next to March Air Force Base, and is in the flight path of planes destined for the base. (See Riverside County OA MJHMP Section 5.4.3 Pages 277-281)

3. Power Outage – Severity - 2 , Probability - 3, Ranking - 3

Although there are frequent power outages, especially associated with Thunder storm activity, they rarely last more than six hours. Some emergency lighting system batteries last only an hour or less; backup batteries for fire alarms in some buildings should last 12 hours or less. A couple of back-up generators are available. (See Riverside County OA MJHMP Section 5.4.5 Pages 285-288)

4. Hazardous Materials Accidents – Severity - 2, Probability - 2, Ranking - 4

All of our District sites house hazardous materials. The Colleges house the largest quantities. All facilities departments and those in the Science Departments are trained in handling hazardous materials. In addition, some of the police department, including the emergency manager have been trained in CBRNE events. The Surface Naval Warfare Center is located next to Norco College. A secure facility, the Center states on its website “NSWC Corona Division is comprised of three Centers of Excellence, four departments, and more than 950 scientists and engineers, 700 contractors, and one of the Navy's largest scientific and engineering computer operations. More than 180 critical programs

are assigned to the Center with about \$180 million dollars of annual expenditures.” (See Riverside County OA MJHMP Section 5.4 Pages 271-276)

5. Severe Wind – Severity - 1, Probability - 3 , Ranking - 5

Although the campus has not experienced extreme damage due to high winds in the recent years, high winds have caused some local damage, such as downed trees, power lines damaged by falling palm fronds, and some window damage caused by wind-borne debris and wind pressure. A Tornado went through the Ben Clark Training center in 2008. Although Ben Clark did not sustain any damage, nearby a railroad car was overturned. (See Riverside County OA MJHMP Section 5.3.8 Pages 239-249)

6. Wildland Fire – Severity - 2, Probability - 2, Ranking - 6

Two of our Colleges are located next to Wildland Fire hazard areas. The hill behind Moreno Valley College (on college property) has been set on fire by an arsonist. The District complies with the City & County’s outdoor burning rules. (See Riverside County OA MJHMP Section 5.3.1 Pages 154-163)

7. Flood – Severity - 2, Probability - 2, Ranking - 7

Riverside City College has a flood zone which flows through the campus. All facilities departments conduct regular maintenance on the flood channel, gutters, roofs and drainage systems. Norco College, Moreno Valley College and the Alumni House have had flooding and rain damage. RCCD Facilities departments are especially diligent when notice of rain is on the forecast. (See Riverside County OA MJHMP Section 5.3.2 Pages 164-195)

8. Extreme Weather – Severity - 1, Probability - 3, Ranking - 8

Both Cold and Hot weather has led to power outages and brown-outs. Classes have been cancelled for power outages. There is a risk of damaged equipment and supplies. (See Riverside County OA MJHMP Section 5.3.4 Pages 219-226 and Section 5.3.8 Pages 239-249)

9. Civil Unrest – Severity - 2, Probability - 3, Ranking - 9

Civil Unrest/Student Riots/Protests: As California deals with its economic crisis, individuals and groups are becoming more discontent with the situation. The threat of violent protests or uprisings is an increasing concern. The District may need to raise tuition, which usually increases student’s anxiety and anger. (See Riverside County OA MJHMP Section 5.6.1 Pages 304-306)

10. Terrorism – Severity - 2, Probability - 3, Ranking - 10

Although the District or Colleges are not likely targets of most terrorist groups, there is the more likely threat of an active shooter. However, Norco College is located next to the Surface Naval Warfare Center which houses “three Centers of Excellence, four departments, and more than 950 scientists and engineers, 700 contractors, and one of the Navy's largest scientific and engineering computer operations. More than 180 critical programs are assigned to the Center with about \$180 million dollars of annual expenditures.” Riverside City College lies in Downtown Riverside, which might be considered a higher terrorist target. The ultimate concern in this area is an active shooter or aggressive individual on campus. Community Colleges are open campuses and therefore are susceptible to any individual coming onto campus. Our colleges have already had several incidents this year with violent individuals. Two of our Police Officers were struck by a man who was causing a disturbance in the College President's office. (See Riverside County OA MJHMP Section 4.4.11 Pages 310-313)

11. Pandemic – Severity - 2, Probability - 3, Ranking - 11

As a public entity where large groups of individuals gather, the Community College District is susceptible to a pandemic influenza. RCCD students have large networks of friends and families outside of the college (siblings in the k-12 education system, church, sports, etc.). Many of our students have family/friends in the country of Mexico and frequently travel there for visits. In order to not be penalized Students and faculty come to classes even if they are ill. These networks, travel and school/work habits can lead to unhealthy results. The District has placed “healthy hygiene” flyers in all public areas. The RCCD Health Services department provides immunizations, hand sanitizers and education on staying healthy. During flu season, constant reminders are sent to staff, faculty and students via email. (See Riverside County OA MJHMP Section 5.6.3 Pages 314-317)

12. Landslide – Severity - 1, Probability - 2, Ranking - 15

Landslides are common in Southern California during high rain periods. A landslide is a geologic hazard where the force of gravity combines with other factors to cause earth material to move or slide down an incline. Some landslides move slowly and cause damage gradually, whereas others move so rapidly that they can destroy property and take lives suddenly and unexpectedly. Slopes with the greatest potential for sliding are between 34 degrees and 37 degrees. Although steep slopes are commonly present where landslides occur, it is not necessary for the slopes to be long. Riverside Community College District has several slopes that are of concern for a landslide. Although there is slight possibility of landslides at Moreno Valley College and Norco College, Riverside City College has the largest number of slopes. (See Riverside County OA MJHMP Section 5.3.10 Pages 252-257)

13. Drought – Severity - 1, Probability - 2, Ranking - 16

The District adheres to the local water provider outside water restrictions during a declared drought. The facilities department immediately fixes broken water pipes/vessels.

(See Riverside County OA MJHMP Section 5.3.5 Pages 227-230)

14. Jail/Prison Event – Severity - 2, Probability - 2, Ranking - 20

Although Riverside Community College District does not house a jail or prison, it has a prison located next to the Norco College. If there was a critical incident at the prison, it may impact the college. (See Riverside County OA MJHMP Section 5.6.2 Pages 307-309)

(See Part II – Table JURISDICTION VULNERABILITY WORKSHEET (Page 7))

SECTION 5.0 - COMMUNITY RATING SYSTEM

The National Flood Insurance Program's (NFIP) Community Rating System (CRS) is a voluntary incentive program that recognizes and encourages community floodplain management activities that exceed the minimum NFIP requirements. Riverside Community College District has not participated in the Community Rating System. The District is reviewing the possibility of participating in both the National Flood Insurance Program and the Community Rating System.

Prior to 2009, Riverside Community College District did not have a systematic and specific way to track losses due to specific hazards. The district does have a photograph dating back to the 1950s of the flooded Riverside City College Track and Field. This same track, field and stadium was flooded in the December 2010/January 2011 declared disasters.

National Flood Insurance Program

The District is reviewing the possibility of participating in both the National Flood Insurance Program and the Community Rating System.

5.1 REPETITIVE LOSS PROPERTIES

5.2 NATIONAL FLOOD INSURANCE PROPERTIES

- a. *Describe participation in NFIP, including any changes since previously approved plan.*
- b. *Date first joined NFIP.*
- c. *Identify actions related to continued compliance with NFIP.*
- d. *CRS member?*
- e. *CRS class?*
- f. *Describe any data used to regulate flood hazard area other than FEMA maps.*
- g. *Have there been issues with community participation in the program?*
- h. *What are the general hurdles for effective implementation of the NFIP?*
- i. *Summarize actions related to continued compliance with NFIP (c-2 and c-4)*

SECTION 6.0 - CAPABILITIES ASSESSMENT

Capabilities are the programs and policies currently in use to reduce hazard impacts or that could be used to implement hazard mitigation activities. This capabilities assessment is divided into five sections –

- A. regulatory mitigation capabilities
- B. administrative and technical mitigation capabilities
- C. fiscal mitigation capabilities
- D. mitigation outreach and partnerships
- E. other mitigation efforts.

6.1 REGULATORY MITIGATION CAPABILITIES

The table lists regulatory mitigation capabilities, including planning and land management tools, typically used by local jurisdictions to implement hazard mitigation activities and indicates those that are in place in Jurisdiction.

Riverside Community College District Regulatory Mitigation Capabilities

Regulatory Tool	Yes/No	Comments
Emergency Operations Plan	Yes	2008, Under revision
Building code	Yes	Federal, State and Local codes
Capital Plan	Yes	Five-year plan; updated annually
Access and Functional Needs Review	Yes	
Health Codes	Yes	Federal, State and Local codes
Board and Administrative Policy	Yes	
Safety Audits	Yes	Completed by College Safety Committees, College Insurance Carriers and Emergency Planning and Preparedness Coordinator

The District's Emergency Operations Plan was approved in 2008. It is currently being revised.

The Riverside Community College District's Emergency Operations Plan (EOP) addresses the challenges and responsibilities of pre-event mitigation and post-event recovery in addition to preparedness and response. It conforms to the tenets of the National Incident Management System and California State Emergency Plan and the Standardized Emergency Management System.

The purpose of EOP is to provide the framework for coordination and full mobilization of the district site, colleges, and external resources. It clarifies strategies to: 1) prepare for, 2) respond to, and 3) recover from an emergency or disaster incident that could impact the district, the campuses, or the region. As part of this strategy, the EOP:

- Identifies authorities and assigns responsibilities for planning, response, and recovery activities;
- Identifies the scope of potential hazards that form the basis for planning;
- Establishes the emergency management organizational structure that will manage the response;
- Identifies those divisions or departments of the [name] College District tasked with specific responsibility for carrying out the plans and operations defined with the Annexes of this plan;
- Identifies other jurisdictions and organizations with whom planning and emergency response activities should be coordinated; and
- Outlines the process of disseminating emergency information and instructions to the college's population.
- This Plan is a dynamic document. An annual assessment process, accompanied by rigorous testing and review, will ensure that this Plan does not become just another "manual on the shelf."

6.2 ADMINISTRATIVE/TECHNICAL MITIGATION CAPABILITIES

Table identifies the personnel responsible for activities related to mitigation and loss prevention in Jurisdiction.

Administrative/Technical Mitigation Capabilities

Personnel Resources	Yes/No	Department/Position
Planner/engineer with knowledge of land development/land management practices	Yes	Vice Chancellor, Facilities Planning and Development Director of Construction (2)
Engineer/professional trained in construction practices related to buildings and/or infrastructure	Yes	Vice Chancellor, Facilities Planning and Development Director of Construction (2)
Planner/engineer/scientist with an understanding of natural hazards	Yes	Vice Chancellor, Facilities Planning and Development Director of Construction (2)
Personnel skilled in GIS	No	
Full time building official	No	
Floodplain manager	No	
Emergency manager	Yes	College Safety and Police
Grant writer	Yes	
Other personnel	Yes	
GIS Data—Land use	No	
GIS Data—Links to Assessor's data	No	
Building Captains	Yes	
Facilities Manager	Yes	
Warning systems/services (Reverse 9-11, outdoor warning signals)	No	
Risk Manager	Yes	Contract with outside consultant
Other		

6.3 FISCAL MITIGATION CAPABILITIES

Riverside Community College District Fiscal Mitigation Capabilities Table

Financial Resources	Accessible/Eligible to Use (Yes/No)	Comments
Community Development Block Grants	Yes	Through Grant process only
Capital improvements project funding	Yes	In order to be used for Hazard Mitigation, these funds would have to be de-designated from their intended use.
Authority to levy taxes for specific purposes	No	
Fees for water, sewer, gas, or electric services	No	
Impact fees for new development	No	
Incur debt through general obligation bonds	Yes	The District has issued General Obligation bonds and has authorization to issue more. Most of these funds, including the yet-to-be-issued bonds are already committed. There is a small amount of officially "uncommitted" funds but there are plans to officially commit these for a specific use. The District has the ability to issue more bonds in the future (years down the road) which could be used for HM.
Incur debt through special tax bonds	No	
Incur debt through private activities	No	
Withhold spending in hazard prone areas	No	
Other		

6.4 MITIGATION OUTREACH AND PARTNERSHIPS

Riverside Community College District works with Riverside County and the City of Riverside, City of Norco and City of Moreno Valley to work on mitigation and preparedness efforts.

The District also works with the Disaster Resistant California Community Colleges and the Southern California Higher Education Emergency Managers Networking Group in planning for mitigation of hazards. These groups provide critical needed support in dealing with hazards, completing plans, and preparing for disasters.

6.5 OTHER MITIGATION EFFORTS

The District has implemented mitigation efforts in the past. Examples that were not covered elsewhere in this section include the following:

- The District has installed auxiliary power sources for technological needs. Networking Operations Centers at Moreno Valley and Norco Colleges, which are under development, will serve as back-up sites for Information Services.

SECTION 7.0 - MITIGATION STRATEGIES

7.1 MITIGATION STRATEGIES

Our Special District coordinated with multiple cities and agencies throughout Riverside County in the creation/update of our LHMP Annex. The cooperation and discussions both in regional meetings, community outreach and internal meetings allowed for both “big picture” and “local jurisdiction” views of mitigation needs and possibilities.

The Part Two, Agency Inventory Worksheet process enabled our Special district to recognize hazards and their severity and also assisted in determining what mitigation actions are appropriate to lessen or prevent the hazard on a long term basis.

The following Mitigation Strategies are being addressed in the Goals and Objectives of Riverside Community College District’s Local Hazard Mitigation Plan. These were prioritized as “High” in the “JURISDICTION MITIGATION STRATEGIES AND GOALS” Chart.

- Mitigation Planning (i.e. update building codes, planning develop guidelines, etc.)
- Development and implementation of mitigation education programs
- Development or improvement of warning systems

7.2 MITIGATION ACTIONS

Riverside Community College District did not participate in the 2005 Local Hazard Mitigation Planning Process.

7.3 GOALS AND OBJECTIVES

The planning team for RCCD identified and prioritized the following mitigation actions based on assessments. The draft 2010 LHMP was used as a base for many discussion and decisions. Over the past year, the District has developed Goals and Strategies to address the highest priority items, based on:

- The hazards identified in District Meetings and the 2010 draft Local Hazard Mitigation Plan
- The ability to perform the strategy, goal, or objective
- The availability of funding

Due to lack of funding for emergency preparedness and mitigation, Riverside Community College District prioritizes awareness and training strategies. An Emergency Planning and Preparedness Coordinator was hired in 2009. Since that time, the coordinator has prioritized Staff and Faculty awareness (both at home and in the work environments). The goal is to let individuals know the hazards that RCCD and the larger community face, so individual departments and homes can take measures to secure their offices, classrooms and private property.

Goal 1: Addresses the next step in the awareness and training program. Students have always been invited to training programs, and involved with District-wide drills. A strategic awareness and training plan will be developed to work with students on improving their knowledge of hazards and how to best mitigate them.

Goal 2: Addresses the continuation of the awareness and training program.

Goal 3: Addresses a long-standing issue on Riverside Community College District sites – a lack of a Rapid Alert System both for broadcasting and receiving urgent messages. There are few panic buttons, and no loud speaker, telephone or intercom systems installed in parking lots, classrooms and offices. The District Emergency Planning Team, along with the District Technology Audit prioritized this as a needed item.

Goal: Addresses the need for more emergency and mitigation standards when planning and developing new buildings.

Goal 1: Develop Student Awareness and Safety Program

Strategy: Development and implementation of mitigation education programs

Objective 1.1 Seek input from student leaders during periodic review of student orientation Materials and the Emergency Preparedness webpage www.rccd.edu/emergencyprep/

Objective 1.2 Continue to collect cell phone numbers for via to the “Alert U” emergency message system to increase the number of students who receive automated text messages. Seek feedback after testing.

Objective 1.3 Explore opportunities to increase use of the RCCD’s Media capabilities and other mechanisms to alert students, faculty and staff.

Objective 1.4 Develop a training calendar for students regarding actions to take when warnings are issued, when fire alarms sound or when disaster strikes.

Objective 1.5 Explore effectiveness and costs of installing an both indoor and outdoor Rapid Alert System to broadcast and receive warning messages

Responsible Parties:	Emergency Planning and Preparedness Coordinator, College Safety and Police, CERT Volunteers
Resources:	Staff time; College Printing; Rapid Alert system costs TBD
Timeline:	On-Going

Goal 2: Continue Faculty and Staff Awareness and Safety Program for Both Work and Home Environments

Strategy: Development and implementation of mitigation education programs

Objective 2.1 Encourage review of online materials online at RCCD, American Red Cross, FEMA and the Disaster Resistant California Community Colleges websites, to prepare family disaster plans and supply kits, to know their evacuation routes, and to evaluate their home insurance coverage.

Objective 2.2 Continue to encourage staff and faculty input cell phone numbers on “Alert-U” system.

Objective 2.3 Continue to include earthquake and other hazard safety information in briefings for new faculty and staff.

Objective 2.4 Expand Community Emergency Response Team, by encouraging staff and faculty to attend training, participate in CERT meetings and registering with City/County CERT programs.

Objective 2.5 Develop RCCD Intranet website which includes more secure information, only available to staff and faculty via password protected documents.

Responsible Parties:	Emergency Planning and Preparedness Coordinator, College Safety and Police, CERT Volunteers
Resources:	Staff time; College Printing
Timeline:	On-Going

Goal 3: Emergency Communications Improvement

Strategy: Development or improvement of warning systems

Objective 3.1 Continue researching rapid alert systems for classrooms, offices and outside use and review funding possibilities.

Responsible Parties:	Information Services, Facilities Planning and Development, Emergency Planning and Preparedness Coordinator, College Safety and Police,
Resources:	Staff time; Unknown costs for system
Timeline:	December 2013

SECTION 8.0 - INCORPORATION INTO EXISTING PLANNING MECHANISMS

Riverside Community College District has several planning mechanisms which can incorporate the LHMP. The Emergency Operations Plan is currently being revised, and will include the Hazard Assessments conducted through this process. The LHMP will serve as the base for developing protocols and procedures for emergency preparedness, response and recovery. The EOP is being developed by a multi-disciplinary group of individuals from different departments, all three colleges and the District. The Emergency Operations Plan is also working with the RCCD Diversity and Human Resources department to insure that individuals with functional and access needs are addressed. In turn, the Emergency Planning and Preparedness Coordinator works with the Diversity and Human Resources Department in developing strategies to ensure the safety of our individuals with functional and access needs. The Local Hazard Mitigation Plan will assist in developing further strategies to keep all individuals safe.

SECTION 9.0 - PLAN MAINTENANCE PROCESS

Scheduled Plan Maintenance Process: RCCD will monitor and evaluate our LHMP on a Bi-Annual basis. Over the next 5 years, RCCD will review the LHMP. In addition to on-going mitigation awareness and strategies being implemented, the RCCD Local Hazard Mitigation Plan will be reviewed in or before **June 2013, January 2015, June 2016** and will be updated as needed. The Emergency Planning and Preparedness Coordinator will schedule meetings with the District Emergency Planning Team. The District Emergency Planning Team will assess, among other things, whether:

- The goals and objectives address current and expected conditions.
- The nature, magnitude, and/or type of risks have changed.
- The current resources are appropriate for implementing the plan.
- There are implementation problems, such as technical, political, legal, or coordination issues with other agencies.
- The outcomes have occurred as expected (a demonstration of progress).
- The agencies and other partners participated as originally proposed.
- If the Planning Team discovers changes have occurred during the evaluation, RCCD will update the LHMP Revision Page, and notify Riverside County OES to update our Annex.

Our College Safety and Police Department will be in charge of the monitoring, evaluating and updating of the LHMP, with input from our District Emergency Planning Team.

SECTION 10.0 - CONTINUED PUBLIC INVOLVEMENT

After the District Emergency Planning Team conducts the Scheduled Plan Maintenance Process, RCCD will notify the public of any changes/no change in the LHMP Plan by presenting progress at a Board of Trustee meeting or sending out an email to all RCCD staff and faculty.

APPENDIX A –MAPS, PUBLIC NOTICES AND MEETINGS

SEE RCCD APPENDIX ATTACHMENT

APPENDIX B- INVENTORY WORKSHEETS

SEE ATTACHMENTS – PART II

APPENDIX C- PLAN REVIEW TOOL/CROSSWALK

SEE ATTACHMENTS – PART III

APPENDIX

Riverside Community College District

APPENDIX TABLE OF CONTENTS

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College Campus Maps	2
District Area Maps	4
Announcements Regarding LHMP Meetings – Online Survey	8
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District Emergency Planning Team Meeting Agendas	21

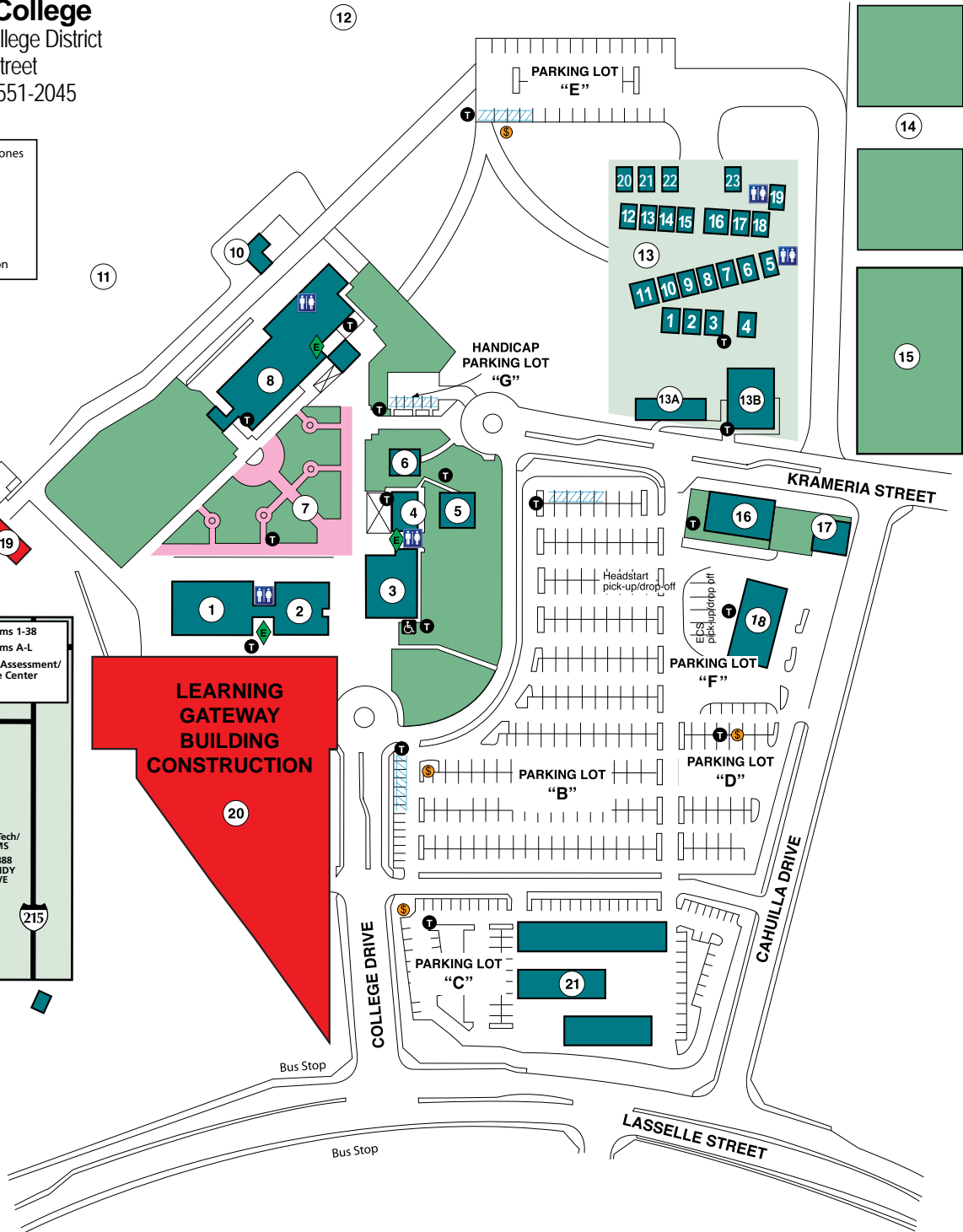
Moreno Valley College

Riverside Community College District

16130 Lasselle Street

Moreno Valley, CA 92551-2045

- Emergency Telephones
- Elevators
- Restrooms
- Free Speech Area
- Handicap Parking
- Parking Pay Station



Ben Clark Public Safety Training Center



1. **LIBRARY**
Dean, Technology & Instructional Support Services
IMC Office
KRCC TV, Channel 17
Middle College High School Office
Tutorial Services
Vice President, Student Services
2. **STUDENT SERVICES**
Admissions
Assessment and Placement Testing
Career and Transfer Center
Counseling
E.O.P.S.
Job Placement
Matriculation
Outreach
Puente Program
Student Financial Services
Computer Lab
3. **SCIENCE AND TECHNOLOGY**
Computer Lab
- Disabled Student Program and Services**
Science Labs
4. **LIONS' DEN CAFE**
5. **STUDENT ACTIVITIES CENTER**
ASMVC Student Government
6. **BOOKSTORE**
7. **JOHN M. COUDURES, JR. PLAZA**
8. **HUMANITIES**
Dean of Instruction
Academic Departments:
 - Mathematics, Sciences, and Physical Education
 - Communications
 - Humanities and Social Sciences
 - Business and Computer Information Systems
 Writing and Reading Center
Language Lab
Math Lab
Workforce Prep
9. **PHASE I MECHANICAL BUILDING**
10. **PHASE II MECHANICAL BUILDING**
11. **EDMUND C. JAEGER DESERT INSTITUTE**
12. **CROSS COUNTRY TRACK**
13. **PARKSIDE COMPLEX (PSC)**
 - 1-2 Faculty Offices
 - 3-4 Classrooms
 - 5 Restrooms
 - 6 Health Services
 - 7-10 Classrooms
 - 11 Title V Office/Center for Professional Development
 - 12-14 Classrooms
 - 15 Dean of Health Science Programs/Faculty Offices
 - 16-18 Classrooms
 - 19 Restrooms
 - 20-23 Nursing Classrooms
- 13A. **PSC WAREHOUSE**
Campus Police
Facilities Office
Mailroom
- 13B. **PSC MULTIPURPOSE BUILDING**
14. **SPORTS FIELDS**
15. **COLLEGE PARK**
16. **ADMINISTRATION ANNEX**
President and Vice President offices
17. **HEADSTART**
18. **EARLY CHILDHOOD EDUCATION CENTER**
19. **NETWORK OPERATIONS CENTER (Under Construction)**
20. **LEARNING GATEWAY BUILDING (Under Construction)**
21. **DENTAL EDUCATION CENTER**

Riverside Community College District
2001 Third Street
Norco, CA 92860-2600

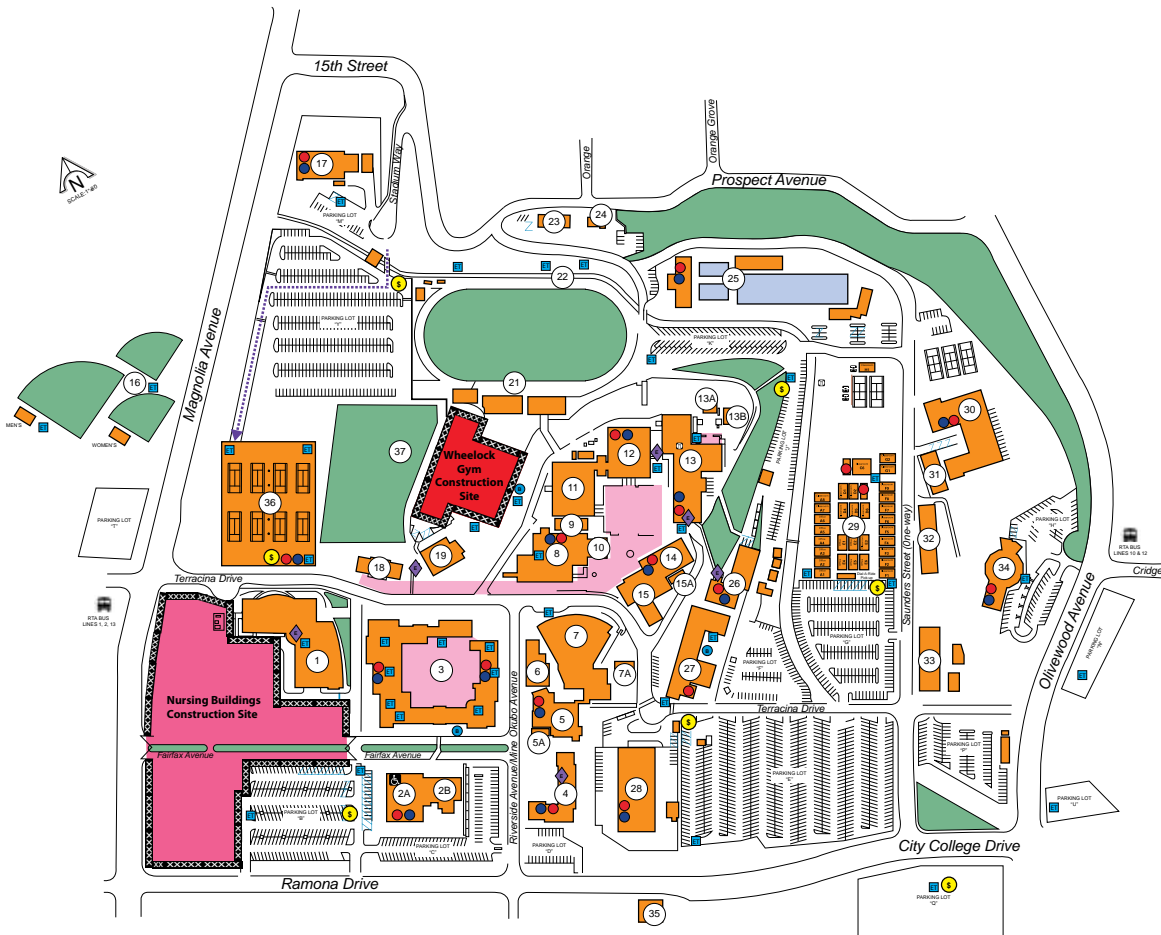


- A Student Services - (SSV)
- B Science & Technology - (ST)
- C Theater - (THTR)
- D Humanities - (HUM)
- E College Safety and Police
- F Central Plants
- G Wilfred J. Airey Library - (LIBR)
- H Head Start
- I Bookstore

- J Early Childhood Education Center - (ECEN)
- K Center for Applied and Competitive Technologies (CACT)
- L West End Quad - (WEQ)
- M1 Facilities
- N Applied Technology - (ATEC)
- O JFK Middle College High School - (JFK)
- P Portables A & B
- Q Industrial Technology (IT)
- R Sports Complex
- S Center for Student Success (CSS)
The Corral (Cafeteria and Dining Room)

	Elevators		Smoking Area
	Restrooms		Amphitheater
	Disabled Parking		Emergency Phones
	Disabled Ramps		Telephone
	One Way Road		Free Speech Area

Riverside City College



UPPER CAMPUS

1. DIGITAL LIBRARY & LEARNING RESOURCE CENTER
Auditorium
Glen Hunt Center for Teaching Excellence
Instructional Media Center
Tutorial Services
2. ADMINISTRATION (O.W. NOBLE)
Section A
Board Room
Center for Communication Excellence
Disabled Services
H.O.M.E. Room (The Ujima Project)
Learning Disabilities Center
Mailroom
Veteran's Center
Section B
Academic Affairs
Community for Academic Progress (CAP)
Dean of Instruction
President's Office
3. QUADRANGLE (ARTHUR G. PAUL)
Art Gallery
4. BUSINESS EDUCATION (ALAN D. PAUW)
5. MUSIC
- 5A. MUSIC ANNEX
6. MUSIC HALL (RICHARD M. STOVER)
7. LANDIS PERFORMING ARTS CENTER
- 7A. LANDIS ANNEX
8. MARTIN LUTHER KING, JR. HIGH TECH CENTER
Academic Labs
STEM Center
9. ASSESSMENT CENTER
Viewpoints

10. PLANETARIUM (ROBERT T. DIXON)
11. PHYSICAL SCIENCES
12. LIFE SCIENCES
13. STUDENT CENTER (RALPH H. BRADSHAW)
Aguilar Patio
Auxiliary Business Services/
Cashier
Bookstore
Cafeteria/Food Services
Citrus Room
Extended Opportunities Programs & Services (E.O.P.S.)
Hall of Fame
Health Services
Heritage Room
Matriculation
Student Services/Student Activities
- 13A. ASRCC STUDENT GOVERNMENT
- 13B. FINANCIAL AID ANNEX
14. STUDENT FINANCIAL SERVICES
Financial Aid
Information Services
15. ADMISSIONS & COUNSELING (CESAR E. CHAVEZ)
Admissions & Records
Career/Transfer
Counseling
Transcripts
- 15A. OUTREACH ANNEX/Wells Fargo

LOWER CAMPUS

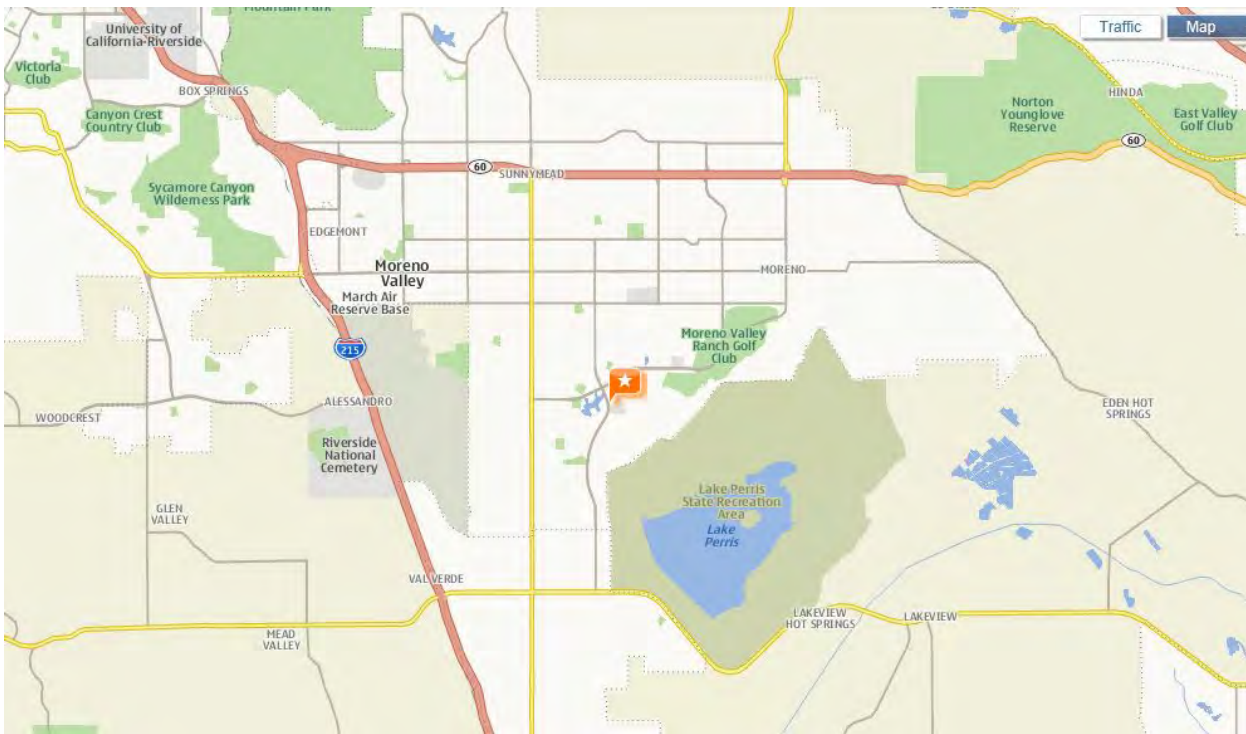
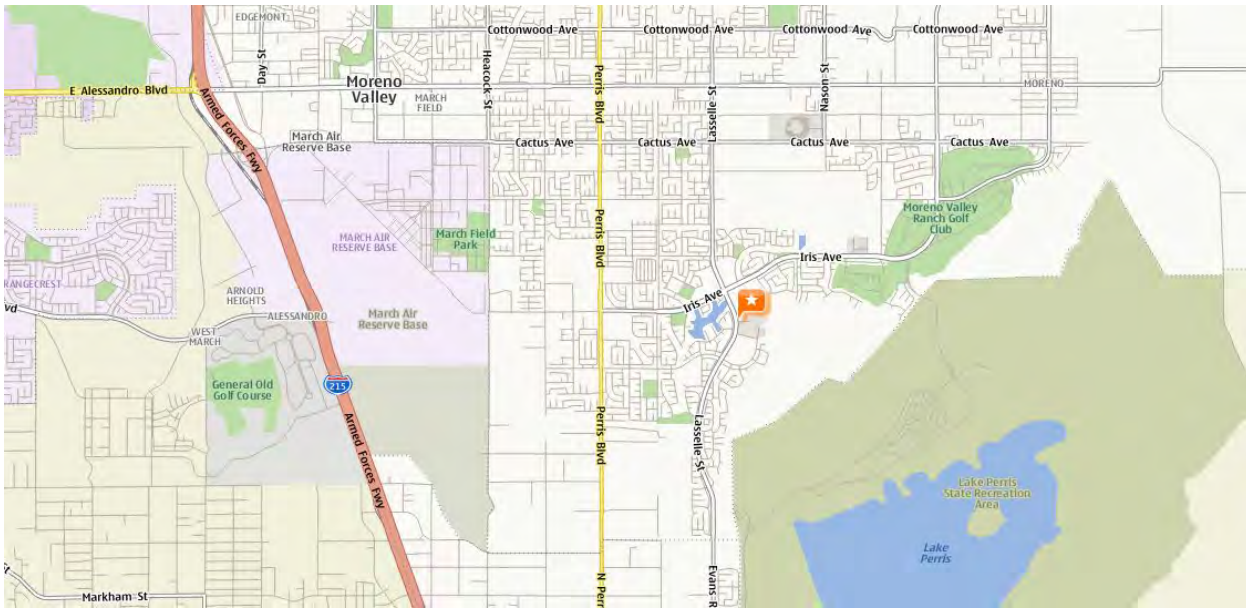
16. SPORTS COMPLEX (SAMUEL C. EVANS)
Baseball Field
Pony League Field (NATE DEFRANCISCO)
Softball Field (AB BROWN)
17. EARLY CHILDHOOD STUDIES
18. CERAMICS
19. ART

