RCCD | RIVERSIDE COMMUNITY COLLEGE DISTRICT

Board of Trustees - Regular Meeting
Tuesday, April 19, 2016 6:00 PM
District Office, Board Room, 3801 Market Street, Riverside, CA 92501

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. APPROVAL OF MINUTES

A. Minutes of the Board of Trustees Regular/Committee Meeting of March 1, 2016
Recommend approving the March 1, 2016 Board of Trustees Regular/Committee meeting minutes as prepared.

B. Minutes of the Board of Trustees Regular Meeting of March 15, 2016
Recommend approving the March 15, 2016 Board of Trustees Regular meeting minutes as prepared.

III. PUBLIC HEARING (NONE)

IV. CHANCELLOR'S REPORTS

A. Chancellor's Communications
Information Only

B. Presentation of Rank of Professor for 2016-2017
Information Only

C. Presentation of Cesar E. Chavez Video
Information Only

D. Resolution Number 51-15/16 in Support of AB 1721 and AB 1892 Cal Grants and College Affordability
Recommend adopting Resolution Number 51-15/16 in Support of AB 1721 and AB 1892 for Cal Grants and College Affordability

E. Update on Silver Centennial Celebration

Information Only

F. Healthcare Update

Information Only

G. Future Monthly Committee Agenda Planner and Annual Master Planning Calendar

Information Only

V. STUDENT REPORT

A. Student Report

Information Only

VI. CONSENT AGENDA ACTION

A. Diversity/Human Resources

1. Academic Personnel

Recommend approving/ratifying academic personnel actions.

2. Classified Personnel

Recommend approving/ratifying classified personnel actions.

3. Other Personnel

Recommend approving/ratifying other personnel actions.

B. District Business

1. Purchase Order and Warrant Report – All District Resources

Recommend approving/ratifying the Purchase Orders and Purchase Order Additions totaling $3,605,665 and District Warrant Claims totaling $8,746,428.

2. Budget Adjustments

a. Budget Adjustments

Recommend approving the budget transfers as presented.

3. Resolution(s) to Amend Budget

a. Resolution No. 43-15/16 – 2015-2016 Foster Youth Support Services

Recommend approving the addition of revenue and expenditures of $47,500 to the budget.

b. Resolution No. 44-15/16 – 2015-2016 Proposition 39 Clean Energy Grant

Recommend approving the addition of revenue and expenditures of $53,946 to the budget.

c. Resolution No. 45-15/16 – 2015-2016 Equal Employment Opportunity Program

Recommend approving the addition of revenue and expenditures of $963 to the budget.

d. Resolution No. 46-15/16 – 2015-2016 CalWORKs Program

Recommend approving the addition of revenue and expenditures of $34,657 to the budget.

e. Resolution No. 47-15/16– 2015-2016 Extended Opportunity Programs and Services (EOPS)

Recommend approving the addition of revenue and expenditures of $3,256 to the budget.

f. Resolution No. 48-15/16 – 2015-2016 Cooperative Agencies Resources for Education (CARE)

Recommend approving the addition of revenue and expenditures of $2,631 to the budget.

g. Resolution No. 49-15/16 – 2015-2016 Board Financial Assistance Program – Student Financial Aid Administration (BFAP-SFAA) - Capacity

Recommend approving the addition of revenue and expenditures of $5,000 to the budget.

4. Contingency Budget Adjustments (None)

5. Bid Awards (None)

6. Grants, Contracts and Agreements
   a. Contracts and Agreements Report Less than $87,800 – All District Resources
      Recommend approving/ratifying contracts totaling $720,259 for the period of March 1, 2016 through March 31, 2016.
   b. Amendment to Agreement for Training Services with Cerritos College Foundation
      Recommend approving the Amendment to the Agreement between Riverside Community College District and Cerritos College Foundation for up to $115,000.
7. Out-of-State Travel
   Recommend approving out-of-state travel.
8. Other Items
   a. Resolution No. 50-15/16 - Authorization to Encumber Funds
      Recommend approving Resolution No. 50-15/16 - Authorization to Encumber Funds.
   b. Surplus Property
      Recommend declaring the property on the attached list to be surplus, finding the property does not exceed the total value of $5,000; and authorizing the property to be consigned to The Liquidation Company to be sold on behalf of the District.

VII. CONSENT AGENDA INFORMATION
- A. Monthly Financial Report for Month Ending – March 31, 2016
  Information Only

VIII. BOARD COMMITTEE REPORTS
- A. Governance (None)
- B. Teaching and Learning
  1. Proposed Curricular Changes
     Recommend approving the proposed curricular changes for inclusion in the college catalogs and in the schedule of class offerings.
- C. Planning and Operations
  1. Riverside City College's Educational Master Plan 2015-2025
     Recommend approving RCC's Educational Master Plan 2015-2025.
- D. Resources
  1. Budget Augmentation for Capital Project Management System
     Recommend approving a budget augmentation in the amount of $25,500 for the Capital Project Management System.
- E. Facilities (None)

IX. ADMINISTRATIVE REPORTS
- A. Vice Chancellors
- B. Presidents
  1. Norco College Catalog Addendum 2015-2016
     Recommend approving the addendum to the 2015-2016 Riverside City College catalog as submitted.
  2. Riverside City Catalog Addendum 2015-2016
     Recommend approving the addendum to the 2015-2016 Norco College catalog as submitted.
  3. Riverside City College Honors Program
     Information Only

X. ACADEMIC SENATE REPORTS
- A. Moreno Valley College
- B. Norco College/Riverside Community College District

C. Riverside City College

XI. BARGAINING UNIT REPORTS

A. CTA - California Teachers Association

B. CSEA - California School Employees Association

XII. BUSINESS FROM BOARD MEMBERS

A. Update from Members of the Board of Trustees on Business of the Board

Information Only

XIII. CLOSED SESSION

A. Pursuant to Government Code Section 54957, Public Employee Discipline/Dismissal/Release

Recommended Action to be Determined.

B. Pursuant to Government Code Section 54957, Public Employee Performance Evaluation Title: Chancellor

Recommended Action to be Determined.

C. Pursuant to Government Code Section 54957.6 Conference with Labor Negotiator District-Designated Representative: Brad Neufeld of Gresham Savage Unrepresented Employee: Chancellor

Recommended Action to be Determined.

XIV. ADJOURNMENT

Agenda Item (II-A)

Meeting	4/19/2016 - Regular
Agenda Item	Approval of Minutes (II-A)
Subject	Minutes of the Board of Trustees Regular/Committee Meeting of March 1, 2016
College/District	District
Funding	n/a
Recommended Action	It is recommended that the Board of Trustees review and approve the minutes.

Background Narrative:

Recommend approving the March 1, 2016 Board of Trustees Regular/Committee meeting minutes as prepared.

Prepared By: Michael Burke, Ph.D., Chancellor
Heidi Gonsier, Executive Administrative Assistant

Attachments:

030116_Minutes

MINUTES OF THE BOARD OF TRUSTEES REGULAR
AND COMMITTEE MEETINGS OF THE GOVERNANCE,
TEACHING AND LEARNING, PLANNING AND OPERATIONS,
RESOURCES AND FACILITIES COMMITTEES
OF MARCH 1, 2016

President Blumenthal called the Board of Trustees meeting to order at 6:00 p.m. in the Center for Student Success, Room 217, Norco College, 2001 Third Street, Norco, California.

CALL TO ORDER

Trustees Present
Virginia Blumenthal, President
Nathan Miller, Vice President
Tracey Vackar, Secretary
Mary Figueroa, Board Member
Janet Green, Board Member (left at 6:20 p.m.)
Ryan Rudolph, Student Trustee

Staff Present
Michael L. Burke, Ph.D., Chancellor
Mr. Aaron Brown, Vice Chancellor, Business and Financial Services
Dr. Terri Hampton, Vice Chancellor, Human Resources and Employee Relations
Dr. Wolde-Ab Isaac, President, Riverside City College
Dr. Sandra Mayo, President, Moreno Valley College
Dr. Irving Hendrick, Interim President, Norco College
Ms. Chris Carlson, Chief of Staff and Facilities Development
Ms. Peggy Cartwright, Associate Vice Chancellor, Strategic Communications and Institutional Advancement
Mr. David Torres, Dean, Institutional Research and Strategic Planning

Student Trustee Ryan Rudolph led the Pledge of Allegiance.

PLEDGE OF ALLEGIANCE

The Committee Chair Tracey Vackar convened the meeting at 6:06 p.m. Committee members in attendance: Michael L. Burke, Ph.D., Chancellor; Academic Senate Representatives: Ms. LaTonya Parker (Moreno Valley College), and Ms. Peggy Campo (Norco College/RCCD)

TEACHING AND LEARNING COMMITTEE

Mr. Torres facilitated a presentation on the Student Success Scorecard for 2015. Discussion followed.

Student Success Scorecard for 2015

The committee adjourned the meeting at 7:08 p.m.

Adjourned

The Committee Chair Nathan Miller convened the meeting at 7:09 p.m. Committee members in attendance: Chris Carlson, Chief of Staff and Facilities Development; Academic Senate Representatives: Ms. LaTonya Parker (Moreno Valley College), Ms. Peggy Campo (Norco

FACILITIES COMMITTEE

College/RCCD) and Dr. Mark Sellick (Riverside City College).

Ms. Carlson presented the committee with the Land Use Covenant with the Department of Toxic Substance Control that will be presented to the Board for approval at the March 15 regular meeting. Discussion followed.	Land Use Covenant for the Groundwater Monitoring Wells Compliance Project with the Department of Toxic Substances Control
Ms. Carlson presented the committee with Agreement Amendment 1 for the Dr. Charles A. Kane Student Services and Administration Building with The Vinewood Company, LLC in the amount not to exceed $11,268 that will be presented to the Board for approval at the March 15 regular meeting. Discussion followed.	Agreement Amendment 1 for the Dr. Charles A. Kane Student Services and Administration Building with The Vinewood Company, LLC
The committee adjourned the meeting at 7:18 p.m.	Adjourned
The Board adjourned the meeting at 7:22 p.m.	ADJOURNMENT

Agenda Item (II-B)

Meeting	4/19/2016 - Regular
Agenda Item	Approval of Minutes (II-B)
Subject	Minutes of the Board of Trustees Regular Meeting of March 15, 2016
College/District	District
Funding	n/a
Recommended Action	It is recommended that the Board of Trustees review and approve the minutes.

Background Narrative:

Recommend approving the March 15, 2016 Board of Trustees Regular meeting minutes as prepared.

Prepared By: Michael Burke, Ph.D., Chancellor
Heidi Gonsier, Executive Administrative Assistant

Attachments:

031516_MIN

MINUTES OF THE REGULAR BOARD OF TRUSTEES MEETING
OF MARCH 15, 2016

President Blumenthal called the Board of Trustees meeting to order at 6:01 p.m. in the Center for Student Success, Room 17, Norco College, 2001 Third Street, Norco, California 92860

CALL TO ORDER

Trustees Present
Virginia Blumenthal, President
Nathan Miller, Vice President
Tracey Vackar, Secretary
Mary Figueroa, Board Member
Ryan Rudolph, Student Trustee

Trustees Absent
Janet Green

Staff Present
Michael L. Burke, Ph.D., Chancellor
Mr. Aaron Brown, Vice Chancellor, Business and Financial Services
Dr. Wolde-Ab Isaac, President, Riverside City College
Dr. Sandra Mayo, President, Moreno Valley College
Dr. Irving Hendrick, Interim President, Norco College
Ms. Chris Carlson, Chief of Staff and Facilities Development
Ms. Peggy Cartwright, Associate Vice Chancellor, Strategic Communications and Institutional Advancement
Ms. LaTonya Parker, Academic Senate Representative, Moreno Valley College
Ms. Peggy Campo, Academic Senate Representative, District/Norco College
Dr. Mark Sellick, Academic Senate Representative, Riverside City College

Guests Present
Ms. Ana-Marie Olaerts, Associate Professor, Honors Program Coordinator, Norco College
Ms. Debra Yorba, Vice President, Keenan and Associates

Student Trustee Ryan Rudolph led the Pledge of Allegiance.

PLEDGE OF ALLEGIANCE

Vackar/Figueroa moved that the Board of Trustees approve Trustee Janet Green's absence as excused. Motion carried. (4 ayes, 1 absent [Green])

MOTION TO EXCUSE TRUSTEE'S ABSENCE

Mr. Tom Vitrano (Moreno Valley College student) discussed class availability and matriculation.

COMMENTS FROM THE PUBLIC

Vackar/Miller moved that the Board of Trustees approve the minutes of the Board of Trustees Regular/Committee Meeting of February 2, 2016. Motion carried. (4 ayes, 1 absent [Green])

MINUTES OF THE BOARD OF TRUSTEES REGULAR/COMMITTEE MEETING FEBRUARY 2, 2016

Miller/Vackar moved that the Board of Trustees approve the minutes of the Board of Trustees Regular Meeting of February

MINUTES OF THE BOARD OF TRUSTEES REGULAR MEETING OF FEBRUARY 16, 2016

16, 2016. Motion carried. (4 ayes, 1 absent [Green])

CHANCELLOR'S REPORTS

Ms. Olaerts led a presentation on the Honors Program at Norco College. Students and staff spoke of the benefits and advantages of those who participate in the program. Five current and past students spoke about the confidence and focus they have gained from the program.

Presentation on the Honors Program at Norco College

Figueroa/Vackar moved that the Board of Trustees adopt Resolution No. 42-15/16 in support of adding two additional years of service credit under the California Public Employees' Retirement System Retirement Incentive Plan Under Government Code Section 20904. Motion carried. (4 ayes, 1 absent [Green])

Resolution No. 42-15/16 – California Public Employees' Retirement System Retirement Incentive Plan Under Government Code Section 20904 – Two Years Additional Service Credit

Ms. Yorba provided an update on the District's healthcare plans. There are currently two (2) open cases.

Healthcare Update

Ms. Cartwright thanked the Board for their support of the Centennial Celebration and all employees involved in the production of the March 13th and 14th events. She also thanked Trustee Green for her dedication as Silver Centennial Ambassador for the Board.

Update on Silver Centennial Celebration

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 REPORT

Student Trustee Ryan Rudolph presented the report about recent and future student activities at Norco, Moreno Valley, and Riverside City Colleges and Riverside Community College District.

CONSENT ITEMS

Action

Figueroa/Miller moved that the Board of Trustees:

Approve/ratify the listed academic appointments, separations, and assignment

Academic Personnel

and salary adjustments;	
Approve/ratify the listed classified appointments, separations, and assignment and salary adjustments;	Classified Personnel
Approve/ratify the listed other personnel appointments, and assignment and salary adjustments as amended;	Other Personnel
Approve/ratify the Purchase Orders and Purchase Order Additions totaling $3,623,429 and District Warrant Claims totaling $12,091,093;	Purchase Order and Warrant Report – All District Resources
Approve the budget transfers as presented;	Budget Adjustments
Approve adding the revenue and expenditures of $25,000 to the budget;	Resolution No. 41-15/16 – 2015-2016 Full Time Student Success Grant
Approve the purchase of technology goods and services from Netecs, Utilizing CMAS contract number 3-16-70-3236A;	Purchase Information Technology Goods and Services, Utilizing the California Multiple Award Schedules (CMAS) Contract Number 3-16-70-3236A
Approve Request for Proposal Number 2015/16-13-Chairs for the Riverside City College Student Services & Administration Building in the total amount of $124,875 to bkm OfficeWorks:	RFP to Award Chairs for the Riverside City College Student Services & Administration Building
Approve the purchase of copiers/multi-function office machines from Konica Minolta Solutions, US, Inc., utilizing the County of San Bernardino awarded contract number 153859;	Purchase Copiers/Multi-Function Office Machines Utilizing the County of San Bernardino Awarded Contract Number 153859
Ratify contracts totaling $720,606 for the Period February 1, 2016 through February 29, 2016;	Contracts and Agreements Report Less than $87,800 – All District Resources
Approve the Amendment to the Agreement with Custom Corporate Communications for up to $350,000;	Amendment to Agreement for Training Services with Custom Corporate Communications
Approve the Agreement with Konica Minolta Premier Finance in the amount of $102,967;	Copier Agreement with Riverside Konica Minolta Premier Finance
Approve out-of-state travel;	Out-of-State Travel

Approve the proposed use of the estimated $23,850,213 of Education Protection Account proceeds resulting from the passage of Proposition 30 to partially fund instructional salaries and benefits;

Adoption of Education Protection Account Funding and Expenditures

Declare the property on the attached list to be surplus; find 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;

Surplus Property

Motion carried. (4 ayes, 1 absent [Green])

Information

The Board received the monthly Financial Report for the period July 1, 2015 through February 29, 2016.

Monthly Financial Report for Month Ending – February 29, 2015

BOARD COMMITTEE REPORTS

Facilities

Miller/Vackar moved that the Board of Trustees approve the Land Use Covenant with the Department of Toxic Substances Control. Motion carried. (4 ayes, 1 absent [Green])

Land Use Covenant for the Groundwater Monitoring Wells Compliance Project with the Department of Toxic Substances Control

Miller/Vackar moved that the Board of Trustees approve Agreement Amendment 1 for the Dr. Charles A. Kane Student Services and Administration Building project at Riverside City College for additional inspection services with The Vinewood Company, LLC in the amount not to exceed $11,268. Motion carried. (4 ayes, 1 absent [Green]).

Agreement Amendment 1 for the Dr. Charles A. Kane Student Services and Administration Building with The Vinewood Company, LLC

ADMINISTRATIVE REPORTS

Vice Chancellors

Presidents

Dr. Mayo, President, Moreno Valley College, Dr. Hendrick, Interim President, Norco College and Dr. Isaac, President, Riverside City College updated the Board on the upcoming events and activities occurring on their campuses.

ACADEMIC SENATE REPORTS

Ms. LaTonya Parker presented the report on behalf of Moreno Valley College.

Moreno Valley College

Ms. Peggy Campo presented the report on behalf of Norco College and the District.

Norco College/District

Dr. Mark Sellick presented the report on behalf of Riverside City College.

Riverside City College

BARGAINING UNIT REPORTS

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

CTA – California Teachers Association

BUSINESS FROM BOARD MEMBERS

Blumenthal/Vackar moved that the Board of Trustees vote for Mary Figueroa, RCCD, Susan Keith, Citrus CCD and Jerry Hart, Imperial CCD for the CCCT Board. Motion carried (4 ayes, 1 absent [Green]).

California Community College Trustees (CCCT) Board of Directors

Trustee Figueroa thanked the students who spoke about the Honors Program at Norco College; noted the recent summits attended, CCLC Equity Summit and ACCT Campus Security; encouraged the district to consider incorporating STEAM (Science, Technology, Engineering, Arts & Math) into our curriculum; commented on the Centennial Celebration and the new buildings. Trustee Vackar commented on the beautiful new buildings and the recent celebration; shared her excitement on the opportunities being offered to students in the Arts Program.

Update from Members of the Board of Trustees on Business of the Board

Trustee Miller commented on the various college anniversary celebrations; thanked the students who shared their experiences in the Honors Program; commented on the various events attended.

Trustee Blumenthal commented on the outstanding Centennial Celebration and the effortless move into the new district offices; noted the community's anticipation of the Culinary Academy moving downtown.

The Board adjourned the meeting at 8:02 p.m.

ADJOURNED

Agenda Item (IV-A)

Meeting	4/19/2016 - Regular
Agenda Item	Chancellor's Reports (IV-A)
Subject	Chancellor's Communications
College/District	District
Information Only	

Background Narrative:

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

Prepared By: Michael Burke, Ph.D., Chancellor
Heidi Gonsier, Executive Administrative Assistant

Attachments:

None.

Agenda Item (IV-B)

Meeting	4/19/2016 - Regular
Agenda Item	Chancellor's Reports (IV-B)
Subject	Presentation of Rank of Professor for 2016-2017
College/District	District
Information Only	

Background Narrative:

AP 4000 provides for the granting of Rank of Professor and Distinguished Professor to Riverside Community College District's faculty. Each year, faculty may submit an application for Rank of Professor or Distinguished Professor to the District's Professional Growth & Sabbatical Leave Committee. The Professor applications which meet the minimum qualifications are forwarded to the appropriate college president for review. The Presidents' recommendations are forwarded to the Chancellor and his recommendations are forwarded to the Board for affirmation. Twelve faculty have been recommended for Rank of Professor for 2016-2017.

Prepared By: Michael Burke, Ph.D., Chancellor
Sylvia Thomas, Associate Vice Chancellor, Educational Services

Attachments:

New Professors for 2016-2017

NEW PROFESSORS FOR 2016-2017

MORENO VALLEY COLLEGE

Name		Discipline
Broyles	Larisa	Anthropology
Foster	Donald	Music

NORCO COLLEGE

Burnett	Sarah	Early Childhood Education
Miter	Carol	English
Parks	Jason	Mathematics

RIVERSIDE CITY COLLEGE

Name		Discipline
Brown	Jami	Sociology
Casolari	Amber	Economics
Cramm	Kenneth	Mathematics
Lehr	Janet	Computer Applications
Rodman	Richard	Automotive Technology
Taube	Rhonda	Art
Yates	Shari	Early Childhood Education

Agenda Item (IV-C)

Meeting	4/19/2016 - Regular
Agenda Item	Chancellor's Reports (IV-C)
Subject	Presentation of Cesar E. Chavez Video
College/District	District
Information Only	

Background Narrative:

Moreno Valley College annually holds a Cesar E. Chavez breakfast and scholarship program. This year included the first and only video submission and original music piece by a students. Given the work, Trustee Figueroa asked that the video be presented for the Board of Trustees. A link to the youtube site for the video is as follows: https://www.youtube.com/watch?v=z3hwbsH_drM

Prepared By: Michael Burke, Ph.D., Chancellor
Heidi Gonsier, Executive Administrative Assistant

Attachments:

None.

Agenda Item (IV-D)

Meeting	4/19/2016 - Regular
Agenda Item	Chancellor's Reports (IV-D)
Subject	Resolution Number 51-15/16 in Support of AB 1721 and AB 1892 Cal Grants and College Affordability
College/District	District
Funding	n/a
Recommended Action	It is recommended that the Board of Trustees adopt Resolution Number 51-15/16 in Support of AB 1721 and AB 1892 for Cal Grants and College Affordability

Background Narrative:

Chairman Jose Medina of the Higher Education committee of the state Assembly has introduced Assembly Bill 1721 and Assembly Bill 1892 to address college affordability and Cal Grants. A summary of both bills are included below.

AB 1721, as introduced, by Medina to address Student financial aid through the Cal Grant Program. This bill would express the intent of the Legislature to renew California's commitment to college affordability by increasing the aid available to needy students through expanding the Cal Grant Program. Under existing law, an award for access costs, as defined, under the Cal Grant B Entitlement Program is limited to no more than $1,551. This bill would raise the amount of the maximum award for access costs under the Cal Grant B program to $3,000. This bill would provide an applicant for an award under the California Community College Transfer Entitlement Program may not be 31 years of age or older by December 31 of the award year, and is required to have attended a California community college no more than 3 academic years before the academic year for which the award will be used, among other requirements. Under existing law, no more than a total of 25,750 Competitive Cal Grant A and B awards may be granted annually. This bill would raise that limit to 30,000.

Medina also introduced AB 1892 for Cal Grant C student financial aid awards. The Cal Grant Program establishes Cal Grant C awards, which may be used only for institutional fees, and other costs, as specified, for occupational or technical training in a course of not less than 4 months, under the administration of the Student Aid Commission. The program requires the commission to give priority in granting Cal Grant C awards to students pursuing occupational or technical training in areas that meet at least 2 criteria. This bill would set the maximum Cal Grant C award amount at $3,000, would authorize these awards to be used for institutional charges and access costs, as defined, and would give priority, for students seeking to enroll in a community college, to those students pursuing occupational or technical training in industry sectors determined by the California Community College Economic and Workforce Development Program to be a high priority for the region encompassing the college.

Prepared By: Chris Carlson, Chief of Staff & Facilities Development

Attachments:

Res No 51 15 16

RIVERSIDE COMMUNITY COLLEGE DISTRICT

RESOLUTION OF THE BOARD OF TRUSTEES OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT IN SUPPORT OF AB 1721 AND AB 1892 CAL GRANTS AND COLLEGE AFFORDABLITY

RESOLUTION NO. 51-15/16

WHEREAS, California is projected to face a significant gap in both skilled workers and college graduates; and

WHEREAS, California community colleges are the gateway to middle class in the state through it's robust transfer and Career Technical Education programs; and

WHEREAS, students at California community colleges are more likely to be the first in their family to attend college, in need of retraining, come from an immigrant background, or be financially disadvantaged**;** and

WHEREAS, major factors in a student's enrollment and ultimate success in college is affordability, including fees and tuition, textbooks and transportation, housing and food, and other access costs; and

WHEREAS, California has made an important investment in need-based financial aid for California college students through the California Community College Board of Governors (BOG) Fee Waiver Program, the largest free community college plan in the nation; and

WHEREAS, the total cost of attendance, even with financial aid available for students (federal, state and institutional), attending a California Community College is more expensive than a University of California or California State University; and

WHEREAS, the lack of state financial aid support has forced community college students to work more, take fewer classes, reducing the chances of achieving academic success; and

WHEREAS, increasing the number of college graduates and skilled workers is a priority for Governor Brown and the Legislature; and

WHEREAS, AB 1721 (Medina) will help reform the Cal Grant B program to better serve California community college students by increasing the access award level and number of competitive Cal Grants available, and expand access to the transfer entitlement program by raising the age limit and extending the application deadline; and

WHEREAS, AB 1892 (Medina) will help reform the Cal Grant C program to better serve California community college students in Career Technical Education programs by creating an entitlement program for financially disadvantaged students and increase the access award level;

NOW, THEREFORE, BE IT RESOLVED, that the that the Board of Trustees of the Riverside Community College District does hereby support AB 1721 (Medina) and AB 1892 (Medina), both of which will reform the Cal Grant system to address completion barriers by helping California community college students take more classes and be academically successful;

BE IT FURTHER RESOLVED, that members of the California State Senate and the California State Assembly should address college affordability by passing AB 1721 and AB 1892 by Assembly Member Jose Medina.

PASSED AND ADOPTED this 19th day of April 2016, at the regular meeting of the Riverside Community College District Board of Trustees.

_____

President of the Board of Trustees
Riverside Community College District

Agenda Item (IV-E)

Meeting	4/19/2016 - Regular
Agenda Item	Chancellor's Reports (IV-E)
Subject	Update on Silver Centennial Celebration
College/District	District

Information Only

Background Narrative:

The Riverside Community College District's Silver Centennial Anniversaries campaign is in its seventh month. The campaign involves the three colleges, faculty, staff, students, administrators, students, and the Board of Trustees and focuses on the district's Excellence.
Media Partnership
The media partnership with The Press-Enterprise continues to be successful. The Silver Centennial media campaign launched on September 6, 2015. Since the campaign began, the district has placed 33 half-page advertisements in the Sunday edition of The Press-Enterprise newspaper.

Since the February 2016 Board of Trustees meeting, the following ads have been published:
• 3/13/16 Centennial and Silver Anniversaries
• 3/20/16 Henry W. Coil, Sr. & Alice Edna Coil School for the Arts
• 3/27/16 Annual Recognition Awards and Arts Gala
• 4/3/16 Ben Clark Training Center - EMT
• 4/10/16 RCC Culinary Academy

Upcoming Events

April 23, 2016
RCC Ribbon-Cutting/Preview
Dr. Charles A. Kane Student Services and Administration Building
New Student and Parent Workshops

April 26, 2016
2016 Annual Recognition Awards and Arts Gala
Riverside Convention Center

Centennial Ambassador
Trustee Janet Green, Centennial Ambassador has worked with staff to promote the Centennial and Silver Anniversaries in the community.

Prepared By: Michael Burke, Ph.D., Chancellor
Peggy Cartwright, AVC, Strategic Communications and Institutional Advancement

Attachments:

April Update

RCCD Silver Centennial Campaign

The Press-Enterprise Advertisement
March 13, 2016

RIVERSIDE COMMUNITY COLLEGE DISTRICT

THE BOARD OF TRUSTEES CONGRATULATES OUR COLLEGES FOR EXCELLENCE IN EDUCATION

MORENO VALLEY COLLEGE
25 Years of Excellence
1991 – 2016

Sandra Mayo, Ed.D.
President

Nearly 3,500 students attended classes during the first semester in 1991. Today, Moreno Valley College serves a diverse student population and has a student enrollment of nearly 8,500.

MVC has strong ties to the community and a rich history in building partnerships with local businesses, industries and school districts. These partnerships allow MVC to offer successful and highly sought after programs in allied health care, public safety, computer gaming, and business.

On March 1, 2010 the Board of Governors officially recognized Moreno Valley College as the 111th community college in the State of California.

NORCO COLLEGE
25 Years of Excellence
1991 – 2016

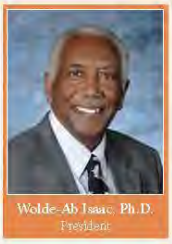
Irving Hendrick, Ph.D.
Interim President

Norco College opened in 1991 with approximately 3,000 students enrolled and now educates over 10,000 students each semester. Norco College serves its students, community, and workforce by providing educational opportunities, celebrating diversity, and promoting collaboration.

Norco College offers over 40 career technical education programs, including Logistics Management, Game Development, Engineering Technology, and Commercial Music. Last year 271 students received Career Technical Education certificates in 26 different programs.

Norco College was officially recognized as the 112th community college in the State of California by the Board of Governors on March 1, 2010.

RIVERSIDE CITY COLLEGE
100 Years of Excellence
1916 – 2016


Wolde-Ab Isaac, Ph.D.
President

Established in 1916, Riverside City College became the state's seventh community college. Today, RCC serves a diverse student population and has a student enrollment of over 26,000 each semester.

During a century of service, RCC has established academic, career technical, athletic and performing arts programs that consistently have garnered state, national and worldwide attention, bringing honor to the College and the community.

The RCC mission is to provide a high-quality affordable education to a diverse community of learners by offering career technical and pre-college courses leading to certificates, associate degrees, and transfer.

www.MVC.edu/25years www.NorcoCollege.edu/25years www.RCC.edu/centennial

RCCD Silver Centennial Campaign

The Press-Enterprise Advertisement
March 20, 2016

RIVERSIDE COMMUNITY COLLEGE DISTRICT

OFFERING EDUCATIONAL AND CULTURAL OPPORTUNITIES AND EXPERIENCES FOR STUDENTS AND THE COMMUNITY

The Henry W. Coil, Sr. & Alice Edna Coil School for the Arts will showcase education and performances. Amidst the state-of-the-art instrumental labs, recording rooms, and classrooms will be the region's first mid-size concert hall, suitable for individual artists, quartets, ensembles or even full orchestras. The soaring two-story, pitch-perfect space will seat 450 guests, and accommodate a wide range of performing arts.

Named in honor of the parents of Henry Coil, Jr., past president of Tilden-Coil Constructors Inc. of Riverside, the school and arts center will serve the musical needs of Riverside City College students and others.

"The quality of this facility will directly affect the quality of teaching and learning in the program. Extraordinary effort has gone into acoustic preparation and design for the concert hall, choral room, band and orchestra room, and practice rooms. The facility has generated incredible excitement in our program among the students, staff and faculty."

Charlie Richard, Professor, Music

Henry W. Coil, Sr. & Alice Edna Coil

Did You Know

The School for the Arts is a state-of-the-art teaching facility designed for music and choral students and boasts a 450-seat concert hall with adjustable acoustics that can accommodate a wide array of performing arts. It also includes:

- 33 acoustically designed practice rooms
- choral rehearsal hall
- band and orchestra rehearsal room
- piano labs with new electric pianos
- guitar labs
- technology lab with digital audio equipment

SPRING MUSIC EVENTS

May 13-14	Jazz Festival, 9am (Free)
May 19	Chamber Ensembles and Concert Band Concert, 7pm
May 21	Orchestra Winds and Chamber Singers Concert, 7pm
May 22	Wind Ensemble Concert, 4pm
May 24	Symphony Concert, 7pm
May 26	President's Honor Recital, 7pm (Free)

Calling All Alumni

Be part of history. Share your story about your time as a student; how Moreno Valley College, Norco College or Riverside City College helped shape your life; or why you choose to give back to your RCCD alma mater. Select stories will be featured on the 100/25 CELEBRATION website or in the Press-Enterprise.

To share your story, go to www.RCCD.edu/shareyourstory.

www.MVC.edu/25years www.NorcoCollege.edu/25years www.RCC.edu/centennial

RCCD Silver Centennial Campaign

The Press-Enterprise Advertisement
March 27, 2016

RIVERSIDE COMMUNITY COLLEGE DISTRICT

CELEBRATING PERFORMING ARTS AND THE ACCOMPLISHMENTS OF OUR ALUMNI

RCCD's Annual Recognition Awards and Arts Gala

recognizes notable contributions of individuals and organizations associated with the District, and showcases outstanding performing arts programs from Moreno Valley College, Norco College, and Riverside City College.

This year's event will be truly special, celebrating the Centennial of Riverside City College, coinciding with the 25th anniversaries of Moreno Valley College and Norco College. The event includes student entertainment, college displays and photo opportunities.

60TH ALUMNUS OF THE YEAR

Virginia Blumenthal, J.D.
Riverside City College
Class of 1968
Attorney,
Blumenthal Law Offices

DISTINGUISHED PUBLIC SERVICE

Jose Medina
61st District
Assemblymember

OUTSTANDING PARTNER

County of Riverside

CHANCELLOR'S AWARD FOR EXCELLENCE

Gary and Sheila Locke
Associate Professor, Music,
Music Specialist,
RCC Marching Tigers

YOUNG ALUMNUS OF THE YEAR

Tamara Thacker
Moreno Valley College
Class of 2014

Ryan Cortez
Norco College
Class of 2010

Renzo Corzano, Ph.D.
Riverside City College
Class of 2005

Performing Arts Showcase

The evening showcases performing arts groups from Moreno Valley, Norco and Riverside City colleges. Performing at the 2016 Annual Gala are:

- Moreno Valley College Advanced Chamber Choir
- Norco College Choir
- Riverside City College Chamber Singers, Dance, Guitar Ensemble, Musical Theater, Jazz Ensemble and Wind Ensemble
- Combined MVC and RCC Guitar Ensemble

All proceeds from the evening support performing arts programs.

PLATINUM SPONSORS

UnionBank

KAISER PERMANENTE

2016 Annual
Recognition Awards and Arts Gala

Celebrating the colleges' Centennial and Silver anniversaries

Tuesday, April 26, 2016
5:30 pm
Riverside Convention Center

Tickets $125 per person or table of 10 $1,125 *(if purchased by April 1)*
Proceeds benefit performing arts programs at the colleges.
Contact the RCCD Foundation at (951) 222-8626
for tickets and sponsorship opportunities.

www.MVC.edu/25years www.NorcoCollege.edu/25years www.RCC.edu/centennial

RCCD Silver Centennial Campaign

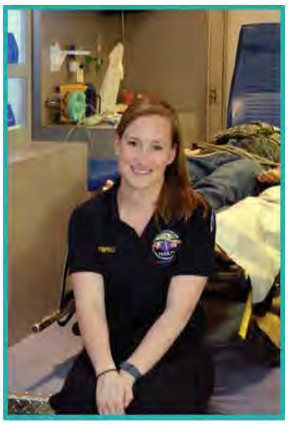
The Press-Enterprise Advertisement
April 3, 2016

MORENO VALLEY COLLEGE

SUCCESSFUL EDUCATION AND TRAINING DON'T HAPPEN BY ACCIDENT

"Many times students come into the EMT/Paramedic program scared and nervous. I was that way when I began my Paramedic program. I came from a small town, was sheltered, and attended a small liberal arts school. Talk about an eye opening first job. But our job as instructors is not to only teach and instruct, but help students become comfortable in their skillset and knowledge. It is then you start to see the students become well rounded. Becoming an EMT or paramedic is for the person who has a Type A personality — dedicated, hard working, definitely not afraid to get his/her hands dirty, doesn't mind being sleep deprived and holding their bladders for hours, because that is what we do. This job honestly...has to be for the love of helping people. The person definitely has to be passionate about medicine, enjoy thinking outside the box, and be an independent thinker."

— **Emily Finfrock**
Ben Clark Training Center graduate
Paramedic instructor at BCTC
Paramedic for American Medical Response



To learn more about the EMT and Paramedic programs, log on to www.mvc.edu/academicprograms/ems/

Did You Know

- Moreno Valley College/Ben Clark Training Center has the only Community College Paramedic Program in Riverside County.
- Paramedics pass rate for 2012-2014 was 98.63% on the National Registry Program.
- Students can become an EMT in one semester.
- Graduates are employed at local and national fire departments and ambulance services.
- The MVC program is a top ranked noted top ranked program by the Commission on Accreditation of Allied Health Education Programs.
- The EMT program has been in existence since 1983 and the Paramedic program was established in 2000.

Calling All Alumni!

Be part of history. Share your story about your time as a student; how Moreno Valley College, Norco College or Riverside City College helped shape your life; or why you choose to give back to your RCCD alma mater. Select stories will be featured on the 100/25 CELEBRATION website or in the Press-Enterprise.

To share your story, go to www.RCCD.edu/shareyourstory.

www.MVC.edu/25years www.NorcoCollege.edu/25years www.RCC.edu/centennial

RCCD Silver Centennial Campaign

The Press-Enterprise Advertisement
April 10, 2016

RIVERSIDE CITY COLLEGE

CULINARY ARTS ACADEMY
PREPARING STUDENTS FOR A LIFE OF COOKING

"My husband and I have always wanted to retire to a small town and open a restaurant. We had the business and management skills, but wanted to learn how to run a restaurant. The knowledge and experience of the instructors at the Culinary Academy is vast. Learn everything from busing tables, serving customers and washing dishes, to preparing menus, and cooking breakfast and lunch items for customers — everything to be successful in the food service industry. Those interested in the culinary arts should look at a community college first. RCC's program is excellent and extensive."

Leslie Regner
Supplemental Instruction Leader for
CUL36 class at the Culinary Academy

American Culinary Federation Honors Chef Moghaddam

The American Culinary Federation selected Chef Bobby Moghaddam as the recipient of the Lawrence A. Conti, CEC, AAC, HOF, Chair's Achievement Award. Moghaddam was recognized at the Federation's national convention in Orlando, FL. Moghaddam serves as **Riverside City College's** executive director for its Hospitality and Culinary Arts program. He has been a member of the American Academy of Chefs for nearly 25 years and a member of its Honor Society for the last five years.

Did You Know

- Program costs 90 percent less than a private culinary school
- The Academy is built as a full-service restaurant
- Menus change weekly
- Students learn by working as servers to sous chefs
- Program is 12 months
- Academy has had 60 graduating classes

CULINARY ARTS ACADEMY MOVES TO CENTENNIAL PLAZA

The RCC Culinary Arts Academy will find state-of-the-art classrooms, kitchens, laboratories, and practice rooms when it moves into its new facility at 3801 Market Street. This facility will boast a large demonstration kitchen wired for video telecasting and a public dining area where students will have the opportunity to showcase their skills. Culinary students will have the best experience of a real chef with top cooking supplies.

Calling All Alumni

Be part of history. Share your story about your time as a student; how Moreno Valley College, Norco College or Riverside City College helped shape your life; or why you choose to give back to your RCCD alma mater. Select stories will be featured on the 100/25 CELEBRATION website or in the Press-Enterprise.

To share your story, go to www.RCCD.edu/shareyourstory.

www.MVC.edu/25years www.NorcoCollege.edu/25years www.RCC.edu/centennial

Agenda Item (IV-F)

Meeting	4/19/2016 - Regular
Agenda Item	Chancellor's Reports (IV-F)
Subject	Healthcare Update
College/District	District
Information Only	

Background Narrative:

At the November 5, 2013 regular Board of Trustees meeting the Board of Trustees requested an update of the healthare issue at each Board meeting.

Any new claims or concerns will be brought forward.

Prepared By: Terri Hampton, Vice Chancellor, HR and Employee Relations

Attachments:

None.

Agenda Item (IV-G)

Meeting	4/19/2016 - Regular
Agenda Item	Chancellor's Reports (IV-G)
Subject	Future Monthly Committee Agenda Planner and Annual Master Planning Calendar
College/District	District

Information Only

Background Narrative:

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

Prepared By: Michael Burke, Ph.D., Chancellor
Heidi Gonsier, Executive Administrative Assistant

Attachments:

Future Monthly Committee Agenda Planner and Annual Master Planning Calendar_041916

RECOMMENDED 2015-16 GOVERNING BOARD AGENDA MASTER PLANNING CALENDAR

Month	Planned Agenda Item
August	• Proposed Curricular Changes
September	• CCFS-311Q-Quarterly Financial Status Report (4th Quarter) • Public Hearing and Budget Adoption for the Fiscal Year RCCD Budget
October	• Annual Master Grant Submission Schedule • Emeritus Awards, Faculty • Presentation of Annual Report by Measure C Citizens' Bond Oversight Committee • CCFS 311 Annual Financial and Budget Report
November	• Annual CCFS-311 Financial and Budget Report (1st Quarter) • Annual Proposition 39 Financial and Performance Audits
December	• Organizational Meeting: Elect the President, Vice President and Secretary of the Board of Trustees; Board association and committee appointments. • Annual Board of Trustees Meeting Calendar for January-December • Annual District Academic Calendar • RCCD Report Card on the Strategic Plan • Annual Independent Audit Report for RCCD • Annual Independent Audit Report for RCCD Foundation • Fall Scholarship Award to Student Trustee
January	• Accountability Reporting for Community Colleges • Grants Office Annual Winter Report • Federal Legislative Update • Annual Nonresident Tuition and Capital Outlay Surcharge Fees • Proposed Curricular Changes
February	• CCFS-311Q-Quarterly Financial Status Report (2nd Quarter) • Presentation of Governor's Budget Proposal • Recommendation Not to Employ (March 15th Letters)
March	• Annual Adoption of Education Protection Account Funding and Expenditures
April	• Academic Rank – Full Professors • Annual Authorization to Encumber Funds (Resolution for RCOE) • Presentation on Fiscal Year RCCD Budget Planning • Proposed Curricular Changes
May	• CCFS-311Q-Quarterly Financial Status Report (3rd Quarter) • Summer Workweek • College Closure – Holiday Schedule • Resolution to Recognize Classified School Employee Week • Board of Trustees Annual Self-Evaluation • Chancellor's Evaluation
June	• Administration of Oath of Office to Student Trustee • Spring Scholarship Award to Student Trustee • Department Chairs and Stipends, Academic Year • Coordinator Assignments • Extra-Curricular Assignments • Notices of Employment–Tenured Faculty; Contract Faculty; and Categorically Funded Academic Administrator Employment Contracts • Notice of Public Hearing on the Fiscal Year Budget • Five-Year Capital Construction Plan, Initial Project Proposals and Final Project Proposals • Moreno Valley College Catalog • Norco College Catalog • Riverside City College Catalog • Board Self Evaluation – Reporting Out

A. Governance	B. Teaching and Learning	C. Planning and Operations	D. Resources	E. Facilities
Chancellor	Vice Chancellor, Academic Affairs	Chief of Staff and Facilities Development	Vice Chancellor, Business & Financial Services; Vice Chancellor, Diversity and Human Resources	Chief of Staff and Facilities Development
	✓ Board report & backup materials attached for review by the Cabinet. ■ Board report and/or backup not yet complete – review pending. ★ Approved by the Cabinet for placement on the Board agenda. **ALL FINAL REPORTS DUE TO THE CHANCELLOR'S OFFICE BY 3/29/16 & 4/12/16.**		★ Presentation on FY 2016-17 RCCD Budget Planning (Information Item) (Brown) ■ Budget Augmentation for Capital Project Management System (Carlson)	■ Change Orders – CAADO (Isaac, Carlson, Doering) ■ CAADO – Amendment No. 2 – Tilden-Coil Constructors (Isaac, Carlson, Doering)

Updated 4/13/16

Agenda Item (V-A)

Meeting	4/19/2016 - Regular
Agenda Item	Student Report (V-A)
Subject	Student Report
College/District	District

Information Only

Background Narrative:

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

Prepared By: Michael Burke, Ph.D., Chancellor
Heidi Gonsier, Executive Administrative Assistant

Attachments:

None.

Agenda Item (VI-A-1)

Meeting	4/19/2016 - Regular
Agenda Item	Consent Agenda Action (VI-A-1)
Subject	Academic Personnel
College/District	District
Funding	
Recommended Action	It is recommended that the Board of Trustees approve/ratify the academic personnel actions

Background Narrative:

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

Prepared By: Terri Hampton, Vice Chancellor, HR and Employee Relations

Attachments:

20160419_Academic Personnel
20160419_Academic Personnel_Backup

RIVERSIDE COMMUNITY COLLEGE DISTRICT
HUMAN RESOURCES AND EMPLOYEE RELATIONS

Subject: Academic Personnel Date: April 19, 2016

1. Appointments

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

The Chancellor recommends approval for the following appointment(s) and authorizes the Vice Chancellor, Human Resources and Employee Relations to sign the employment contracts:

a. Management Contract
(none)

b. Contract Faculty

Name	Discipline	Effective Date	Salary Placement
MORENO VALLEY COLLEGE			
ASSISTANT PROFESSOR			
Cueto, Rosalia	Mathematics	08/24/16	D-3
Maerean, Gabriela	Mathematics	08/23/16	D-6

c. Long-Term, Temporary Faculty

Substitute Assignment, Spring Semester 2016
Rana Tayyar, as Biology Instructor, effective February 16, 2016, to substitute in the absence of Heather Smith, Professor of Biology, during the spring semester 2016, with salary placement at Column H, Step 6 of the Faculty Salary Schedule.

2. Request for Tenure

The Agreement between Riverside Community College District and the Riverside Community College Chapter CCA/CTA/NEA provides for tenure by the fall semester of the fourth year.

It is recommended the Board of Trustees grant tenure to the faculty as specified on the attached list.

3. Academic Rank

Board Policy 4000 establishes guidelines for academic rank; and the Professional Growth and Sabbatical Leave Committee reviewed the attached listing of academic rank changes for the 2015-2016 academic year.

It is recommended the Board of Trustees approve the 2015-2016 academic rank changes as specified on the attached list.

4. Salary Reclassification

Board Policy 7160 establishes the procedures for professional growth and salary reclassification. It is recommended the Board of Trustees grant a salary reclassification to the following faculty member.

Name	From Column	To Column	Effective Date
Ashby, Hayley	E	F	05/01/16
Dominguez, Ladylyn	D	E	05/01/16
Pacheco, Maria	F	H	05/01/16

5. Separation(s) – Resignation(s) and Retirement(s)

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

It is recommended the Board of Trustees approve the resignation of the individual(s) listed below:

Name	Title	Last Day of Employment
RETIREMENTS		
Allen, Thomas	Associate Professor, English	June 9, 2016
Brown, Marsha	Assistant Professor, CTE, Cosmetology	June 30, 2016
Christiansen, Jill	Associate Professor, Nursing	June 30, 2016
Conyers, Lisa	Associate Professor, Spanish	June 9, 2016
Cordery, Janet Leigh	Associate Professor, Counseling (DSPS)	June 30, 2016
Dean, Leslie	Professor, Geography	June 30, 2016
Dumer, Olga	Associate Professor, English as a Second Language	June 11, 2016
Graham, Douglas	Coordinator, Student Activities	June 29, 2016
Gregg, Dayna	Professor, Art	June 9, 2016
Grimes, Judi	Child Development Center Site Supervisor	June 30, 2016
Makin, Deborah	Professor, Political Science	June 13, 2016
Mercado, Rosario	Associate Professor, Spanish	June 30, 2016
Moores, Paul	Associate Professor, Library Services	June 30, 2016
Schutte, Donna	Professor, Nursing	June 9, 2016
Stafford, Paula	Assistant Professor, CTE, Physician Assistant	June 9, 2016

REQUEST FOR TENURE

MORENO VALLEY COLLEGE

Name	Discipline
Byous, Rosslynn	Physician Assistant
Moon, Deborah	Dental Hygiene

CHANGE IN ACADEMIC RANK
ACADEMIC YEAR 2016-2017

RANK CHANGE TO ASSOCIATE PROFESSOR

MORENO VALLEY COLLEGE

Name	Discipline
Byous, Rosslynn	Physician Assistant
Moon, Deborah	Dental Hygiene

RANK CHANGE TO PROFESSOR

MORENO VALLEY COLLEGE

Name	Discipline
Broyles, Larisa	Anthropology
Foster, Donald	Music

NORCO COLLEGE

Name	Discipline
Burnett, Sarah	Early Childhood Education
Miter, Carol	English
Parks, Jason	Mathematics

RIVERSIDE CITY COLLEGE

Name	Discipline
Brown, Jami	Sociology
Casolari, Amber	Economics
Cramm, Kenneth	Mathematics
Lehr, Janet	Computer Applications
Rodman, Richard	Automotive Technology
Taube, Rhonda	Art
Yates, Shari	Early Childhood Education

Agenda Item (VI-A-2)

Meeting	4/19/2016 - Regular
Agenda Item	Consent Agenda Action (VI-A-2)
Subject	Classified Personnel
College/District	District
Funding	
Recommended Action	It is recommended that the Board of Trustees approve/ratify the classified personnel actions

Background Narrative:

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

Prepared By: Terri Hampton, Vice Chancellor, HR and Employee Relations

Attachments:

20160419_Classified Personnel

RIVERSIDE COMMUNITY COLLEGE DISTRICT
HUMAN RESOURCES AND EMPLOYEE RELATIONS

Subject: Classified Personnel Date: April 19, 2016

1. Appointments

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

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

	Name	Position	Effective Date (On/After)	Contract/ Salary	Action
a.	Management/Supervisory				
	(None)				
b.	Management/Supervisory – Categorically Funded				
	NORCO				
	Etchison, Ashley	Apprenticeship Director	04/20/16	R-1	Promotion
	Henkels, Charles	Apprenticeship Director	04/20/16	R-1	Appointment
c.	Classified/Confidential				
	DISTRICT				
	Tulod, Aprilyn	Revenue/Accounts Receivable Specialist	04/20/16	I-5	Transfer
	MORENO VALLEY				
	Pinckard, Tracy	Laboratory Technician I (Natural Sciences)	04/20/16	K-1	Appointment
	NORCO				
	Ochoa, Michael	Community Service Aide I (Part-Time 48.75%)	04/20/16	C-1	Appointment
	Reyes, Desiree	Community Service Aide I (Part-Time 48.75%)	04/20/16	C-1	Appointment
	RIVERSIDE				
	Howard, Brittney	Admissions & Records Operations Assistant (Part-Time 48.75%)	04/20/16	C-1	Appointment
d.	Classified/Confidential – Categorically Funded				
	NORCO				
	Davila Jr., Ismael	Outreach Specialist (Title V) (Part-Time, 48.75%)	04/20/16	K-1	Appointment
	Sanchez, Seleny	College Receptionist (Instruction) (Part-Time, 47.5%)	04/20/16	C-1	Appointment

1. Appointments (Cont'd)

RIVERSIDE				
Aikens, Dorinda	Customer Service Clerk (EOPS)	04/20/16	E-5	Promotion
Cardoza, Alfred	Career and Technical Education Projects Specialist (Part-Time, 37.5%)	04/20/16	P-1	Appointment
Figueroa, Daisy	Counseling Clerk II	04/20/16	G-5	Promotion
Fox, Sharice	Assessment Specialist	04/20/16	M-5	Promotion

2. Request(s) for Temporary Increase/Decrease in Workload

It is recommended the Board of Trustees approve the temporary increase in workload for the following individual(s). The request(s) have the approval of the college President(s).