20. GYMNASIUM (ARTHUR N. WHEELOCK)
Coaches' Office
Fitness Room
21. STADIUM (ARTHUR N. WHEELOCK FIELD)
Weight Room
22. NATURE TRAIL (ARLENE & ROBERT F. RICHARD)
23. NORTH HALL
Finance & Accounting Services
Purchasing & Accounts Payable
24. COLLEGE HOUSE
Administration & Finance
Risk Management
25. RIVERSIDE AQUATICS COMPLEX
26. TECHNOLOGY B
International Students Center
Printing & Graphics Center
27. TECHNOLOGY A
Air Conditioning & Refrigeration
Career/Technical Education
Welding
28. AUTOMOTIVE TECHNOLOGY
29. LOVEKIN COMPLEX
Athletics (H1)
CalWORKs/Resource Center (F2)
College Safety and Police (A1, A2)
Community Learning in Partnership (CLIP) (D6)
CTA & Academic Senate (E4)
Gateway to College (GTC) (D5, E1, F1, F5, F6)
Independent Living Program (ILP) (E2)
Karate/Yoga (A8)
Marching Tigers (C6)
Photo Lab & Studio (G1, G2)
Student Job Placement & Employment Services (F2)
Upward Bound (A4)
Workforce Preparation (WFP) (E5)

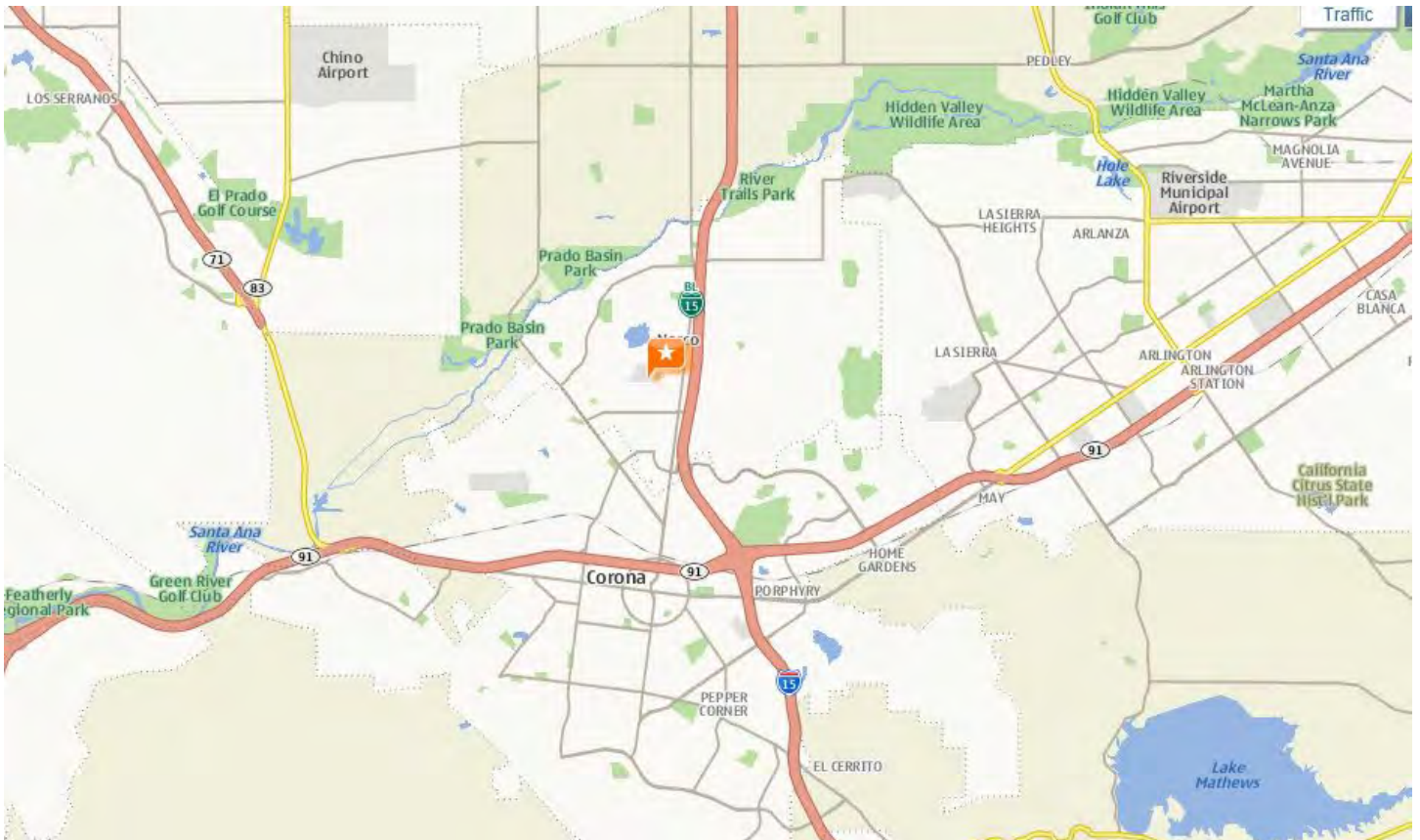
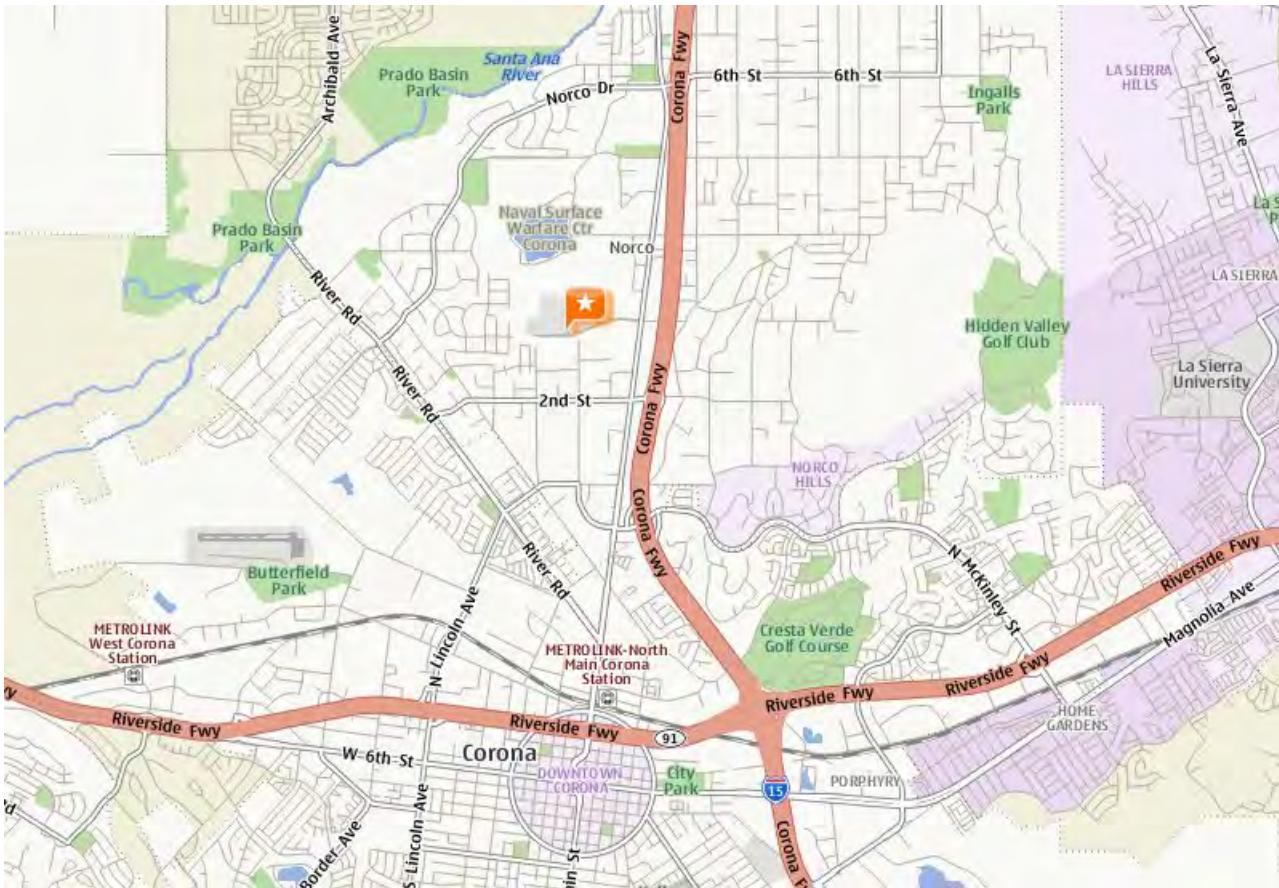
30. GYMNASIUM (CATHERINE S. HUNTLEY)
Band
PE/Cheer
Dance
31. PILATES STUDIO (ELEANOR H. CRABTREE)
32. WAREHOUSE
33. MAINTENANCE & OPERATIONS
34. COSMETOLOGY
35. ALUMNI HOUSE - 3564 RAMONA DRIVE
Foundation
36. PARKING STRUCTURE/TENNIS COURTS (FRAN BUSHMAN)
37. PRACTICE FIELD



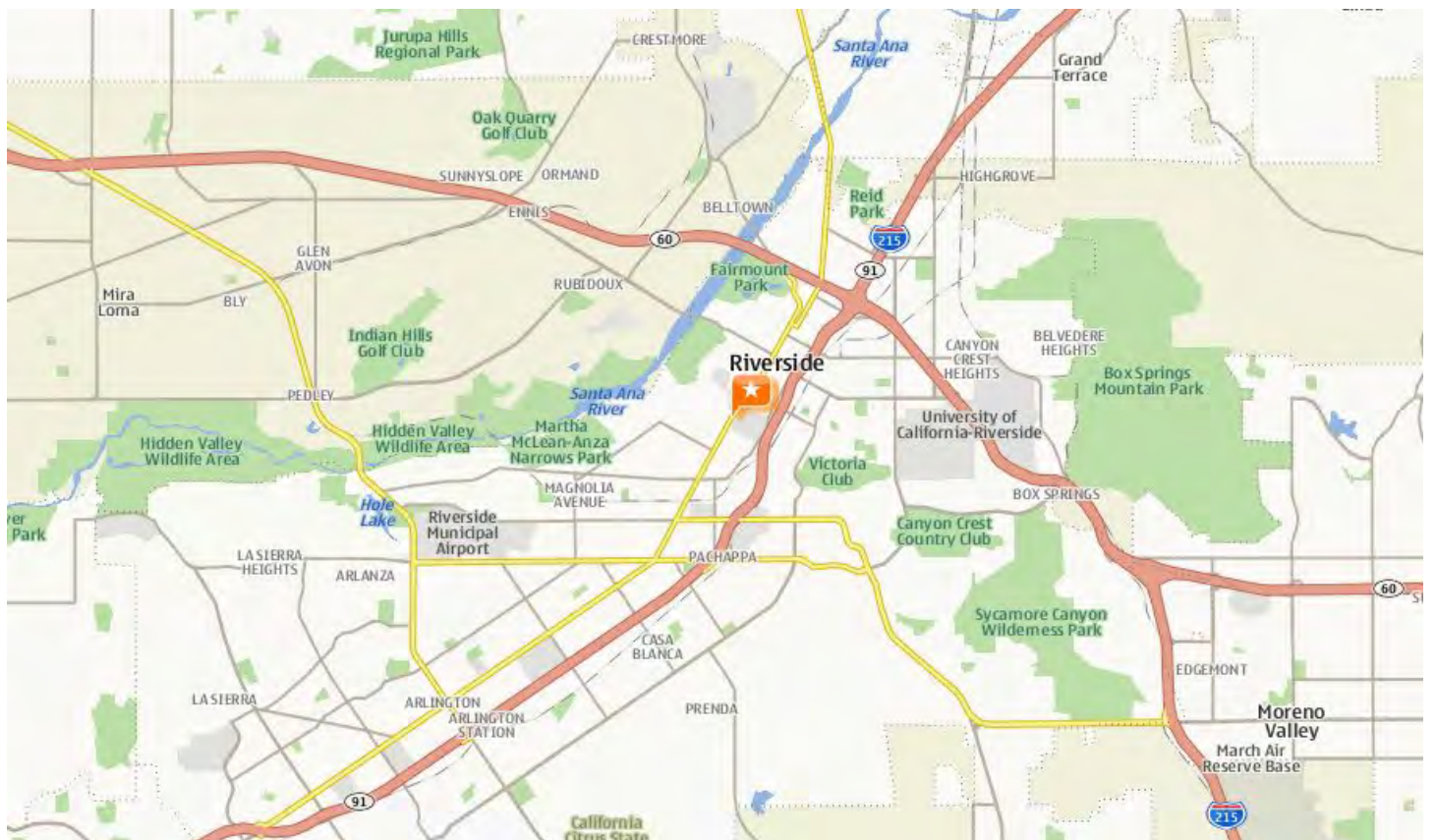
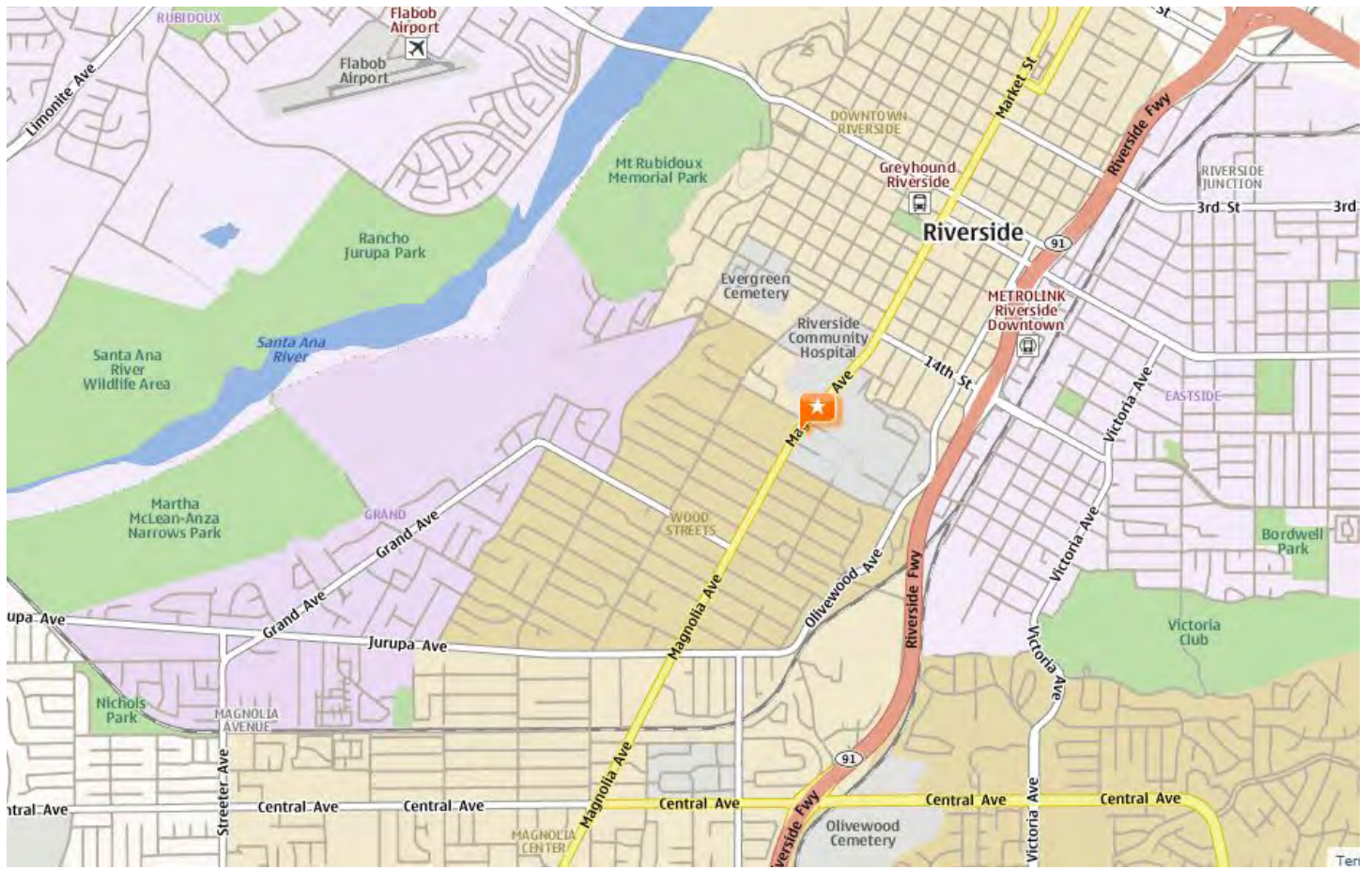
MORENO VALLEY COLLEGE



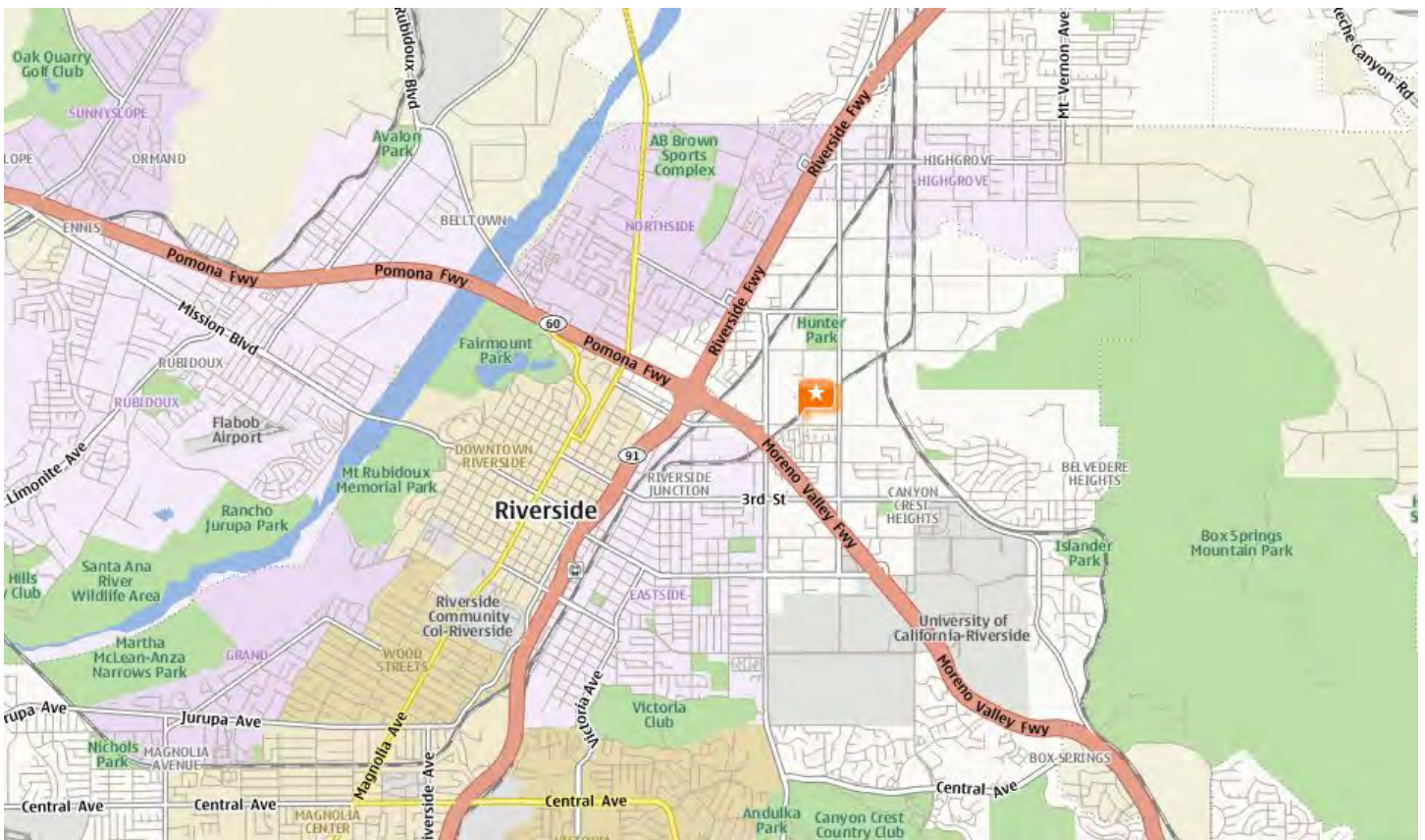
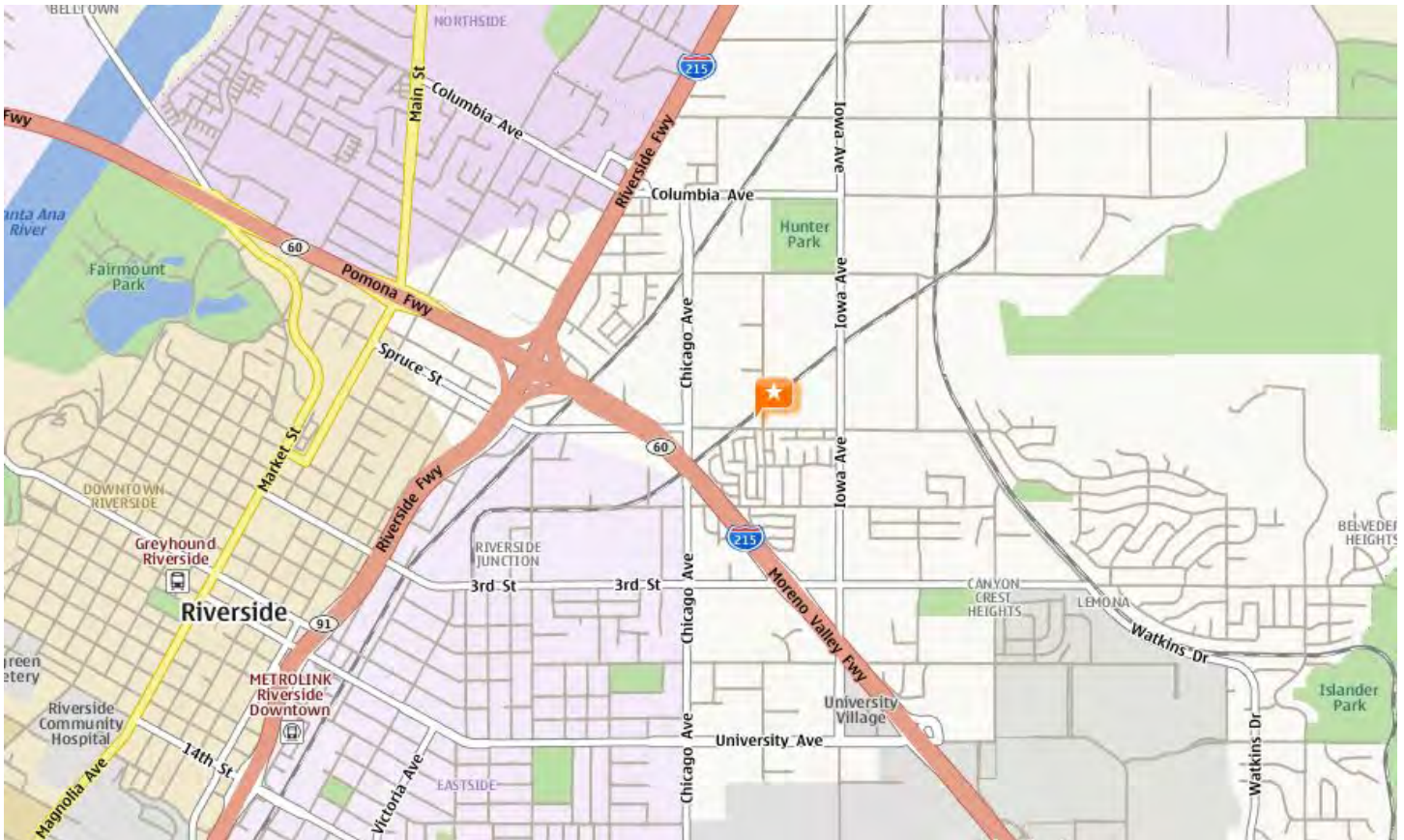
NORCO COLLEGE



RIVERSIDE CITY COLLEGE



DISTRICT OFFICE



From: [Stone, Sherry](#)
To: [rccd-all](#)
Subject: PUBLIC MEETING: RCCD Local Hazard Mitigation Plan
Date: Thursday, November 03, 2011 2:10:00 PM

RCCD Local Hazard Mitigation Plan Meeting

RCCD Systems Office - Conference Room B
Wednesday, November 9, 2011
9:00AM - 11:00AM

Your attendance is requested to assist RCCD in completing this mandatory document. It is a simple process and we need your input. We will be reviewing the different hazards that are on or surround each of our campuses/buildings and ranking them. Please feel free to invite any members of our community that would like to participate - it is an open meeting. This document will assist in the further development of our Emergency Operations Plan. Please see more information below regarding the Local Hazard Mitigation Plan.

Please RSVP to Sherry Stone by replying to this email.

Under Code of Federal Regulations, Special Districts are required to complete a Local hazard Mitigation Plan. As a special district, Riverside Community College District is participating in the Riverside County Multi-jurisdictional Hazard Mitigation Planning Process, and will submit their plan to the County In November 2011.

Riverside Community College District will meet the requirements for mitigation plans identified in the Code of Federal Regulations and provide cooperation to the County and California Emergency Management Agency to complete the plan in conformance with FEMA requirements. RCCD must engage in the following planning process

- Identify hazards unique to the jurisdiction
- Conduct a vulnerability analysis and an identify risks
- Formulate mitigation goals which address public input and develop an action plan complementary to those goals.
- Involve community stakeholders in the process.
- Document the process to maintain and implement the plan; and
- Adopt the Riverside County Multi-jurisdictional Hazard Mitigation Plan by the Board of Trustees after it is approved by FEMA.

The plan includes identifying hazards and vulnerabilities, ranking those hazards and prioritizing our objectives to mitigate them.

Sherry Colgan Stone, Ed.D. | Emergency Planning & Preparedness Coordinator
RCCD College Safety and Police
4800 Magnolia Ave., Riverside, CA 92506
Work Cell: (951) 218-6869
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Personal Cell: (951) 833-6790

email: sherry.stone@rccd.edu

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From: [Stone, Sherry](#)
To: [rccd-all](#)
Subject: Reminder and Additional Info: Local Hazard Mitigation Plan Meeting Tomorrow
Date: Tuesday, November 08, 2011 2:01:22 PM

REMEMBER: Tomorrow is the Local Hazard Mitigation Plan Meeting. It is an Open Meeting at the Systems Office, Conference Room B from 9:00 - 11:00.

For those attending the Local Hazard Mitigation Plan meeting tomorrow. Below are some of the hazards we will be looking at. Please take time to look them over and determine which ones you believe are the most likely to occur in our colleges.

We will rate the potential and severity using a scale of between 0 and 4 (4 being the most severe). We will also rank the listed hazards as they relate to their our Colleges from 1 to 19 (1 being the highest overall threat to their jurisdiction).

HAZARD
EARTHQUAKE
WILDLAND FIRE
FLOOD
OTHER NATURAL HAZARDS
DROUGHT
LANDSLIDES
INSECT INFESTATION
EXTREME SUMMER/WINTER WEATHER
SEVERE WIND EVENT
AGRICULTURAL
DISEASE/CONTAMINATION
TERRORISM
OTHER MAN-MADE
PIPELINE
AQUEDUCT
TRANSPORTATION
POWER OUTAGE
HAZMAT ACCIDENTS
NUCLEAR ACCIDENT
TERRORISM
CIVIL UNREST
JAIL/PRISON EVENT
MEDICAL
PANDEMIC

Sherry Colgan Stone, Ed.D. | Emergency Planning & Preparedness Coordinator
RCCD College Safety and Police
4800 Magnolia Ave., Riverside, CA 92506
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Office Phone : (951) 222-8566
Personal Cell: (951) 833-6790

email: sherry.stone@rccd.edu

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From: [Stone, Sherry](#)
To: [rccd-all](#)
Subject: Take the Local Hazard Mitigation Plan Survey
Date: Monday, November 21, 2011 4:26:39 PM

LOCAL HAZARD MITIGATION PLAN SURVEY Please Complete by Wednesday, November 30

For those of you who were unable to participate in the Local Hazard Mitigation Plan Meeting and wanted to help with the Plan, below is a link to a survey. This is the same content that we discussed in the meeting. Please provide your input, which will be included in the data collected at the meeting and integrated in the plan. I appreciate your assistance. Do not complete this survey if you participated in the meeting.

<https://www.surveymonkey.com/s/RCCDLHMP>

Thank you,
Sherry

Sherry Colgan Stone, Ed.D. | Emergency Planning & Preparedness Coordinator
RCCD College Safety and Police
4800 Magnolia Ave., Riverside, CA 92506
Work Cell: (951) 218-6869
Office Phone : (951) 222-8566
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email: sherry.stone@rccd.edu

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RIVERSIDE COMMUNITY COLLEGE DISTRICT
LOCAL HAZARD MITIGATION PLAN
 MEETING
SIGN-IN SHEET
 WEDNESDAY, NOVEMBER 9, 2011

NAME (PRINT)	LOCATION	TITLE
ROBERT KIEVEND	NORCO	POLICE SERGEANT
SADDY MATHAY	City	ADMIN ASST II
DALE BARATAS	MORENO VALLEY	DIRECTOR of FACILITIES
Henry S. Bravo	RCC	IM manager
Jerry Walker	RCC "ROAR" !!	HLR, Admin. mgr.
Mark Carpenter	MV/RCC	No particular title
Steve Mansonic	NORCO	Facilities Director
Johanna Vasquez	Riverside	A&B
Lauren's Thurman	Norco	VP Business
Grata Cohen	Riverside	Admin Asst. (Disability Student Services)
Vanessa Silversmith	Riverside	Foundation Specialist
BART DOERING	RCCD SYSTEMS OFFICE	DIRECTOR of CONSTRUCTION
Maria G. Carmona	RCCSO	Copy Center Operator

RIVERSIDE COMMUNITY COLLEGE DISTRICT
LOCAL HAZARD MITIGATION PLAN
 MEETING
SIGN-IN SHEET
 WEDNESDAY, NOVEMBER 9, 2011

NAME (PRINT)	LOCATION	TITLE
CALVIN BELCHER	RCCSO	PROJECT MANAGER
RALPH PEREZ	RCC	MSO

MINUTES OF THE REGULAR BOARD OF TRUSTEES MEETING
OF OCTOBER 18, 2011

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

CALL TO ORDER

Trustees Present

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

Staff Present

Dr. Gregory W. Gray, Chancellor
Dr. Cynthia Azari, President, Riverside City College
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. Aaron Brown, Associate Vice Chancellor, Administration and Finance
Mr. Jim Parsons, Associate Vice Chancellor, Strategic Communications and Relations
Dr. Sharon Crasnow, President, Academic Senate, Norco College
Dr. Travis Gibbs, President, Academic Senate, District and Moreno Valley College
Mr. Lee Nelson, President, Academic Senate, Riverside City College

Ms. Constance Hardin, Moreno Valley College student, led the Pledge of Allegiance.

PLEDGE OF ALLEGIANCE

Figueroa/Blumenthal moved that the Board of Trustees approve the minutes of the Board of Trustees Regular/Committee Meeting of September 6, 2011. Motion carried. (5 ayes)

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

Figueroa/Blumenthal moved that the Board of Trustees approve the minutes of the Board of Trustees Special Meeting of September 13, 2011. Motion carried. (5 ayes)

MINUTES OF THE SPECIAL
MEETING OF SEPTEMBER 13, 2011

Figueroa/Blumenthal moved that the Board of Trustees approve the minutes of the Board of Trustees Regular Meeting of September 20, 2011. Motion carried. (5 ayes)

MINUTES OF THE REGULAR
MEETING OF SEPTEMBER 20, 2011

Figueroa/Blumenthal moved that the Board of Trustees approve the minutes of the Board of Trustees Special Meeting of September 27, 2011. Motion carried. (5 ayes)

MINUTES OF THE SPECIAL MEETING OF SEPTEMBER 27, 2011

CHANCELLOR'S REPORTS

Presentations

Lieutenant Ray Wood, Tribal Liaison for Riverside County Sheriff's Department, gave a presentation on the cultural differences, need for awareness, and history of Riverside County's Native American population.

Presentation on Educational Services Outreach to Native American Population

Mr. Kushang Patel, Moreno Valley College Associated Student Body, gave a presentation highlighting student events that have occurred this year at Moreno Valley College.

Presentation by the Associated Student Body on "Making It Happen."

Figueroa/Takano moved that the Board of Trustees approve the MOA to extend the current contract, all of its provisions and its applicable MOU's by one additional year, until June 30, 2013. Motion carried. (5 ayes)

Riverside Community College District and Riverside Community College Faculty Association, CCA/CTA/NEA, Memorandum of Agreement Contract Extension

Takano/Blumenthal moved that the Board of Trustees adopt Resolution Number 12-11/12 in support of the city of Riverside's Measure I. Motion carried. (5 ayes)

Resolution No. 12-11/12 in Support of the City of Riverside Measure I Parcel Tax for Libraries and Services

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

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

STUDENT REPORT

CONSENT ITEMS

Action

Figueroa/Blumenthal moved that the Board of Trustees:

Approve the listed academic appointments, and assignment and salary adjustments, (Appendix No. 15)

Academic Personnel

Approve the listed classified appointments, and assignment and salary adjustments; (Appendix No. 16)

Classified Personnel

Approve the listed other personnel appointments, and assignment and salary adjustments; (Appendix No. 17)

Other Personnel

Approve/ratify the Purchase Orders and Purchase Order Additions totaling \$5,962,886 and District Warrant Claims totaling \$6,773,537; (Appendix No. 18)

Purchase Order and Warrant Report – All District Resources

Approve the budget transfers as listed; (Appendix No. 19)

Budget Adjustments

Approve adding the revenue and expenditures of \$2,972,000 to the budget and authorize the Vice Chancellor, Administration and Finance, to sign the resolution;

2011-2012 State Equipment Allocation for the Nursing/Science Building – Resolution No. 5-11/12

Approve adding the revenue and expenditures of \$19,280 to the budget and authorize the Vice Chancellor, Administration and Finance, to sign the resolution;

2011-2012 Foster and Kinship Care Education Program – Riverside City College – Resolution No. 10-11/12

Approve adding the revenue and expenditures of \$867,869 to the budget and authorize the Vice Chancellor, Administration and Finance to sign the resolution;

2011-2012 STEM HSI Technology Access Program – Moreno Valley College – Resolution No. 09-11/12

Approve adding the revenue and expenditures of \$45,600 to the budget and authorize the Vice Chancellor, Administration and Finance, to sign the resolution.

2011-2012 CalGrip – Governor’s Gang Reduction, Intervention, Prevention Initiative – Resolution No. 4-11/12

Approve adding the revenue and expenditures of \$933,879 to the budget and authorize the Vice Chancellor, Administration and Finance, to sign the resolution;

2011-2012 National Center of Excellence for Logistics and Supply Chain Technology Education – National Science Foundation – Resolution No. 06-11/12

Approve adding the revenue and expenditures of \$586,255 to the budget and authorize the Vice Chancellor, Administration and Finance, to sign the resolution.

2011-2012 Title V – HSI
Pathways to Excellence –
Riverside City College –
Resolution No. 11-11/12

Approve the contingency budget transfers as presented, by a two-thirds vote; (Appendix No. 20)

Contingency Budget Adjustments

Approve the purchase of Motorola APX Multi-Band Radios from Motorola Solutions, Inc., utilizing competitively bid County of Riverside, California Contract No. 011907;

Purchase of Motorola APX
Multi-Band Radios from
Motorola Solutions, Inc.,
Utilizing Competitively Bid
County of Riverside, California
Contract No. 011907

Ratify the subcontract with Sinclair Community College to implement a National Science Foundation National Center for Supply Chain Technology Education Grant;

Subcontract between Riverside
Community College District,
Norco College, and Sinclair
Community College

Ratify the Contracts and Agreements Report Less than \$78,900 – All District Resources (Appendix No. 21);

Contracts and Agreements
Report Less than \$78,900 – All
District Resources

Grant out-of-state travel requests; (Appendix No. 22)

Out-of-State Travel

Declare the listed property to be surplus; find that the property does not exceed the total value of \$5,000; and authorize the property to be consigned to the Liquidation Company to be sold on behalf of the District. (Appendix No. 23)

Surplus Property

Accept the projects listed 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 said notices;

Notices of Completion

Motion carried. (4 ayes; 1 absent [Davis])

Information

In accordance with Board Policy 7350, the Chancellor has accepted the retirement resignations of the following: William Brown, Associate Professor, Counseling, effective December 16, 2011; Paul Herzig, Associate Professor, CIS, effective December 19, 2011; Charlene Jeter, Associate Professor, Counseling, effective December 16, 2011; Anita

Separations

Maradiaga, Professor, Nursing, effective December 16, 2011; Delores Middleton, Associate Professor, Physician Assistant Program, effective December 16, 2011; Janice Schall, Professor, Sociology, effective December 16, 2011; Karen Skiba, Professor, Art; Pedro Argumedo, Groundsperson, effective December 30, 2011; Lloyd Broyles, Disabled Student Services Specialist, effective December 29, 2011; Beverly Buckley, Public Affairs and Marketing Specialist, effective December 30, 2011; Tamara Caponetto, Tutorial Services Technician, effective December 30, 2011; Maria Carmona, Copy Center Operator, effective December 28, 2011, Sharon Drake, Assessment Specialist, effective December 29, 2011; Katherine Faircloth, Library Clerk II, effective December 29, 2011; Patricia Fulk, Production Printer, effective October 25, 2011; Greg Gilbert, Interpreter Specialist, effective December 29, 2011; Karen Goodwalt, Instructional Department Specialist, effective December 28, 2011; Steven Gilson, Associate Vice Chancellor, Information Services, effective December 29, 2011; Theodore Gregory, Jr., Information Technology Analyst, effective December 29, 2011; Jonell Guzman, Administrative Assistant III, effective December 28, 2011; Consuelo Hagar, Education Technologies Trainer, effective December 28, 2011; Judy Hill, Administrative Assistant III, effective December 30, 2011; Phyllis Hilton, Instructional Department Specialist, effective December 29, 2011; Lynnece Kirkland, Student Accounts Specialist, effective December 29, 2011; Maureen Paul, Administrative Assistant III, effective December 29, 2011; Christine Pearne, Auxiliary Business Services Bookkeeper, effective December 29, 2011; Ralph Perez, Director, Facilities Operations/Maintenance, effective December 30, 2011;; Kathleen Schuman, Instructional Department Specialist, effective December 29, 2011; Antoinette Tewahaftewa, Human Resources Specialist II, effective December 29, 2011; Charlotte Tomazin, Document Services Technician, effective December 29, 2011; Adelaida Villanueva, Administrative Assistant II, effective December 30, 2011; Heidi Wills, Executive Administrative Assistant to the Chancellor/Board of Trustees, effective December 30, 2011; and Sylvia Retamoza, Assistant to the Director, Upward Bound, effective September 28, 201, for personal reasons.

The Board received the annual financial and budget report for the 2010-2011 year. (Appendix No. 24)

2010-2011 CCFS-311 – Annual Financial and Budget Report

The Board received the summary of financial information for the period July 1, 2011 through September 30, 2011.

Monthly Financial Report

The Board adjourned for a recess at 7:00 p.m. and reconvened at 7:10 p.m.

RECESSED/RECONVENED

BOARD COMMITTEE REPORTS

Governance Committee

Figueroa/Blumenthal moved that the Board of Trustees accept Administrative Procedure 2345 and Board Policies 2345, 2745, 3501, 3520, and 3560 for first reading. Motion carried. (5 ayes)

Revised and New Board Policies
– First Reading

Facilities Committee

Blumenthal/Figueroa moved that the Board of Trustees approve Amendment No. 3 with Hill Partnership, Inc., in an amount not to exceed \$8,540 for the Secondary Effects project located at the Norco College. Motion carried. (5 ayes)

Design Amendment No. 3 with
Hill Partnership, Inc. for Norco
Secondary Effects Project

Resources Committee

Takano/Figueroa moved that the Board of Trustees approve the tentative project budget in the amount of \$170,000 using District Measure C funds for the District Design Standards project; and authorize the processing of the attached proposals with the following consultants: P2S Engineering, Lerch Bates, Assa Abloy, Sweeney & Associates, Inc., Francis Krahe & Associates, Inc., and Independent Roofing Consultant. Motion carried. (5 ayes)

Tentative Project Budget for
District Design Standards

Takano/Blumenthal moved that the Board of Trustees approve the Self-Generation Incentive Program application fee in the amount of \$10,000 for Norco College. Motion carried. (5 ayes)

Self-Generation Incentive
Program for Norco College

Takano/Blumenthal moved that the Board of Trustees approve the budget augmentation in the amount of \$20,000, increasing the Alumni Carriage House Restoration estimated project budget to \$150,000; approve Amendment No. 2 with Broeske Architects and Associates, Inc., in the amount of \$3,200 for additional project design services. Motion carried. (5 ayes)

Budget Augmentation and Design
Amendment for the Alumni
Carriage House Restoration
Project

Takano/Figueroa moved that the Board of Trustees approve the budget augmentation in the amount of \$395,000 for the Wheelock Gymnasium, Seismic Retrofit project at Riverside City College.

Budget Augmentation for
Wheelock Gymnasium, Seismic
Retrofit Project

ACADEMIC SENATE REPORTS

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

Moreno Valley College

Dr. Sharon Crasnow presented the report on behalf of Norco College.

Norco College

Mr. Lee Nelson presented the report on behalf of Riverside City College.

Riverside City College

BARGAINING UNIT REPORTS

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

CTA – California Teachers
Association

BUSINESS FROM BOARD MEMBERS

Takano/Blumenthal moved that the Board of Trustees recommend Board President Janet Green to an Association of Community College Trustees (ACCT) 2012 Associate Committee. Motion carried. (5 ayes)

Board of Trustees Nomination for
2012 Associate Committee for the
Association of Community
College Trustees

The Board adjourned the meeting at 9:15 p.m.

ADJOURNED



Riverside Community College District
District Emergency Planning Team
Thursday, April 28, 2011
11:30 am to 1:30 pm
Riv DL 409

AGENDA

OLD BUSINESS

1. Training Matrix Update

NEW BUSINESS

1. December 2010 Flood update
2. CERT Grant and Training
3. Virginia Tech Fine
4. Panic Button Request – RCC English Dept's Unit Plan Committee
5. Revising the EOP
6. Building/Floor Captains – Evacuation Planning
7. Upcoming Trainings
 - Evacuation
 - NIMS/SEMS/ICS
 - Higher Level Incident Command Trainings
8. Behavior Intervention Teams – Threat Assessment Protocols
9. New RCCD Building Emergency Planning Protocol discussion

OPEN DISCUSSION

Emergency Preparedness Website
<http://www.rcc.edu/administration/emergencyPreparedness/index.cfm>

NEXT MEETING DATE: Thursday, July 7, 2011; 10:00 AM – 12:00 PM



Riverside Community College District
District Emergency Planning Team
Thursday, September 22, 2011
8:30 am to 10:30 am
Riv DL 409, Norco IT 218, MoVal HM 234

AGENDA

OLD BUSINESS

1. Building/Floor Captains – Evacuation Planning
2. The Emergency Operations Plan

NEW BUSINESS

1. The Great ShakeOut 2011
2. CERT
3. Accommodations for those with Disabilities
4. Electric/Golf Cart Safety Training
5. The Local Hazard Mitigation Plan
6. Priorities for Emergency Preparedness

OPEN DISCUSSION

Emergency Preparedness Website
<http://www.rcc.edu/administration/emergencyPreparedness/index.cfm>

APPENDIX B

RIVERSIDE COUNTY MULTI-JURISDICTIONAL LOCAL HAZARD MITIGATION AGENCY INVENTORY WORKSHEETS

Riverside Community College District

November 2011

Riverside Community College District Local Hazard Mitigation Plan

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1. LOCAL JURISDICTION CONTACT INFORMATION

The information on this page identifies:

- Jurisdiction and the contact person
- Jurisdiction's service area size and population
- EOP Plan and a Safety Element of their General Plan

PLEASE PROVIDE THE FOLLOWING INFORMATION:

Agency/Jurisdiction:	Riverside Community College District		
Type Agency/Jurisdiction:	Community College District – Special District		
Contact Person:	Title:	Emergency Planning & Preparedness Coord.	
First Name:	Sherry	Last Name:	Stone
Agency Address:	Street:	4800 Magnolia Ave.	
	City:	Riverside	
	State:	CA	
	Zip:	92501	
Contact Phone	(951) 218-6869	FAX	(951) 328-3686
E-mail	Sherry.stone@rccd.edu		
<hr/>			
Population Served	48,000	Square Miles Served	440 Sq Miles
<hr/>			
Does your organization have a general plan?	Yes		
Does your organization have a safety component to the general plan?	Yes		
What year was your plan last updated?	2008		
<hr/>			
Does your organization have a disaster/emergency operations plan?	Yes		
What year was your plan last updated?	2008 – being updated in 2011		
Do you have a recovery annex or section in your plan?	Yes		
Do you have a terrorism/WMD annex or section in your plan?	Yes		

2. Hazard Identification Questionnaire

DOES YOUR ORGANIZATION HAVE:	
AIRPORT IN JURISDICTION	No
AIRPORT NEXT TO JURISDICTION	Yes
DAIRY INDUSTRY (Next to)	Yes
POULTRY INDUSTRY (next to)	Yes
CROPS/ORCHARDS (next to)	Yes
DAMS IN JURISDICTION	No
DAMS NEXT TO JURISDICTION	Yes
LAKE/RESERVOIR IN JURISDICTION	No
LAKE/RESERVOIR NEAR JURISDICTION	Yes
JURISDICTION IN FLOOD PLAIN	Yes
CONTROLLED FLOOD CONTROL CHANNEL	Yes
UNCONTROLLED FLOOD CONTROL CHANNEL	Yes
EARTHQUAKE FAULTS IN JURISDICTION	Yes
EARTHQUAKE FAULTS NEXT TO JURISDICTION	Yes
MOBILE HOME PARKS - PORTABLE BUILDINGS	Yes
NON-REINFORCED FREEWAY BRIDGES	No
NON-REINFORCED BRIDGES	Yes
BRIDGES IN FLOOD PLAIN	Yes
BRIDGES OVER OR ACROSS RIVER/STREAM (Next to)	Yes
ROADWAY CROSSING RIVER/STREAM	Yes
NON REINFORCED BUILDINGS	Yes
FREEWAY/MAJOR HIGHWAY IN JURISDICTION	No
FREEWAY/MAJOR HIGHWAY NEXT TO JURISDICTION	Yes
FOREST AREA IN JURISDICTION	No
FOREST AREA NEXT TO JURISDICTION	No
WITHIN THE 50 MILES SAN ONOFRE EVACUATION ZONE	Yes
MAJOR GAS/OIL PIPELINES IN JURISDICTION	Yes
MAJOR GAS/OIL PIPELINES NEXT TO JURISDICTION	Yes
RAILROAD TRACKS IN JURISDICTION	No
RAILROAD TRACKS NEXT TO JURISDICTION	Yes
HAZARDOUS WASTE FACILITIES IN JURISDICTION	Yes
HAZARDOUS WASTE FACILITIES NEXT TO JURISDICTION	Yes
HAZARDOUS STORAGE FACILITIES IN JURISDICTION	Yes
HAZARDOUS STORAGE FACILITIES NEXT TO JURISDICTION	Yes
DOES YOUR ORGANIZATION OWN OR OPERATE A FACILITY	
IN A FLOOD PLAIN	Yes
NEAR FLOOD PLAIN	Yes
NEAR RAILROAD TRACKS	Yes
NEAR A DAM	Yes
UPSTREAM FROM A DAM	No
DOWNSTREAM FROM A DAM	Yes
DOWNSTREAM OF A LAKE	Yes
DOWNSTREAM FROM A RESERVOIR	Yes
NEAR A CONTROLLED FLOOD CONTROL CHANNEL	Yes
NEAR UNCONTROLLED FLOOD CONTROL CHANNEL	Yes
ON AN EARTHQUAKE FAULT	Yes
NEAR AN EARTHQUAKE FAULT	Yes
WITHIN THE 50 MILE SAN ONOFRE EVACUATION ZONE	Yes
IN A FOREST AREA WILDLAND	Yes
NEAR A FOREST AREA	No
NEAR A MAJOR HIGHWAY	Yes
A HAZARDOUS WASTE FACILITY	Yes
NEAR A HAZARDOUS WASTE FACILITY	Yes
A HAZARDOUS STORAGE FACILITY	Yes
NEAR A HAZARDOUS STORAGE FACILITY	Yes

NON REINFORCED BUILDINGS	Yes
A MAJOR GAS/OIL PIPELINE	Yes
NEAR A MAJOR GAS/OIL PIPELINE	Yes
DOES YOUR ORGANIZATION HAVE ANY LOCATIONS THAT:	
HAVE BEEN DAMAGED BY EARTHQUAKE AND NOT REPAIRED	No
HAVE BEEN DAMAGED BY FLOOD	Yes
HAVE BEEN DAMAGED BY FLOOD MORE THAN ONCE	Yes
HAVE BEEN DAMAGED BY WILDLAND FIRE	Yes
HAVE BEEN DAMAGED BY WILDLAND FIRE MORE THAN ONCE	Yes
HAVE BEEN IMPACTED BY A TRANSPORTATION ACCIDENT	Yes
HAVE BEEN IMPACTED BY A PIPELINE EVENT	Yes
EMERGENCY OPERATIONS INFORMATION	
DOES YOUR ORGANIZATION HAVE AN EOC	Yes
IS YOUR EOC LOCATED IN A FLOOD PLAIN	No
NEAR FLOOD PLAIN	Yes
NEAR RAILROAD TRACKS	Yes
NEAR A DAM	Yes
UPSTREAM FROM A DAM	No
DOWNSTREAM FROM A DAM	No
DOWNSTREAM OF A LAKE	No
DOWNSTREAM FROM A RESERVOIR	No
NEAR A CONTROLLED FLOOD CONTROL CHANNEL	Yes
NEAR UNCONTROLLED FLOOD CONTROL CHANNEL	Yes
ON AN EARTHQUAKE FAULT	Yes
NEAR AN EARTHQUAKE FAULT	Yes
WITHIN THE 50 MILE SAN ONOFRE EVACUATION ZONE	Yes
IN A FOREST AREA	No
NEAR A FOREST AREA	No
NEAR A MAJOR HIGHWAY	Yes
A HAZARDOUS WASTE FACILITY	Yes
NEAR A HAZARDOUS WASTE FACILITY	Yes
A HAZARDOUS STORAGE FACILITY	Yes
NEAR A HAZARDOUS STORAGE FACILITY	Yes
NON REINFORCED BUILDINGS	Yes
A MAJOR GAS/OIL PIPELINE	Yes
NEAR A MAJOR GAS/OIL PIPELINE	Yes
OTHER FACILITY INFORMATION	
ARE THERE LOCATIONS WITHIN YOUR JURISDICTION THAT:	
COULD BE CONSIDERED A TERRORIST TARGET	Yes
COULD BE CONSIDERED A BIO-HAZARD RISK	Yes

3. SPECIFIC HAZARDS SUMMARY

Jurisdiction	Hazard Type	Hazard Name	In Jurisdiction?	Adjacent to Jurisdiction?
Moreno Valley, Norco, Ben Clark Training Center	Transportation / Air	March Air Reserve Base	Yes	Yes
Riverside City, Moreno Valley, & Norco	Earthquake	Earthquake	Yes	Yes
Riverside City, Norco, Ben Clark	Transportation / Freeway	91/215/15 Freeways	No	Yes
Riverside City, District Office	Transportation / Railroad Tracks	Railroad Tracks	No	Yes
Riverside City, Moreno Valley & Norco	Hazardous Materials	Hazardous Materials (natural gas, diesel, gasoline, chlorine, etc.)	Yes	Yes
Riverside City, Moreno Valley & Norco	Dam Failure/Flooding	Flooding	No	Yes
All sites	Infectious Disease / Pandemic Influenza	Infectious Disease / Pandemic Influenza	Yes	Yes
Moreno Valley, Norco, Riverside City	Fire	Fire	Yes	Yes

4. JURISDICTION VULNERABILITY WORKSHEET

Riverside Community College District – 2011

HAZARD	COUNTY		LOCAL JURISDICTION		
	SEVERITY 0 - 4	PROBABILITY 0 - 4	SEVERITY 0 - 4	PROBABILITY 0 - 4	RANKING 1 - 20
EARTHQUAKE	4	3	3	4	1
WILDLAND FIRE	3	4	2	2	6
FLOOD	3	3	2	2	7
OTHER NATURAL HAZARDS					
DROUGHT	3	3	1	2	16
LANDSLIDES	2	3	1	2	15
INSECT INFESTATION	3	4	1	3	13
EXTREME SUMMER/WINTER WEATHER	2	4	1	3	8
SEVERE WIND EVENT	3	3	1	3	5
AGRICULTURAL					
DISEASE/CONTAMINATION	3	4	1	2	18
TERRORISM	4	2	1	1	19
OTHER MAN-MADE					
PIPELINE	2	3	1	2	12
AQUEDUCT	2	3	1	2	14
TRANSPORTATION	2	4	1	3	2
POWER OUTAGE	3	4	2	3	3
HAZMAT ACCIDENTS	3	3	2	2	4
NUCLEAR ACCIDENT	4	2	2	1	17
TERRORISM	4	2	2	3	10
CIVIL UNREST	2	2	2	3	9
JAIL/PRISON EVENT	1	2	2	2	20
MEDICAL					
PANDEMIC			2	3	11

5. JURISDICTION MITIGATION STRATEGIES AND GOALS

H (High), M (Medium), L (Low), or N/A (Not Applicable) for RCCD's priority level for each mitigation goal in the box next to the activity.

EARTHQUAKE	
H	Aggressive public education campaign in light of predictions
M	Generate new literature for dissemination to:
NA	◇ Government employees
H	◇ Businesses
NA	◇ Hotel/motel literature
M	◇ Local radio stations for education
NA	◇ Public education via utilities
L	◇ Identify/create television documentary content
	Improve the Emergency Alert System (EAS)
M	◇ Consider integration with radio notification systems
M	◇ Upgrade alerting and warning systems for hearing impaired
H	◇ Training and maintenance
NA	Procure earthquake-warning devices for critical facilities
H	Reinforce emergency response facilities
NA	Provide training to hospital staffs
H	Require earthquake gas shutoffs on remodels/new construction
NA	Evaluate re-enforcing reservoir concrete bases
H	Evaluate EOCs for seismic stability
NA	Install earthquake cutoffs at reservoirs
NA	Install earthquake-warning devices at critical facilities
NA	Develop a dam inundation plan for new Diamond Valley Reservoir
	Earthquake retrofitting
H	◇ Bridges/dams/pipelines
H	◇ Government buildings/schools
NA	◇ Mobile home parks
NA	Develop educational materials on structural reinforcement and home inspections (ALREADY DEVELOPED)
	Ensure Uniform Building Code compliance
H	◇ Update to current compliance when retrofitting
NA	Insurance coverage on public facilities
H	Funding for non-structural abatement (Earthquake kits, etc.)
H	Pre - identify empty commercial space for seismic re-location
NA	Electrical co-generation facilities need retrofitting/reinforcement (Palm Springs, others?)
L	Mapping of liquefaction zones
L	Incorporate County geologist data into planning
M	Backup water supplies for hospitals
L	Evaluate pipeline seismic resiliency
H	Pre-positioning of temporary response structures
H	Fire sprinkler ordinance for all structures
H	Evaluate adequacy of reservoir capacity for sprinkler systems
L	Training/standardization for contractors performing retrofitting

L	Website with mitigation/contractor/retrofitting information
L	◇ Links to jurisdictions
L	◇ Alerting information
L	◇ Volunteer information
NA	Evaluate depths of aquifers/wells for adequacy during quakes
M	Evaluate hazmat storage regulations near faults
COMMUNICATIONS IN DISASTER ISSUES	
H	Communications Interoperability
H	Harden repeater sites
H	Continue existing interoperability project
H	Strengthen/harden
L	Relocate
L	Redundancy
H	Mobile repeaters
FLOODS	
L	Update development policies for flood plains
L	Public education on locations of flood plains
L	Develop multi-jurisdictional working group on floodplain management
NA	Develop greenbelt requirements in new developments
L	Update weather pattern/flood plain maps
NA	Conduct countywide study of flood barriers/channels/gates/water dispersal systems
H	Required water flow/runoff plans for new development
L	Perform GIS mapping of flood channels, etc.
L	Install vehicular crossing gates/physical barriers for road closure
H	Maintenance of storm sewers/flood channels
L	Create map of flood channels/diversions/water systems etc.
H	Require digital floor plans on new non-residential construction
H	Upgrade dirt embankments to concrete
NA	Conduct countywide needs study on drainage capabilities
NA	Increase number of pumping stations
H	Increase sandbag distribution capacities
	Develop pre-planned response plan for floods
H	◇ Evacuation documentation
H	◇ Re-examine historical flooding data for potential street re-design
M	Training for city/county District PIOs about flood issues
	Warning systems - ensure accurate information provided
M	◇ Publicize flood plain information (website?)
M	◇ Install warning/water level signage
H	◇ Enhanced public information
H	◇ Road closure compliance
H	◇ Shelter locations
H	◇ Pre-event communications
	Look at County requirements for neighborhood access
H	◇ Secondary means of ingress/egress
M	Vegetation restoration programs
H	Ensure critical facilities are hardened/backed up

NA	Hardening water towers
NA	Terrorism Surveillance - cameras at reservoirs/dams
H	Riverbed maintenance
NA	Evaluate existing lift stations for adequacy
NA	Acquisition of property for on-site retention
H	Evaluate regulations on roof drainage mechanism
H	Erosion-resistant plants
H	Traffic light protection
H	Upkeep of diversionary devices
H	Install more turn-off valves on pipelines
H	Backup generation facilities
NA	Identify swift water rescue capabilities across County
WILDFIRES	
H	Aggressive weed abatement program
	◇ Networking of agencies for weed abatement
NA	Develop strategic plan for forest management
H	Public education on wildfire defense
H	Encourage citizen surveillance and reporting
L	Identify hydrants with equipment ownership information
NA	Enhanced firefighting equipment
	Fire spotter program/red flag program
M	◇ Expand to other utilities
L	Research on insect/pest mitigation technologies
NA	Volunteer home inspection program
	Public education program
M	◇ Weather reporting/alerting
L	◇ Building protection
L	◇ Respiration
H	Pre-identify shelters/recovery centers/other resources
H	Roofing materials/defensive spacing regulations
H	Community task forces for planning and education
H	Fuel/dead tree removal
NA	Strategic pre-placement of firefighting equipment
H	Establish FEMA coordination processes based on ICS
L	Brush clearings around repeaters
L	Research new technologies for identifying/tracking fires
H	Procure/deploy backup communications equipment
L	"Red Tag" homes in advance of event
L	Provide fire-resistant gel to homeowners
L	Involve insurance agencies in mitigation programs
L	Clear out abandoned vehicles from oases
L	Code enforcement
L	Codes prohibiting fireworks
L	Fuel modification/removal
M	Evaluate building codes
M	Maintaining catch basins

OTHER HAZARDS	
M	Improve pipeline maintenance
L	Wetlands mosquito mitigation (West Nile Virus)
L	Insect control study
L	Increase County Vector Control capacities
	General public drought awareness
M	◇ Lawn watering rotation
M	Develop County drought plan
L	Mitigation of landslide-prone areas
L	Develop winter storm sheltering plan
M	Ease permitting process for building transmission lines
L	Evaluate restrictions on dust/dirt/generating activities during wind seasons
L	Rotational crop planning/soil stabilization
L	Enhance agricultural checkpoint enforcement
L	Agriculture - funding of detection programs
H	Communications of pipeline maps (based on need to know)
L	Improved notification plan on runaway trains
M	Improve/maintain blackout notification plan.
L	Support business continuity planning for utility outages
	Terrorism training/equipment for first responders
M	◇ Terrorism planning/coordination
M	◇ Staffing for terrorism mitigation
	Create a SONGS regional planning group
L	◇ Include dirty bomb planning
L	Cooling stations - MOUs in place
L	Fire Ant eradication program
L	White Fly infestation abatement/eradication program
M	Develop plan for supplemental water sources
M	Public education on low water landscaping
L	Salton Sea desalinization
M	Establish agriculture security standards (focus on water supply)
M	ID mutual aid agreements
H	Vulnerability assessment on fiber-optic cable
M	Upgrade valves on California aqueduct
	Public education
L	◇ Bi-lingual signs
L	◇ Power Outage information
L	Notification system for rail traffic - container contents
L	Control and release of terrorism intelligence
NA	Develop prison evacuation plan (shelter in place?)

6. LOCAL JURISDICTION PROPOSED MITIGATION ACTION AND STRATEGY PROPOSAL

Jurisdiction: Riverside Community College District
Contact: Sherry Colgan Stone
Phone: (951) 218-6869

MITIGATION STRATEGY INFORMATION

Proposal Name:

Riverside Community College District Hazard Mitigation Strategies

Proposal Location:

Riverside Community College District – District Wide Strategies

Proposal Type

Place an "X" by the type of mitigation strategy (one or more may apply)

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Flood and mud flow mitigation |
| <input type="checkbox"/> | Fire mitigation |
| <input type="checkbox"/> | Elevation or acquisition of repetitively damaged structures or structures in high hazard areas |
| <input checked="" type="checkbox"/> | Mitigation Planning (i.e. update building codes, planning develop guidelines, etc.) |
| <input checked="" type="checkbox"/> | Development and implementation of mitigation education programs |
| <input checked="" type="checkbox"/> | Development or improvement of warning systems |
| <input type="checkbox"/> | Additional Hazard identification and analysis in support of the local hazard mitigation plan |
| <input type="checkbox"/> | Drinking and/or irrigation water mitigation |
| <input type="checkbox"/> | Earthquake mitigation |
| <input type="checkbox"/> | Agriculture - crop related mitigation |
| <input type="checkbox"/> | Agriculture - animal related mitigation |
| <input type="checkbox"/> | Flood inundation/Dam failure |
| <input type="checkbox"/> | Weather/Temperature event mitigation |

DESCRIPTION OF THE PROPOSED MITIGATION STRATEGY

List any previous disaster related events (dates, costs, etc.)

Proposal/Event
 History

Flooding December 2010/January 2011 Violent Individuals on Campus 2010-2011 Earthquake, April 2010, July 2007 Power Outages, 2007-2011

Description of Mitigation Goal Narrative:

Give a detailed description of the need for the proposal, any history related to the proposal. List the activities necessary for its completion in the narrative section below, including estimated timeline. (how long will it take)
 Over the past year, the District has developed Goals and Strategies to address the highest priority items, based on

1. The hazards identified
2. The ability to perform the strategy, goal, or objective
3. The availability of funding

Due to lack of funding for emergency preparedness and mitigation, Riverside Community College District prioritizes awareness and training strategies. An Emergency Planning and Preparedness Coordinator was hired in 2009. Since that time, the coordinator has prioritized Staff and Faculty awareness (both at home and in the work environments). The goal is to let individuals know the hazards that RCCD and the larger community face, so individual departments and homes can take measures to secure their offices, classrooms and private property. Goal 2 addresses the continuation of the awareness and training program. Goal 1 addresses the next step in the awareness and training program. Students have always been invited to training programs, and involved with District-wide drills. A strategic awareness and training plan will be developed to work with students on improving their knowledge of hazards and how to best mitigate them. Goal 3 addresses a long-standing issue on Riverside Community College District sites – a lack of a Rapid Alert System both for broadcasting and receiving urgent messages. There are few panic buttons, and no loud speaker, telephone or intercom systems installed in parking lots, classrooms and offices. The District Emergency Planning Team, along with the District Technology Audit prioritized this as a needed item. Goal 4 addresses the need for more emergency and mitigation standards when planning and developing new buildings.

Project/Goal 1: Develop Student Awareness and Safety Program

- Objective 1.1** Seek input from student leaders during periodic review of student orientation Materials and the Emergency Preparedness webpage www.rccd.edu/emergencyprep/
- Objective 1.2** Continue to collect cell phone numbers for via to the “Alert U” emergency message system to increase the number of students who receive automated text messages. Seek feedback after testing.
- Objective 1.3** Explore opportunities to increase use of the RCCD’s Media capabilities and other mechanisms to alert students, faculty and staff.
- Objective 1.4** Develop a training calendar for students regarding actions to take when warnings are issued, when fire alarms sound or when disaster strikes.
- Objective 1.5** Explore effectiveness and costs of installing an both indoor and outdoor Rapid Alert System to broadcast and receive warning messages

Responsible Parties:	Emergency Planning and Preparedness Coordinator, College Safety and Police, CERT Volunteers
Resources:	Staff time; College Printing; Rapid Alert system costs TBD
Timeline:	On-Going

Project/Goal 2: Continue Faculty and Staff Awareness and Safety Program for Both Work and Home Environments

- Objective 2.1** Encourage review of online materials online at RCCD, American Red Cross, FEMA and the Disaster Resistant California Community Colleges websites, to prepare family disaster plans and supply kits, to know their evacuation routes, and to evaluate their home insurance coverage.
- Objective 2.2** Continue to encourage staff and faculty input cell phone numbers on “Alert-U” system.
- Objective 2.3** Continue to include earthquake and other hazard safety information in briefings for new faculty and staff.

Objective 2.4 Expand Community Emergency Response Team, by encouraging staff and faculty to attend training, participate in CERT meetings and registering with City/County CERT programs.

Objective 2.5 Develop RCCD Intranet website which includes more secure information, only available to staff and faculty via password protected documents.

Responsible Parties:	Emergency Planning and Preparedness Coordinator, College Safety and Police, CERT Volunteers
Resources:	Staff time; College Printing
Timeline:	On-Going

Project/Goal 3: Emergency Communications Improvement

Objective 3.1 Continue researching rapid alert systems for classrooms, offices and outside use and review funding possibilities.

Responsible Parties:	Information Services, Facilities Planning and Development, Emergency Planning and Preparedness Coordinator, College Safety and Police,
Resources:	Staff time; Unknown costs for system
Timeline:	December 2013

Project/Goal 4: New Building Emergency Mitigation and Planning Improvement

Objective 4.1 Develop standard emergency preparedness and mitigation features to include in new development projects.

Responsible Parties:	Information Services, Facilities Planning and Development, Emergency Planning and Preparedness Coordinator, College Safety and Police,
Resources:	Staff time
Timeline:	June 2013

Does your jurisdiction have primary responsibility for the proposal? If not, what agency does?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Responsible Agency:
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FUNDING INFORMATION

Place an "X" by the proposed source of funding for this proposal

- Unfunded proposal - funds are not available for the proposal at this time
- Local jurisdiction General Fund
- Local jurisdiction Special Fund (road tax, assessment fees, etc.)
- Non-FEMA Hazard Mitigation Funds
- Local Hazard Mitigation Grant Funds - Future Request
- Hazard Mitigation Funds

- Has your jurisdiction evaluated this mitigation strategy to determine its cost benefits? (i.e. has the cost of the mitigation proposal been determined to be beneficial in relationship to the potential damage or loss using the attached Cost/Benefit Analysis Sheet or another internal method)

7. LOCAL JURISDICTION DEVELOPMENT TRENDS QUESTIONNAIRE

LOCAL JURISDICTION DEVELOPMENT TRENDS QUESTIONNAIRE 2011

LAND USE ISSUES - COMPLETE THE INFORMATION BELOW

JURISDICTION:	DOES YOUR AGENCY HAVE RESPONSIBILITY FOR LAND USE AND/OR DEVELOPMENT ISSUES WITHIN YOUR JURISDICTIONAL BOUNDARIES? YES NO			
	2005 DATA	2012 DATA		2017
Current Population in Jurisdiction or Served		48,000	Projected Population in Jurisdiction or Served - in 2017	40,000
Current Sq Miles in Jurisdiction or Served		440 Sq Mi	Projected Sq Miles in Jurisdiction or Served - in 2017	440 Sq Mi
Does Your Jurisdiction have any ordinances or regulations dealing with disaster mitigation, disaster preparation, or disaster response?		Yes	If yes, please list ordinance or regulation number. Board Policy 3500, 3505, 3505A, 3505B, 3505C & Administrative Policy 3505	
<i>What is the number one land issue your agency will face in the next five years</i>	Reduced open space on campus (little place to evacuate); Reduced parking spaces on campus			
Approximate Number of Homes/Apts/etc.		0	Projected Number of Homes/Apts/etc. - in 2017	0
Approximate Total Residential Value		0	Projected Residential Total Value - in 2017	0
Approximate Number of Commercial Businesses		0	Projected Number of Commercial Businesses - in 2017	0
Approximate Percentage of Homes/Apts/etc in flood hazard zones	NA	0	Approximate Percentage of Homes/Apts/etc in flood hazard zones - in 2017	0
Approximate Percentage of Homes/Apts/etc in earthquake hazard zones	NA	0	Approximate Percentage of Homes/Apts/etc in earthquake hazard zones - in 2017	0
Approximate Percentage of Homes/Apts/etc in wildland fire hazard zones	NA	0	Approximate Percentage of Homes/Apts/etc in wildland fire hazard zones - in 2017	0
Approximate Percentage of Commercial Businesses in flood hazard zones	NA	2%	Approximate Percentage of Commercial Businesses in flood hazard zones - in 2017	2.5%
Approximate Percentage of Commercial Businesses in earthquake hazard zones	NA	100%	Approximate Percentage of Commercial Businesses in earthquake hazard zones - in 2017	100%
Approximate Percentage of Commercial Businesses in wildland fire hazard zones	NA	10%	Approximate Percentage of Commercial Businesses in wildland fire hazard zones - in 2017	13%
Number of Critical Facilities in your Jurisdiction that are in flood hazard zones	NA	2%	Projected Number of Critical Facilities in your Jurisdiction that are in flood hazard zones - in 2017	2.5%
Number of Critical Facilities in your Jurisdiction that are in earthquake hazard zones	NA	100%	Number of Critical Facilities in your Jurisdiction that are in earthquake hazard zones - in 2017	100%
Number of Critical Facilities in your Jurisdiction that are in wildland fire hazard zones.	NA	10%	Number of Critical Facilities in your Jurisdiction that are in wildland fire hazard zones - in 2017	13%
Does your jurisdiction plan on participating in the County's on-going plan maintenance program every two years as described in Part I of the plan?	NA	Yes	If not, how will your jurisdiction do plan maintenance? The	
Will a copy of this plan be available for the various planning groups within your jurisdiction for use in future planning and budgeting purposes?				Yes or No

Projected Sq Miles in Jurisdiction or Served - in

APPENDIX C: LOCAL MITIGATION PLAN REVIEW TOOL

The *Local Mitigation Plan Review Tool* demonstrates how the Local Mitigation Plan meets the regulation in 44 CFR §201.6 and offers States and FEMA Mitigation Planners an opportunity to provide feedback to the community.

- The Regulation Checklist provides a summary of FEMA’s evaluation of whether the Plan has addressed all requirements.
- The Plan Assessment identifies the plan’s strengths as well as documents areas for future improvement.
- The Multi-jurisdiction Summary Sheet is an optional worksheet that can be used to document how each jurisdiction met the requirements of the each Element of the Plan (Planning Process; Hazard Identification and Risk Assessment; Mitigation Strategy; Plan Review, Evaluation, and Implementation; and Plan Adoption).

The FEMA Mitigation Planner must reference this *Local Mitigation Plan Review Guide* when completing the *Local Mitigation Plan Review Tool*.

Jurisdiction: Riverside Community College District	Title of Plan: Local Hazard Mitigation Plan	Date of Plan: September 2012
Local Point of Contact: Sherry Colgan Stone	Address: 4800 Magnolia Ave. Riverside, CA 92501	
Title: College Safety and Police		
Agency: Riverside Community College District		
Phone Number: (951) 218-6869	E-Mail: sherry.stone@rccd.edu	

State Reviewer:	Title:	Date:
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FEMA Reviewer:	Title:	Date:
Date Received in FEMA Region <i>(insert #)</i>		
Plan Not Approved		
Plan Approvable Pending Adoption		
Plan Approved		

SECTION 1:

REGULATION CHECKLIST

INSTRUCTIONS: The Regulation Checklist must be completed by FEMA. The purpose of the Checklist is to identify the location of relevant or applicable content in the Plan by Element/sub-element and to determine if each requirement has been 'Met' or 'Not Met.' The 'Required Revisions' summary at the bottom of each Element must be completed by FEMA to provide a clear explanation of the revisions that are required for plan approval. Required revisions must be explained for each plan sub-element that is 'Not Met.' Sub-elements should be referenced in each summary by using the appropriate numbers (A1, B3, etc.), where applicable. Requirements for each Element and sub-element are described in detail in this *Plan Review Guide* in Section 4, Regulation Checklist.