Name	Title	From/To Workload	Effective Date(s)
Calderon, Colleen	Educational Advisor	62.5% to 90%	03/01/16-06/30/16
Travis, Towanda	Customer Service Clerk	48.75% to 100%	02/16/16-05/31/16

3. Request for a Non-Paid Leave of Absence

The Agreement between Riverside Community College District and Riverside Community College District Employees Chapter #535, CSEA, provides for non-paid leaves of absence. Eleanor-Mae Joyce Johnson, Community Service Aide I, has requested such a leave. This request has the support of her supervisor and area vice chancellor.

It is recommended the Board of Trustees approve a non-paid leave of absence for Eleanor-Mae Joyce Johnson, Community Service Aide I, effective March 21, 2016 – June 30, 2016.

4. Separation(s) – Resignation(s) and/or Retirement(s)

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

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

Name	Position	Last Date of Employment
RETIREMENT(S)		
Ammeraal, Linda	Financial Aid Advisor	05/31/16
Bogle Jr., Bill	Controller	06/30/16
Brosious, Nancy	Production Graphic Designer	04/30/16
Grippin, Jacqueline	Administrative Assistant IV	06/30/16
Hunter, Zia	Tutorial Services Technician	06/30/16
Wharton, Melisa	Document Services Technician	03/31/16*

*Change to date

Agenda Item (VI-A-3)

Meeting	4/19/2016 - Regular
Agenda Item	Consent Agenda Action (VI-A-3)
Subject	Other Personnel
College/District	District
Funding	n/a
Recommended Action	It is recommend that the Board of Trustees approve/ratify the other personnel actions

Background Narrative:

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

Prepared By: Terri Hampton, Vice Chancellor, HR and Employee Relations

Attachments:

20160419_Other Personnel
20160419_Other Personnel_Backup

RIVERSIDE COMMUNITY COLLEGE DISTRICT
HUMAN RESOURCES AND EMPLOYEE RELATIONS

Subject: Other Personnel Date: April 19, 2016

1. Substitute Assignments

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

2. Short-Term Positions

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

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

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

SUBSTITUTE ASSIGNMENTS

NAME	POSITION	DEPARTMENT	DATE	RATE
DISTRICT				
Backes, Dale	Community Service Aide I	Safety & Police	02/19/16-06/30/16	$16.47
Diaz, Jessica	Community Service Aide I	Safety & Police	02/19/16-06/30/16	$16.47
Campos, Isaiah	Community Service Aide I	Safety & Police	02/19/16-06/30/16	$16.47
Campos, Issac	Community Service Aide I	Safety & Police	02/19/16-06/30/16	$16.47
Estrada Toro, Gabriela	Administrative Assistant II	Educational Services/Open Campus	04/01/16-06/30/16	$19.74
Niles, Dana	Capital Asset Inventory Technician	Business Services	04/01/16-06/30/16	$18.01
Vasquez, Fernando	Community Service Aide I	Safety & Police	02/19/16-06/30/16	$16.47
MORENO VALLEY				
Morales, Diane	Laboratory Technician I	Dean of Instruction	03/16/16-05/15/16	$23.75
Ramirez, Darlene	Enrollment Services Assistant	Cousneling	02/29/16-05/31/16	$18.01
Spivey, Ayanna	Supplemental Instructional Coordinator	Academic Support	03/28/16-05/26/16	$26.18
NORCO				
Angulo, John	Custodian	Facilities	03/30/16-06/30/16	$16.47
Davila, Jr., Ismael	Outreach Specialist	Outreach	04/12/16-04/19/16	$23.75
Hebron, David	Marketing and Media Technician	Career and Technical Education	03/28/16-06/30/16	$21.74
Padilla, Omar	Groundsperson	Facilities	04/01/16-06/30/16	$18.01
Sanchez, Seleny	College Receptionist	Instruction	04/11/16-04/19/16	$16.47
Serrano, Nieves	Custodian	Facilities	03/09/16-06/30/16	$16.47
RIVERSIDE				
(None)				

SHORT-TERM POSITIONS

NAME	POSITION	DEPARTMENT	DATE	RATE
DISTRICT				
Cardona, Zaira	Research Intern	Center for International Trade Development	02/17/16-06/30/16	$14.22
Villanueva, Adelaide	Office Assistant IV	Administrative Services Center	04/20/16-06/30/16	$14.00
MORENO VALLEY				
Arias, Vivian	Supplemental Instructional Leader	Basic Skills	02/16/16-06/30/16	$12.00
NORCO				
Dailey, Joshua	Tutor IV	TRIO Upward Bound Programs	04/20/16-06/30/16	$10.00
RIVERSIDE				
Martinez, Christina	Stage Technician I	Theater	03/18/16-06/30/16	$10.00
Reyes, Branden	Stage Technician VI	Fine & Performing Arts	02/18/16-06/30/16	$12.65

*Position Title Change

NAME	POSITION	DEPARTMENT	DATE	RATE
RIVERSIDE COMMUNITY COLLEGE DISTRICT				
MORENO VALLEY COLLEGE				
Alatorre, Vicente	Student Aide I	Food Services	04/06/16	$ 10.00
Alvarado, Christina	Student Aide I	Food Services	03/17/16	$ 10.00
Arias, Erick	Student Aide I	Math Lab	03/11/16	$ 10.00
Medina, Hector	Student Aide I	Food Services	03/22/16	$ 10.00
Melonson, Ashley	Student Aide IV	STEM	03/09/16	$ 12.00
Nelson, Melissa G	Student Aide I	Tutorial Services	03/09/16	$ 10.00
Ocana, Jose	Student Aide I	Writing Reading Center	04/06/16	$ 10.00
Quintero, Melissa	Student Aide I	Early Childhood Educatior	04/06/16	$ 10.00
Rico, Ana	Student Aide I	Student Acitvities	03/03/16	$ 10.00
NORCO COLLEGE				
Affeldt, Ryan	Student Aide II	Tutorial Services	01/03/16	$ 10.00
Akthar, Aamna	Student Aide II	Tutorial Services	01/03/16	$ 10.00
Camacho, Matthew	Student Aide II	Tutorial Services	01/03/16	$ 10.00
Deshommes, Sebastian	Student Aide II	Tutorial Services	01/03/16	$ 10.00
Diaz, Toby	Student Aide II	Tutorial Services	01/03/16	$ 10.00
Flores, John	Student Aide II	Tutorial Services	01/03/16	$ 10.00
Gutierrez, Brenda	Student Aide II	Tutorial Services	01/03/16	$ 10.00
Iqbal, Mariam	Student Aide II	Tutorial Services	01/03/16	$ 10.00
Johnson, Matthew	Student Aide III	STEM	01/03/16	$ 10.00
Mansfield, Kaytee	Student Aide II	Tutorial Services	01/03/16	$ 10.00
Medina, Gisel	Student Aide IV	STEM	01/03/16	$ 12.50
Melendez, Ryan	Student Aide III	STEM	01/03/16	$ 10.00
Murawski, Mateusz	Student Aide IV	STEM	01/03/16	$ 12.50
Nasrolahi, Leila	Student Aide II	Tutorial Services	01/03/16	$ 10.00
Navarro, Benjamin	Student Aide II	Tutorial Services	01/03/16	$ 10.00
Saroni, Christine	Student Aide II	Tutorial Services	01/03/16	$ 10.00
Shiv, Ria	Student Aide II	Tutorial Services	01/03/16	$ 10.00
Sok, Sreyoun	Student Aide II	Tutorial Services	01/03/16	$ 10.00
Vega, Lizeth	Student Aide II	Tutorial Services	01/03/16	$ 10.00
Zamanian, Pegah	Student Aide III	STEM	01/03/16	$ 10.00
RIVERSIDE CITY COLLEGE				
Alvey, Kami	Student Aide IV	Academic Support	*02/09/16	$ 12.00
Arora, Tanish	Student Aide I	Tutorial Services	03/10/16	$ 10.00
Borrego, Joseph	Student Aide I	Tutorial Services	03/10/16	$ 10.00
Calderon-Elizalde, Danny	Student Aide IV	Academic Support	02/09/16	$ 12.00
RIVERSIDE CITY COLLEGE (continued)				
Carranza, Nick	Student Aide I	Tutorial Services	03/10/16	$ 10.00
Cortes Heredia, Lucia	Student Aide I	Early Childhood Educ.	03/16/16	$ 10.00

NAME	POSITION	DEPARTMENT	DATE	RATE
Craig, Matthew	Student Aide I	Political Science / Model United Nations	03/09/16	$ 10.00
Davison, Adreiana	Student Aide I	Homeroom / Ujima	03/28/16	$ 10.00
Delgado, Debby	Student Aide I	Academic Support/CAP	03/18/16	$ 10.00
Flores, Jolene	Student Aide I	Early Childhood Educ.	03/28/16	$ 10.00
Gonzalez, Luis	Student Aide I	International Student Ctr	04/01/16	$ 10.00
Gray, Alec	Student Aide IV	Academic Support	03/17/16	$ 12.00
Havadjia, Loukia	Student Aide IV	Academic Support	03/11/16	$ 12.00
Hay Jr., Isaac	Student Aide I	Tutorial Services	03/10/16	$ 10.00
James, Breanna	Student Aide II	Homeroom / Ujima	03/16/16	$ 10.00
Liu, Guanlan	Student Aide I	Tutorial Services	03/30/16	$ 10.00
Ma, Ming	Student Aide IV	Academic Support	03/11/16	$ 12.00
Mackey Arline, Cheyenne	Student Aide II	Ujima / Homeroom	03/11/16	$ 10.00
McKinley, Kiante	Student Aide I	Academic Support/CAP	03/21/16	$ 10.00
Mugavero, Lisa	Student aide II	Chemistry	03/09/16	$ 10.00
Palacios, Rebecca	Student Aide IV	Academic Support	02/09/16	$ 12.00
Quddus, Adeel	Student Aide IV	Academic Support	03/11/16	$ 12.00
Romana, Gurleen	Student Aide IV	Academic Support	03/17/16	$ 12.00
Santos, Jazmin	Student Aide IV	Academic Support	03/24/16	$ 12.00
Seirafi, Ayah	Student Aide IV	Academic Support	03/17/16	$ 12.00
Sereno Palomino, Jhovanna	Student Aide I	Early Childhood Educ.	03/10/16	$ 10.00
Skelley, Joseph	Student Aide IV	Academic Support	03/11/16	$ 12.00
Steinmuller, Hunter	Student Aide II	Art Department	03/11/16	$ 10.00
Sulaiman, Hussam	Student Aide I	International Student Ctr	03/15/16	$ 10.00
Tom-Hoon, Tyler	Student Aide IV	Academic Support	03/30/16	$ 12.00
Torres, Candice	Student Aide I	Ctr for Communcation Excellence	03/11/16	$ 10.00
Warner, Mary	Student Aide I	Tutorial Services	03/10/16	$ 10.00
Zafar, Zenab	Student Aide IV	Academic Support	02/09/16	$ 12.00

CATEGORICAL FUNDS

AMERICA READS PROGRAM

White, Jabriel	Student Aide II	My Learning Studio-RCC	03/09/16	$ 10.00

COMMUNITY SERVICE PROGRAM

Marquez Rangel, Nallely	Student Aide I	Creekside Elementary - MVC	03/02/16	$ 10.00
Morales, Daniel	Student Aide I	Disability Support Services -MVC	03/15/16	$ 10.00
Community Service Program (continued)		City of Riverside/ Human Resources - RCC	03/10/16	$ 10.00

NAME	POSITION	DEPARTMENT	DATE	RATE
Shalabi, Eyad	Student Aide II	City of Riverside/ Human Resources - RCC	03/22/16	$ 10.00
Piz, Cindy	Student Aide II	City of Riverside/ Corporation Yard - RCC	03/29/16	$ 10.25
NORCO COLLEGE				
Segura, Nathaniel	Student Aide I	Student Financial Services	03/17/16	$ 10.00
RIVERSIDE CITY COLLEGE				
Jacklin, Brianna	Student Aide I	Kinesiology/ Women's Track	03/15/16	$ 10.00
Washington, Samira	Student Aide I	Services/Activities	03/17/16	$ 10.00
Ulutu, Xavier	Student Aide I	Kinesiology / Football	03/23/16	$ 10.00
Hill, Chad	Student Aide I	Kinesiology / Football	04/06/16	$ 10.00
Gonzalez Armenta, Jose	Student Aide I	Art Gallery	04/08/16	$ 10.00

*Hire date change

Agenda Item (VI-B-1)

Meeting	4/19/2016 - Regular
Agenda Item	Consent Agenda Action (VI-B-1)
Subject	Purchase Order and Warrant Report – All District Resources
College/District	District
Funding	Various Resources
Recommended Action	It is recommended that the Board of Trustees approve/ratify the Purchase Orders and Purchase Order Additions totaling $3,605,665 and District Warrant Claims totaling $8,746,428.

Background Narrative:

The attached Purchase Order and Warrant Report – All District Resources is submitted to comply with Education Code Sections 81656 and 85231. The Purchase Orders and Purchase Order Additions, totaling $3,605,665 requested by staff and issued by the District Business Office have been reviewed to verify that budgeted funds are available in the appropriate categories of expenditure.

District Warrant Claims (numbers 251804 - 253067) totaling $8,746,428, paid against approved Purchase Orders, have been reviewed by the Business Office to verify that monies are available in the appropriate funds for payment of these warrants. These claims also have been reviewed, on a sample basis, by the Riverside County Office of Education through its claim audit process.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Majd Askar, Director of Business Services

Attachments:

04192016_Contracts and Purchase Orders Over $87,800 Report (March)

Report of Purchases-All District Resources
Purchases over $87,800
3/01/16 thru 3/31/16

PO#	Department	Vendor	Description	Amount
C0005278	Academy / Criminal Services	Riverside County Fire Department	Professional Services	$ 150,000
C0005286	Production Printing	Konica Minolta Business Solutions	Copier - County of San Bernardino Contract # 153859	281,305
C0005290	Career and Technical Ed - Norco	Riverside County Office of Education	Grant / Contract Sub Agreements	200,000
P0052117	Facilities - Riverside	BKM OfficeWorks	Chairs for Student Services & Admin.Bldg.- RFP Award	102,069
Additions to Approved/Ratify Purchase Orders of $87,800 and Over				
C0004624	Facilities Planning & Development	Nealectric, Inc.	Coil School for the Arts -Electrical	164,010
			Total	$ 897,384

All Purchase Orders, Contracts, and Additions for the Peroid of 3/01/16 - 3/31/16	
Contracts C5265 - C5297 and Contract Additions C3982 - C5231	720,259
Purchase Orders P51354 - P52117 and Purchase Order Additions P48069 - P51353	1,670,164
Blanket Purchase Orders B14635 - B14661 and Blanket Purchase Order Additions B13594 - B14627	317,858
Total	$ 2,708,281
Grand Total	$ 3,605,665

Agenda Item (VI-B-2-a)

Meeting	4/19/2016 - Regular
Agenda Item	Consent Agenda Action (VI-B-2-a)
Subject	Budget Adjustments
College/District	District
Funding	Various Resources
Recommended Action	It is recommended that the Board of Trustees approve the budget transfers as presented.

Background Narrative:

The 2015-16 adopted budget represents our best estimates of both income and expenditures. As the year progresses, however, some accounts have surplus funds while others are under budgeted. As provided in Title 5, Section 58307, the Board of Trustees may approve budget transfers between major object code expenditure classifications within the approved budget to allow for needed purchases of supplies, services, equipment and hiring of personnel. Unless otherwise noted, the transfers are within the unrestricted General Fund (Fund 11, Resource 1000).

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Majd Askar, Director of Business Services

Attachments:

04192016_Budget Adjustments

BUDGET ADJUSTMENTS
APRIL 19, 2016

	Program	Account		Amount
Riverside				
R1. Transfer to provide for facilities repairs, fixtures and fixed equipment, and hazardous materials pick up.				
From:	Vice President, Business Services	Classified FT Supervisor	$	27,800
		Classified FT Administrator		19,599
		Classified FT		5,500
To:	Facilities	Waste Disposal	$	16,000
		Repairs		9,599
		Fixtures & Fixed Equipment		27,300
R2. Transfer to provide for supplies, conferences, travel expenses and transportation.				
From:	Vice President, Business Services	Classified FT Administrator	$	69,435
To:	International Students	Supplies	$	1,690
		Conferences		10,000
	Athletics	Travel Expenses		13,000
		Transportation		44,745
R3. Transfer to provide for Centennial Celebration costs.				
From:	Vice President, Business Services	Academic FT Administrator	$	100,000
		Academic FT Instructor		100,000
To:	Vice President, Student Services and Admissions and Records	Copying and Printing	$	12,000
		Supplies		76,147
		Professional Services		42,400
		Rents and Leases		67,710
		Transportation		173
		Equipment		1,570

	Program	Account		Amount
R4.	Transfer to purchase fire suppression equipment and pool heaters.			
From:	Facilities	Repairs	$	7,400
		Administrative Contingency		36,407
To:	Facilities	Fixtures & Fixed Equipment	$	7,400
		Equipment		36,407
R5.	Transfer to provide for on-site, new equipment training.			
From:	Art	Instructional Supplies	$	142
To:	Art	Travel Expenses	$	142
R6.	Transfer to provide for supplies, copying and printing.			
From:	Vice President, Academic Affairs	Other Services	$	360
To:	Vice President, Academic Affairs	Supplies	$	200
		Copying and Printing		160
R7.	Transfer to provide for copying and printing, supplies, rents and leases, repairs, conferences and transportation costs.			
From:	Dean, Career & Tech Ed	Equipment	$	6,419
To:	Dean, Career & Tech Ed	Copying and Printing	$	1,067
		Supplies		2,456
		Conferences		623
		Rents and Leases		1,005
		Repairs		110
	Applied Technology	Conferences		493
		Transportation		665

	Program	Account		Amount
R8. Transfer to provide for supplies and computer equipment.				
From:	President	Administrative Contingency	$	1,633
To:	President	Equipment	$	1,333
	Behavioral Science	Supplies		300
R9. Transfer to provide for computer equipment.				
From:	Dean of Instruction	Administrative Contingency	$	1,670
To:	Chemistry	Equipment	$	1,670
R10. Transfer to provide for an academic special project and supplies.				
From:	Dean, Languages, Humanities & Social Sciences	Administrative Contingency	$	6,461
To:	Dean, Languages, Humanities & Social Sciences	Academic Special Project	$	5,202
		Employee Benefits		659
		Supplies		600
R11. Transfer to provide for instructional supplies.				
From:	English	Comp Software Maint/Lic	$	320
To:	English	Instructional Supplies	$	320
R12. Transfer to provide for computer software maintenance and licenses.				
From:	English/Communications	Reference Books	$	1,850
To:	English/Communications	Comp Software Maint/Lic	$	1,850

	Program	Account		Amount
R13. Transfer to provide for rents and leases, travel expenses, professional services and costume rentals.				
From:	Fine and Performing Arts	Supplies	$	30,606
To:	Fine and Performing Arts	Rents and Leases	$	6,083
		Travel Expenses		1,346
		Professional Services		18,118
		Costume Rentals		5,059
R14. Transfer to purchase instructional supplies and computer equipment.				
From:	Applied Technology	Repairs	$	5,956
		Comp Software Maint/Lic		1,000
To:	Applied Technology	Instructional Supplies	$	3,894
		Equipment		3,062
R15. Transfer to purchase a new printer.				
From:	Admissions and Records	Supplies	$	314
To:	Admissions and Records	Equipment	$	314
R16. Transfer to purchase supplies.				
From:	Counseling	Mileage	$	245
To:	Counseling	Supplies	$	245
R17. Transfer to provide for repairs.				
From:	College Police	Supplies	$	182
To:	College Police	Repairs	$	182

	Program	Account		Amount
R18. Transfer to realign the Enrollment Growth for ADN-RN grant budget. (Fund 12, Resource 1190)				
From:	Nursing	Classified Perm PT	$	1,380
		Other Services		55,486
To:	Nursing	Instr Salaries, Reg FT	$	43,610
		Instructional Salaries		518
		Academic PT Teaching		1,823
		Employee Benefits		10,915
R19. Transfer to realign the Student Equity grant budget. (Fund 12, Resource 1190)				
From:	Student Services	Administrative Contingency	$	94,387
To:	Student Services	Academic FT Non-Instr	$	7,219
		Academic PT Non-Instr		2,571
		Academic Special Project		11,024
		Classified Perm PT		855
		Student Help – Non-Instr		3,561
		Student Help – Instructional		7,660
		Instructional Aides, Hourly		582
		Employee Benefits		4,434
		Supplies		161
		Food		795
		Equipment		4,495
		Book Grants		50,000
		Educational Supplies		1,030
R20. Transfer to realign the Basic Skills grant budget. (Fund 12, Resource 1190)				
From:	Academic Support	Supplies	$	17,035
To:	Academic Support	Employee Benefits	$	15,767
		Postage		7
		Travel Expenses		761
		Repairs		500

	Program	Account		Amount
R21. Transfer to provide for copying and printing. (Fund 12, Resource 1190)				
From:	Workforce Preparation	Professional Services	$	1,000
		Travel Expenses		200
To:	Workforce Preparation	Copying and Printing	$	1,200
R22. Transfer to purchase laptops. (Fund 12, Resource 1190)				
From:	CalWORKs	Classified FT	$	30
		Classified Substitute		8
		Employee Benefits		13,162
To:	CalWORKs	Computer Equipment	$	13,200
R23. Transfer to purchase a printer/scanner. (Fund 12, Resource 1190)				
From:	Workforce Preparation	Supplies	$	400
To:	Workforce Preparation	Equipment	$	400
R24. Transfer to realign the Title V – HSI Pathways to Excellence grant budget. (Fund 12, Resource 1190)				
From:	Workforce Preparation	Other Services	$	11,353
To:	Workforce Preparation	Academic Special Project	$	10,000
		Student Help – Instructional		300
		Instructional Aides, Hourly		52
		Employee Benefits		1,001
R25. Transfer to provide for conferences. (Fund 12, Resource 1190)				
From:	Nursing	Supplies	$	5,000
To:	Nursing	Conferences	$	5,000

	Program	Account		Amount
R26. Transfer to provide sufficient funding for instructional salaries. (Fund 12, Resource 1190)				
From:	Nursing	Supplies	$	425
To:	Nursing	Instructional Salaries	$	222
		Employee Benefits		203
R27. Transfer to provide for copying and printing. (Fund 12, Resource 1190)				
From:	Workforce Preparation	Travel Expenses	$	5,000
To:	Workforce Preparation	Copying and Printing	$	5,000
R28. Transfer to purchase educational supplies. (Fund 12, Resource 1190)				
From:	Workforce Preparation	Supplies	$	1,500
		Other Services		2,000
To:	Workforce Preparation	Educational Supplies	$	3,500
R29. Transfer to purchase computers. (Fund 12, Resource 1190)				
From:	California Career Pathways Trust	Supplies	$	3,446
To:	California Career Pathways Trust	Equipment	$	3,446
R30. Transfer to purchase a video doorbell.				
From:	Safety & Police	License Fees	$	103
To:	Safety & Police	Equipment	$	103
R31. Transfer to purchase a video doorbell. (Fund 12, Resource 1050)				
From:	Safety & Police	Laundry & Cleaning	$	103
To:	Safety & Police	Equipment	$	103

	Program	Account		Amount
Norco				
N1. Transfer to realign the TANF grant budget. (Fund 12, Resource 1190)				
From:	TANF	Instructional Supplies	$	600
		Transportation/Bus Passes		10
		Educational Supplies		4,231
To:	TANF	Classified FT	$	2,633
		Employee Benefits		1,608
		Conferences		600
N2. Transfer to realign the CalWORKs grant budget. (Fund 12, Resource 1190)				
From:	CalWORKs	Employee Benefits	$	1,711
To:	CalWORKs	Academic PT Non-Instr	$	1,014
		Student Help – Non-Instr		697
N3. Transfer to purchase custodial supplies.				
From:	Building Maintenance	Classified Substitutes	$	5,046
		Fixtures & Fixed Equipment		1,878
To:	Custodial Services	Custodial Supplies	$	6,924
N4. Transfer to purchase supplies, a paging system, and to provide for copying and printing.				
From:	Academic Affairs	Administrative Contingency	$	9,600
To:	Academic Affairs	Supplies	$	8,000
		Copying and Printing		500
	Library	Equipment		1,100

	Program	Account		Amount
N5.	Transfer to provide for a software license and a database.			
From:	Academic Affairs	Instructional Supplies	$	4,750
To:	Library	Library Database	$	2,500
	Chemistry, General	Comp Software Maint/Lic		2,250
N6.	Transfer to purchase computers. (Fund 12, Resource 1190)			
From:	Supply Chain Technology	Other Services	$	1,597
To:	Supply Chain Technology	Equipment	$	1,597
N7.	Transfer to realign the Student Equity grant budget. (Fund 12, Resource 1190)			
From:	Student Equity	Instructional Supplies	$	236,263
		Conferences		122,389
To:	Student Equity	Academic FT Administrator	$	5,460
		Academic FT Non-Instr		11,000
		Academic Special Project		27,500
		Classified FT		143,532
		Classified Perm PT		23,461
		Student Help – Non-Instr		46,080
		Short-Term Temporary		39,600
		Employee Benefits		62,019
N8.	Transfer to purchase supplies.			
From:	President	Administrative Contingency	$	10,000
To:	President	Supplies	$	10,000

	Program	Account		Amount
N9.	Transfer to provide for food, copying and printing, mileage, conferences, and a software license.			
From:	Dean of Instruction	Academic Special Project	$	3,087
		Employee Benefits		11
To:	Dean of Instruction	Supplies	$	1,000
		Copying and Printing		500
		Mileage		450
		Conferences		250
		Comp Software Maint/Lic		898
N10.	Transfer to provide for salaries, supplies, and computers.			
From:	A V Labs and Services	Repairs	$	2,142
To:	Technology Support Services	Classified Perm PT	$	431
	A V Labs and Services	Supplies		200
		Equipment		1,511
N11.	Transfer to purchase instructional supplies. (Fund 12, Resource 1190)			
From:	Accounting – Lottery	Comp Software Maint/Lic	$	1,000
To:	Accounting – Lottery	Instructional Supplies	$	1,000
N12.	Transfer to purchase computers.			
From:	Information Technology, General	Instructional Aides, Hourly	$	3,639
		Employee Benefits		102
	VP, Business Services	General Liability & Property		69
To:	Computer Information Systems	Equipment	$	1,978
	Digital Media	Equipment		1,832

	Program	Account		Amount
N13. Transfer to purchase a reference book, computer, and to replenish the administrative contingency account.				
From:	VP, Student Services	Short-Term Temporary	$	9,934
		Employee Benefits		278
To:	VP, Student Services	Reference Books	$	65
		Administrative Contingency		8,550
	Community Outreach	Equipment		1,597
N14. Transfer to provide for mileage.				
From:	Financial Aid Administration	Supplies	$	300
To:	Financial Aid Administration	Mileage	$	300
N15. Transfer to purchase supplies. (Fund 12, Resource 1190)				
From:	SFAA – Capacity	Conferences	$	1,400
To:	SFAA – Capacity	Supplies	$	1,400
N16. Transfer to provide for travel and conferences. (Fund 12, Resource 1190)				
From:	EOPS	Educational Supplies	$	10,022
To:	EOPS	Travel Expenses	$	8,516
		Conferences		1,506
N17. Transfer to provide for mileage, travel, and conferences.				
From:	College Student Services	Copying and Printing	$	35
		Supplies		2,479
To:	College Student Services	Mileage	$	433
		Travel Expenses		2,000
		Conferences		81

	Program	Account		Amount
N18. Transfer to realign the Student Support Services grant budget. (Fund 12, Resource 1190)				
From:	Student Support Services	Other Services	$	8,654
To:	Student Support Services	Supplies	$	3,169
		Equipment		5,485
N19. Transfer to purchase supplies.				
From:	VP, Business Services	Administrative Contingency	$	985
To:	Admissions & Records	Supplies	$	985
N20. Transfer to purchase a floor scrubbing machine and a line edger.				
From:	VP, Business Services	Administrative Contingency	$	10,571
To:	Custodial Services	Equipment	$	9,708
	Grounds Maintenance & Repairs	Equipment		863
N21. Transfer to purchase a key machine, marquee sign, urinals, and provide for air testing.				
From:	VP, Business Services	Classified FT	$	40,300
		Employee Benefits		7,990
To:	Building Maintenance	Other Services	$	1,000
		Equipment		1,120
		Fixtures & Fixed Equipment		21,770
	Norco College – Construction	Architect's Fees		24,400
N22. Transfer to fund the Grounds Supervisor position and to provide for road paving.				
From:	VP, Business Services	Other Services	$	97,053
		Consultants		4,066
To:	Grounds Maintenance & Repairs	Classified FT Supervisor	$	58,060
		Employee Benefits		37,896
		Construction Contracts		5,163

	Program	Account		Amount
N23. Transfer to provide for theater lights.				
From:	VP, Business Services	Classified FT	$	5,086
		Employee Benefits		995
To:	Building Maintenance	Supplies	$	1,620
		Repairs		4,461
N24. Transfer to purchase a golf cart, computers, supplies, and to provide for repairs and replenish the administrative contingency account.				
From:	VP, Business Services	Classified Instructional – FT	$	45,265
		Employee Benefits		9,110
To:	Intramural Sports	Equipment	$	7,000
	Library	Equipment		10,508
	Technology Support Services	Equipment		15,242
	Building Maintenance	Supplies		4,927
	Music	Repairs		1,785
	VP, Student Services	Administrative Contingency		14,913

Moreno Valley

M1. Transfer to provide for processing fees for parking citations. (Fund 12, Resource 1050)				
From:	Safety & Police	Repair Parts	$	120
		Copying and Printing		193
To:	Safety & Police	License Fees	$	313
M2. Transfer to purchase supplies.				
From:	Facilities	Repair Parts	$	227
To:	Facilities	Supplies	$	227

	Program	Account		Amount
M3.	Transfer to provide for academic special projects. (Fund 12, Resource 1190)			
From:	CTE Enhancement Grant	Other Services	$	4,922
To:	CTE Enhancement Grant	Academic Special Project	$	4,335
		Employee Benefits		587
M4.	Transfer to purchase cell phones and to provide for classified overtime.			
From:	Technology Support Services	Instructional Media Material	$	498
		Periodicals/Magazines		80
		License Fees		599
To:	Technology Support Services	Classified Overtime	$	599
		Equipment		578
M5.	Transfer to provide for an academic special project.			
From:	PSET	Professional Services	$	1,239
To:	PSET	Academic Special Project	$	1,239
M6.	Transfer to provide for copying and printing.			
From:	Admissions and Records	Supplies	$	500
To:	Admissions and Records	Copying and Printing	$	500
M7.	Transfer to realign the Technology Access Program grant budget. (Fund 12, Resource 1190)			
From:	Technology Access Program	Academic FT Non-Instr	$	8,700
		Classified FT		48,038
To:	Technology Access Program	Employee Benefits	$	11,738
		Supplies		15,000
		Food		5,000
		Equipment		25,000

	Program	Account		Amount
M8. Transfer to provide for memberships. (Fund 12, Resource 1190)				
From:	SFAA - Capacity	Supplies	$	2,000
To:	SFAA – Capacity	Memberships	$	2,000
M9. Transfer to provide refreshments for the Financial Aid Awareness event. (Fund 12, Resource 1190)				
From:	SFAA - Base	Classified FT	$	500
To:	SFAA – Base	Food	$	500
M10. Transfer to realign the Student Success & Support Program grant budget. (Fund 12, Resource 1190)				
From:	SSSP	Administrative Contingency	$	504,418
		Comp Software Maint/Lic		10,453
To:	SSSP	Academic FT Non-Instr	$	175,245
		Academic PT Non-Instr		140,278
		Classified FT		86,803
		Short-Term Temporary		30,000
		Employee Benefits		60,318
		Copying and Printing		2,262
		Supplies		10,600
		Food		2,400
		Equipment		6,965

District Office and District Support Services

D1. Transfer to purchase a computer.				
From:	Human Resources & Empl Relations	Other Services	$	650
To:	Human Resources & Empl Relations	Equipment	$	650

	Program	Account		Amount
D2.	Transfer to purchase repair parts.			
From:	Administrative Support Center	Postage	$	200
To:	Administrative Support Center	Repair Parts	$	200
D3.	Transfer to purchase supplies.			
From:	Strategic Comm & Relations	Other Services	$	34,810
To:	Strategic Comm & Relations	Supplies	$	34,810
D4.	Transfer to provide for a consultant.			
From:	Finance	Academic FT Administrator	$	41,000
To:	Community & Economic Develop	Consultant	$	41,000
D5.	Transfer to purchase a copier.			
From:	Production Printing	Software Repairs	$	1,000 1,000
To:	Production Printing	Equipment	$	2,000
D6.	Transfer to provide for a software license.			
From:	Open Campus	Supplies	$	5,366
To:	Open Campus	Comp Software Maint/Lic	$	5,366

	Program	Account	Amount
D7.	Transfer to realign the Deputy Sector Navigator grant budget. (Fund 12, Resource 1190)		
From:	Deputy Sector Navigator	Employee Benefits	$ 3,552
		Supplies	17,444
		Other Services	25,686
To:	Deputy Sector Navigator	Student Help – Non-Instr	$ 380
		Short-Term Temporary	44,517
		Classified Overtime	1,785

Agenda Item (VI-B-3-a)

Meeting	4/19/2016 - Regular
Agenda Item	Consent Agenda Action (VI-B-3-a)
Subject	Resolution No. 43-15/16 – 2015-2016 Foster Youth Support Services
College/District	District
Funding	Grants and Categorical Programs
Recommended Action	It is recommended that the Board of Trustees approve adding the revenue and expenditures of $47,500 to the budget.

Background Narrative:

The Riverside Community College District's colleges have received additional funding for the 2015-2016 Foster Youth Support Services in the amount of $47,500 from the Anthony Pritzker Family Foundation. The additional funding by college follows: Riverside City College - $23,750 and Moreno Valley College - $23,750. The funds will be used for salaries, benefits, and other operational expenses of the program.

Prepared By: Wolde-Ab Isaac, President, Riverside
Sandra Mayo, President, Moreno Valley College
Cecilia Alvarado, Interim VP of Student Services, RCC
Dyrell Foster, Vice President, Student Services (MVC)

Attachments:

04192016_Resolution No.43-15/16 – Foster Youth Support Services

RIVERSIDE COMMUNITY COLLEGE DISTRICT

RESOLUTION TO AMEND BUDGET

RESOLUTION No. 43-15/16

2015-2016 Foster Youth Support Services

WHEREAS the governing board of the Riverside Community College District has determined that income in the amount of $47,500 is assured to said district, which exceeds amounts previously budgeted; and

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

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

This is an exact copy of the resolution
adopted by the governing board at
a regular meeting on April 19, 2016.

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Clerk or Authorized Agent

RIVERSIDE COMMUNITY COLLEGE DISTRICT
INCOME & EXPENDITURES - BUDGET AMENDMENT
Resolution No. 43-15/16
2015-2016 Foster Youth Support Services

Year	County	District	Date	Fund
16	33	07	4/19/2016	12

Fund	School	Resource	PY	Goal	Func	Object	Amount		Object Code Description
12	D00	1190	0	0000	0161	8820	23,750	00	REVENUE
12	F00	1190	0	0000	0161	8820	23,750	00	↓
									EXPENDITURES
12	DCW	1190	0	6020	0161	4590	4,000	00	Office and Other Supplies
12	DCW	1190	0	6020	0161	4710	5,000	00	Food
12	DCW	1190	0	6020	0161	6481	8,000	00	Equip Additional $200-$4999
12	DCW	1190	0	6020	0161	6485	6,750	00	Comp Equip Addl $200-$4999
12	FZG	1190	0	6452	0161	2331	3,000	00	Student Help Non-Instruct
12	FZG	1190	0	6452	0161	3460	9	00	Employee Benefits
12	FZG	1190	0	6452	0161	3620	30	00	↓
12	FZG	1190	0	6452	0161	1439	10,400	00	Acad PT Non-Instructional
12	FZG	1190	0	6452	0161	3130	1,116	00	Employee Benefits
12	FZG	1190	0	6452	0161	3335	151	00	↓
12	FZG	1190	0	6452	0161	3460	31	00	↓
12	FZG	1190	0	6452	0161	3530	5	00	↓
12	FZG	1190	0	6452	0161	3630	104	00	↓
12	FZG	1190	0	6452	0161	5219	2,554	00	Other Travel
12	FZG	1190	0	7321	0161	7620	2,350	00	Student Financial Grants
12	FZG	1190	0	7321	0161	7640	4,000	00	Book Grants
							47,500	00	TOTAL REVENUE
							47,500	00	TOTAL EXPENDITURES

Agenda Item (VI-B-3-b)

Meeting	4/19/2016 - Regular
Agenda Item	Consent Agenda Action (VI-B-3-b)
Subject	Resolution No. 44-15/16 – 2015-2016 Proposition 39 Clean Energy Grant
College/District	District
Funding	Grants and Categorical Programs
Recommended Action	It is recommended that the Board of Trustees approve adding the revenue and expenditures of $53,946 to the budget.

Background Narrative:

The Riverside Community College District has received funding for the 2015-2016 Proposition 39 Clean Energy Grant in the amount of $53,946 from Grossmont-Cuyamaca Community College District, passed through from the California Community Colleges Chancellor's Office. The funding by college follows: Riverside City College - $12,706 and Norco College - $41,240. The funds will be used for salaries, benefits, and other operating expenses.

Prepared By: Wolde-Ab Isaac, President, Riverside
Irving Hendrick, Interim President, Norco College
Patricia Avila, Dean, Career and Technical Education
Kevin Fleming, Dean of Instruction, CTE Programs and Grants

Attachments:

04192016_Resolution No. 44-15/16 – Proposition 39 Clean Energy Grant

RIVERSIDE COMMUNITY COLLEGE DISTRICT

RESOLUTION TO AMEND BUDGET

RESOLUTION No. 44-15/16

2015-2016 Proposition 39 Clean Energy Grant

WHEREAS the governing board of the Riverside Community College District has determined that income in the amount of $53,946 is assured to said district, which exceeds amounts previously budgeted; and

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

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

This is an exact copy of the resolution
adopted by the governing board at
a regular meeting on April 19, 2016.

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Clerk or Authorized Agent

RIVERSIDE COMMUNITY COLLEGE DISTRICT
INCOME & EXPENDITURES - BUDGET AMENDMENT
Resolution No. 44-15/16
2015-2016 Proposition 39 Clean Energy Grant

Year	County	District	Date	Fund
16	33	07	4/19/2016	12

Fund	School	Resource	PY	Goal	Func	Object	Amount			Object Code Description
12	D00	1190	0	0000	0031	8658	12,706	00		REVENUE
12	E00	1190	0	0000	0031	8658	41,240	00		
										EXPENDITURES
12	DSA	1190	0	0946	0031	2449	1,605	00		Instructional Aides Hrly
12	DSA	1190	0	0946	0031	3335	23	00		Employee Benefits
12	DSA	1190	0	0946	0031	3470	5	00		
12	DSA	1190	0	0946	0031	3530	1	00		
12	DSA	1190	0	0946	0031	3630	16	00		
12	DSA	1190	0	0946	0031	4320	1,320	00		Instructional Supplies
12	DSA	1190	0	0946	0031	5649	1,110	00		Comp Software Maint/Lic
12	DSA	1190	0	0946	0031	6481	8,626	00		Equip Additional $200-$4999
12	ESB	1190	0	934	0031	6482	41,240	00		Equip Additional $5000 >
							53,946	00		TOTAL REVENUE
							53,946	00		TOTAL EXPENDITURES

Agenda Item (VI-B-3-c)

Meeting	4/19/2016 - Regular
Agenda Item	Consent Agenda Action (VI-B-3-c)
Subject	Resolution No. 45-15/16 – 2015-2016 Equal Employment Opportunity Program
College/District	District
Funding	Grants and Categorical Programs
Recommended Action	It is recommended that the Board of Trustees approve adding the revenue and expenditures of $963 to the budget.

Background Narrative:

The Riverside Community College District has received additional funding for the 2015-2016 Equal Employment Opportunity Program in the amount of $963 from the California Community Colleges Chancellor's Office. The funds will be used for professional services.

Prepared By: Terri Hampton, Vice Chancellor, HR and Employee Relations

Attachments:

04192016_Resolution No. 45-15/16 – Equal Employment Opportunity Program

RIVERSIDE COMMUNITY COLLEGE DISTRICT

RESOLUTION TO AMEND BUDGET

RESOLUTION No. 45-15/16

2015-2016 Equal Employment Opportunity Program

WHEREAS the governing board of the Riverside Community College District has determined that income in the amount of $963 is assured to said district, which exceeds amounts previously budgeted; and

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

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

This is an exact copy of the resolution
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a regular meeting on April 19, 2016.

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Clerk or Authorized Agent

RIVERSIDE COMMUNITY COLLEGE DISTRICT
INCOME & EXPENDITURES - BUDGET AMENDMENT
Resolution No. 45-15/16
2015-2016 Equal Employment Opportunity Program

Year	County	District	Date	Fund
16	33	07	4/19/2016	12

Fund	School	Resource	PY	Goal	Func	Object	Amount			Object Code Description
12	A00	1190	0	0000	0170	8659	963	00		REVENUE
										EXPENDITURES
12	ABF	1190	0	6760	0170	5198	963	00		Consulting
							963	00		TOTAL REVENUE
							963	00		TOTAL EXPENDITURES

Agenda Item (VI-B-3-d)

Meeting	4/19/2016 - Regular
Agenda Item	Consent Agenda Action (VI-B-3-d)
Subject	Resolution No. 46-15/16 – 2015-2016 CalWORKs Program
College/District	District
Funding	Grants and Categorical Programs
Recommended Action	It is recommended that the Board of Trustees approve adding the revenue and expenditures of $34,657 to the budget.

Background Narrative:

The Riverside Community College District's colleges have received additional funding for the 2015-2016 CalWORKs Program in the amount of $34,657 from the California Community Colleges Chancellor's Office. The additional funding by college follows: Norco College - $19,751 and Moreno Valley College - $14,906. The funds will be used for salaries and benefits.

Prepared By: Irving Hendrick, Interim President, Norco College
Sandra Mayo, President, Moreno Valley College
Monica Green-Cochrane, Vice President, Student Services (NC)
Dyrell Foster, Vice President, Student Services (MVC)

Attachments:

04192016_Resolution No. 46-15/16 – CalWORKs Program

RIVERSIDE COMMUNITY COLLEGE DISTRICT

RESOLUTION TO AMEND BUDGET

RESOLUTION No. 46-15/16

2015-2016 CalWORKs Program

WHEREAS the governing board of the Riverside Community College District has determined that income in the amount of $34,657 is assured to said district, which exceeds amounts previously budgeted; and

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

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

This is an exact copy of the resolution
adopted by the governing board at
a regular meeting on April 19, 2016.

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Clerk or Authorized Agent

RIVERSIDE COMMUNITY COLLEGE DISTRICT
INCOME & EXPENDITURES - BUDGET AMENDMENT
Resolution No. 46-15/16
2015-2016 CalWORKs Program

Year	County	District	Date	Fund
16	33	07	4/19/2016	12

Fund	School	Resource	PY	Goal	Func	Object	Amount		Object Code Description
12	E00	1190	0	0000	0367	8626	19,751	00	REVENUE
12	F00	1190	0	0000	0367	8626	14,906	00	↓
									EXPENDITURES
12	ECW	1190	0	6020	4367	2331	19,498	00	Student Help Non-Instruct
12	ECW	1190	0	6020	4367	3460	58	00	Employee Benefits
12	ECW	1190	0	6020	4367	3620	195	00	↓
12	FCW	1190	0	6020	4367	2331	14,715	00	Student Help Non-Instruct
12	FCW	1190	0	6020	4367	3460	44	00	Employee Benefits
12	FCW	1190	0	6020	4367	3620	147	00	↓
							34,657	00	TOTAL REVENUE
							34,657	00	TOTAL EXPENDITURES

Agenda Item (VI-B-3-e)

Meeting	4/19/2016 - Regular
Agenda Item	Consent Agenda Action (VI-B-3-e)
Subject	Resolution No. 47-15/16– 2015-2016 Extended Opportunity Programs and Services (EOPS)
College/District	Moreno Valley
Funding	Grants and Categorical Programs
Recommended Action	It is recommended that the Board of Trustees approve adding the revenue and expenditures of $3,256 to the budget.

Background Narrative:

The Riverside Community College District's Moreno Valley College has received additional funding for the 2015-2016 Extended Opportunity Programs and Services (EOPS) in the amount of $3,256 from the California Community Colleges Chancellor's Office. The funds will be used for direct student aid.

Prepared By: Sandra Mayo, President, Moreno Valley College
Dyrell Foster, Vice President, Student Services (MVC)

Attachments:

04192016_Resolution No. 47-15/16 – Extended Opportunity Programs and Services

RIVERSIDE COMMUNITY COLLEGE DISTRICT

RESOLUTION TO AMEND BUDGET

RESOLUTION No. 47-15/16

2015-2016 Extended Opportunity Programs and Services (EOPS)

WHEREAS the governing board of the Riverside Community College District has determined that income in the amount of $3,256 is assured to said district, which exceeds amounts previously budgeted; and

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

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

This is an exact copy of the resolution
adopted by the governing board at
a regular meeting on April 19, 2016.

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Clerk or Authorized Agent

RIVERSIDE COMMUNITY COLLEGE DISTRICT
INCOME & EXPENDITURES - BUDGET AMENDMENT
Resolution No. 47-15/16
2015-2016 Extended Opportunity Programs and Services (EOPS)

Year	County	District	Date	Fund
16	33	07	4/19/2016	12

Fund	School	Resource	PY	Goal	Func	Object	Amount		Object Code Description
12	F00	1190	0	0000	0060	8622	3,256	00	REVENUE
									EXPENDITURES
12	FZF	1190	0	7321	0060	7620	3,256	00	Student Financial Grants
							3,256	00	TOTAL REVENUE
							3,256	00	TOTAL EXPENDITURES

Agenda Item (VI-B-3-f)

Meeting	4/19/2016 - Regular
Agenda Item	Consent Agenda Action (VI-B-3-f)
Subject	Resolution No. 48-15/16 – 2015-2016 Cooperative Agencies Resources for Education (CARE)
College/District	Moreno Valley
Funding	Grants and Categorical Programs
Recommended Action	It is recommended that the Board of Trustees approve adding the revenue and expenditures of $2,631 to the budget.

Background Narrative:

The Riverside Community College District's Moreno Valley College has received additional funding for the 2015-2016 Cooperative Agencies Resources for Education (CARE) in the amount of $2,631 from the California Community Colleges Chancellor's Office. The funds will be used for direct student aid.

Prepared By: Sandra Mayo, President, Moreno Valley College
Dyrell Foster, Vice President, Student Services (MVC)

Attachments:

04192016_Resolution No. 48-15/16 – Cooperative Agencies Resources for Education

RIVERSIDE COMMUNITY COLLEGE DISTRICT

RESOLUTION TO AMEND BUDGET

RESOLUTION No. 48-15/16

2015-2016 Cooperative Agencies Resources for Education (CARE)

WHEREAS the governing board of the Riverside Community College District has determined that income in the amount of $2,631 is assured to said district, which exceeds amounts previously budgeted; and

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

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

This is an exact copy of the resolution
adopted by the governing board at
a regular meeting on April 19, 2016.