1. REGULATION CHECKLIST		Location in Plan (section and/or page number)	Met	Not Met
Regulation (44 CFR 201.6 Local Mitigation Plans)				
ELEMENT A. PLANNING PROCESS				
A1. Does the Plan document the planning process, including how it was prepared and who was involved in the process for each jurisdiction? (Requirement §201.6(c)(1))	Section 2.0 pp.10-11	<input type="checkbox"/>	<input type="checkbox"/>	
A2. Does the Plan document an opportunity for neighboring communities, local and regional agencies involved in hazard mitigation activities, agencies that have the authority to regulate development as well as other interests to be involved in the planning process? (Requirement §201.6(b)(2))	Section 2.0 pp.10-11	<input type="checkbox"/>	<input type="checkbox"/>	
A3. Does the Plan document how the public was involved in the planning process during the drafting stage? (Requirement §201.6(b)(1))	Section 2.0 pp.10-11	<input type="checkbox"/>	<input type="checkbox"/>	
A4. Does the Plan describe the review and incorporation of existing plans, studies, reports, and technical information? (Requirement §201.6(b)(3))	Section 6.0 pp.20-24	<input type="checkbox"/>	<input type="checkbox"/>	
A5. Is there discussion of how the community(ies) will continue public participation in the plan maintenance process? (Requirement §201.6(c)(4)(iii))	Section 9.0 -10.0 pp. 29	<input type="checkbox"/>	<input type="checkbox"/>	
A6. Is there a description of the method and schedule for keeping the plan current (monitoring, evaluating and updating the mitigation plan within a 5-year cycle)? (Requirement §201.6(c)(4)(i))	Section 9.0 -10.0 pp. 29	<input type="checkbox"/>	<input type="checkbox"/>	
<u>ELEMENT A: REQUIRED REVISIONS</u>				
ELEMENT B. HAZARD IDENTIFICATION AND RISK ASSESSMENT				
B1. Does the Plan include a description of the type, location, and extent of all natural hazards that can affect each jurisdiction(s)? (Requirement §201.6(c)(2)(i))	Section 3.0-4.0 pp. 12-18 and Appendix B pp. 7	<input type="checkbox"/>	<input type="checkbox"/>	

1. REGULATION CHECKLIST		Location in Plan (section and/or page number)	Met	Not Met
Regulation (44 CFR 201.6 Local Mitigation Plans)				
B2. Does the Plan include information on previous occurrences of hazard events and on the probability of future hazard events for each jurisdiction? (Requirement §201.6(c)(2)(i))	Section 3.0-4.0 pp. 12-18 and Appendix B pp. 7			
B3. Is there a description of each identified hazard's impact on the community as well as an overall summary of the community's vulnerability for each jurisdiction? (Requirement §201.6(c)(2)(ii))	Section 3.0-4.0 pp. 12-18 and Appendix B pp. 7			
B4. Does the Plan address NFIP insured structures within the jurisdiction that have been repetitively damaged by floods? (Requirement §201.6(c)(2)(ii))	Section 5.0 pp. 19			
<u>ELEMENT B: REQUIRED REVISIONS</u>				
ELEMENT C. MITIGATION STRATEGY				
C1. Does the plan document each jurisdiction's existing authorities, policies, programs and resources and its ability to expand on and improve these existing policies and programs? (Requirement §201.6(c)(3))	Section 6.0 pp. 20-24 and Section 8.0 pp. 29			
C2. Does the Plan address each jurisdiction's participation in the NFIP and continued compliance with NFIP requirements, as appropriate? (Requirement §201.6(c)(3)(ii))	Section 5.0 pp. 19			
C3. Does the Plan include goals to reduce/avoid long-term vulnerabilities to the identified hazards? (Requirement §201.6(c)(3)(i))	Section 7.0 pp. 25-28 and Appendix B pp. 12-14			
C4. Does the Plan identify and analyze a comprehensive range of specific mitigation actions and projects for each jurisdiction being considered to reduce the effects of hazards, with emphasis on new and existing buildings and infrastructure? (Requirement §201.6(c)(3)(ii))	Section 7.0 pp. 25-28 and Appendix B pp. 12-14			
C5. Does the Plan contain an action plan that describes how the actions identified will be prioritized (including cost benefit review), implemented, and administered by each jurisdiction? (Requirement §201.6(c)(3)(iv)); (Requirement §201.6(c)(3)(iii))	Section 7.0 pp. 25-28 and Appendix B pp. 12-14			
C6. Does the Plan describe a process by which local governments will integrate the requirements of the mitigation plan into other planning mechanisms, such as comprehensive or capital improvement plans, when appropriate? (Requirement §201.6(c)(4)(ii))	Section 6.0 pp. 20-24 and Section 8.0 pp. 29			
<u>ELEMENT C: REQUIRED REVISIONS</u>				

1. REGULATION CHECKLIST		Location in Plan (section and/or page number)	Met	Not Met
Regulation (44 CFR 201.6 Local Mitigation Plans)				
ELEMENT D. PLAN REVIEW, EVALUATION, AND IMPLEMENTATION (applicable to plan updates only)				
D1. Was the plan revised to reflect changes in development? (Requirement §201.6(d)(3))	Section 1.0 pp.6-9			
D2. Was the plan revised to reflect progress in local mitigation efforts? (Requirement §201.6(d)(3))	Section 3.0 pp. 12 and Section 7.0 pp. 25-28			
D3. Was the plan revised to reflect changes in priorities? (Requirement §201.6(d)(3))	Section 3.2 pp. 12 and Section 7.0 pp. 25-28, Appendix B pp. 8-14			
<u>ELEMENT D: REQUIRED REVISIONS</u>				
ELEMENT E. PLAN ADOPTION				
E1. Does the Plan include documentation that the plan has been formally adopted by the governing body of the jurisdiction requesting approval? (Requirement §201.6(c)(5))	Page 2 and Section 2.4 pp 11			
E2. For multi-jurisdictional plans, has each jurisdiction requesting approval of the plan documented formal plan adoption? (Requirement §201.6(c)(5))	Page 2 and Section 2.4 pp 11			
<u>ELEMENT E: REQUIRED REVISIONS</u>				
ELEMENT F. ADDITIONAL STATE REQUIREMENTS (OPTIONAL FOR STATE REVIEWERS ONLY; NOT TO BE COMPLETED BY FEMA)				
F1.				
F2.				
<u>ELEMENT F: REQUIRED REVISIONS</u>				

SECTION 2: PLAN ASSESSMENT

INSTRUCTIONS: The purpose of the Plan Assessment is to offer the local community more comprehensive feedback to the community on the quality and utility of the plan in a narrative format. The audience for the Plan Assessment is not only the plan developer/local community planner, but also elected officials, local departments and agencies, and others involved in implementing the Local Mitigation Plan. The Plan Assessment must be completed by FEMA. The Assessment is an opportunity for FEMA to provide feedback and information to the community on: 1) suggested improvements to the Plan; 2) specific sections in the Plan where the community has gone above and beyond minimum requirements; 3) recommendations for plan implementation; and 4) ongoing partnership(s) and information on other FEMA programs, specifically RiskMAP and Hazard Mitigation Assistance programs. The Plan Assessment is divided into two sections:

1. Plan Strengths and Opportunities for Improvement
2. Resources for Implementing Your Approved Plan

Plan Strengths and Opportunities for Improvement is organized according to the plan Elements listed in the Regulation Checklist. Each Element includes a series of italicized bulleted items that are suggested topics for consideration while evaluating plans, but it is not intended to be a comprehensive list. FEMA Mitigation Planners are not required to answer each bullet item, and should use them as a guide to paraphrase their own written assessment (2-3 sentences) of each Element.

The Plan Assessment must not reiterate the required revisions from the Regulation Checklist or be regulatory in nature, and should be open-ended and to provide the community with suggestions for improvements or recommended revisions. The recommended revisions are suggestions for improvement and are not required to be made for the Plan to meet Federal regulatory requirements. The italicized text should be deleted once FEMA has added comments regarding strengths of the plan and potential improvements for future plan revisions. It is recommended that the Plan Assessment be a short synopsis of the overall strengths and weaknesses of the Plan (no longer than two pages), rather than a complete recap section by section.

Resources for Implementing Your Approved Plan provides a place for FEMA to offer information, data sources and general suggestions on the overall plan implementation and maintenance process. Information on other possible sources of assistance including, but not limited to, existing publications, grant funding or training opportunities, can be provided. States may add state and local resources, if available.

A. Plan Strengths and Opportunities for Improvement

This section provides a discussion of the strengths of the plan document and identifies areas where these could be improved beyond minimum requirements.

Element A: Planning Process

How does the Plan go above and beyond minimum requirements to document the planning process with respect to:

- *Involvement of stakeholders (elected officials/decision makers, plan implementers, business owners, academic institutions, utility companies, water/sanitation districts, etc.);*
- *Involvement of Planning, Emergency Management, Public Works Departments or other planning agencies (i.e., regional planning councils);*
- *Diverse methods of participation (meetings, surveys, online, etc.); and*
- *Reflective of an open and inclusive public involvement process.*

Element B: Hazard Identification and Risk Assessment

In addition to the requirements listed in the Regulation Checklist, 44 CFR 201.6 Local Mitigation Plans identifies additional elements that should be included as part of a plan's risk assessment. The plan should describe vulnerability in terms of:

- 1) *A general description of land uses and future development trends within the community so that mitigation options can be considered in future land use decisions;*
- 2) *The types and numbers of existing and future buildings, infrastructure, and critical facilities located in the identified hazard areas; and*
- 3) *A description of potential dollar losses to vulnerable structures, and a description of the methodology used to prepare the estimate.*

How does the Plan go above and beyond minimum requirements to document the Hazard Identification and Risk Assessment with respect to:

- *Use of best available data (flood maps, HAZUS, flood studies) to describe significant hazards;*
- *Communication of risk on people, property, and infrastructure to the public (through tables, charts, maps, photos, etc.);*
- *Incorporation of techniques and methodologies to estimate dollar losses to vulnerable structures;*
- *Incorporation of Risk MAP products (i.e., depth grids, Flood Risk Report, Changes Since Last FIRM, Areas of Mitigation Interest, etc.); and*
- *Identification of any data gaps that can be filled as new data became available.*

Element C: Mitigation Strategy

How does the Plan go above and beyond minimum requirements to document the Mitigation Strategy with respect to:

- *Key problems identified in, and linkages to, the vulnerability assessment;*
- *Serving as a blueprint for reducing potential losses identified in the Hazard Identification and Risk Assessment;*
- *Plan content flow from the risk assessment (problem identification) to goal setting to mitigation action development;*
- *An understanding of mitigation principles (diversity of actions that include structural projects, preventative measures, outreach activities, property protection measures, post-disaster actions, etc);*
- *Specific mitigation actions for each participating jurisdictions that reflects their unique risks and capabilities;*
- *Integration of mitigation actions with existing local authorities, policies, programs, and resources; and*
- *Discussion of existing programs (including the NFIP), plans, and policies that could be used to implement mitigation, as well as document past projects.*

Element D: Plan Update, Evaluation, and Implementation (*Plan Updates Only*)

How does the Plan go above and beyond minimum requirements to document the 5-year Evaluation and Implementation measures with respect to:

- *Status of previously recommended mitigation actions;*
- *Identification of barriers or obstacles to successful implementation or completion of mitigation actions, along with possible solutions for overcoming risk;*
- *Documentation of annual reviews and committee involvement;*
- *Identification of a lead person to take ownership of, and champion the Plan;*
- *Reducing risks from natural hazards and serving as a guide for decisions makers as they commit resources to reducing the effects of natural hazards;*
- *An approach to evaluating future conditions (i.e. socio-economic, environmental, demographic, change in built environment etc.);*
- *Discussion of how changing conditions and opportunities could impact community resilience in the long term; and*
- *Discussion of how the mitigation goals and actions support the long-term community vision for increased resilience.*

B. Resources for Implementing Your Approved Plan

Ideas may be offered on moving the mitigation plan forward and continuing the relationship with key mitigation stakeholders such as the following:

- *What FEMA assistance (funding) programs are available (for example, Hazard Mitigation Assistance (HMA)) to the jurisdiction(s) to assist with implementing the mitigation actions?*
- *What other Federal programs (National Flood Insurance Program (NFIP), Community Rating System (CRS), Risk MAP, etc.) may provide assistance for mitigation activities?*
- *What publications, technical guidance or other resources are available to the jurisdiction(s) relevant to the identified mitigation actions?*
- *Are there upcoming trainings/workshops (Benefit-Cost Analysis (BCA), HMA, etc.) to assist the jurisdictions(s)?*
- *What mitigation actions can be funded by other Federal agencies (for example, U.S. Forest Service, National Oceanic and Atmospheric Administration (NOAA), Environmental Protection Agency (EPA) Smart Growth, Housing and Urban Development (HUD) Sustainable Communities, etc.) and/or state and local agencies?*

Agenda Item (IV-D-1)

Meeting	12/1/2015 - Committee
Agenda Item	Committee - Resources (IV-D-1)
Subject	Project Budget Approval and Professional Services Agreement for Exterior Building Signage for the Student Academic Services Facility with All Star Signs
College/District	Moreno Valley
Funding	College Allocated Measure C Funds
Recommended Action	It is recommended that the board of Trustees approve 1) a project budget in the amount of \$23,081 for the Student Academic Services Facility at Moreno Valley College and 2) approve the Exterior Building signage services agreement with All Star Signs in the amount of \$20,980.24

Background Narrative:

On August 5, 2015, solicitations for quotes for signage for the Moreno Valley College Student Academic Services Facility were sent out to nine different firms. Two quotes were received, the lowest being All Star Signs. It is requested that the Board of Trustees approve a project budget of \$23,081 for the signage for the Student Academic Services Facility at Moreno Valley College.

Detailed explanation of scope of work is outlined in the attached agreement (Exhibit I). The signage will include two logos of MVC located on the north and west sides of the parapet wall (Exhibit II) and one sign displaying Student Academic Services (Exhibit III).

As such, selection and approval is requested from the Board of Trustees for the signage services agreement with All Star Signs in the amount of \$20,980.24, including reimbursable expenses.

Prepared By: Sandra Mayo, President, Moreno Valley College
Norm Godin, Vice President, Business Services, MVC
Chris Carlson, Chief of Staff & Facilities Development
Lynn Purper, Facilities Development Director

Attachments:

[Agreement with All Star Signs](#)

AGREEMENT BETWEEN
RIVERSIDE COMMUNITY COLLEGE DISTRICT

And

ALL STAR SIGNS

THIS AGREEMENT is made and entered into on the 9th day of December, 2015, by and between ALL STAR SIGNS hereinafter referred to as “Consultant” and RIVERSIDE COMMUNITY COLLEGE DISTRICT, hereinafter referred to as the “District.”

The parties hereto mutually agree as follows:

1. Scope of services: Reference Exhibit I, attached.
2. The services outlined in Paragraph 1 will primarily be conducted at Consultant’s office(s), and on site at Riverside Community College District’s Moreno Valley College.
3. The services rendered by the Consultant are subject to review by the Chief of Staff and Facilities Development or her designee.
4. The term of this agreement shall be from December 9, 2015, to the estimated completion date of January 29, 2016, with the provision that the Vice Chancellor of Business and Financial Services or his designee may extend the date without a formal amendment to this agreement with the consent of the Consultant.
5. Payment in consideration of this agreement shall not exceed \$20,980.24 including reimbursable expenses. Invoice for services will be submitted every month for the portion of services completed on a percentage basis. Payments will be made as authorized by the Chief of Staff and Facilities Development, and delivered by U.S. Mail. The final payment shall not be paid until all of the services, specified in Paragraph 1, have been satisfactorily completed, as determined by the Chief of Staff and Facilities Development.
6. All data prepared by Consultant hereunder specific only to this project, such as plans, drawings, tracings, quantities, specifications, proposals, sketches, magnetic media, computer software or other programming, diagrams, and calculations shall become the property of District upon completion of the Services and Scope of Work described in this Agreement, except that the Consultant shall have the right to retain copies of all such data for Consultant records. District shall not be limited in any way in its use of such data at any time provided that any such use which is not within the purposes intended by this Agreement shall be at District’s sole risk, and provided further, that Consultant shall be indemnified and defended

against any damages resulting from such use. In the event the Consultant, following the termination of this Agreement, desires to use any such data, Consultant shall make the request in writing through the office of the Chief of Staff and Facilities Development, who will obtain approval from the Board of Trustees before releasing the information requested.

7. All ideas, memoranda, specifications, plans, manufacturing procedures, drawings, descriptions, written information, and other materials submitted to Consultant in connection with this Agreement shall be held in a strictly confidential manner by Consultant. Such materials shall not, without the written consent of District, be used by Consultant for any purpose other than the performance of the Services or Scope of Work hereunder, nor shall such materials be disclosed to any person or entity not connected with the performance of the Services or Scope of Work hereunder.
8. Consultant shall indemnify and hold the District, its Trustees, officers, agents, employees and independent contractors or consultants free and harmless from any claim of damage, liability, injury, death, expense or loss whatsoever based upon adjudicated any negligence, recklessness, or willful misconduct of Consultant, its employees, agents or assigns, arising out of, pertaining to, or relating to the performance of Consultant services under this Agreement. Consultant shall defend, at its expense, including without limitation, attorneys fees (attorney to be selected by District), District, its Trustees, officers, agents, employees and independent contractors or consultants, in any legal actions based upon such actual negligence, recklessness or willful misconduct and only in proportion thereto. The obligations to indemnify and hold District free and harmless herein shall survive until any and all claims, actions and causes of action with respect to any and all such actual negligence, recklessness or willful misconduct are fully and finally barred by the applicable statute of limitations.
9. District shall indemnify and hold Consultant, its officers, agents, and employees free and harmless from any claim of damage, liability, injury, death, expense or loss whatsoever based upon any adjudicated negligence, recklessness, or willful misconduct of the District, its employees, agents, independent contractors, consultants or assigns, arising out of, pertaining to or relating to the District's actions in the matter of this contract and District shall defend, at its expense, including without limitation, attorney fees (attorney to be selected by Consultant), Consultant, its officers and employees in any legal actions based upon such actual negligence, recklessness, or willful misconduct and only in proportion thereto. The obligations to indemnify and hold Consultant free and harmless herein shall survive until any and all claims, actions and causes of action with respect to any and all such actual negligent acts are fully and finally barred by the applicable statute of limitations.
10. Consultant shall procure and maintain insurance coverage as follows:

Comprehensive general liability insurance coverage that shall protect District from claims for damages for personal injury, including, but not limited to, accidental or wrongful death, as well as from claims for property damage, which may arise from Consultant's activities as well as District's activities under this contract, in the amount of \$1,000,000 per person and \$3,000,000 per occurrence;

Professional liability/errors and omission insurance in the amount of \$1,000,000;
and

Workers' Compensation insurance in accordance with the laws of the State of California.

Such insurance shall name District as an additional insured with respect to this agreement and the obligations of District hereunder. Contractor shall provide District with the required Certificate of Insurance within 10 days of signing this Agreement.

11. District may terminate this Agreement for convenience at any time upon written notice to Consultant, in which case District will pay Consultant in full for all services performed and all expenses incurred under this Agreement up to and including the effective date of termination. In ascertaining the services actually rendered to the date of termination, consideration will be given to both completed Work and Work in progress, whether delivered to District or in the possession of the Consultant, and to authorize Reimbursable Expenses. No other compensation will be payable for anticipated profit on unperformed services.
12. Consultant shall not discriminate against any person in the provision of services, or employment of persons on the basis of ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, ancestry, genetic information, sexual orientation, physical or mental disability, pregnancy, or any characteristic listed or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of Section 422.6 of the California Penal Code, or any other status protected by law. Contractor understands that harassment of any student or employee of Riverside Community College District with regard to ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, ancestry, genetic information, sexual orientation, physical or mental disability, pregnancy, or any characteristic listed or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of Section 422.6 of the California Penal Code, or any other status protected by law is strictly prohibited.
13. Consultant is an independent contractor and no employer-employee relationship exists between Consultant and District. Any and all local, state or federal taxes

that would be associated with the payment under this Agreement is to be paid solely by Consultant.

- 14. Neither this Agreement, nor any duties or obligations under this Agreement may be assigned by either party without the prior written consent of the other party.
- 15. The parties acknowledge that no representations, inducements, promises, or agreements, orally or otherwise, have been made by anyone acting on behalf of either party, which is not stated herein. Any other agreement or statement of promises, not contained in this Agreement, shall not be valid or binding. Any modification of this Agreement will be effective only if it is in writing and signed by the party to be charged.
- 16. This Agreement will be governed by and construed in accordance with the laws of the State of California.

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

All Star Signs

Riverside Community College District

 George Beitner
 VP Sales
 1924 W. Mission Road, Ste. A
 Escondido, CA 92029

 Aaron S. Brown
 Vice Chancellor
 Business and Financial Services

Date: _____

Date: _____

Exhibit I



Quote

LYNN PURPER
Riverside Community College District

From: George Beitner

Date: 8-25-15
Revised Date: 9-21-15
Revised Date: 9-23-15
Revised Date: 10-21-15

Project: Exterior Building Letter Signs, Signage for the SAS Building at Moreno Valley Campus:

We are pleased to quote the following for the project above. The materials quoted herein are specified in the request provided.

<u>Item</u>	<u>Description</u>	<u>Item Total</u>
1	One (1) Non-Internally Illuminated Sign to read: STUDENT ACADEMIC SERVICES 16" Tall x 3/8" Thick Black Anodized Aluminum Letters	\$ 4,202.00
2A	Two (2) Logo sets of 3 letters 75" Tall x 57" Wide x 3" Deep Fabricated SS Letters with a Titanium Coated Black Finish. (Similar to Anodized but better)	\$10,818.00
2B	Two (2) Logo sets of 3 letters 75" Tall x 57" Wide x 3" Deep Fabricated SS Letters with a Painted Baked Black Finish.	\$ 8,326.00
3	Two (2) Back LED lighting with Sensor for logo.	\$ 1,900.00
4	120' Lift Rental	\$ 2,000.00
5	Solar Panel to light up Two (2) Logo letters sets, Deep Cycle Battery, Inverter to light up logo Letters for a min. of 8 hours Brackets to be mounted to South facing wall.	\$ 1,800.00
6A	Tax For Titanium Finish logo and Anodized Letters STUDENT ACADEMIC SERVICES	\$ 1,201.60
6B	Tax For Painted Baked Black Finish and Anodized Letters STUDENT ACADEMIC SERVICES	\$ 1,002.24
7	Installation 2 sets of logos, Solar Panel System and Non-Illuminated Letters.	<u>\$ 1,750.00</u>
8A	Total Option A	\$23,671.60
8B	Total Option B	\$20,980.24

Buyer shall be responsible for all costs of relocating power lines or other obstacles to comply with the federal, state or municipal codes and laws. The price fixed hereon is based on normal soil conditions. In the event of adverse or obstructed conditions, buyer agrees to pay all additional costs incurred to complete the installation.

50% Deposit is required with acceptance of order and balance is due upon completion.
This quote is good for 30 days

Thank you,
George Beitner
VP Sales Ca. Lic. 774217

PH: 760-746-6555 | FAX: 760-746-6592 | www.allstarsignsinc.com
All Star Signs, Inc. 1924 W. Mission Rd. #A Escondido, Ca. 92029

Exhibit II



Exhibit III



*16" Tall x 1.25" Thick Black Anodized
Cast Aluminum Letters
Pin Mounted To Building Location Shown Above*

Agenda Item (IV-D-2)

Meeting	12/1/2015 - Committee
Agenda Item	Committee - Resources (IV-D-2)
Subject	2014-2015 Independent Audit Report for the Riverside Community College District Foundation
College/District	District
Funding	N/A
Recommended Action	It is recommended that the Board of Trustees receive the Riverside Community College District Foundation's independent audit report for the year ended June 30, 2015 for the permanent file of the District.

Background Narrative:

An independent audit of the Foundation's 2014-2015 financial statements was performed by Ahern, Adcock, Devlin, LLP Certified Public Accountants (AAD). A representative of the firm will be available to present the report. Results of the audit are summarized below.

- Auditor's Opinion – The auditors have issued an unmodified opinion for the financial audit as of June 30, 2015 and 2014.
- Audit Findings – There were no findings or questioned costs.
- Auditor's Required Communication – In accordance with the Statement on Auditing Standards No. 114, at the conclusion of the audit engagement AAD is required to communicate information to the Board of Trustees regarding their responsibility under United States Generally Accepted Auditing Standards. Attached for your information is the required communication.
- The audit report was presented to and accepted by the Foundation's Board of Directors on November 17, 2015.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Amy Cardullo, Director, RCC Foundation and Alumni Affairs
Bill Bogle, Controller

Attachments:

[12012015_Foundation Audit Report FY14-15](#)
[12012015_AAD SAS 114Letter](#)

**RIVERSIDE COMMUNITY
COLLEGE DISTRICT
FOUNDATION**

**FINANCIAL STATEMENTS
WITH
INDEPENDENT AUDITORS' REPORT**

**FOR THE YEARS ENDED
JUNE 30, 2015 AND 2014**



TABLE OF CONTENTS

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Statements of Functional Expenses	7-8
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Shannon M. Carlson, CPA
Linda S. Devlin, CPA
Andrew Steinke, CPA

Of Counsel
Michael R. Adcock, CPA
Thomas E. Ahern, CPA

A California Limited Liability Partnership
Certified Public Accountants



AHERN • ADCOCK • DEVLIN • LLP
CERTIFIED PUBLIC ACCOUNTANTS AND BUSINESS ADVISORS

Members
American Institute of
Certified Public Accountants
Private Companies
Practice Section
Employee Benefit Plan
Audit Quality Center
Governmental Audit
Quality Center
California Society of
Certified Public Accountants

Independent Auditors' Report

To the Board of Directors
Riverside Community College District Foundation

Report on the Financial Statements

We have audited the accompanying financial statements of Riverside Community College District Foundation (the "Foundation") (a nonprofit organization) which comprise the statements of financial position as of June 30, 2015 and 2014, the related statements of activities and changes in net assets, cash flows, and functional expenses for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Foundation's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Foundation's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Riverside Community College District Foundation as of June 30, 2015 and 2014, and the changes in its net assets and its cash flows for the years then ended, in accordance with accounting principles generally accepted in the United States of America.

Ahern Adcock Devlin LLP

Riverside, California
October 21, 2015

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
Statements of Financial Position

	<u>June 30,</u>	<u>2015</u>	<u>2014</u>
ASSETS			
Current assets			
Cash and cash equivalents			
Unrestricted	\$	440,265	\$ 752,474
Restricted		611,646	345,660
Accounts receivable			8,897
Unconditional promises to give, net of allowance		53,816	44,720
Prepaid expense			2,000
Total current assets		<u>1,105,727</u>	<u>1,153,751</u>
Noncurrent assets			
Investments - restricted		6,842,957	6,453,838
Beneficial interest in Foundation for California Community Colleges Osher Endowment		365,168	365,168
Long-term unconditional promises to give, net of allowance		<u>44,535</u>	<u>50,025</u>
Total noncurrent assets		<u>7,252,660</u>	<u>6,869,031</u>
Total assets		<u>\$8,358,387</u>	<u>\$8,022,782</u>
LIABILITIES AND NET ASSETS			
Current liabilities			
Accounts payable	\$	165,157	\$ 180,108
Refundable advance			94,677
Promises to give to others		<u>97,138</u>	<u>97,138</u>
Total current liabilities		<u>262,295</u>	<u>371,923</u>
Total liabilities		<u>262,295</u>	<u>371,923</u>
Net assets			
Unrestricted			
Undesignated		217,905	116,115
Board designated		<u>18,653</u>	<u>18,952</u>
Total unrestricted net assets		236,558	135,067
Temporarily restricted		1,387,035	1,234,365
Permanently restricted		<u>6,472,499</u>	<u>6,281,427</u>
Total net assets		<u>8,096,092</u>	<u>7,650,859</u>
Total liabilities and net assets		<u>\$8,358,387</u>	<u>\$8,022,782</u>

The accompanying notes are an integral part of these financial statements.

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

Statements of Activities and Changes in Net Assets

	For the Year Ended June 30, 2015			Total
	Unrestricted	Temporarily Restricted	Permanently Restricted	
REVENUES AND RECLASSIFICATIONS				
Donations	\$ 116,051	\$ 959,774	\$ 198,814	\$1,274,639
In-kind donations				
Donated assets	47,043			47,043
Donated material	25,064			25,064
Donated services	465,732			465,732
Total revenues	653,890	959,774	198,814	1,812,478
Assets released from restriction	1,010,898	(810,301)	(200,597)	-
Total revenues and reclassifications	1,664,788	149,473	(1,783)	1,812,478
EXPENSES				
Operating expenses	296,852			296,852
Program expenses	1,142,622			1,142,622
Fundraising expenses	129,815			129,815
Total expenses	1,569,289	-	-	1,569,289
OTHER INCOME AND EXPENSES				
Realized gain on sale of investments	9,674	5,161	311,353	326,188
Unrealized gain (loss) on investments	(5,987)	(3,193)	(192,673)	(201,853)
Interest and dividends income	2,305	1,229	74,175	77,709
Total other income and expenses	5,992	3,197	192,855	202,044
Change in net assets	101,491	152,670	191,072	445,233
Net assets, beginning of year	135,067	1,234,365	6,281,427	7,650,859
Net assets, end of year	\$ 236,558	\$1,387,035	\$6,472,499	\$8,096,092

The accompanying notes are an integral part of these financial statements.

For the Year Ended June 30, 2014			
Unrestricted	Temporarily Restricted	Permanently Restricted	Total
\$ 110,044	\$ 1,197,337	\$ 104,326	\$1,411,707
22,997			22,997
24,934			24,934
438,922			438,922
596,897	1,197,337	104,326	1,898,560
1,223,388	(1,023,238)	(200,150)	-
1,820,285	174,099	(95,824)	1,898,560
309,604			309,604
1,316,591			1,316,591
89,030			89,030
1,715,225	-	-	1,715,225
1,065	958	56,524	58,547
12,487	11,227	662,382	686,096
1,042	936	55,256	57,234
14,594	13,121	774,162	801,877
119,654	187,220	678,338	985,212
15,413	1,047,145	5,603,089	6,665,647
\$ 135,067	\$ 1,234,365	\$6,281,427	\$7,650,859

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

Statements of Cash Flows

	For the Years Ended June 30,	2015	2014
Cash flows from operating activities			
Change in net assets		\$ 445,233	\$ 985,212
Adjustments to reconcile change in net assets to net cash provided by operating activities			
Realized gain on investments		(326,188)	(686,096)
Unrealized loss on investments		201,853	(58,547)
Provision for doubtful accounts		400	(2,179)
(Increase) decrease in:			
Accounts receivable		8,897	24,584
Prepaid expenses		2,000	500
Unrestricted unconditional promises to give		(9,496)	30,316
Increase (decrease) in:			
Accounts payable		(14,951)	114,254
Refundable advance		(94,677)	(101,714)
Net cash provided by operating activities		<u>213,071</u>	<u>306,330</u>
Cash flows from investing activities			
Purchase of investments		(264,784)	(3,132,264)
Proceeds from sale of investments			<u>2,475,939</u>
Net cash used in investing activities		<u>(264,784)</u>	<u>(656,325)</u>
Cash flows from financing activities			
Change in long-term unconditional promises to give		5,490	27,850
Payments on promises to give to others			(58,444)
Changes in restricted cash		(265,986)	<u>321,617</u>
Net cash provided by (used in) financing activities		<u>(260,496)</u>	<u>291,023</u>
Net change in cash and cash equivalents		(312,209)	(58,972)
Cash and cash equivalents			
Balance, beginning of year		<u>752,474</u>	<u>811,446</u>
Balance, end of year		<u>\$ 440,265</u>	<u>\$ 752,474</u>

The accompanying notes are an integral part of these financial statements.

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

Statements of Functional Expenses

	For the Year Ended June 30, 2015			
	Operating	Program	Fundraising	Total
In-kind distributions				
Donated assets		\$ 47,043		\$ 47,043
Donated materials	\$ 25,064			25,064
Donated services	220,151	115,766	\$129,815	465,732
Support – instructional and student programs		357,463		357,463
Scholarships		412,844		412,844
Printing	10,576	7,674		18,250
Allowance for uncollected pledges	(46)	3,902		3,856
Investment fees		49,530		49,530
Office supplies				
Postage	196			196
Other services	40,911	148,400		189,311
Total expenses	<u>\$296,852</u>	<u>\$1,142,622</u>	<u>\$129,815</u>	<u>\$1,569,289</u>

The accompanying notes are an integral part of these financial statements.

For the Year Ended June 30, 2014

Operating	Program	Fundraising	Total
	\$ 22,997		\$ 22,997
\$ 24,934			24,934
260,888	93,398	\$84,636	438,922
	415,069		415,069
	504,730		504,730
4,495	4,495	4,394	13,384
	15,146		15,146
	45,404		45,404
400			400
190			190
18,697	215,352		234,049
<u>\$309,604</u>	<u>\$1,316,591</u>	<u>\$89,030</u>	<u>\$1,715,225</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

Notes to Financial Statements

1. Organization and Summary of Significant Accounting Policies

The Riverside Community College District Foundation (the "Foundation") was formed as a nonprofit corporation on October 21, 1975, to solicit funds, provide support for the programs and projects of the Riverside Community College District (the "District"), and to account for the issuance of scholarships to the students of the District. The Foundation also serves as a link between the District and the community.

Financial Statement Presentation

The Foundation prepares its financial statements on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America. The financial statements include the accounts maintained by and directly under the control of the Foundation.

The Foundation reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. In addition, the Foundation is required to present a statement of cash flows. The Foundation does not use fund accounting. Revenues and expenses are recorded when incurred in accordance with the accrual basis of accounting.

The Foundation and the District are financially interrelated organizations as defined by the Financial Accounting Standards Board (FASB), Accounting Standards Codification 958-20, *Transfers of Assets to a Nonprofit or Charitable Trust that Holds Contributions for Others* (formerly FAS 136). The Foundation reflects contributions received for the benefit of the District as revenue in its financial statements. The expenses related to these contributions are accounted for under program expenses.

Fair Value Measurements

The fair value of equity and debt securities with readily determinable fair values approximates their respective quoted market prices. All other financial instruments' fair values approximate their carrying amounts due to the short maturities of these instruments.

Net Asset Classifications

Unrestricted net assets are not restricted by donors, or the donor-imposed restrictions have expired.

Temporarily restricted net assets contain donor-imposed restrictions that permit the Foundation to use or expend the assets as specified. These restrictions are satisfied either by the passage of time or by actions of the Foundation.

Permanently restricted net assets contain donor-imposed restrictions and stipulate that the resources be maintained permanently, but permit the Foundation to use, or expend part or all of the income derived from the donated assets for either specified or unspecified purposes. As restrictions on the net assets expire, due to time passing and earnings becoming available for expenditure, the funds are released to either temporarily restricted net assets or unrestricted net assets as applicable.

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

Notes to Financial Statements

1. Organization and Summary of Significant Accounting Policies (Continued)

Expiration of Donor-Imposed Restrictions

Temporarily restricted net assets have donor-imposed restrictions that permit the Foundation to use up or expend the donated assets as specified and are satisfied either by the passage of time or by actions of the Foundation. As the restrictions expire and become available for expenditure, the funds are released to unrestricted net assets.

Endowment Funds

The Foundation endowment funds are subject to the Uniform Prudent Management of Institutional Funds Act of 2006 (UPMIFA) which has been enacted by the State of California. Donations made to the Foundation are classified as permanently restricted if the donor has stipulated the donation is to be held in perpetuity by the Foundation.

The Foundation has a spending policy which governs the funds to be transferred from the endowment. If the donor has provided endowment funds that are permanently restricted, the Foundation will obtain from the donor a description of any further restrictions to be placed on any earnings from the permanently restricted funds. If there are further restrictions, either program or time restrictions, the earnings are considered temporarily restricted until such time as the restrictions are met. Unspent earnings are returned to the corpus if required by the original agreement with the donor.

The Foundation's investment policy for endowment funds is to preserve and enhance the purchasing power while providing a relatively predictable, stable, and constant stream of earnings consistent with the Foundation's spending needs to enable the Foundation to provide scholarships to District students. Investments will be diversified to avoid undue risk and will be sufficiently liquid to meet operating requirements. Annual spending parameters take into consideration the rate of inflation and real growth of the pooled investment fund. Spending percentage will be equal to average earnings of the past three years, less inflation rate, at a maximum of 4.5 percent of a three-year average market value.

The permanently restricted balances at June 30, 2015 and 2014 were \$6,472,499 and \$6,281,427, respectively, and the balances designated by the board for scholarships were \$18,653 and \$18,952, respectively. The endowment funds consist of pooled investment funds. The activity in the permanently restricted net asset class is reflected in the statement of activities and changes in net assets. Amounts appropriated for expenditures and/or reclassification are shown as net assets released from restriction. Board designated balance is included in the unrestricted net asset class.

Public Support and Revenue

The Foundation receives substantially all of its revenue from direct donations and pledges. Revenues are reported as increases in unrestricted net assets unless use of the related asset is limited by donor-imposed restrictions. Expenses are reported as decreases in unrestricted net assets. Realized gains/losses and unrealized gains/losses on investments and other assets or liabilities are reported as increases or decreases in unrestricted net assets unless their use is restricted by explicit donor stipulation or by law. Expiration of restrictions on the net assets (i.e. the donor-stipulated purpose has been fulfilled and/or the stipulated time period has elapsed) is reported as assets are released from restriction between the applicable classes of net assets.

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

Notes to Financial Statements

1. Organization and Summary of Significant Accounting Policies (Continued)

Contributions, including unconditional promises to give, are recognized as revenues in the period received. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met. Contributions of assets, other than cash, are recorded at their estimated fair value at the time of the gift.

Comparative Financial Information

Comparative financial information for the prior year has been presented for additional analysis; certain amounts presented in the prior year data have been reclassified in order to be consistent with the current year's presentation.

Donated Assets, Services, and Facilities

The Foundation records the value of donated assets, services, and facilities when there is an objective basis available to measure their value. Donated facilities are reflected as support in the accompanying statements at their estimated values at date of donation and fair market value of facilities for the year. Donated assets, if received for the benefit of the Foundation, are capitalized at the stated donated value and depreciated in accordance with Foundation policies. When they are passed through to the District, they are recorded as revenue from in-kind donations and expensed as in-kind distributions. During the years ended June 30, 2015 and 2014, all donated assets have been passed through to the District. Donated services are reflected in the accompanying statements when the criteria for recognition have been met and are recorded at fair value.

Use of Estimates

The preparation of financial statements in conformity with United States of America generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period, as well as the disclosure of contingent assets and liabilities at the date of the financial statements and accompanying notes. While management believes that these estimates are adequate, actual results could differ from those estimates.

Currently Issued Accounting Standards

In May 2014, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) 2014-09, *Revenue Recognition (Topic 606)*. This accounting principle is effective for fiscal years beginning after December 15, 2018, is not to be applied retroactively, and early adoption is not permitted. The update outlines a single comprehensive model for entities to use in accounting for revenue arising from contracts with customers and supersedes most current revenue recognition guidance, including industry-specific guidance. The Foundation is currently assessing the potential impact of implementing this standard.

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

Notes to Financial Statements

1. Organization and Summary of Significant Accounting Policies (Continued)

Income Tax

The Foundation is a charitable not-for-profit organization and is exempt from federal income taxes under the provisions of Section 501(c)(3) of the Internal Revenue and Code Section 23701(d) of the California Revenue and Taxation Code. The Foundation is no longer subject to United States of America federal or state examinations by tax authorities for the years before 2011 and 2010, respectively. There were no unrelated business activities during the years ended June 30, 2015 and 2014.

As required by FASB ASC No. 740, *Income Taxes*, the Foundation evaluated its tax positions and the certainty as to whether those positions will be sustained in the event of an audit by taxing authorities at the federal and state levels. The primary tax positions evaluated are related to the Foundation's continued qualification as a tax-exempt organization and whether there are unrelated business income activities conducted that would be taxable. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required.

During the years ended June 30, 2015 and 2014, the Foundation did not recognize any interest or penalties associated with any tax positions.

Cash Equivalents for Statements of Cash Flows

For purposes of the statements of cash flows, the Foundation considers all highly liquid unrestricted investments available for current use purchased with an initial maturity of three months or less to be cash equivalents.

Pledges Receivable

Contributions are recognized when the donor makes a promise to give to the Foundation that is, in substance, unconditional. Donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

The Foundation uses the allowance method to determine uncollectible unconditional promises receivable. The allowance is based on prior years' experience and management's analysis of specific promises made. Management has determined the amount of allowance for uncollectible promises to give at June 30, 2015 and 2014 to be \$5,176 and \$4,776, respectively.

Functional Allocation of Expenses

The costs of providing various programs and activities have been summarized on a functional basis. Accordingly, based upon management's estimates, certain costs have been allocated among the programs, support services, and fundraising activities.

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

Notes to Financial Statements

2. Concentration of Risk

The Foundation has cash and cash equivalents in financial institutions that may or may not be insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000 at each institution. At various times throughout the year, the Foundation may have cash balances at financial institutions which exceed the FDIC insurance limit. Additionally, the Foundation deposits are covered under the collateralization of governmental funds agreement which provides for collateralization of deposits with eligible securities at a rate of 110 percent of the deposit on hand. As of June 30, 2015, the balances held in financial institutions of \$337,000 were not fully insured, but were collateralized with securities held by the financial institution, but not in the Foundation's name. Management reviews the balances and the financial condition of these financial institutions on a periodic basis and does not believe this concentration of cash results in a high level of risk for the Foundation.

3. Unconditional Promises to Give

Unconditional promises to give at June 30, 2015 and 2014 consist of pledges and are due within the following schedule:

	June 30,	
	2015	2014
Due within one year	\$56,648	\$46,863
Less allowance for uncollectible promises to give	<u>(2,832)</u>	<u>(2,143)</u>
Total	<u>\$53,816</u>	<u>\$44,720</u>
	June 30,	
	2015	2014
Due within one to five years	\$46,879	\$52,658
Less allowance for uncollectible promises to give	<u>(2,344)</u>	<u>(2,633)</u>
Total	<u>\$44,535</u>	<u>\$50,025</u>

4. Investments

Investments are presented at fair value in the financial statements and are composed of the following at June 30, 2015:

	2015		
	Adjusted Cost	Fair Market Value	Unrealized Gain
Equities	\$1,918,223	\$2,094,820	\$176,597
Corporate bonds	1,142,917	1,153,436	10,519
Government bonds	73,885	76,267	2,382
Mutual funds	<u>3,462,086</u>	<u>3,518,434</u>	<u>56,348</u>
	<u>\$6,597,111</u>	<u>\$6,842,957</u>	<u>\$245,846</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

Notes to Financial Statements

4. Investments (Continued)

Investments are presented at fair value in the financial statements and are composed of the following at June 30, 2014:

	2014		
	Adjusted Cost	Fair Market Value	Unrealized Gain
Equities	\$1,737,416	\$2,023,889	\$286,473
Corporate bonds	874,528	891,636	17,108
Government bonds	82,639	85,086	2,447
Mutual funds	3,240,089	3,453,227	213,138
	<u>\$5,934,672</u>	<u>\$6,453,838</u>	<u>\$519,166</u>

Market Value of Financial Assets and Liabilities

The Foundation determines the fair market values of certain financial instruments based on the fair value hierarchy established in FASB ASC 820, *Fair Value Measurements*, which requires an entity to maximize the use of observable inputs and minimize the use of unobservable inputs when measuring fair value. The standard describes three levels of inputs that may be used to measure fair value.

The following provides a summary of the hierarchical levels used to measure fair value:

- Level 1 Quoted prices in active markets for identical assets or liabilities that the reporting entity has the ability to access at the measurement date. Level 1 asset and liabilities may include debt and equity securities that are traded in an active exchange market and that are highly liquid and are actively traded in over-the-counter markets.

- Level 2 Observable inputs other than level 1 prices such as quoted prices for similar assets or liabilities; quoted prices in markets that are not active; or other inputs that are observable or can be corroborated by observable market data for substantially the full term of the assets or liabilities. Level 2 assets and liabilities may include debt securities with quoted prices that are traded less frequently than exchange-traded instruments and other instruments whose value is determined using a pricing model with inputs that are observable in the market or can be derived principally from or corroborated by observable market data. This category generally includes U.S. Government and agency mortgage-backed debt securities, corporate debt securities, derivative contracts, residential mortgage, and loans held-for-sale.

- Level 3 Unobservable inputs that are supported by little or no market activity and that are significant to the fair value of the assets or liabilities. Level 3 assets and liabilities include financial instruments whose value is determined using pricing models, discounted cash flow methodologies, or similar techniques, as well as instruments for which the determination of fair value requires significant management judgment or estimation. This category generally includes certain private equity investments, where independent pricing information was not able to be obtained for a significant portion of the underlying assets.

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

Notes to Financial Statements

4. Investments (Continued)

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Following is a description of the valuation methodologies used for assets measured at fair value. There have been no changes in the methodologies used at June 30, 2015 and 2014:

Equities: Valued at the closing price in the active market on which the individual equities are traded.

Corporate and government bonds: Valued at the closing price reported in the active market on which the individual securities are traded.

Mutual funds: Valued at the closing price reported in the active market on which the individual securities are traded.

The methods described above may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair value. Furthermore, while the Foundation believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

The table below presents the balance of assets measured at fair value for 2015. There were no liabilities outstanding and measured at fair value as of June 30, 2015.

	Carrying Value			
	at			
	June 30, 2015	Level 1	Level 2	Level 3
Investments – corporate and government bonds	\$1,229,703	\$1,229,703	\$ -	\$ -
Investments – equities	2,094,820	2,094,820		
Mutual funds	3,518,434	3,518,434		
	<u>\$6,842,957</u>	<u>\$6,842,957</u>	<u>\$ -</u>	<u>\$ -</u>

The table below presents the balance of assets measured at fair value for 2014. There were no liabilities outstanding and measured at fair value as of June 30, 2014.

	Carrying Value			
	at			
	June 30, 2014	Level 1	Level 2	Level 3
Investments – corporate and government bonds	\$ 976,722	\$ 976,722	\$ -	\$ -
Investments – equities	2,023,889	2,023,889		
Mutual funds	3,453,227	3,453,227		
	<u>\$6,453,838</u>	<u>\$6,453,838</u>	<u>\$ -</u>	<u>\$ -</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

Notes to Financial Statements

5. Beneficial Interest in Foundation for California Community Colleges Osher Endowment

The RCCD Foundation is participating in a gift-match program in conjunction with the Foundation for California Community Colleges and the Bernard Osher Foundation. There are two types of Osher Foundation Scholarships that the Foundation for California Community Colleges is managing. The first sets of scholarships were completely funded through an initial donation of \$25,000,000 from the Osher Foundation and were allocated to each of the 112 California Community Colleges. Each year, Riverside Community College District Foundation receives scholarships to award based upon the Osher Foundation criteria. The RCCD Foundation does not include this investment on its financial statements.

The second sets of scholarships are funded through donations received by the RCCD Foundation and are included in the RCCD Foundation's financial statements with the approval of the Foundation for California Community Colleges. The value stated includes only the actual donation amount and does not include the Osher Foundation gift-match amount. All of the funds are managed by an investment firm hired by the Foundation for California Community Colleges.

6. Accounts Payable

Accounts payable for the Foundation consisted of the following:

	June 30,	
	2015	2014
Payable to District for program expenses	\$164,321	\$176,177
Vendor payables	836	3,931
	\$165,157	\$180,108

7. Refundable Advances

During the year ended June 30, 2012, the Foundation was awarded a \$350,000 grant to develop an education model in conjunction with a local unified school district through the fall of 2014. As of June 30, 2015, \$350,000 of the \$350,000 total grant was received. Of the total received, \$255,323 had been spent on program expenses and thus recognized as revenue through the year ended June 30, 2014. The remaining unspent amount of \$94,677 was spent on program expenses and recognized as revenue in the year ended June 30, 2015.

8. Net Assets

At June 30, 2015 and 2014, unrestricted net assets included \$18,653 and \$18,952, respectively, designated by the board of directors for scholarships.

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
Notes to Financial Statements

8. Net Assets (Continued)

At June 30, temporarily restricted net assets were available for the following purposes:

	2015	2014
Scholarships	\$ 408,149	\$ 354,837
Programs	978,886	879,528
	<u>\$1,387,035</u>	<u>\$1,234,365</u>

At June 30, 2015 and 2014, permanently restricted net assets consisted of \$6,472,499 and \$6,281,427, respectively, with investment earnings restricted for scholarships.

9. Related Party Transactions

The Foundation provides various levels of monetary support and service to the District. The transactions are recorded within the financial statements as instructional and student programs and scholarship expense. The Foundation has contributed \$357,463 and \$415,069 to the District for student programs for the years ended June 30, 2015 and 2014, respectively. The Foundation has contributed \$412,844 and \$504,730 to the District for student scholarships for the years ended June 30, 2015 and 2014, respectively. Additionally, the Foundation promised to give a total \$5,833,783, of which \$1,700,000 and \$3,054,000 were to be passed through from the County of Riverside and the City of Riverside, respectively, under a memorandum of understanding with the District for construction of the Aquatics Complex. As of June 30, 2015 and 2014, the Foundation owed the District \$97,138 and \$97,138, respectively.

The District provides office space and other support to the Foundation. The Foundation office is currently housed in a building, which is owned by the District, and is jointly used by both the District and the Foundation. The Foundation leases the property at a cost of \$1.00 per year. This agreement expires November 30, 2018.

The Foundation received contributed employee services, other professional services, and materials valued at \$490,796 and \$463,856 from the District for the years ended June 30, 2015 and 2014, respectively.

10. Risks and Uncertainties

The Foundation invests in various investment securities. Investment securities are exposed to various risks such as interest rate, market, and credit risks. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term. The volatility of the market and credit institutions after June 30, 2015 could have a significant, negative effect on the Foundation's investments.

11. Subsequent Events

The Foundation's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements from the balance sheet date through October 21, 2015, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial statements.

Shannon M. Carlson, CPA
Linda S. Devlin, CPA
Andrew Steinke, CPA

Of Counsel
Michael R. Adcock, CPA
Thomas E. Ahern, CPA

A California Limited Liability Partnership
Certified Public Accountants



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To the Board of Directors
Riverside Community College District Foundation

We have audited the financial statements of Riverside Community College District Foundation (the "Foundation") for the year ended June 30, 2015, and have issued our report thereon dated October 21, 2015. Professional standards require that we provide you with information about our responsibilities under auditing standards generally accepted in the United States of America, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated June 23, 2015. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the Foundation are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the year ended June 30, 2015. We noted no transactions entered into by the Foundation during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were:

- The fair market value of investments is based upon market analysis as of June 30, 2015. We have obtained information from the investment managers in determining the fair presentation of these amounts.
- Management's estimate of the allowance for uncollectible promises to give is based on an amount determined to be reasonable by management that is at least one percent of total promises to give, or specifically identified past due pledges that are likely to be uncollectible.
- Management's estimate of fair market value of donated services and materials, which is based on the actual cost of donated materials and hours allocated to the Foundation at the prevailing wage rate for the employees involved in the Foundation's activities, and cost of materials which is expected to approximate fair value at the time of donation.

- Management's estimate of the allocation of functional expenses is based on usage, percentage of total, and direct allocation of expenses.

We evaluated the key factors and assumptions used to develop the management estimates in determining that they are reasonable in relation to the financial statements taken as a whole. The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 21, 2015.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a second opinion on certain situations. If a consultation involves application of an accounting principle to the Foundation's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Foundation's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

This information is intended solely for the use of the Board of Directors of the Foundation and is not intended to be, and should not be, used by anyone other than these specified parties.

Ahera Adcock Devlin LLP

Riverside, California
October 21, 2015

Shannon M. Carlson, CPA
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Ahera Adeach Devlin LLP

Riverside, California
October 21, 2015

Agenda Item (IV-D-3)

Meeting	12/1/2015 - Committee
Agenda Item	Committee - Resources (IV-D-3)
Subject	2014-2015 Independent Audit Report for the Riverside Community College District
College/District	District
Funding	N/A
Recommended Action	It is recommended that the Board of Trustees receive the Riverside Community College District's independent audit report for the year ended June 30, 2015 for the permanent file of the District.

Background Narrative:

In accordance with Education Code Section 84040(b), an independent audit of the District's 2014-2015 financial statements was performed by Vavrinek, Trine, Day & Co., LLP Certified Public Accountants (VTD). A representative of the firm will be available to present the report. Results of the audit are summarized below.

- Auditor's Opinion – The auditors have issued an unmodified opinion for the financial audit as of June 30, 2015.
- Audit Findings – There were no findings or questioned costs.
- Auditor's Required Communication – In accordance with the Statement on Auditing Standards No. 114, at the conclusion of the audit engagement VTD is required to communicate information to the Board of Trustees regarding their responsibility under United States Generally Accepted Auditing Standards. Attached for your information is the required communication.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Bill Bogle, Controller

Attachments:

[12012015_RCCD Annual Financial Report FY14-15](#)
[12012015_VTD SAS 114 Letter](#)



RIVERSIDE COMMUNITY
COLLEGE DISTRICT

ANNUAL FINANCIAL REPORT

JUNE 30, 2015

RIVERSIDE COMMUNITY COLLEGE DISTRICT

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FINANCIAL SECTION



Vavrinek, Trine, Day & Co., LLP
Certified Public Accountants

VALUE THE DIFFERENCE

INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Riverside Community College District
Riverside, California

Report on the Financial Statements

We have audited the accompanying financial statements of the business-type activities and the aggregate remaining fund information of Riverside Community College District (the District) as of and for the year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the Table of Contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatements, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the District's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate remaining fund information of the District as of June 30, 2015, and the respective changes in financial position and cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter - Change in Accounting Principles

As discussed in Notes 2 and 17 to the financial statements, in 2015, the District adopted new accounting guidance, Governmental Accounting Standards Board (GASB) Statement No. 68, *Accounting and Financial Reporting for Pensions*. Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require the Management's Discussion and Analysis on pages 5 through 12, the Schedule of Other Postemployment Benefits (OPEB) Funding Progress on page 66, the Schedule of the District's Proportionate Share of the Net Pension Liability on page 67, and the Schedule of District Contributions on page 68 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The accompanying supplementary information listed in the Table of Contents, including the Schedule of Expenditures of Federal Awards, as required by U.S. Office of Management and Budget (OMB) Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations* is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The accompanying supplementary information, including the Schedule of Expenditures of Federal Awards, is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 24, 2015, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

Vauinek, Tine, Day & Co., LLP

Riverside, California
November 24, 2015

USING THIS ANNUAL REPORT

The purpose of this annual report is to provide readers with information about the activities, programs, and financial condition of the Riverside Community College District (the District) as of June 30, 2015. The report consists of three basic financial statements: the Statement of Net Position; Statement of Revenues, Expenses, and Changes in Net Position; and Statement of Cash Flows and provides information about the District as a whole. This section of the annual financial report presents our discussion and analysis of the District's financial performance during the fiscal year that ended on June 30, 2015. Please read it in conjunction with the District's financial statements, which immediately follow this section. Responsibility for the completeness and accuracy of this information rests with District management.

OVERVIEW OF THE FINANCIAL STATEMENTS

The Riverside Community College District's financial statements are presented in accordance with Governmental Accounting Standards Board Statements (GASB) No. 34, *Basic Financial Statements - and Management's Discussion and Analysis - for State and Local Governments*, and No. 35, *Basic Financial Statements - and Management Discussion and Analysis - for Public College and Universities*. These statements allow for the presentation of financial activity and results of operations which focuses on the District as a whole. The entity-wide financial statements present the overall results of operations whereby all of the District's activities are consolidated into one total versus the traditional presentation by fund type. The focus of the Statement of Net Position is designed to be similar to the bottom line results of the District. This statement combines and consolidates current financial resources with capital assets and long-term obligations. The Statement of Revenues, Expenses, and Changes in Net Position focuses on the costs of the District's operational activities with revenues and expenses categorized as operating and nonoperating, and expenses are reported by natural classification. The Statement of Cash Flows provides an analysis of the sources and uses of cash within the operations of the District.

The California Community Colleges Chancellor's Office has recommended that all State community colleges follow the Business-Type Activity (BTA) model for financial statement reporting purposes.

FINANCIAL HIGHLIGHTS

- The District's primary funding source is from apportionment received from the State of California. The primary basis of this apportionment is the calculation of Full-Time Equivalent Students (FTES). During the 2014-2015 fiscal year, total reported resident FTES were 27,660 as compared to 26,400 in the 2013-2014 fiscal year. Total unfunded credit FTES was 469 for fiscal year 2014-2015 and 588 for fiscal year 2013-2014.
- Several construction and modernization projects at the District's three colleges resulted in completed buildings, building improvements, and improvements to sites totaling \$7,514,214 in the 2014-2015 fiscal year. The completed projects, listed below, are primarily funded through the District's voter approved General Obligation Bond, Measure C, State Construction Act funds, but also through Scheduled Maintenance funds.

Parking Lot Lighting Retrofit – Moreno Valley
Self-Generation Incentive Program – Norco
Wheelock and Quad Drainage Repair Project – Riverside

RIVERSIDE COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2015

- Employee salaries increased by 5.85 percent or \$6.34 million from the 2013-2014 fiscal year and employee benefits increased by 3.38 percent or \$1.10 million. The increase in salaries is primarily due to a COLA increase of 0.85 percent for full-time and permanent part-time employees, scheduled salary step increases, employee reclassifications, and an increase in the number of positions. The increase in benefit costs is primarily due to increases in health and welfare benefit costs, increase of 0.63 percent in CalSTRS employer contributions and a 0.33 percent CalPERS employer contributions; in addition to fixed charges associated with the increased number of positions discussed above.
- During the 2014-2015 fiscal year, the District provided over \$77.2 million in financial aid to students, representing an increase of 8.58 percent over the \$71.1 million in fiscal year 2013-2014. This aid was provided in the form of grants, scholarships, loans, and tuition reductions funded through the Federal government, State Chancellor's Office, and local funding as shown below.

Federal Pell Grants (PELL)	\$ 45,833,385
Federal Supplement Education Opportunity Grant (FSEOG)	992,150
Federal Direct Student Loans (Direct Loans)	3,863,083
Federal Work Study Program (FWS)	1,001,593
State of California Cal Grant B (CALG-B)	2,826,313
California Community College Board of Governor's Fee Wavier	22,764,165
Total Financial Aid Provided to Students	<u>\$ 77,280,689</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2015

THE DISTRICT AS A WHOLE

Net Position

Table 1

(Amounts in thousands)

	2015	2014 as restated	Change
ASSETS			
Current Assets			
Cash and investments	\$ 74,617	\$ 82,318	\$ (7,701)
Accounts receivable (net)	12,037	26,692	(14,655)
Other current assets	133	141	(8)
Total Current Assets	<u>86,787</u>	<u>109,151</u>	<u>(22,364)</u>
Capital assets (net)	<u>412,280</u>	<u>382,755</u>	<u>29,525</u>
Total Assets	<u>499,067</u>	<u>491,906</u>	<u>7,161</u>
DEFERRED OUTFLOWS OF RESOURCES			
Deferred charge on refunding	6,369	8,122	(1,753)
Current year pension contribution	9,894	9,222	672
Total Deferred Outflows	<u>16,263</u>	<u>17,344</u>	<u>(1,081)</u>
Total Assets and Deferred Outflows	<u>\$ 515,330</u>	<u>\$ 509,250</u>	<u>\$ 6,080</u>
Current Liabilities			
Accounts payable and accrued liabilities	\$ 36,016	\$ 25,346	\$ 10,670
Current portion of long-term obligations	6,100	7,217	(1,117)
Total Current Liabilities	<u>42,116</u>	<u>32,563</u>	<u>9,553</u>
Long-Term Obligations	<u>367,642</u>	<u>409,403</u>	<u>(41,761)</u>
Total Liabilities	<u>409,758</u>	<u>441,966</u>	<u>(32,208)</u>
DEFERRED INFLOWS OF RESOURCES			
Difference between projected and actual earnings on pension plan investments	33,406	-	33,406
Net change in proportionate share of net pension liability	1,464	-	1,464
Total Deferred Inflows	<u>34,870</u>	<u>-</u>	<u>34,870</u>
NET POSITION			
Net investment in capital assets	185,574	188,515	(2,941)
Restricted	28,793	19,208	9,585
Unrestricted	<u>(143,665)</u>	<u>(140,439)</u>	<u>(3,226)</u>
Total Net Position	<u>70,702</u>	<u>67,284</u>	<u>3,418</u>
Total Liabilities Deferred Inflows and Net Position	<u>\$ 515,330</u>	<u>\$ 509,250</u>	<u>\$ 6,080</u>

The District's components of assets, liabilities, and net position are noted on page 14.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2015

Operating Results for the Year

The results of this year's operations for the District as a whole are reported in the Statement of Revenues, Expenses, and Changes in Net Position on page 15.

Table 2

(Amounts in thousands)

	2015	2014	Change
Operating Revenues			
Tuition and fees (net)	\$ 15,889	\$ 16,537	\$ (648)
Other operating revenues	14	23	(9)
Total Operating Revenues	<u>15,903</u>	<u>16,560</u>	<u>(657)</u>
Operating Expenses			
Salaries and benefits	148,165	140,732	7,433
Supplies and maintenance	36,131	33,420	2,711
Student financial aid	55,306	50,666	4,640
Depreciation	16,396	15,834	562
Total Operating Expenses	<u>255,998</u>	<u>240,652</u>	<u>15,346</u>
Loss on Operations	<u>(240,095)</u>	<u>(224,092)</u>	<u>(16,003)</u>
Nonoperating Revenues			
State apportionments	96,089	93,568	2,521
Property taxes	44,546	39,202	5,344
State revenues	7,876	8,581	(705)
Federal and State grants and contracts	88,168	75,433	12,735
Net investment income	294	335	(41)
Net interest expense	(11,047)	(9,590)	(1,457)
Other nonoperating revenues	15,318	13,052	2,266
Loss on disposal of assets	-	(2)	2
Total Nonoperating Revenue	<u>241,244</u>	<u>220,579</u>	<u>20,665</u>
Other Revenues			
State capital income	1,845	3,876	(2,031)
Local capital income	424	-	424
	<u>2,269</u>	<u>3,876</u>	<u>(1,607)</u>
Net Increase in Net Position	<u>\$ 3,418</u>	<u>\$ 363</u>	<u>\$ 3,055</u>

The District's primary revenue sources are local property taxes, student enrollment fees, and State apportionment, which increased in fiscal year 2014-2015. Property taxes levied and received from property within the District's boundaries increased slightly during the year.

Grant and contract revenues relate primarily to student financial aid and to specific Federal and State grants received for programs serving the students and programs of the District. These grant and program revenues are restricted to allowable expenses related to the programs.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2015

During 2014-2015, the District's interest income was \$0.29 million and interest expense was \$11.05 million. Interest income is primarily derived from cash held in the Riverside County Treasury. Interest income has decreased approximately \$0.41 million from the 2013-2014 fiscal year due to lower interest rates and the decrease General Obligation Bond funds held in the Riverside County Treasury. An increase of \$1.46 million in interest expense for the year is the result of General Obligation Bond principal and slightly higher interest rates on that principal.

In accordance with requirements set forth by the California Community Colleges Chancellor's Office, the District reports operating expenses by object code. Operating expenses by functional classification are as follows:

Table 3

Year ended June 30, 2015:

(Amounts in thousands)

	Salaries and Employee Benefits	Supplies, Materials, and Other Operating Expenses and Services	Student Financial Aid	Depreciation	Total
Instructional activities	\$ 70,837	\$ 3,089	\$ -	\$ -	\$ 73,926
Academic support	37,175	9,965	-	-	47,140
Student services	19,380	1,707	-	-	21,087
Plant operations and maintenance	6,771	2,618	-	-	9,389
Instructional support services	4,919	463	-	-	5,382
Community services and economic development	1,511	242	-	-	1,753
Ancillary services and auxiliary operations	7,571	1,767	-	-	9,338
Student aid	-	-	55,306	-	55,306
Physical property and related acquisitions	1	16,280	-	-	16,281
Unallocated depreciation	-	-	-	16,396	16,396
Total	<u>\$ 148,165</u>	<u>\$ 36,131</u>	<u>\$ 55,306</u>	<u>\$ 16,396</u>	<u>\$ 255,998</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2015

Changes in Cash Position

Table 4

(Amounts in thousands)

	2015	2014	Change
Cash Provided by (Used in)			
Operating activities	\$ (216,833)	\$ (225,846)	\$ 9,013
Noncapital financing activities	266,893	234,881	32,012
Capital financing activities	(58,038)	(23,539)	(34,499)
Investing activities	277	316	(39)
Net Increase (Decrease) in Cash	(7,701)	(14,188)	6,487
Cash, Beginning of Year	82,318	96,506	(14,188)
Cash, End of Year	<u>\$ 74,617</u>	<u>\$ 82,318</u>	<u>\$ (7,701)</u>

The Statement of Cash Flows on pages 16 and 17 provides information about our cash receipts and payments during the year. This statement also assists users in assessing the District's ability to meet its obligations as they come due and its need for external financing. The District's primary operating receipts are student tuition and fees and Federal, State, and local grants and contracts. The primary operating expense of the District is the payment of salaries and benefits to faculty, administrators, and classified staff.

While State apportionment revenues and property taxes are the primary source of noncapital related revenue, the GASB accounting standards require that this source of revenue is shown as nonoperating revenue as it comes from the general resources of the State and not from the primary users of the college's programs and services, the students. The District depends upon this funding to continue the current level of operations.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2015

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

At June 30, 2015, the District had \$550.3 million in a broad range of capital assets, including land, buildings, and furniture and equipment. At June 30, 2015, the District's net capital assets were \$412.3 million. Major capital improvement projects are ongoing throughout the District. These projects are primarily funded through State Construction Act revenues and District General Obligation Bonds. Projects are accounted for within the Construction in Progress account until the project is completed at which time the cost of the buildings and/or improvements will be recorded to the depreciable Buildings and Improvement category.

Table 5

(Amounts in thousands)

	Balance Beginning of Year	Additions	Deletions	Balance End of Year
Land and construction in progress	\$ 66,405	\$ 40,600	\$ (5,494)	\$ 101,511
Buildings and land improvements	398,442	7,514	-	405,956
Equipment and vehicles	39,526	3,301	(31)	42,796
Subtotal	504,373	51,415	(5,525)	550,263
Accumulated depreciation	(121,618)	(16,396)	31	(137,983)
	<u>\$ 382,755</u>	<u>\$ 35,019</u>	<u>\$ (5,494)</u>	<u>\$ 412,280</u>

We present more detailed information about our capital assets in Note 5 to the financial statements.

Obligations

At the end of the 2014-2015 fiscal year, the District had \$239.4 million in General Obligation outstanding. These bonds are repaid in annual installments, in accordance with the obligation requirements for each debt issuance, by way of property tax assessments on property within the Riverside Community College District's boundaries.

The District is also obligated to employees of the District for vacation, load banking benefits, supplemental retirement income payments, and retiree health payments.

Lease purchase agreements for equipment have been entered into to finance certain capital assets.

Net Pension Liability (NPL)

At year-end, the District had a net pension liability of \$120.5 million, as a result of the adoption of GASB Statement No. 68, *Accounting and Financial Reporting for Pensions*. The District has therefore recorded its proportionate share of net pension liabilities for CalSTRS and CalPERS.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2015**

Table 6

(Amounts in thousands)

	Balance Beginning of Year as restated	Additions	Deletions	Balance End of Year
General obligation bonds	\$ 248,641	\$ 1,149	\$ (10,374)	\$ 239,416
Aggregate net pension liability	154,736	-	(34,210)	120,526
Other liabilities	13,243	3,096	(2,539)	13,800
Total Long-Term Obligations	<u>\$ 416,620</u>	<u>\$ 4,245</u>	<u>\$ (47,123)</u>	<u>\$ 373,742</u>
Amount due within one year				<u>\$ 6,100</u>

We present more detailed information about our long-term obligations in Note 10 to the financial statements.

GENERAL FUND BUDGETARY HIGHLIGHTS

Over the course of the year, the District revises its budget to provide for unanticipated changes in revenues and expenditures. The Board of Trustees adopted the final amendment to the budget for the 2014-2015 fiscal year on June 17, 2015.

The District's final revised budget for the unrestricted General Fund anticipated that expenditures would exceed revenues by \$4.85 million. The actual results for the year showed revenues exceeded expenditures by \$2.52 million.

ECONOMIC FACTORS AFFECTING THE FUTURE OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT

The financial position of the District is closely tied to the economic position of the State of California since the District's largest source of general unrestricted revenue is State apportionment at 63.20 percent of total revenues. The District reported an increase of 1,260 FTES during fiscal year 2014-2015 resulting from an increase of course offerings. The District's fiscal year 2015-2016 unrestricted General Fund adopted budget anticipates revenue increases of \$30.53 million, expenditure increases of \$30.23 million, and a Board-approved contingency of 5.0 percent. Of the \$30.53 million increase, \$15.34 million is attributable to one-time State Mandate Block Grant funding of which \$15.00 million has been set aside in a holding account for future use. The District continues to manage enrollment and operating costs to ensure ongoing financial stability and to achieve reserve levels required by Board policy and the State Chancellor's Office.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide the District's citizens, taxpayers, students, and investors and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need any additional financial information, contact the Riverside Community College District at 1533 Spruce Street, Riverside, California 92507.

BASIC FINANCIAL STATEMENTS

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**STATEMENT OF NET POSITION - PRIMARY GOVERNMENT
JUNE 30, 2015**

ASSETS	
Current Assets	
Cash and cash equivalents	\$ 1,743,589
Investments - unrestricted	25,564,812
Investments - restricted	47,308,185
Accounts receivable	11,472,802
Student accounts receivable, net	545,839
Due from fiduciary funds	18,781
Prepaid expenses	107,434
Inventories	25,895
Total Current Assets	<u>86,787,337</u>
Noncurrent Assets	
Nondepreciable capital assets	101,510,560
Depreciable capital assets, net of depreciation	310,769,196
Total Noncurrent Assets	<u>412,279,756</u>
TOTAL ASSETS	<u>499,067,093</u>
DEFERRED OUTFLOWS OF RESOURCES	
Deferred charge on refunding	6,369,187
Current year pension contribution	9,893,769
TOTAL DEFERRED OUTFLOW OF RESOURCES	<u>16,262,956</u>
LIABILITIES	
Current Liabilities	
Accounts payable	16,420,947
Accrued interest payable	4,976,900
Due to fiduciary funds	28,826
Unearned revenue	11,223,420
Claims liability	3,366,296
Compensated absences payable - current portion	1,282,814
Bonds payable - current portion	3,920,000
Lease obligations - current portion	50,861
Other long-term obligations - current portion	846,060
Total Current Liabilities	<u>42,116,124</u>
Noncurrent Liabilities	
Compensated absences payable - noncurrent portion	1,322,780
Bonds payable - noncurrent portion	227,696,935
Bond premium	7,799,311
Lease obligations - noncurrent portion	16,932
Other postemployment benefits	9,577,393
Aggregate net pension obligation	120,525,500
Other long-term obligations - noncurrent portion	703,146
Total Noncurrent Liabilities	<u>367,641,997</u>
TOTAL LIABILITIES	<u>409,758,121</u>
DEFERRED INFLOWS OF RESOURCES	
Net change in proportionate share of net pension liability	1,464,059
Difference between projected and actual earnings on pension plan investments	33,405,650
TOTAL DEFERRED INFLOW OF RESOURCES	<u>34,869,709</u>
NET POSITION	
Net investment in capital assets	185,574,205
Restricted for:	
Debt service	8,633,547
Capital projects	8,522,563
Educational programs	11,636,820
Unrestricted	(143,664,916)
TOTAL NET POSITION	<u>\$ 70,702,219</u>

The accompanying notes are an integral part of these financial statements.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**STATEMENT OF REVENUES, EXPENSES,
AND CHANGES IN NET POSITION - PRIMARY GOVERNMENT
FOR THE YEAR ENDED JUNE 30, 2015**

OPERATING REVENUES	
Student Tuition and Fees	\$ 38,653,525
Less: Scholarship discount and allowance	(22,764,165)
Net tuition and fees	<u>15,889,360</u>
Other Operating Revenues	<u>13,999</u>
TOTAL OPERATING REVENUES	<u><u>15,903,359</u></u>
OPERATING EXPENSES	
Salaries	114,605,153
Employee benefits	33,560,369
Supplies, materials, and other operating expenses and services	30,399,420
Student financial aid	55,305,786
Equipment, maintenance, and repairs	5,731,637
Depreciation	16,395,908
TOTAL OPERATING EXPENSES	<u><u>255,998,273</u></u>
OPERATING LOSS	<u>(240,094,914)</u>
NONOPERATING REVENUES (EXPENSES)	
State apportionments, noncapital	96,089,271
Federal grants	63,778,205
State grants	24,389,732
Local property taxes levied for general purposes	29,311,835
Local property taxes levied for capital debt	15,234,150
State taxes and other revenues	7,875,903
Investment income	270,227
Interest expense on capital related debt	(11,047,178)
Investment income on capital related debt, net	23,823
Other nonoperating revenue	15,318,022
TOTAL NONOPERATING REVENUES (EXPENSES)	<u><u>241,243,990</u></u>
INCOME BEFORE OTHER REVENUES	<u>1,149,076</u>
OTHER REVENUES	
State revenues, capital	1,845,049
Local revenues, capital	424,100
TOTAL OTHER REVENUES	<u><u>2,269,149</u></u>
CHANGE IN NET POSITION	3,418,225
NET POSITION, BEGINNING OF YEAR AS RESTATED	67,283,994
NET POSITION, END OF YEAR	<u><u>\$ 70,702,219</u></u>

The accompanying notes are an integral part of these financial statements.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**STATEMENT OF CASH FLOWS - PRIMARY GOVERNMENT
FOR THE YEAR ENDED JUNE 30, 2015**

CASH FLOWS FROM OPERATING ACTIVITIES	
Tuition and fees	\$ 16,268,038
Short-term borrowings	(4,970,000)
Payments to vendors for supplies and services	(25,298,816)
Payments to or on behalf of employees	(147,540,716)
Payments to students for Federal direct student aid	(51,690,211)
Payments to students for State direct student aid	(2,991,706)
Payments to students for Local direct student aid	(623,869)
Other operating receipts	13,999
Net Cash Flows From Operating Activities	<u>(216,833,281)</u>
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES	
State apportionments	112,909,538
Noncapital grants and contracts	88,167,937
Property taxes - non-debt related	44,545,985
State taxes and other apportionments	6,819,411
Other nonoperating	14,450,132
Net Cash Flows From Noncapital Financing Activities	<u>266,893,003</u>
CASH FLOWS FROM CAPITAL FINANCING ACTIVITIES	
Purchase of capital assets	(41,761,165)
State revenue, capital projects	2,269,149
Principal paid on capital debt	(10,424,100)
Interest paid on capital debt	(11,047,178)
Interest received on capital related debt	23,823
Accreted interest on general obligation bonds	1,148,771
Deferred charges on refunding	1,752,619
Net Cash Flows From Capital Financing Activities	<u>(58,038,081)</u>
CASH FLOWS FROM INVESTING ACTIVITIES	
Interest received from investments	277,151
NET CHANGE IN CASH AND CASH EQUIVALENTS	<u>(7,701,208)</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>82,317,794</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u><u>\$ 74,616,586</u></u>

The accompanying notes are an integral part of these financial statements.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**STATEMENT OF CASH FLOWS - PRIMARY GOVERNMENT, Continued
FOR THE YEAR ENDED JUNE 30, 2015**

**RECONCILIATION OF NET OPERATING LOSS TO NET CASH FLOWS
FROM OPERATING ACTIVITIES**

Operating Loss	<u>\$ (240,094,914)</u>
Adjustments to Reconcile Operating Loss to Net Cash Flows	
From Operating Activities:	
Depreciation	16,395,908
Changes in Operating Assets, Liabilities, Deferred Outflows, and Deferred Inflows:	
Accounts receivable	9,262
Inventories	2,849
Prepaid expenses	(19,454)
Accounts payable and other accrued liabilities	5,037,069
Short-term borrowings	(4,970,000)
Unearned revenue	6,211,273
Compensated absences and load banking	159,732
Supplementary Retirement Plan (SRP)	(1,284,856)
Other postemployment benefits (OPEB)	1,732,495
Current year pension contributions	(672,204)
Aggregate net pension obligation	(34,210,150)
Deferred inflows of resources	34,869,709
Total Adjustments	<u>23,261,633</u>
Net Cash Flows From Operating Activities	<u><u>\$ (216,833,281)</u></u>

**CASH AND CASH EQUIVALENTS CONSIST
OF THE FOLLOWING:**

Cash in banks	\$ 1,743,589
Unrestricted cash in county treasury	25,564,812
Restricted cash in county treasury	47,308,185
Total Cash and Cash Equivalents	<u><u>\$ 74,616,586</u></u>

NON CASH TRANSACTIONS

On behalf payments for benefits	<u><u>\$ 3,276,375</u></u>
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The accompanying notes are an integral part of these financial statements.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

STATEMENT OF FIDUCIARY NET POSITION JUNE 30, 2015

	<u>Trust</u>
ASSETS	
Cash and cash equivalents	\$ 2,877,792
Accounts receivable	27,535
Due from primary government	28,826
Total Assets	<u>2,934,153</u>
 LIABILITIES	
Accounts payable	46,879
Due to primary government	18,781
Due to student groups	1,553,012
Total Liabilities	<u>1,618,672</u>
 NET POSITION	
Unreserved	1,315,481
Total Net Position	<u><u>\$ 1,315,481</u></u>

The accompanying notes are an integral part of these financial statements.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**STATEMENT OF CHANGES IN FIDUCIARY NET POSITION
FOR THE YEAR ENDED JUNE 30, 2015**

	<u>Trust</u>
ADDITIONS	
Local revenues	\$ 1,031,089
DEDUCTIONS	
Books and supplies	521,479
Services and operating expenditures	201,521
Total Deductions	<u>723,000</u>
Change in Net Position	308,089
Net Position - Beginning	<u>1,007,392</u>
Net Position - Ending	<u><u>\$ 1,315,481</u></u>

The accompanying notes are an integral part of these financial statements.