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Clerk or Authorized Agent

RIVERSIDE COMMUNITY COLLEGE DISTRICT
INCOME & EXPENDITURES - BUDGET AMENDMENT
Resolution No. 48-15/16
2015-2016 Cooperative Agencies Resources for Education (CARE)

Year	County	District	Date	Fund
16	33	07	4/19/2016	12

Fund	School	Resource	PY	Goal	Func	Object	Amount		Object Code Description
12	F00	1190	0	0000	0061	8629	2,631	00	REVENUE
									EXPENDITURES
12	FZF	1190	0	7321	0061	7620	2,631	00	Student Financial Grants
							2,631	00	TOTAL REVENUE
							2,631	00	TOTAL EXPENDITURES

Agenda Item (VI-B-3-g)

Meeting	4/19/2016 - Regular
Agenda Item	Consent Agenda Action (VI-B-3-g)
Subject	Resolution No. 49-15/16 – 2015-2016 Board Financial Assistance Program – Student Financial Aid Administration (BFAP-SFAA) - Capacity
College/District	Moreno Valley
Funding	Grants and Categorical Programs
Recommended Action	It is recommended that the Board of Trustees approve adding the revenue and expenditures of $5,000 to the budget.

Background Narrative:

The Riverside Community College District's Moreno Valley College has received additional funding for the 2015-2016 Board Financial Assistance Program – Student Financial Aid Administration (BFAP-SFAA) - Capacity in the amount of $5,000 from the California Community Colleges Chancellor's Office. The funds will be used for other operational expenses of the program.

Prepared By: Sandra Mayo, President, Moreno Valley College
Dyrell Foster, Vice President, Student Services (MVC)

Attachments:

04192016_Resolution No. 49-15/16 – BFAP-SFAA - Capacity

RIVERSIDE COMMUNITY COLLEGE DISTRICT

RESOLUTION TO AMEND BUDGET

RESOLUTION No. 49-15/16

2015-2016 Board Financial Assistance Program –
Student Financial Aid Administration (BFAP-SFAA) - Capacity

WHEREAS the governing board of the Riverside Community College District has determined that income in the amount of $5,000 is assured to said district, which exceeds amounts previously budgeted; and

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

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

This is an exact copy of the resolution
adopted by the governing board at
a regular meeting on April 19, 2016.

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Clerk or Authorized Agent

RIVERSIDE COMMUNITY COLLEGE DISTRICT
INCOME & EXPENDITURES - BUDGET AMENDMENT
Resolution No. 49-15/16
2015-2016 Board Financial Assistance Program - Student Financial Aid Administration (BFAP-SFAA) - Capacity

Year	County	District	Date	Fund
16	33	07	4/19/2016	12

Fund	School	Resource	PY	Goal	Func	Object	Amount			Object Code Description
12	F00	1190	0	0000	0067	8659	5,000	00		REVENUE
										EXPENDITURES
12	FZE	1190	0	6460	0067	4590	5,000	00		Office and Other Supplies
							5,000	00		TOTAL REVENUE
							5,000	00		TOTAL EXPENDITURES

Agenda Item (VI-B-6-a)

Meeting	4/19/2016 - Regular
Agenda Item	Consent Agenda Action (VI-B-6-a)
Subject	Contracts and Agreements Report Less than $87,800 – All District Resources
College/District	District
Funding	Various Resources
Recommended Action	It is recommended that the Board of Trustees ratify contracts totaling $720,259 for the period of March 1, 2016 through March 31, 2016.

Background Narrative:

On September 11, 2007, the Board of Trustees authorized delegating authority to the Chancellor to enter into contractual agreements and the expenditure of funds pursuant to the Public Contract Code Section 20650 threshold, currently set at $87,800. The attached listing of contracts and agreements under $87,800 requested by college and District staff has been reviewed and verified that budgeted funds are available in the appropriate categories of expenditure. The contracts and agreements have been executed pursuant to the Board's delegation of authority and are presented on this agenda for ratification.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Majd Askar, Director of Business Services

Attachments:

04192016_Contracts and Agreements Less than $87,800 Report (March)

Contracts and Agreements Report-All District Resources
$87,800 and Under
3/01/16 thru 3/31/16

PO#	Department	Vendor	Business Location	Description	Amount
C0005265	Facilities - Norco	Higginson Architects, Inc.	Redlands	Architect's Fees	$ 24,400
C0005266	Public Affairs & Institutional Advancement	Pyro Spectaculars, Inc.	Rialto	Professional Services	5,592
C0005267	Facilities Planning & Development	Oracle America, Inc.	Redwood Shores	Equip Additional $200-$4999	32,428
C0005268	Career and Technical Ed - Norco	DoubleTree Hotel	Ontario	Meeting Expenses	8,027
C0005269	Career and Technical Ed - Norco	Gomez, Andrew	Anaheim	Professional Services	3,500
C0005270	President - Norco Campus	Brunswick Classic Lanes	Norco	Facility Rental	2,077
C0005271	Campus Student Services - Norco	Holiday Inn	Berkeley	Other Travel Expenses	9,662
C0005272	Workforce Preparation - Riverside	Lappin, Amber	Menifee	Professional Services	1,600
C0005273	Applied Technology - Riverside	Fujifilm North America Corporation	Valhalla, NY	Computer Software Maint/Lic	4,650
C0005274	Customized Solutions	Gomez, Juan C.	Moreno Valley	Consultants	12,000
C0005275	Human Resources & Diversity	The Blake Group Organizational Consulting, LLC	Elgin, AZ	Consultants	7,300
C0005276	Academy / Criminal Services	City Of Moreno Valley	Moreno Valley	Rents and Leases	800
C0005277	Campus Student Services - Norco	H & L Charter Company, Inc.	Rancho Cucamonga	Transportation Contracts	5,560
C0005279	Information Services	Ellucian, Inc. (Software)	Chicago, IL	Computer Software Maint/Lic	65,531
C0005280	Customized Solutions	Developing Leaders	Fontana	Grant / Contract Sub Agreements	25,000
C0005281	Performance Riverside	OD Music, Inc.	Woodland Hills	Professional Services	64,427
C0005282	Safety & Police - Riverside	Complus Data Innovations, Inc.	Tarrytown, NY	Parking Citations Processing Services	9,820
C0005282	Campus Police - Norco	Complus Data Innovations, Inc.	Tarrytown, NY	Parking Citations Processing Services	9,821
C0005282	Campus Police - Moreno Valley	Complus Data Innovations, Inc.	Tarrytown, NY	Parking Citations Processing Services	23,058
C0005283	Workforce Preparation - Riverside	Victoriano, Marlene	Moreno Valley	Professional Services	250
C0005284	Chancellor's Office	Community College Search Services	Thousand Oaks	Consultant - RCC VP of Acad. Affairs & Student Serv.	12,000
C0005285	Customized Solutions	Stull, Ryan Michael	Loma Linda	Professional Services	15,000
C0005287	Public Affairs & Institutional Advancement	City of Riverside	Riverside	Special Events Permit Fee	75
C0005288	Community & Economic Development	Applied Development Resources	Corona	Consultants	6,000
C0005289	College Relations / Special Projects	PJ & MJ Abraham, Inc.	Laguna	Professional Services	20,400
C0005291	Community Ed & Senior Citizen Education	Ellis-Woodson, Cassandra	Eastvale	Professional Services	3,400
C0005292	Communications Center - Moreno Valley	Canon Financial Services, Inc.	Melvile, NY	Repairs - Service	631
C0005293	Community & Economic Development	Image IV Systems, Inc.	Burbank	Repairs - Service	1,522
C0005294	Campus Student Services - Norco	Pali Mountain Conference Center, Inc.	Running Springs	Other Travel Expenses	5,290
C0005296	Matriculation & Institutional Support - Norco	The Advisory Board Company	Washington, DC	Professional Services	66,204
C0005297	Career and Technical Ed - Norco	So. Sierras Chapter NECA Ed. & Training Trust	San Bernardino	Training	67,986
N/A	Nursing	Sherman Indian High School	Riverside	Clinical Facility	No Cost
N/A	Customized Solutions	County of Riverside, Economic Development	Riverside	Training	No Cost
N/A	Career and Technical Ed	Ford Motor Company	Allen Park, MI	Use of Vehicles	No Cost
N/A	Career and Technical Ed	College of the Desert	Palm Desert	Spring Faculty Retreat	No Cost
N/A	Career and Technical Ed	Mt. San Jacinto College	San Jacinto	Spring Faculty Retreat	No Cost
N/A	Career and Technical Ed	College of the Desert	Palm Desert	Spring Faculty Retreat	No Cost
N/A	Nursing	Riverside Community Hospital	Riverside	Clinical Facility	No Cost
N/A	Career and Technical Ed	College of the Desert	Palm Desert	Spring Faculty Retreat	No Cost
N/A	Dental Assistant Program	Sohail Simjee, DDS	Perris	Clinical Rotations	No Cost
N/A	Customized Solutions	Pacifica Foods	Corona	Training	No Cost
N/A	Career and Technical Ed	Grossmont-Cuyamaca Community College District	El Cajon	Training	No Cost
N/A	Fine & Performing Arts	Drum Corps International, Inc.	Indianapolis, IN	Western Core Connection Event	No Cost
N/A	Business Services - Riverside	Riverside County Dept. of Public Health	Riverside	Facility Use	No Cost
N/A	Grants - Moreno Valley	Val Verde Unified School District	Perris	STEM Mobile Activities	No Cost
Additions to Approved/Ratify Contracts of $87,800 and Under					
C0003982	Athletics - Riverside	PrestoSports Inc.	Rockville, MD	Amend. #1/Increases Funds	9,250
C0004234	Institutional Effectiveness	Nuventive, LLC	Pittsburgh, PA	Computer Software Maint/Lic	2,904
C0004388	Athletics - Riverside	Adecco USA, Inc.	Melvile, NY	Transportation Contracts	2,046
C0004394	Community Ed & Senior Citizen Education	Youngerman, Stephen	Riverside	Professional Services	4,000
C0004629	Facilities Planning & Development	McGuire Contracting, Inc.	Fontana	CAADO Structural Concrete	45,248
C0004635	Facilities Planning & Development	Caston, Inc.	San Bernardino	Culinary / District Offices	1,515
C0004641	Facilities Planning & Development	Caston, Inc.	San Bernardino	CSA P2 Construction -Metal Stud/Drywall	11,600

Contracts and Agreements Report-All District Resources
$87,800 and Under
3/01/16 thru 3/31/16

PO#	Department	Vendor	Business Location	Description	Amount
C0004667	Facilities Planning & Development	Continental Flooring, Inc.	Rancho Cucamonga	CAADO P2 Construction -Flooring	2,756
C0004684	Business Operations - Norco	Charter Communications	Riverside	Cable TV Service	14
C0004684	Counseling - Norco	Charter Communications	Riverside	Cable TV Service	14
C0004684	Food Services - Norco	Charter Communications	Riverside	Cable TV Service	14
C0004684	President - Norco Campus	Charter Communications	Riverside	Cable TV Service	14
C0004789	Institutional Effectiveness	Nuventive, LLC	Pittsburgh, PA	Professional Services	25,108
C0004811	Facilities - Riverside	Angeles Contractor, Inc.	Buena Park	SS&A Building - Plumbing	4,809
C0004812	Facilities - Riverside	Pro-Craft Construction, Inc.	Redlands	SS&A Building - Plumbing	1,420
C0004827	Facilities - Riverside	The Vinewood Company LLC	La Verne	Amend. #1/Increases Funds	11,268
C0004878	Public Affairs & Institutional Advancement	Meltwater News US, Inc.	San Francisco	Professional Services	3,000
C0004914	Workforce Prep	Mt. San Jacinto Community College District	San Jacinto	Amend. #2/Wording Only	No Cost
C0004919	Community Ed & Senior Citizen Education	Education to Go	Temecula	Professional Services	3,000
C0004924	Performance Riverside	Music Theatre International	New York, NY	Rents and Leases	54
C0004968	Academy / Criminal Services	Harland Technology Services	Omaha, NE	Computer Software Maint/Lic	334
C0005028	Business & Financial Services	Liebert Cassidy Whitmore	Los Angeles	Legal	55,000
C0005044	HHPS - Moreno Valley	Adame, James	Yucaipa	Amend. #1/Increases Funds	20,000
C0005231	Workforce Preparation - Riverside	CareerAmerica, LLC	Blulder, CO	Custom "GetAnswers" Service	2,880
N/A	Human Resources & Diversity	Keenan & Associates	Torrance	Amend. #1/Wording Only	No Cost
N/A	Human Resources & Diversity	Express Scrips	St. Louis, MO	Amend. #2/Wording Only	No Cost
N/A	Nursing	St. Bernardines Medical Center	San Bernardino	Amend. #7/Extends Date	No Cost
N/A	Ben Clark Training Center	City of Riverside Fire	Riverside	Amend. #1/Extends Date	No Cost
N/A	Tri-Tech SBDC	University of California Merced	Merced	Amend. #1/Extends Date	No Cost
				Total	$ 720,259

Agenda Item (VI-B-6-b)

Meeting	4/19/2016 - Regular
Agenda Item	Consent Agenda Action (VI-B-6-b)
Subject	Amendment to Agreement for Training Services with Cerritos College Foundation
College/District	District
Funding	Employment Training Panel
Recommended Action	It is recommended that the Board of Trustees approve the Amendment to the Agreement between Riverside Community College District and Cerritos College Foundation for up to $115,000.

Background Narrative:

This amends the contract with Cerritos College Foundation for payment for training services up to $115,000 for the period of December 16, 2015 through October 25, 2017. This amendment significantly increases the amount of RCCD ETP funding available to Cerritos College Foundation, permitting a substantial increase in employers served and employees trained; and represents $34,500 in potential revenue to the District. This contract cap amount may be increased through a separate contract amendment. Cost to the District is reimbursed by the Employment Training Panel from the State of California.

Prepared By: Michael Burke, Ph.D., Chancellor
Richard Keeler, Dean, Grants
Robert Grajeda, Director, Corporate and Business Development

Attachments:

Agreement Amendment Cerritos College Foundation_041916

AMENDMENT TO AGREEMENT

This document amends the original Educational Services Agreement between the Riverside Community College District and Cerritos College Foundation, which was approved by the Vice Chancellor of Business and Financial Services on behalf of the Riverside Community College District on January 10, 2016.

Article 3, COMPENSATION, is hereby amended as follows:

> "The contract amount for this agreement will be up to $115,000 dollars. This contract cap amount may be increased through a separate contract amendment."

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

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

DISTRICT

By: _____
Signature

Aaron S. Brown,
Vice Chancellor, Business & Financial Services
Title

Date: _____

EMPLOYER

By: _____
Signature

Steve Richardson
Executive Director, Cerritos College Foundation
Title

Date: 3/10/2016

Agenda Item (VI-B-7)

Meeting	4/19/2016 - Regular
Agenda Item	Consent Agenda Action (VI-B-7)
Subject	Out-of-State Travel
College/District	District
Funding	n/a
Recommended Action	Recommended that the Board of Trustees approve the out-of-state travel.

Background Narrative:

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

Prepared By: Michael Burke, Ph.D., Chancellor
Heidi Gonsier, Executive Administrative Assistant

Attachments:

Out of State Travel

RIVERSIDE COMMUNITY COLLEGE DISTRICT
CHANCELLOR'S OFFICE

Subject: Out-of-State Travel Date: April 19, 2016

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

Retroactive:

1) Ms. Virginia Blumenthal, president, board of trustees, to travel to Washington D.C., March 23-24, 2016, to attend Improving College Outcomes for Pell Students. Estimated cost: $1,603.86. Funding source: Riverside Community College District General fund. (The event information was received after the March Board meeting deadline.)

2) Dr. Wolde-Ab Isaac, president, Riverside City College, to travel to Washington D.C., March 23-25, 2016, to attend Improving College Outcomes for Pell Students. Estimated cost: $1,667.23. Funding source: Riverside City College General fund. (The event information was received after the March Board meeting deadline.)

3) Mr. William T. Phelps, assistant professor, physical sciences, Riverside City College to travel to Carlsbad Caverns, Socorro, Ancho, and El Malpais National Monument, New Mexico; Holbrook, and Petrified Forrest, Arizona, April 8-17, 2016, to accompany twenty (20) students for the Geology 31 Field Course, Regional field studies. Estimated cost: $6782.00. Funding source: Riverside City College General fund. (Registration for this class closed on March 15th which was after the March Board meeting deadline.)

Revision:

1) Mr. Jeff Williamson, statewide director, center for international trade development, to travel to Shanghai, China, April 13-21, 2016, to attend the China Medical Equipment Fair. Estimated cost: $4,826.00. Funding source: Deputy Sector Navigator Grant. (Travel dates have been changed from April 13-21 to April 12-21 per request of the traveler.)

Current:

Moreno Valley College:

1) Ms. Shelia Pisa, interim dean, institutional effectiveness, to travel to Redmond, Washington, May 4-5, 2016, to attend the Microsoft Executive Briefing Conference. Estimated cost: $447.08. Funding source: Moreno Valley College General fund.

Norco College:

1) Mr. Kim Kamerin, assistant professor, arts, humanities & world languages, to travel to Seattle, Washington and Vancouver, BC, Canada, June 11-15, 2016, to accompany eighteen (18) students to participate in the Seattle/Vancouver Choir Tour. Estimated cost: $17,490.00. Funding source: Associated Students of Norco College Choir Trust fund.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
CHANCELLOR'S OFFICE

Subject: Out-of-State Travel Date: April 19, 2016

Riverside City College:

1) Mr. John Byun, associate professor, music, to travel to Krasnoyarsk, Russia, June 20 through July 3, 2016, to accompany thirty (30) students to participate in the Asia-Pacific Festival. Estimated cost: $44,316.72. Funding source: Associated Students of Riverside City College Chamber Singer Trust fund.

Agenda Item (VI-B-8-a)

Meeting	4/19/2016 - Regular
Agenda Item	Consent Agenda Action (VI-B-8-a)
Subject	Resolution No. 50-15/16 - Authorization to Encumber Funds
College/District	District
Funding	Various Resources
Recommended Action	It is recommended that the Board of Trustees approve Resolution No. 50-15/16 - Authorization to Encumber Funds.

Background Narrative:

In order to issue purchases orders and encumber funds prior to July 1, for fiscal year 2016-2017, the Riverside County Office of Education annually requests that a resolution be adopted by the Board of Trustees. This resolution will allow: 1) departments to submit FY 2016-2017 purchase requisitions now; 2) FY 2016-2017 purchase orders to be issued in mid-June; and 3) departments to receive goods and services as early as July 1, 2016.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Majd Askar, Director of Business Services

Attachments:

04192016_Resolution No. 50-15/16- Authorization to Encumber Funds

RIVERSIDE COMMUNITY COLLEGE DISTRICT

RESOLUTION NO. 50-15/16

Authorization to Encumber Funds

WHEREAS the Riverside Community College District has determined that it has a need to issue purchase orders for the following fiscal year, prior to July 1, in certain unique circumstances where there are requirements for items or services immediately after the beginning of the new fiscal year;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the Riverside Community College District authorizes the following positions to sign and approve requests for purchase orders:

Michael L. Burke, Chancellor
Aaron S. Brown, Vice Chancellor, Business and Financial Services
Terri L. Hampton Vice Chancellor, Human Resources and Employee Relations
Bill J. Bogle, Jr., Controller
Michael W. Simmons Director, Risk Management, Safety, and Police Services
Khaled Khalil, Payroll Manager
Majd S. Askar, Director, Business Services

BE IT FUTHER RESOLVED that the positions listed above will be responsible to ensure that funds will be budgeted in the following fiscal year for the items or services ordered in advance of the beginning of the following fiscal year.

PASSED AND ADOPTED this 19th day of April, 2016.

Tracey Vackar
Secretary, Board of Trustees

Agenda Item (VI-B-8-b)

Meeting	4/19/2016 - Regular
Agenda Item	Consent Agenda Action (VI-B-8-b)
Subject	Surplus Property
College/District	District
Funding	N/A
Recommended Action	It is recommended that the Board of Trustees by unanimous vote: (1) declare the property on the attached list to be surplus; (2) find the property does not exceed the total value of $5,000; and (3) authorize the property to be consigned to The Liquidation Company to be sold on behalf of the District.

Background Narrative:

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

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Bill Bogle, Controller

Attachments:

04192016_Surplus Property List

SURPLUS PROPERTY
APRIL 19, 2016

QUANTITY	BRAND	DESCRIPTION	MODEL #	SERIAL #	ASSET TAG #
1	APPLE	IPAD	A1337	GB0416B3ETU	042766
1	SHARP	PRINTER/COPIER	AR-EF3J	66002259	036620
1	LENOVO	LAPTOP	THINKPAD 6474	L3-B3917 09/02	038289
1	GATEWAY	LAPTOP	M680	35518653	026655
1	GATEWAY	LAPTOP	M460	35437245	026950
1	ASUS	MONITOR	VH226H	93LMQS007707	NONE
1	HP	PRINTER	OFFICE JET 6000	CNAB1FOCR	NONE
1	HP	SCANNER	L1910C	CN8BTT1099	NONE
1	YAWMAN	FILE CABINET	SPACE SAVE	NOT AVAILABLE	002448
1	UMI	FILE CABINET	SPACE SAVE	NOT AVAILABLE	002441
1	YAWMAN	FILE CABINET	SPACE SAVE	NOT AVAILABLE	002437
1	YAWMAN	FILE CABINET	SPACE SAVE	NOT AVAILABLE	002444
1	YAWMAN	FILE CABINET	SPACE SAVE	NOT AVAILABLE	002445
1	YAWMAN	FILE CABINET	SPACE SAVE	NOT AVAILABLE	002447
1	YAWMAN	FILE CABINET	SPACE SAVE	NOT AVAILABLE	002449
1	MARKET FORGE	OVEN	FT-6E	221416	NONE
1	VAN NORMAN	ROTARY BROACH	570AF	7931 875	002692
1	KALAMUZOO	SAW	39085	47792	005122
9	VARIOUS MFG.'S	TELEVISIONS	VARIOUS	NOT AVAILABLE	NONE
1	HUNTER	AUTOMOTIVE DIAGNOSTIC STATION	P611	NOT AVAILABLE	NONE
1	VALCAN	OVEN WITH SINK	NOT AVAILABLE	A02030	32344
1	NOT AVAILABLE	REFRIGERATOR	MFU21M3BW2	WB50401349	NONE
1	MARKET FORGE	OVEN	ET-6E	221415	NONE
1	NOT AVAILABLE	SERVER WITH LOCK BOX	NOT AVAILABLE	NOT AVAILABLE	NONE
1	FRUEH	MARCHING BAND TRAILER	1972	MER343006	NONE
1	HP	PRINTER	LJ400N	USEF197984	024206
1	HP	PRINTER	1100	USGN296697	015800
1	CANNON	SCANNER/PRINTER	1P90	FCPJ49083	031427
1	CANNON	SCANNER/PRINTER	1P90	FCPJ68721	031424
1	CANNON	SCANNER/PRINTER	1P90	FCPJ68679	031421
1	HP	PRINTER	339	CNLFP56770	034104
1	APPLE	LAPTOP	MAC BOOK PRO	W87361H9XAH	037122
1	GATEWAY	LAPTOP	M460E	0036297144	031450
1	GATEWAY	LAPTOP	M460E	0036295854	031440
1	GATEWAY	LAPTOP	M465E	0039040153	033920
1	LENOVO	MONITOR	L1940P	V662576	040504
1	GATEWAY	MONITOR	FPD2185W	MPT5B50N05224	031522
1	LENOVO	MONITOR	L1940P	V6C5557	040819
1	LENOVO	MONITOR	L2551PWP	V6L9987	042748
1	DELL	MONITOR	P190S	CN09M62C742610CE0AAL	043049
1	LENOVO	MONITOR	4424HB6	V6C2989	039978
1	LENOVO	CPU	6483	MJO3862	040907
1	LENOVO	CPU	MTM7484WUT	MJPFF08	041946
1	LENOVO	CPU	6483	MJ03851	040601
1	DELL	CPU	T1500	924B99P1	043009
1	DELL	CPU	T1500	925B9P1	042984
1	DELL	CPU	T1500	HSMXSW1	052401
1	LENOVO	CPU	6483	MJ03722	040782
1	LENOVO	CPU	9088CT0	LKMKMRY	037876
1	LENOVO	CPU	7484W7J	MJ10607	039996

SURPLUS PROPERTY
APRIL 19, 2016

QUANTITY	BRAND	DESCRIPTION	MODEL #	SERIAL #	ASSET TAG #
1	LENOVO	CPU	7484CTO	MJFRW04	041426
1	LENOVO	CPU	6483	MJ03708	040543
1	LENOVO	CPU	6483	MJ03741	040545
1	LENOVO	CPU	6483	MJ03762	040666
1	DELL	CPU	T1500	BS9C9P1	042999
1	DELL	CPU	T1500	922C9P1	042986
1	DELL	CPU	T1500	926BP1	042987
1	DELL	CPU	T1500	BSCB9P1	042989
1	DELL	CPU	T1500	92599P1	043010
1	GATEWAY	CPU	E4500S	0036286685	031407
1	DELL	CPU	T1500	923B9P1	042992
1	DELL	CPU	T1500	BS999P1	043017
1	DELL	CPU	T1500	91X89P1	043019
1	DELL	CPU	T1500	92699P1	042983
1	DELL	CPU	T1500	91X99P1	043007
1	DELL	CPU	T1500	924C9P1	042997
1	DELL	CPU	T1500	BS7C9P1	043015
1	DELL	CPU	T1500	91Z99P1	043016
1	DELL	CPU	T1500	92099P1	042996
1	DELL	CPU	T1500	91YB9P1	043002
1	DELL	CPU	T1500	91Y99P1	043018
1	DELL	CPU	T1500	BSBB9P1	043013
1	DELL	CPU	T1500	92199P1	042998
1	GATEWAY	LAPTOP	E265M	0040456125	037239
1	GATEWAY	LAPTOP	E265M	0040456112	037244
1	GATEWAY	LAPTOP	E265M	0040456117	037246
1	GATEWAY	LAPTOP	E265M	0040456124	037238
1	GATEWAY	LAPTOP	E265M	0040456116	037232
1	GATEWAY	LAPTOP	E265M	0040456126	037242
1	GATEWAY	LAPTOP	E265M	0040456127	037245
1	GATEWAY	LAPTOP	E265M	0040456123	037236
1	GATEWAY	LAPTOP	E265M	0040456120	037234
1	GATEWAY	LAPTOP	E265M	0040456119	037235
1	GATEWAY	LAPTOP	E265M	0040456115	037231
1	GATEWAY	LAPTOP	E265M	0040456118	037240

Agenda Item (VII-A)

Meeting	4/19/2016 - Regular
Agenda Item	Consent Agenda Information (VII-A)
Subject	Monthly Financial Report for Month Ending – March 31, 2016
College/District	District
Information Only	

Background Narrative:

See the attached monthly Financial Report for the period July 1, 2015 through March 31, 2016.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Bill Bogle, Controller

Attachments:

04192016_Financial Report for July - March 2016

MONTHLY FINANCIAL REPORT
JULY 1, 2015 – MARCH 31, 2016

General Funds	Page
Resource 1000 - General Operating	2
Resource 1050 - Parking	3
Resource 1070 - Student Health Services	4
Resource 1080 - Community Education	5
Resource 1090 - Performance Riverside	6
Resource 1110 - Contractor-Operated Bookstore	7
Resource 1120 - Center for Social Justice and Civil Liberties	8
Resource 1170 - Customized Solutions	9
Resource 1180 - Redevelopment Pass-Through	10
Resource 1190 - Grants and Categorical Programs	11
Special Revenue Funds	
Resource 3200 - Food Services	12
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Resource 4100 - State Construction & Scheduled Maintenance	14
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RCCD Development Corporation	25

RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED MARCH 31, 2016

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

Fund 11, Resource 1000 - General Operating - Unrestricted

	Prior Year Actuals 7-1-14 to 6-30-15	Adopted Budget	Revised Budget	Year to Date Activity
Revenue	$ 149,281,413	$ 176,965,511	$ 176,965,511	$ 134,235,267
Inter/Intrafund Transfer from				
Customized Solutions (Resource 1170)	0	56,714	56,714	0
District Bookstore (Resource 1110)	250,000	612,035	612,035	459,026
Total Revenues	$ 149,531,413	$ 177,634,260	$ 177,634,260	$ 134,694,293
Expenditures				
Academic Salaries	$ 67,800,981	$ 72,997,146	$ 72,623,790	$ 53,357,531
Classified Salaries	28,182,877	30,970,619	30,700,180	22,127,633
Employee Benefits	30,768,316	36,858,835	36,878,678	23,408,866
Materials & Supplies	1,705,643	2,222,356	2,376,136	1,107,870
Services	14,852,358	35,390,875	35,308,988	10,719,052
Capital Outlay	2,280,304	977,066	1,529,125	328,400
Intrafund Transfers For:				
DSP&S Program (Resource 1190)	326,630	665,157	665,157	498,868
Center for Social Justice and Civil Liberties (Resource 1120)	110,900	159,847	159,847	119,885
Federal Work Study (Resource 1190)	304,157	338,342	338,342	190,454
Veteran Services (Resource 1190)	4,842	4,842	4,842	4,842
Interfund Transfer to:				
Resource 4130	1,270,000	1,270,000	1,270,000	952,500
Total Expenditures	$ 147,607,008	$ 181,855,085	$ 181,855,085	$ 112,815,901
Revenues Over (Under) Expenditures	$ 1,924,405	$ (4,220,825)	$ (4,220,825)	$ 21,878,392
Beginning Fund Balance	12,743,536	14,667,941	14,667,941	14,667,941
Ending Fund Balance	$ 14,667,941	$ 10,447,116	$ 10,447,116	$ 36,546,333
Ending Cash Balance				$ 36,803,763

RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED MARCH 31, 2016

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

Fund 12, Resource 1050 - Parking

	Prior Year Actuals 7-1-14 to 6-30-15	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 2,798,691	$ 2,910,696	$ 2,910,696	$ 2,049,709
Expenditures				
Classified Salaries	$ 1,550,221	$ 1,666,852	$ 1,663,352	$ 1,223,554
Employee Benefits	592,060	662,232	662,232	430,610
Materials & Supplies	31,461	52,017	51,604	23,462
Services	697,161	717,153	721,248	369,614
Capital Outlay	127,945	201,550	201,368	34,987
Total Expenditures	$ 2,998,848	$ 3,299,804	$ 3,299,804	$ 2,082,227
Revenues Over (Under) Expenditures	$ (200,157)	$ (389,108)	$ (389,108)	$ (32,518)
Beginning Fund Balance	163,175	(36,982)	(36,982)	(36,982)
Ending Fund Balance	$ (36,982)	$ (426,090)	$ (426,090)	$ (69,500)
Ending Cash Balance				$ (30,310)

RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED MARCH 31, 2016

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

Fund 12, Resource 1070 - Student Health Services

	Prior Year Actuals 7-1-14 to 6-30-15	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 1,461,427	$ 1,482,293	$ 1,482,293	$ 1,271,808
Expenditures				
Academic Salaries	$ 418,712	$ 442,863	$ 448,279	$ 332,771
Classified Salaries	410,399	638,821	633,220	364,454
Employee Benefits	187,091	364,050	367,440	168,156
Materials & Supplies	81,492	103,900	105,930	50,863
Services	203,338	301,825	285,144	156,025
Capital Outlay	19,853	28,413	39,859	14,225
Total Expenditures	$ 1,320,885	$ 1,879,872	$ 1,879,872	$ 1,086,494
Revenues Over (Under) Expenditures	$ 140,542	$ (397,579)	$ (397,579)	$ 185,314
Beginning Fund Balance	2,048,836	2,189,378	2,189,378	2,189,378
Ending Fund Balance	$ 2,189,378	$ 1,791,799	$ 1,791,799	$ 2,374,692
Ending Cash Balance				$ 2,322,653

RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED MARCH 31, 2016

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

Fund 11, Resource 1080 - Community Education

	Prior Year Actuals 7-1-14 to 6-30-15	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 176,659	$ 177,806	$ 177,806	$ 68,576
Expenditures				
Academic Salaries	$ 4,243	$ 4,317	$ 4,317	$ 2,682
Classified Salaries	88,299	91,752	91,752	71,032
Employee Benefits	24,381	26,021	26,021	17,449
Materials & Supplies	390	550	1,550	675
Services	63,914	80,986	79,986	21,161
Total Expenditures	$ 181,227	$ 203,626	$ 203,626	$ 112,999
Revenues Over (Under) Expenditures	$ (4,568)	$ (25,820)	$ (25,820)	$ (44,423)
Beginning Fund Balance	(232,374)	(236,942)	(236,942)	(236,942)
Ending Fund Balance	$ (236,942)	$ (262,762)	$ (262,762)	$ (281,365)
Ending Cash Balance				$ (281,101)

RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED MARCH 31, 2016

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

Fund 11, Resource 1090 - Performance Riverside

	Prior Year Actuals 7-1-14 to 6-30-15	Adopted Budget	Revised Budget	Year to Date Activity
Revenue	$ 289,260	$ 335,721	$ 335,721	$ 250,665
Intrafund Transfer from Performance Riverside (Resource 1090)	275,000	275,000	275,000	206,250
Total Revenues	$ 564,260	$ 610,721	$ 610,721	$ 456,915
Expenditures				
Academic Salaries	$ 7,008	$ 8,431	$ 8,431	$ 7,277
Classified Salaries	164,014	172,016	172,016	139,397
Employee Benefits	72,332	75,183	75,183	51,757
Materials & Supplies	12,738	11,163	24,013	20,490
Services	204,823	212,413	199,563	175,714
Total Expenditures	$ 460,915	$ 479,206	$ 479,206	$ 394,635
Revenues Over (Under) Expenditures	$ 103,345	$ 131,515	$ 131,515	$ 62,280
Beginning Fund Balance	(909,778)	(806,433)	(806,433)	(806,433)
Ending Fund Balance	$ (806,433)	$ (674,918)	$ (674,918)	$ (744,153)
Ending Cash Balance				$ (804,575)

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

Fund 11, Resource 1110 - Contractor-Operated Bookstore

	Prior Year Actuals 7-1-14 to 6-30-15	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 1,001,228	$ 1,035,037	$ 1,035,037	$ 706,830
Expenditures				
Services	$ 43,600	$ 43,600	$ 43,600	$ 32,700
Interfund Transfer to				
Food Services (Resource 3200)	256,503	231,503	231,503	160,763
Riverside - Early Childhood Services (Resource 3300)	99,903	75,000	75,000	56,250
Intrafund Transfer to				
Performance Riverside (Resource 1090)	275,000	275,000	275,000	206,250
General Operating (Resource 1000)	250,000	612,035	612,035	459,026
Total Expenditures	$ 925,006	$ 1,237,138	$ 1,237,138	$ 914,989
Revenues Over (Under) Expenditures	$ 76,222	$ (202,101)	$ (202,101)	$ (208,159)
Beginning Fund Balance	132,095	208,317	208,317	208,317
Ending Fund Balance	$ 208,317	$ 6,216	$ 6,216	$ 158
Ending Cash Balance				$ 131,410

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

Fund 12, Resource 1120 - Center for Social Justice and Civil Liberties

	Prior Year Actuals 7-1-14 to 6-30-15	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 25,056	$ 25,100	$ 25,100	$ 25,013
Intrafund Transfer from General Operating (Resource 1000)	110,900	159,847	159,847	119,885
Total Revenues	$ 135,956	$ 184,947	$ 184,947	$ 144,898
Expenditures				
Classified Salaries	$ 74,429	$ 81,836	$ 81,836	$ 57,705
Employee Benefits	42,367	53,807	53,807	34,396
Materials & Supplies	1,021	6,100	3,922	1,479
Services	34,039	47,672	47,672	33,214
Capital Outlay	2,875	0	2,178	2,178
Total Expenditures	$ 154,731	$ 189,415	$ 189,415	$ 128,972
Revenues Over (Under) Expenditures	$ (18,775)	$ (4,468)	$ (4,468)	$ 15,926
Beginning Fund Balance	24,243	5,468	5,468	5,468
Ending Fund Balance	$ 5,468	$ 1,000	$ 1,000	$ 21,394
Ending Cash Balance				$ 22,660

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

Fund 11, Resource 1170 - Customized Solutions

	Prior Year Actuals 7-1-14 to 6-30-15	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 1,308,513	$ 1,013,791	$ 1,963,699	$ 40,250
Expenditures				
Academic Salaries	$ 24,257	$ 13,028	$ 13,028	$ 17,099
Classified Salaries	142,266	149,809	149,809	112,304
Employee Benefits	67,927	77,645	77,645	53,155
Materials & Supplies	6,170	33,473	35,973	2,934
Services	618,303	905,686	1,853,094	195,481
Capital Outlay	30,980	9,528	9,528	0
Intrafund Transfer For:				
General Fund (Resource 1000)	0	56,714	56,714	0
Total Expenditures	$ 889,903	$ 1,245,883	$ 2,195,791	$ 380,973
Revenues Over (Under) Expenditures	$ 418,610	$ (232,092)	$ (232,092)	$ (340,723)
Beginning Fund Balance	577	419,187	419,187	419,187
Ending Fund Balance	$ 419,187	$ 187,095	$ 187,095	$ 78,464
Ending Cash Balance				$ 35,838

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

Fund 12, Resource 1180 - Redevelopment Pass-Through

	Prior Year Actuals 7-1-14 to 6-30-15	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 1,782,831	$ 1,700,000	$ 1,700,000	$ 953,527
Expenditures				
Materials & Supplies	$ 5,218	$ 0	$ 0	$ 0
Services	236,578	380,028	521,853	201,558
Capital Outlay	414,141	6,720,236	7,505,169	4,411,179
Total Expenditures	$ 655,937	$ 7,100,264	$ 8,027,022	$ 4,612,737
Revenues Over (Under) Expenditures	$ 1,126,894	$ (5,400,264)	$ (6,327,022)	$ (3,659,210)
Beginning Fund Balance	8,352,058	9,478,952	9,478,952	9,478,952
Ending Fund Balance	$ 9,478,952	$ 4,078,688	$ 3,151,930	$ 5,819,742
Ending Cash Balance				$ 5,819,742

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

Fund 12, Resource 1190 - Grants and Categorical Programs

	Prior Year Actuals 7-1-14 to 6-30-15	Adopted Budget	Revised Budget	Year to Date Activity
Revenue	$ 29,487,267	$ 48,281,081	$ 56,190,140	$ 35,404,303
Intrafund Transfers from				
General Operating (Resource 1000)				
For DSP&S	326,630	665,157	665,157	498,868
For Federal Work Study	304,157	338,342	338,342	190,454
For Veteren Services	4,842	4,842	4,842	4,842
Total Revenues	$ 30,122,896	$ 49,289,422	$ 57,198,481	$ 36,098,467
Expenditures				
Academic Salaries	$ 4,227,374	$ 4,448,279	$ 6,348,988	$ 4,051,890
Classified Salaries	10,178,948	11,449,237	13,404,759	8,312,263
Employee Benefits	4,003,395	5,604,435	6,487,793	3,455,605
Materials & Supplies	1,683,396	5,979,653	4,922,829	939,719
Services	4,691,641	15,909,532	19,459,131	6,114,419
Capital Outlay	4,701,262	4,641,546	4,952,242	1,257,545
Student Grants (Financial, Book, Meal, Transportation)	636,880	1,256,740	1,622,739	798,486
Total Expenditures	$ 30,122,896	$ 49,289,422	$ 57,198,481	$ 24,929,927
Revenues Over (Under) Expenditures	$ 0	$ 0	$ 0	$ 11,168,540
Beginning Fund Balance	0	0	0	0
Ending Fund Balance	$ 0	$ 0	$ 0	$ 11,168,540
Ending Cash Balance				$ 10,027,649

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

Fund 32, Resource 3200 - Food Services

	Prior Year Actuals 7-1-14 to 6-30-15	Adopted Budget	Revised Budget	Year to Date Activity
Revenue	$ 2,500,566	$ 2,554,726	$ 2,554,726	$ 1,997,874
Interfund Transfers from Contractor-Operated Bookstore (Resource 1110)	256,503	231,503	231,503	160,763
Total Revenues	$ 2,757,069	$ 2,786,229	$ 2,786,229	$ 2,158,637
Expenditures				
Classified Salaries	$ 937,452	$ 991,338	$ 991,338	$ 691,577
Employee Benefits	334,057	355,857	355,857	216,507
Materials & Supplies	1,157,914	1,194,823	1,195,323	839,261
Services	193,152	223,765	228,133	155,119
Capital Outlay	41,155	40,593	35,725	29,238
Total Expenditures	$ 2,663,730	$ 2,806,376	$ 2,806,376	$ 1,931,702
Revenues Over (Under) Expenditures	$ 93,339	$ (20,147)	$ (20,147)	$ 226,935
Beginning Fund Balance	680,026	773,365	773,365	773,365
Ending Fund Balance	$ 773,365	$ 753,218	$ 753,218	$ 1,000,300
Ending Cash Balance				$ 1,010,531

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Child Care is used to manage the finances of the District's child care centers at Riverside and Moreno Valley Colleges.

Fund 33, Resource 3300 - Child Care

	Prior Year Actuals 7-1-14 to 6-30-15	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 1,351,652	$ 1,300,322	$ 1,300,322	$ 930,263
Interfund Transfer from Contractor-Operated Bookstore (Resource 1110)	99,903	75,000	75,000	56,250
Total Revenues	$ 1,451,555	$ 1,375,322	$ 1,375,322	$ 986,513
Expenditures				
Academic Salaries	$ 578,809	$ 704,276	$ 704,276	$ 438,070
Classified Salaries	220,488	223,302	219,215	171,465
Employee Benefits	123,290	154,307	154,307	89,488
Materials & Supplies	38,189	52,250	52,250	21,972
Services	71,650	84,050	84,050	36,067
Capital Outlay	9,844	43,000	47,087	13,709
Total Expenditures	$ 1,042,270	$ 1,261,185	$ 1,261,185	$ 770,771
Revenues Over (Under) Expenditures	$ 409,285	$ 114,137	$ 114,137	$ 215,742
Beginning Fund Balance	192,346	601,631	601,631	601,631
Ending Fund Balance	$ 601,631	$ 715,768	$ 715,768	$ 817,373
Ending Cash Balance				$ 836,383

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

Fund 41, Resource 4100 - State Construction & Scheduled Maintenance

	Prior Year Actuals 7-1-14 to 6-30-15	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 2,000,487	$ 5,796,258	$ 5,796,258	$ 4,050,426
Interfund Transfer from General Obligation Bond Funded Projects (Resource 4370)	193,605	20,950	20,950	20,950
Total Revenues	$ 2,194,092	$ 5,817,208	$ 5,817,208	$ 4,071,376
Expenditures				
Classified Salaries	$ 3,118	$ 0	$ 597	$ 597
Employee Benefits	306	0	57	57
Services	42	2,600	2,611	5,782
Capital Outlay	2,178,204	5,802,608	5,801,943	1,504,737
Total Expenditures	$ 2,181,670	$ 5,805,208	$ 5,805,208	$ 1,511,173
Revenues Over (Under) Expenditures	$ 12,422	$ 12,000	$ 12,000	$ 2,560,203
Beginning Fund Balance	0	12,422	12,422	12,422
Ending Fund Balance	$ 12,422	$ 24,422	$ 24,422	$ 2,572,625
Ending Cash Balance				$ 2,529,171

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

Fund 41, Resource 4130 - La Sierra Capital

	Prior Year Actuals 7-1-14 to 6-30-15	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 36,402	$ 20,000	$ 20,000	$ 7,610
Inter/Intrafund Transfer from General Operating (Resource 1000)	1,270,000	1,270,000	1,270,000	952,500
Total Revenues	$ 1,306,402	$ 1,290,000	$ 1,290,000	$ 960,110
Expenditures				
Services	$ 862	$ 0	$ 0	$ 0
Capital Outlay	0	9,800,141	9,800,141	5,095,639
Total Expenditures	$ 862	$ 9,800,141	$ 9,800,141	$ 5,095,639
Revenues Over (Under) Expenditures	$ 1,305,540	$ (8,510,141)	$ (8,510,141)	$ (4,135,529)
Beginning Fund Balance	7,204,601	8,510,141	8,510,141	8,510,141
Ending Fund Balance	$ 8,510,141	$ 0	$ 0	$ 4,374,612
Ending Cash Balance				$ 4,466,304

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

Fund 43, Resource 4370 - General Obligation Bond Series 2010D Capital Appreciation Bonds

	Prior Year Actuals 7-1-14 to 6-30-15	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 8,634	$ 2,946	$ 2,946	$ 2,946
Interfund Transfers From:				
General Obligation Bond Series 2010D				
Capital Appreciation Bonds (Resource 4370)	4,741,337	0	0	0
Total Revenues	$ 4,749,971	$ 2,946	$ 2,946	$ 2,946
Expenditures				
Classified Salaries	$ 289,648	$ 0	$ 0	$ 0
Employee Benefits	137,687	0	0	0
Services	195,919	0	0	0
Capital Outlay	2,988,443	926,665	926,665	926,665
Interfund Transfers From:				
General Obligation Bond Series 2010D				
Capital Appreciation Bonds (Resource 4370)	193,605	20,950	20,950	20,950
Total Expenditures	$ 3,805,302	$ 947,615	$ 947,615	$ 947,615
Revenues Over (Under) Expenditures	$ 944,669	$ (944,669)	$ (944,669)	$ (944,669)
Beginning Fund Balance	0	944,669	944,669	944,669
Ending Fund Balance	$ 944,669	$ 0	$ 0	$ 0
Ending Cash Balance				$ 0

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

Fund 43, Resource 4380 - General Obligation Bond Series 2010D Build America Bonds

	Prior Year Actuals 7-1-14 to 6-30-15	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 411,700	$ 0	$ 0	$ 0
Interfund Transfers from:				
General Obligation Bond Series 2010D				
Build America Bonds (Resource 4180)	35,432,351	0	0	0
Total Revenues	$ 35,844,051	$ 0	$ 0	$ 0
Expenditures				
Materials & Supplies	123	0	0	0
Services	130,467	0	0	0
Capital Outlay	35,713,461	0	0	0
Total Expenditures	$ 35,844,051	$ 0	$ 0	$ 0
Revenues Over (Under) Expenditures	$ 0	$ 0	$ 0	$ 0
Beginning Fund Balance	0	0	0	0
Ending Fund Balance	$ 0	$ 0	$ 0	$ 0
Ending Cash Balance				$ 0

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General Obligation Series 2015E Capital Appreciation Bonds were established to account for General Obligation Bond proceeds and financial activities related to Board approved Measure C projects.

Fund 43, Resource 4390 - GO BOND SERIES 2015E CAPITAL APPRECIATION BONDS

	Prior Year Actuals 7-1-14 to 6-30-15	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 0	$ 672,218	$ 672,218	$ 83,750
Interfund Transfers from:				
General Obligation Bond Series 2010D				
Build America Bonds (Resource 4180)	0	44,788,378	44,788,378	44,818,179
Total Revenues	$ 0	$ 45,460,596	$ 45,460,596	$ 44,901,929
Expenditures				
Classified Salaries	$ 0	$ 746,860	$ 746,860	$ 289,163
Employee Benefits	0	363,472	363,472	126,017
Materials & Supplies	0	0	0	1,531
Services	0	241,192	241,192	112,509
Capital Outlay	0	55,547,759	55,547,759	28,384,699
Total Expenditures	$ 0	$ 56,899,283	$ 56,899,283	$ 28,913,919
Revenues Over (Under) Expenditures	$ 0	$ (11,438,687)	$ (11,438,687)	$ 15,988,010
Beginning Fund Balance	0	0	0	0
Ending Fund Balance	$ 0	$ (11,438,687)	$ (11,438,687)	$ 15,988,010
Ending Cash Balance				$ 17,168,614

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Self-Insured PPO Health Plan is used to account for the revenues and expenditures of the District's health self-insurance program.

Fund 61, Resource 6100 - Self-Insured PPO Health Plan

	Prior Year Actuals 7-1-14 to 6-30-15	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 4,958,236	$ 7,254,557	$ 7,254,557	$ 6,145,387
Expenditures				
Classified Salaries	$ 70,260	$ 113,040	$ 113,040	$ 59,425
Employee Benefits	33,109	37,109	37,109	22,810
Materials & Supplies	0	4,459	4,459	2,769
Services	6,309,656	5,432,253	5,432,253	3,918,683
Intrafund transfer to				
General Liability (Resource 6120)	124,894	0	0	0
Total Expenditures	$ 6,537,919	$ 5,586,861	$ 5,586,861	$ 4,003,687
Revenues Over (Under) Expenditures	$ (1,579,683)	$ 1,667,696	$ 1,667,696	$ 2,141,700
Beginning Fund Balance	499,576	(1,080,107)	(1,080,107)	(1,080,107)
Ending Fund Balance	$ (1,080,107)	$ 587,589	$ 587,589	$ 1,061,593
Ending Cash Balance				$ 1,720,168

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

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

	Prior Year Actuals 7-1-14 to 6-30-15	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 2,674,489	$ 1,052,996	$ 1,052,996	$ 1,108,743
Expenditures				
Academic Salaries	$ 750	$ 0	$ 0	$ 0
Classified Salaries	281,856	442,985	442,985	160,159
Employee Benefits	94,771	204,891	204,891	49,578
Materials & Supplies	3,394	17,479	17,479	1,299
Services	2,169,332	1,974,927	1,974,927	1,032,421
Capital Outlay	13,062	259,100	259,100	0
Total Expenditures	$ 2,563,165	$ 2,899,382	$ 2,899,382	$ 1,243,457
Revenues Over (Under) Expenditures	$ 111,324	$ (1,846,386)	$ (1,846,386)	$ (134,714)
Beginning Fund Balance	3,795,961	3,907,285	3,907,285	3,907,285
Ending Fund Balance	$ 3,907,285	$ 2,060,899	$ 2,060,899	$ 3,772,571
Ending Cash Balance				$ 5,777,103

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Self-Insured General Liability is used to account for the revenues and expenditures of the District's general liability self-insurance program.