NOTES TO FINANCIAL STATEMENTS

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

NOTE 1 - ORGANIZATION

The Riverside Community College District (the District) was established in 1916 as a political subdivision of the State of California and is a comprehensive, public, two-year institution offering educational services to residents of the surrounding area. The District operates under a locally elected five-member Board of Trustees form of government, which establishes the policies and procedures by which the District operates. The Board must approve the annual budgets for the General Fund, special revenue funds, capital project funds, and proprietary funds, but these budgets are managed at the department level. Currently, the District operates three colleges located within western Riverside County. While the District is a political subdivision of the State of California, it is legally separate and is independent of other State and local governments, and it is not a component unit of the State in accordance with the provisions of Governmental Accounting Standards Board (GASB) Statement No. 61.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Financial Reporting Entity

The District has adopted GASB Statement No. 61, *Determining Whether Certain Organizations are Component Units*. This statement amends GASB Statement No. 14, *The Financial Reporting Entity*, to provide additional guidance to determine whether certain organizations, for which the District is not financially accountable, should be reported as component units based on the nature and significance of their relationship with the District. The basic criteria for including a component unit are (1) the economic resources held or received by the other entity are entirely or almost entirely for the direct benefit of the District, (2) the District is entitled to, or has the ability to otherwise access, a majority of the economic resources held or received by the other entity, and (3) the other entity's resources to which the District is entitled or has the ability to otherwise access are significant to the District. If any of these criteria are not met, the final criterion for including a component unit is whether the other entity is closely related to, or financially integrated with, the District. As defined by accounting principles generally accepted in the United States of America and established by the Governmental Accounting Standards Board, the financial reporting entity consists of the primary government, the District, and the following component unit:

- **Riverside Community College District Development Corporation**

The Riverside Community College District Development Corporation (the Corporation) is a legally separate organization and a component unit of the District. The Corporation was formed to provide financing and acquire assets for the District. A majority of the Corporation's Board of Directors either serves by reason of their position in the District or is appointed by the District's Board of Trustees. The financial activity has been "blended" or consolidated within the financial statements as the District as if the activity was the District's. Within the other supplementary information section of the report, the activity is included as the Riverside Community College District Development Corporation Fund as a Special Revenue Fund of the District. Individually prepared financial statements are not prepared for the Corporation. Condensed component unit information for the Corporation, the District's blended component unit, for the year ended June 30, 2015, is as follows:

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2015**

Condensed Statement of Net Position

ASSETS	
Cash and cash equivalents	\$ 16,236
	<u> </u>
NET POSITION	
Restricted for:	
Capital projects	\$ 16,236
	<u> </u>

Condensed Statement of Revenues, Expenses, and Changes in Net Position

NONOPERATING REVENUES	
Investment income	\$ 8
	<u> </u>
CHANGE IN NET POSITION	8
	<u> </u>
NET POSITION, BEGINNING OF YEAR	16,228
NET POSITION, END OF YEAR	<u>\$ 16,236</u>

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

For financial reporting purposes, the District is considered a special-purpose government engaged only in business-type activities as defined by GASB Statements No. 34 and No. 35 as amended by GASB Statements No. 37, No. 38, and No. 39. This presentation provides a comprehensive entity-wide perspective of the District's assets, liabilities, activities, and cash flows and replaces the fund group perspective previously required. Accordingly, the District's financial statements have been presented using the economic resources measurement focus and the accrual basis of accounting. The significant accounting policies followed by the District in preparing these financial statements are in accordance with accounting principles generally accepted in the United States of America as prescribed by GASB. Additionally, the District's policies comply with the California Community Colleges Chancellor's Office *Budget and Accounting Manual*. Under the accrual basis, revenues are recognized when earned, and expenses are recorded when an obligation has been incurred. All material intra-agency and intra-fund transactions have been eliminated.

Revenues resulting from exchange transactions, in which each party gives and receives essentially equal value, are classified as operating revenues. These transactions are recorded on the accrual basis when the exchange takes place. Available means that the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. For the District, operating revenues consist primarily of student fees and auxiliary activities through the bookstore and cafeteria.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

Nonexchange transactions, in which the District receives value without directly giving equal value in return, include State apportionments, property taxes, certain Federal and State grants, entitlements, and donations. Property tax revenue is recognized in the fiscal year received. State apportionment revenue is earned based upon criteria set forth from the Community Colleges Chancellor's Office and includes reporting of full-time equivalent students (FTES) attendance. The corresponding apportionment revenue is recognized in the period the FTES are generated. Revenue from Federal and State grants and entitlements are recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements may include time and/or purpose requirements.

Operating expenses are incurred to provide instructional services including support costs, auxiliary services, and depreciation of capital assets. All other expenses not meeting this definition are reported as nonoperating. Expenses are recorded on the accrual basis as they are incurred; when goods are received or services are rendered.

The District reports are based on all applicable GASB pronouncements, as well as applicable Financial Accounting Standards Board (FASB) pronouncements issued on or before November 30, 1989, unless those pronouncements conflict or contradict GASB pronouncements. The District has not elected to apply FASB pronouncements after that date.

The financial statements are presented in accordance with the reporting model as prescribed in GASB Statement No. 34, *Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments*, and GASB Statement No. 35, *Basic Financial Statements and Management's Discussion and Analysis for Public Colleges and Universities*, as amended by GASB Statements No. 37, No. 38, and No. 39. The business-type activities model followed by the District requires the following components of the District's financial statements:

- Management's Discussion and Analysis
- Basic Financial Statements for the District as a whole including:
 - Statements of Net Position - Primary Government
 - Statements of Revenues, Expenses, and Changes in Net Position - Primary Government
 - Statements of Cash Flows - Primary Government
 - Financial Statements for the Fiduciary Funds including:
 - Statements of Fiduciary Net Position
 - Statements of Changes in Fiduciary Net Position
- Notes to the Financial Statements

Cash and Cash Equivalents

The District's cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition. Cash equivalents also include unrestricted cash with county treasury balances for purposes of the Statement of Cash Flows. Restricted cash and cash equivalents represent balances restricted by external sources such as grants and contracts or specifically restricted for the repayment of capital debt.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

Investments

In accordance with GASB Statement No. 31, *Accounting and Financial Reporting for Certain Investments and External Investment Pools*, investments held at June 30, 2015, are stated at fair value. Fair value is estimated based on quoted market prices at year-end. Short-term investments have an original maturity date greater than three months, but less than one year at time of purchase. Long-term investments have an original maturity of greater than one year at the time of purchase.

Restricted Assets

Restricted assets arise when restrictions on their use change the normal understanding of the availability of the asset. Such constraints are either imposed by creditors, contributors, grantors, or laws of other governments or imposed by enabling legislation. Restricted assets are classified on the Statement of Net Position because their use is limited by enabling legislation, applicable bond covenants, and other laws of other governments. Also, resources have been set aside to satisfy certain requirements of the bonded debt issuance and to fund certain capital asset projects.

Accounts Receivable

Accounts receivable include amounts due from the Federal, State and/or local governments, or private sources, in connection with reimbursement of allowable expenditures made pursuant to the District's grants and contracts. Accounts receivable also consist of tuition and fee charges to students and auxiliary enterprise services provided to students, faculty, and staff, the majority of each residing in the State of California. The District provides for an allowance for uncollectible accounts as an estimation of amounts that may not be received. This allowance is based upon management's estimates and analysis. The allowance was estimated at \$122,609 for the year ended June 30, 2015.

Prepaid Expenses

Prepaid expenses represent payments made to vendors and others for services that will benefit periods beyond June 30.

Inventories

Inventories consist primarily of cafeteria food and supplies held for resale to the students and faculty of the college. Inventories are stated at cost, utilizing the weighted average method. The cost is recorded as an expense as the inventory is consumed.

Capital Assets and Depreciation

Capital assets are long-lived assets of the District as a whole and include land, construction in progress, buildings, leasehold improvements, and equipment. The District maintains an initial unit cost capitalization threshold of \$5,000 and an estimated useful life greater than one year. Assets are recorded at historical cost, or estimated historical cost, when purchased or constructed. The District does not possess any infrastructure. Donated capital assets are recorded at estimated fair market value at the date of donation. Improvements to buildings and land that significantly increase the value or extend the useful life of the asset are capitalized; the costs of routine maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are charged as an operating expense in the year in which the expense was incurred. Major outlays for capital improvements are capitalized as construction in progress as the projects are constructed.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

Depreciation of capital assets is computed and recorded utilizing the straight-line method. Estimated useful lives of the various classes of depreciable capital assets are as follows: buildings, 15 to 50 years; improvements, 10 years; equipment, 3 to 8 years; vehicles, 5 to 10 years.

Accrued Liabilities and Long-term Obligations

All payables, accrued liabilities, and long-term obligations are reported in the entity-wide financial statements.

Debt Issuance Costs, Premiums, and Discounts

Debt premiums and discounts, as well as issuance costs related to prepaid insurance costs, are amortized over the life of the bonds using the straight-line method.

Deferred Outflows/Inflows of Resources

In addition to assets, the Statement of Net Position also reports deferred outflows of resources. This separate financial statement element represents a consumption of net position that applies to a future period and so will not be recognized as an expense or expenditure until then. The District reports deferred outflows of resources for the deferred charges on the refunding of general obligation bonds and current year pension contributions.

In addition to liabilities, the Statement of Net Position reports a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net position that applies to a future period and so will not be recognized as revenue until then. The District reports deferred inflows of resources for the difference between projected and actual earnings on pension plan investments specific to the net pension liability and for the unamortized amount on net change in proportionate share of net pension liability.

Pensions

For purposes of measuring the net pension liability and deferred outflows/inflows of resources related to pensions and pension expense, information about the fiduciary net position of the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS) plan for schools (the Plans) and additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by CalSTRS and CalPERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Member contributions are recognized in the period in which they are earned. Investments are reported at fair value.

Compensated Absences

Accumulated unpaid employee vacation benefits are accrued as a liability as the benefits are earned. The entire compensated absence liability is reported on the entity-wide financial statements. The amounts have been recorded in the fund from which the employees, who have accumulated the leave, are paid. The District also participates in "load-banking" with eligible academic employees whereby the employee may teach extra courses in one period in exchange for time off in another period.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

Sick leave is accumulated without limit for each employee based upon negotiated contracts. Leave with pay is provided when employees are absent for health reasons; however, the employees do not gain a vested right to accumulated sick leave. Employees are never paid for any sick leave balance at termination of employment or any other time. Therefore, the value of accumulated sick leave is not recognized as a liability in the District's financial statements. However, retirement credit for unused sick leave is applicable to all classified school members who retire after January 1, 1999. At retirement, each member will receive .004 year of service credit for each day of unused sick leave. Retirement credit for unused sick leave is available to all full-time employees based on the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement Systems (CalPERS) criteria.

Unearned Revenue

Unearned revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period or when resources are received by the District prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the District has a legal claim to the resources, the liability for unearned revenue is removed from the combined balance sheet and revenue is recognized. Unearned revenue includes (1) amounts received for tuition and fees prior to the end of the fiscal year that are related to the subsequent fiscal year and (2) amounts received from Federal and State grants received before the eligibility requirements are met are recorded as unearned revenue.

Noncurrent Liabilities

Noncurrent liabilities include bonds and notes payable, compensated absences, claims payable, capital lease obligations, and OPEB obligations with maturities greater than one year.

Net Position

GASB Statements No. 34 and No. 35 report equity as "Net Position" and represent the difference between assets and liabilities. The net position is classified according to imposed restrictions or availability of assets for satisfaction of District obligations according to the following net asset categories:

Net Investment in Capital Assets consists of capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, or improvement of those assets. To the extent debt has been incurred, but not yet expended for capital assets, such accounts are not included as a component of net investment in capital assets.

Restricted: Net position is reported as restricted when there are limitations imposed on their use, either through enabling legislation adopted by the District, or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. The District first applies restricted resources when an expense is incurred for purposes for which both restricted and unrestricted resources are available.

Unrestricted: Net position that is not subject to externally imposed constraints. Unrestricted net position may be designated for specific purposes by action of the Board of Trustees or may otherwise be limited by contractual agreements with outside parties. Substantially all unrestricted net position is designated for special purposes.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

When both restricted and unrestricted resources are available for use, it is the District's practice to use restricted resources first and the unrestricted resources when they are needed. The entity-wide financial statements report \$28,792,930 of restricted net position.

State Apportionments

Certain current year apportionments from the State are based on financial and statistical information of the previous year. Any corrections due to the recalculation of the apportionment are made in February of the subsequent year. When known and measurable, these recalculations and corrections are accrued in the year in which the FTES are generated.

Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. The County of Riverside Assessor is responsible for assessment of all taxable real property. Taxes are payable in two installments on November 1 and February 1 and become delinquent on December 10 and April 10, respectively. Unsecured property taxes are payable in one installment on or before August 31. The County of Riverside bills and collects the taxes on behalf of the District. Local property tax revenues are recorded when the County notifies the District of the availability of the revenues.

The voters of the District passed a General Obligation Bond in 2004 for the acquisition, construction, and remodeling of certain District property. As a result of the passage of the Bond, property taxes are assessed on the property within the District specifically for the repayment of the debt incurred. The taxes are assessed, billed, and collected as noted above and remitted to the District when collected.

Board of Governors Grants (BOGG) and Fee Waivers

Student tuition and fee revenue is reported net of allowances and fee waivers approved by the Board of Governors through BOGG fee waivers in the Statement of Revenues, Expenses, and Changes in Net Position. Scholarship discounts and allowances represent the difference between stated charges for enrollment fees and the amount that is paid by students or third parties making payments on the students' behalf. To the extent that fee waivers have been used to satisfy tuition and fee charges, the District has recorded a scholarship discount and allowance.

Federal Financial Assistance Programs

The District participates in federally funded Pell Grants, SEOG Grants, and Federal Work-Study programs, as well as other programs funded by the Federal government. Financial aid to students is either reported as operating expenses or scholarship allowances, which reduce revenues. The amount reported as operating expense represents the portion of aid that was provided to the student in the form of cash. Scholarship allowances represent the portion of aid provided to students in the form of reduced tuition. These programs are audited in accordance with the Single Audit Act Amendments of 1996, and the U.S. Office of Management and Budget's revised Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations* and the related *Compliance Supplement*.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

Estimates

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

Interfund Activity

Interfund transfers and interfund receivables and payables are eliminated during the consolidation process in the Primary Government and Fiduciary Funds' financial statements, respectively.

Change in Accounting Principles

In June 2012, the GASB issued Statement No. 68, *Accounting and Financial Reporting for Pensions—an amendment of GASB Statement No. 27*. The primary objective of this Statement is to improve accounting and financial reporting by State and local governments for pensions. It also improves information provided by State and local governmental employers about financial support for pensions that is provided by other entities. This Statement results from a comprehensive review of the effectiveness of existing standards of accounting and financial reporting for pensions with regard to providing decision-useful information, supporting assessments of accountability and inter-period equity, and creating additional transparency.

This Statement replaces the requirements of Statement No. 27, *Accounting for Pensions by State and Local Governmental Employers*, as well as the requirements of Statement No. 50, *Pension Disclosures*, as they relate to pensions that are provided through pension plans administered as trusts or equivalent arrangements (hereafter jointly referred to as trusts) that meet certain criteria. The requirements of Statements No. 27 and No. 50 remain applicable for pensions that are not covered by the scope of this Statement.

The scope of this Statement addresses accounting and financial reporting for pensions that are provided to the employees of State and local governmental employers through pension plans that are administered through trusts that have the following characteristics:

- Contributions from employers and nonemployer contributing entities to the pension plan and earnings on those contributions are irrevocable.
- Pension plan assets are dedicated to providing pensions to plan members in accordance with the benefit terms.
- Pension plan assets are legally protected from the creditors of employers, nonemployer contributing entities, and the pension plan administrator. If the plan is a defined benefit pension plan, plan assets also are legally protected from creditors of the plan members.

This Statement establishes standards for measuring and recognizing liabilities, deferred outflows of resources and deferred inflows of resources, and expense/expenditures. For defined benefit pensions, this Statement identifies the methods and assumptions that should be used to project benefit payments, discount projected benefit payments to their actuarial present value, and attribute that present value to periods of employee service.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

Note disclosure and required supplementary information requirements about pensions also are addressed. Distinctions are made regarding the particular requirements for employers based on the number of employers whose employees are provided with pensions through the pension plan and whether pension obligations and pension plan assets are shared. Employers are classified in one of the following categories for purposes of this Statement:

- Single employers are those whose employees are provided with defined benefit pensions through single-employer pension plans—pension plans in which pensions are provided to the employees of only one employer (as defined in this Statement).
- Agent employers are those whose employees are provided with defined benefit pensions through agent multiple-employer pension plans—pension plans in which plan assets are pooled for investment purposes, but separate accounts are maintained for each individual employer so that each employer's share of the pooled assets is legally available to pay the benefits of only its employees.
- Cost-sharing employers are those whose employees are provided with defined benefit pensions through cost-sharing multiple-employer pension plans—pension plans in which the pension obligations to the employees of more than one employer are pooled, and plan assets can be used to pay the benefits of the employees of any employer that provides pensions through the pension plan.

In addition, this Statement details the recognition and disclosure requirements for employers with liabilities (payables) to a defined benefit pension plan and for employers whose employees are provided with defined contribution pensions. This Statement also addresses circumstances in which a nonemployer entity has a legal requirement to make contributions directly to a pension plan.

The District has implemented the Provisions of this Statement for the year ended June 30, 2015.

In November 2013, the GASB issued Statement No. 71, *Pension Transition for Contributions Made Subsequent to the Measurement Date—an Amendment of GASB Statement No. 68*. The objective of this Statement is to address an issue regarding application of the transition provisions of Statement No. 68, *Accounting and Financial Reporting for Pensions*. The issue relates to amounts associated with contributions, if any, made by a State or local government employer or nonemployer contributing entity to a defined benefit pension plan after the measurement date of the government's beginning net pension liability.

Statement No. 68 requires a State or local government employer (or nonemployer contributing entity in a special funding situation) to recognize a net pension liability measured as of a date (the measurement date) no earlier than the end of its prior fiscal year. If a State or local government employer or nonemployer contributing entity makes a contribution to a defined benefit pension plan between the measurement date of the reported net pension liability and the end of the government's reporting period, Statement No. 68 requires that the government recognize its contribution as a deferred outflow of resources. In addition, Statement No. 68 requires recognition of deferred outflows of resources and deferred inflows of resources for changes in the net pension liability of a State or local government employer or nonemployer contributing entity that arise from other types of events. At transition to Statement No. 68, if it is not practical for an employer or nonemployer contributing entity to determine the amounts of *all* deferred outflows of resources and deferred inflows of resources related to pensions, paragraph 137 of Statement No. 68 required that beginning balances for deferred outflows of resources and deferred inflows of resources not be reported.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

Consequently, if it is not practical to determine the amounts of all deferred outflows of resources and deferred inflows of resources related to pensions, contributions made after the measurement date of the beginning net pension liability could not have been reported as deferred outflows of resources at transition. This could have resulted in a significant understatement of an employer or nonemployer contributing entity's beginning net position and expense in the initial period of implementation.

This Statement amends paragraph 137 of Statement No. 68 to require that, at transition, a government recognize a beginning deferred outflow of resources for its pension contributions, if any, made subsequent to the measurement date of the beginning net pension liability. Statement No. 68, as amended, continues to require that beginning balances for other deferred outflows of resources and deferred inflows of resources related to pensions be reported at transition only if it is practical to determine all such amounts.

The District has implemented the Provisions of this Statement for the year ended June 30, 2015.

As the result of implementing GASB Statement No. 68, the District has restated the beginning net position in the government-wide Statement of Net Position, effectively decreasing net position as of July 1, 2014, by \$145,514,085. The decrease results from recognizing the net pension liability, net of related deferred outflows of resources. The restatement does not include deferred inflows of resources, as this information was not available.

New Accounting Pronouncements

In February 2015, the GASB issued Statement No. 72, *Fair Value Measurement and Application*. This Statement addresses accounting and financial reporting issues related to fair value measurements. The definition of *fair value* is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. This Statement provides guidance for determining a fair value measurement for financial reporting purposes. This Statement also provides guidance for applying fair value to certain investments and disclosures related to all fair value measurements.

The requirements of this Statement are effective for financial statements for periods beginning after June 15, 2015. Early implementation is encouraged.

In June 2015, the GASB issued Statement No. 73, *Accounting and Financial Reporting for Pensions and Related Assets That Are Not within the Scope of GASB Statement No. 68, and Amendments to Certain Provisions of GASB Statements No. 67 and No. 68*. The objective of this Statement is to improve the usefulness of information about pensions included in the general purpose external financial reports of State and local governments for making decisions and assessing accountability. This Statement results from a comprehensive review of the effectiveness of existing standards of accounting and financial reporting for all postemployment benefits with regard to providing decision-useful information, supporting assessments of accountability and inter-period equity, and creating additional transparency.

This Statement establishes requirements for defined benefit pensions that are not within the scope of Statement No. 68, *Accounting and Financial Reporting for Pensions*, as well as for the assets accumulated for purposes of providing those pensions. In addition, it establishes requirements for defined contribution pensions that are not within the scope of Statement No. 68. It also amends certain provisions of Statement No. 67, *Financial Reporting for Pension Plans*, and Statement No. 68 for pension plans and pensions that are within their respective scopes.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

The requirements of this Statement extend the approach to accounting and financial reporting established in Statement No. 68 to all pensions, with modifications as necessary to reflect that for accounting and financial reporting purposes, any assets accumulated for pensions that are provided through pension plans that are not administered through trusts that meet the criteria specified in Statement No. 68 should not be considered pension plan assets. It also requires that information similar to that required by Statement No. 68 be included in notes to financial statements and required supplementary information by all similarly situated employers and nonemployer contributing entities.

This Statement also clarifies the application of certain provisions of Statements No. 67 and No. 68 with regard to the following issues:

- Information that is required to be presented as notes to the ten-year schedules of required supplementary information about investment-related factors that significantly affect trends in the amounts reported.
- Accounting and financial reporting for separately financed specific liabilities of individual employers and nonemployer contributing entities for defined benefit pensions.
- Timing of employer recognition of revenue for the support of nonemployer contributing entities not in a special funding situation.

The requirements of this Statement are effective for financial statements for periods beginning after June 15, 2016. Early implementation is encouraged.

In June 2015, the GASB issued Statement No. 74, *Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans*. The objective of this Statement is to improve the usefulness of information about postemployment benefits other than pensions (other postemployment benefits or OPEB) included in the general purpose external financial reports of State and local governmental OPEB plans for making decisions and assessing accountability. This Statement results from a comprehensive review of the effectiveness of existing standards of accounting and financial reporting for all postemployment benefits (pensions and OPEB) with regard to providing decision-useful information, supporting assessments of accountability and inter-period equity, and creating additional transparency.

This Statement replaces Statements No. 43, *Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans*, as amended, and No. 57, *OPEB Measurements by Agent Employers and Agent Multiple-Employer Plans*. It also includes requirements for defined contribution OPEB plans that replace the requirements for those OPEB plans in Statement No. 25, *Financial Reporting for Defined Benefit Pension Plans and Note Disclosures for Defined Contribution Plans*, as amended, Statement No. 43, and Statement No. 50, *Pension Disclosures*.

Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, establishes new accounting and financial reporting requirements for governments whose employees are provided with OPEB, as well as for certain nonemployer governments that have a legal obligation to provide financial support for OPEB provided to the employees of other entities.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

The scope of this Statement includes OPEB plans—defined benefit and defined contribution—administered through trusts that meet the following criteria:

- Contributions from employers and nonemployer contributing entities to the OPEB plan and earnings on those contributions are irrevocable.
- OPEB plan assets are dedicated to providing OPEB to plan members in accordance with the benefit terms.
- OPEB plan assets are legally protected from the creditors of employers, nonemployer contributing entities, and the OPEB plan administrator. If the plan is a defined benefit OPEB plan, plan assets also are legally protected from creditors of the plan members.

This Statement also includes requirements to address financial reporting for assets accumulated for purposes of providing defined benefit OPEB through OPEB plans that are not administered through trusts that meet the specified criteria.

The requirements of this Statement are effective for financial statements for periods beginning after June 15, 2016. Early implementation is encouraged.

In June 2015, the GASB issued Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pension*. The primary objective of this Statement is to improve accounting and financial reporting by State and local governments for postemployment benefits other than pensions (other postemployment benefits or OPEB). It also improves information provided by State and local governmental employers about financial support for OPEB that is provided by other entities. This Statement results from a comprehensive review of the effectiveness of existing standards of accounting and financial reporting for all postemployment benefits (pensions and OPEB) with regard to providing decision-useful information, supporting assessments of accountability and inter-period equity, and creating additional transparency.

This Statement replaces the requirements of Statements No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions*, as amended, and No. 57, *OPEB Measurements by Agent Employers and Agent Multiple-Employer Plans*, for OPEB. Statement No. 74, *Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans*, establishes new accounting and financial reporting requirements for OPEB plans.

The scope of this Statement addresses accounting and financial reporting for OPEB that is provided to the employees of State and local governmental employers. This Statement establishes standards for recognizing and measuring liabilities, deferred outflows of resources, deferred inflows of resources, and expense/expenditures. For defined benefit OPEB, this Statement identifies the methods and assumptions that are required to be used to project benefit payments, discount projected benefit payments to their actuarial present value, and attribute that present value to periods of employee service. Note disclosure and required supplementary information requirements about defined benefit OPEB also are addressed.

In addition, this Statement details the recognition and disclosure requirements for employers with payables to defined benefit OPEB plans that are administered through trusts that meet the specified criteria and for employers whose employees are provided with defined contribution OPEB. This Statement also addresses certain circumstances in which a nonemployer entity provides financial support for OPEB of employees of another entity.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

In this Statement, distinctions are made regarding the particular requirements depending upon whether the OPEB plans through which the benefits are provided are administered through trusts that meet the following criteria:

- Contributions from employers and nonemployer contributing entities to the OPEB plan and earnings on those contributions are irrevocable.
- OPEB plan assets are dedicated to providing OPEB to plan members in accordance with the benefit terms.
- OPEB plan assets are legally protected from the creditors of employers, nonemployer contributing entities, the OPEB plan administrator, and the plan members.

The requirements of this Statement are effective for financial statements for periods beginning after June 15, 2017. Early implementation is encouraged.

In June 2015, the GASB issued Statement No. 76, *The Hierarchy of Generally Accepted Accounting Principles for State and Local Governments*. The objective of this Statement is to identify—in the context of the current governmental financial reporting environment—the hierarchy of generally accepted accounting principles (GAAP). The "GAAP hierarchy" consists of the sources of accounting principles used to prepare financial statements of State and local governmental entities in conformity with GAAP and the framework for selecting those principles. This Statement reduces the GAAP hierarchy to two categories of authoritative GAAP and addresses the use of authoritative and non-authoritative literature in the event that the accounting treatment for a transaction or other event is not specified within a source of authoritative GAAP.

This Statement supersedes Statement No. 55, *The Hierarchy of Generally Accepted Accounting Principles for State and Local Governments*.

The requirements of this Statement are effective for financial statements for periods beginning after June 15, 2015, and should be applied retroactively. Earlier implementation is permitted.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

NOTE 3 - DEPOSITS AND INVESTMENTS

Policies and Practices

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the State; U.S. Treasury instruments; registered State warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; and collateralized mortgage obligations.

Investment in County Treasury - The District is considered to be an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their County Treasurer (*Education Code* Section (ECS) 41001). The fair value of the District's investment in the pool is reported in the accompanying financial statements at amounts based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis. The County Treasurer also holds investments in a separate investment agreement account other than the County Pooled Investment noted above on behalf of the District. Funds in this investment agreement are strictly related to the District's general obligation bonds.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

General Authorizations

Limitations as they relate to interest rate risk, credit risk, and concentration of credit risk are indicated in the schedules below:

<u>Authorized Investment Type</u>	<u>Maximum Remaining Maturity</u>	<u>Maximum Percentage of Portfolio</u>	<u>Maximum Investment in One Issuer</u>
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U.S. Treasury Obligations	5 years	None	None
U.S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

Authorized Under Debt Agreements

Investments of debt proceeds held by bond trustees are governed by provisions of the debt agreements rather than the general provisions of the California Government Code. These provisions allow for the acquisition of investment agreements with maturities of up to 30 years.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

Summary of Deposits and Investments

Deposits and investments as of June 30, 2015, consist of the following:

	<u>Primary Government</u>
Cash on hand and in banks	\$ 1,693,589
Cash in revolving	50,000
Investments	<u>72,872,997</u>
Total Deposits and Investments	<u><u>\$ 74,616,586</u></u>
	<u>Fiduciary Funds</u>
Cash on hand and in banks	<u><u>\$ 2,877,792</u></u>

Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. The District manages its exposure to interest rate risk by investing in the Riverside County Investment Pool.

Specific Identification

Information about the sensitivity of the fair values of the District's investments to market interest rate fluctuation is provided by the following schedule that shows the distribution of the District's investment by maturity:

<u>Investment Type</u>	<u>Fair Market Value</u>	<u>Maturity Date</u>
Riverside County Investment Pool	<u><u>\$ 72,879,192</u></u>	1.10*

*Weighted average of maturity in years.

Credit Risk

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The District's investment in the County pool is not required to be rated. The District's investments in the Riverside County Investment Pool are rated AAA/V1 by Fitch Ratings Ltd. as of June 30, 2015.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

Custodial Credit Risk - Deposits

This is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk. However, the California Government Code requires that a financial institution secure deposits made by State or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under State law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agency. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits. As of June 30, 2015, the District and fiduciary funds had bank balances of \$1,276,378 and \$2,895,109, respectively, totaling \$4,171,487 of which \$3,165,024 was exposed to custodial credit risk because it was uninsured and collateralized at 110 percent of balance over \$250,000 with securities held by the pledging financial institution's trust department or agent, but not in the name of the District.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2015**

NOTE 4 - ACCOUNTS RECEIVABLE

Accounts receivable for the District consisted primarily of intergovernmental grants, entitlements, interest, and other local sources.

The accounts receivable are as follows:

	<u>Primary Government</u>
Federal Government	
Categorical aid	\$ 3,322,637
State Government	
Categorical aid	2,176,011
Other State sources	2,333,203
Local Sources	
Interest	58,636
Property taxes	1,171,284
Riverside Community College District Foundation	261,422
Other local sources	2,149,609
Total	<u>\$ 11,472,802</u>
Student receivables	\$ 668,448
Less allowance for bad debt	(122,609)
Student receivables, net	<u>\$ 545,839</u>
Total Receivables, Net	<u>\$ 12,018,641</u>
	<u>Fiduciary Funds</u>
Other local	<u>\$ 27,535</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

NOTE 5 - CAPITAL ASSETS

Capital asset activity for the District for the fiscal year ended June 30, 2015, was as follows:

	Balance Beginning of Year	Additions	Deductions	Balance End of Year
Capital Assets Not Being Depreciated				
Land	\$ 32,502,697	\$ -	\$ -	\$ 32,502,697
Construction in progress	33,902,557	40,599,938	5,494,632	69,007,863
Total Capital Assets Not Being Depreciated	<u>66,405,254</u>	<u>40,599,938</u>	<u>5,494,632</u>	<u>101,510,560</u>
Capital Assets Being Depreciated				
Land improvements	12,713,767	777,988	-	13,491,755
Buildings and improvements	385,727,833	6,736,226	-	392,464,059
Furniture and equipment	39,525,740	3,301,226	31,042	42,795,924
Total Capital Assets Being Depreciated	<u>437,967,340</u>	<u>10,815,440</u>	<u>31,042</u>	<u>448,751,738</u>
Total Capital Assets	<u>504,372,594</u>	<u>51,415,378</u>	<u>5,525,674</u>	<u>550,262,298</u>
Less Accumulated Depreciation				
Land improvements	8,726,109	844,189	-	9,570,298
Buildings and improvements	79,267,043	12,724,103	-	91,991,146
Furniture and equipment	33,624,524	2,827,616	31,042	36,421,098
Total Accumulated Depreciation	<u>121,617,676</u>	<u>16,395,908</u>	<u>31,042</u>	<u>137,982,542</u>
Net Capital Assets	<u>\$ 382,754,918</u>	<u>\$ 35,019,470</u>	<u>\$ 5,494,632</u>	<u>\$ 412,279,756</u>

Depreciation expense for the year was \$16,395,908.

Interest expense on capital related debt for the year ended June 30, 2015, was \$15,081,565. Of this amount, \$4,034,387 was capitalized.

The District was the beneficiary of an extensive bequest of Mine Okubo's estate, a Japanese-American artist, inclusive of paintings, works of art, reference materials, photographs, books, writings, letters, and printed material. The District took possession of the materials bequeathed from the estate of Ms. Okubo as of June 30, 2009. The District has included the collection and materials as priceless in the District's capital assets (non-depreciable assets). During the course of the next several years and as the District learns the collection's long-term historical value, the values will be added to the District's capital assets. As of June 30, 2015, the District has not recorded a value for the collection in the financial statements.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2015**

NOTE 6 - ACCOUNTS PAYABLE

Accounts payable for the District consisted of the following:

	Primary Government
Accrued payroll and benefits	\$ 957,238
Apportionment	2,973,382
Student financial aid grants	485,862
Federal categorical programs	2,767
State categorical programs	101,960
Construction payables	6,681,214
Vendor payables	5,218,524
Total	<u>\$ 16,420,947</u>
	<u>Fiduciary Funds</u>
Vendor payables	<u>\$ 46,879</u>

NOTE 7 - UNEARNED REVENUE

Unearned revenue consisted of the following:

	Primary Government
Federal financial assistance	\$ 12,990
State categorical aid	5,436,705
Other State aid	2,094,071
Enrollment fees	1,712,021
Theater subscriptions	83,819
Health and liability self-insurance	1,294,349
Other local	589,465
Total	<u>\$ 11,223,420</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

NOTE 8 - TAX AND REVENUE ANTICIPATION NOTES

At June 30, 2014, the District had outstanding Tax and Revenue Anticipation Notes in the amount of \$4,970,000 bearing interest of two percent. The notes were sold to supplement cash flow. Repayment requires that a percentage of principal and interest be deposited with the fiscal agent in July 2014 until 100 percent of the total principal and interest is due at maturity on October 1, 2014. The total outstanding Tax and Revenue Anticipation Notes of \$4,970,000 was paid in full to the fiscal agent on September 24, 2014.

	Outstanding Beginning of Year	Additions	Deletions	Outstanding End of Year
2013-2014 2.00% TRANS, Series A	<u>\$ 4,970,000</u>	<u>\$ -</u>	<u>\$ 4,970,000</u>	<u>\$ -</u>

NOTE 9 - INTERFUND TRANSACTIONS

Interfund Receivables and Payables (Due To/Due From)

Interfund receivable and payable balances arise from interfund transactions and are recorded by all funds affected in the period in which transactions are executed. Interfund activity within the governmental funds and fiduciary funds has been eliminated respectively in the consolidation process of the basic financial statements. Balances owing between the primary government and the fiduciary funds are not eliminated in the consolidation process. As of June 30, 2015, the amounts owed between the primary government and the fiduciary funds were \$18,781 and \$28,826, respectively.

Interfund Operating Transfers

Operating transfers between funds of the District are used to (1) move revenues from the fund that statute or budget requires to collect them to the fund that statute or budget requires to expend them, (2) move receipts restricted to debt service from the funds collecting the receipts to the debt service fund as debt service payments become due, and (3) use restricted revenues collected in the General Fund to finance various programs accounted for in other funds in accordance with budgetary authorizations. Operating transfers within the funds of the District have been eliminated in the consolidation process. Transfers between the primary government and the fiduciary funds are not eliminated in the consolidation process. During the 2015 fiscal year, there were no transfers made between the primary government and the fiduciary funds.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

NOTE 10 - LONG-TERM OBLIGATIONS

Long-Term Obligations Summary

The changes in the District's long-term obligations during the 2015 fiscal year consisted of the following:

	Balance Beginning of Year as restated	Additions	Deductions	Balance End of Year	Due in One Year
Bonds Payable					
General obligation bonds, Series A	\$ 1,000,000	\$ -	\$ 1,000,000	\$ -	\$ -
General obligation bonds, Refunding Bond 2005	4,644,005	435,128	2,315,000	2,764,133	2,930,000
Unamortized debt premium	5,558,986	-	5,131,368	427,618	-
General obligation bonds, Series 2007 C	44,430,000	-	-	44,430,000	-
Unamortized debt premium	1,584,544	-	176,060	1,408,484	-
General obligation bonds, Series 2010 D/D-1	111,939,159	713,643	-	112,652,802	375,000
Unamortized debt premium	1,517,423	-	58,176	1,459,247	-
General obligation bonds, Refunding Bonds 2014, Series A and B	73,090,000	-	1,320,000	71,770,000	615,000
Unamortized debt premium	4,876,704	-	372,742	4,503,962	-
Total Bonds Payable	248,640,821	1,148,771	10,373,346	239,416,246	3,920,000
Other Liabilities					
Compensated absences	2,450,171	155,423	-	2,605,594	1,282,814
Capital leases	118,547	-	50,754	67,793	50,861
Supplementary Retirement Plan (SRP)	2,130,916	-	1,284,856	846,060	846,060
Load banking	698,837	4,309	-	703,146	-
Other postemployment benefits (OPEB)	7,844,898	2,935,893	1,203,398	9,577,393	-
Aggregate net pension liability	154,735,650	-	34,210,150	120,525,500	-
Total Other Liabilities	167,979,019	3,095,625	36,749,158	134,325,486	2,179,735
Total Long-Term Obligations	\$ 416,619,840	\$ 4,244,396	\$ 47,122,504	\$ 373,741,732	\$ 6,099,735

Description of Debt

Payments on the general obligation bonds are made by the Bond Interest and Redemption Fund with local property tax collections. The capital lease payments are made by the General Fund. The compensated absences and net pension liability are paid by the fund for which the employees' salaries are paid from. The District's General Fund makes payments for the postemployment benefits, Supplemental Retirement Plan, and load banking obligations.