Fund 61, Resource 6120 - Self-Insured General Liability

	Prior Year Actuals 7-1-14 to 6-30-15	Adopted Budget	Revised Budget	Year to Date Activity
Revenues				
Revenues	$ 1,368,704	$ 1,965,176	$ 1,965,176	$ 1,381,242
Intrafund transfer to PPO Health Plan (Resource 6100)	124,894	0	0	0
Total Revenues	$ 1,493,598	$ 1,965,176	$ 1,965,176	$ 1,381,242
Expenditures				
Academic Salaries	$ 750	$ 0	$ 0	$ 0
Classified Salaries	109,303	187,820	177,820	61,600
Employee Benefits	36,598	90,915	90,915	19,069
Materials & Supplies	348	2,500	2,500	536
Services	1,058,146	1,694,598	1,704,598	817,676
Capital Outlay	27	0	0	2,678
Total Expenditures	$ 1,205,172	$ 1,975,833	$ 1,975,833	$ 901,559
Revenues Over (Under) Expenditures	$ 288,426	$ (10,657)	$ (10,657)	$ 479,683
Beginning Fund Balance	0	288,426	288,426	288,426
Ending Fund Balance	$ 288,426	$ 277,769	$ 277,769	$ 768,109
Ending Cash Balance				$ 1,501,622

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Internal Services Fund - OPEB Liability is used to account for the funds accumulated to address future retiree health benefits that are transferred to an irrevocable trust established with CalPERS - California Employees' Retiree Benefit Trust (CERBT).

Fund 69, Resource 6900 - Internal Services Fund - OPEB Liability

	Prior Year Actuals 7-1-14 to 6-30-15	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 0	$ 0	$ 0	$ 187,891
Expenditures				
Services	$ 0	$ 0	$ 0	$ 0
Total Expenditures	$ 0	$ 0	$ 0	$ 0
Revenues Over (Under) Expenditures	$ 0	$ 0	$ 0	$ 187,891
Beginning Fund Balance	0	0	0	0
Ending Fund Balance	$ 0	$ -	$ -	$ 187,891
Ending Cash Balance				$ 226,527

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

Associated Students of RCCD

	Prior Year Actuals 7-1-14 to 6-30-15	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 1,031,088	$ 1,043,400	$ 1,043,400	$ 989,367
Expenditures				
Materials & Supplies	$ 718,839	$ 1,109,971	$ 1,109,971	$ 647,308
Total Expenditures	$ 718,839	$ 1,109,971	$ 1,109,971	$ 647,308
Revenues Over (Under) Expenditures	$ 312,249	$ (66,571)	$ (66,571)	$ 342,059
Beginning Fund Balance	1,003,232	1,315,481	1,315,481	1,315,481
Ending Fund Balance	$ 1,315,481	$ 1,248,910	$ 1,248,910	$ 1,657,540
ASRCCD Trust Fund Ending Balance				$ 1,507,937
Ending Cash Balance				$ 2,623,023

** Note: Ending Cash Balance includes both ASRCCD Funds and Trust Funds for College and Students Organizations

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

Student Financial Aid

	Prior Year Actuals 7-1-14 to 6-30-15	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 55,317,739	$ 69,866,605	$ 69,866,605	$ 41,287,288
Expenditures				
Other				
Scholarships and Grant Reimbursements	$ 55,305,786	$ 69,866,605	$ 69,866,605	$ 40,645,976
Total Expenditures	$ 55,305,786	$ 69,866,605	$ 69,866,605	$ 40,645,976
Revenues Over (Under) Expenditures	$ 11,953	$ 0	$ 0	$ 641,312
Beginning Fund Balance	34,652	46,605	46,605	46,605
Ending Fund Balance	$ 46,605	$ 46,605	$ 46,605	$ 687,917
Ending Cash Balance				$ 1,209,014

RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED MARCH 31, 2016

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

RCCD Development Corporation

	Prior Year Actuals 7-1-14 to 6-30-15	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 8	$ 8	$ 8	$ 6
Expenditures				
Services	$ 0	$ 0	$ 0	$ 0
Total Expenditures	$ 0	$ 0	$ 0	$ 0
Revenues Over (Under) Expenditures	$ 8	$ 8	$ 8	$ 6
Beginning Fund Balance	16,229	16,237	16,237	16,237
Ending Fund Balance	$ 16,237	$ 16,245	$ 16,245	$ 16,243
Ending Cash Balance				$ 16,243

Agenda Item (VIII-B-1)

Meeting	4/19/2016 - Regular
Agenda Item	Committee - Teaching and Learning (VIII-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 approval 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_041116.pdf

Course	Title	Location
1. New Courses:		
These courses are being leveled to give students the opportunity to enhance their learning:		
KIN-A77A	Jogging for Fitness, Beginning	NR
KIN-A77B	Jogging for Fitness, Intermediate	NR
KIN-A77C	Jogging for Fitness, Advanced	NR
These courses are being leveled to give students the opportunity to enhance their learning:		
KIN-A81A	Physical Fitness, Beginning	MNR
KIN-A81B	Physical Fitness, Intermediate	MNR
These courses are the same as MUC course with minor changes to reflect the new discipline name Music Industry Studies:		
MIS-1A	Beginning Performance Techniques For Studio Recording	N
MIS-1B	Intermediate Performance Techniques For Studio Recording	N
MIS-1C	Advanced Performance Techniques For Studio Recording	N
MIS-2	Songwriting	N
MIS-3	Digital Audio Production 1	N
MIS-4	Digital Audio Production 2	N
MIS-7	Introduction To Music Technology	N
These courses will replace MUC-10 by creating courses with different skill levels in the new MIS discipline:		
MIS-10A	Norco Choir I	N
MIS-10B	Norco Choir II	N
These courses will replace MUC-11 by creating courses with different skill levels in the new MIS discipline:		
MIS-11A	Studio Arts Ensemble I	N
MIS-11B	Studio Arts Ensemble II	N
These courses are being created to change from MUC to MIS discipline:		
MIS-12	Live Sound Reinforcement	N
MIS-13	Recording Studio Workshop I	N
2. New Stand Alone Courses:		
This course is needed to assist students with transfer and to provide additional laboratory choices in the life sciences for non-biology majors. They are required to have this lab if they use ANT-1 to fulfill their Life/Biological Sciences:		
ANT-1L	Physical Anthropology Laboratory	MNR
This course will be an elective in the Film Production emphasis of the FTV Certificate and Associate Degree pattern:		
FTV-79	Introduction to Special Effects Make-Up for Film, Television and Video	R
This course will fulfill an industry need for basic machine shop practices using manual machine tools:		
MAN-38	General Machine Shop	N

Course	Title	Location

This course is designed for students who placed below Intermediate Algebra (MAT 35). In this course the students will review concepts in Arithmetic and Elementary Algebra. Students who complete this course with a passing grade will have the opportunity to retake the placement test:

MAT-81	JumpStart for Elementary Algebra	R
MAT-82	JumpStart for Intermediate Algebra	R

This course offers students an accelerated pathway to meet the reading competency graduation requirement:

REA-90	Accelerated College Reading	MR

3. Course Inclusions:

The following courses will expand the course offerings for the MVC Administration of Justice program:

ADJ-8	Juvenile Law and Procedures	M
ADJ-12	Introduction to Criminalistics	M
ADJ-20	Introduction to Corrections	M

5. Major Course Modifications:

The following course is being modified to change the title from "Experimental Drawing," to update course description, Student Learning Outcomes (SLOs), course content, Methods of Instruction (MOI), Methods of Evaluation (MOE), sample assignments and course materials:

ART-19	Experimental Methods and Materials	NR

The following course is being modified to change the title from "Design and Color," to update course description, SLO's, course content, MOI, MOE, sample assignments and course materials:

ART-23	Color Theory and Design	MNR

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

ADM-1	Introduction to Applied Digital Media	R

The following course is being modified to update the SLOs, course content, course materials, and add transfer information:

ADM-62	Typography and Graphic Design	R

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

ADM-74	Dreamweaver for Graphic Designers	R

The following course is being modified to change the course title from "Adobe Illustrator," to update the course description, SLOs, course content, MOI, MOE sample assignments, course materials, and add transfer information:

ADM-77A	Adobe Illustrator for Graphic Art	R

The following course is being modified to change the course title from "Advanced Adobe Illustrator," to update the course description, course content, MOI, MOE sample assignments, course materials, and add transfer information:

ADM-77B	Adobe Illustrator, Advanced	R

Course	Title	Location
The following course is being modified to change the units from 2 to 3 and to change lecture hours from 36 to 54:		
BUS-14	Social Media and Online Marketing for Entrepreneurs	R
The following course is being modified to update the course description, SLOs, course content, MOI, and course materials:		
ENG-1A	English Composition	MNR
The following course is being modified to update the course description, SLOs, course content, MOI, MOE, and course materials:		
ENG-1AH	Honors English Composition	MNR
The following course is being modified to update the course description, SLOs, course content, MOI, MOE, and course materials:		
ENG-50	Basic English Composition	MNR
The following course is being modified to correct the units from 1 to 1.5, update SLOs, sample assignments, course materials and course content:		
FIT-S3A	Introduction to Fire Academy and Physical Conditioning for Fire Academy Students	M
The following course is being modified to remove the prerequisite, update the SLOs, and course materials to be C-ID compliant:		
FTV-38A	Beginning Film, Television and Video Production Project	R
The following course is being modified to remove the prerequisite, update the SLOs, and course materials to be C-ID compliant:		
FTV-42	Writing for Broadcast Television	R
The following course is being modified to add the corequisite “FTV-51A”, update the SLOs, and course materials to be C-ID compliant:		
FTV-44A	Beginning Television Production	R
The following course is being modified to update the SLOs, and course materials to be C-ID compliant:		
FTV-48	Short Film Production	R
The following course is being modified to update the corequisite, course description and entry skills:		
FTV-51A	Film, Television and Video Laboratory I	R
The following course is being modified to update the SLOs, and course materials to be C-ID compliant:		
FTV-71A	Beginning Sound Engineering for Audio in Media	R
The following courses are being modified to update the SLOs, MOE, sample assignments and course materials:		
KIN-12	Sport Psychology	MR
The following course is being modified to change the units from 2 to 3, to update the SLOs, and course materials:		
KIN-V21	Volleyball, Varsity, Women	R

Course	Title	Location

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

KIN-V78	Long Distance Running	R

The following course is being modified to change the title from "ICD-9 Coding /Ambulatory" and to update the course description, course content, SLOs, MOI, sample assignments and course materials:

MDA-63	Diagnostic Coding/Ambulatory	M

The following course is being modified to change the title from "ICD-9 Coding /Hospital," to change the prerequisite wording and to update the course content, SLOs, MOI, sample assignments and course materials:

MDA-64	Diagnostic Coding/Hospital	M

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

MUS-8A	Music Technology I	R
MUS-8B	Music Technology II	R

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

MUS-9	MIDI/Digital Audio Composition and Film Scoring	R
MUS-10	MIDI/Digital Audio Music Production	R

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

REA-887	Reading Clinic	NR

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

RLE-80	Real Estate Principles	MNR

The following course is being modified to update the links to the GESLOs and course materials:

SOC-1H	Honors Introduction to Sociology	NR

The following course is being modified to update the links to the GESLOs, course content, MOI, MOE, and course materials:

SOC-15	Women in American Society	NR

4. Course Exclusions:

These courses have either never been offered or have not been offered in many years and there are no plans to offer them in the future:

ART-41A	Figure Painting-Introduction	M
ART-41B	Figure Painting-Intermediate	M
ART-43A	Studio Figure Painting-Portfolio Preparation	M
ART-43B	Studio Figure Painting-Portfolio	M
ART-44A	Beginning Animation Principles	M
ART-44B	Intermediate Animation Principles	M
ART-44C	Advanced Animation Principles	M

Course	Title	Location
ART-51A	Beginning Animation Production	M
ART-51B	Intermediate Animation Production	M
This course is no longer being offered and is no longer a part of any certificate:		
CIS-38C	Simulation and Gaming/3D Dynamics and Rendering for Real-time Interactive Simulations	N
This course has never been offered and there are no plans to offer them in the future:		
ENG-8	Introduction to Mythology	M
This course was developed for a CIS program and has never been offered:		
MAT-6	Discrete Mathematics for Computer Science	N
The discipline has no plans to offer this course in the future and it is replaced by MAT-65:		
MAT-63	Arithmetic	N
This course has never been offered at Norco College and there are no plans to do so in the future:		
MAT-98	Academic Excellence Seminar	N
The following course has never been offered at MVC:		
PHO-12	Photojournalism	M

5. Course Deletions:

The following courses are proposed for deletion. The reasons for deletion include the following: the courses have not been offered in several years and there are no plans to offer them in the future; some of these courses provided updated training, but this training is now offered within the Basic Academy; the technology taught in some courses is outdated and is no longer needed; a public safety partner, CHP, has requested course deletions because the courses are no longer relevant.

ADJ-A33A	Public Safety Seminar	M
ADJ-A33B	Public Safety Seminar	M
ADJ-A33C	Public Safety Seminar	M
ADJ-A33E	Public Safety Seminar	M
ADJ-A36A	Inland Boating Enforcement	M
ADJ-A37A	Latent Fingerprint Retrieval	M
ADJ-A45A	Digital Photography for Law Enforcement	M
ADJ-A50A	Rave and Rave Drugs	M
ADJ-A57A	Casino-Related Crime Investigation	M
ADJ-C3B	Advanced Corrections Perishable Skills Training	M
ADJ-C3C	Advanced Corrections Training	M
ADJ-C4A	Advanced Corrections Training for Supervisors	M
ADJ-C5A	Basic Writing Skills for Corrections	M
ADJ-C6A	Corrections Training Officer	M
ADJ-C7A	Writing Skills for Correctional Deputy (Advanced)	M
ADJ-C12A	First Aid/CPR Instructor Course	M
ADJ-C13A	Stun-Tech R.E.A.C.T. Belt Training	M

Course	Title	Location
ADJ-C18A	Basic Inmate Classification	M
ADJ-C19	Corrections Mental Health	M
ADJ-C20A	Leadership Enhancement	M
ADJ-C21A	Corrections Training Officer Update	M
ADJ-R5A	Straight Stick Baton Update for Reserves	M
ADJ-R6A	Oleoresin Capsicum for Reserves	M
ADJ-T5A	Techniques of Accident Investigation Training	M
ADJ-T15A	Cardiopulmonary Resuscitation Refresher Course	M
ADJ-T17A	Communications Supervisors Training	M
ADJ-T18A	Spanish Language for Public Safety Officers	M
ADJ-T26A	Civil Disturbance Training (CHP)	M
ADJ-T31A	Motor Vehicle Inspections- Basic	M
ADJ-T35A	Speed Determination from Crush Analysis	M
ADJ-T36A	Reconstruction of Automobile Collisions-Involving Pedestrians, or Bikes	M
ADJ-T42A	Safety Services Program Update	M
ADJ-T44A	Workplace Violence Prevention Instructor Training	M
ADJ-T46A	EEO Counselor/Investigator Recertification	M
ADJ-T47A	Enhanced Officer Safety Training	M
ADJ-T53A	Preliminary Alcohol Screening PAS Device Coordinator	M
ADJ-T61A	Communications Training Specialist	M
ADJ-T65A	National Highway Traffic Safety Administration NHTSA C Standardized Child Safety Training	M
ADJ-T70A	CHP-Explorer Academy Level III	M
ADJ-T72A	Radioactive Materials Response and Enforcement Training	M
ADJ-T73A	General Hazardous Materials Inspection and Compliance Training Course	M
ADJ-T75A	SMPV Commercial Enforcement Training	M
ADJ-W3A	Domestic Terrorism. Threats, and Sabotage	M
ADJ-Y1B	Explorer Academy-Advanced	M
ADJ-Y5A	Public Safety High School Internship Academy Part 1	M
ADJ-Y5B	Public Safety High School Internship Academy Part 2	M
This course has been replaced by a new one and is not part of any GAM program:		
CIS-43	Survey of Media Art for Game Design/Animation	N
These courses are no longer offered and are not part of the new certificate and degree patterns:		
ENE-1A	Plan Surveying, I	N
ENE-1B	Plan Surveying, II	N
ENE-18	Legal Aspects of Surveying	N
ENE-26	Civil Engineering Drafting	N
ENE-31	Computer Aided Drafting (CAD)	N
Due to changes in industry expectations, this course has been replaced with a new course, GAM-41:		
GAM-45	Materials and Lighting	N

Course	Title	Location
6. New Locally Approved Certificate		
English as a Second Language		M
7. Substantial Changed State Approved Certificates/Degrees:		
Music Industry Studies		N
8. Modification to State/Locally Approved Certificate/Degrees:		
Audio Production		N
Basic Graphic Communication		R
Basic Graphic Design		R
Computer Numerical Control Programming		N
Dental Assistant		M
Drafting Technology		N
Electronic Publishing and Design		R
Graphic Design and Printing		R
Industrial Automation		N
Motion Graphics and 3D Animation		R
Performance		N
Relational Database Management Technology		R
Supply Chain Technology		N
9. Program Discontinuance		
Business Administration: Marketing Concentration		N
Game Art Core		N
Game Art: 3D Animation		N

Program Outline of Record
New Certificate

English as a Second Language Certificate College: Moreno Valley

Successful completion of the certificate in English as a Second Language (ESL) provides students, prospective employers, and other community members with documented evidence of persistence and academic accomplishment in ESL.

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

- Communicate successfully orally and in writing (allowing for minor second language errors that do not interfere with meaning) and comprehend language at the basic college level in preparation for ENG-50: Basic English Composition.
- Identify and use basic college-level Standard American English to write a short essay using academic vocabulary.
- Respond to a basic college-level reading through writing and competent participation in discussions.
- Employ patterns and expectations of American culture, especially in the college environment. Students will gain confidence working in this environment.

Required Courses (15 units)

ESL-55	Advanced Writing and Grammar	5
ESL-65	American Classroom Culture	1
ESL-73	High Intermediate Reading and Vocabulary	4
ESL-93	Oral Skills III: Advanced Oral Communication	3
Electives	Choose from the list below	2

Elective Courses (2 units)

ESL-90D	Special Topics in ESL: Verb Tense Review	2
ESL-90L	Special Topics in ESL: Punctuation of Phrases and Clauses	2
ESL-90M	Special Topics in ESL: Prepositions and Articles	2
ESL-90P	Special Topics in ESL: Mastering Academic Vocabulary	2

Program Outline of Record
Substantially Changed Degree Modification

Music Industry Studies College: Norco

The Music Industry Studies certificate is a program designed to provide students with the knowledge and skills necessary for studio recording and live performance in the commercial music industry. Courses allow students to become proficient on an instrument or voice; gain experience as an ensemble member; study the fundamentals of music including sight-reading and piano skills; become familiar with digital and analog music technology; and record and mix in a state-of-the-art multi-track digital recording studio. Classes are taught utilizing industry-standard software and equipment in state-of-the-art facilities. This program prepares students for a wide variety of careers as: instrumentalists, vocalists and audio engineers in studio or live performance settings.

Certificate Program
Program Learning Outcomes
Upon successful completion of this program, students should be able to:

- Demonstrate an understanding of musicianship and music theory.
- Employ music technology to create and refine musical product.
- Sensitively interpret and communicate musical literature as a performer or mixing engineer.
- Collaborate effectively with peers to create new musical works that exhibit quality and craftsmanship.
- Demonstrate a fundamental understanding of intellectual property law as it applies to music.

Major Core Requirements

Required Courses (12 units)		Units
MIS-1A	Beginning Performance Techniques For Studio Recording	2
MIS-1B	Intermediate Performance Techniques For Studio Recording	2
MIS-1C	Advanced Performance Techniques For Studio Recording	2
MUS-3	Fundamentals of Music	3
MUS-93	The Business of Music	3
Choose one of the emphases below		23-25

Emphasis A - Performance (23-24 units)

Core requirements:

MUS-39	Applied Music I (2x)	6
MUS-79	Applied Music II (2x)	6
(4 semesters of study)		

AND

8 units from the following:

MIS-10A	Norco Choir I (2x)	4
MIS-10B	Norco Choir II (2x)	4
or		
MIS-11A	Studio Arts Ensemble I (2x)	4
MIS-11B	Studio Arts Ensemble II (2x)	4
(4 semesters of study)		

AND

Elective Courses (3-4 units)

MIS-7	Introduction to Music Technology	3
MUS-4	Music Theory I	4
MUS-23	History of Rock and Roll	3
MUS-32A	Class Piano I	2
MUS-32B	Class Piano II	2
MUS-32C	Class Piano III	2
MUS-32D	Class Piano IV	2

Emphasis B - Audio Production (23-25 units)

MIS-2	Songwriting	2
MIS-3	Digital Audio Production 1	4
MIS-4	Digital Audio Production 2	4
MIS-7	Introduction to Music Technology	3
MIS-12	Live Sound Reinforcement	3
MIS-13	Studio Recording Workshop I	3

AND

Elective Courses (4-6 units)

MUS-4	Music Theory I	4
MUS-23	History of Rock and Roll	3
MUS-32A	Class Piano I	2
MUS-32B	Class Piano II	2
MUS-32C	Class Piano III	2
MUS-38	Beginning Applied Music I	2
MUS-39	Applied Music 1	3
MIS-200	Work Experience	1-4

Total units: 35-37 units

Program Outline of Record
Degree/Certificate Modification

Audio Production College: Norco

The Audio Production program is designed to provide students with the knowledge and skills necessary for an entry-level job in the recording industry. Students will gain foundational skills in the creative and technical side of multimedia audio design. Courses cover fundamental skills in music, computer programming, recording, and sound design. Upon program completion, students will be prepared to enter the field as a sound designer, audio director, folio artist, audio programmer or producer. Classes are taught in state-of-the-art facilities with the latest versions of industry-standard software packages.

Certificate Program
Program Learning Outcomes
Upon successful completion of this program, students should be able to:

- Understand the basic elements of game development and design including group working processes, game strategy, theory and gameplay.
- Diagram and describe the major elements of video games from its beginning through the present.
- Create multi-track MIDI and audio recordings utilizing basic and advanced editing techniques in Pro Tools.
- Create an industry-standard portfolio containing audio samples from class projects.
- Demonstrate professional communication skills effectively with colleagues in an industry production project.

Required Courses (28 units)		Units
COM-9	Interpersonal Communication	3
MIS-3	Digital Audio Production 1	4
MIS-4	Digital Audio Production 2	4
MUS-65	Basic Musicianship	2
MIS-1A	Beginning Performance Techniques for Studio Recording	2
MIS-1B	Intermediate Performance Techniques for Studio Recording	2
MIS-1C	Advanced Performance Techniques for Studio Recording	2
MIS-12	Live Sound Reinforcement	3
MIS-13	Recording Studio Workshop I	3
MUS-93	The Business of Music	3

Associate of Science Degree
The Associate of Science Degree in Audio Production 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

Basic Graphic Communication College: Riverside City

This program prepares students for basic careers in Graphic Communication. This includes instruction in all phases of project creation and production, using the latest equipment and software available. Classes are structured to give strong academic and hands-on experience into print design, production, and finishing.

Certificate Program
Program Learning Outcomes
Upon successful completion of this program, students should be able to:

- Demonstrate ethical, economic, civic, and moral responsibility regarding digital media and print.
- Create a graphics project from concept to prepared artwork considering color model, resolution, and target market.
- Demonstrate proofing and pre-flighting techniques, portable document format (PDF) creation, and troubleshooting of a digital file in preparation for imaging a project.
- Demonstrate proper set-up, safe operation, and clean-up of printing press equipment.
- Demonstrate an ability to meet deadlines.

Required Courses (17 units)		Units
ADM-1	Introduction to Applied Digital Media	3
ADM-2B	Prepress, Paper and Ink	1
ADM-2C	Ethics and Legalities for Graphic Designers	1
ADM-63A	Adobe InDesign	3
ADM-71A	Adobe PhotoShop	3
ADM-85A	Commercial Printing	3
ADM-85B	Commercial Printing, Advanced	3

Program Outline of Record
Degree/Certificate Modification

Basic Graphic Design College: Riverside City

This certificate prepares students for a career in 2-dimensional graphic design, emphasizing layout, typography, and correct color models. Students produce real-world projects in an environment of a live, production facility with strong emphasis on deadlines and intended market, using the latest equipment and software available.

Certificate program
Program Learning Outcomes
Upon successful completion of this program, students should be able to:

- Demonstrate ethical, economic, civic, and moral responsibility regarding digital media and print.
- Create a graphics project from concept to prepared artwork considering color model, resolution, target market, and, if applicable, assign substrates and inks for its production.
- Create graphics projects that demonstrate basic formal design skills including typography, composition and effective imagery.
- Demonstrate proofing and pre-flighting techniques, portable document format (PDF) creation, and troubleshooting of a digital file in preparation for imaging a project.
- Demonstrate knowledge of the print production process from concept to production.
- Demonstrate an ability to meet deadlines.

Required Courses (17 units)		Units
ADM-1	Introduction to Applied Digital Media	3
ADM-62	Typography and Graphic Design	3
ADM-63A	Adobe InDesign	3
ADM-2A	Color Systems and File Management	1
ADM-2C	Ethics and Legalities for Graphic Designers	1
ADM-71A	Adobe PhotoShop	3
ADM-77A	Adobe Illustrator	3

Program Outline of Record
Degree/Certificate Modification

Computer Numerical Control Programming College: Norco

This program prepares individuals for an entry level career in computer numerical control programming. Computer control programmers and operators use computer numerically controlled (CNC) machines to cut and shape precision products, such as automobile, aviation, and machine parts. CNC machines operate by reading the code included in a computer-controlled module, which drives the machine tool and performs the functions of forming and shaping a part formerly done by machine operators. CNC machines include machining tools such as lathes, multi-axis spindles, milling machines, laser cutting machines, and wire electrical discharge machines. CNC machines cut away material from a solid block of metal or plastic—known as a workpiece—to form a finished part. Computer control programmers and operators normally produce large quantities of one part, although they may produce small batches or one-of-a-kind items. They use their knowledge of the working properties of metals and their skill with CNC programming to design and carry out the operations needed to make machined products that meet precise specifications.

CNC programmers—also referred to as *numerical tool and process control programmers*—develop the programs that run the machine tools. They review three-dimensional computer aided/automated design (CAD) blueprints of the part and determine the sequence of events that will be needed to make the part. This may involve calculating where to cut or bore into the workpiece, how fast to feed the metal into the machine, and how much metal to remove.

Certificate Program
Program Learning Outcomes
Upon successful completion of this program, students should be able to:

- Create a steam or stirling engine based on blueprints that involves parts using both the mill and the lathe.
- Create five-axis part drawing files using Computer Aided Manufacturing program such as Mastercam, numerical code files and Solid Works.
- Compose written assignments on occupation safety in general industry.
- Solve mathematical formulas by using unknowns and apply this knowledge to solve problems for the industry.
- Establish a systematic approach to recognizing the essential information given on a blueprint.

In addition to achieving the program learning outcomes for the Computer Numerical Control programming certificate, students who complete the Associate in Science Degree in Computer Numerical Control Programming (CNC) technology will demonstrate proficiency in general education student learning outcomes and proficiency in subject matter student learning outcomes.

Required Courses (27-28 units)		Units
ENE-30	Computer Aided Drafting (CAD)	3
ENE-42	SolidWorks I	3
ENE-51	Blueprint Reading	2
ENE-52	Geometric Dimensioning and Tolerancing	2
ENE-60	Math for Engineering Technology	3
Or		
MAT-36	Trigonometry	4
MAN-35	Computer Aided Manufacturing-Mastercam	5
MAN-55	Occupational Safety and Health Administration (OSHA) Standards for General Industry	2
MAN-56	CNC Machine Set-up and Operation	4
MAN-57	CNC Program Writing	3

Associate in Science Degree
The Associate in Science Degree in Computer Numerical Control Programming 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

Dental Assistant College: Moreno Valley

This program prepares individuals to provide patient care, take dental radiographs (x-ray), prepare patients and equipment for dental procedures, as well as discharge office administrative functions under the supervision of dentists and dental hygienists. This includes instruction in dental record-keeping, general office duties, reception and patient intake, scheduling, equipment maintenance and sterilization, dental radiography, pre and post-operative patient care and instruction, chair-side assisting, taking tooth and mouth impressions, and supervised practice.

Certificate Program
Program Learning Outcomes
Upon successful completion of this certificate program, students should be able to:

- Collect diagnostic data and perform clinical supportive treatments as outlined by the State Dental Practice Act.
- Perform business office procedures as related to dental practices.
- Adhere to the ADAA's Code of Ethical Conduct and apply this to established ethical, legal and regulatory concepts for dental assisting.
- Apply self-assessment skills to promote life-long learning.
- Demonstrate interpersonal and communication skills to effectively interact with diverse population.

Required Courses (32.5 units)		Units
Fall:		
DEA-10	Introduction to Dental Assisting and Chairside Assisting	4.5
DEA-20	Infection Control for Dental Assistants	2
DEA-21	Introduction to Radiology for Dental Assistants	2.5
DEA-22	Introduction to Supervised Externships	1.5
DEA-23	Introduction to Dental Sciences	3
DEA-24	Dental Materials for the Dental Assistant	2
Winter:		
DEA-30	Intermediate Chairside Dental Assisting	2
DEA-31	Radiology for Dental Assistants	1
DEA-32	Intermediate Supervised Externships	1
Spring:		
DEA-40A	Advanced Chairside Surgical Dental Assistant	3.5
DEA-40B	Advanced Chairside Orthodontic Dental Assistant	3
DEA-40C	Advanced Chairside Restorative Dental Assistant	5
DEA-41	Dental Office Procedures	1.5

Associate of Science Degree
The Associate of Science Degree in Dental 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

Drafting Technology College: Norco

This program prepares individuals to apply technical skills and advanced computer software and hardware to the creation of graphic representations and simulation in support of drafting and engineering design problems typical of industry. This includes instruction in engineering graphics, computer-aided drafting (CAD), two-dimensional and three-dimensional engineering design, solids modeling, rapid prototyping and engineering animation. Students completing this certificate will be qualified for an entry level drafting or mechanical design position.

Certificate Program
Program Learning Outcomes
Upon successful completion of this program, students should be able to:

- An ability to apply and integrate computer technology in the design process, exhibiting skills necessary for entry-level employment, as a designer in the drafting industry;
- Knowledge of engineering drawing skills and practice in the solution of industry related design projects.

Required Courses (25-27 units)		Units
ENE-21	Drafting	3
ENE-22	Engineering Drawing	3
ENE-28	Technical Design	3
ENE-30	Computer Aided Drafting (CAD)	3
ENE-42	SolidWorks I	3
ENE-51	Blueprint Reading	2
ENE-52	Geometric Dimensioning & Tolerancing	2
ENE-60	Math for Engineering Technology	3
	or	
MAT-36	Trigonometry	4
Electives (Choose from list below)		3-4

Electives (3-4 units)		Units
ARE-24	Architectural Drafting	3
ENE-23	Descriptive Geometry	3
ENE-26	Civil Engineering Drafting	3
ENE-27/ELE-27	Technical Communications	3
ENE-42B	SolidWorks II	3
MAN-56	CNC Machine Set-Up and Operation	4

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

Program Outline of Record
Degree/Certificate Modification

Electronic Publishing and Design College: Riverside City

This certificate prepares students for careers in electronic publishing and web design. This includes instruction in basic web design, page layout, vector graphics, photo manipulation, file preparation, epublishing and interactive design, using the latest equipment and software available.

Certificate Program
Program Learning Outcomes
Upon successful completion of this program, students should be able to:

- Compare and contrast legal, social and commercial policies regarding new media piracy
- Define intellectual property and describe the basic principles of copyright legalities
- Create and export multimedia and interactive documents using Adobe InDesign
- Prepare, design and publish documents for specific digital devices using Adobe InDesign
- Design and utilize proper vector graphics using Adobe Illustrator
- Prepare images with correct resolution appropriate for video and animation using Adobe Photoshop
- Design and create functional web pages and websites with a professional appearance using Adobe Dreamweaver

Required Courses (17 units)		Units
ADM-63A	Adobe InDesign	3
ADM-63B	Advanced Adobe InDesign	3
ADM-2C	Ethics and Legalities for Graphic Designers	1
ADM-2A	Colors Systems and File Management	1
ADM-71A	Adobe PhotoShop	3
ADM-74	Dreamweaver for Graphic Designers	3
ADM-77A	Adobe Illustrator	3

Program Outline of Record
Degree/Certificate Modification

Graphic Design and Printing College: Riverside City

This program prepares students for a wide variety of careers in graphic communication and new media. This includes instruction in graphic design, illustration, photo manipulation, web design, animation, electronic prepress, press operation, bindery, and management, using the latest equipment and software available within a live, production facility. Classes are structured to give strong academic and hands-on experience for entry into the graphic communication/new media industries.

Certificate Program
Program Learning Outcomes
Upon successful completion of this program, students should be able to:

- Demonstrate the ability to communicate effectively with clients and co-workers.
- Demonstrate ethical, economic, civic, and moral responsibility.
- Create graphics projects that demonstrate competent formal design skills including typography, composition and effective imagery.
- Create graphics projects from concept to completion considering target market, color model, resolution, and media specifications for offset, digital and multimedia publication, and if applicable, assign substrates and inks for its publication.
- Demonstrate proofing and pre-flighting techniques, portable document format (PDF) creation, and troubleshooting of a digital file in preparation for imaging a project.
- Demonstrate proper set-up, safe operation, and clean-up of printing press equipment.
- Demonstrate the ability to estimate costs, document materials and time spent on production, and an ability to meet deadlines.
- Produce a portfolio and networking skills to promote talents in preparation for work in the graphics industry.

The Graphic Design and Printing program prepares students for the following careers in graphic communications: production artist, graphic designer, web designer, illustrator, advertising designer, animator, prepress technician, press operator, bindery/finishing technician and production manager.

Required Courses (36 units)		Units
ADM-1	Introduction to Applied Digital Media	3
ADM-55	Business Management for Graphic Communications	3
ADM-2A	Color Systems and File Management	1
ADM-2B	Prepress, Paper and Ink	1
ADM-2C	Ethics and Legalities for Graphic Designers	1
ADM-62	Typography and Graphic Design	3
ADM-63A	Adobe InDesign	3
ADM-70	Project Production and Portfolio	3
ADM-71A	Adobe Photoshop	3
ADM-77A	Adobe Illustrator	3
ADM-85A	Commercial Printing	3
Electives	(Choose from list below)	9

Electives (9 units)		
ADM-63B	Advanced Adobe InDesign	3
ADM-67	Multimedia Animation	3
ADM-68A	3D Animation with Maya I	3
ADM-68B	3D Animation with Maya II	3
ADM-69	Motion Graphics and Special Effects with After Effects	3
ADM-71B	Adobe Photoshop, Advanced	3
ADM-74	Dreamweaver for Graphic Designers	3
ADM-77B	Advanced Adobe Illustrator	3

ADM-80	Electronic Pre-press	3
ADM-85B	Commercial Printing, Advanced	3
ADM-200	Applied Digital Media and Printing Work Experience	1-2-3-4
ART-22	Basic Design	3
ART-23	Design and Color	3
ART-36A	Computer Art- Introduction	3
ART-36B	Computer Art-Intermediate	3
ART-39	Design and Graphics	3
FTV-64A	Beginning Digital Editing Principles and Techniques	3
MKT-40	Advertising	3
PHO-20	Introduction to Digital Photography	3

Associate of Science Degree

The Associate of Science Degree in Graphic Design and Printing 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

Industrial Automation College: Norco

Businesses and other organizations depend on complex electronic equipment for a variety of functions. Industrial controls automatically monitor and direct production processes on the factory floor. Transmitters and antennae provide communication links for many organizations. Industry needs well-trained technicians with the knowledge of how to design, repair and implement new equipment. The Industrial Automation program teaches how to use Electronics, Programmable Logic Control and Fluid Power systems to create and program new machinery used in industry. This certificate prepares students for employment as an automated systems technician, maintenance mechanic, general maintenance worker, or electro-mechanical technicians.

Certificate Program
Program Learning Outcomes
Upon successful completion of this program, students should be able to:

- Demonstrate the installation maintenance and troubleshooting of Programmable Logic Control systems (PLCs) or Variable Frequency Drives (VFD) PLC modules.
- Set-up and operate fluid powered valves, cylinders, controls filters, and actuators.
- Establish a systematic approach to recognizing the essential information given on a blueprint.
- Solve formulas by using unknowns and apply this knowledge to solve problems encountered in technological areas and various fields of engineering.
- Write descriptive and operational instructions for nontechnical users of technical information, including occupational safety concerns.

Required Courses (28-29 units)		Units
ELE-11	DC Electronics	4
ELE-13	AC Electronics	4
ELE-74	Industrial Wiring and Controls	4
ELE/ENE-27	Technical Communications	3
ENE-51	Blueprint Reading	2
MAN-55	Occupational Safety and Health Administration	2
MAN-60	Hydraulic and Pneumatic Systems	3
MAN/ELE-64	Programmable Logic Controllers	3
ENE-60	Math for Engineering Technology	3
or		
MAT-36	Trigonometry	4

Program Outline of Record
Degree/Certificate Modification

Motion Graphics and 3D Animation College: Riverside City

This certificate prepares students for careers in multimedia graphics and computer animation. This includes instruction in photo manipulation, web animation, motion graphics, compositing, basic modeling and 3D animation using the latest equipment and software available.

Certificate Program
Program Learning Outcomes
Upon successful completion of this program, students should be able to:

- Compare and contrast legal, social and commercial policies regarding new media piracy
- Define intellectual property and describe the basic principles of copyright legalities
- Use Adobe Flash to create animated shorts for web/TV distribution
- Prepare images with correct resolution appropriate for video and animation using Adobe Photoshop
- Combine and edit 2D animated sequences, and create motion graphics in video and film using Adobe After Effects
- Create 3D models and environments using various techniques with Autodesk Maya
- Describe and demonstrate advanced 3D animation and keyframing

Required Courses (17 units)		Units
ADM-2A	Color Systems and File Management	1
ADM-2C	Ethics and Legalities for Graphic Designers	1
ADM-67	Multimedia Animation	3
ADM-68A	3D Animation with Maya I	3
ADM-68B	3D Animation with Maya II	3
ADM-69	Motion Graphics and Special Effects with After Effects	3
ADM-71A	Adobe PhotoShop	3

Program Outline of Record
Degree/Certificate Modification

Performance College: Norco College

The Music Industry Studies: Performance certificate is a program designed to provide students with the knowledge and skills necessary for studio recording and live performance in the commercial music industry. Courses allow students to become proficient on an instrument or voice, gain experience as an ensemble member, study the fundamentals of music including sight-reading and piano skills, become familiar with music technology and record in a state-of-the-art recording studio. Classes are taught utilizing industry-standard software and equipment in state-of-the-art facilities. The program prepares students for a wide variety of careers as instrumentalists and vocalists in studio or live performance settings.

Certificate Program
Program Learning Outcomes
Upon successful completion of this program, students should be able to:

- Understand and employ fundamentals of music and musicianship such as melody, harmony, chord structure, rhythm, key signatures, phrasing, sight-singing and scalar patterns.
- Identify and discuss the origins of commercial music and explain how it relates to society today.
- Create and manipulate vocal or instrumental technique in a studio and live performance setting such as fingerings, dynamics, diction, breathing, rhythm, phrasing and vowel or finger placement.
- Memorize and recall standard commercial music literature in a live ensemble performance.

Required Courses (34-36 units)		Units
MIS-1A	Beginning Performance Techniques for Studio Recording	2
MIS-1B	Intermediate Performance Techniques for Studio Recording	2
MIS-1C	Advanced Performance Techniques for Studio Recording	2
MIS-7	Introduction to Music Technology	3
MUS-3	Fundamentals of Music	4
MUS-32A	Class Piano I	1
MUS-38	Beginning Applied Music Training (take 4 times/2 units)	8
MUS-65	Basic Musicianship	2
Electives (choose from the lists below)		10-12

Select 6-8 units from the following:		
MIS-3	Digital Audio Production 1	4
MUS-4	Music Theory I	4
MUS-5	Music Theory II	4
MUS-19	Music Appreciation	3
MUS-23	History of Rock and Roll	3
MUS-93	The Business of Music	3

Select 4 units from the following:		
MIS-10A	Norco Choir I	2
MIS-10B	Norco Choir II	2
MIS-11A	Studio Arts Ensemble I	2
MIS-11B	Studio Arts Ensemble II	2

Associate of Arts Degree
The Associate of Arts Degree in Commercial Music: Performance 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

Relational Database Management Technology College: Riverside City

Provides the skills necessary to present a view of data as a collection of rows and columns and manage these relational databases based on a variety of data models.

Certificate Program
Program Learning Outcomes
Upon successful completion of this program, students should be able to:

- Present the data to the user as a set of relations.
- Provide relational operators to manipulate the data in tabular form.
- Use a modeling language to define the schema of each database hosted in the DBMS, according to the DBMS data model.
- Optimize data structures (fields, records, files and objects) to deal with very large amounts of data stored on a permanent data storage device.
- Create a database query language and report writer to allow users to interactively interrogate the database, analyze its data and update it according to the users privileges on data.
- Develop a transaction mechanism that would guarantee the ACID properties, in order to ensure data integrity, despite concurrent user accesses and faults.

Required Courses (12 units)	Units
CIS/CSC-28A MS Access Programming	3
CIS/CSC-61 Introduction to Database Theory	3
CIS/CSC-62 Microsoft Access DBMS: Comprehensive	3
CIS/CSC-63 Introduction to Structured Query Language (SQL)	3

Program Outline of Record
Degree/Certificate Modification

College: Norco

Supply Chain Technology

Supply Chain Technology is a rapidly-emerging discipline that supports the automated warehousing industry. This program provides students with the skills and hands-on training needed to install, operate, support, upgrade or maintain the software, hardware, automated equipment and systems that support the supply chain. This includes complex conveyer systems, robotics, sensors, optics, mechanical drive systems and programmable logic controllers. Upon completion, students are prepared to successfully enter the field as Electro-Mechanical Technicians, Automated System Technicians, Industrial Machinery Mechanics, or Supply Chain Technicians.

Certificate Program
Program Learning Outcomes
Upon successful completion of this program, students should be able to:

- Demonstrate troubleshooting procedures to diagnose and repair hydraulic and pneumatic systems used in automated processes and robotic assemblies.
- Discuss and demonstrate occupational safety and technical communications related to working in a distribution center.
- Demonstrate the installation, maintenance and troubleshooting of Programmable Logic Controllers systems (PLCs) and PLC modules.
- Establish a systematic approach to recognizing the essential information given on a blueprint.
- Solve arithmetic problems and formulas using unknowns that are typical to solving problems in engineering and industrial settings.

Required Courses (31-32 units)		Units
SCT-1	Introduction to Automated Warehousing	3
ELE-26	Microprocessors/Microcontrollers	4
ELE-73/MAN-73	Electric Motors for Electricians	4
ELE-74/MAN-74	Industrial Electrical Automation	4
ELE-64/MAN-64	Programmable Logic Controllers	3
ENE-27/ELE-27	Technical Communications	3
ENE-51	Blueprint Reading	2
ENE-60	Math for Engineering Technology	3
or		
MAT-36	Trigonometry	4
MAN-55	OSHA Standards for General Industry	2
MAN-60	Hydraulic and Pneumatic Systems	3

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

Agenda Item (VIII-C-1)

Meeting	4/19/2016 - Regular
Agenda Item	Committee - Planning and Operations (VIII-C-1)
Subject	Riverside City College’s Educational Master Plan 2015-2025
College/District	Riverside
Funding	
Recommended Action	It is recommended the Board of Trustees approve RCC's Educational Master Plan 2015-2025.

Background Narrative:

RCC’s Educational Master Plan (EMP) 2015-2025 has as its guiding principle equitable student access, completion, and success. The plan provides the college with a direction that improves performance in these areas by providing a comprehensive, long-range vision, covering the period of 2015-2025 that projects the needs of educational programs, student services, facilities, technology, and human resources. In keeping with the existing participatory governance processes, there were opportunities for college-wide dialogue and input. The plan has gone through the College Strategic Planning approval process. The plan will be reviewed and refreshed annually.

Prepared By: Wolde-Ab Isaac, President, Riverside
Michelle Davila, Executive Administrative Assistant

Attachments:

Riverside City College Educational Master Plan 2015-2025

Riverside City College

Educational Master Plan 2015-2025

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President's Message

Riverside City College's 2015-2025 Educational Master Plan is being launched during the college's year of centennial celebration. For a hundred years RCC has provided distinguished services to the community. Many students have had positive and significant influence in the social, political, cultural, and economic life of Riverside County and beyond.

This document reflects nearly two years of intensive research dialogue and analysis of the college's past experiences and the major challenges it will face to move the student success and student equity agenda forward. Distinguishing features of this Educational Master Plan include major strategies: The articulation of goals in clear unambiguous, measureable, and achievable targets; a student success pathways designed to serve those requiring remediation, those focused on career technical education, and those who are at college level with goals to complete degree and transfer; and a very clear and well-articulated plan designed to narrow and/or eliminate the equity gap. The internal organizational restructuring needed to implement such as ambitions plan is being developed and will enhance vertical alignment of plans within the academic divisions but also horizontal alignment of planning between the various areas of the college. Externally extensive discussions and alignment of plans has also been secured from the feeder school districts as well as the receiving four year universities in our region.

Finally, I am proud to state that this document in its entirety is the product of the collective work of faculty, staff, managers, and students firmly grounded in a shared vision and mission of the college.

Wolde-Ab Isaac, Ph.D.

Executive Summary

After completing an exhaustive and comprehensive Institutional Self Evaluation for the 2014 accreditation cycle, Riverside City College recognized the importance of aligning all of its planning activities to a central, long-term vision. This updated Educational Master Plan, originally launched in 2008, now aligns with the revised strategic plan and offers a vision and a ten-year commitment by the institution to make student success, student completion, and student equity the cornerstone on which to build an integrated planning structure and the basis on which to allocate the college resources

The college has developed an over-arching strategy to improve student success, student completion, and student equity: The Student Success Pathways Initiative. This concept forms the center of gravity of this plan. The aim is help students define and pursue a clear educational direction in a timely manner by either transferring to a four-year college or university or by completing a Career or Technical Education degree or certificate that leads to employment that provides a living wage. If students lack the necessary reading, writing, and math skills to be successful in a particular pathway, the college will help students achieve the requisite literacy and computational skills within one year.

Riverside Community College District Board Policy AP 3250 outlines the basic principles for planning. The policy explains that "institutional planning processes shall be broad-based, comprehensive, systematic, and integrated into all aspects of decision making within the district. Data-driven program review processes shall provide the foundational documents used for planning. Each campus/college shall utilize campus/college academic planning councils and campus/college strategic planning committees for developing, reviewing, updating, and implementing plans."

To fulfill the commitment outlined in Board Policy, the Riverside City College Strategic Plan and the various implementation plans provide the vehicle to implement this Educational Master Plan. The Strategic Plan, a five-year plan, requires that the Strategic Planning Leadership Councils monitor, assess, and evaluate all of the college planning activities each year. This ongoing assessment not only allows the college to recalibrate its goals or, if necessary, to modify its planning activities, it makes the Educational Master Plan a vibrant, living document that is assessed annually.

This updated Educational Master Plan articulates the strategic direction for the college and serves as a flexible guide to respond to both short- and long-term fluctuation in the college's economic resources. While the plan projects a 2.5% annual growth rate, it also articulates the principles to guide enrollment management if the college has to adjust to any enrollment decrease. Included in the Educational Master Plan are links to updated Internal and External Environmental Scans that project continued growth in the college's service areas and that offer insight into the employment opportunities for students.

The Educational Master Plan outlines the specific student success goals, puts emphasis on the need for integrated academic support, underscores the college's goals for student equity and

access, and provides a general framework for institutional effectiveness and resource development. The plan also stresses the need for community partnerships, especially close working relationships with the four-year schools in the college's service areas and with the K-12 feeder schools. Included in this plan are the visions for each academic division and suggestions for the necessary integrated academic support—all of which will guide the allocation of resources—including facilities, human, and technological—necessary to make the institutional commitment to student success, completion, and equity a reality.

Introduction

Mission

Riverside City College provides a high-quality affordable education and engages with a diverse community of learners by offering pre-college, transferable, and career-technical courses leading to locally-approved and state-approved certificates, associate degrees, associate degrees for transfer, and transfer. Based on a learner-centered philosophy, the college fosters critical thinking; develops information competency and technological literacy; expands communication skills; and promotes self-development and global awareness. To encourage student success, the college provides comprehensive learning and student support services; co-curricular activities; and community and Arts programs. RCC supports and empowers students as they work toward individual achievement, intellectual curiosity, and life-long learning.

Vision

Riverside City College will expand on its tradition as a premier community college recognized for excellence in education, innovation, and service.

Riverside City College Values

Values

Student Centeredness:

To serve the best educational interests of the students; to offer a comprehensive and flexible curriculum together with programs and services according to diverse and evolving student needs; to treat each other with a sincere, caring attitude and to respond to suggestions and constructive criticism from students; to counsel and advise students to help them plan for and progress toward their individual educational goals; and to recognize outstanding student performance.

Learning Environment:

To create an atmosphere in which students, faculty, and staff find satisfaction in their work and feel pride in achievement; to provide programs and support services that are responsive to student and community needs; to provide and maintain state-of-the-art equipment and ample supplies necessary for effective learning environments; to provide comfortable, functional, and aesthetically-pleasing facilities and grounds; and to actively support academic and social activities that take place both inside and outside the classroom.

Teaching Excellence:

To communicate to students a body of knowledge in a creative, stimulating, and challenging manner; to work to establish student and instructor rapport; to maintain the highest standard of professional performance and recognize teaching excellence; to promote the exchange of ideas among colleagues and provide opportunities for professional development; to define for students course goals, objectives, and grading standards, making clear the expectation of high achievement; to encourage students to think critically and analytically, applying learning principles, concepts, and skills; and to inspire independence of thought and self-discipline.

Tradition:
To further the traditions of pride, quality, innovation, and professionalism found in this institution; to share our heritage by making Riverside City College the educational and cultural center of the communities it serves; and to build for the future on the foundations of our past.

Riverside City College Goals 2015-2020

1. Student Success

1.1 Increase student engagement, learning, and success by offering a comprehensive and flexible curriculum, including clear Pathways for achieving certificates, degrees, and transfer-ready status
1.2 Consistently use data to make decisions and to understand and support evolving student needs.

2. Student Access

2.1 Ensure that all students have equitable access to the college's programs, courses, and services.
2.2 Enhance integrated academic support.
2.3 Counsel and advise students to help them plan for and progress toward their individual educational goals.

3. Institutional Effectiveness

3.1 Encourage efficiency, expand organization capacity, and inform conversations that promote access and efficiency.
3.2 Integrate research, assessment, and program review to enhance understanding of student learning.
3.3 Facilitate accountability, transparency, and evidence-based communication to improve student success and completion.

4. Resource and Learning Environment Development

4.1 Enhance financial sustainability by incorporating diverse funding from public and private sources, including grants and special events.
4.2 Encourage an environment in which students, faculty, and staff find satisfaction in their work and feel supported and valued.
4.3 Invest in technology, equipment, supplies, training, and infrastructure to support students, faculty, and staff and plan for the maintenance and replacement of such investments
4.4 Invest in the College's human resources to support faculty, staff, and students.

5. Community Engagement

5.1 Actively pursue partnerships with the community's academic organizations to foster communication and collaboration that increase student success and completion at all levels.
5.2 Work with local business and CTE advisory groups to ensure that the college's educational programs provide the necessary skills that lead to employment opportunities.
5.3 Offer programs and services that enrich the community.

Educational Master Plan Principles and Vision

This Educational Master Plan (EMP) has as its guiding principle equitable student access, completion, and success. The plan provides the college with a direction that improves performance in these areas by providing a comprehensive, long-range vision, covering the period of 2015-2025 that projects the needs of educational programs, student services, facilities, technology, and human resources.

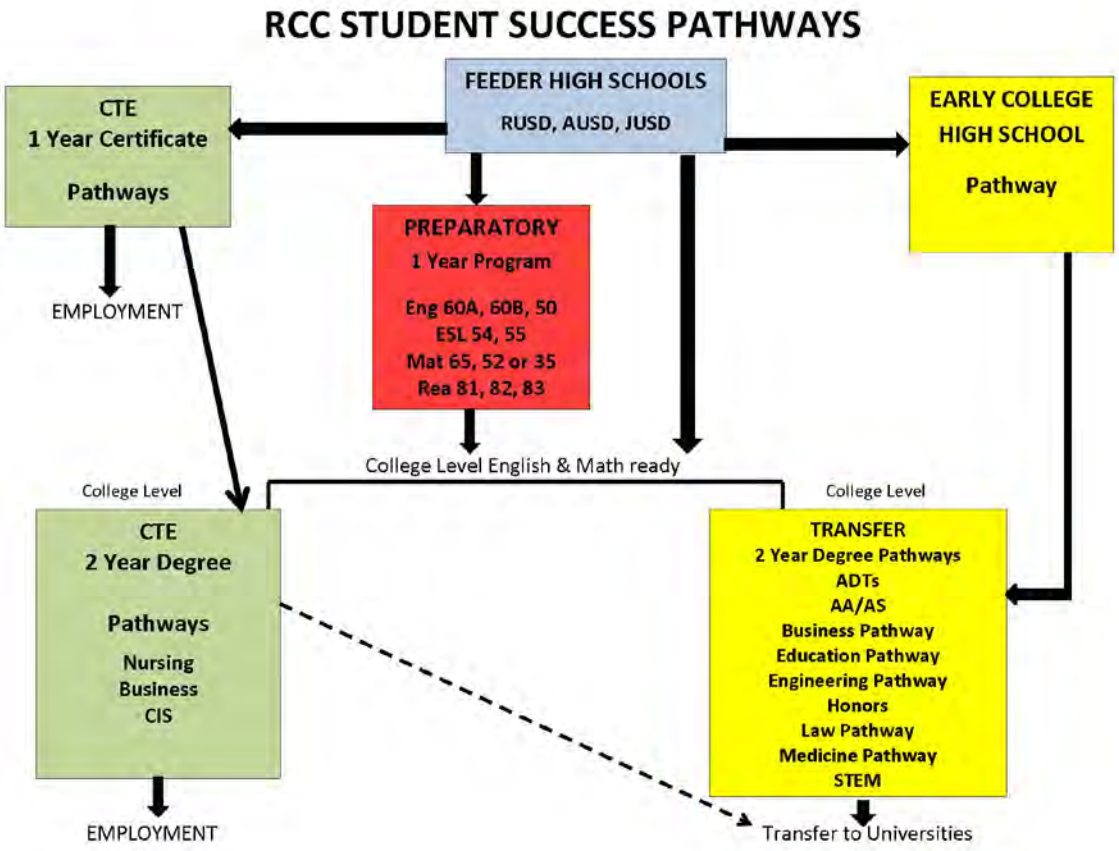
The EMP provides the basis for strategic planning and provides a framework for aligning the various five year implementation plans that are part of strategic planning, particularly enrollment, human resources, and facilities plans. The Educational Master Plan will be used by the academic disciplines, administrative departments, and student services units to revise and update their annual planning, and these program reviews and strategic planning cycle in turn allow the college to refresh the EMP itself, which remains a living document.

The vision outlined in this Educational Master Plan is rooted in the following principles:

1. Make student success a central focus and prioritize goals and strategies that help the college close the equity gap;
2. Seek to understand the root causes of student underachievement;
3. Develop instructionally centered strategies that move from inside the classroom out to support student success;
4. Develop student centered enrollment management strategies;
5. Address systemic institutional barriers that impede student success by shifting to a Pathways model to facilitate students' movement through clearly defined programs of study;
6. Create an institutional culture that supports on-going engagement of students and faculty;
7. Provide adequate and relevant professional development to expand the college capacity to address academic achievement disparities;
8. Facilitate wide-spread institutional dialogue around strategies to improve student success and equity;
9. Provide the structures and direction necessary for the college to integrate and embed student success and equity goals expressed in measurable targets into the college's strategic planning document; and
10. Emphasize ongoing assessment, analysis, and recalibration of goals and strategies to refine the college's approach to enhancing student success and creating a culture of equity.

Vision

After several years of research and analysis of its static success and completion rates, RCC has embarked on a systemic redirection—the Pathways model—to focus more intentionally on student success in all areas of the college community. Thus this Educational Master plan outlines the college's direction in the three broad areas: General Education and Transfer, Remedial and Developmental Programs, and Career/Technical Education, as well as the support services and infrastructure necessary to this educational mission. It helps to shape the direction of existing programs and services and informs how any expansions would impact student completion and success.



The Student Success Pathways help students more efficiently and successfully achieve their educational goals by shortening the time it takes to achieve these goals: college readiness for those who are un- or under-prepared and for each student a defined pathway to transfer or through CTE programs. The college envisions a gradual migration over the life of this plan to full implementation of Pathways; thus, for much of this plan, many of the college's students will still be on the traditional model. In the first five years, the target is to have 30% of students on a pathway, but eventually the EMP envisions that the majority of students will be on clearly defined Pathways that meet students' diverse needs and educational goals.

Implementing Pathways will require a holistic approach by offering students not only access to the courses needed to complete their Pathways but also the academic and institutional support and vibrant learning environment necessary to complete and succeed in their educational goals. This implementation will require marshalling the college's resources through integrated planning, a lean and efficient institutional structure, and strong community partnerships.

Key Performance Indicators

Pathways is a data-driven response not only to the college's own analyses but also to the performance metrics mandated by the state. Riverside City College utilizes core metrics to analyze success and inform assessment, analysis, and recalibration of the strategies and goals the college has undertaken. The college is committed to creating structures that are flexible and responsive to changes in the metrics mandated by the state or necessitated by changes in the local environment. In 2014, the state offered specific guidelines for which the college will be accountable over the next several years—the nine metrics below—and these have shaped many of the college's current strategies and initiatives, not only because they are mandated but also because many of them are in line with the college's own analysis and determination to improve student success and completion. However, the college also strives to go beyond the minimum state standards in several areas.

The Nine Metrics

Student Success (ScoreCard + ADTs)

1. Completion Rates (Certificates and Degrees)
2. Math and English Remediation Rates
3. CTE Completion Rates
4. Number of Associate Degrees for Transfer (AA-T, AS-T) Awarded

Equity in Completion Index

5. Completion rate among subgroups (the minimum state standard >=.80 for all groups; the college goal is 1.0 for all groups)

Student Services

6. Percentage of Students with an Education Plan (this is the state mandate)

RCC will also look at Student Services more comprehensively in terms of numbers of students served by tutoring, SI, counseling appointments, Ed Advisor appointments, etc.

Efficiency

7. Number of FTES spent to obtain 'higher order outcome' (certificate, degree, transfer, or transfer prepared within 6 years (efficient = declining rate)

Beyond this state metric, RCC is focusing on shortening the time to completion to a 1+2 model.

Access

8. Participation rate (# Students ages 18-24 per 1,000 residents same age group)
9. Participation rate among subgroups

The college's strategic plan, informed by the overarching vision and goals of the Educational Master Plan, sets five-year targets in each of these areas, and these targets will be recalibrated each year on the basis of ongoing assessment. The strategic plan itself will be refreshed every five years to ensure that the college makes sustained and measurable progress towards its goals of increasing equitable student success and completion. As an outcome of this assessment, the metrics as described here may be modified to reflect current needs and mandates.

Student Success

RCC is committed to a holistic, integrated approach to improving student success that addresses institutional leadership, institutional culture, student engagement, and student learning in order to improve student success systemically, remove institutional barriers to success, close equity gaps, and continuously reassess and reflect on the effectiveness of college strategies. Implementing Pathways—the central initiative for improving student access and success—will require sustained efforts in all these areas. To accomplish these aims, the college will

- Prioritize resource allocation on the basis of support for student completion, success, and equity strategies, especially those that focus first on supporting classroom instruction and then move out to the services necessary to support these efforts;
- Integrate and coordinate student support services among student services and academic personnel;
- Foster student engagement through academic, professional development, facilities, and technology investments that create structures and spaces for engagement;
- Set and continuously reassess measurable targets for improving student success, with particular emphasis on closing equity gaps—including setting success targets for time for remediation, retention, persistence, completion, graduation rate and time, employment in order to foster dialogue, assessment and re-evaluation of strategies designed to reach these targets at the discipline and department level while maintaining high standards; and
- Make Institutional Research a cornerstone to ensure all decisions are data based and driven and encourage effectiveness and efficiency through an ongoing cycle of institution wide analysis-planning-implementation-assessment-revision.

These proactive initiatives will help the college to address static success rates and equity gaps, meet the challenges and opportunities that will arise in the coming decade, and position the institution to be rapidly responsive to the needs of our students and the communities it serves.

Improving "success" in terms of the number of degrees and certificates delivered, transfer rates, and skill building that allows for better income and increased job opportunities is central; however, the college also emphasizes the students' qualitative experience throughout their entire career at RCC, from the moment they encounter RCC's outreach teams to the time they prepare to transfer or apply for a job.

Faculty, staff, and administrators recognize that success is a multi-facetted concept in a community college. There are a number of ways for students to succeed in RCC's learning community:

The college will measure success in three ways:

1. How well the college moves students from pre-college to college level;
2. How many students are completing AA/AS degrees, transfer preparation, and certificate programs within two years;
3. How many students are completing short-term training goals.

Adopting a polyvalent definition of success responds to all the facets of a community college mission; it also guarantees that the Educational Master Plan addresses the needs of each of RCC's diverse student population.

Equity is indeed at the forefront of the college's concern. All the measures detailed in this section aim at raising the general level of success as well as reducing the gap between the most successful groups and the college's African-American and Hispanic students, who have had lower rates of success. Revising college processes and implementing new initiatives will help reduce the obstacles that have been identified as being particularly insurmountable for the most underserved students and will provide a more supportive and conducive learning environment for all students.

Preparation

RCC's interactions with feeder high schools are multiple and well established. To help the college reach identified goals for access, retention, success, and equity, the college will continue to collaborate with its K-12 partners to provide a seamless transition to the college by

1. Increasing regular communication and collaboration with the high schools in the RCC service area through regular, reciprocal exchanges between counselors and faculty to ensure more high school students are accurately informed of the college's programs and to ensure that curriculum is better aligned;

2. Reducing the time for remediation by continuing to assess the success/ impact of various programs, such as summer programs that combine college success strategies and intensive basic skills work to help students accelerate through basic skills courses and be better prepared for college culture and expectations; expanding offering of remedial offerings in feeder high schools during students' senior year

3. Developing and institutionalizing more robust pre-enrollment orientations that involve not only RCC's diverse students but their families so that students identify clear educational goals early on, develop a student educational plans, and more clearly understand college culture and expectations;

4. Expanding faculty advising programs and creating peer mentor programs to augment work done by counselors and educational advisors and to enhance student engagement and success;

5. Expanding the early college model to all the college's feeder high schools;

6. Initiating a summer bridge program for students ready for a transfer pathway to facilitate their transition to college; and

7. Exploring and taking advantage of concurrent enrollment opportunities not only with K12 but also with university partners to shorten the overall time for degree completion for transfer students, especially in the STEM areas.

Academics

Riverside City College—a comprehensive community college meeting the diverse needs of basic skills, CTE, and transfer students in the traditional STEM and humanities / social sciences areas—recognizes the value of a broad based, comprehensive education in order to ensure that students acquire not only academic and career skills but also the global awareness and the "soft skills" needed to prepare them for work and life-long learning.

The college has embraced the eight recommendations laid out by the California Community College Task Force on student success (SSTF Final Report of January 17, 2012):

1. Increase College and Career Readiness;
2. Strengthen Support for Entering Students;
3. Incentivize Successful Student Behaviors;
4. Align Course Offerings to Meet Student Needs;
5. Improve the Education of Basic Skills Students;
6. Revitalize and Re-Envision Professional Development;
7. Enable Efficient Statewide Leadership & Increase Coordination Among Colleges; and
8. Align Resources with Student Success Recommendations.

Recommendations 2, 7, and 8 are addressed in other parts of the EMP. Recommendations 1, 3, 4, 5, and 6 are addressed below.

Transfer

Nearly two-thirds of entering RCC students identify transfer as their first educational goal. The Pathways model helps students who are ready for college level work by offering a 2 + 2 model for completing their BA/BS. And extending beyond the BA/BS, RCC has developed partnerships that will allow students to move on to professional Pathways in Law, Medicine, Engineering, Business and Education, as well as a pathway in Honors which enables students to enhance their competiveness for admission to transfer universities. The college also will develop a transfer pathway for those students who are genuinely undecided when they arrive at RCC. Having students identify a broad area—STEM or Liberal Arts—and then providing them with a plan for general education in their first year and then major preparation in the second year will address the needs of undecided students.

Transfer Pathways

RCC currently has 25 ADTs, which give students clearly defined Pathways in these majors and guarantee transfer to the CSU system (though not always to their first-choice campus).

In July 2015, the UC system announced Pathways in 10 majors (Anthropology, Biochemistry, Biology, Cell Biology, Chemistry, Economics, Math, Molecular Biology, Physics, and Sociology) that will give students a clear plan for lower division major preparation across the UC system. While these Pathways do not guarantee admission, they significantly simplify the process of preparing to apply to multiple campuses in these areas. During the academic year 2015-2016 the UC system will add 11 additional

majors to this initial offering. The college will work proactively with other community colleges to encourage the UC system to move from offering just curricular Pathways and towards offering guaranteed admission to the system for students who complete such Pathways at a particular GPA threshold. UC has currently committed to accepting up to 30% of students from community college transfers. How this guarantee is implemented will require close collaboration and monitoring. Moreover, the college will work with partners to ensure a more seamless articulation of lower division courses across the UC system using CID descriptors that have already been created for the ADTs.

As the initial list of UC Pathways indicates, the STEM areas are in high demand. As part of implementing Pathways, RCC will gradually adjust the balance of current offerings in the STEM and Social Sciences/ Humanities areas to increase STEM offerings as demand and the level of math preparation increases. Such a shift will need to be done carefully by considering both the fiscal and the facilities limitations, the demand on the part of students, and the need for a vibrant and thriving liberal arts education with robust offerings in the humanities and social sciences. Such modifications to the current balance of offerings will be carefully monitored, assessed, and recalibrated to ensure the most effective balance of offerings to meet student needs and job market demands.

Remediation

The college's vision for remediation includes a structure in which students can complete their preparation for college level work in one year. To facilitate this, the college will create a Basic Skills Division that houses ESL, Reading, Basic Skills level math and English, and the support services necessary to help students succeed in these classes, reach college readiness, and transition to a two-year pathway.

Proper placement leads to success, and shortening the time to remediation increases persistence. Thus the college will expand assessment in the 11th grade at feeder high schools and offer opportunities for high-school students to begin remediation during their senior year. The college recognizes that college ready literacy requires eliminating the bifurcation between reading and writing, and thus the college will aggressively adopt acceleration programs that are proven and eliminate this bifurcation. Finally, the college needs to continue to work with and learn from four year partners, such as CSUSB, who have models for successful bridge/ college readiness preparation models

<u>Alternatives Placement Methods</u>

History shows a vast majority of students come to placement tests not only insufficiently prepared for their content but also largely unaware of the long-term consequences their placement can have reaching college readiness or maintaining motivation. The college will continue to research and explore new placement mechanisms and assess current alternative placement mechanisms as a component of the pathways model in order to find models that preserve academic rigor and serve the educational needs of our students, preparing them to be successful in college and career. Moreover, pre-placement counseling and workshops will help new students better understand the role and importance of placement tests, encouraging them to be better prepared to take the tests.

<u>Basic Skills Courses</u>

The college will support the effort to reduce time for remediation outlined in this plan by researching, developing, and implementing alternative basic skills curricula. This is a college priority along with

providing the integrated academic support necessary to move students through basic skills in their first year.

Math is essential preparation for STEM fields, so reducing the time for remediation here will open access to STEM areas for more students. The college will explore the kinds of math needed for Liberal Arts students as opposed to the Math preparation needed for STEM students at the basic skills level to mitigate the effect of bottleneck courses.

Further, by receiving reading and writing instruction that is a shared responsibility and a joint priority across disciplines, students eventually master the fundamental skills required to be a successful at RCC and beyond. In addition to learning communities that foster cross-disciplinary collaboration and professional development opportunities that encourage writing across the curriculum, a college-wide Writing and Reading Center, not just a discipline/department specific facility, will greatly aid in this endeavor but will require a commitment of resources and collaboration among faculty in various areas to accommodate students across disciplines.

Enrollment management will prioritize courses advancing student academic progress along with time slots, types, and modalities proven to deliver the best results. Continuous monitoring, assessment, and evaluation of the enrollment management plan will support this effort. In the shorter term, by focusing a greater proportion of resources on the 40% of students who are under-prepared rather than un-prepared, the college will be able to move more students swiftly to a two-year pathway. This does not mean ignoring students who are un-prepared. The focus for unprepared students will be on curriculum redesign and acceleration models that ensure students acquire the skills they need while moving more quickly through remediation. The college also needs to capture moving from basic skills to college readiness as an end point; this is a success the college should celebrate.

Career and Technical Education

Career and Technical Education (CTE), the third component of the college's Pathways model, prepares students for jobs in both emerging and traditional industries while meeting the needs of regional economies. The vision over the life of this Educational Master Plan is to focus efforts in CTE on offering students training and skills that lead to not just entry level but also living wage employment. CTE has particular relevance for adult workers who need to upgrade skills in order to help meet the state's economic potential. The high percentage of small businesses also has implications for how CTE engages its employer communities and suggests the need for employees to develop entrepreneurial and career management skills.

Over the life of this plan, RCC's focus will be on living wage, not just entry level training. CTE programs will be streamlined to align with the cohort and block scheduling models where this is applicable.

The following areas will be central in RCC's efforts in CTE:

- Integrating contextualized developmental education and soft skills into CTE curriculum/programs to ensure student success and career readiness;
- Making certification and completion – not just degree completion – a priority for the college;
- Prioritizing pathway models that include certificates that are "stackable" and nested within the degree and transfer structure to promote students' continuing educational and career advancement;

- Focusing efforts in the region to develop partnerships that lead to economic and workforce development; and
- Emphasizing job creation, not just job seeking—in other words, preparing students for entrepreneurship so they don't just seek vacancies but are equipped to create their own businesses.

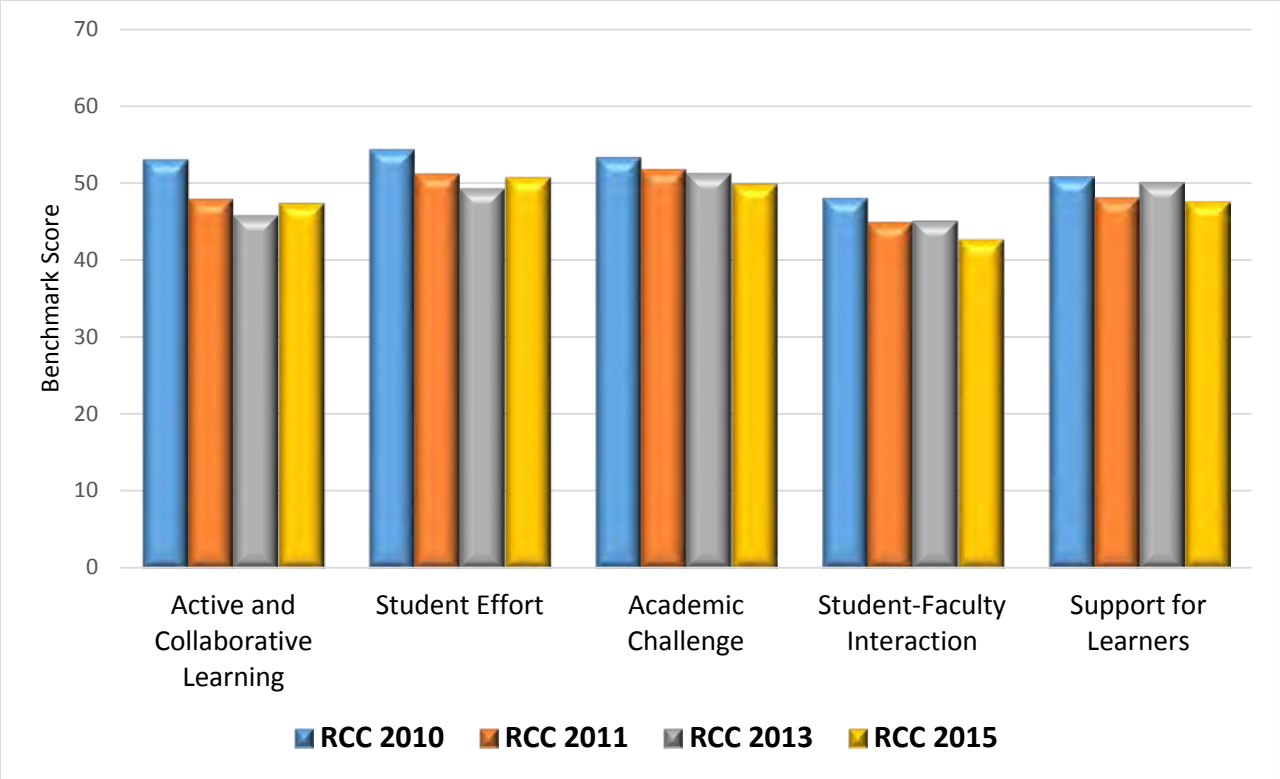
Conclusion

Both CTE and traditional academic programs must be increasingly mindful of aligning with and responding to our region's economic and professional landscape. On the basis of regularly updated data from Institutional Effectiveness and an increasingly tighter collaboration with agencies, corporate, K-12, and university partners, departments across the disciplines will be tasked to review, revise, envision, design, and evaluate existing and new programs. The external scanning of trends and evolution of recruitment needs will be key components in expanding or contracting, adding or sunsetting programs, as well as in equipping the faculty with the new skills they themselves will need to teach and guide students towards their career goals.

Culture of Engagement

An important component of student success is connection to the institution at each stage of students' time at the college. One way RCC measures student engagement is via the Community College Survey of Student Engagement (CCSSE). The college has administered the survey four times in the last six years. CCSSE groups selected survey questions into five conceptually related benchmarks that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes. As shown in the graph below, students' responses to the survey's benchmark questions have consistently declined. These responses provide an opportunity for the college community to have conversations about why the responses are declining and what can be done to reverse this trend.

RCC Student Responses to CCSSE Benchmarks



The physical environment of the campus provides an important component of engaging students and providing for their out-of-class needs. Students need spaces to study, interact, network, recharge, and collaborate with each other and with faculty. Creating spaces that accommodate these needs will be a priority over the life of this plan. The creation of engagement centers, adequate access to study space and computer resources, and spaces for social gathering indoors and outdoors utilizing the resources already available on campus are an important component of supporting student success. Re-creating the Tiger's Den and leveraging existing spaces for engagement centers for each major pathway (CTE, Basic Skills, and one each for STEM and Liberal Arts) will provide the physical structures essential to promote engagement. The college currently has engagement centers dedicated to programs, such the Honors Study Center or Ujima's Homeroom. Adding engagement centers for each pathway will offer more students the opportunity to benefit from more sustained engagement.

The college is also committed to institutionalizing faculty advising. Creating both informal and structured opportunities for faculty and students to interact will help students and faculty align their expectations and also will provide students with mentors to whom they can speak about educational and career plans as well as specific needs in current courses.

The college will continue its commitment to better involving students in campus life through extra-curricular activities that include clubs, student government, and the many programs available to students (MUN, Honors, etc.) as these not only foster student engagement with the institution but also promote

civic engagement and global awareness for our students. (See appendix B). Moreover, the college will support the growth of student professional organizations connected to each of the Pathways.

Counseling, Advising, and Academic Support

Over the life of this Master Plan, the college will emphasize greater integration at all levels of the support services offered to students. Moreover, the vision is to create an integrated web of advising that helps students stay on track by organizing counseling and academic support (including library, faculty advisors, educational advisors, tutoring, and SI) to scaffold each of the Pathways. Counselors and librarians will need close relationships and coordination with disciplines as the college moves to this level of specialization. Taking advantage of the new digital platform the college has invested in to coordinate seamless interaction between students and their support team—counselors, educational advisors, faculty advisors—will help facilitate this integration. The section below on student access and support, as well as the college student success and equity plans, offer a vision for integrating counseling, advising, tutoring, and other interventions to provide students with the tools necessary for success.

Further, expanding the supplemental instruction (SI) program, especially in every section of those courses identified as "bottlenecks" or systemic barriers to a student's ability to move forward, is part of refocusing support efforts to students' needs within the classroom. Peer mentoring and tutoring and ensuring that labs, the library, and study centers are open sufficient hours to meet the needs of all students can also offer the academic support necessary to help reduce the number of unsuccessful attempts at a course that currently congests the system and impedes students' ability to matriculate. Making sure labs and other support services are not only open but also equipped to address the needs of each pathway is essential.

Professional Development

An ongoing commitment to professional development will support other efforts towards improving student success. Allocating meaningful resources to creating and implementing professional development programs for each major pathway (CTE, Basic Skills, and one each for STEM and Liberal Arts) will assist RCC's faculty in developing strategies that facilitate student learning and will foster a campus-wide culture that values innovative teaching and educational excellence.

The college will put in place a staff development plan connected to the college's strategic goals and initiatives. Professional Development should be targeted specifically towards equipping college personnel to meet the college's student success and equity goals.

Targeted Online Education

Online education has a role to play and can allow the college to enhance access and create platforms for resources sharing. However, the college needs to research and assess the appropriateness and challenges of distance education for each of the major pathways to ensure the appropriate balance of courses is available for students. The vision is that targeted online education will be able to reduce the cost of specific programs (e.g., Dental Hygiene) by facilitating partnerships with other community colleges and providing an opportunity for resource sharing for expensive programs. Finally, online education can provide opportunities for concurrent enrollment of RCC students with CSU and UC campuses, facilitating students' ability to move through their programs of study more efficiently.

However, the college also urgently needs to address the wide difference in success that data, both at RCC and nation-wide, shows between online and face-to-face modalities. As a general rule, research has demonstrated that "there is growing evidence from research in [e-learning] that certain strategies…will enhance teaching and learning - just as certain tactics and strategies do work in face-to-face pedagogy" and that, "in order to entice students to participate, a course must offer ―group activities, structure, stimuli, cajoling by tutors and peers… [and] a purpose or a reason to go online." In-depth investigation in student retention and success by experts, such as the Sloan consortium's, has led to the enunciation of three principles that found successful online instructional strategies:

1. Students must be taught and guided to do [most of] the work;
2. Interactivity is the heart and soul of asynchronous learning; and
3. Courses must be designed to strive for presence: social presence, cognitive presence, and teaching presence.

The college recognizes its responsibility to equip faculty to bridge that gap and will develop and maintain a technological and human infrastructure that ensures learners and educators are supported in making the best possible use of online learning technologies. To facilitate these aims, the college will commit to faculty development, learner training, currency with developments in the field, and ongoing research, assessment, and data-based strategic revisions.

Culture of Ongoing Assessment

The Educational Master Plan's success depends on a comprehensive assessment framework. A culture of ongoing assessment means that the college (1) evaluates the effectiveness of outputs, outcome, and impact and develops instruments to support this evaluation; (2) assesses the efficiency and effectiveness of its processes; and (3) monitors and tracks progress, allowing rapid modifications and recalibrations to properly balance funding and costs. This assessment framework will create synergies between the faculty's experience of student learning that informs the decisions guiding continuous improvement efforts and the many areas actually measured by institutional effectiveness: graduation, retention, job placement, student services, management and administrative structure, physical facilities, and infrastructure, among others. While assessment measures provide beneficial strategic information, students also greatly benefit both directly and indirectly from interacting with instructors, counselors, staff, and administrators who are fully informed and aware of data, facts, and trends that not only apply to their particular area of expertise but also impact the college as a whole. Receiving direct and timely feedback will help all constituents in the college community realize the importance of their individual contribution and take ownership of this plan's various improvement objectives and targets.

Student Access and Support

For the purposes of this Educational Master Plan, access is defined not just as entrance to the institution but also as equitable accessibility to the programs and services offered by the institution and to the support—institutional level support as well as targeted and integrated academic support—necessary to successfully complete students' educational goals. The vision for access is two-fold: (1) positioning the college to accommodate anticipated growth and to work towards equitable access to the institution that closely mirrors the community's demographics; and (2) providing equitable access to programs,

Pathways, and support services through a system of integrated advising and support once students have come into the college. This vision of access involves not only outreach to the communities the college serves but also in-reach to students already here.

Overall Goals include

Access

- Create structures (including priority registration, correct sequencing and frequency of offerings, access to counseling, time of day when courses are offered, integrated support, appropriate levels of access to library and lab facilities that correspond to the times when students are taking classes and that allow equitable access to programs and services offered by the college for all students, including part-time as well as full-time students; and
- Continue work on alignment between Adult Ed and RCC and K12 and RCC so that students are informed about and able to move smoothly into the college's programs.

Enrollment

- Prepare the college to be structurally responsive to demographic, labor market, and budgetary environments through the strategic planning process, careful analysis of data, and alignment with other college plans;
- Increase the college readiness of RCC students by working in partnership with feeder high schools through early college programs and through continued exploration of alternatives to placement and of methods for shortening the time for remediation;
- Better assist students in having an informed plan or path so irrespective their educational goal, they are able to finish in a timely manner and reach those objectives. This is going to require much more upstream work to create structures to help students identify what their goal is much sooner in the process; and
- Reduce the amount of time students spend at RCC to achieve their goal and help them matriculate through more efficiently and successfully.

Access to the College

The vision outlined below seeks to address trends the college has observed and researched and that are documented in the 2014-2015 Equity Plan.

Beyond broad access to the institution, the college will over the period of this Educational Master Plan actively monitor and seek to improve the access to and participation in college programs and services that are demonstrated to improve student success. In particular, the college will monitor and promote equitable access to the college's Pathways initiative, which is designed to decongest the college's system as a whole and to improve access to courses needed to complete degree/ career Pathways. This is especially critical because the findings of the 2014-2015 Equity Report identify serious gaps in the success and completion of under-represented groups.

The college has a demonstrable and persistent equity gap and has groups of students who are not being fully served. Over the life of this plan, the college will prioritize efforts to address and reduce these gaps. In examining each of the student outcome measures, excluding access, there is a clear pattern of underachievement. Native American, Hispanic/Latino, and African American students are far less likely than their Asian and White counterparts to complete a degree, transfer, and progress from basic skills to

college level courses. The cohort data from 2003-04, 2004-05, 2005-06, 2006-07, and the most recent cohort of 2007-08 demonstrate there is little to no improvement in reducing the academic disparities that exist amongst these student groups, despite the previous student equity planning efforts initiated in the college's 2005 and 2010 student equity plans. As the college engages in a systemic shift to the Pathways model designed to raise the completion and success rates of the college as a whole, it is essential that the college understands why previous planning efforts have not been successful in closing these pervasive gaps. While the college has programs that exhibit success in raising the achievement levels of this group of students, it has been a challenge to bring these programs to scale. The measures taken by the college to improve outcomes for Native American, Hispanic/Latino, and African American students has largely been unsuccessful for the following reasons:

1. Inadequate identification, analysis and response to the root causes of these inequities;
2. Misplaced focused 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 of color;
6. Lack of integration between the college student equity plan and educational master plan and strategic planning process; and
7. No designated funding to implement prior student equity strategies.

The college will correct these problems through structural changes that facilitate and institutionalize integrated planning to avoid fragmentation and duplication; integrated academic support from orientation through achievement of a student's identified academic goals; and ongoing assessment, evaluation, recalibration to ensure resources are spent on the most effective programs, services, and initiatives.

Equitable and Informed Access to Programs and Support Services

Pre-Enrollment Support

Support prior to enrollment familiarizes students with support services appropriate to their needs. The college also recognizes that not all of RCC's students are able to attend full-time, so all the Pathways also need to have clear guidance and equitable access for part-time as well as full-time students. One example of such support is the Inland Library Collaboration Roundtable that seeks to work collaboratively to help ensure incoming students are informed about and positioned to make best uses of library resources once they enroll.

Critical to improving equitable access is expanding and developing pre-enrollment orientations to provide students with the information they need to make informed decisions about their future program of study, determine their career and educational goals, and learn about RCC's student success Pathways. Students Services has five overarching goals within the college's overall student success model:

(1) Assist students entering the college in identifying an informed educational goal;

(2) Provide students with clear and concrete educational Pathways according to their degree of preparation and career interests;

(3) Reduce students time in developmental education (maximum period of 1 year);

(4) Reduce students' time to degree completion or transfer (2 years for college prepared students); and

(5) Provide targeted and integrated support services throughout a student's time at RCC.

As the college transitions over the next five (and then beyond that 15) years to the Pathways model, such pre-enrollment services will require integrated planning to ensure best use of resources and avoid duplication of efforts. The various groups and plans with strategies to improve access and success must work through a single, streamlined strategic planning process so that all of the college's efforts are aligned. Plans and initiatives will be recalibrated yearly as the college monitors which strategies are having significant impact on improving access and support and which need to be re-thought. The college will engage in intensive tracking for each of the Pathways, tracking cohorts in terms of how they are progressing so that the college can recalibrate if it finds places where students are getting stuck and can expand/ scale up when it finds processes/ models that work to facilitate students' movement through their programs of study.

Once students have a defined course of study, they need ongoing, integrated support to help them navigate their Pathways successfully and to improve their overall success and completion rates. Integrated support—rather than an uncoordinated approach to the delivery of services to students—that coordinates between student services and instructional services (but must include all parts of the college community) will offer the scaffolding necessary to improve completion and success.

Targeted and Integrated Academic Support

Reaching students where they are and seeking to change students' behavior so they not only know about support services but also actually use them are central to the vision of integrated academic support that will be necessary to the successful implementation of the Pathways model and to raising the overall level of equitable access and success. The corollary to this is that those support services need to be available to students. For example, if the college expands weekend, off campus, or evening offerings, it concomitantly needs to ensure the availability of library, engagement centers, labs, counseling, and tutoring services so that these students can equitably access the support services essential to their success.

Having an individualized student education plan (SEP) is essential to reaching the college's retention, completion, and success goals. Over the life of this plan, the goal is to ensure that all students who complete 15 units have an SEP. The counselor-to-student ratio makes this seem a daunting task, so strategies for reaching this goal will be outlined in successive strategic plans, including additional hires. However, it is important to recognize that many student populations are already required to have (and do complete) an SEP: EOPS, DSPS, Athletes, Veterans, and students on two-year contracts. Thus, the student population the college is targeting is smaller than initial numbers would indicate. Further dividing this population into those who already have a clear sense of their field of study and those who are undecided can help the college streamline and target counseling services for these students.

Integrated academic support includes organizing the delivery of support services around pathways. The college will provide counselors, faculty advisors, educational advisors, librarians, tutoring, Supplemental

Instruction, and engagement centers for students in each pathway. Targeting more intensive support for courses identified as "gatekeepers" will assist not only students in these courses but also all students by helping to decongest the system.

To best support teaching and learning, counseling, library, academic support, academic affairs, student support programs, faculty, and students will need to continue to meet and to discuss the integration of services that are offered through various programs. The vision is to shift the college's paradigm in how it develops and implements support programs. As of now, the college builds programs from the "outside the classroom model" by addressing student issues outside of the classroom affecting student academic outcomes. The college will develop programs from "inside the classroom out," where teaching and learning become the focus and programs are now determined by what support will best impact the teacher and student in that classroom. As a part of this paradigm shift, the college will identify key target points and gatekeepers/ obstacles in a student's educational pathway where there is a need for intervention and support. The scope and sequence of those services will continue to be studied and assessed so that the college can formulate, evaluate, and recalibrate plans to offer a variety of services and programs to all students during critical points in their career at RCC.

Faculty Advisors-Student Services and Instructional Services have outlined responsibilities of counselors, faculty advisors, and educational advisors so that all parties can work together to provide students with meaningful and planned contacts throughout their academic career at RCC. Full institutionalization of the faculty advisor program is an important component of improving student faculty interaction. Research demonstrates that faculty and student interaction has a positive correlation with increased transfer and completion rates as well as grade point average. The more robust institutionalizing of a faculty advisor program will provide a formalized structure to foster faculty and student engagement and will provide another component in the integrated advising model.

Counseling Paraprofessionals- The vision for more sustained rather than sporadic advising of students includes Educational Advisors who will support counseling efforts by approving one semester educational plans, encouraging students to develop student education plans, conducting student success workshops, following up with at risk-student populations, and providing assistance and intervention at critical target points in the student's educational pathway. In addition, the aim is to employ an integrated case management approach by assigning the educational advisors to work with specific student populations and Pathways. Specific goals and strategies are outlined in the Student Success Plan.

Counseling Faculty- Ensuring an adequate counselor-to-student ratio based on caseload and assignment of counselors to major pathways is essential to meeting the target of substantially increasing the number of students with SEPs. Assigning counselors to Pathways will also facilitate this process. Integrated planning is essential here in order to leverage resources. Funds available through Student Success and Equity, for example, can be leveraged to hire faculty/ staff as needed to support these goals.

Enrollment Management Plan

The college's vision for enrollment management over the life of the Educational Master Plan entails shifting to a focus on student success and completion and creating a schedule of Pathways rather than just relying on rollover to create a schedule of classes. Practical considerations for enrollment management certainly include the college's mission, the anticipated growth in enrollment based on data from external

scans, capacity in terms of the human as well as physical infrastructure, and, most important, the level of funding received from the state. But the vision here is to shift the paradigm so that the college creates a one-year master schedule that guarantees students' ability to matriculate through a program of study in two years. The college will support these efforts by separating the process of schedule creation from the process of assigning faculty to classes. The college believes this will facilitate strategic goals for completion and success.

The college, after carefully researching the factors that have contributed to static student success rates and declining transfer rates, has resolved to introduce a cohort and block scheduling approach in launching the student success Pathways Initiatives. The cohort system allows for students with similar levels of academic preparation and academic interests to be grouped together. This grouping will allow better faculty/student and student/student interactions. A cohort model also allows for a better and more detailed tracking of the different types of interventions the college initiates and their impact on student success. The block scheduling system allows for a clear and more concrete definition of the pathway for each cohort. Block scheduling identifies and sequences courses to help students complete their identified educational goals. In the first few years of the life of this plan, specific sequences within individual areas will be worked out with the disciplines. The implementation of this model is a core part of this enrollment management plan. It is not enough, though, to offer Pathways. The college must communicate and market Pathways to the community and to our feeder schools as a cost-effective, time-effective option. This marketing needs to include not only outreach to potential students and the community but also in-reach to existing students.

The student success Pathways Initiative as described addresses the needs of full-time students in the General Education area whose goal is to transfer. However, during this plan period, the Pathways Initiative will also address the needs of students seeking CTE certificates as well as AA/AS degrees and part-time students in all areas. The cohort and block scheduling model is much more conducive to CTE areas than G.E. areas; therefore, the adaptation of the model to include the CTE areas is expected to be relatively uncomplicated. Even for part-time students, the Pathways model offers more clearly defined course sequences that will help these students better navigate through their programs of study. That said, the college's goal is to increase the number of full-time students by incentivizing full-time enrollment. A significant portion of the college's student population will always be part-time, but the college believes that many students could be encouraged to take more units / move to full-time status if they could see the value of committing the time / resources supported by the college's guarantee of a less congested system that will allow them to complete their educational goals more quickly. All enrollment management strategies, their impact on overall student access, completion, and success for all populations of students will need to be assessed and recalibrated on the basis of the college's ongoing analysis.

Purpose of Enrollment Management Plan

The purpose of the Enrollment Management plan is to create a responsive, flexible, educationally and financially sound, research-based approach to enrollment management that recognizes the multiple missions of the college and supports student access and success.

The distribution of the college's FTES to its various programs historically has not shown a clear connection to the educational plan due to "rollover" as the principal schedule development mechanism. However, since 2011/12, the college has been working to develop a responsive, flexible, educationally, and financially sound data-driven enrollment management plan that is guided by the college mission. Part of this planning needs to be an understanding RCC's students in terms of their academic needs and goals. (See Appendix C.1)

As the college shifts its enrollment management to a more results based approach, the plans implementing the overall vision outlined here will need to weigh the overall balance of curricular offerings, department and program plans, certificate and degree requirements and student need (for example the percentages of students needing basic skills), and external factors, including metrics by which the college will be evaluated. The plan outlines principles to guide enrollment management processes and decision making as well as overarching procedures and guidelines that can help the college's divisions, departments, and disciplines maximize student access and success. The vision is to create a coordinated approach among disciplines, departments, deans, and the college as a whole in managing enrollment and implementing Pathways. The plan, as it evolves through cycles of strategic planning, will be continuously monitored, evaluated, and assessed.

Enrollment Management Principles

1. The focus of decision making should be on student access, student success, and the quality and academic integrity of programs and services.
2. The plan must recognize the multiple missions of the college and demonstrate a commitment to a balance of these missions as determined through shared governance.
3. The plan must facilitate students' successful completion of their Pathways by aligning course offerings in schedules that demonstrate efficient use of space and that exhibit a student-centered distribution of courses by time and modality.
4. Any expansion of offerings to facilitate access, for example, offering sections on weekends and expanding evening offerings, must be accompanied by offering students access to full college support services at these times, keeping the focus not on access alone but on the support necessary to facilitate student success.
5. The plan also supports the necessity of front-loading student support prior to enrollment so that students are able to make informed decisions and are provided with information about the academic and other support services available to them at the college.
6. The plan is founded on a commitment to using good qualitative and quantitative data to inform discussions and decisions.
7. The plan must recognize and be responsive to fluctuating fiscal and facilities realities.
8. The plan must strive to achieve efficiency, but in a nuanced way that understands that the efficiency target for the college as a whole is a composite of the efficiency ratio for each discipline, which in turn is based on historical course caps for courses in each discipline
9. The plan must comply with the external demands of accreditation standards and state mandated metrics while also remaining consistent with the RCCD collective bargaining agreement.

Degrees and Certificates Awarded

Part of enrollment management is looking at program offerings and determining the extent to which they are being utilized by students and are in line with current trends and labor market demand. A cornerstone of enrollment management involves regular analysis and review of programs in light of external demand for the product of that program and the efficiency of the program in moving students through this pathway. This analysis needs to take into account student persistence, retention, and success as well as ultimate award of certificates, especially in the CTE areas where students may achieve what they need to be employable or enhance their earnings or get promotions without earning a certificate from the college (though they may be able to receive industry certifications). The analysis also requires the college to calibrate the requirements of its degrees and certificates to the needs of industry or transfer institutions so that completing the degree or certificate is worthwhile to more students. In particular, the college needs to assess the value of AA/AS degrees in areas of emphasis. These conversations, including data analysis,

should take place at the discipline and department level through the process of program review and in collaboration with division deans and then filter up through the strategic planning processes.

The college is aware that many more students transfer than actually earn the AA/AS degree. The college needs to promote completion of the AA/AS and the value of doing so. (See Appendix C.2). Proactive strategies that reach out to students who are within a few units of earning a degree or certificate will help to encourage more students to complete degrees/ certificates.

The college's data show degrees and certificates awarded to the students who have designated Riverside City College as their "home" College. While recognizing that degrees and certificates have been awarded for programs not offered at RCC, these programs are offered at one of the other colleges in the District. Every semester, approximately 10% of the students enrolled in the District are enrolled at more than one college simultaneously. Because of these enrollment patterns, it is very common for students to take a substantial number of credits at a College not declared as their "home" College. Additionally, students can be awarded a certificate or degree with an area of emphasis which is not offered at that College. The college needs to recognize that while it continues to serve the needs, particularly in general education, for students from outside RCC (See Appendix C.2), when problems arise due to space and when competition between RCC students and other students exists, priority must be given to RCC students.

Disciplines and departments will engage in substantive discussions about the outcomes of these programs, their currency and viability in order to determine whether enhancement, revision, better marketing of programs, or discontinuance makes most sense. These conversations also will include discussion of external factors, such as allocation of FTES, which may have impacted outcomes regardless of student interest or demand. Such analysis will be a regular and substantive part of program review so that the college can continue to calibrate its offerings to best serve students. Strategic planning will create, monitor, evaluate, and adjust processes for assessing the college's current offerings in order to streamline where necessary and add in the areas that will best serve students through a coordinated process that involves disciplines, departments, deans, and strategic planning councils.

Degrees Awarded

Despite decreased enrollment, the number of degrees and certificates awarded by the College has remained consistent. Riverside Community College District did not split into three separate colleges until Fall 2010. Thus, the higher 2009-2010 numbers may partially be accounted for because of the difficulty in assigning a "primary" campus for that year.

Student Placement and Distribution of Courses

Meaningfully identifying which Pathways RCC's students are on (or even are most likely to be on) is difficult given the college's current system. Students' indication of a major or area of study on applications doesn't always match course taking behavior. Therefore, determining what classes clearly "signal" students are on one pathway or another is problematic. However, moving forward, as new software for SEPs becomes available and as the Pathways Initiative is further implemented and relevant and reliable data become available, it will be essential for those working on enrollment management to gather and analyze this data in order to facilitate conversations about percentages of FTES allocated to each of the Pathways.

For students enrolling as first-time freshmen in the last five years, the tables below show their preparedness based on either their first math or English course or their Accuplacer scores.

First-Time Freshmen English Placement Level								
	2011-2012		2012-2013		2013-2014		2014-2015	
	#	%	#	%	#	%	#	%
Prepared	1115	23.8%	1156	26.3%	997	21.9%	769	15.4%
Underprepared	1260	26.9%	1150	26.1%	1196	26.3%	1351	27.0%
Unprepared	1631	34.9%	1678	38.1%	1929	42.4%	2254	45.1%
No Placement*	672	14.4%	417	9.5%	430	9.4%	629	12.6%
Total	4678	100.0%	4401	100.0%	4552	100.0%	5003	100.0%
*No Accuplacer Test on File at RCC								

First-Time Freshmen Math Placement Level								
	2011-2012		2012-2013		2013-2014		2014-2015	
	#	%	#	%	#	%	#	%
Prepared	391	8.4%	435	9.9%	216	4.7%	195	3.9%
Underprepared	1540	32.9%	1544	35.1%	1654	36.3%	1954	39.1%
Unprepared	2122	45.4%	2058	46.8%	2345	51.5%	2436	48.7%
No Placement*	625	13.4%	364	8.3%	337	7.4%	418	8.4%
Total	4678	100.0%	4401	100.0%	4552	100.0%	5003	100.0%
*No Accuplacer Test on File at RCC								

While the total FTES changes each year, the distribution of course types that are reflected in our three primary Pathways—CTE, Basic Skills, and Transfer—has remained remarkably consistent. As the college further implements Pathways, the vision is to shift more FTES to STEM areas (as warranted by student interest and math readiness) to accommodate projected job growth. For Basic Skills, the initial effort will be to place more emphasis on the under-prepared students who can move very quickly to college readiness and two year Pathways, decongesting the system, while developing accelerated remediation programs for un-prepared students. And all of this must be balance with maintaining robust offerings in the liberal arts where the highest student demand is.

Percent of Total FTES by Course Classification

Course Classification	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Transfer	55.7%	56.3%	56.0%	56.2%	57.2%
Transfer & CTE	18.6%	18.7%	18.4%	18.3%	18.0%
CTE	9.7%	9.6%	10.5%	9.9%	8.9%
Basic Skills	6.3%	5.6%	4.8%	5.3%	5.6%
Course Below Transfer Not Classified	9.1%	9.0%	9.9%	9.9%	9.8%
Not Classified	0.5%	0.6%	0.4%	0.5%	0.5%

Source: RCCD Enrollment Management Dashboard
Includes Residential and Non Residential FTES. Extracted on August 31st, 2015

As the college proceeds with implementing the Pathways initiative, these percentages will need to closely reflect the needs of RCC's student population.

Current Distribution of Courses: Mode of Delivery and Time of Day

Course Delivery Method	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
On Campus	81.8%	82.3%	83.3%	83.5%	83.3%
Hybrid	7.2%	7.5%	7.4%	8.1%	8.1%
Online	11.0%	10.2%	9.3%	8.4%	8.6%

Source: RCCD Enrollment Management Dashboard

Includes Residential and Non Residential FTES. Extracted on August 31st, 2015

As most faculty would expect, the On Campus delivery method results in the highest student success rates. Online and hybrid success rates are very similar, although the hybrid rates are slightly higher. Figure 13 shows student retention and success rates by these different delivery methods. At Riverside City College, the delivery of hybrid courses varies from courses which meet on campus only once or twice to courses that meet on campus much more frequently.

Student Success by Delivery Method

Retention & Success by Delivery Method	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
On campus					
Average Retention	75.0	76.7	82.0	82.2	80.6
Average Success	61.4	64.0	68.5	67.5	66.2
Hybrid					
Average Retention	78.4	78.0	79.2	82.9	80.9
Average Success	55.2	58.6	58.1	60.0	59.7
Online					
Average Retention	75.1	75.7	79.4	79.7	79.4
Average Success	54.5	55.0	58.4	57.7	57.2

Source: RCCD Enrollment Management Dashboard as of August 31st, 2015

Calculating the Cost of Online and Face to Face Instruction

For a typical, three unit, face to face class with a cap of 49, the FTES calculation at census is done as follows:

49 x 3.4 x 16.4 over 525 = 5.204 FTES generated

For the same class taught in the online or hybrid format, the calculation is as follows:

42 (lower class size) x 3.0 (online classes don't get the compression) x 16.4 over 525 = 3.9 FTES generated. Online instruction is funded by unit value rather than WSCH.

The district is funded at about $4,700 per full-time equivalent student. The difference in FTES generated between face-to-face and hybrid/online is 1.304 which means that the district is funded at about $6, 128 less for each online class than it is for face-to-face classes.

So in 2013-2014 the district lost nearly $2 million on apportionment with online instruction even though the cost of instruction (FTEF) remains the same. And while there aren't classroom facilities expenses associated with online instruction, there are the costs to the district of maintain the web environment.

Online instruction is a necessary part of RCC's mix of courses to meet the varied needs of its diverse student population. But a sound enrollment management plan also needs to weigh the cost of that instruction, especially given lower retention and success rates, in determining the college's balance of offerings. Conversations at the discipline and department level that analyze the factors that contribute to the retention and success rates of all courses should be robust, and responses in light of such conversations can take a variety of forms: specific strategies to increase student success, requests for increased student support, rebalancing of offering, re-design of curriculum, etc. The data available through the Enrollment Management Dashboard will facilitate these ongoing conversations.

Responsiveness to Community and Job Market

According to a June 2013 study by Georgetown University's the Center on Education and Workforce, the need for STEM-related jobs is expected to grow 22% between 2010 and 2020. As the college plans course offerings, certificates, and programs for the next several years, how RCC plans to meet this increased demand should inform conversations about course offerings, certificates, and programs.

Projected California Job Growth Projection

Occupation	2010 Jobs	2020 Jobs	Growth Rate (%)
Managerial and Professional Office	2,415,440	2,876,040	19
STEM	790,080	967,510	22
Social Sciences	97,330	119,380	23
Community Services and Arts	868,740	1,019,710	17
Education	903,220	1,074,270	19
Healthcare Professional and Technical	608,250	767,960	26
Healthcare Support	352,750	465,670	32
Food and Personal Services	2,774,240	3,374,460	22
Sales and Office Support	4,302,480	4,917,110	14
Blue Collar	3,000,160	3,332,220	11
Total	**16,112,690**	**18,914,330**	**205**

Source: Carnevale, A.; Smith, N.; and Strohl, J. (June 2013) ***Recovery: Projection of Jobs and Education Requirements through 2020.*** **Center on Education and the Workforce. Georgetown Public Policy Institute**

Assessing Demand for Courses

The college will create and evaluate mechanisms for assessing student demand for courses and for determining where the demand is legitimately because of "bottlenecks" and where the demand may be less about the need to offer more sections and more about the need to offer better instructional support for existing sections that have consistently low retention and success rates. Analysis of data available in the Enrollment Management Dashboard will assist disciplines and departments in making these distinctions. Mapping courses on the basis of which are high demand/ high capacity; high demand/ low capacity; low demand/ high capacity; and low demand/ low capacity can also offer a useful tool for assessing demand for courses. All such conversations also need to be informed by the need to offer all courses required to complete all the college's pathways frequently enough (and in sufficient numbers) for students to complete their program of study in two years.

Moreover, when assessing student demand for sections, waitlist data are problematic. The problem with the waitlist as a reliable data point is that students are able to put themselves on as many as 15 waitlists and waitlists are capped at the same of number of student seats available in the class, so for many students being on a waitlist can create an unrealistic expectation about their ability to actually get into a class. Reducing the number of waitlists students can be on and the number of slots available on each waitlist will help generate more meaningful data from waitlists to get a clearer picture of these highest demand courses. To better capture what the highest demand courses/ bottleneck courses are, the college can also explore looking at how quickly sections/ waitlists fill.

Facilities

Facilities also have an impact on the allocation of FTES. The total assignable square footage (ASF) currently available is 548,069 SF, which is about 3.5 times the ASF at each of the other colleges in the

district. The addition of new facilities, such as the Coil School of the Arts; the Culinary Academy; the Student Services/Administration building; the renovation of the old Life and Physical Science buildings; and a new Cosmetology building, all projected to be completed within this EMP period, should be able to accommodate the enrollment growth. But the college also has load ratio problems that impact enrollment management. A question the college critically needs to plan for is how resources will be allocated as new facilities come online and careful thought needs to be given to how these facilities will be populated (given growth projections), and by which programs. Planning also needs to consider what implications these choices will have for resource allocation, especially given the college's recovery from the recent financial crisis, subsequent course cuts, and the loss of full-time faculty in the academic programs (due primarily to retirement).

Implementing Pathways / Transitioning the College from the Current Structure to the Pathways Structure

The strength of the Pathways model is the reduction of time to remediation and acceleration to graduation. The important considerations for enrollment management are

- It is a 1+2+2 model
- Completing basic skills in 1 year for students placing at the lowest levels will require creating intensive and accelerated remediation during summer and winter intersessions

Changing the existing structure to a Pathways model is not something that can be done overnight, and implementing it, while minimizing disruption to the college as a whole, is an important consideration. With that in mind, over a five-year period the goal is to take the college to a system where 30% of students will be on a defined pathway. While the college doesn't aspire or intend to be on a 100% Pathways model given the tremendously varied needs of our students, projecting out 15 years, the college anticipates that a significant percentage of students will be on a Pathways model. The college is planning for a gradual but systemic shift that will decongest the system for everyone as well as provide an environment in which integrated academic support services are more available for all students. Careful assessment and monitoring at every step will be necessary to adjust and recalibrate to ensure that the program is accomplishing the goal of increasing student completion and success.

The importance of thinking about course offerings from the perspective of student need rather than primarily from the perspective of faculty preference can't be over-emphasized. Putting all course offerings in disciplines on a rotation helps to create a clear understanding of which core courses are most essential to students' moving through their various Pathways and to better configure the sequence and frequency of offerings of electives—which are integral to the richness, breadth, and depth of RCC's mission. This effort will help the college create a more coherent and student-centered enrollment management plan.

To facilitate the goals of access and completion, the college will create a balanced master schedule that meets the needs of Basic Skills, Transfer, and CTE students and that reflects the priorities of the college initiatives outlined in this Educational Master Plan. Such a schedule needs to be built through the strategically coordinated effort of disciplines, departments, and divisions and needs to maintain the flexibility to adjust to changing demands. Departments will engage in ongoing analysis and conversation about the calibration of course offerings to ensure that essential classes are offered frequently enough and

in sufficient numbers and will place elective offerings on a regular rotation that ensures accessibility to students so they can complete Pathways in a two year time-frame.

Enrollment Management Guidelines

Concurrent with planning for the strategic implementation of the Pathways model, this Enrollment Management plan also recommends broad guidelines for enrollment management. For the divisions, departments, disciplines, the following guidelines offer overarching parameters for developing a schedule of offerings to best support student access and success. These guidelines are meant to facilitate collaborative discussions between and among discipline faculty, departments, and division deans.

1. If courses offered at a particular time of day or in a particular mode of delivery reveal consistently low fill ratios, retention and/or success patterns, discipline and department faculty, along with division deans, should engage in collaborative discussions about the balance of offerings. The program review process offers a structure to facilitate these conversations and plan for changes and adjustments based on ongoing review of data. Such conversations should focus on course level data, not data for an individual faculty member's course (for example, for English 50 as a whole rather than for a particular section of English 50 or online sections of Sociology 1 as a whole rather than individual sections of the course).
2. When adding sections (or cutting), data about how courses fit into completion of Pathways should be a major consideration: CTE Pathways/ degrees and certificates, remediation, transfer. If a course hasn't been in a rotation because of budget cuts and is needed to complete a pathway or ensure the integrity of programs, this needs to be considered. Historical fill ratios for courses should also be considered.
3. In order to facilitate maximum student access, disciplines, departments, and the college as a whole must consider mode of delivery and time of day when adding sections so that offerings are balanced and appropriate pedagogically.
4. When considering which courses to offer in the online mode, articulation as well as access needs to inform the decision.
5. Using data on WSCH and FTES rather than primarily numbers of sections will facilitate conversations about growth and cutting back when necessary.
6. Shadowing can be used as a strategy for making sure any added sections will be filled.
7. Sections that have fill ratios below 70% are eligible to be cut unless they are courses that are essential to completing a degree or certificate pathway, are tied to existing industry partnerships, or are impacted by facilities constraints. Exceptions might also be made for courses that are part of a newly developed program that is just getting underway or an existing program that is rebuilding. Consultation with department chairs and faculty who would be able to explain the nuances and circumstances that warrant an exception is essential. Another consideration might be that there is no more space for prime time offerings, but the college needs to offer more sections to accommodate student demand, even if enrollments, say in late afternoon, would be softer.
8. To minimize adverse impact on students, decisions to cut courses will be made a week before the start of term if possible and feasible, but will always be completed no later than the first day of the course.

Planning for Contraction and Growth

Effective enrollment management depends on being responsive—rather than reactive—to periods both of contraction and growth. Planned growth can allow for planned cuts—and a systematic, coherent, student

need centered mechanism for balancing the multiple missions of the college during times of contraction is essential.

Conversations about which courses should go in which tier (see the chart below) also need to take place at the discipline and department level and in collaboration with Deans overseeing these areas. Such discussions should consider the importance of maintaining balanced offerings over time of day to preserve access, the curricular impacts of grants and new initiatives (e.g. AB 86), and the need to honor partnerships with high schools and local industries.

Growth/ Contraction Guidelines

Adds ↑	**↓Cuts**	**General Ed. & Transfer**	**Career and Technical Education**	**Basic Skills Developmental English, Math, ESL and Reading**	**Academic and Career Success and Counseling**
Add sections after tier one and two **Tier Three Adds** ↑	↓**Tier One Cuts** Maintain enough so that students have elective choices	1. Sections that are unrestricted electives, where other options are available	Courses that are unrestricted electives within CTE certificates/programs where other choices are available.	Courses that may be useful and supplemental to the primary Pathways but are not absolutely critical (these would be special topic courses or courses focused on a singular skill)	Courses that are useful and supplemental but not absolutely critical
Add these after tier one ↑**Tier Two Adds**	↓**Tier Two Cuts** Cut Judiciously	Restricted elective sections that are required for general education, degrees, and certificates but multiple sections are typically offered, some of which can be cut	Sections of courses required for CTE certificates/programs, but multiple sections are offered, some which can be cut.	Sections of courses in the primary pathway where multiple sections are typically offered, some of which can be cut. *When adding, bring back the lower level courses that meet the needs of the students and provide them with an entry point into the Pathways	Sections of courses where multiple sections are typically offered, some of which can be cut, and still maintain balanced offerings.
Grow these sections first **Tier One Adds** ↑	**Tier Three Cuts**	Degree or certificate requirements with few sections offered. Critical GE areas where only a few courses meet the GE area.	Required courses in CTE certificates/majors that are offered on a rotation plan or that are critical for students to complete a certificate/major. Stand-alone courses required for professional development or industry certification leading to career entry or advancement. Courses mandated by regulatory agencies.	English, ESL, Reading and Math pathway courses culminating in college-level skill. Higher level courses leading directly into college-level or CTE Pathways.	Career development, transfer planning, college success courses, especially those that are connected to existing programs.

*Restricted elective means a student has choices, but specific courses are named. An unrestricted elective just says you must take x number of units in the discipline.

Recommendations

Over the life of this Educational Master Plan, through the cycles of strategic planning, the college will implement, monitor, adjust, and assess the following recommendations:

- **College Community**: The College will create a master schedule that schedules a year out and will distribute courses based on student needs/ access rather than relying on roll-over, thus facilitating the transition to the Pathways model. Division deans working closely with faculty chairs/ departments shall create this master schedule for each division, also taking into consideration how courses in related disciplines need to be integrated so students can navigate through course sequences and pre-requisites. This involves a major paradigm shift, but to truly facilitate student access to and successful navigation through their Pathways, the emphasis must first be on what needs to be offered, how (in what mode), when, and how often. The rollover simply does not accomplish this.
- **Each Discipline**: Put courses needed to complete all Pathways, degree, and certificate patterns in all disciplines on a clear rotation so that students can anticipate when courses will be offered and plan accordingly. Several disciplines have already done this, but many have not—a clear rotation of course offerings is essential to help students plan and navigate their Pathways. This document should help to frame conversations during the program review process.
- **Admissions and Records/ Student Services**: Restrict the number of waitlists students can put themselves on and the number of students per waitlist so that the college can more meaningfully capture demand data and help ensure that students are making clear progress on their Pathways and so that we encourage students to have realistic expectations about courses they can get into and encourage them to consider non-prime time offerings that are often slower to fill.
- **Departments and the office of Institutional Effectiveness**: Discuss which courses are clear gateway/ threshold courses that allow the college to determine which Pathways students are on. And related to this, departments and the office of institutional Effectiveness should work together to determine which courses belong to which Pathways. These will be important for future conversations about how to allocate FTES among the Pathways.
- **Admissions / Student Services**: Implement a much more robust system of orienting and advising students before they enroll in classes. Students need to be able to make informed decisions and be more aware of the support services available to them.
- **Counseling/ Student Services**: Increase the number of students completing a full SEP, and with the automation of this process, departments/ disciplines will be better able to project demand for particular courses in a given semester.
- **Disciplines**: Encourage Faculty Advising as part of enrollment management in so far as this will help the college both more clearly understand students' needs/ enrollment plans and so that the college can assist students in navigating their paths of study efficiently
- **Disciplines/ Division Deans**: Through the process of program review, engage in frank discussions about the reasons for poor retention and success in online and hybrid courses, strategies to improve retention and success in these courses, and the right balance of online/hybrid and face to face courses, particularly in areas where as part of a the general education requirements, demand for a course is particularly high and the college may be artificially restricting access to the course through an imbalance in face to face and online

offerings. These conversations should also include discussion of consistency of course caps for online courses.

The changes proposed in this plan and the impact of them on the college goals related to student access, completion, and success need to be continuously monitored, evaluated, and assessed so that they can be recalibrated in response to an ongoing analysis of what strategies are working and which need further refinement.

Institutional Effectiveness

Overview

Institutional effectiveness in its broadest term attempts to integrate—at both the strategic as well as the operational implementation levels of the college operation—four major principles: efficiency, effectiveness, accountability, and transparency.

Efficiency

The principle focuses on streamlining processes and eliminating redundancies in order to achieve a desired result in the timeliest, most practical, and most cost efficient manner. The most significant as part of efficiency deals with the reduction of time for remediation and the shortening of the time for completion of graduation and transfer. These goals form the center piece of the strategic plan. The continued monitoring, evaluation, and assessment of the adopted models and methodologies designed to achieve these goals formulate an important aspect of institutional effectiveness. The streamlining of the decision-making process by the reduction of the number of disconnected and uncoordinated committees also contribute to efficiency. The vertical and horizontal alignment of the planning process, introduced in the new strategic plan, attempts to reduce duplication and redundancies and enhance the ability of divisions and departments, at both the intra- and inter-divisional level, to design and to use common services, which will lead to a more efficient use of limited resources. The development of a master schedule and the streamlining of the course caps also enhance the efficient utilization of available space and faculty.

Effectiveness

This principle deals with the speed with which and the degree to which the institution achieves its set goals. An important component to this concept is the development of effective methodologies for goal setting so that the goal is developed in clear, unambiguous terms and is described in concrete, measurable, and achievable targets. The integration of analytical tools, such as SWOT analysis, and the increased use of data to inform decision making help the college refine its goals, which are essential to the whole planning process because it is the goal that drives the plan. Equally important, the college needs the capacity to develop research and evidence-based strategies that address the goals. The vertical and horizontal alignment of the planning process as well as the implementation processes and the integration of Academic Senate committees with the strategic planning committees are attempts to mobilize and optimize the best use of the limited human resource. All of these efforts contribute to the effectiveness of

the plans. Finally, well-organized data obtained from both external and internal scans relevant to the units, departments, divisions, and the training and capacity building that goes with it, are essential for the college to be effective.

Accountability

The establishment of efficient and effective planning processes, characterized by the setting of unambiguous, concrete goals described in measurable and quantifiable parameters, contributes to the institutional accountability, but these processes are not sufficient until the college defines a clear delegation of responsibility. At the operational and implementation levels, a clear and systematic delegation of responsibility requires a functional organizational structure of the institution that clearly defines and delineates the roles and responsibilities of everyone in the organizational structure. The roles and responsibilities of the current three Vice Presidents of Academic Affairs, Student Services, and Administrative Services are well-defined even though in the light of the new integrated strategic planning process, some finer adjustments are being made as a result of the vertical and horizontal alignment of functions. However, the college needs a Vice President of Institutional Effectiveness, whose main task will be to strengthen the planning process and to support and empower the entre planning structure, including the councils, committees, and all the implementing entities in the organizational structure (disciplines, departments and divisions). The Vice President might possibly coordinate and oversee the Office of Institutional Effectiveness and Research, the Division of Student Success and Support and the Department of Grants so that the entire strategic plan can be supported in a sustainable way. Such an office will be essential in making strategic as well as the implementation plans be active and living document. Through coordinating and integrating the various monitoring, evaluation, and assessment processes, the Office will stimulate the process of introducing improvements at every aspect of the organization and will ensure that all areas of the college adhere to the principles of efficiency, effectiveness, accountability, and finally transparency.

At the divisional level, the college has to address the delegation of responsibilities during the planning process. It is important that divisional structures are composed of departments whose disciplines are interrelated and share strong disciplinary foundation in order to facilitate the integration of the plans. Also, with interdisciplinary collaboration, the development of common or shared facilities can be enhanced. In the CTE division the disciplines of photography, graphic designs, film TV and video are intricately related to the disciplines in the fine and performing arts. The larger and well-developed athletic program is administratively divided between the Division of Math, Science and Kinesiology for the Kinesiology component and the Dean of Student Services for the athletic component. This fragmentation will also need to be addressed in defining the clear mandate of athletics so that its accountability could be better defined and achieved.

The accountability principle also requires the college to clarify the nature and mandate of departments, especially academic departments. Currently, departments vary in both type and size. The number of disciplines classified under one department range from six in Applied Technology to single discipline departments, such as Chemistry. They also differ in size with departments having over 20 full-time

faculty, such as Nursing, to those with only two full-time faculty such as Early Childhood Education.

Transparency

This principle requires the college to use integrity as it communicates information both within the college and with outside agencies. The college needs to ensure that there is a mechanism for infusing data-informed discussions into the work of committees and workgroups and that the outcomes of these discussions are widely available to the internal and external agencies.

Prospective and current students need to be able to access information to evaluate program outcomes and student success (persistence rates, graduation rates, transfer rates, gainful employment, etc.). The college needs to streamline access to this information. Implementation of a Business Intelligence reporting system as well as improved website structures will help ensure that data are accessible to both the college and outside agencies.

The quality and integrity of its data, the outcomes assessment and reporting of its key performance indicators, the analysis of the organizational alignment of the various decision-making components between units of the college and the alignment between the college and the district, and the integrity of the mandated reporting required by outside agencies characterize the principle of transparency.

By creating joint Leadership Council committees and regular reporting from committees to Leadership Councils, the college hopes to improve the information flow with continued focus on the college's strategic planning goals.

Office of Institutional Effectiveness Overview and Charge

The college, as its primary focus, cultivates student learning and achievement. To achieve this aim, the college has developed an effective and efficient planning framework to improve the quality of its educational programs and services. This framework outlines the decision-making line of authority and the necessary collaboration among those directly responsible for developing implementation plans The Office of Institutional Effectiveness works in collaboration with the strategic planning leadership councils and other college organizations to ensure that this framework is effective; that the college monitors, evaluates, and assesses its decision-making and planning processes; and that the college reports with integrity its efforts to improve student success and completion with the community it serves and with outside agencies, especially those to which the college has statutory reporting requirements. The Office of Institutional Effectiveness provides the necessary data and analysis to inform decision-making at all levels of the institution. The Office coordinates the collection and organization of all planning documents, including the college's Program Review and Plans.

In collaboration with the college's Assessment coordinators and the Riverside Assessment Committee (RAC), the Office of Institutional Effectiveness provides the training and coaching necessary for the numerous assessment activities that the institution conducts to guarantee sustained quality improvement. To provide this level of administrative support, the Office of Institutional Effectiveness needs to have a sufficient number of key personnel including administrative support and professional researchers trained in data reporting and research methodologies and, perhaps, leadership by a Vice President for Institutional Effectiveness.

The Strategic Planning Institutional Effectiveness Leadership Council, supported by the Office of Institutional Effectiveness, continuously and systematically monitors, evaluates, and assesses the college's mission; its organizational structure; its program review processes; the quality of its data and institutional targets; the integrity and timeliness of the various assessment strategies used by disciplines, integrated academic support services, and departments; the integrity of the institution's outside reports; and the decision-making processes used to allocate resources that enhance student success and completion in the courses and programs leading to transfer, degrees, and certificates. The Institutional Effectiveness Leadership Council, in collaboration with the other strategic planning leadership councils, ensures that these results of the various assessment activities, at all levels of the institution, lead to dialogue and improvement and offer a transparent analysis of how well the college meets its student success goals and targets.

College Organization

To enhance the effectiveness of the institution, the college needs to create an organizational structure that enhances its long-range goals and its strategic targets and initiatives. As the college fully implements its Pathways Initiative, the organizational structure of the institution should provide the instructional framework and the integrated academic support and administrative services that allow for the most efficient use of resources to accomplish long-range goal of transferring or granting degrees to the under-prepared and college-ready students in two years, of helping unprepared students become college ready within a year, and of developing clear CTE pathways for students to earn certificates or degrees that allow students to enter the workforce. The college will develop appropriate instructional and integrated academic support divisions and administrative departments using the following principles: to organize instructional divisions by closely-related disciplines or goals (i.e., CTE programs), to organize the integrated academic support services under Student Services, and to develop administrative departments that allow for the most effective use of resources and personnel. Because the college recognizes the importance of helping under-prepared and unprepared students become college ready in one year and then enter one of pathways, the college is exploring the idea of developing a Basic Skills/Development Education Division. To ensure that the institution functions effectively and meets its accreditation and assessment mandates, the college plans to expand the Office of Institutional Effectiveness.

Current Academic Divisions

The organization into academic divisions will help facilitate integrated strategic planning as academic disciplines coordinate with departments and divisions to maximize and leverage resources as they set discipline and even course specific targets for student success and continuously monitor and evaluate which strategies are most effective in achieving goals and which need adjustment. The Program Review process being implemented in 2015-16 will assist all areas of the college in integrated/ coordinated planning by putting all divisions as well as non-instructional areas on the same five-year cycle of comprehensive planning followed by annual updates to help the college address the challenges posed by fragmentation.

Division of Languages, Humanities and Social Sciences (LHSS)

Mission

Based on a learner-centered philosophy, the Division of Languages, Humanities and Social Sciences develops critical thinking, reading, writing, and communication skills; cultivates literacy across the curriculum and at every level of competence; fosters critical engagement with cultural, political,

economic, psychological, and sociological ideas and theoretical underpinnings; inspires global awareness; and nurtures self-development and intellectual curiosity. To encourage student success, the Division of Languages, Humanities and Social Sciences integrates with student support services and co-curricular activities. The Division of Languages, Humanities and Social Sciences empowers students as they work towards individual achievement, certificate and transfer goals, and life-long learning.

Vision

The Division of Languages, Humanities and Social Sciences aspires to reenergize its commitment to teaching excellence by promoting rigorous, engaging course work and programs of study that encourage students to develop cultural literacy and global citizenship, to understand and value diverse cultural perspectives, and to develop the skills to think and communicate flexibly and creatively in a rapidly-changing world. The Division aims to increase the numbers of students successfully completing Preparatory and Transfer Pathways through its student-centered course offerings and by providing resources which nurture persistence, resiliency, engagement, and equitable outcomes for all students.

Values

- ***Teaching Excellence and Innovation***
  We strive to provide the highest quality educational environment by embracing a culture of excellence motivated by a desire for continual improvement. We encourage continual assessments of our courses and our programs, and we encourage innovation and creative problem solving to make improvements based upon these assessments.
- ***Collaboration***
  We support active, transparent communication and participation based on trust, openness, consistency, research, and respect in the decision-making process.
- ***Inclusiveness and Diversity***
  We value diversity and recognize the contributions of all individuals. We support the free and open exchange of thoughts and ideas in an environment that embraces mutual respect and civility.
- ***Collegiality***
  We encourage students, faculty, staff, and administrators to work together to solve problems by listening to one another, by speaking honestly, and by demonstrating ethical behavior and responsibility for the good of the college.
- ***Community***
  We build a vibrant community of learners by offering opportunities for mentorship, faculty advising, and cohort-based learning, and we strive to integrate all of our learning activities Academic Support Services, Academic Counseling Services, Disability Resource Center services, Veterans services, Academics, and the student organizations of ASRCC.
- ***Equity***
  We strive to ensure equitable opportunities and learning outcomes for our students and for our community.

Division of Math, Science, and Kinesiology (STEM)

Mission

Based on a learner-centered philosophy, the Division of Math, Science, and Kinesiology, provides excellence in teaching and learning to a diverse student population, develops critical thinking skills and fosters scientific inquiry, promotes community and global awareness, and inspires all students in a rigorous, high quality, post secondary education in lower division courses in mathematics, science, and

kinesiology. The Division integrates student support services and co-curricular activities with the academic program to enhance student retention, persistence and successful completion of courses. The Division empowers students as they work toward individual achievement, certificate and degree attainment, transfer, professional programs, and life-long learning.

Values

Teaching Excellence and Innovation

The division embraces the college's tradition of teaching excellence, incorporating technology and innovation to support the highest standards of education in the sciences. It strives to ensure teaching excellence through a culture of continual assessment and improvement of our courses and programs, and encourages creative and innovative ways to enhance teaching and scientific inquiry.

Collaboration

The division values and supports transparency, honesty, openness, and active participation by all individuals in the decision-making process. Decisions are data-driven and are supported by scholarly research. This collaborative process is not only core to the discussions in the division, but also is core to the collaborative efforts with K-12 and four-year university educational partners, business and industry partners, and with staff and students.

Collegiality

The division values and encourages participation of all constituencies – faculty, staff, students and administrators – and work together toward a common goal. It respects the differences in perspectives, listens mindfully and thoughtfully to others, exhibits professional behaviors, and makes decisions for the good of the division and in the best interest for the college.

Inclusiveness and Diversity

The division embraces and celebrates diversity, and respects the viewpoints and contributions of all individuals. It supports and promotes the free exchange of ideas and ideologies that benefit and contributes to local and global awareness and appreciation of diversity.

Community

The division values and respects the importance of building a community in support of students. The integration of the academic programs with student support services helps to scaffold the student and to provide a vibrant learning experience, along with the student support necessary for successful completion. The integration of academic counselors, faculty advisors, educational advisosr, and the resources from the Disabled Resource Center, the Veterans, Center, the Engagement Centers, and Student Activities provide an excellent teaching and learning environment for student success and completion.

Stewardship of Resources

The division values the importance of resources, whether it be financial resources, physical resources, environmental resources, or human resources, and seeks strategies to maximize the use and care the resource, and be mindful and cognizant of the significance and importance of each to the holistic work of the division and college.

Equity

The division seeks to ensure equitable opportunities and learning outcomes for all student, to be mindful of the equity gaps among students, and to be innovative and creative in strategies to reduce those gaps and strive to ensure equity amongst the various student populations in the division.

Vision

The Division of Math, Science, and Kinesiology envisions itself as being a premier STEM (Science, Technology, Engineering and Math) program that provides high quality and innovative academic coursework and programs of study; nurtures and inspires scientific inquiry and critical thinking through project-based learning; supports and promotes preparatory and transfer academic pathways that direct students toward successful completion of their educational goals, including degree attainment and transfer, in shortened time (1 year preparatory; 2 year transfer); integrates student support services and resources that empower students through self-development, student engagement, and personal resiliency; and transfers to a four-year transfer institution or professional program.

Transfer and STEM

The nation's future economic prosperity is closely linked with student success in the STEM fields. To meet the need of a knowledgeable workforce, youth need to be equipped with the knowledge and skills to solve tough problems, gather and evaluate evidence and make sense of information. These are the types of skills that students learn by studying science, technology, engineering and math, hence the renewed and reinvigorated efforts in promoting STEM education in K-12, and post-secondary education, as well. Yet today few American students pursue expertise in STEM fields, and the country has an inadequate pipeline of teachers skilled in those subjects.

The U.S. Bureau of Labor Statistics projects that during the period 2010-2020, employment in STEM occupations will grow by 18.7%, compared to 14.3% for all occupations. Approximately 59% of the projected increase in STEM jobs is in computer/mathematical scientist occupations. These occupations also have the largest growth rate (23.1%). Biological/agricultural/environmental life scientists and social scientists/psychologists have the nest highest projected growth rates 20.4% and 18.5% respectively. The projected growth rates for engineers (10.6%) and physical scientists (12.7%) are somewhat lower than the rate for all occupations. Health care practitioners and technicians, a non-STEM occupational category that contains significant number of STEM-trained people is projected to grow by 25.9%.

Data and Findings

Science and Engineering Indicators reports that the community college plays a pivotal role for many students whose focus is in STEM Education. Specifically:

1. For every year from 2000 to 2012, the more than 1000 community colleges enrolled more than 4 out of 10 undergraduate students.
2. Nationally, 23 % of CC students transfer to a four- year college/university.
3. Graduates in physical sciences, engineering, and computer/mathematic sciences are less likely to have attended community college than are graduates in biological/agricultural/environmental life sciences and social sciences/psychology.

Large numbers of students at community colleges major in health sciences, health technologies, engineering technologies, and other technologies. Although the National Science Foundation considers these fields to be "STEM-related" rather than STEM, and does not include STEM-related degrees in the STEM data, majors in these fields require a substantial load of STEM courses in the biological sciences, engineering mathematics/statistics, and/or computer sciences. Health Sciences/Technologies is the most prominent area among the STEM –related areas and the growth in the number of degrees earning in Health Sciences/technologies has far outpaced the growth in the number of STEM degrees awarded in the last decade.

Future of STEM Education

To meet these national needs, the Federal Committee on STEM Education (CoSTEM) comprised of 13 agencies, including the Department of Education, seeks to increase federal investments in 5 areas:

1) Improving STEM instruction in preschool through 12th grade;
2) Increasing and sustaining public and youth engagement with STEM;
3) Improving the STEM experience for undergraduate students;
4) Better serving groups historically underrepresented in STEM fields; and
5) Designing graduate education for tomorrows STEM workforce.

Moreover, the advocacy group seeks to incorporate enhanced use of technology in the classroom, to personalize learning through project-based learning, and to incorporate innovations that enhance student success.

In an effort to respond to the state and federal call to increase STEM education to meet ever growing needs, the Vision and Long Range Plans of the Division of Math, Science & Kinesiology at RCC plan to increase enrollment in the STEM areas by about 3% annually by employing strategies that include the following:

Broaden the Pipeline: Expand the capacity and diversity of the STEM workforce pipeline and prepare more students for the best jobs of the future by working to regain achievement in the STEM fields for all K-12 students, particularly for girls, low-income students, students of color and English Language Learners. The RCC Early College High School Program goal will address this objective.

Focus on Workforce: Work with business and industry leaders to identify key workforce issues and use the Department of Education to help elevate the understanding that STEM education is not limited to only math and science but also embraces engineering, technology and computer sciences. Through its 5-year strategic plan, the division will expand its areas of instruction in Engineering and Computer Science.

Prepare the Educators: Better prepare teachers to that they are ready to meet the challenges of teaching in the STEM classroom, especially at the elementary and middle school levels, and to ensure that these teachers receive quality professional development, support, and the necessary resources to teach effectively at all levels.

A professional pathway leading to the training of the STEM teachers is a subject of discussion between RCC, Early Childhood Education; the Division of Math, Science, and Kinesiology and University of California, Riverside's Graduate School of Education and the College of Natural Arts and Sciences.

Incorporate Innovation: Embrace emerging trends and best practices in STEM education—such as hands-on STEM competitions, integration of informal learning with classroom strategies, state of the art educational technologies, and project-based learning. The introduction of research projects in the STEM transfer pathways and the organization of STEM summer bridge programs are planned to address this objective.

Promote Partnerships: Collaborate with stakeholders to promote public-private partnerships, incentives and effective business and industry engagement strategies in STEM education. The ongoing discussion to strengthen the partnership between RCC, UCR, CSUSB and Cal Poly Pomona will be expanded to include biotechnology, chemical and pharmaceutical industries in the region.

Increase Federal funding: Funding for the STEM-related programs in the Every Student Succeeds Act and sustained investments in STEM-related educational research and innovation at the National Science Foundation will provide RCC the opportunity to seek grants that will enhance innovation in the STEM program.

CTE

Mission

Career and Technical Education empowers students to be successful citizens, workers, and leaders in a global economy.

Vision

CTE is committed to offering rigorous academic and industry specific knowledge and skills to help prepare students for high skill, high wage and/or high demand careers.

Guiding Principles

Inclusion- provide all students with full access to high quality offerings in career and technical education.

Preparation for Success- prepare students to master the necessary technical, academic and employability skills to make the transition to employment and/ or transfer to the university.

Counseling & Advisement- provide clear sequenced pathways for students to follow via the delivery of counseling services.

Innovation & Creativity-provide students with a learning environment that fosters creativity and innovation and responds to emerging trends and fields of study.

Workforce Readiness- offer students opportunities for mentorship, internships, portfolio development and employment via industry partnerships and collaboration.

RCC School of Nursing

Mission

The RCC School of Nursing provides excellence in education to a diverse student population to meet the healthcare needs of our community members by engaging in professional nursing practice.

Vision
The RCC School of Nursing is committed to advancing the art and science of nursing by empowering graduates to value scholarship, lifelong learning, and leadership in a dynamic healthcare environment.

Values
The School of Nursing embraces the values of RCCD and the National League for Nursing (NLN).

- **Tradition of Excellence:** The School of Nursing embraces a rich tradition of excellence, innovation, and technology; it upholds and provides the highest standard of education to students and community members, and it is committed to build the future on the foundation of the past.
- **Passion for Learning:** The School of Nursing espouses a student-centered approach to interactive learning. The faculty supports knowledge acquisition through incorporating evidence-based nursing research and practice. Student self-efficacy is supported through self-regulated learning and reinforced by faculty guidance. The faculty instills a passion for learning in students by fostering the application of scientific knowledge through use of the nursing process which results in sound clinical judgment and critical thinking. The faculty values a learning environment in which nursing faculty, staff, and students find enrichment in their work and achievements.
- **Respect for Collegiality:** The School of Nursing values the contributions of all students, faculty members, college, and community partners as it strives for collegial dialogue and collaborative decision-making.
- **Appreciation of Diversity:** The School of Nursing promotes inclusiveness, openness, and respect for differing viewpoints. A culture of diversity embraces acceptance and respect. Diversity involves understanding ourselves and others, moving beyond simple tolerance, and celebrating the richness of each individual.
- **Dedication to Integrity:** Integrity and honesty in action and word are promoted, expected, and practiced.
- **Commitment to Caring:** The School of Nursing supports a culture of caring, based on mutual respect, embraced by faculty and students and reflected in the community served. The faculty serves as one of many support systems available for students in their pursuit of academic achievement.
- **Commitment to Accountability:** The School of Nursing is accountable to its profession, college, students, and community for vigilantly maintaining the highest standards of instruction and nursing practice to meet student learning outcomes.
- **Commitment to the Nursing Metaparadigm:** The curriculum considers the four major metaparadigm concepts—including the nurse, health, environment, and patient, which are integrated into the student learning outcomes.

RCC SCHOOL OF NURSING GOALS

Goal 1: <u>Commitment to a diverse student population</u>:
Provide a learner-centered environment that enhances students' ability to become competent practitioners in a vibrant healthcare arena.

Goal 2: <u>Commitment to community healthcare needs</u>:
Offer affordable student-centered curricula that facilitates professional career path advancement to meet the needs of our community.

Goal 3: <u>Commitment to leadership in nursing education</u>:
Be recognized for excellence, at the forefront of nursing education, with dynamic curricula, evidence-based practice, technology, and innovation.

Goal 4: <u>Commitment to an empowered, highly qualified nursing faculty</u>:
Promote the continuous development of faculty as educators, scholars, and leaders.

Counseling, Library, Academic Support

1.1 Mission Statement

The Library and Learning Resources (referred to hereupon as Library), Academic Support, and Counseling departments (CLAS), working in their specific way but jointly in one division, will implement logical approaches to deliver integrated comprehensive support services to students and optimize their contribution to the success of students in the three major pathways via a coherent series of concerted tailored efforts.

1.2 Keys to Short and Long Term Success

- Map current and possible intersections between division departments services;
- Create open and ongoing flows of communication between all members of the departments;
- Identify complementarity, redundancy, gap and streamline practices;
- Engage stakeholders in all departments in rethinking their efforts in terms of the College Strategic Goals;
- Start and foster an ongoing conversation about remedies to the failures identified in the Strategic Plan (RCC Strategic Plan 2015-2020, 9):
    - Address directly the issues impacting student success and completion,
    - Link specific strategies at the instructional level,
    - Use measurable outcomes to assess progress towards improving student success;
- Approach challenges in terms of a global perspective and potential synergies to be created among the department within the new division;
- Create a culture of interest for each other's responsibilities, challenges and opportunities; further mutual respect; and foster a growth mindset to facilitate and increase seamless collaboration;
- Found principles on previous work, efforts, and initiatives to ensure buy-in and long term commitment;
- Initiate a shift from the 'roll-over / more of the same discrete activities' paradigm to a consensual synthetic and intentional use of structures and resources;
- Set SMART goals, realistic timelines, and widely agreed upon benchmarks; and
- Secure expressed support from President to ensure sustainable faculty cooperation and participation as needed.

Basic Skills/ Developmental Education

Vision:

Create a division of basic skills/ developmental education that creates integrated planning and support services as students strive to complete college readiness preparation in one year. By linking efforts across disciplines in basic skills (Math, English, Reading, ESL, Guidance) and by providing the

integrated academic support necessary for basic skills students to succeed, the college will avoid fragmentation and duplication of efforts and will be better able to maximize and leverage resources to support students' completion in one year.

College Athletics

Vision

The Athletics Department at Riverside City College provides student-athletes a comprehensive program that promotes student success, individual achievement, and lifelong learning. The Athletics Department meets the needs of a diverse student-athlete population, encourages and supports academic success, and assists student-athletes in meeting their academic and athletic goals. The Athletics Department prepares student-athletes with the concepts and skills needed to develop and maintain lifetime fitness and wellness and the techniques needed to ensure student success during the pursuit of their educational goals.

An ongoing goal within the Athletics Department is to aid in the matriculation and transfer of the college's student-athletes. Athletics provides a pathway to higher education. Moreover, the college's exposure and support within the community is tremendous, and the program embraces the community and has formed many partnerships with area organizations and businesses. RCC's athletic programs create tremendous community involvement, interest and support; increase student enrollment; and support the college's pursuit and support of student success.

The success of Riverside City College's Athletics programs depends on the people ultimately responsible for the student-athletes, the coaches and support staff. Over the last several years, several coaching positions have migrated from faculty coach to professional expert positions, both at the head coach and at the assistant coach level. The current make-up of the coaching staff is mixed and has become this way in an ad-hoc rather than planned fashion. Here again, planning is key. Over the life of this plan, the college will plan for the future of the coaching staff, ensuring both the integrity of the Athletics programs and Kinesiology department and the well-being—academically as well as athletically—of the student athletes, and will do so in a way that ensures consistency, fairness, and compliance with the provisions of the District's collective bargaining agreement and principles of work-load equity.

Coil School for the Arts

Vision

The Coil School for the Arts will stand as a lighthouse institution for the region – attracting extraordinary faculty, talented students, industry leaders, and community supporters. CSA students will be in high demand by upper division schools and universities, industry, and professional companies. Partnerships, as demonstrated in the current partnership with RUSD, and other partnerships will be formed with Riverside County Department of Education, Unified School Districts, RCCD, UCR and other colleges and universities, to develop integrated and articulated curricula that provide students with seamless Pathways through high school, and all the way to and through universities and colleges. Partnerships with arts and entertainment companies will be developed and promoted to strengthen the demand for graduates and enhance economic development in the Inland Empire region.

Mission

The mission of the Coil School for the Arts (CSA) is to provide students authentic, integrated, innovative, and industry-relevant training that will allow students to pursue their own artistic endeavors and to utilize artistic means to raise awareness of social justice and civil liberties in our culturally diverse community. The broad scope of the curriculum integrating academic, arts and technology courses infuses educational experiences leading to the most advanced levels of artistic, technical, aesthetic, and reflective skills needed to be creative in a knowledge and career-based economy.

Program

CSA is composed of five departments including:

1) Music with sub-specialties including, but not limited to Chamber Singers; Wind Ensemble; Jazz Ensemble; Guitar Ensemble, Marching Tigers; and Symphony Orchestra;
2) Dance with subspecialties including, but not limited to Performing Art in Dance; and Choreography;
3) Theater with sub-specialties including, but not limited to Acting; Musical Theater; Technical Theater; and script development;
4) Fine Arts with sub-specialties including, but not limited to Painting; Ceramics; and Sculpture; and
5) Film Television and Video department.

The new CSA facility will play a vital role in providing vital artistic outreach services to the community as well as serve as a vital training facility by allowing students to perform with professionals in the field.

The vision, mission, and program statements represent a framework for future planning for the Division of Fine and Performing Arts and the Coil School of the Arts.

Furthermore, “industry standards” developed from the National Association of Schools of Music, National Association of Art and Design, National Association of Schools of Theatre, and the National Association of Schools of Dance will assist in the development of future program reviews and strategic planning. This includes further development of the purpose, size and scope of the programs and departments, as well as planning for financial, physical, technological, and human resources. Plans will also be developed that strengthen and establish area Pathways for student success and community engagement for the school of the Arts.

Culinary

Vision

The Riverside City College Culinary Academy provides students with an outstanding foundation for a career in culinary arts by utilizing in-depth academic training and practical hands-on experience in an intensive program to prepare, empower, and instill students with professional and practical skills necessary in many phases of the food service industry. As the culinary program makes its way to its new home downtown it is the intension of the staff and faculty to maintain its high standards while it looks to the future on the foundation of the past. This involves expanding the program in order to accommodate the needs of our future students the district and the community.

In order to achieve this vision, the faculty needs to recommend additional courses and programs, which will eventually expand to a full hospitality management associate degree program. To begin with Culinary can offer courses that already exist that provide concentrated areas of study that are not required to graduate from the culinary arts certificate program. These courses include studies in baking, garde manger, wine and food pairing, international cuisine and the art of classical and contemporary sauce making. Other courses that can be offered include one in Catering and in Culinology®, as defined by the RCA, is the blending of the culinary arts and the science of food.

In addition, certificate programs can be offered to accommodate a specific segment like baking and pastry. Baking and Pastry has become a popular and necessary segment of our industry. Another certificate program that can be considered is an evening program in culinary arts.

Hospitality Management

Many of the preliminary courses already mentioned and are within the current program will lead to an articulation agreement with Cal Poly Pomona. From there our students can complete their goal in achieving a bachelor's degree in Hospitality Management. In order to implement the portion of culinary arts vision, the program anticipates needing more than $500,000 in funds.

Program:

The new, state of the art culinary facility located in downtown Riverside will house four kitchens (including a multi-media rich demonstration kitchen), a dining area, multi-purpose classrooms/board room with media integration for presentations and other uses, offices and conference rooms and a rooftop pavilion for assembly, dining or other uses. The new location and facility brings new vitality to the existing academic program and will provide greater exposure within the business community located downtown. Likewise, the new location will allow students participating in the program to be closer to the main campus and in turn have better access to support services, other peers and additional classes at the college.

Facility:

The Culinary Arts new facility will house district offices on the second and third floors. While it supports the consolidated district operations with shared facilities and services, it poses a unique challenge with respect to the ongoing maintenance of the building and the costs associated with it. For example, will the college or the district be responsible for the utilities and custodial costs? Will they be shared? It will be important to keep the integrity of the academic program intact despite any community or district expectation that might exist pertaining to the hours of operation or type of services provided by the academy.

Programs, Clubs, Activities

As part of a commitment to a culture of engagement and a positive qualitative experience for students at RCC, the college supports and encourages students to participate in activities that lead to civic and personal responsibility. These activities support equity, retention, and success goals in many ways. (See appendix B).

The vision for this plan is to continue to support the rich array of clubs, programs, and activities offered by the college and further enhance them by connecting them—where applicable—to Pathways and by

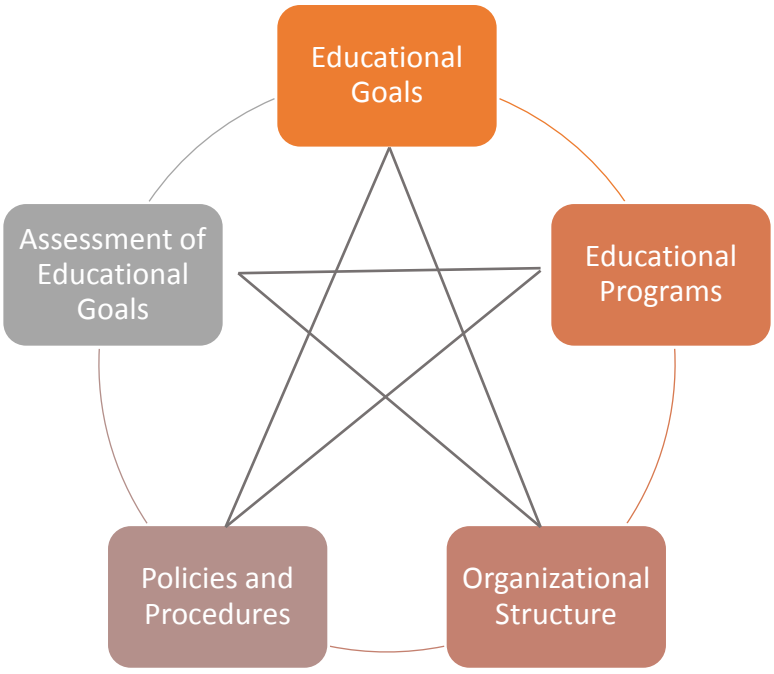
creating student engagement centers based on program of study/ area of interest. The college will support student professional organizations connected with the Pathways.