Bonded Debt

2004 General Obligation Bonds

During March 2004, voters of the District authorized the issuance and sale of general obligation bonds in the amount of \$350,000,000. As a result of the authorization, General Obligation Bonds Series 2004A "Series A Bonds" and Series 2004B (federally taxable) "Series B Bonds" were issued in August 2004. At June 30, 2015, the principal outstanding was paid in full.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

Series A Bonds were issued in the aggregate principal amount of \$55,205,000 with interest rates ranging from 4.00 to 5.25 percent. Series A Bonds were used to finance the acquisition, construction, and modernization of property and school facilities, to refund outstanding certificates of participation (COPs), and to pay certain costs of the bond issue. The refunded COPs are considered defeased. This current refunding was undertaken to decrease total debt service payments by \$2,762,260. The Series A Bonds are subject to optional and mandatory sinking fund redemption prior to maturity.

Series B Bonds were issued to advance refund the District's outstanding certificates of participation. The refunded COPs are considered defeased. This advance refunding was undertaken to reduce total debt service payments by \$2,298,036 and to obtain an economic gain of \$237,565. The Series B Bonds have been paid in full.

The bonds are general obligations of the District. The Riverside County Board of Supervisors is obligated to levy ad valorem taxes upon all property within the District subject to taxation by the District for the payment of interest and principal on the bonds when due.

2005 General Obligation Refunding Bonds

During May 2005, the District issued 2005 General Obligation Refunding Bonds in the amount of \$58,386,109 with interest rates ranging from 3.00 to 5.00 percent. The bonds issued included \$54,425,000 of current interest bonds and \$3,961,109 of capital appreciation bonds, with the value of the capital appreciation bonds maturing to a principal balance of \$10,555,000. The bonds mature through August 1, 2016. At June 30, 2015, the principal outstanding was \$2,764,133 and unamortized premium was \$427,618.

The bonds are being used to advance refund all or a portion of the outstanding principal amount of the District's General Obligation Bonds, Election of 2004, Series 2004A (the Refunding Bonds). The refunded bonds were the Series A general obligation bonds including the cost of issuance of the bonds except for \$3,745,000 of the debt. The refunded bonds are considered defeased. The bonds were issued as current interest bonds and capital appreciation bonds. Interest with respect to the current interest bonds accrues from the date of their delivery and is payable semiannually on February 1 and August 1 of each year.

2007 General Obligation Bonds

During June 2007, the District issued the 2007 General Obligation Bonds in the amount of \$90,000,000. The bonds mature beginning on August 1, 2007 through August 1, 2032, with interest yields ranging from 3.62 to 4.47 percent. At June 30, 2015, the principal outstanding was \$44,430,000 and unamortized premium cost of \$1,408,484. Premium costs are amortized over the life of the bonds as a component of interest expense on the bonds.

The bonds are being used for the purposes of financing the repair, acquisition, construction, and equipping of certain District facilities, and to pay all legal, financial, and contingent costs in connection with the issuance of the bonds. The bonds are general obligations of the District payable solely from the proceeds of ad valorem property taxes. Interest with respect of the bonds accrues from the date of their delivery and is payable semiannually on February 1 and August 1 of each year, commencing August 1, 2007.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

2010 General Obligation Bonds

During December 2010, the District issued the 2010 General Obligation Bonds in the amount of \$109,999,278. The bonds mature beginning on August 1, 2015 through August 1, 2040, with interest yields ranging from 2.36 to 5.53 percent. The bonds issued included \$102,300,000 of current interest Build America Bonds (Series 2010D-1 Bonds) and \$7,699,278 of capital appreciation tax-exempt bonds (Series 2010D Bonds), with the value of the capital appreciation bonds maturing to a principal balance of \$15,920,000. At June 30, 2015, the principal balance outstanding was \$112,652,802 and unamortized premium cost of \$1,459,247. Premium costs are amortized over the life of the bonds as a component of interest expense on the bonds.

The District has designated the Series 2010D-1 Bonds as "Build America Bonds" for purposes of the American Recovery and Reinvestment Act of 2009 (the Stimulus Act), the interest on which is not excluded from gross income for Federal income tax purposes, but is exempt from State of California personal income taxes. The District expects to receive a cash subsidy from the United States Treasury equal to 35 percent of the interest payable on such Series 2010D-1 Bonds. The District is obligated to make all payments of principal and interest on the Series 2010D-1 Bonds from the sources described in the official statement whether or not it receives cash subsidy payments pursuant to the Stimulus Act. Effective March 1, 2013, the subsidy percentage was reduced by 8.7 percent, to 26.3 percent as a result of sequestration by the Federal government. The sequestration percentage was again adjusted to 7.2 percent resulting in a semi-annual subsidy of \$1,163,465, as of October 1, 2013. As of June 30, 2015, the sequestration percentage remains at 7.2 percent.

The bonds are being used for the purposes of financing the repair, acquisition, construction, and equipping of certain District facilities, and to pay all legal, financial, and contingent costs in connection with the issuance of the bonds. The bonds are general obligations of the District payable solely from the proceeds of ad valorem property taxes. Interest with respect of the bonds accrues from the date of their delivery and is payable semiannually on February 1 and August 1 of each year, commencing August 1, 2015.

2014 General Obligation Refunding Bonds

During May 2014, the District issued the \$73,090,000 2014 General Obligation Refunding Bonds, Series A and Series B (federally taxable) in the amounts of \$29,130,000 and \$43,960,000, respectively. Amounts paid to the refunded bond escrow agent in excess of outstanding debt at the time of payment are recorded as deferred charges on refunding on the statement of net position and are amortized to interest expense over the life of the liability. The refunding resulted in an economic gain of \$4,105,270 based on the difference between the present value of the existing debt service requirements and the new debt service requirements discounted at 5.81 percent.

Series A tax-exempt bonds have a final maturity to occur on August 1, 2027, with interest rates from 2.00 to 5.00 percent. The net proceeds of \$34,006,704 (representing the principal amount of \$29,130,000 plus premium on issuance of \$4,876,704) from the issuance were used to advance refund a portion of the District's outstanding 2004 General Obligation Bonds, Series 2004A, advance refund a portion of the District's 2005 General Obligation Refunding Bonds, advance refund a portion of the 2004 General Obligation Bonds, Series 2007C, and pay the costs associated with the issuance of the refunding bonds. At June 30, 2015, the principal balance outstanding was \$28,625,000. Unamortized premium received on issuance of the bonds amounted to \$4,503,962 as of June 30, 2015.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

Series B federally taxable bonds have a final maturity to occur on August 1, 2024, with interest rates from 0.40 to 3.61 percent. The proceeds of \$43,960,000 from issuance were used to advance refund a portion of the District's outstanding 2005 General Obligation Refunding Bonds, and pay the costs associated with the issuance of the federally taxable bonds. At June 30, 2015, the principle balance outstanding was \$43,145,000.

The outstanding general obligation bonded debt is as follows:

Issue Date	Maturity Date	Interest Rate	Original Issue	Bonds	Issued	Accreted	Redeemed	Bonds
				Outstanding July 1, 2014		Interest Addition		Outstanding June 30, 2015
2004	2015	4.00%-5.25%	\$ 55,205,000	\$ 1,000,000	\$ -	\$ -	\$ 1,000,000	\$ -
2005	2016	3.00%-5.00%	58,386,109	4,644,005	-	435,128	2,315,000	2,764,133
2007	2033	3.62%-4.47%	90,000,000	44,430,000	-	-	-	44,430,000
2010	2041	2.36%-5.53%	109,999,278	111,939,159	-	713,643	-	112,652,802
2014	2028	0.40%-5.00%	73,090,000	73,090,000	-	-	1,320,000	71,770,000
				<u>\$ 235,103,164</u>	<u>\$ -</u>	<u>\$ 1,148,771</u>	<u>\$ 4,635,000</u>	<u>\$ 231,616,935</u>

The General Obligation Bonds, 2005 Refunding Bonds mature through 2016 as follows:

Fiscal Year	Principal (Including accreted interest to date)	Accreted Interest	Total
2016	<u>\$ 2,764,133</u>	<u>\$ 165,867</u>	<u>\$ 2,930,000</u>

The General Obligation Bonds, Series 2007 C mature through 2033 as follows:

Fiscal Year	Principal	Interest to Maturity	Total
2016	\$ -	\$ 2,221,500	\$ 2,221,500
2017	-	2,221,500	2,221,500
2018	-	2,221,500	2,221,500
2019	-	2,221,500	2,221,500
2020	-	2,221,500	2,221,500
2021-2025	-	11,107,500	11,107,500
2026-2030	9,520,000	10,869,500	20,389,500
2031-2033	34,910,000	2,813,250	37,723,250
Total	<u>\$ 44,430,000</u>	<u>\$ 35,897,750</u>	<u>\$ 80,327,750</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

The General Obligation Bonds, Series 2010 D/D1 mature through 2041 as follows:

Fiscal Year	Principal (Including accreted interest to date)	Accreted Interest	Current Interest to Maturity	Total
2016	\$ 353,772	\$ 21,228	\$ 7,322,979	\$ 7,697,979
2017	478,577	91,423	7,441,698	8,011,698
2018	571,645	193,355	7,579,817	8,344,817
2019	645,098	324,902	7,739,927	8,709,927
2020	695,471	479,529	7,914,136	9,089,136
2021-2025	5,800,746	3,059,254	40,094,517	48,954,517
2026-2030	1,807,493	1,397,507	37,590,542	40,795,542
2031-2035	26,295,000	-	33,108,375	59,403,375
2036-2040	60,760,000	-	16,689,857	77,449,857
2041	15,245,000	-	535,176	15,780,176
Total	<u>\$ 112,652,802</u>	<u>\$ 5,567,198</u>	<u>\$ 166,017,024</u>	<u>\$ 284,237,024</u>

The General Obligation Bonds, 2014 Refunding Bonds, Series A and B mature through 2028 as follows:

Fiscal Year	Principal	Interest to Maturity	Total
2016	\$ 615,000	\$ 2,557,027	\$ 3,172,027
2017	3,780,000	2,533,067	6,313,067
2018	4,085,000	2,478,070	6,563,070
2019	4,400,000	2,396,286	6,796,286
2020	4,770,000	2,284,479	7,054,479
2021-2025	30,875,000	8,689,718	39,564,718
2026-2028	23,245,000	1,803,375	25,048,375
Total	<u>\$ 71,770,000</u>	<u>\$ 22,742,022</u>	<u>\$ 94,512,022</u>

Capital Leases

The District has utilized capital leases purchase agreements to primarily purchase equipment. The current lease purchase agreement in the amount of \$67,793 will be paid through 2017.

The District's principal obligations on lease agreements with options to purchase are summarized below:

Year Ending June 30,	Lease Payment
2016	\$ 54,612
2017	18,003
Total	72,615
Less: Amount Representing Interest	4,822
Present Value of Minimum Lease Payments	<u>\$ 67,793</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

The equipment purchased through capital lease arrangements has been capitalized and is being depreciated over the estimated useful lives.

Equipment	\$ 226,424
Less: Accumulated depreciation	(226,424)
Total	<u><u>\$ -</u></u>

Amortization of the leased equipment under capital lease is included with depreciation expense.

Supplementary Retirement Plan

The District has adopted the Public Agency Retirement System (PARS) 403(b) Supplementary Retirement Plan (SRP), a retirement incentive program. As of June 30, 2015, the outstanding balance was \$846,060. See Note 14 for additional information regarding the SRP obligation.

<u>Fiscal Year</u>	<u>SRP</u>
2016	<u>Payment</u>
	<u><u>\$ 846,060</u></u>

Compensated Absences

Compensated absence obligations for the District at June 30, 2015, amounted to \$2,605,594 of which \$1,282,814 is considered current.

Other Postemployment Benefits (OPEB) Obligation

The District's annual required contribution for the year ended June 30, 2015, was \$3,041,672, and contributions made by the District during the year were \$1,203,398. Interest on the net OPEB obligation and adjustments to the annual required contribution were \$392,245 and \$(498,024), respectively, which resulted in an increase to the net OPEB obligation of \$1,732,495. As of June 30, 2015, the net OPEB obligation was \$9,577,393. See Note 11 for additional information regarding the OPEB obligation and the postemployment benefits plan.

Load Banking

The load banking obligation for the District at June 30, 2015, amounted to \$703,146.

Aggregate Net Pension Liability

As of June 30, 2015, the aggregate net pension liability was \$120,525,500. See Note 13 for additional information regarding the net pension liability and retirement plans.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

NOTE 11 - POSTEMPLOYMENT HEALTH CARE PLAN AND OTHER POSTEMPLOYMENT BENEFITS (OPEB) OBLIGATION

The District provides postemployment health care benefits for retired employees in accordance with approved Board policy.

Plan Description

The Riverside Community College District Plan (the Plan) is a single-employer defined benefit healthcare plan administered by the District. The Plan provides medical and dental insurance benefits to eligible retirees and one dependent. Membership of the Plan consists of 79 retirees and beneficiaries currently receiving benefits and 905 active Plan members.

Contribution Information

The contribution requirements of Plan members and the District are established and may be amended by the District and the District's bargaining units. The required contribution is based on projected pay-as-you-go financing requirements. For fiscal year 2014-2015, the District contributed \$1,203,398 to the Plan, all of which was used for current premiums.

Annual OPEB Cost and Net OPEB Obligation

The District's annual OPEB cost (expense) is calculated based on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the payments of GASB Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial accrued liabilities (UAAL) (or funding costs) over a period not to exceed 30 years. The following table shows the components of the District's annual OPEB cost for the year, the amount actually contributed to the Plan, and changes in the District's net OPEB obligation to the Plan:

Annual required contribution	\$ 3,041,672
Interest on net OPEB obligation	392,245
Adjustment to annual required contribution	<u>(498,024)</u>
Annual OPEB cost (expense)	2,935,893
Contributions made	<u>(1,203,398)</u>
Increase in net OPEB obligation	1,732,495
Net OPEB obligation, beginning of year	<u>7,844,898</u>
Net OPEB obligation, end of year	<u><u>\$ 9,577,393</u></u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

Trend Information

Trend information for the annual OPEB cost, the percentage of annual OPEB cost contributed to the Plan, and the net OPEB obligation is as follows:

Year Ended June 30,	Annual OPEB Cost	Actual Contribution	Percentage Contributed	Net OPEB Obligation
2013	\$ 2,872,832	\$ 1,209,729	42%	\$ 6,044,632
2014	2,960,168	1,159,902	39%	7,844,898
2015	2,935,893	1,203,398	41%	9,577,393

Funding Status and Funding Progress

The schedule of funding progress as of the most recent actuarial valuation is as follows:

Actuarial Accrued Liability (AAL)	\$ 24,161,707
Actuarial Value of Plan Assets	-
Unfunded Actuarial Accrued Liability (UAAL)	<u>\$ 24,161,707</u>
Funded Ratio (Actuarial Value of Plan Assets/AAL)	0.00%
Covered Payroll	<u>N/A</u>
UAAL as Percentage of Covered Payroll	<u>N/A</u>

The above noted actuarial accrued liability was based on the July 1, 2013, actuarial valuation. Actuarial valuation of an ongoing plan involves estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality, and the healthcare cost trend. Amounts determined regarding the funded status of the Plan and the annual required contribution of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future. The Schedule of Other Postemployment Benefits Funding Progress, presented as required supplementary information, follows the notes to the financial statements and presents multi-year trend information about whether the actuarial value of Plan assets is increasing or decreasing over time relative to the actuarial accrued liabilities for benefits.

Actuarial Methods and Assumptions

Projections of benefits for financial reporting purposes are based on the substantive Plan (the Plan as understood by the employer and the Plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and the Plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial values of assets, consistent with the long-term perspective of the calculations.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

In the July 1, 2013, actuarial valuation, the unit credit cost method was used. Under this method, there are no liabilities dependent on salary, therefore, no salary increase rate is assumed. The actuarial assumptions include healthcare cost trend rate of eight percent. The UAAL is being amortized at a level dollar method. The remaining amortization period at June 30, 2015, was 29 years. The actuarial value of assets was not determined in this actuarial valuation. As of June 30, 2015, the District finances its OPEB contributions using a pay-as-you-go method. The District has not established a plan or equivalent arrangement that contains an irrevocable trust.

NOTE 12 - RISK MANAGEMENT

Insurance Coverages

The District is exposed to various risks of loss related to torts and liability; theft of, damage to and destruction of assets; errors and omissions and injuries to employees. The District obtains coverage for these risks as a member of various joint powers authorities or through the purchase of coverage from a risk retention group. The District has coverage up to \$25,000,000 for liability and tort risks. This coverage is subject to a \$250,000 self-insured retention. The District carries replacement coverage on its buildings and furniture and equipment with limits of \$600,000,000 (total pool value) and exposures of \$332,514,000 with a \$100,000 self-insurance retention. A property and equipment audit performed by the Joint Powers Authority is used to identify the aforementioned exposures. However, claims against the property coverage would use current replacement value to respond to a covered event. Employee health benefits are covered by the employees enrolling in either one of two health maintenance organizations or in the District's self-insured health plan. The District's self-insured limit for the self-insured plan is \$100,000, and it purchases insurance coverage for the excess claims. The District purchases coverage for the dental benefits from a joint powers authority.

Joint Powers Authority Risk Pools

During fiscal year ended June 30, 2015, the District contracted with the Southern California Schools Risk Management (SCSRM) Joint Powers Authority for property and liability insurance coverage. Settled claims have not exceeded this commercial coverage in any of the past three years. There has not been a significant reduction in coverage from the prior year.

Workers' Compensation

For fiscal year 2014-2015, the District participated in the Schools Excess Liability Fund Joint Powers Authority (JPA), an insurance purchasing pool. The District is self insured for the first \$500,000 of each workers' compensation claim. The intent of the JPA is to achieve the benefit of a reduced premium for the District by virtue of its grouping and representation with other participants in the JPA. The workers' compensation experience of the participating districts is calculated as one experience, and a common premium rate is applied to all districts in the JPA. Each participant pays its workers' compensation premium based on its individual rate. Total savings are then calculated and each participant's individual performance is compared to the overall saving. A participant will then either receive money from or be required to contribute to the "equity-pooling fund." This "equity pooling" arrangement ensures that each participant shares equally in the overall performance of the JPA. Participation in the JPA is limited to K-12 and community college districts that can meet the JPA's selection criteria.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2015**

<u>Insurance Program / JPA Name</u>	<u>Type of Coverage</u>	<u>Limits</u>
Self-Insured Certificate #7582 (California)	Workers' Compensation	\$ 500,000
Schools Excess Liability Fund (SELF)	Excess Worker's Compensation	\$ 2,000,000
Southern California Schools Risk Management (SCSRM)	General Liability	\$ 500,000
Genesis Insurance Company and Schools Excess Liability Fund (SELF)	Excess Liability	\$ 4,500,000
Southern California Schools Risk Management (SCSRM)	Property	\$ 21,500,000
		\$ 600,000,000

Employee Medical Benefits

The District has contracted with Kaiser Permanente, and Health Net, and also offers the RCCD Self-Insured Health Plan to provide employee medical benefits. The District provides health and welfare benefits to all full-time and permanent part-time employees (20 hours or more) and their dependents. Those employees working less than full-time will receive a pro-rata share of the benefit package. Employees in positions less than 20 hours per week do not receive any fringe benefits.

- Medical - The employee has a choice of Kaiser Permanente, Health Net, or the RCCD Plan. The employee may elect to change carriers once per year during open enrollment. Normally, such election shall be effective October 1 of each year.
- Dental - Delta insurance coverage for employees and dependents shall be provided by the District. All employees shall participate in the program.
- Life Insurance - The District provides a \$50,000 life insurance policy by a carrier designated by the District. All employees shall participate in this life insurance program.

Rates are set through an annual calculation process. The District pays a monthly contribution which is placed in a common fund from which claim payments are made for all participating districts. Claims are paid for all participants regardless of the claim's flow. The Board of Directors has the right to return monies to a district subsequent to the settlement of all expenses and claims if a district withdraws from the pool.

The District records an estimated liability for indemnity torts and other claims against the District. Claims liabilities are based on estimates of the ultimate costs of reported claims (including future claim adjustment expenses) and an estimate for claims incurred, but not reported based on historical experience. The estimated liabilities are calculated using historical experience and internal actuarial analysis.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

Claims Liabilities

The District establishes a liability for both reported and unreported events, which includes estimates of both future payments of losses and related claim adjustment expenses. The following represent the changes in approximate aggregate liabilities for the District from July 1, 2013 to June 30, 2015:

	<u>Self- Insurance</u>
Liability Balance, July 1, 2013	\$ 3,200,000
Claims and changes in estimates	6,372,322
Claims payments	<u>(7,072,322)</u>
Liability Balance, June 30, 2014	2,500,000
Claims and changes in estimates	9,930,923
Claims payments	<u>(9,064,627)</u>
Liability Balance, June 30, 2015	<u>\$ 3,366,296</u>
Assets available to pay claims at June 30, 2015	<u><u>\$ 3,115,604</u></u>

The District records an estimated liability for indemnity health care, workers' compensation, torts, and other claims against the District. Claims liabilities are based on estimates of the ultimate cost of the reported claims including future claim adjustment expenses and an estimate for claims incurred, but not reported based on historical experience. The estimated liabilities are calculated using an actuarial valuation of its self-insured medical benefits, workers' compensation, and general liability programs.

NOTE 13 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of CalSTRS and classified employees are members of CalPERS.

The District implemented GASB Statements No. 68 and No. 71 for the fiscal year ended June 30, 2015. As a result, the District reported its proportionate share of the net pension liabilities, pension expense, and deferred inflow of resources for each of the above plans and a deferred outflow of resources for each of the above plans as follows:

<u>Pension Plan</u>	<u>Proportionate Share of Net Pension Liability</u>	<u>Deferred Outflow of Resources</u>	<u>Proportionate Share of Deferred Inflow of Resources</u>	<u>Proportionate Share of Pension Expense</u>
CalSTRS	\$ 82,251,502	\$ 5,629,470	\$ 20,254,276	\$ 7,100,961
CalPERS	38,273,998	4,264,299	14,615,433	3,401,777
Total	<u>\$ 120,525,500</u>	<u>\$ 9,893,769</u>	<u>\$ 34,869,709</u>	<u>\$ 10,502,738</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

The District contributes to the State Teachers' Retirement Plan (STRP) administered by CalSTRS. STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2013, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publically available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/member-publications>.

Benefits Provided

The STRP provides retirement, disability, and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age, and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program, and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

The District contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

The STRP provisions and benefits in effect at June 30, 2015, are summarized as follows:

	STRP Defined Benefit Program	
	On or before	On or after
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	8.15%	8.15%
Required employer contribution rate	8.88%	8.88%
Required State contribution rate	5.95%	5.95%

Contributions

Required member, District, and State of California contribution rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contribution rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2015, are presented above, and the District's total contributions were \$5,629,470.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2015, the District reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with the District were as follows:

Total net pension liability, including State share:

District's proportionate share of net pension liability	\$ 82,251,502
State's proportionate share of net pension liability associated with the District	49,667,008
Total	<u>\$ 131,918,510</u>

The net pension liability was measured as of June 30, 2014. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating college districts and the State, actuarially determined. At June 30, 2015, the District's proportion was 0.1408 percent.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

For the year ended June 30, 2015, the District recognized pension expense of \$7,100,961. In addition, the District recognized revenue and pension expense of \$4,287,867 for support provided by the State. At June 30, 2015, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows	Deferred Inflows of Resources
Pension contributions subsequent to measurement date	\$ 5,629,470	\$ -
Difference between projected and actual earnings on pension plan investments	-	20,254,276
Total	<u>\$ 5,629,470</u>	<u>\$ 20,254,276</u>

The deferred outflow of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2016.

The deferred inflow of resources will be amortized over a closed five-year period and will be recognized in pension expense as follows:

Year Ended June 30,	Amortization
2016	\$ 5,063,569
2017	5,063,569
2018	5,063,569
2019	5,063,569
Total	<u>\$ 20,254,276</u>

Actuarial Methods and Assumptions

Total pension liability for STRP was determined by applying update procedures to a financial reporting actuarial valuation as of June 30, 2013, and rolling forward the total pension liability to June 30, 2014. The financial reporting actuarial valuation as of June 30, 2013, used the following methods and assumptions, applied to all prior periods included in the measurement:

Valuation date	June 30, 2013
Measurement date	June 30, 2014
Experience study	July 1, 2006 through June 30, 2010
Actuarial cost method	Entry age normal
Discount rate	7.60%
Investment rate of return	7.60%
Consumer price inflation	3.00%
Wage growth	3.75%

CalSTRS uses custom mortality tables to best fit the patterns of mortality among its members. These custom tables are based on RP2000 series tables adjusted to fit CalSTRS experience.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense, and inflation) are developed for each major asset class. The best estimate ranges were developed using capital market assumptions from CalSTRS general investment consultant. Based on the model for CalSTRS consulting actuary investment practice, a best estimate range was determined assuming the portfolio is re-balanced annually and that the annual returns are normally distributed and independent from year to year to develop expected percentile for the long-term distribution of annualized returns. The assumed asset allocation is based on board policy for target asset allocation in effect on February 2, 2012, the date the current experience study was approved by the board. Best estimates of 10-year geometric real rates of return and the assumed asset allocation for each major asset class used as input to develop the actuarial investment rate of return are summarized in the following table:

<u>Asset Class</u>	<u>Assumed Asset Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Global equity	47%	4.50%
Private equity	12%	6.20%
Real estate	15%	4.35%
Inflation sensitive	5%	3.20%
Fixed income	20%	0.20%
Cash/liquidity	1%	0.00%

Discount Rate

The discount rate used to measure the total pension liability was 7.60 percent. The projection of cash flows used to determine the discount rate assumed the contributions from plan members and employers will be made at statutory contribution rates. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.60 percent) and assuming that contributions, benefit payments, and administrative expense occurred midyear. Based on these assumptions, the STRP's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine total pension liability.

The following presents the District's proportionate share of the net pension liability calculated using the current discount rate, as well as what the net pension liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

<u>Discount Rate</u>	<u>Net Pension Liability</u>
1% decrease (6.60%)	\$ 128,208,581
Current discount rate (7.60%)	82,251,502
1% increase (8.60%)	43,931,651

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

California Public Employees' Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under CalPERS, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2013, annual actuarial valuation report, Schools Pool Actuarial Valuation, 2013. This report and CalPERS audited financial information are publically available reports that can be found on the CalPERS website under Forms and Publications at:
<https://www.calpers.ca.gov/page/forms-publications>.

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments, and death benefits to plan members who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor, and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or age 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2015, are summarized as follows:

	<u>School Employer Pool (CalPERS)</u>	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.000%	6.000%
Required employer contribution rate	11.771%	11.771%

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The District is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contribution rates are expressed as a percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2015, are presented above, and the total District contributions were \$4,264,299.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

As of June 30, 2015, the District reported net pension liabilities for its proportionate share of the CalPERS net pension liability totaling \$38,273,998. The net pension liability was measured as of June 30, 2014. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating college districts, actuarially determined. At June 30, 2015, the District's proportion was 0.3371 percent.

For the year ended June 30, 2015, the District recognized pension expense of \$3,401,777. At June 30, 2015, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows	Deferred Inflows of Resources
Pension contributions subsequent to measurement date	\$ 4,264,299	\$ -
Net change in proportionate share of net pension liability	-	1,464,059
Difference between projected and actual earnings on pension plan investments	-	13,151,374
Total	<u>\$ 4,264,299</u>	<u>\$ 14,615,433</u>

The deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2016.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

The deferred inflows of resources related to the net change in proportionate share of net pension liability will be amortized over the Expected Average Remaining Service Lives (EARSL) of all members that are provided benefits (active, inactive, and retirees) as of the beginning of the measurement period. The EARSL for the 2013-2014 measurement period is 3.9 years and the pension expense will be recognized as follows:

Year Ended June 30,	<u>Amortization</u>
2016	\$ 488,020
2017	488,020
2018	488,019
Total	<u>\$ 1,464,059</u>

The deferred inflows of resources related to the differences between projected and actual earnings on pension plan investments will be amortized over a closed five-year period and will be recognized in pension expense as follows:

Year Ended June 30,	<u>Amortization</u>
2016	\$ 3,287,844
2017	3,287,844
2018	3,287,844
2019	3,287,842
Total	<u>\$ 13,151,374</u>

Actuarial Methods and Assumptions

Total pension liability for the SEP was determined by applying update procedures to a financial reporting actuarial valuation as of June 30, 2013, and rolling forward the total pension liability to June 30, 2014. The financial reporting actuarial valuation as of June 30, 2013, used the following methods and assumptions, applied to all prior periods included in the measurement:

Valuation date	June 30, 2013
Measurement date	June 30, 2014
Experience study	July 1, 1997 through June 30, 2011
Actuarial cost method	Entry age normal
Discount rate	7.50%
Investment rate of return	7.50%
Consumer price inflation	2.75%
Wage growth	3.00%

Mortality assumptions are based on mortality rates resulting from the most recent CalPERS experience study adopted by the CalPERS Board. For purposes of the post-retirement mortality rates, those revised rates include five years of projected ongoing mortality improvement using Scale AA published by the Society of Actuaries.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

In determining the long-term expected rate of return, CalPERS took into account both short-term and long-term market return expectations, as well as the expected pension fund cash flows. Using historical returns of all the funds' asset classes, expected compound returns were calculated over the short-term (first ten years) and the long-term (11-60 years) using a building-block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and rounded down to the nearest one quarter of one percent. The target asset allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return
Global equity	47%	5.25%
Global fixed income	19%	0.99%
Private equity	12%	6.83%
Real estate	11%	4.50%
Inflation sensitive	6%	0.45%
Infrastructure and Forestland	3%	4.50%
Liquidity	2%	-0.55%

Discount Rate

The discount rate used to measure the total pension liability was 7.50 percent. The projection of cash flows used to determine the discount rate assumed the contributions from plan members and employers will be made at statutory contribution rates. Based on these assumptions, the School Employer Pool fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine total pension liability.

The following presents the District's proportionate share of the net pension liability calculated using the current discount rate, as well as what the net pension liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

Discount Rate	Net Pension Liability
1% decrease (6.50%)	\$ 67,141,329
Current discount rate (7.50%)	38,273,998
1% increase (8.50%)	14,152,432

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

On Behalf Payments

The State of California makes contributions to CalSTRS and CalPERS on behalf of the District. These payments consist of State General Fund contributions to CalSTRS for the fiscal years ended June 30, 2015, which amounted to \$3,276,375 (5.679 percent) of salaries subject to CalSTRS. Contributions are no longer appropriated in the annual *Budget Act* for the legislatively mandated benefits to CalPERS. Therefore, there is no on behalf contribution rate for CalPERS. No contributions were made for CalPERS for the years ended June 30, 2015. Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. These amounts have been reflected in the basic financial statements as a component of nonoperating revenue and employee benefit expense.

Deferred Compensation

The District offers its employees deferred compensation plans created in accordance with Internal Revenue Code Section 403(b) and Section 457. The plans, available to all District employees, permit them to defer a portion of their salary until future years. The deferred compensation is not available to the employees until termination, retirement, death, or an unforeseeable emergency.

All amounts of compensation deferred under the plans, all property and rights purchased with those amounts, and all income attributable to those amounts, property, or rights are solely the property and rights of the Financial Agent, until paid or made available to the employee or other beneficiary.

The CalSTRS 403b Comply is the Financial Agent for the District.

Public Agency Retirement System (PARS) - Alternate Retirement System

The Omnibus Budget Reconciliation Act of 1990 [Internal Revenue Code Section 3121 (b) (7) (F)] requires State and local public agencies to provide a retirement plan for all employees not covered under existing employer pension plans and/or Social Security.

The District is a member of the Public Agency Retirement System (PARS), a multiple-employer retirement trust established in 1990 by a coalition of public employers. The plan covers the District's part-time, temporary, and other employees not covered under CalPERS or CalSTRS, but whose salaries would otherwise be subject to Social Security tax. Benefit provisions and other requirements are established by District management based on agreements with various bargaining units. PARS is a defined contribution qualified retirement plan under Section 401 (a) of the Internal Revenue Code.

The minimum total contribution is 7.5 percent of employees' salaries, of which the employee contributes the total 7.5 percent. District employees are covered under PARS Plan #763 as of June 30, 2015. Total contributions to the plan amounted to \$636,829.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

NOTE 14 - PUBLIC AGENCY RETIREMENT SYSTEM (PARS) SUPPLEMENTARY RETIREMENT PLANS (SRPs)

The District has adopted Public Agency Retirement System (PARS) 403(b) Supplementary Retirement Plans (SRPs). These SRPs are designed to meet the requirements of Section 403(b) of the Internal Revenue Code of 1986, as amended, and, to the extent applicable, the Employee Retirement Income Security Act of 1974, as amended. Employees eligible to receive retirement benefits under the SRPs must be a permanent employee with at least age fifty-five (55) with eight (8) or more years of full-time equivalent District service from the date of the formal action taken by the District (retire during the window period in the formal action taken by the District's Governing Board of Trustees). The benefits provided under the SRPs are funded in five (5) annual contributions. (See Note 10.)

NOTE 15 - PARTICIPATION IN PUBLIC ENTITY RISK POOLS AND JOINT POWERS AUTHORITIES

The District is a member of the School Excess Liability Fund (SELF), the Riverside Community College - County Superintendent Self-Insurance Program for Employees (RCCCSSIPE), the Riverside Employers/Employees Plan (REEP), and the Southern California Schools Risk Management (SCSRM) Joint Powers Authorities (JPAs). The District pays annual premiums for its property liability, health, and workers' compensation coverage. The relationship between the District and the JPAs is such that they are not component units of the District for financial reporting purposes.

The JPAs have budgeting and financial reporting requirements independent of member units and their financial statements are not presented in these financial statements; however, transactions between the JPAs and the District are included in these statements. Audited financial statements are available from the respective entities.

The District's share of year-end assets, liabilities, or fund equity has not been calculated. During the year ended June 30, 2015, the District made payments of \$95,519, \$53,185, \$1,399,122, and \$789,064 to SELF, RCCCSSIPE, REEP, and SCSRM, respectively.

NOTE 16 - COMMITMENTS AND CONTINGENCIES

Grants

The District receives financial assistance from Federal and State agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the District. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the District at June 30, 2015.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

Litigation

The District is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial statements of the District at June 30, 2015.

Operating Leases

The District has entered into various operating leases for buildings and equipment with lease terms in excess of one year. None of these agreements contain purchase options. All agreements contain a termination clause providing for cancellation after a specified number of days written notice to lessors, but it is unlikely that the District will cancel any of the agreements prior to the expiration date. Future minimum lease payments under these agreements are as follows:

Year Ending June 30,	Lease Payment
2016	\$ 1,020,506
2017	4,918
2018	4,279
Total	<u>\$ 1,029,703</u>

Construction Commitments

As of June 30, 2015, the District had the following budgetary commitments with respect to the unfinished capital projects:

Project	Estimated Cost to Complete	Percent Complete	Estimated Completion
District - Swing Space - Market Street Properties	\$ 191,750	77.87%	FY 15/16
Moreno Valley - Network Operations Center	1,248,860	58.70%	FY 15/16
Norco - Groundwater Monitoring Wells	310,868	41.82%	FY 15/16
Riverside City College Coil School for the Arts	16,904,132	56.07%	FY 15/16
Riverside City College Culinary Arts and District Office Building	12,482,324	62.33%	FY 15/16
Riverside City College Student Services Building	18,229,282	29.68%	FY 15/16
	<u>\$ 49,367,216</u>		

The projects are funded through a combination of general obligation bonds and capital project apportionments from the State Chancellor's Office, as well as private donations and redevelopment fundings.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2015**

NOTE 17 - RESTATEMENT OF PRIOR YEAR NET POSITION

The District adopted GASB Statement No. 68, *Accounting and Financial Reporting for Pensions*, in the current year. As a result, the effect on the current fiscal year is as follows:

Primary Government	
Net Position - Beginning	\$ 212,798,079
Restatement of net pension liability for implementation of GASB Statement No. 68	(154,735,650)
Restatement of deferred outflows of resources for implementation of GASB Statement No. 68	<u>9,221,565</u>
Net Position - Beginning, as Restated	<u><u>\$ 67,283,994</u></u>

NOTE 18 - SUBSEQUENT EVENTS

During July 2015, the District issued the Series 2015E General Obligation Bonds in the amount of \$45,004,145. The bonds mature beginning on August 1, 2015 through August 1, 2039, with interest yields ranging from 3.81 to 5.05 percent. The proceeds of the bonds are being used to finance the cost of renovating, acquiring, constructing, repairing and equipping District buildings and other facilities and pay certain costs of issuance of the bonds.

During July 2015, the District issued the 2015 General Obligation Refunding Bonds in the amount of \$43,920,000. The bonds mature beginning on August 1, 2015 through August 1, 2032, with interest yields ranging from 2.00 to 5.00 percent. The proceeds of the bonds are being used to advance refund the District's outstanding Election of 2004 General Obligation Bonds, Series 2007C and pay certain costs of issuance of the bonds.