RCC's Institutional Effectiveness Infrastructure

Institutional Effectiveness, a broad term referring to a wide variety of functions, outlines a construct or model for the college to monitor the efficiency and integrity of all its activities. These functions include using data to inform decision making, regularly and rigorously assess student learning to improve student success, and evaluate the processes, systems, and structures the college uses to ensure effective and efficient use of its resources and the quality of its instructional programs. The ACCJC Standard I currently includes three primary areas of focus: the Mission, Assuring Academic Quality and Institutional Effectives, and Institutional Integrity. The Institutional Effectiveness Leadership Council—supported by the Office of Institutional Effectiveness, the Assessment Committee, and the Program Review Committee, and the Metrics and Methods Committee—has the responsibility to ensure that the college has ongoing and sustained improvement in all the areas identified in ACCJS Standard I

Historically, data analysis has been a primary function of Institutional Effectiveness and the office responsible for this role was traditionally called Institutional Research. As higher education organizations — and accreditation and federal reporting requirements—have evolved, the Institutional Research function has been partnered with planning, program review, academic assessment, and process evaluation and improvement. This expanded function creates a more robust and integrated construct to support student learning and success. As indicated above, the college plans to support this integration perhaps by adding a Vice President of Institutional Effectiveness and by expanding the Office of Institutional Effectiveness.

As the functions of Institutional Effectiveness have become more complex, several different models have been offered to help define and document the organizational roles supported by Institutional Effectiveness. L. Dee Fink provides a conceptual framework of Institutional Effectiveness (Fink, 1997). The framework includes clear and measurable educational goals to provide the vision for the organization, supported by assessment, policies and procedures, structures, and programs.



At a strategic level, the Office of

Institutional Effectiveness works with the strategic planning leadership councils and instructional, administrative, and student services units to establish well-defined policies, procedures, and processes that advance the strategic plan and support the college's educational goals. Operationally, Institutional Effectiveness helps the organization monitor, evaluate, and assess its progress by providing contextualized data support as well as supporting academic assessment.

The Office of the Vice-President of Institutional Effectiveness integrates and coordinates the work of those parts of the college community who share responsibility for Institutional Effectiveness through their charges:

- The Office of Institutional Effectiveness (OIE) plays the lead role in producing and using quantitative data. It also supports Institutional Effectiveness Leadership Council by providing data, projections, and research.
- The Institutional Effectiveness Leadership Council (IE-LC) promotes increased efficiency, effectiveness, accountability, and transparency through the revision and monitoring of processes, including Program Review. It also works to improve communication across the college so that the institution has a shared understanding if its strengths and weaknesses and sets appropriate policies in compliance with ACCJC Standard I.
    - The program review cycle will provide a framework in which programs and disciplines, Student Services, and Administrative Services can have substantive conversations about not just individual courses as they update curriculum, but conversations about program learning outcomes, about curriculum design/ structure and sequencing. These are conversations that go beyond revising student learning outcomes for a particular course but involve more holistic discussions about how to get students not just through a course, but through a program and successfully meet their educational goals.
- The Riverside Assessment Committee (RAC) supports instructional and non-instructional assessment at the course, program, and institutional levels. The RAC works closely with the IE-LC to incorporate on-going assessment into the five-year program-review and planning process.
- The Educational Planning Oversight Committee provides guidance and leadership for the mid-term and long-term vision and educational goals of the college and coordinates, documents, and reports on the college activities to meet the accreditation standards and eligibility requirements.

Operationally, the Office of Institutional Effectiveness will continue to support on-going assessment to improve student success, access, and organizational effectiveness and efficiency. It uses both quantitative and qualitative methods to assess instructional and non-instructional efforts. The OIE plays a foundational role in encouraging and supporting the use of metrics to support assessment and decision making at all levels of the organization. To be most effective and useful, the OIE provides data with training and support on how to use the data meaningfully. This training and support allows the college community to use data in a way that informs decision making and that allows them to develop meaningful strategies to address improve student success and completion.

Working with the Educational Planning Oversight Committee, the OIE and the IE-LC will help the college to set strategic planning goals and to create, update, and revise the Strategic Plan. The OIE will provide on-going support by reporting on progress the college makes to achieve Key Performance Indicators (KPI's). These KPI's help the organization track progress by monitoring the operational initiatives tied to all the Strategic Planning Goals (Student Success, Student Access, Institutional

Effectiveness, Resource and Learning Environment Development, and Community Engagement). See the College's Strategic Plan Report for specifics regarding these goals, targets, and KPI's.

The Office of Institutional Effectiveness provides support to college and state-wide initiatives, including the College Success Scorecard and the Student Equity Plan. The Student Equity Plan—monitored, evaluated, and assesses each year--is revised every five years and includes substantial detail about student access and success by many different student characteristics, including gender, race/ethnicity, socio-economic status, disability, and veteran status. Institutional Effectiveness provides the data which informs the conversations about where the college is making progress with respect to equity and where the college's efforts might be re-focused.

Mapping Statewide Initiatives:
California Community Colleges Student Success Framework

As college and district needs and accreditation, state, and federal reporting requirements continue to evolve, the responsibilities of the different organizational structures supporting Institutional Effectiveness may need to change. However, one fundamental principle will remain unchanged: the organizations supporting Institutional Effectiveness will systematically and substantially support data-driven decision making focused on helping students meet their educational goals.

Reference

Fink, L. D. (1997) *Creating Significant Learning Experiences*. San Francisco, CA. Jossey-Bass.

Resources: Sustainable Development

Resources include financial, human, technological, facilities resources as well as the resources of the college's academic and student services programs. The Educational Master Plan drives the allocation of resources at the college. Resource plans must be evaluated in light of how they integrate with and support college initiatives and programs outlined in the Educational Master Plan and in the strategic plans that implement the master plan. Allocation of resources to new programs must be evaluated in light of how such programs contribute to student needs, student success and completion, and existing college programs supporting these goals. Ultimately, the direction of growth or reduction in course offerings and academic programs will not only be dependent on the availability of resources, but will be directed by student success as the key strategic goal of the college.

Over the long term, the college needs to look beyond apportionment for additional resource streams, developing an active resource generation strategy.

The key strategies the college will pursue over the life of this plan include actively pursuing grant opportunities, increasing the number of international students (which will also necessitate a revitalization of the ESL program), rental of college facilities, and green energy saving initiatives. Leveraging state

monies that become available for green or water conservation projects will help the college become a model for sustainability in the community and will in the long term, will result in cost-savings that can be

re-invested in academic programs and initiatives. The college will continue to aggressively pursue grants to fund initiatives designed to improve student completion and success and will also work to find ways to institutionalize the most successful of these strategies/ services supported by these grants beyond the funding period of the grant itself. The Grants Advisory Board will assist in the pursuit of, application for, and implementation of these grants.

Integrated Planning for the Allocation of Resources

Vision

The Business Services Office will facilitate informed decision making with campus constituents regarding institutional resources in order to maintain financial strength, capacity and viability for our current and future students.

Goals

Riverside City College's Financial Plan provides the College with information to use its financial resources to achieve its mission, to improve academic quality, to support and sustain student learning programs and services, and to improve institutional effectiveness. The plan includes actual historical data for Fiscal Years 2012-13 through 2014-15, budgeted data for Fiscal Year 2015-16 and projections for Fiscal Years 2016-17 through 2019-2020. In addition, this plan contains data most pertinent to the decision making process, including aspects of the local, state and national economies that will influence resource availability and expenditure demands. Although the primary focus is the Unrestricted General Fund, (Fund 11) summary data for all funds is provided in numerous sections of this plan.

Riverside City College' Student Success Pathways Initiative (Appendix A), the centerpiece of the College's Educational Master Plan and strategic planning activity, and will drive resource allocations that support and enhance student success and completion. With the college strategic planning leadership councils assuming both strategic and operational responsibilities as part of their charge, this will allow for the development of realistic resource plans for improvement, and measure the relevance that disciplines and departments contribute to the College's strategic planning goals.

College wide comprehensive program review will drive the initiatives that support the pathways for student success and completion. The leadership councils will work to monitor, assess, and evaluate program planning documents, to prioritize requests, and to accept and integrate each college unit's planning activities into the college strategic planning process. The results of program review will meaningfully inform institutional planning, resource allocation, and decision making at the college.

It is important to note that the challenge of increased service demands and limited opportunities for new resources creates a clear incentive to examine institutional processes and priorities in order to meet the delivery of premier educational services. The college's approach to fiscal stability will need to be strategic in resource allocations and take into account the inherent volatility of the state's revenue structure and uncertainty about the future course of the economy. As a result the development of sustainable and varied resources must be pursued in an aggressive fashion to support the strategic goals of the college.

Learning Environment

Human Resources: Critical to sustaining a vibrant learning environment for students is the hiring of more full-time faculty to provide the instruction and advising necessary for student success. Over the life of this plan, the college will make significant advances (identified as measurable targets in human resources strategic planning documents) towards improving the 75:25 ratio of full- to part-time faculty.

Physical Environment: To support current initiatives designed to improve equitable student access, completion and success, the college will need to allocate resources to supporting students' learning environment. This includes student engagement centers to support the Pathways leveraging all existing and new facilities resources as well as outdoor spaces that can be used to facilitate student engagement. The vision of this plan is creating engagement centers for each of the Pathways and re-introducing the Tiger's Den as an informal space for engagement among all members of the college community.

Furthermore, the college needs to address the challenge of having support services scattered across the campus and often separate from the academic disciplines they serve. For example, English and Foreign Languages are both housed in the Quad, but the Writing and Reading Center is in MLK and the foreign language lab in the Digital Library. The vision is to plan facilities use and allocation to both accommodate anticipated growth and to make sure that academic support for courses in a particular discipline/division are housed with that discipline/ division—to centralize classes and academic support for divisions. This will require careful facilities planning, especially as the Quad already struggles to provide adequate space for all the courses in the Humanities and Social Sciences.

IT/AV: maintenance and regular upgrade of technology resources is essential to maintaining a vibrant and competitive learning environment.

Professional Development: Learning environment not just for students but for faculty, staff, too—so a culture of ongoing, continuous learning modeled in all parts of the college community is essential.

Community Engagement

Riverside City College (RCC) actively pursues and maintains partnerships with the community's academic organizations, fostering communication and collaboration to increase educational achievement at all levels. In addition, RCC works with local businesses to align educational programs to community job opportunities and provides programs and services to enrich the community.

Educational Partnerships

Riverside City College has a history of collaboration with the unified school districts in its service area, as evidenced by the Rubidoux Early College High School (RECHS) program. RECHS was established in fall 2006, as a partnership between the Jurupa Unified School District (JUSD) and the Riverside Community College District (RCCD) and was originally funded by a grant from the James Irvine Foundation. RECHS students begin their college coursework in their junior year and complete their high school diploma while earning college credit at the same time. In fall 2014, RCC has initiated efforts to

establish an Early College pilot program with Riverside Unified School District (RUSD). Pilot program areas include a Science, Technology, Engineering, and Mathematics (STEM Pathway), Law School Pathway, and Teacher Education Pathway. In winter 2015, RCC hosted a meeting with the superintendents and principals from JUSD, RUSD, and Alvord Unified School Districts (AUSD) to discuss additional ways in the high schools and RCC can collaborate to further student preparation, success and completion. Future planned meetings include counselor-to-counselor meetings and collaborations among discipline faculty to collaborate on content of both math and English courses between the high school and RCC.

Completion Counts, Riverside's partnership to raise college graduations rates by 2020, is another example of RCC's collaboration with the community. This citywide initiative is driven by:

City of Riverside City College

Riverside City College

Alvord Unified School District

Riverside Unified School District

Riverside County Office of Education

University of California Riverside City College

Greater Riverside Chambers of Commerce

Through Completion Counts, RCC provided a two-year completion guarantee for eligible graduates of Alvord and Riverside Unified School Districts from the graduating classes of 2012 and 2013. The Completion Counts efforts and experiences provided valuable information and best practices for RCC to develop the Pathways Initiative. This Initiative provides high school graduates the opportunity to complete pre-collegiate level courses in math and English in one year and to pursue one-year certificates and two-year contracts for students on various educational pathways to degrees and ultimately transfer or entry into the workforce. Moreover, RCC, RUSD, and AUSD continue to collaborate on curricular efforts in mathematics and English, offering courses developed jointly by AUSD, RUSD, and RCC faculty so that high school students can move seamlessly from high school to college courses in mathematics and English. Efforts are under way to expand this program to JUSD. In addition, the Inland Library Roundtable offers another venue for extending and deepening educational partnerships in the community.

Developing Early College programs with all RCC's feeder high schools and continuing to monitor, assess, and refine these collaborations will aid the college's efforts to streamline pathways from high school, through RCC, onto the completion of BA/BS degrees or employment, and into professional programs.

In summer 2015, RCC offered a Summer Bridge Program that provides incoming high school students with an in-depth orientation to college and opportunities through Jump Start and guaranteed enrollment in classes to advance from pre-college to college-level in mathematics and English, all efforts to accelerate remediation. Nearly 800 students enrolled in the math and English classes for the summer 2015 session. The college plans to rigorously assess the results of these programs and to adjust offerings on the basis of

such assessment as it continues to work to reduce the time for remediation through strategic use of summer and winter sessions for incoming students.

In fall, 2015, RCC, in collaboration with UCR and RUSD, were awarded a California Math and Science Partnership grant which will provide $1.6 million over three years to focus on K-6 math and science education. The focus of the grant is to enhance the teaching of science to elementary and middle school teachers, thereby improving the teaching and learning of science in the elementary and middle school students. Working with the four-year universities in seeking grant funding opportunities have supported greater collaboration between the four-year institutions that are in our geographic region and RCC, particularly with UCR and CSUSB. Improving student success and retention in STEM, in the Arts and Humanities, as well as enhancing student equity is the core focus of the various collaborative grants with our neighboring comprehensive and research universities.

Industry and Business Partnerships

A knowledgeable workforce is critical for a progressive global economy. RCC is cognizant of the federal and state initiatives to provide funding to community colleges in the support and training of the workforce of tomorrow. To that end, RCC has worked collaboratively with unified school districts, businesses and the Riverside Greater Chambers of Commerce to develop curricula to provide training in a variety of

In the area of Career and Technical Education (CTE), RCC has a myriad of outreach programs with the unified school districts. For example, in fall 2015, RCC will offer a welding course at Nueva Vista High School in JUSD. This course will provide a pathway for students into RCC's welding program. RCC's Automotive Technology program is working with the Corona-Norco Unified School District (CNUSD) to provide a pathway from high school into the automotive associate degree program. RCC's Automotive program is also partnering with other community college districts and the Riverside Transit Authority to establish an alternative fuels and green initiatives regional program.

Riverside City College is an active participant in the CTE Enhancement Funds Desert-Inland Empire Regional Consortium. In 2014, this Consortium received nearly 4 million dollars in one-time funds to develop, enhance, retool, and expand CTE offerings that build upon existing community college regional capacity to respond to regional labor market needs.

Riverside City College engages with various community businesses through its CTE Advisory Committee. The College also engages with various licensing entities in Cosmetology, Automotive, CISCO, and Welding.

Riverside City College is an active participant in the AB86- About Students Adult Education consortium. The consortium consists of members: Riverside City College, Moreno Valley College, Norco College, RCCD Economic Development, RUSD, AUSD, JUSD, CNUSD, Moreno Valley Unified School District, Val Verde Unified School District, and partners, Desert Regional Consortium, International Brotherhood of Electrical Workers, Department of Public Services, Workforce Investment Board, and Riverside County Office of Education. The Riverside Community College District About Students Consortium received $435, 294 for its planning phase. The Governor proposed an additional $500 million for the Adult Education Block Grant for 2015-2016. The AB86 legislative requirements and Consortium objectives address five program areas:

Elementary and secondary education basic skills

English as a Second Language and workforce preparation

Education programs for adults with disabilities

Short-term career technical education programs

Programs for apprentices

RCC will work to leverage these funds and partnerships to support college goals of reducing time for remediation and increasing completion/ success in Basic Skills and CTE.

Community Outreach

RCC serves the community in many other ways providing arts and athletics events attended by many community members. The athletic venues at RCC have served as the central location for city-wide events, as well. Moreover, the college hosts speakers, workshops, conferences and competitions of interest to the community. Community education courses are offered to meet the needs of the community members. Senior citizen education courses are offered at various locations throughout the year. RCC is the exemplar of a community's college.

Conclusion

The key themes of this Educational Master Plan are equitable access, completion, and success supported by sustainable development and stewardship of resources in order to maintain and further enhance a vibrant and engaged learning community. The college is committed to ongoing assessment, evaluation, and recalibration through an emphasis on dialogue and collaboration supported by data and a lean and effective institutional structure.

The cycles of strategic planning will allow the college a structured format in which to engage in data analysis to measure progress toward goals and determine adjustments and next steps to ensure sustained progress in improving student access, completion, and success.

Glossary of Terms

Throughout the Educational Master Plan, reference will be made to certain words or terms. The glossary that follows, though not fully complete, includes the definition of most of the key words or terms used throughout the Plan.

Accounting Methods:

DSCH - Daily student contact hours, a daily average of all credit and non-credit hours, Positive Attendance and Independent Studies.

Independent Study - All hybrids/online and Work Experience classes fall under this accounting method.

Positive Attendance – The actual hours of attendance accounting based on an actual count of enrolled students present at each class meeting, and applies to: a) Short Term Credit Courses scheduled to meet fewer than five days; b) Irregularly Scheduled Credit Courses that meet irregularly with respect to the number of days of the week and the number of hours the course meets on the scheduled days; c) Open Entry/Open Exit Courses, where students may enroll at varying times, progress at varying paces, and receive varying units of credit with or without regularly scheduled hours; d) In-service Training Courses, regardless of length, for police, fire, corrections and other criminal justice system occupations.

WSCH - Weekly student contact hours, a weekly average of all credit and non-credit hours including daily student contact hours (DSCH), Positive Attendance and Independent Studies.

Accreditation – "Accreditation is both a status and a process. As a status, accreditation provides public notification that an institution or program meets standards of quality set forth by a regional accrediting agency. As a process, accreditation reflects the fact that in achieving recognition by the accrediting agency, the institution or program is committed to self-study and external review by one's peers in seeking not only to meet standards but to continuously seek ways in which to enhance the quality of education and training provided." http://www.apa.org/support/education/accreditation/description.aspx#

Accreditation has two fundamental purposes:
1) To assure the quality of the institution, and
2) To encourage institutional improvement.
(http://www.accjc.org/faq_on_accreditation.htm)

RCC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), a part of the Western Association of Schools and Colleges (WASC). RCC accreditation information and documents can be found at http://www.rcc.edu/about/president/Accreditation/Pages/Accreditation.aspx

Action Plan – A way to translate strategies into actions by making them operational (i.e., putting them into action). RCC's action plans include strategic directions, planned activities, timelines, performance

indicators, benchmarks, resources, responsible leads, outcomes, and assessment of the outcomes to determine the effectiveness of the implementation and attainment of goals so that adjustments can be made when appropriate.

ADT – Associate Degree for Transfer. These degrees can be either AA or AS depending on the major. The list of current ADTs can be found in the college catalog under curricular patterns: http://www.rcc.edu/departments/Pages/College-Catalog.aspx

AOC – Assessment, Orientation, and Counseling that is required for all new students and dependent upon their educational goal and program of study.

Area of Emphasis (AOE) – In 2007, the State Chancellor's Office formally asserted that GE compilation degrees are out of compliance. In order to ensure compliance, disciplines across the Riverside Community College District collaborated to develop "areas of emphasis" that allow students to focus their study in a way that makes academic sense, but does not align with a specific major at a receiving institution. Students who intend to transfer to a bachelor's degree-granting institution can choose from one of eight areas of emphasis, as described in the graduation requirements of the College Catalog, to fulfill many lower division major requirements while taking additional transferable courses in closely related areas of study.

Budget Allocation Model (BAM) - This District model is the mechanism for allocating resources to the colleges based on district level planning outcomes, e.g. operating cost for new facilities; new faculty positions; enrollment efficiency and recognizes additional budget needed to support collective bargaining agreements and other contractual obligations.

Baseline Data – A set of data which serves as a basis for comparison with subsequently acquired data.

Benchmark – A standard against which performance can be measured or assessed. A benchmark may be a national or statewide standard; it may be based on internal prior years' data or performance of comparable institutions in areas that are critical to the attainment of RCC's goals and objectives.

Block Scheduling – a method of scheduling students in specific courses over multiple semesters. This method enrolls students in several courses per semester over several semesters with the goal of helping students understand a pathway for degree or certificate completion and also more easily allowing courses to be scheduled, planned, and filled.

Cal Grant Recipient -- A student who receives a Cal Grant (State need-based grant) during their first year of enrollment. While four-year colleges often have students with a "CAL A" grant, Community Colleges often only have "CAL B" grant recipients because the student is reserving the substantial portion of the CAL A for their subsequent enrollment.

CCSEQ – Community College Student Experience Questionnaire RCC administered this national survey in 2004 and 2006.

CCSFE – Community College Survey of Faculty Engagement. See CCSSE below.

CCSSE – Community College Survey of Student Engagement. RCC periodically administers this survey. It is combined with the Community College Survey of Faculty Engagement (CCSFE). The results of

these two surveys are used to inform faculty, administrators, staff, and students about behaviors and preferences of our students and faculty. The survey is managed by the University of Texas, Austin.
Chancellor-Approved Certificate – a certificate awarded after complete a number of units. Generally, state-approved certificates require at least 18 units. **(Would like to link survey reports/ results here—they aren't currently on the strategic planning website)**

C-ID - A supranumber, a faculty-driven system to assign numbers to significant transfer courses, and a response to needs of transfer partners and their transfer initiatives. Each C-ID number identifies a lower-division, transferable course commonly articulated between the California Community Colleges and universities (including Universities of California, the California State Universities, as well as with many of California's independent colleges and universities). While C-ID's focus is on courses that transfer, some disciplines may opt to develop descriptors for courses that may not transfer to UC or CSU.

Cohort — A specific group of students established for tracking purposes. These students share a start term and may also share other distinguishing characteristics (e.g. enrollment in a Completion Counts program, etc.). The initial cohort is the denominator for other outcomes calculations including persistence, completion, and graduation rates. By identifying students by cohort, we are able to compare these rates across different cohorts.

Committee – Groups whose charges tend to be primarily operational.

Common Core Curriculum – The district has committed to a common or single student contract across the district which enables our students to take classes at any of the three colleges in a seamless manner. This has also resulted in the sharing of curriculum and common course outlines of record for a substantial part of our curriculum; for example, English 1A, 1B, Math 35, 1A, 1B, His 7, Bus 10, Mus 19, etc. In other words, if more than one college "share" a course, they also share the same course outline of record ensuring that the course content and student learning outcomes for the course are the same at each college.

Comprehensive Program Review – Prior to 2015-2016, Comprehensive (Instructional) Program Review was part of RCCD's overall planning and institutional effectiveness process. The CIPR was a collaborative goal-setting and assessment process designed to assist faculty, staff, and administrators across the district with improving and refining student learning. Disciplines across the three colleges, departments, and interdisciplinary programs underwent program review every four years as part of a process that results in a comprehensive assessment of the disciplines' contributions to institutional effectiveness. Beginning in 2015-2016, RCC is implementing a revised program review process. This process includes disciplines, departments, and units for non-instructional as well as instructional organizations. The revised program review process is aligned with the College's five-year strategic planning cycle. During the first year of the process, each discipline, department, and unit will set goals with specific targets, aligned with the College's Strategic Planning goals. Each year the process will be assessed, evaluated, and revised as necessary as each discipline, department, and unit progresses through the five year strategic plan. Importantly, fiscal planning is being included as part of the revised process.

Counselors – faculty who work with students to develop Student Educational Plans (SEP's), provide academic guidance, and facilitate students' understanding of the responsibilities of college.

Council – Groups whose charges tend to be primarily strategic.

CTE – Career & Technical Education

CurricuNet – web-based software used to record curriculum information including course descriptions, Student Learning Outcomes, etc. In order to be considered an official course or SLO, the information must be current and approved as in CurricuNet.

Direct Assessment – This method of assessment uses evidence of student learning to facilitate conversations about student success.

District - Riverside Community College District.

District Strategic Plan – Provides long term direction for advancing the mission of the District. Can be found at
http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/StrategicPlanning.aspx

District Strategic Themes – RCCD's strategic themes are Student Access, Student Success, Service to the Community, Organizational and Professional Development, Financial Resource Development, and System Effectiveness. The College goals are aligned to the District Themes.

Educational & Facilities Master Plans – Comprehensive plans for the College developed using broad-based input from all constituencies, including educational master planning, facilities planning, financial planning and projections. These plans have been developed to provide guidelines and parameters for the implementation of programs and activities relating to the future of the College. The goal of the Master Plans is to assist the College in projecting the educational programs, support services and facilities that will be needed through the year 2024. RCC's Educational and Facilities Master Plans can be found at http://www.rcc.edu/riverside/files/RiversideMP.pdf (They are also on the Accreditation website.)

Effective Service Area or Service Area - A geographical area that defines the service population for the institution. Riverside City College has defined the effective service area as the geographical area that encompasses the six feeder unified school districts (USD): Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside, and Val Verde. This service area represents the boundaries of voters approving funds for Measure C, a 2004 successful bond measure, from which the Riverside City College has benefited. For some Office of Institutional Research external scan reports, RCC's service area may also be defined as Riverside County or Riverside and San Bernardino County. Most often this is because data such as demographic projections or labor market and job projections cannot be based on the service areas defined by school districts, but instead must be based on a geographic region as developed by the agency reporting demographics or labor market information.

Efficiency vs. Effectiveness – Efficiency is a measurement of quantity – how many FTES, how many WSCH, etc. Effectiveness is a measurement of quality. A process can be efficient but not effective (a life-preserver made of concrete—made efficiently using minimal resources but not something that would be effective at preventing drowning). A process can be effective but not efficient (a class of only five students taught be a full-time instruction. They all passed but the "cost" of the course is very high).

ESL – English as a Second Language

External Scan
http://www.rcc.edu/about/institutionalresearch/Documents/report/RCC%20External%20Scan%20Summary.pdf

First Generation -- This characteristic is collected and recorded at time of admissions. It is self-defined by the student. First Generation students are those who are in the first generation of their families to attend college. If a student has an older sibling or cousin who is attending college already, they are still considered first generation.

FTEF - Full-time equivalent faculty

FTES - Full-time equivalent students

General Education Learning Outcome (GESLO) -- General Education assessment measures the skills and knowledge the College expects students to demonstrate upon completion of an A.A. or A.S. degree. The Academic Senate empowers the Riverside Assessment Committee to direct the assessment process of these GESLO's. Recommendations are brought to the Academic Senate for approval. GESLO's are set by each College.

Goals –The College has set Strategic Planning Goals promote student success and institutional effectiveness through the 2015-2020 Strategic Planning period. These goals are what the College needs to achieve to ensure its success and the success of its students.

RCC's Strategic Planning Goals are:
Student Success
Student Access
Institutional Effectiveness
Resource and Learning Environment Development
Community Engagement

GPA - Grade point average of a credit enrolled student – a mark ranging from 0.00 to 4.00 that determines the cumulative grade ranking of student taking multiple courses.

Hybrid - Any time a face to face seat time for one class is replaced by an online environment. Note that the definition for hybrid may be different for measuring other institutional standards.

Institutional Effectiveness Leadership Council (IE-LC) - One of RCC's four Leadership Councils: Institutional Effectiveness Leadership Councils.

Institutional Effectiveness Partnership Initiative (IEPI) - The Institutional Effectiveness Partnership Initiative (IEPI) is a collaborative effort to help advance the institutional effectiveness of California Community Colleges and, in the process, significantly reduce the number of accreditation sanctions and audit issues. Most importantly, IEPI will enhance the system's ability to effectively serve students. An important focus of the grant is to draw on the exceptional expertise and innovation from within the system in advancing best practices and avoiding potential pitfalls. This initiative began in summer, 2015. More information can be found at http://www3.canyons.edu/Offices/IEPI/index.html

Institutional Learning Outcome (ILO) - Institution-level assessment is assessment of Institution Learning Outcomes. These outcomes are set by each College. For RCC, the Strategic Planning Goals are also the College's ILO's.

Instructional Program Review – *This is the definition prior to Fall 2014. See Program Review entry for UPDATED Definition* -- Instructional Program review consists of the two parts below and the intrinsic purpose of this review process is to help instructional units clarify and achieve their goals and to align those goals with strategic planning.

> **Comprehensive Instructional Program Review (CIPR) -** Comprehensive (Instructional) Program Review occurs approximately every four years (based on a rotation in which ¼ of the units report each year), focuses on each discipline's courses, pedagogy, assessment plan, and future goals and objective related to the improvement of student learning
>
> **Annual Instructional Program Review/Unit Plan Update** – asks each discipline to address its needs for resources (faculty, space, equipment, etc.) on each college and to provide a report on outcomes assessment activities each year.

Integrated Academic Support—the integrated web of services—Counseling, Library, Educational Advisors, Faculty Advisors, Supplemental Instruction, tutoring, engagement centers—all designed to provide support necessary for students to succeed in the classroom

Internal Scan
http://www.rcc.edu/about/institutionalresearch/Documents/report/RCC%20Internal%20Scan%20Summary.pdf

International Student – To be considered an International Student, the student must be enrolled and on an F1 or J1 Visa. Students are identified as this using the MIS SB06 code "5" Student Visa.

IPEDS – Integrated Postsecondary Enrollment Data System. This national database provide similar information to Datamart. As with Datamart, reporting to IPEDS is managed by the District.

Key Performance Indicator (KPI) – KPIs are used to measure different operational and strategic aspects of the College. KPI's include the Nine Metrics required by the State Community College Chancellor's Office as well as those required by the Institutional Effectiveness Partnership Initiative. While many KPI's are quantitative, qualitative metrics are also included as RCC's operational and strategic KPI's. Additionally, RCC is measuring Input and Environment metrics as well as Outcomes metrics following Alexander Astin's Theory of Involvement I-E-O Model. (Bresciani, 2009)

Lab - A session conducted under immediate supervision (line of sight) of the instructor of record in a laboratory, computer-laboratory, studio, shop, or other activity setting with students engaged in various scientific, technical, artistic, athletic, vocational, or other Instructional activities.

Lecture/Web Enhanced/Face-to-Face - A session conducted under immediate supervision (line of sight) of the instructor of record using lecture, discussion, collaborative or experiential learning, that may also include incidental use of visual aids, various media, site visits, etc. at the instructor's discretion.

Locally Approved Certificate – a certificate awarded to a student upon a completion of a series of specified courses. Locally-approved certificates generally require fewer units (fewer than 18) for completion than certificates approved by the California Community College State Chancellor's Office.

Metrics – this is a general term use to describe measurements. In higher education, these measurements of can be measurements of inputs, environment, processes, procedures, and outcomes. Metrics may be qualitative as well as quantitative.

Mission – the fundamental purpose of an organization.

Office of Institutional Effectiveness (OIE) – An administrative unit at the College, headed by the Dean of Institutional Effectiveness. The OIE integrates program review, assessment, and research to enable the College to report on and analyze the effectiveness of its programs and services. While there is a close relationship between the OIE and the IE-LC, the two organization have different priorities and operational and strategic activities.

Online - Session under supervision of instructor, not available by line of sight, using the Internet without the immediate involvement of the instructor. At RCC, online classes are asynchronous, meaning that students can participate in class but do not have a specific time where everyone has to be in the virtual classroom at the same time.

Operational – This is the actual demonstration of a process in operation or action. How the college will achieve its goals and strategies; the concrete actions or steps to implement a plan.

Pathways Initiative—the structure RCC is implementing to "decongest" the system, giving students clearer and more streamlined paths to their educational goals. In its basic outline, it includes the three major pathways: Basic Skills, CTE, and Transfer. Within each, depending on a students needs and goals, course paths are offered to make it possible for a student to complete in a timely fashion. The vision is of a 1 + 2+ 2: 1 year to remediate, become college ready, then 2 years at RCC and 2 more to complete a BA. The college is resolved to reduce time to completion. Pathways also include pathways to professional school and through the Honors program.

Pell Grant Recipient -- A student who receives a Pell Grant (federal, need-based grant) during their first year of enrollment. Pell Grant is used as a proxy for identifying students with low Socio-Economic Status (SES).

Persistence – academic measurement meaning a student is enrolled in a subsequent major term (Fall or Spring). It can be measured as 2 term persistence (enrolled in the immediate subsequent term), 3 term persistence (enrolled the term in the next calendar year e.g. fall to fall or spring to spring), 4 semester persistence etc. When measuring persistence for 3 or more terms, a student is counted as persisted if they are enrolled, regardless of whether or not they were enrolled in the immediate prior term (e.g. a student can be enrolled in fall, not enrolled in the subsequent spring term, and then re-enrolled in the next fall term and thus counted as persisting to the 3 term).

Plan or Educational Master Plan - Shall mean, unless otherwise referred to in a generic or titled reference, the 2009-2014 RCC - Riverside City College Educational Master Plan.

Planned Activities – The concrete steps/actions towards the implementation of a strategy.

Program - An educational program is defined in Title 5, section 55000(g), as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education." Credit programs include associate degrees (AA/AS), associate degrees for transfer (AA-T/AS-T), certificates of achievement that require 18 or more semester units, and certificates of achievement that require 12 to fewer than 18 or more semester units. Non-credit programs include course sequences in Career Development and College Preparation (CDCP) that lead to certificates of completion or certificates of competency, and Adult High School Diploma.

Program Learning Outcome (PLO) – Program Learning Outcomes (PLOs) are defined by faculty and reflect the skills and knowledge a student will gain through the sequenced curriculum. Often, PLOs are informed by a licensure or certification exam. The program assessment process is designed to align course-level SLOs and curriculum requirements with PLOs. PLO assessment results inform conversations and decision at the discipline, department, and College levels. PLO's are the same throughout the District.

Program Review and Plan (PRAP) http://www.rcc.edu/about/president/strategic-planning/Documents/Program%20Review%20Work%20Instructions.pdf

Report Card – An annual report on progress towards achievement of goals and strategies, including KPIs and other performance indicators http://www.rcc.edu/about/president/strategic-planning/Strategic%20Planning%20Document/RCC%20Strategic%20Planning%20Report%20Card%20Feb%202016%20Feb3wlm%202pm.pdf

Resource Development & Administrative Services Leadership Council (RDAS) – One of RCC's four Leadership Councils.

Retention – academic measurement meaning a student has completed a course, regardless of whether or not the student has passed. This is often measures as a percentage of the total section who completed the course.

Rubric - A scoring tool that lists the criteria for a piece of work, or "what counts." It also articulates gradations of quality for each criterion, from excellent to poor. (http://learnweb.harvard.edu/alps/thinking/docs/rubricar.htm)

Service Area Outcome (SAO) – These are outcomes for non-instructional units at RCC. NOTE: ACCJC is currently using the acronym SAO as Student Achievement Outcome

SPR - Student participation rate, the number of students attending the College per 1,000 total population in the service area.

Standard - For a student achievement measure (e.g., course success), the percentage below which the college does not intend to fall. Operationally, the college is defining this as the mean of the past five years for a particular achievement measure.

Strategic Planning - Strategic planning is an organization's process of defining its direction and making decisions on allocating its financial and human resources to pursue this direction. RCC's strategic planning process consists of: Review and update Mission, Vision, and Values Analyze data, identify issues, Share vision and goals with stakeholders and College Councils, Develop strategies, planned activities, performance indicators and benchmarks, identify resources, Assign responsibilities, Implement plan, Assessment, and Annual Report Card—revise and update.

Strategic Planning Councils Constitution & Bylaws – Provide direction and procedures related to how RCC conducts strategic planning. Can be found at http://www.rcc.edu/riverside/riversidestp/files/ConstitutionBylawsfinal070810.pdf

Strategic Direction – A further refinement of a strategy to assist in developing concrete actions or steps to implement the strategy.

Strategic Planning Executive Council (SPEC) – The SPEC consists of 2 Co-chairs (the College President or designee and the Academic Senate President or designee) and the Joint Chairs of the SPLCs, for a total of 18 members. The SPEC meets monthly.

Strategic Planning Leadership Council (SPLC) - RCC has four SPLCs. Each SPLC and examples from its charge are listed below. The complete charges can be found in the Strategic Planning Councils Constitution & Bylaws.

Student Access and Support Leadership Council (SAS)
Academic & Career/Technical Programs & Instructional Support Leadership Council (ACTPIS)
Resource Development and Administrative Services Leadership Council (RDAS)
Institutional Effectiveness Leadership Council (IE-LC)

Strategic Planning Website – RCC's strategic planning web site address is http://www.rcc.edu/about/president/strategic-planning/Pages/Strategic-Planning.aspx

Strategy -A combination of the goals the college is aspiring to achieve and the policies, procedures, and actions it is taking to achieve them.

Student Access and Support Leadership Council (SAS) – One of RCC's four Leadership Councils.

Student Educational Plan (SEP) – All incoming students are required to complete an online SEP before enrolling in courses.

Student Learning Outcome (SLO) – Course-level assessment measures student learning for a particular course. Each SLO must be assessed at least once during each Program Review cycle. SLOs are approved by the College's Curriculum Committee and appear on the Course Outline of Record (COR) within CurricUNET. It is important to emphasize that course-level assessment is a measure of what students have learned in the course regardless of who was teaching it. Assessment results are used by faculty in the

discipline to inform activities, to review and improve CORs, and to implement changes to instruction to improve student learning. Course-level SLO's are the same throughout the District. All academic courses and all Student Services Support Programs have student learning outcomes. Each course's SLO must be assessed at least once during a program review cycle. The Academic Senate for California Community Colleges (ASCCC) defines student learning outcomes as:

> Student learning outcomes (SLOs) are the specific observable or measurable results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specific course, program activity, or process. An SLO refers to an overarching outcome for a course, program, degree or certificate, or student services area (such as the library). SLOs describe a student's ability to synthesize many discreet skills using the higher level thinking skills and to produce something that asks them to apply what they've learned. (ASCCC SLO Terminology Glossary, 2010, pg 13).

Student Success

Student success is defines several ways including:

- Retention – this is a course-level metric defined as the student is enrolled at the end of a course
- Success – this is a course-level metric defined as a student passing a course. The metric for his is MIS SX04 with a grade of A, B, C, or P
- Persistence – student enrolled in subsequent semester (Primary semesters – Fall & Spring)
    - If a student persists through 3 terms, that is considered a MOMENTUM POINT
- Graduation – receive a certificate or diploma
- Completion

Student Success Plan – a formal plan written and submitted to the state – SSS.
http://www.rcc.edu/about/president/strategic-planning/Strategic%20Planning%20Document/2015-16%20Credit%20SSSP%20Program%20Plan-final_111815.pdf

Student Equity Plan – a formal plan written and submitted to the state.
http://www.rcc.edu/about/president/strategic-planning/Strategic%20Planning%20Document/RCC_Student_Equity_Plan_Fnl_Dec14_2015.pdf

Success Rate – Of all credit enrollments, the rate at which students completed courses with a grade (MIS data field SX04) of A, B, C, or P.

Target - The percent by which the college is striving to improve a particular student achievement measure. Operationally, the college defines this as the standard deviation based on the past five years' data for a particular achievement measure.

Technology Master Plan – A document that establishes goals and objectives related to technology acquisitions and use and to support the realization of the college's vision and mission.
http://www.rcc.edu/about/president/strategic-planning/Documents/2014TechnologyPlan%20FINAL.pdf

The Nine Metrics – metrics developed by the State Chancellor's Office to track and report on operational aspects of a Community College. They include Student Success, Equity in Completion, Student Services, Efficiency, and Student Access metrics.

TMC - Transfer Model Curriculum (TMC), introduced as Senate Bill 1440 (SB 1440) and signed into legislation on September 29, 2010 as the Student Transfer Achievement Reform Act (Ed Code 66745-66749), represents collaboration between California Community Colleges and the California State University (CSU) system on the creation of an Associate in Arts Transfer Degree (AA-T) and an Associate in Science Transfer (AS-T) Degree. Students are granted an associate degree for transfer once they have met specific general education and major requirements for the degree. Upon completion of the associate degree, the student is eligible for transfer with junior standing into the CSU system.

TCO—Total Cost of Ownership
TOP CODE - Taxonomy of Programs & Services code format that the state requires for submission of funding requests and for comparing/evaluating one college to another via a standardized set of curricular criteria.

TracDat – web-based software used to record and track assessment and program review activities

Unit Plan - See Annual Instructional Program review/Unit Plan Update

Unit Plan Review Committee (UPRC) –The UPRCs review unit plans from their respective areas, develop rubrics to prioritize requests, and provide recommendations for annual resource allocations to the BPC. The 3 UPRCs are: Academic & Career / Technical Programs & Instructional Support, Student Services, and Administrative Support.

Values - Beliefs that are shared among the stakeholders of an organization.

Vision - Defines the desired or intended future state of an organization or enterprise in terms of its fundamental objective and/or strategic direction.

Web-Enhanced -- Same as Face-to-Face, the session enhanced by internet or website links to facilitate learning. Note that no seat time is replaced.

Work Experience - Session where students enroll for work experience credits as defined in Title 5, Section 55256.5 for learning that occurs at a job learning station as defined in Section 55257.

Glossary References

Academic Senate for California Community Colleges [ASCCC] (2010). *SLO Terminology Glossary: A Resource for Local Senates.* Sacramento, CA. 2010.

Bresciani, M.; Moor Gardner, M.; and Hickmott, J. (2009). *Demonstrating Student Success.* Stylus.
Moore Gardner, M.; Kline, K.; and Bresciani, M. (Ed.). (2014). *Assessing Student Learning in the Community and Two-Year College.* Sterling, VA: Stylus Publishing, LLC.

Appendices

A. Best practices for student engagement

Best practices should be continuously reviewed and revised based on what's working and changes in environment/ culture, etc.

Implementing proven and exploring innovative means of fostering a culture of reciprocal and relevant engagement are therefore at the core of this plan.—so yes, keep a statement—and put the rest/ revised in a best practices appendix.

1. Multiplying opportunities for students to work throughout campus as well as to serve as peer role models, tutors, guides, partners, or mentors in various forms connects to the college, to each other, and encourages giving back to the community.

2. Various engagement centers projects to create a vibrant agora are being contemplated to invite and facilitate cordial encounters between students, faculty, and students and faculty – among them the revival of the 'Den', an amphitheater like corner of our central quad, is already under review to offer students and faculty an opportunity to meet and chat around good coffee and healthy snacks.

3. A Faculty Advising model is piloted by our English and Reading faculty to test and identify best practices to support basic skills students before it is implemented throughout all disciplines.

4. Professional development programs and opportunities for Faculty are going to be multiplied to facilitate their understanding of the challenges new generations of students encounter and increase their engagement. Trainings on: awareness of specific reasons for failures among African-American and Hispanic students and strategies to remedy them, 21st century pedagogical tools, changes in cognitive skills, andragogy principles, social media as they appear, are examples mentioned in preliminary discussions among the members of our educational master plan committee and faculty. Other topics will emerge from regular formal surveys by our professional development committee.

Symposia highlighting the faculty's various interests, brown bag events, alumni round tables, conferences from outside scholars are planned to be institutionalized to envelop students in a supportive environment, enhance the intellectual climate, provide venues for the faculty to showcase their expertise and motivate all members of the learning community to congregate and excel.

B. Student Life and Organizations

In addition to organizations and programs such as the **Youth Education Motivation Program** (YEMP) and **Hispanas Organized for Political Equity** (HOPE), RCC offers a broad variety of resources for students to refine their skills or explore new interests.

The **Associated Students of Riverside City College** houses campus clubs and organizations which are the driving force of many activities at the college. There are more than 70 clubs and organizations representing a variety of academic and career pursuits, as well as special interests. Clubs and organizations each have their own purpose which promote objectives such as philanthropy, community service, equity, co-curricular, and leadership development. Some of the clubs/organizations include: Active Minds, Alpha Gamma Sigma, Art Club, Business Leaders of Tomorrow, Gender & Sexual Awareness, International Club, LDSSA, Model United Nations, Music, Science & Engineering, Student Government, Student Nurses Organization, and Theatre and Dance. For more information and a listing of club and organization information please visit http://www.rcc.edu/arscc/Pages/clubs.aspx

Some programs aim towards higher academic achievement. The **Puente Project**, for instance, has been on the Riverside City College campus for more than twenty-four years. It is the most successful retention and transfer program in the history of the college and one of the few that serves, primarily, the Latino student population and community. The **Ujima Project** is a student success program which utilizes faculty mentors to work with students to develop leadership skills and establish benchmarks for their academic success. The program components include an academic learning community, a student club and mentoring and counseling individually and collectively through benchmark activities. The Ujima Project utilizes an approach to student engagement, retention and success that is infused with African cultural traditions. The **RCCD Honors Program** offers an enriched academic experience for highly motivated students aiming to transfer to a four-year university or college. Honors students take selected classes in the Honors Program, such as Political Science, Biology, English, Statistics, Anthropology, Art Appreciation, Dance Appreciation, Economics, Humanities, Sociology, Art History, and Speech Communication. They can take advantage of smaller class sizes, more emphasis on writing and discussion, and access to undergraduate research conference. The Honors Program has a dedicated study center, a designated honors counselor, and opportunities to take workshops and go on field trips with other RCC students. The **STEM Program** at Riverside City College consists of over 600 students and faculty from Science, Technology, Engineering, and Mathematics. The STEM Program offers monthly seminars from professional scientists, STEM Shop Talks which are interactive seminars where presenters interact and work with students one-on-one, monthly movie nights featuring STEM related films of interest, as well as a number of contests open to all RCC students such as the Boat Race and the Wind-Turbine Contest (with UCR). STEM students have performed independent research in nanotechnology, computer science, engineering, biology, atmospheric chemistry, and other STEM areas. Others have

interned for the USDA, Forest Service, as well as state and local regulatory agencies over the last five years.

Artistic exploration and enrichment are made accessible in many ways. RCC offers a comprehensive musical and academic program for its music students, including **Jazz and Wind Ensemble, a world-famous Marching Band, Symphony Orchestra, Percussion Ensemble, Chamber Singers, Vocal Jazz Ensemble and Guitar Ensemble**. The **RCC Theatre Program** has a wide variety of classes to train students in all areas of Theatre and prepare them for transfer to the University level. With participation in the Kennedy Center American College Theatre Festival, students gain access to national competitions,

forums, festivals and professional internships which are necessary for furthering their careers in the industry. The **RCC Musical Theatre Ensemble** has been referred to as one of the top training programs in the country by the Kennedy Centers American College Theatre Festival. On the literary side, RCC students publish **MUSE**, an award-winning literary journal. For each edition, students learn the theory and practice of literary publishing and begin to work as editors, content curators, and designers. Students also have opportunities to meet with editors and authors from other small presses and periodicals. MUSE features poetry, short fiction, literary nonfiction, and artwork by RCC students alongside emerging and established writers and artists within the region and across the world.

Integrated academic support is also supported by the skills labs on campus. Students can also hone their writing and communications skills at the **Writing and Reading Center** which promotes literacy across the disciplines by providing academic support and both human and material resources to succeed in writing and reading. The **Center for Communication Excellence** (CCE) is a lab setting in which student tutors trained in Communication Studies provide content-specific support to all RCC students in regard to communication skills related to any of their courses at RCC. Similar labs exist for foreign languages, math, and CIS.

RCC students also have the opportunity to work for a mature, award winning newspaper. They create and present their work to the public in print and online editions of **Viewpoints**. Students can practice their passion for storytelling, digital photos and online videos. Some of them have served full-time with U.S. senators and in the White House as photographers.

Life at RCC also has international dimensions, which support the general education outcomes related to global awareness. Many programs offered give students a chance to broaden their horizons, one of them is the **International Education/Study Abroad**. It is considered one of the finest study abroad opportunities in the United States. In fact, it is known nationally as the "Riverside Model". RCC Study Abroad program allows students to take Riverside Community College District courses while enabling them to experience a different life and culture, earn transferable college credit, and develop an expanded world view toward becoming global citizens. RCC students have spent spring semesters in Oxford, England, Beijing, China and Dublin, Ireland; fall semesters in Florence, Italy; and summer programs in Guanajuato, Mexico, San Jose, Costa Rica, Salamanca, Spain, Paris, France, Prague, Czech Republic, Budapest, Hungary, Poland, Greece, Turkey, Morocco, Kenya and Spain. **International students** are also a valuable addition to the RCC culture. They represent over 50 countries and bring the global perspectives vital for our local students' multicultural awareness. (See Appendix ___ on Student Life and Organizations).

1. Clubs –The Associated Students of Riverside City College houses campus clubs and organizations which are the driving force of many activities at the college. There are more than 70 clubs and organizations representing a variety of academic and career pursuits, as well as special interests. Clubs and organizations each have their own purpose which promote objectives such as philanthropy, community service, equity, co-curricular, and leadership development. Some of the clubs/organizations include: Active Minds, Alpha Gamma Sigma, Art Club, Business Leaders of Tomorrow, Gender & Sexual Awareness, International Club, LDSSA, Model United Nations, Music, Puente, Science & Engineering, Student Government, Student Nurses Organization, and Theatre and Dance. For more information and a listing of club and organization information please visit http://www.rcc.edu/arscc/Pages/clubs.aspx

2. Muse

RCC MUSE is the award-winning literary journal produced by RCC students through English 17. For each edition, students learn the theory and practice of literary publishing and begin to work as editors, content curators, and designers. Students also contextualize their efforts by studying other 2 and 4-year college literary magazines (e.g. *Chaffey Review, Superstition Review),* and have opportunities to meet with editors and authors from other small presses and periodicals. MUSE features poetry, short fiction, literary nonfiction, and artwork by RCC students alongside emerging and established writers and artists within the region and across the world.

3. Honors

The RCCD Honors Program offers an enriched academic experience for highly motivated students aiming to transfer to a four-year university or college. Honors students take selected classes in the Honors Program, such as Political Science, Biology, English, Statistics, Anthropology, Art Appreciation, Dance Appreciation, Economics, Humanities, Sociology, Art History, and Speech Communication. They can take advantage of smaller class sizes, more emphasis on writing and discussion, and access to undergraduate research conference. The Honors Program has a dedicated study center, a designated honors counselor, and opportunities to take workshops and go on field trips with other RCC students. All of our courses meet General Education Requirements and are fully articulated. RCC honors students who complete the Honors Program (5 honors classes) can apply for priority transfer admission to area schools such as UCLA, UC Irvine, Cal Poly Pomona, and UCR.

4. Writing and Reading Center

The Writing and Reading Center promotes literacy across the disciplines by providing academic support to students enrolled in English, Reading, and ESL classes and by providing content-area reading and writing instruction through ILA-800. We serve approximately 4,000 students per sixteen-week semester. To support these students, the WRC is open Monday through Thursday 8:00 a.m. to 7:00 p.m. and Friday 8:00 a.m. to 3:00 p.m., and provides students with both human and material resources to succeed in writing and reading. Human resources include faculty from the English and ESL disciplines; reading paraprofessionals, who support reading classes in the WRC; peer tutors trained in our College Reading and Learning Association-certified training program; and lab aides. Material resources include computers and research and word processing, software, and textbooks.

5. Puente

Program History: Co-sponsored by the California Community Colleges and the University of California, the Puente Project has improved the transfer rate of thousands students from all ethnicities and backgrounds for over 30 years. Puente, which means bridge in Spanish, has increased the number of underserved students who enroll in four-year colleges and universities, earn college degrees, and eventually return to the community as mentors and leaders to future generations.

The Puente Project has earned national recognition as one of ten programs honored with an "Innovations in American Government Award," sponsored by the Ford Foundation, the Council for Excellence in Government, and the John F. Kennedy School of Government at Harvard University.

The Puente Project has been on the Riverside City College campus for more than twenty-four years. It is the most successful retention and transfer program in the history of the college and one of the few that serves, primarily, the Latino student population and community. Puente is open to all students.

Overview: The Puente Project is an academic and community leadership program designed to transfer community college students to four-year colleges and universities and have them return to the community as role models. The project meets its goals in the following manner:

- A one-year student cohort/learning community pairing English 50 and Guidance 45 the first semester and English 1A and Guidance 46 second semester
- The cohort is team taught by an English professor and Guidance Counselor/Professor trained, as a team, at UC Berkeley.
- Each student is assigned a personal mentor from the community who has been successful in his or her academic endeavors. The mentors meet regularly with their students throughout the academic year, and assignments in the English and Guidance classes incorporate writing assignments as part of these meetings.
- Students remain with the same instructor, counselor, and mentor for the entire academic year
- The composition and guidance classes strictly adhere to the Course Outline of Record and Student learning objectives. However, the classes use Chicano/Latino literature as foundation for writing and discussion.

Program Benefits: Puente Project students:

- Develop college level reading, writing, and critical thinking skills
- Meet and network with community professionals
- Learn strategies for success in college and life
- Make university contacts and visit universities
- Participate in culturally enriching activities on and off campus

Numbers to Consider:

At Riverside City College

- In English 50, Basic English Composition, Puente students have an 83.3% success rate compared to 75.5% for non-Puente students

- Puente students progress to English 1A, Freshman Composition, at a rate of 75.4% compared to 40.6% for non-Puente students
- Puente students have an 86.3% success rate in English 1A compared to 83.7% for non-Puente students
- Among Latinos at Riverside City College, Puente students have a 83.6% success rate in English 50 compared to 73.3% for non-Puente Latino students
- Puente students progress to English 1A at a rate of 77.2% compared to non-Puente Latino students at 38.6%
- Puente students have an 86.3% success rate in English 1A compared to 81.7% for non-Puente Latino students
- More than eight in ten, or 83%, of Puente students remain enrolled in college one year after participating in Puente. By comparison, 69% of all Riverside college students maintained enrollment continuity.

A larger, statewide perspective

- Latinos comprise nearly 34% of the labor force but only 8% have bachelor's degrees
- Nearly 75% of Latino students begin their higher education in the community college system. Yet, only 12.6% transfer to the University of California and 17.9% go on to the California State University

However,

- Puente sends 66% of its participants to four-year colleges and universities consistently each year
- Puente students stay in school and accomplish their academic goals at a higher rate than non-Puente students – 92% vs. 60%
- Puente students successfully complete their English classes at a higher rate than non-Puente students – 80% vs. 51%

6. Ujima

The Ujima Project is a student success program which utilizes faculty mentors to work with students to develop leadership skills and establish benchmarks for their academic success. The program components include an academic learning community, a student club and mentoring and counseling individually and collectively through benchmark activities. The Ujima Project utilizes an approach to student engagement, retention and success that is infused with African cultural traditions. The Swahili name means "collective work and responsibility." The program has a campus home called H.O.M.E. Room (Hope, Opportunity, Mentoring, Education) where club activities, counseling appointments and workshops take place. Successful outcomes are connected to course retention and success, enrollment persistence, mentoring, leadership, life planning, and developing an understanding of the community college culture and its services.

7. Viewpoints

The Journalism program at Riverside City College offers an Associate Degree in Journalism as well as an Area of Emphasis in Communication, Media, and Languages. Its students, who win many national, state, and regional awards, employ ethical principles and practical skills when they create and present their work to the public in print and online editions of Viewpoints, the student newspaper. Journalism students at RCC are encouraged to serve the public, and they excel in storytelling with text, digital photos and online videos. Graduates of the program are prepared to transfer to universities and to work with news media and in related fields. Graduates have worked with a variety of news media and have served full-time with U.S. senators and in the White House as photographers.

8. Center for Communication Excellence

The Center for Communication Excellence (CCE) at Riverside City College is a lab setting in which student tutors trained in Communication Studies provide content-specific support to ALL RCC students in regard to communication skills related to ANY of their courses at RCC. In addition to the CCE's free tutoring services, patrons of the CCE can utilize the Center's following resources: whisper room (noise cancelling room), communication studies textbooks, computers, & independent study areas. The CCE's student tutors and resources are available four days a week, Monday through Thursday 9:00 AM to 4:00 PM in the Martin Luther King (MLK) building, room 221. Each semester the CCE serves approximately 500 students.

9. STEM

The STEM Program at Riverside City College consists of over 600 students and faculty from Science, Technology, Engineering, and Mathematics. To support our STEM students and faculty, the RCC STEM Center is open five days a week and provides all RCC students with a study space, tutoring, computers, textbooks, and helpful faculty and staff to assist. The STEM Center also serves as a meeting place for the many STEM related clubs on campus, guest speakers from academia/industry/military, and STEM counselors from four-year academic institutions. We have monthly seminars from professional scientists, STEM Shop Talks which are interactive seminars where presenters interact and work with students one-on-one, monthly movie nights featuring STEM related films of interest, as well as a number of contests open to all RCC students such as the Boat Race and the Wind-Turbine Contest (with UCR). In 2013-14, over 15 of our outstanding students were selected from a national student pool to participate in National Science Foundation (NSF) or other federally funded Research Experiences for Undergraduates (REU) on a national level including Howard University, University of California – Berkeley, University of California – Riverside. These students performed independent research in nanotechnology, computer science, engineering, biology, atmospheric chemistry, and other STEM areas. Over 10 students have interned for the USDA, Forest Service, as well as state and local regulatory agencies over the last five years. Also, our STEM faculty have collaborated with research institutions across the world to develop research projects in alternative energy, K-12 education methods and pedagogy, and biological sciences.

10. Student Government / ASRCC

11. Study Abroad

There are many programs offered through the Riverside Community College District that give students a chance to broaden their horizons. One such program that promotes our students to excel is International Education/Study Abroad. It is considered one of the finest study abroad opportunities in the United States. In fact, it is known nationally as the "Riverside Model".

Our Study Abroad program allows students to take Riverside Community College District courses while enabling them to experience a different life and culture, earn transferable college credit, and develop an expanded world view toward becoming global citizens. Historically, we have offered spring semesters in Oxford, England, Beijing, China and Dublin, Ireland, fall semester in Florence, Italy, and summer programs in Guanajuato, Mexico, San Jose, Costa Rica, Salamanca, Spain, Paris, France, Prague, Czech Republic, Budapest, Hungary, Poland, Greece, Turkey, Morocco, Kenya and Spain.

A study abroad experience changes a student's life. Former study abroad students are now attending the London School of Economics, Oxford University, as well as schools for Art Restoration in Florence, the University of Rome, University of Florence and Charles University in Prague, Czech Republic. They are living many different countries and establishing careers all over the world. Compared to four-year universities, RCCD's study abroad programs are offered at an excellent price, usually one-third to one-half of the cost at four-year colleges. Any financial aid for which a student qualifies may be applied to study abroad program costs. All programs include roundtrip airfare, living accommodations, some meals, excursions, museum and gallery visits and special events.

Our International Education/Study Abroad program philosophy is as follows: At the Riverside Community College District, International Education provides studies and activities that encourage a student to learn, to understand, and care about the world beyond his or her community and to transcend culturally conditioned, ethnocentric perspectives, perceptions and behaviors. Studying abroad should not only increase one's knowledge; it should also enhance one's wisdom and affinity with humanity.

12. International Students

The Center for International Students & Programs (CISP) is responsible for all (nearly 400) international students attending RCC/D schools from over 50 countries. From their very first inquiry until they complete their program, CISP is where the world's students gathers on the RCC campus. Staff are trained to help students with admissions, registration, academic advising, career goals, immigration and transfer strategies for the completion of their bachelor's degree. In addition, both international and local students often gather in in our lobby to see friends, work on homework, surf the net, or just relax on one of our couches.

In addition to caring for the international students who are attending RCC/D currently, CISP is responsible for increasing RCC/D's footprint in the world through a variety of popular social media sites such as Naver, We Chat, Line, QQ as well as Google and Facebook. We also are responsible for international marketing and promotion through education fairs, school visits, and participation in a variety of government programs. We also build targeted partnerships and engage the RCC alumni all over the world.

13. Bands and ensembles

RCC offers a comprehensive musical and academic program for its music students, including:
Great performing ensembles: From our three award winning Jazz Ensembles to our amazing Wind Ensemble, world-famous Marching Band, Symphony Orchestra, Percussion Ensemble, Chamber Singers, Vocal Jazz Ensemble and Guitar Ensemble, there are outstanding musical experiences available for serious music students.
A comprehensive program in music theory and music literature for all transferring music majors: Our theory program is an intensive and complete course of study in Fundamentals and in Music Theory I, II,

and III, which prepares RCC students to successfully transfer to the university setting and to do well on their transfer placement exams in music theory, ear training, sight-singing and keyboard skills.

14. Theater and Performance Riverside

The RCC Theatre Program has a wide variety of classes to train students in all areas of Theatre and prepare them for transfer to the University level. With participation in the Kennedy Center American College Theatre Festival, students gain access to national competitions, forums, festivals and professional internships which are necessary for furthering their careers in the industry.

Musical Theatre/Performance Riverside

The RCC Musical Theatre Ensemble has been referred to as one of the top training programs in the country by the Kennedy Centers American College Theatre Festival.

Our vision of preparing and Integrating young artists into professional theatre like Performance Riverside has garnered many students the skills and experience necessary for furthering their careers in this industry.

C. Enrollment Management Data

1. FTES Data by Course Type

Percent of Total FTES by Course Type

Course Classification	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Transfer	55.7%	56.3%	56.0%	56.2%	57.2%
Transfer & CTE	18.6%	18.7%	18.4%	18.3%	18.0%
CTE	9.7%	9.6%	10.5%	9.9%	8.9%
Basic Skills	6.3%	5.6%	4.8%	5.3%	5.6%
Course Below Transfer Not Classified	9.1%	9.0%	9.9%	9.9%	9.8%
Not Classified	0.5%	0.6%	0.4%	0.5%	0.5%

Source: RCCD Enrollment Management Dashboard

Includes Residential and Non Residential FTES. Extracted on August 31st, 2015

	2008-2009 Actual			2013-2014 Actual			
Department	**SEC**	**WSCH**	**RESIDENT FTES**	**SEC**	**WSCH**	**TOTAL FTES**	**RESIDENT FTES**
Applied Technology	268	35,662	1096.16	200/215	32178	1005.20	995.58
Art	157	16,274	494.90	107/132	17,098	534.24	522.05
Behavioral Sciences	344	48,318	1469.07	256/258	33,600	1049.52	1029.24
Business Admin/Info Sys Tech	512	36,772	1115.15	335	38,086	1189.48	1148.40
Chemistry	82	13,940	412.37	32/61	14,768	461.20	448.42
Communications Studies	146	13,007	396.10	139	11,955	373.45	362.85
Cosmetology	53	17,610	544.30	38/40	13,506	421.89	420.68
Counseling	93	3535	104.62	55	2099	65.54	60.70
Early Childhood Education	76	8018	246.08	72/76	8,454	264.09	262.27
Economics, Geo., Pol. Sci.	126	16,796	504.32	105/112	14,152	442.12	415.45
English & Media Studies	608	87,754	2624.04	491/504	66,514	2077.85	1950.73
History/Humanities/Philosophy	217	28,002	851.58	161/164	22,409	700.09	686.57
Kinesiology	460	39,370	1196.75	257/293	30,149	941.65	909.19
Library & Learning Resources	11	208	6.33	5	180	5.62	5.44
Life Sciences	156	29256	887.14	79/111	23,321	728.37	715.79
Mathematics	391	61,638	1864.71	292/294	56,782	1773.68	1704.15
Nursing	179	25,117	768.79	79/163	22,551	704.42	701.08
Performing Arts	417	34,762	1058.39	269/343	34,134	1066.33	1032.22
Physical Science	83	11,347	340.87	78/80	8,088	252.64	244.43
Senior Citizen Education	315	7,364	228.58	57	1,419	44.26	43.21
World Languages	171	25,241	762.13	123	19,320	603.60	590.69
TOTAL:	***4865***	***560,001***	***16,972.58***	***3230/3560***	***470,778***	***14,705.55***	***14,249.14***

Note: Communication Studies was part of the English & Media Studies in 2008-09. The 2008-09 data reflects English without the speech discipline.

The second number for 2013-14 section counts include cross-listed courses; the first number does not. The section numbers for 2008-09 include cross-listed courses.

For the Kinesiology department, physical-education courses are not included in the FTES or student success rate numbers but all other kinesiology courses are included. Nursing courses are included in STEM. Business, marketing, and accounting courses are included in the social sciences category for the purposes of this analysis. For a listing of which courses are included in each classification see Enrollment Management Appendix C.

DRAFT

2. Degrees / Certificates Awarded

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Associate of Science	**880**	**685**	**733**	**622**	**650**
Associate of Arts	**895**	**759**	**947**	**914**	**908**
Certificate 30 to 60 Units	**391**	**369**	**386**	**334**	**299**
Accounting Technician	30	18	20	10	15
Administrative Assistant	1	2	0	0	0
Applied Digital Media & Printing	0	0	0	6	5
Athletic Coach	1	2	6	2	0
Auto Body	0	6	0	0	0
Automotive Technology-Automotive Body Repair	0	0	4	6	5
Building Inspection Technology	11	2	0	0	0
Bus Admin-Management Concentration	0	0	11	11	7
Bus Admin-Marketing Concentration	0	0	3	2	6
Bus Admin-Real Estate Concentration	0	0	5	4	3
Business	32	10	14	15	14
Business Administration - Banking & Finance	0	0	0	0	1
Business Management	30	11	7	6	8
Child Development: Special Education	2	11	8	6	5
CIS: Microcomputer Software Specialist	7	9	0	0	0
CIS-Computer Applications	0	0	2	5	6
Cosmetology	51	77	74	100	102
Culinary Arts: Restaurant Management	12	16	9	0	0
Dental Assisting	7	3	0	0	0
Dental Laboratory Technology	1	1	0	0	0
Early Childhood Development	22	22	24	16	17
Emergency Medical Technology/Paramedic	21	1	0	0	0
Executive Office Professional	0	0	3	3	1
Graphic Comm Technology: Computer Imaging & Composit	12	6	15	0	0
Liberal Arts	82	109	141	119	69
Licensed Vocational Nursing	34	47	0	0	0
Marketing	4	9	0	0	0
Multimedia Studies: Visual Design Specialty	1	0	1	0	0
Nursing-Vocational Nursing	0	0	33	20	33
Primary Care Associate	21	0	0	0	0
Real Estate	6	4	0	0	0
Retail Merchandising	0	2	1	0	2
Teacher Aide	2	0	3	1	0
Welding Technology	1	1	2	2	0

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Certificate 19 to 30 Units	**336**	**155**	**163**	**143**	**136**
Administration of Justice	0	1	19	13	12
Administration of Justice	92	16	0	1	0
Architecture	8	0	0	0	0
Athletic Trainer: Sports Medicine	0	0	2	2	1
Automotive Electronics Technology	16	16	19	15	10
Automotive Technology-Automotive Trim & Upholstery	0	0	3	7	3
Automotive Technology-Mechanical	0	0	18	14	16
Automotive Trim & Upholstery	0	6	0	0	0
Civil Engineering Technology	3	0	1	0	0
Community Interpretation	30	6	2	1	1
Community Social Services	25	10	3	3	1
Computer Studies	6	9	5	2	6
Cosmetology	2	0	3	0	0
Culinary Arts: Restaurant Management	0	0	19	22	14
Design Technology	8	1	0	1	0
Fire Academy	35	2	0	0	0
Fire Service Technology	16	5	0	0	1
Interpreter Preparation Program	7	14	0	0	0
Logistics and Materials Transportation	12	1	0	0	0
Media Communications: Perf & Prod Broadcast Media	5	9	7	3	5
Medical Assisting	27	2	0	0	0
Photography	6	11	13	7	10
Physical Education - Fitness	7	11	6	4	6
Residential and Light Commercial HVAC & R	30	35	33	32	39
Retail Merchandising	1	0	0	0	0
Sign Language Interpreting	0	0	10	16	11

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Certificate 6 to 18 Units	**1400**	**395**	**657**	**466**	**426**
Administration of Justice	1	5	11	8	9
Administrative Assistant	19	13	25	12	15
Administrative Office Manager	0	0	0	1	2
Applied Design: Two-dimensional	1	0	0	0	0
Business: Banking & Finance	0	0	1	0	0
Certified Nursing Assistant	0	134	138	103	113
Computer Networking	23	40	48	40	29
Computer Programmer: Database Mgmt Systems	0	0	5	6	3
Computer Science: Embedded Systems	13	8	16	7	10
Computer Studies	0	6	8	9	6
Corrections	18	0	0	0	0
Cosmetology	11	7	17	18	19
Design Technology	25	1	1	0	0
Early Childhood Development	595	118	213	123	140
Early Childhood Education: Infant & Toddler	0	0	2	2	1
Emergency Medical Technology	344	0	0	0	0
Family Research Studies (Genealogy)	1	0	0	0	0
ForensicsTechnology	43	20	58	38	21
Gemology	0	0	0	0	1
Graphic Design	29	29	47	36	22
Industrial Technology	2	0	0	0	0
International Trade	5	11	16	9	12
Legal Office Assistant	0	0	18	9	9
Media Communications: Perf & Prod Broadcast Media	4	2	12	8	2
Medical Assisting	226	0	0	0	0
Music	12	1	21	10	4
Network Technology	2	0	0	0	0
Registered Nursing	26	0	0	0	0
Welding Technology	0	0	0	27	8

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Certificate Less than 6 Units	**124**	**8**	**7**	**1**	**0**
Administrative Assistant	3	0	0	0	0
Architecture	29	0	0	0	0
Community Planning & Economic Development	57	0	0	0	0
Community Social Services	13	8	2	1	0
Computer Networking	12	0	1	0	0
Computer Studies	10	0	4	0	0

Figure 12: Degrees and Certificates Awarded

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Associate of Science (A.S.) degree	880	685	733	622	650
Associate of Arts (A.A.) degree	895	759	947	914	908
Certificate requiring 30 to < 60 semester units	278	334	386	334	299
Certificate requiring 18 to < 30 semester units	237	144	163	143	136
Certificate requiring 6 to < 18 semester units	929	353	657	466	426
Other Credit Award, < 6 semester units	71	8	7	1	0
Total	**3,290**	**2,283**	**2,893**	**2,480**	**2,419**

Degree and Certificate Completion and Transfer

This metric is often one of the most used metrics for framing a College's success. Figures 13, 14, and 15 show these metrics. Note that if a student receives a degree and a certificate, they are counted in both categories. If they receive a degree and transfer in that same year, they are counted in both categories.

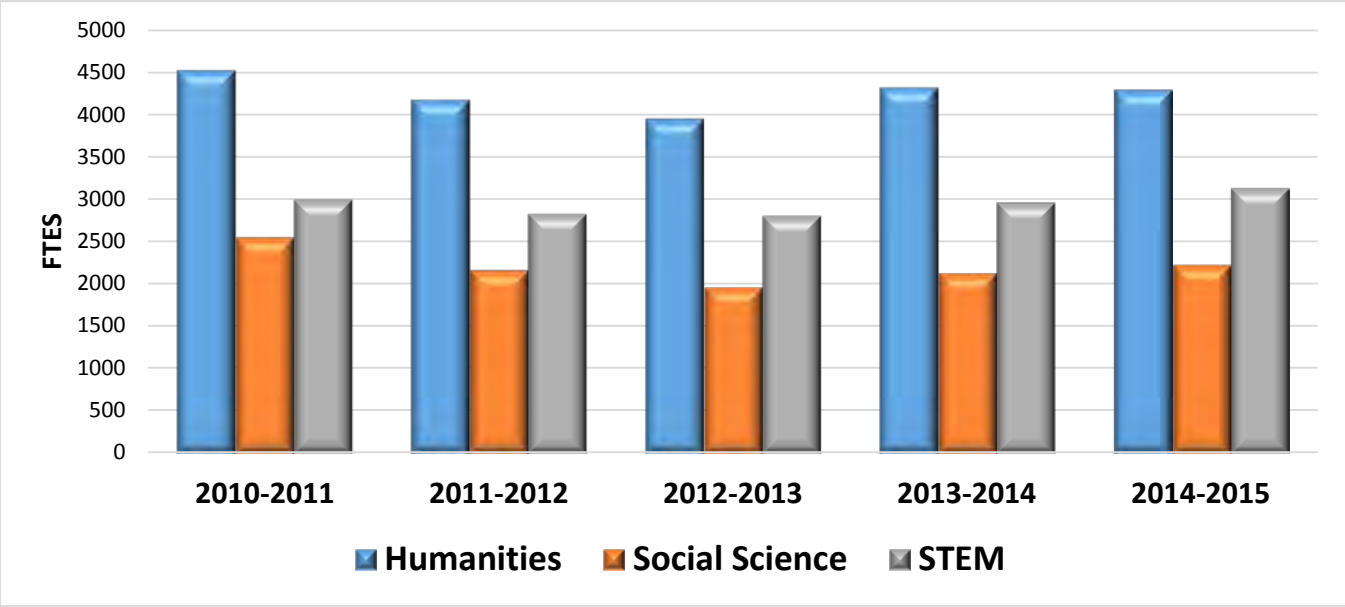
Figure 13: Degrees awarded, certificates awarded, and transfers to 4 year Colleges / Universities

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Certificates	1,515	839	1,213	944	861
Degrees	2,290	1,922	2,229	2,013	1,993
Transfer*	4,592	5,233	4,744	4,642	5,153
Total Enrollment	***34,708***	***29,770***	***26,959***	***25,268***	***26,281***
% Certificates	4%	3%	4%	4%	3%
% Degrees	7%	6%	8%	8%	8%
% Transfer	13%	18%	18%	18%	20%

**Transfer numbers are derived from National Student Clearinghouse reports for enrollment in a four year institution. The year is the start year of their first enrollment at the institution. The numbers exclude students who are enrolled in post-undergraduate programs (masters, PhD, DM, etc.).*

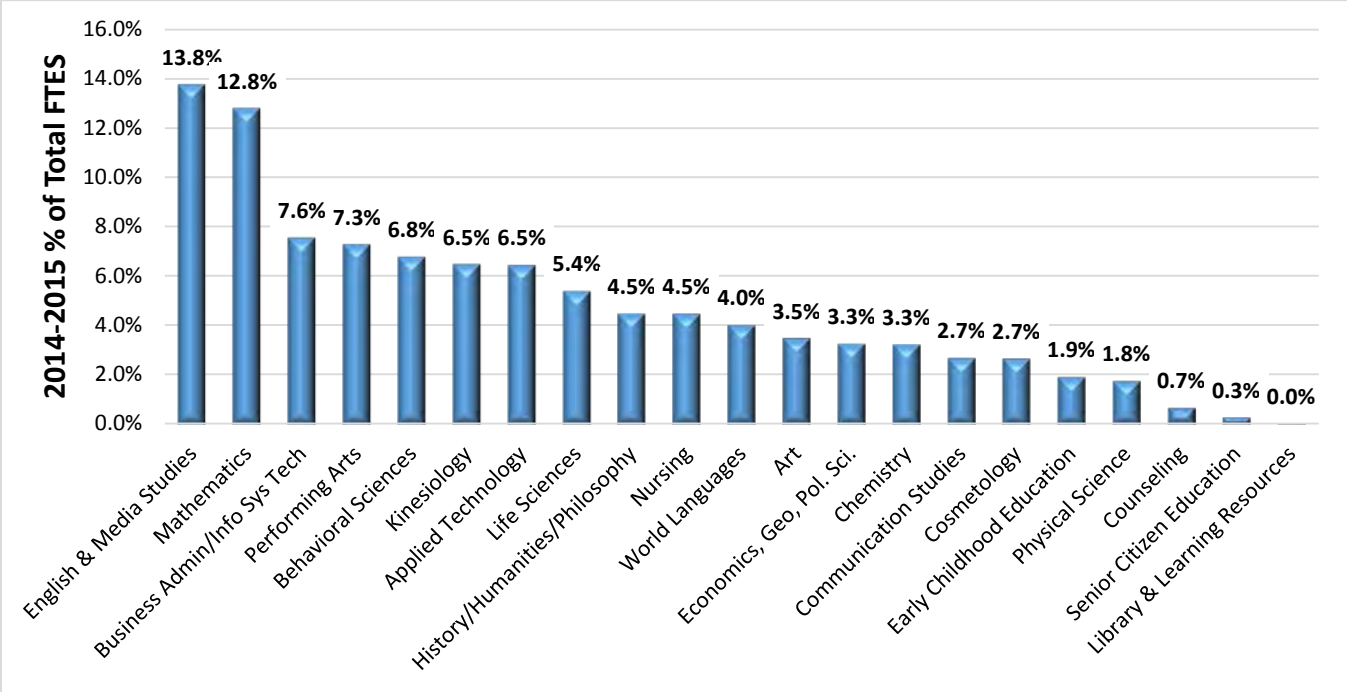
3. Distribution by Course Type/ Area

Figure 17: FTES by Course Classification



Source: RCCD Enrollment Management Dashboard
Includes Residential and Non Residential FTES. Extracted on August 31st, 2015

2014-2015 RCC FTES by Department



Agenda Item (VIII-D-1)

Meeting	4/19/2016 - Regular
Agenda Item	Committee - Resources (VIII-D-1)
Subject	Budget Augmentation for Capital Project Management System
College/District	District
Funding	District Measure C Funds
Recommended Action	It is recommended that the Board of Trustees approve a budget augmentation in the amount of $25,500 for the Capital Project Management System.

Background Narrative:

On March 20, 2007, the Board of Trustees approved an agreement with Logic Domain in the amount of $96,000 to provide hardware, software, standard installation, set up, training and three years of support and maintenance for a Capital Project Management System (CPMS). The CPMS is mainly used within the office of Facilities Planning and Development as an effective system to help manage and control the numerous current and future construction projects for the District.

At this time, it is requested that the Board of Trustees approve a budget augmentation in the amount of $25,500 ($12,750 annually) to fund the CPMS for an additional two years until April 2018. Services include annual basic support, maintenance and hosting. Attached is a detailed explanation of scope of work (Exhibit I).

Prepared By: Chris Carlson, Chief of Staff & Facilities Development
Bart Doering, Facilities Development Director

Attachments:

CPMS Outline of Annual Services

Exhibit I

Logic Domain

Enterprise Application Integration
Collaborative Planning Tools
Internet Application Development

Riverside Community College District

Capital Project Management System
Compass V10 Support and Maintenance

Cost Proposal #: RCCD0216

Item	Description	Cost
Software	***Complete web-based capital project control includes following modules:*** ➢ Budgeting project accounts and sub-accounts ➢ Scheduling SPWCE phases ➢ Forecasting cost (potential change orders and time slippages) ➢ Complete cost accounting (Encumbrances, invoice payments and other charges) ➢ Timesheet tracking module ➢ Construction module (RFI, Bulletins, Submittals, Field order, Change orders) Available online to contractors, architects and engineers for document control ➢ Work order system and task assignment ➢ Vendors full project activity reporting ➢ Multiple Prime contractors project activity breakdown and roll ups ➢ Project Number, Job number, Phase, Funding source, Individual contract reporting ➢ Executive reports include Project Status Reports and Workload distribution ➢ Account permissions control for multiple user access ➢ Multi-level password and IP security access and restriction ➢ Google Maps on project locations and easy access for Board Members to view project information	**$ 0**
Support	***Annual Basic Support & Maintenance Package includes:*** ➢ Department users support with issues accessing the application and the Compass information ➢ Monthly Compass data backup ➢ Microsoft Server 2008, SQL server 2008 and Coldfusion server MX9 patches and updates from the software manufacturer ➢ Application anomalies fixes due to technological changes ➢ Additional minor requested reports to be added to the system ➢ Continuous monitoring of the application via automatic alerts ➢ 4 hour response time to issues ➢ New staff training ➢ New upgrades are included as new features are added to the system	**$9,750.00**
Hosting	***Off-campus Hosting of COMPASS v10 web-based application for FP&D***	**$ 3,000.00**
	Total Cost	**$ 12,750.00**
Special Notes		

Business Headquarters: 9 Paine Avenue ▪ Irvine, CA 92614 ☎ Phone: (877) 768-3334
Fax: (866) 834-5539 E-mail: info@logicdomain.com Home Page: http://www.logicdomain.com

Agenda Item (IX-B-1)

Meeting	4/19/2016 - Regular
Agenda Item	Administrative Reports (IX-B-1)
Subject	Norco College Catalog Addendum 2015-2016
College/District	Norco
Funding	N/A
Recommended Action	It is recommended that the Board of Trustees approve the addendum to the 2015-2016 Norco College catalog as submitted.

Background Narrative:

During the late spring of 2015, the college developed curriculum which required State approval. The State Chancellor's Office approved some of these curricular changes after the publication of the 2015-2016 catalog. This addendum allows these items which were approved by the District Curriculum Committee and the Board of Trustees during the previous academic year to be made available to students in this academic year.

Prepared By: Irving Hendrick, Interim President, Norco College
Sylvia Thomas, Associate Vice Chancellor Ed Services

Attachments:

NC Catalog Addendum 2015-2016_backup1.pdf

NORCO
COLLEGE

2015-2016
CATALOG ADDENDUM

Norco College
2001 Third Street
Norco, California 92860-2600
(951) 372-7000
www.norcocollege.edu

Norco College

2015-2016 Catalog Addendum

This addendum to the 2015-2016 Norco College Catalog contains changes that offer new educational opportunities for students. These updates were approved after the 2015-2016 Catalog went to press.

Although every effort has been made to ensure accuracy of the information, students and others who use the catalog and addendum should consult with a counselor, dean, department chair or program director for any additions, deletion or changes.

2001 Third Street
Norco, California 92860-2600
(951) 372-7000
www.norcocollege.edu

NEW STATE APPROVED DEGREES

Business Administration for Transfer **(CSUGE) NAS626**
(IGETC) NAS628

This degree is designed to facilitate the student's passage from Norco College to the California State University (CSU) System with an Associate in Science in Business Administration for Transfer degree. This degree will satisfy the lower division requirements for the eventual conferral of the Bachelor's Degree in Business Administration at a CSU. With this degree the student will be prepared for transfer to the university upper division level. Additionally, the intent of an associate degree for transfer is to assist students in seamlessly transferring to a CSU.

Program Learning Outcomes

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

- Demonstrate use of technology and application software to analyze and solve business decisions.
- Demonstrate mathematical and accounting procedures used for business specific calculations and decisions.
- Demonstrate the application of economic and business theories to develop effective business processes.

Required Courses (24-26 units)		Units
ACC-1A	Principles of Accounting I	3
ACC-1B	Principles of Accounting II	3
BUS-18A	Business Law I	3
ECO-7*/7H*	Principles of Macroeconomics/Honors Principle of Macroeconomics	3
ECO-8*/8H*	Principles of Microeconomics/Honors Principle of Microeconomics	3
List A	Select from the list below	3-4
List B	Select from the list below	6-7

LIST A Select one from the following (3-4 units):		
MAT-4*	Finite Mathematics	3
MAT-5*	Calculus for Business and Life Science	4
MAT-12*/12H*	Statistics/Honors Statistics	4

LIST B Select two from the following (6-7 units):		
Any course from List A not used above		3-4
CIS-1A	Introduction to Computer Information Systems	3
BUS-10	Introduction to Business	3
or BUS-24	Business Communication	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 Business Administration 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)

Electrician **NAS766/NAS766B/NAS766C/ NCE766**

This program prepares residents to become an entry-level electrician trainee and along with California state requirements prepares for careers as an electrician, electrical apprentice, electrician's helper, industrial electrician, journeyman electrician, and residential electrician. Courses are aligned with California state standards to prepare students to earn their Electrician Training card (http://www.dir.ca.gov/dlse/ecu/electricaltrainee.htm).

Certificate program

Program Learning Outcomes

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

- Plan, construct and explain safe and proper electrical circuits, using industry standard components, according to supplies blueprints and verbal instructions, while following National Electrical Code (NEC) and OSHA rule.
- Describe the general principles of direct or alternating current pertaining to a DC motor, AC motor, or Generator.
- Demonstrate bandaging and splinting techniques for the care of wounds, burns, sprains, dislocations and emergency rescue moves only when necessary.
- Troubleshoot and repair a given, complex configuration of electrical and electronic circuit combinations and create a written report of everything that was done to affect repairs, including necessary interactions with programmable devices.

Required Courses (29-30 units):		Units
ELE/MAN-77	Survey of Electrical Trades	4
MAN-55	Occupational Safety and Health Administration (OSHA) Standards for General Industry	2
CON-60	Introduction to Construction	3
CON-62	Blueprint reading	3
CON-66	National Electrical Code	3
KIN-30	First Aid and CPR	3
In addition, choose and complete courses from one emphasis below:		11-12

Residential Construction Emphasis (12 units)		
ELE-71	Residential Wiring for Electricians	4
ELE/MAN-73	Electric Motors for Electricians	4
ELE-75	Electronics for Electricians	4

Industrial Plant Emphasis (11 units)		
ELE/MAN-64	Programmable Logic Controllers	3
ELE/MAN-72	Commercial and Industrial Electrical	4
ELE/MAN-74	Industrial Electrical Automation	4

Associate of Science Degree

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

Electrician Apprenticeship **NAS485/NAS485B/NAS485C/NCE485**

A five-year apprenticeship program, consisting of fulltime, on the job employment plus related classroom instruction. Completers of this program may qualify for certificate, Associates of Science Degree, and/or a Journeyperson trade certificate. Students who wish to obtain an Associate in Arts Degree may do so by fulfilling the general graduation requirements in addition to the completion of the apprenticeship courses.

Applicants for Riverside/San Bernardino/ Mono/Inyo counties should be directed to the Riverside and San Bernardino Joint Electrical Apprenticeship Training. Committees, 1855 Business Center Drive, San Bernardino, CA 92408. Telephone: (909) 890-1703.

Certificate Program

Program Learning Outcomes

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

- Apply a working knowledge of math formulas and complex solution methods related to the electrical trades, along with blueprint symbols and drawings of wiring diagrams with common schematic symbols, including troubleshooting of common system faults, detection and repair, while properly applying OSHA construction site safety standards to all practices.
- Properly apply all pertinent National Electric Code (NEC) to all workplace practices involving DC, AC single and poly-phase systems, utilizing proper grounding, bonding, lightning protection, wire sizing, conduit fill, overload protection, layout, connections, installations, troubleshooting, fault isolation, repairs or modifications.
- Demonstrate appropriate leadership and expertise in applying special control and monitoring functions related to layout, installation, testing, and troubleshooting of digital and analog systems involving such ancillary equipment as CATV, CCTV, telephone circuits, Programmable Logic Controllers (PLCs), sensors, actuators, low-voltage and high-voltage, transformation, interfacing, hardware, setup, and programming services needed to comply with all NFPA-70E (NEC) and OSHA regulations for safety and fitness.

Required Courses (35 units)		Units
ELE-400	Introduction to the Electrical Trades and Construction Safety	3.5
ELE-401	Introduction to Electrical Theory, Basic Math Concepts, and the National Electric Code	3.5
ELE-402	Advanced DC Circuit Concepts, Introduction to 3-Phase AC Circuits, Test Equipment, and National Electric Code Applications	3.5
ELE-403	AC Circuit Concepts, Applied Electronics, and National Electric Code Applications	3.5
ELE-404	Digital Logic Circuits, Conductor Characteristics, Applications, and National Electric Code (NEC)	3.5
ELE-405	Electrician Blueprint Reading with Code Applications for National Electrical Code (NEC)	3.5
ELE-406	Grounding Systems, Advanced Blueprints and Specifications, Motor Design and Installation, and National Electric Code	3.5
ELE-407	Motor Control Principles, Generators and Power Supplies, with National Electric Code (NEC)	3.5
ELE-408	Transformer Theory, Leadership, Management, and Test Equipment	3.5
ELE-409	Electrician Specialty Systems	3.5

Associate of Science Degree

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

Supply Chain Technology **NAS408/NAS408B/NAS408C/NCE408**

Supply Chain Technology is a rapidly-emerging discipline that supports the automated warehousing industry. This program provides students with the skills and hands-on training needed to install, operate, support, upgrade or maintain the software, hardware, automated equipment and systems that support the supply chain. This includes complex conveyer systems, robotics, sensors, optics, mechanical drive systems and programmable logic controllers. Upon completion, students are prepared to successfully enter the field as Electro-Mechanical Technicians, Automated System Technicians, Industrial Machinery Mechanics, or Supply Chain Technicians.

Certificate Program

Program Learning Outcomes

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

- Demonstrate troubleshooting procedures to diagnose and repair hydraulic and pneumatic systems used in automated processes and robotic assemblies.
- Discuss and demonstrate occupational safety and technical communications related to working in a distribution center.
- Demonstrate the installation, maintenance and troubleshooting of Programmable Logic Controllers systems (PLCs) and PLC modules.
- Establish a systematic approach to recognizing the essential information given on a blueprint.
- Solve arithmetic problems and formulas using unknowns that are typical to solving problems in engineering and industrial settings.

Required Courses (31 units)		Units
SCT-1	Introduction to Automated Warehousing	3
ELE-26	Microprocessors and Microcontrollers	4
ELE 27/ENE-27	Technical Communications	3
ELE/MAN-64	Programmable Logic Controllers	3
ELE/MAN-73	Electric Motors for Electricians	4
ELE/MAN-74	Industrial Electrical Automation	4
ENE-51	Blueprint Reading	2
ENE-60	Math for Engineering Technology	3
MAN-55	OSHA Standards for General Industry	2
MAN-60	Hydraulic and Pneumatic Systems	3

Associate of Science Degree

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

NEW LOCALLY APPROVED CERTIFICATE

3D Mechanical Drafting **NCE863**

This certificate includes courses intended to help students qualify for an entry level CAD operator/drafter or help someone, already in industry, to update their skills. Students can expect an entry level position as a CAD operator, mechanical drafter, engineering assistant and engineering technician.

Certificate Program
Program Learning Outcomes
Upon successful completion of this program, students should be able to:

- Demonstrate an understanding of 3D mechanical modeling so as to be able to capture design intent in a 3D model.
- Map out the most efficient path in 3D model creation.
- Reverse engineer existing parts and recreate them as 3D computer models.

Required Courses (9 units)		Units
ENE-21	Drafting	3
ENE-42	SolidWorks I	3
ENE-42B	SolidWorks II	3

The above certificate may lead to employment competency, but does not lead to an Associate of Science degree.

CHANGE TO THE MATHEMATICS COMPETENCY REQUIREMENT

Students must demonstrate minimum proficiency in mathematics by successful completion of a mathematics course with a "C" or higher selected from MAT 1-36 (excluding MAT-32) or MAT-53 or the equivalent [CLEP, AP/1B Exams, Credit by Exam, other pathways such as Completion Counts, courses from other colleges/universities, placement above Math 35, or Early Assessment Test (EAP for CSU, MCAP)].

Agenda Item (IX-B-2)

Meeting	4/19/2016 - Regular
Agenda Item	Administrative Reports (IX-B-2)
Subject	Riverside City College Catalog Addendum 2015-2016
College/District	Riverside
Funding	N/A
Recommended Action	It is recommended that the Board of Trustees approve the addendum to the 2015-2016 Riverside City College catalog as submitted.

Background Narrative:

During the late spring of 2015, the college developed curriculum which required State approval. The State Chancellor's Office approved some of these curricular changes after the publication of the 2015-2016 catalog. This addendum allows these items which were approved by the District Curriculum Committee and the Board of Trustees during the previous academic year to be made available to students in this academic year.

Prepared By: Wolde-Ab Isaac, President, Riverside
Sylvia Thomas, Associate Vice Chancellor Ed Services

Attachments:

RCC Catalog Addendum 2015-2016_backup.pdf

2015-2016
CATALOG ADDENDUM

Riverside City College
4800 Magnolia Avenue
Riverside, California 92506-1299
(951) 222-8000
www.rcc.edu

Riverside City College

2015-2016 Catalog Addendum

This addendum to the 2015-2016 Riverside City College Catalog contains changes that offer new educational opportunities for students. These updates were approved after the 2015-2016 Catalog went to press.

Although every effort has been made to ensure accuracy of the information, students and others who use the catalog and addendum should consult with a counselor, dean, department chair or program director for any additions, deletion or changes.

4800 Magnolia Avenue
Riverside, California 92506-1299
(951) 222-8000
www.rcc.edu

NEW STATE APPROVED DEGREES

BUSINESS ADMINISTRATION FOR TRANSFER

(CSUGE) AS626
(IGETC) AS628

This degree is designed to facilitate the student's passage from Riverside City College to the California State University System with an Associate in Science in Business Administration for Transfer degree. This degree will satisfy the lower division requirements for the eventual conferral of the Bachelor's Degree in Business Administration at CSU. With this degree the student will be prepared for transfer to the university upper division level. Additionally, the intent of an ADT is to assist students in seamlessly transferring to a CSU.

Program Learning Outcomes

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

- Demonstrate use of technology and application software to analyze and solve business decisions.
- Demonstrate mathematical and accounting procedures used for business specific calculations and decisions.
- Demonstrate the application of economic and business theories to develop effective business processes.

Required Courses (24-26 units)		Units
ACC-1A	Principles of Accounting I	3
ACC-1B	Principles of Accounting II	3
BUS-18A	Business Law I	3
ECO-7*/7H*	Principles of Macroeconomics/Honors Principles of Macroeconomics	3
ECO-8*/8H*	Principles of Microeconomics/Honors Principles of Microeconomics	3
List A	Select from the list below	3-4
List B	Select from the list below	6-8

LIST A Select one from the following (3-4 units):		
MAT-4*	Finite Mathematics	3
MAT-5*	Calculus for Business and Life Science	4
MAT-12*/12H*	Statistics/Honors Statistics	4

LIST B Select two from the following (6-7 units):		
Any course from List A not used above		3-4
CIS-1A	Introduction to Computer Information Systems	3
BUS-10	Introduction to Business	3
or BUS-24	Business Communication	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 Business Administration 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 <u>not</u> required to fulfill the RCCD graduation requirements found in section VII. Additional degree requirements: Health Education and Self Development.

CHANGE TO THE MATHEMATICS COMPETENCY REQUIREMENT

Students must demonstrate minimum proficiency in mathematics by successful completion of a mathematics course with a "C" or higher selected from MAT 1-36 (excluding MAT-32) or MAT-53 or the equivalent [CLEP, AP/1B Exams, Credit by Exam, other pathways such as Completion Counts, courses from other colleges/universities, placement above Math 35, or Early Assessment Test (EAP for CSU, MCAP)].

CORRECTION TO THE CSUGE REQUIREMENTS (PAGE 66)

E. Lifelong Learning and Self-Development (min. 3 semester or 4 quarter units)
Select one course from:
Biology 30; Early Childhood Studies 20, 42; Guidance 47, 48; Health Science 1; Kinesiology 4, 10, 35, 36; Psychology 9, 33; Sociology 12

Activity courses - Only 1 unit of activity coursework may be applied towards area E. Students may complete GUI-48 combined with 1 unit from the approved activity courses listed below in order to fulfill the 3 units required in area E:

KIN-A3, A4, A7, A9, A11, A12, A13, A20, A21, A28, A29, A30, A31A, A31B, A31C, V33, V34, A40. A41, A43, A44, A46, A47, V50, V51, V52, V53, A54, A55, A57, V60, V61, A62, A64, A67, A68, A69, V70, A74, A75, A77, V78, A80, A81, A82, A83, A86, A87, A88, A89A, A89B, A89C, A90, A92, V92, V94, V95

Military veterans who submit DD214 will be awarded 3 units towards Area E certification.

Agenda Item (IX-B-3)

Meeting	4/19/2016 - Regular
Agenda Item	Administrative Reports (IX-B-3)
Subject	Riverside City College Honors Program
College/District	Riverside

Information Only

Background Narrative:

The RCC Honors Program is one that can be celebrated for its commitment to our mission. We have 454 students in 26 honors seminars. RCC has transfer agreements with UC Irvine, UCLA, CSUs, private universities, and very soon with UCR. Thank you for your continuing support of our students and the Honors Program here at RCC.

Presenter: Thatcher Carter, Associate Professor of English
RCC Honors Coordinator

Tucker Amidon, Associate Professor, English
Honors Program Faculty Coordinator

Prepared By: Wolde-Ab Isaac, President, Riverside
Michelle Davila, Executive Administrative Assistant

Attachments:

RCC Honors Program Presentation

RCC Honors Program

Discover. Challenge. Learn.

RCC Honors Program

- 454 students in 26 honors seminars.
- Smaller class sizes, focus on writing, research, seminar style.
- Transfer agreements with UC Irvine, UCLA, CSUs, private universities, and VERY soon with UCR.

UCR/RCC “Research Day”

October 2, 2015

Research in the RCC Community Garden

November 16, 2015

Eighth Annual RCCD Honors Program Research Conference

39 Student presenters district-wide
November 20, 2015

HTCC Statewide Conference at UC Irvine

March 26, 2016

RCC Research Celebration

upcoming on April 29, 2016

RCC Honors Student Researchers

Agenda Item (XII-A)

Meeting	4/19/2016 - Regular
Agenda Item	Business From Board Members (XII-A)
Subject	Update from Members of the Board of Trustees on Business of the Board
College/District	District

Information Only

Background Narrative:

Members of the Board of Trustees will briefly share information about recent events/conferences they attended since the last meeting including any updates regarding the following assigned associations:
- Association of Community College Trustees (ACCT)
- Association of Governing Board of Universities and Colleges (AGB)
- California Community College Trustees and Legislative Network (CCCT)
- Community College League of California (CCLC)
-Latino Trustees Association
- Inland Valleys Trustees and CEO Association
- African-American Organizations Liaison Riverside Branch - NAACP
- Hispanic Chambers of Commerce: Corona, Moreno Valley and Riverside
- Chambers of Commerce: Corona, Moreno Valley, Norco and Riverside
- Riverside County School Boards Association
- Riverside County Committee on School District Organization
- Alvord Unified School District Ad-Hoc Committee

Prepared By: Chris Carlson, Chief of Staff & Facilities Development
Heidi Gonsier, Executive Administrative Assistant

Attachments:

None.

Agenda Item (XIII-A)

Meeting	4/19/2016 - Regular
Agenda Item	Closed Session (XIII-A)
Subject	Pursuant to Government Code Section 54957, Public Employee Discipline/Dismissal/Release
College/District	District
Funding	n/a
Recommended Action	To be Determined

Background Narrative:

None.

Prepared By: Michael Burke, Ph.D., Chancellor
Heidi Gonsier, Executive Administrative Assistant

Attachments:

None.

Agenda Item (XIII-B)

Meeting	4/19/2016 - Regular
Agenda Item	Closed Session (XIII-B)
Subject	Pursuant to Government Code Section 54957, Public Employee Performance Evaluation Title: Chancellor
College/District	District
Funding	n/a
Recommended Action	To be Determined

Background Narrative:

None.

Prepared By: Michael Burke, Ph.D., Chancellor
Heidi Gonsier, Executive Administrative Assistant

Attachments:

None.

Agenda Item (XIII-C)

Meeting	4/19/2016 - Regular
Agenda Item	Closed Session (XIII-C)
Subject	Pursuant to Government Code Section 54957.6 Conference with Labor Negotiator District-Designated Representative: Brad Neufeld of Gresham Savage Unrepresented Employee: Chancellor
College/District	District
Funding	n/a
Recommended Action	To be Determined

Background Narrative:

None.

Prepared By: Michael Burke, Ph.D., Chancellor
Heidi Gonsier, Executive Administrative Assistant

Attachments:

None.