REQUIRED SUPPLEMENTARY INFORMATION

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**SCHEDULE OF OTHER POSTEMPLOYMENT BENEFITS (OPEB) FUNDING
 PROGRESS
 FOR THE YEAR ENDED JUNE 30, 2015**

Actuarial Valuation Date	Actuarial Value of Assets (a)	Actuarial Liability (AAL) - Unit Credit Cost Method (b)	Unfunded AAL (UAAL) (b - a)	Funded Ratio (a / b)	Covered Payroll (c)	UAAL as a Percentage of Covered Payroll ([b - a] / c)
July 1, 2009	\$ -	\$ 15,799,353	\$ 15,799,353	0.00%	N/A	N/A
July 1, 2011	-	24,642,278	24,642,278	0.00%	N/A	N/A
July 1, 2013	-	24,161,707	24,161,707	0.00%	N/A	N/A

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE
 NET PENSION LIABILITY
 FOR THE YEAR ENDED JUNE 30, 2015**

CalSTRS

District's proportion of the net pension liability	<u>0.1408%</u>
District's proportionate share of the net pension liability	\$ 82,251,502
State's proportionate share of the net pension liability associated with the District	49,667,008
Total	<u>\$ 131,918,510</u>
District's covered - employee payroll	<u>\$ 62,691,527</u>
District's proportionate share of the net pension liability as a percentage of its covered - employee payroll	<u>131.20%</u>
Plan fiduciary net position as a percentage of the total pension liability	<u>77%</u>

CalPERS

District's proportion of the net pension liability	<u>0.3371%</u>
District's proportionate share of the net pension liability	<u>\$ 38,273,998</u>
District's covered - employee payroll	<u>\$ 35,391,662</u>
District's proportionate share of the net pension liability as a percentage of its covered - employee payroll	<u>108.14%</u>
Plan fiduciary net position as a percentage of the total pension liability	<u>83%</u>

Note : In the future, as data become available, ten years of information will be presented.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

SCHEDULE OF DISTRICT CONTRIBUTIONS FOR THE YEAR ENDED JUNE 30, 2015

CalSTRS

Contractually required contribution	\$ 5,629,470
Contributions in relation to the contractually required contribution	<u>5,629,470</u>
Contribution deficiency (excess)	<u>\$ -</u>
District's covered - employee payroll	<u>\$ 63,394,932</u>
Contributions as a percentage of covered - employee payroll	<u>8.88%</u>

CalPERS

Contractually required contribution	\$ 4,264,299
Contributions in relation to the contractually required contribution	<u>4,264,299</u>
Contribution deficiency (excess)	<u>\$ -</u>
District's covered - employee payroll	<u>\$ 36,227,160</u>
Contributions as a percentage of covered - employee payroll	<u>11.77%</u>

Note : In the future, as data become available, ten years of information will be presented.

SUPPLEMENTARY INFORMATION

RIVERSIDE COMMUNITY COLLEGE DISTRICT

DISTRICT ORGANIZATION JUNE 30, 2015

The Riverside Community College District was founded in 1916 and is comprised of an area of approximately 440 square miles located in the western portion of Riverside County. There were no changes in the boundaries of the District during the current year. The District's colleges are accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC, WASC), which is one of six regional associations that accredit public and private schools, colleges, and universities in the United States.

The District is currently comprised of three Colleges: Riverside City, Norco, and Moreno Valley Colleges.

BOARD OF TRUSTEES

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Virginia Blumenthal	President	December 2018
Janet Green	Vice President	December 2018
Nathan Miller	Secretary	December 2016
Mary Figueroa	Member	December 2016
Tracey Vackar	Member	December 2018

DISTRICT ADMINISTRATION

Dr. Michael L. Burke, Ph.D.	Chancellor
Mr. Aaron Brown	Vice Chancellor, Business and Financial Services
* Vacant	Vice Chancellor, Educational Services
** Ms. Terri Hampton	Vice Chancellor, Human Resources and Employee Relations
Ms. Chris Carlson	Chief of Staff and Facilities Development

COLLEGE ADMINISTRATION

Dr. Wolde-Ab Isaac	President, Riverside City College
Dr. Sandra Mayo	President, Moreno Valley College
Dr. Paul Parnell	President, Norco College

* As of August 19, 2015

** As of September 2, 2015

See accompanying note to supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS FOR THE YEAR ENDED JUNE 30, 2015

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	CFDA Number	Pass-Through Identifying Number	Federal Expenditures
U.S. DEPARTMENT OF AGRICULTURE			
Child and Adult Nutrition Program	10.558		\$ 144,481
Pass through from the Regents of the University of California, Riverside			
Building Bridges Across Riverside through Nano-Water Research	10.223	2010-38422-21220	27,537
Total U.S. Department of Agriculture			<u>172,018</u>
U.S. DEPARTMENT OF DEFENSE			
Procurement Assistance Center (PAC)	12.002		290,790
U.S. DEPARTMENT OF JUSTICE			
Bulletproof Vest Partnership	16.607		594
U.S. DEPARTMENT OF LABOR			
WORKFORCE INVESTMENT ACT			
Pass through from California Family Life Center			
Empower Youth Program	17.259	[1]	11,410
Pass through from Chaffey Community College District			
Trade Adjustment Assistance Community College and Career Training (TAACCCT)	17.282	TC-26434-14-60-A-6	46,333
Total U.S. Department of Labor			<u>57,743</u>
NATIONAL SCIENCE FOUNDATION			
National Center of Excellence for Logistics and Supply Chain Technology *	47.076		678,835
SMALL BUSINESS ADMINISTRATION			
Pass through from California State University, Fullerton			
Auxiliary Services Corporation			
Tri-Tech Small Business Development Center	59.037	SBAHQ-15-B-0064	255,199
Pass through from California Community Colleges Chancellor's Office			
CA State Trade Export	59.061	SBAHQ-12-IT-0053	30,610
Pass through from University of California, Merced			
Federal and State Technology (FAST)	59.058	SBAHQ-14-G-0030	22,453
Total Small Business Administration			<u>308,262</u>
U.S. DEPARTMENT OF VETERANS AFFAIRS			
Veteran Outreach Program - Administration	64.000		6,091
U.S. DEPARTMENT OF EDUCATION			
TRIO Cluster:			
Student Support Services Program	84.042A		804,452
Upward Bound Program	84.047A		1,065,903
Upward Bound Program - Math and Science	84.047M		257,508
Subtotal TRIO Cluster			<u>2,127,863</u>

[1] Pass-Through Identifying Number not available.

* Research and Development Grant

(Continued)

See accompanying note to supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS FOR THE YEAR ENDED JUNE 30, 2015

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	CFDA Number	Pass-Through Identifying Number	Federal Expenditures
Student Financial Assistance Cluster:			
Federal Supplement Education Opportunity Grant (FSEOG)	84.007		\$ 992,150
FSEOG Administrative	84.007		65,731
Federal Direct Student Loans (Direct Loans)	84.268		3,863,083
Federal Work Study Program (FWS)	84.033		1,001,593
Federal Work Study Administrative	84.033		60,862
Federal Pell Grants (PELL)	84.063		45,833,385
Federal Pell Administrative	84.063		124,940
Subtotal Student Financial Assistance Cluster			<u>51,941,744</u>
HIGHER EDUCATION ACT			
Title V - Transdisciplinary Cooperation for Academic and Career Success	84.031S		830,557
Title V - HIS Pathways to Excellence	84.031S		644,583
Title V - Higher Education Institutional Aid	84.031S		220,809
Title V - Answering the Call	84.031S		418,446
Title V - HIS Stem and Articulation	84.031C		891,121
MVC Technology Access Project	84.031C		910,899
Subtotal Higher Education - Institutional Aid			<u>3,916,415</u>
CAREER AND TECHNICAL EDUCATION ACT			
Passed through from California Community Colleges Chancellor's Office			
Career and Technical Education, Title I-B Regional Consortia Desert	84.048	[1]	217,004
Career and Technical Education, Title I-C	84.048	14-C01-45	1,039,482
Career and Technical Education Research	84.048	[1]	10,000
Career and Technical Education Transitions	84.048	14-112-960	85,637
REHABILITATION ACT			
Pass through from California Department of Rehabilitation (DOR)			
Workability	84.126A	[1]	247,725
Total U.S. Department of Education			<u>59,585,870</u>
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES			
Pass through from California Community Colleges Chancellor's Office			
Temporary Assistance to Needy Families (TANF)	93.558	[1]	187,414
Foster and Kinship Care Education Program (FKCE)	93.658	[1]	47,854
Pass through from Yosemite Community College District			
Early Childhood Study - Consortium Grant	93.575	[1]	18,450
Pass through from Riverside County Superintendent of Schools			
Independent Living Skills - Emancipation Services	93.674	[1]	98,608
Total U.S. Department of Health and Human Services			<u>352,326</u>
Total Expenditures of Federal Awards			<u>\$ 61,452,529</u>

[1] Pass-Through Identifying Number not available.

See accompanying note to supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**SCHEDULE OF EXPENDITURES OF STATE AWARDS
FOR THE YEAR ENDED JUNE 30, 2015**

Program	Program Entitlements		
	Current Year	Prior Year	Total Entitlement
GENERAL FUND			
Board Financial Assistance Program (BFAP)	\$ 404,511	\$ -	\$ 404,511
Part Time Faculty Insurance	7,795	-	7,795
Part Time Faculty Office Hours	54,267	-	54,267
PT Faculty Compensation	568,878	-	568,878
Educational Protection Act	20,764,797	-	20,764,797
Homeowner Property Tax Relief (includes SBC)	450,000	-	450,000
State Tax Subventions	-	-	-
State Lottery	3,425,000	-	3,425,000
State Mandated Costs	1,862,192	-	1,862,192
Family Pact Services	-	-	-
Basic Skills/ESL 2013-2014	-	292,228	292,228
Basic Skills/ESL 2014-2015	455,999	-	455,999
Basic Skills/ESL 2012-2013	-	77,564	77,564
Proposition 39 Clean Energy	76,056	-	76,056
GO-Biz	90,000	-	90,000
Enrollment Growth for ADN-RN 13/14	-	104,200	104,200
Enrollment Growth for ADN-RN 14/15	406,187	-	406,187
Ext Opp Prog and Serv - EOPS	1,456,326	-	1,456,326
CARE	135,718	-	135,718
Board Financial Assist Prog	1,313,256	-	1,313,256
Instructional Equipment	1,461,470	71,386	1,532,856
Student Success and Support Program	4,023,459	145,182	4,168,641
Student Equity	1,701,741	-	1,701,741
Staff Development	-	3,214	3,214
AB 86 Adult Education Consortium Planning	-	385,535	385,535
Foster Care Education Program	68,813	-	68,813
Middle College High School - Norco	50,500	-	50,500
Staff Diversity	10,116	6,965	17,081
Disbld Stdt Prog and Serv - DSPTS	3,017,350	-	3,017,350
Active Minds Mental Health Education and Awareness	10,000	-	10,000
Sector Navigator: Global Trade & Logistics	372,500	-	372,500
Deputy Sector Navigator: Global Trade and Logistics	300,000	-	300,000
Sector Navigator: Global Trade and Logistics	-	162,147	162,147
Sector Navigator: Global Trade and Logistics	-	178,386	178,386
Youth Entrepreneurship Program 11-12	-	6	6
First 5 Riverside Access and Quality Initiative	655,445	-	655,445
Song Brown PA Mental Health Special Program 12-13	-	95,259	95,259

See accompanying note to supplementary information.

Program Revenues					
Cash Received	Accounts Receivable	Accounts Payable	Unearned Revenue	Total Revenue	Program Expenditures
\$ 893,481	\$ -	\$ -	\$ -	\$ 893,481	\$ 893,481
7,795	-	-	-	7,795	7,795
54,268	-	-	-	54,268	54,268
568,878	-	-	-	568,878	568,878
24,858,375	-	-	-	24,858,375	24,858,375
443,418	1	-	-	443,419	443,419
-	641	-	-	641	641
2,125,873	1,410,067	-	-	3,535,940	3,535,940
1,893,698	-	-	-	1,893,698	1,893,698
4,615	-	-	-	4,615	4,615
292,228	-	(5,429)	-	286,799	286,799
507,585	-	-	(365,475)	142,110	142,110
77,564	-	-	-	77,564	77,564
-	66,774	-	-	66,774	66,774
33,830	38,297	-	-	72,127	72,127
104,200	-	-	-	104,200	104,200
406,187	-	-	-	406,187	406,187
1,456,326	-	(50,450)	-	1,405,876	1,405,876
135,718	-	(1,927)	-	133,791	133,791
1,313,256	-	(3,245)	-	1,310,011	1,310,011
1,532,855	-	-	(210,050)	1,322,805	1,322,805
4,168,640	-	-	(935,300)	3,233,340	3,233,340
1,701,741	-	-	(1,141,586)	560,155	560,155
3,214	-	-	(2,788)	426	426
342,005	-	-	(147,821)	194,184	194,184
39,698	43,963	-	-	83,661	83,661
20,200	-	-	(12,125)	8,075	8,075
17,081	-	-	(4,056)	13,025	13,025
3,017,350	-	(1,105)	-	3,016,245	3,016,245
-	8,775	-	-	8,775	8,775
147,456	176,085	-	-	323,541	323,541
80,000	67,245	-	-	147,245	147,245
(161,353)	282,031	-	-	120,678	120,678
(1,614)	180,000	-	-	178,386	178,386
6	-	-	-	6	6
199,289	443,838	-	-	643,127	643,127
-	-	-	-	-	-

(Continued)

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**SCHEDULE OF EXPENDITURES OF STATE AWARDS
FOR THE YEAR ENDED JUNE 30, 2015**

Program	Program Entitlements		
	Current Year	Prior Year	Total Entitlement
GENERAL FUND, Continued			
Song Brown PA Workforce Training Program	\$ 67,973	\$ -	\$ 67,973
Song Brown RN 13-15	-	123,217	123,217
Song Brown 14/16	-	180,000	180,000
Song Brown RN Special Program 13-15	56,991	23,138	80,129
Upward Bound Math and Science Vista Del Lago	-	-	-
Upward Bound TRIO - AUSD	-	-	-
Upward Bound - Centennial High School	-	-	-
Upward Bound - Corona High School	-	-	-
ICT Digital Media	10,000	-	10,000
CTE Community Collaborative Pathways Initiative 12-14	-	210,009	210,009
Song Brown PA Base Funding	-	81,870	81,870
Song Brown PA Mental Health 13-14	29,700	70,300	100,000
Foster Parent Pre-Training	117,960	-	117,960
SFAP Fiscal Coordination 14/16	33,175	-	33,175
Student Financial Assistance Program - Fiscal Coordination 13-14	-	448,401	448,401
California Career Pathways Trust	-	-	-
California Community Colleges Student Mental Health Program	-	76,218	76,218
CalWORKs Community College Set-Aside	80,000	-	80,000
CalWORKs	863,128	-	863,128
CTE Enhancement Funds	3,958,778	-	3,958,778
Song Brown PA Base Funding	114,999	-	114,999
State Lottery	853,079	14,756	867,835
CHILD DEVELOPMENT FUND			
Campus Child Care Tax Bailout	70,348	-	70,348
STUDENT FINANCIAL AID FUND			
Cal Grant B	2,991,705	-	2,991,705
Total State Programs			

See accompanying note to supplementary information.

Program Revenues					
Cash Received	Accounts Receivable	Accounts Payable	Unearned Revenue	Total Revenue	Program Expenditures
\$ 9,216	\$ 7,971	\$ -	\$ -	\$ 17,187	\$ 17,187
73,197	25,000	-	(20,349)	77,848	77,848
45,000	24,703	-	-	69,703	69,703
20,321	36,875	-	-	57,196	57,196
3,157	-	-	-	3,157	3,157
2,269	-	-	-	2,269	2,269
2,649	-	-	-	2,649	2,649
1,308	-	-	-	1,308	1,308
10,000	-	-	-	10,000	10,000
191,295	-	-	-	191,295	191,295
(32,197)	101,850	(33,858)	-	35,795	35,795
-	-	-	-	-	-
48,953	18,148	(121)	-	66,980	66,980
-	51,502	-	-	51,502	51,502
(12,129)	460,530	-	-	448,401	448,401
-	2,712	-	-	2,712	2,712
41,309	31,411	-	-	72,720	72,720
84,722	25,600	-	(71,802)	38,520	38,520
876,838	(13,228)	(1,987)	-	861,623	861,623
3,562,900	-	-	(2,347,351)	1,215,549	1,215,549
-	76,679	-	-	76,679	76,679
105,956	914,186	(3,838)	(178,002)	838,302	838,302
70,348	-	-	-	70,348	70,348
2,991,705	18,608	(184,000)	-	2,826,313	2,826,313
<u>\$ 54,380,680</u>	<u>\$ 4,500,264</u>	<u>\$ (285,960)</u>	<u>\$ (5,436,705)</u>	<u>\$ 53,158,279</u>	<u>\$ 53,158,279</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**SCHEDULE OF WORKLOAD MEASURES FOR STATE GENERAL
 APPORTIONMENT ANNUAL (ACTUAL) ATTENDANCE
 FOR THE YEAR ENDED JUNE 30, 2015**

CATEGORIES	<u>Reported Data</u>	<u>Audit Adjustments</u>	<u>Audited Data</u>
A. Summer Intersession (Summer 2014 only)			
1. Noncredit	24.41	-	24.41
2. Credit	2,095.64	-	2,095.64
B. Summer Intersession (Summer 2015 - Prior to July 1, 2015)			
1. Noncredit	-	-	-
2. Credit	-	-	-
C. Primary Terms (Exclusive of Summer Intersession)			
1. Census Procedure Courses			
(a) Weekly Census Contact Hours	16,951.42	-	16,951.42
(b) Daily Census Contact Hours	2,474.69	-	2,474.69
2. Actual Hours of Attendance Procedure Courses			
(a) Noncredit	132.45	-	132.45
(b) Credit	2,471.62	-	2,471.62
3. Alternative Attendance Accounting Procedure			
(a) Weekly Census Contact Hours	2,178.49	-	2,178.49
(b) Daily Census Contact Hours	1,331.31	-	1,331.31
D. Total FTES	<u>27,660.03</u>	<u>-</u>	<u>27,660.03</u>
SUPPLEMENTAL INFORMATION (Subset of Above Information)			
E. In-Service Training Courses (FTES)	420.64	-	420.64
H. Basic Skills Courses and Immigrant Education			
1. Noncredit	102.01	-	102.01
2. Credit	2,712.55	-	2,712.55

See accompanying note to supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**RECONCILIATION OF EDUCATION CODE SECTION 84362 (50 PERCENT LAW) CALCULATION
FOR THE YEAR ENDED JUNE 30, 2015**

	Object/TOP Codes	ECS 84362 A Instructional Salary Cost AC 0100 - 5900 and AC 6110			ECS 84362 B Total CEE AC 0100 - 6799		
		Reported Data	Audit Adjustments	Revised Data	Reported Data	Audit Adjustments	Revised Data
<u>Academic Salaries</u>							
Instructional Salaries							
Contract or Regular	1100	\$ 26,971,952	\$ -	\$ 26,971,952	\$ 26,971,952	\$ -	\$ 26,971,952
Other	1300	27,075,870	-	27,075,870	27,075,870	-	27,075,870
Total Instructional Salaries		54,047,822	-	54,047,822	54,047,822	-	54,047,822
Noninstructional Salaries							
Contract or Regular	1200	-	-	-	11,462,071	-	11,462,071
Other	1400	-	-	-	1,416,057	-	1,416,057
Total Noninstructional Salaries		-	-	-	12,878,128	-	12,878,128
Total Academic Salaries		54,047,822	-	54,047,822	66,925,950	-	66,925,950
<u>Classified Salaries</u>							
Noninstructional Salaries							
Regular Status	2100	-	-	-	23,803,363	-	23,803,363
Other	2300	-	-	-	1,258,857	-	1,258,857
Total Noninstructional Salaries		-	-	-	25,062,220	-	25,062,220
Instructional Aides							
Regular Status	2200	1,988,094	-	1,988,094	1,988,094	-	1,988,094
Other	2400	355,304	-	355,304	355,304	-	355,304
Total Instructional Aides		2,343,398	-	2,343,398	2,343,398	-	2,343,398
Total Classified Salaries		2,343,398	-	2,343,398	27,405,618	-	27,405,618
Employee Benefits	3000	12,995,778	-	12,995,778	30,313,800	-	30,313,800
Supplies and Material	4000	-	-	-	1,624,100	-	1,624,100
Other Operating Expenses	5000	-	-	-	14,653,679	-	14,653,679
Equipment Replacement	6420	-	-	-	3,737	-	3,737
Total Expenditures Prior to Exclusions		69,386,998	-	69,386,998	140,926,884	-	140,926,884

See accompanying note to supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**RECONCILIATION OF EDUCATION CODE SECTION 84362 (50 PERCENT LAW) CALCULATION, Continued
FOR THE YEAR ENDED JUNE 30, 2015**

	Object/TOP Codes	ECS 84362 A Instructional Salary Cost AC 0100 - 5900 and AC 6110			ECS 84362 B Total CEE AC 0100 - 6799		
		Reported Data	Audit Adjustments	Revised Data	Reported Data	Audit Adjustments	Revised Data
<u>Exclusions</u>							
Activities to Exclude							
Instructional Staff - Retirees' Benefits and Retirement Incentives	5900	\$ -	\$ -	\$ -	\$ 1,375,588	\$ -	\$ 1,375,588
Student Health Services Above Amount Collected	6441	-	-	-	23,253	-	23,253
Student Transportation	6491	-	-	-	992	-	992
Noninstructional Staff - Retirees' Benefits and Retirement Incentives	6740	-	-	-	1,133,542	-	1,133,542
Objects to Exclude							
Rents and Leases	5060	-	-	-	1,086,480	-	1,086,480
Lottery Expenditures							-
Academic Salaries	1000	-	-	-	-	-	-
Classified Salaries	2000	-	-	-	2,597,931	-	2,597,931
Employee Benefits	3000	-	-	-	938,008	-	938,008
Supplies and Materials	4000	-	-	-	-	-	-
Software	4100	-	-	-	-	-	-
Books, Magazines, and Periodicals	4200	-	-	-	-	-	-
Instructional Supplies and Materials	4300	-	-	-	-	-	-
Noninstructional Supplies and Materials	4400	-	-	-	-	-	-
Total Supplies and Materials		-	-	-	-	-	-

See accompanying note to supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**RECONCILIATION OF EDUCATION CODE SECTION 84362 (50 PERCENT LAW) CALCULATION, Continued
FOR THE YEAR ENDED JUNE 30, 2015**

	Object/TOP Codes	ECS 84362 A Instructional Salary Cost AC 0100 - 5900 and AC 6110			ECS 84362 B Total CEE AC 0100 - 6799		
		Reported Data	Audit Adjustments	Revised Data	Reported Data	Audit Adjustments	Revised Data
Other Operating Expenses and Services	5000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Outlay							
Library Books	6000	-	-	-	-	-	-
Equipment	6300	-	-	-	-	-	-
Equipment - Additional	6400	-	-	-	-	-	-
Equipment - Replacement	6410	-	-	-	-	-	-
Total Equipment		-	-	-	-	-	-
Total Capital Outlay							
Other Outgo	7000	-	-	-	-	-	-
Total Exclusions		-	-	-	7,155,794	-	7,155,794
Total for ECS 84362, 50 Percent Law		\$ 69,386,998	\$ -	\$ 69,386,998	\$ 133,771,090	\$ -	\$ 133,771,090
Percent of CEE (Instructional Salary Cost/Total CEE)		51.87%		51.87%	100.00%		100.00%
50% of Current Expense of Education					\$ 66,885,545		\$ 66,885,545

See accompanying note to supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT (CCFS-311)
WITH FUND FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2015**

There were no adjustments to the Annual Financial and Budget Report (CCFS-311) which required reconciliation to the audited financial statements at June 30, 2015.

See accompanying note to supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**PROPOSITION 30 EDUCATION PROTECTION ACT (EPA) EXPENDITURE REPORT
 FOR THE YEAR ENDED JUNE 30, 2015**

Activity Classification	Object Code				Unrestricted
EPA Proceeds:	8630				\$ 24,858,375
Activity Classification	Activity Code	Salaries and Benefits (Obj 1000-3000)	Operating Expenses (Obj 4000-5000)	Capital Outlay (Obj 6000)	Total
Instructional Activities	1000-5900	\$ 24,587,091	271,284	-	\$ 24,858,375
Total Expenditures for EPA		\$ 24,587,091	271,284	-	\$ 24,858,375
Revenues Less Expenditures					\$ -

See accompanying note to supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

RECONCILIATION OF GOVERNMENTAL FUNDS TO THE STATEMENT OF NET POSITION JUNE 30, 2015

**Amounts Reported for Governmental Activities in the Statement
of Net Position are Different Because:**

Total Fund Balance and Retained Earnings:

General Funds	\$ 25,888,891
Special Revenue Funds	1,391,232
Capital Outlay Projects	10,412,255
Debt Service Funds	13,610,447
Proprietary Fund	3,115,604
Fiduciary Funds	<u>1,362,086</u>

Total Fund Balances and Retained Earnings -

All District Funds

\$ 55,780,515

Capital assets used in governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds.

The cost of capital assets is:

550,262,298

Accumulated depreciation is:

(137,982,542)

412,279,756

Amounts held in trust on behalf of others (Trust and Agency Funds)

(1,315,481)

In governmental funds, unmatured interest on long-term obligations is recognized in the period when it is due. On the government-wide financial statements, unmatured interest on long-term obligations is recognized when it is incurred.

(4,976,900)

The net effect in proportionate share of net pension liability as of the measurement date is not recognized as an expenditure under the modified accrual basis, but is recognized on the accrual basis over the expected remaining service life of members receiving pension benefits.

(1,464,059)

Difference between projected and actual earnings on pension plan investments are not recognized on the modified accrual basis, but are recognized on the accrual basis as an adjustment to pension expense.

(33,405,650)

Contributions to pension plans made subsequent to the measurement date were recognized as expenditures on the modified accrual basis, but are not recognized on the accrual basis.

9,893,769

Governmental funds report deferred cost of refunding associated with the issuance of debt when first issued, whereas the amounts are deferred and amortized in the Statements of Activities.

Deferred charge on refunding at year end amounted to:

6,369,187

Long-term obligations at year end consist of:

Bonds payable	234,896,637
Capital leases payable	67,793
Compensated absences	2,605,594
Load banking	703,146
Supplementary retirement plan (SRP)	846,060
Other postemployment benefits net pension obligation	9,577,393
Aggregate net pension liability	<u>120,525,500</u>

In addition, the District issued "capital appreciation" general obligation bonds. The accretion of interest on those bonds to date is the following:

4,519,609

Less compensated absences already recorded in funds

(1,282,814)

(372,458,918)

Total Net Position

\$ 70,702,219

See accompanying note to supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**NOTE TO SUPPLEMENTARY INFORMATION
 JUNE 30, 2015**

NOTE 1 - PURPOSE OF SCHEDULES

District Organization

This schedule provides information about the District's organization, governing board members, and administration members.

Schedule of Expenditures of Federal Awards

The accompanying Schedule of Expenditures of Federal Awards includes the Federal grant activity of the District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of the United States Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements.

The following schedule provides reconciliation between revenues reported on the Statement of Revenues, Expenses, and Changes in Net Position - Primary Government and the related expenditures reported on the Schedule of Expenditures of Federal Awards.

Description	CFDA Number	Amount
Total Federal Revenues From the Statement of Revenues, Expenses, and Changes in Net Position:		\$ 63,778,205
Build America Bonds	N/A	(2,325,676)
Total Expenditures of Federal Awards		<u>\$ 61,452,529</u>

Subrecipients

Of the Federal expenditures presented in the schedule, the District provided Federal awards to subrecipients as follows:

Federal Grantor/Pass-Through Grantor/Program	CFDA Number	Amount Provided to Subrecipients
National Center of Excellence for Logistics and Supply Chain Technology	47.076	\$ 122,029
Title V - Transdisciplinary Cooperation for Academic and Career Success	84.031S	238,646
Total Pass-Through		<u>\$ 360,675</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTE TO SUPPLEMENTARY INFORMATION JUNE 30, 2015

Schedule of Expenditures of State Awards

The accompanying Schedule of Expenditures of State Awards includes the State grant activity of the District and is presented on the modified accrual basis of accounting. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements. The information in this schedule is presented to comply with reporting requirements of the California State Chancellor's Office.

Schedule of Workload Measures for State General Apportionment Annual (Actual) Attendance

FTES is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds, including restricted categorical funding, are made to community college districts. This schedule provides information regarding the annual attendance measurements of students throughout the District.

Reconciliation of *Education Code Section 84362 (50 Percent Law)* Calculation

ECS 84362 requires the District to expend a minimum of 50 percent of the unrestricted General Fund monies on salaries of classroom instructors. This is reported annually to the State Chancellor's Office. This schedule provides a reconciliation of the amount reported to the State Chancellor's Office and the impact of any audit adjustments and/or corrections noted during the audit.

Reconciliation of Annual Financial and Budget Report (CCFS-311) With Fund Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Form CCFS-311 to the District's internal fund financial statements.

Proposition 30 Education Protection Act (EPA) Expenditure Report

This schedule provides the District's summary of receipts and uses of the monies received through the EPA.

Reconciliation of Governmental Funds to the Statement of Net Position

This schedule provides a reconciliation of the adjustments necessary to bring the District's internal fund financial statements, prepared on a modified accrual basis, to the entity-wide full accrual basis financial statements required under GASB Statements No. 34 and No. 35 business-type activities reporting model.

INDEPENDENT AUDITOR'S REPORTS



Vavrinek, Trine, Day & Co., LLP
Certified Public Accountants

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**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Trustees
Riverside Community College District
Riverside, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the basic financial statements of the business-type activities and the aggregate remaining fund information of Riverside Community College District (the District) as of and for the year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise the District's basic financial statements and have issued our report thereon dated November 24, 2015.

Emphasis of Matter - Change in Accounting Principles

As discussed in Notes 2 and 17 to the financial statements, in 2015, the District adopted new accounting guidance, GASB Statement No. 68, *Accounting and Financial Reporting for Pensions*. Our opinion is not modified with respect to this matter.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

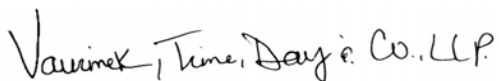
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Riverside, California
November 24, 2015



Vavrinek, Trine, Day & Co., LLP
Certified Public Accountants

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**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR
EACH MAJOR PROGRAM AND REPORT ON INTERNAL CONTROL
OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133**

Board of Trustees
Riverside Community College District
Riverside, California

Report on Compliance for Each Major Federal Program

We have audited Riverside Community College District's (the District) compliance with the types of compliance requirements described in the OMB Circular A-133 *Compliance Supplement* that could have a direct and material effect on each of the District's major Federal programs for the year ended June 30, 2015. The District's major Federal programs are identified in the Summary of Auditor's Results section of the accompanying Schedule of Findings and Questioned Costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its Federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the District's major Federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of State, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major Federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we consider necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major Federal program. However, our audit does not provide a legal determination of the District's compliance.

Opinion on Each Major Federal Program

In our opinion, the District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2015.

Report on Internal Control Over Compliance

Management of the District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the District's internal control over compliance with the types of requirements that could have a direct and material effect on each major Federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major Federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a Federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a Federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a Federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Vauinek, Tunc, Dayir Co., LLP

Riverside, California
November 24, 2015



Vavrinek, Trine, Day & Co., LLP
Certified Public Accountants

VALUE THE DIFFERENCE

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Board of Trustees
Riverside Community College District
Riverside, California

Report on State Compliance

We have audited Riverside Community College District's (the District) compliance with the types of compliance requirements as identified in the California Community Colleges Chancellor's Office *District Audit Manual* issued in August 2014 that could have a direct and material effect on each of the District's programs as noted below for the year ended June 30, 2015.

Management's Responsibility

Management is responsible for compliance with the requirements identified in the California Community Colleges Chancellor's Office *District Audit Manual* issued in August 2014.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of the District's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the standards and procedures identified in the California Community Colleges Chancellor's Office *District Audit Manual*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above could have a material effect on the applicable programs noted below. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such procedures as we consider necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the District's compliance with those requirements.

Unmodified Opinion for Each of the Programs

In our opinion, the District complied, in all material respects, with the compliance requirements referred to above that are applicable to the programs noted below that were audited for the year ended June 30, 2015.

In connection with the audit referred to above, we selected and tested transactions and records to determine the District's compliance with State laws and regulations applicable to the following:

- Section 421 Salaries of Classroom Instructors (50 Percent Law)
- Section 423 Apportionment for Instructional Service Agreements/Contracts
- Section 424 State General Apportionment Funding System
- Section 425 Residency Determination for Credit Courses
- Section 426 Students Actively Enrolled
- Section 427 Concurrent Enrollment of K-12 Students in Community College Credit Courses
- Section 430 Schedule Maintenance Program
- Section 431 Gann Limit Calculation
- Section 435 Open Enrollment
- Section 438 Student Fees – Health Fees and Use of Health Fee Funds
- Section 439 Proposition 39 Clean Energy
- Section 440 Intersession Extension Programs
- Section 474 Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE)
- Section 475 Disabled Student Programs and Services (DSPS)
- Section 479 To Be Arranged (TBA) Hours
- Section 490 Proposition 1D State Bond Funded Projects
- Section 491 Proposition 30 Education Protection Account Funds

The District reports no Instructional Service Agreements/Contracts for Apportionment Funding; therefore, the compliance tests within this section were not applicable.

The District does not offer an Intersession Extension Program; therefore, the compliance tests within this section were not applicable.

Vannex, Time, Day & Co., LLP

Riverside, California
November 24, 2015

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**SUMMARY OF AUDITOR'S RESULTS
 FOR THE YEAR ENDED JUNE 30, 2015**

FINANCIAL STATEMENTS

Type of auditor's report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weaknesses identified?	<u>No</u>
Significant deficiencies identified?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

FEDERAL AWARDS

Internal control over major Federal programs:	
Material weaknesses identified?	<u>No</u>
Significant deficiencies identified?	<u>None reported</u>
Type of auditor's report issued on compliance for major Federal programs:	<u>Unmodified</u>
Any audit findings disclosed that are required to be reported in accordance with Section .510(a) of OMB Circular A-133?	<u>No</u>

Identification of major Federal programs:

<u>CFDA Numbers</u>	<u>Name of Federal Program or Cluster</u>
<u>84.007, 84.033, 84.063, 84.268</u>	<u>Student Financial Assistance Cluster</u>
<u>84.031C, 84.031S</u>	<u>Title V - Transdisciplinary Cooperation for Academic and Career Success; Title V - Higher Education Institutional Aid; Title V - HIS Pathways to Excellence; Title V - Answering the Call; Title V - HIS Stem and Articulation; MVC Technology Access Project</u>

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 300,000</u>
Auditee qualified as low-risk auditee?	<u>Yes</u>

STATE AWARDS

Type of auditor's report issued on compliance for State programs:	<u>Unmodified</u>
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RIVERSIDE COMMUNITY COLLEGE DISTRICT

**FINANCIAL STATEMENT FINDINGS AND RECOMMENDATIONS
FOR THE YEAR ENDED JUNE 30, 2015**

None reported.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**FEDERAL AWARDS FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2015**

None reported.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**STATE AWARDS FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2015**

None reported.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2015

Except as specified in previous sections of this report, summarized below is the current status of all audit findings reported in the prior year's Schedule of Findings and Questioned Costs.

Financial Statement Findings

None reported.

Federal Awards Findings

None reported.

State Awards Findings

None reported.



Vavrinek, Trine, Day & Co., LLP
Certified Public Accountants

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To the Board of Trustees and Management
Riverside Community College District
Riverside, California

We have audited the financial statements of the business-type activities and the aggregate remaining fund information of Riverside Community College District (the District) for the year ended June 30, 2015. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards (and, if applicable, *Government Auditing Standards* and OMB Circular A-133), as well as certain information related to the planned scope and timing of our audit. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the District are described in Note 2 to the financial statements. The District implemented Governmental Accounting Standards Board (GASB) Statement No. 68 in the current year, which has been described in Note 2 to the financial statements. We noted no transactions entered into by the District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate affecting the financial statements was the cost of capital assets net of accumulated depreciation. Depreciation is the recognition of the use of the capital assets over time. Conditions may exist that result in assets having a longer or shorter useful life than is reflected within these statements. We evaluated the key factors and assumptions used to develop depreciation in determining that it is reasonable in relation to the financial statements taken as a whole. This information is disclosed in Note 5 to the financial statements.

Additionally, the estimate of the future costs of postemployment benefits provided to retirees is based upon current information about the District's employees, benefit plans, and health care rates. These factors are considered by the actuary in determining both the estimated liability and the current year required contribution to the plan. Note 11 to the financial statements provides additional information about the actuarial methods and assumptions used, and the required supplementary information provides the schedule of progress toward funding this liability.

Lastly, the estimate of the future costs of pension plan benefits provided to retirees is based upon employee members' final compensation, age and years of service credit, District contributions to the plans, and projected retirement pension benefit pay-outs. These factors are considered by the actuary in determining both the estimated liability as well as deferred inflows and outflows of resources associated with the liability. Note 13 to the financial statements provides additional information about the actuarial methods and assumptions used, and the required supplementary information provides the schedule of progress toward funding this liability.

The financial statement disclosures are neutral, consistent, and clear.

To the Board of Trustees and Management
Riverside Community College District
Communication With Governance
Page 2 of 3

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. There were no corrected or uncorrected misstatements of the financial statements.

Disagreements With Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated November 24, 2015.

Management Consultations With Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the District's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the District's auditors. However, these discussions occurred in the normal course of our professional relationship, and our responses were not a condition to our retention.

Other Matters

With respect to the supplementary information accompanying the financial statements, we applied certain limited procedures to Management's Discussion and Analysis, the Schedule of Other Postemployment Benefits (OPEB) Funding Progress, the Schedule of the District's Proportionate Share of the Net Pension Liability, and the Schedule of District Contributions, which are required supplementary information (RSI) that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

To the Board of Trustees and Management
Riverside Community College District
Communication With Governance
Page 3 of 3

We were engaged to report on the Schedule of Expenditures of Federal Awards, as required by Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations* and the other supplementary information as listed on the table of contents of the audit report, which accompany the financial statements but are not RSI. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Restriction on Use

This information is intended solely for the use of the Board of Trustees and management of the District and is not intended to be, and should not be, used by anyone other than these specified parties.



Riverside, California
November 24, 2015

Agenda Item (VI-A)

Meeting	12/1/2015 - Committee
Agenda Item	Closed Session (VI-A)
Subject	CONFERENCE WITH LABOR NEGOTIATORS PURSUANT TO GOVERNMENT CODE SECTION 54957.6, DISTRICT REPRESENTATIVES: BRADLEY NEUFELD OF GRESHAM SAVAGE, EMPLOYEE ORGANIZATION: CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
College/District	District
Funding	n/a
Recommended Action	To be Determined

Background Narrative:

Prepared By: Michael Burke, Ph.D., Chancellor

Attachments: