RCCD | **RIVERSIDE COMMUNITY COLLEGE DISTRICT**

MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

Board of Trustees Committee Meeting
Tuesday, May 07, 2019 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. (This time limit will be doubled for members of the public utilizing a translator to ensure the non-English speaker receives the same opportunity to directly address the Board, unless simultaneous translation equipment is used.)

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 and speak to an Executive Administrative Assistant 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, 3rd Floor, 3801 Market Street, Riverside, California, 92501 or online at www.rccd.edu/administration/board.

I.   COMMENTS FROM THE PUBLIC

II.   PUBLIC HEARING

III.   CHANCELLOR'S REPORT

        III.A.   Chancellor's Communications
                  Information Only

IV.   BOARD COMMITTEE REPORTS

        IV.A.   Governance
                  Board Policy for First Reading - BPAP 3950 - Naming of Facilities
                  The Committee to review the first reading of Board Policy and Administrative Procedure
                  3950 - Naming of Facilities.
                  BPAP 3950 - Naming of Facilities

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IV.B.   Teaching and Learning
Sabbatical Report
Information only
Sabbatical Report
 Sabbatical PowerPoint

IV.C.   Teaching and Learning
Local Goal Alignment with Vision for Success
The Committee to review the college-level goals provided which will be submitted to the State Chancellor's Office by May 31, 2019.
 Local Goal Alignment Board Presentation

IV.D.   Teaching and Learning
Proposed Curricular Changes
The Committee to review the proposed curricular changes for inclusion in the college catalogs and in the schedule of class offerings.
Proposed Curricular Changes 040219
 Proposed Curricular Changes 041819

IV.E.   Planning and Operations
RCC Greenhouse Building
Recommend approving the allocation of $500,000 of Measure C funds for the RCC Greenhouse Building project.
05072019 RCC Greenhouse Project - Location Map

V.   OTHER BUSINESS

VI.   CLOSED SESSION

VI.A.   Conference with Legal Counsel - Anticipated Litigation
Initiation of Litigation Pursuant to Paragraph (4) of Subdivision (d) of Section 54956.9 - One Potential Case
Recommended Action to be Determined

VI.B.   Pursuant to Government Code 54957.6 – Conference with Labor Negotiators
District Representatives: Wolde-Ab Isaac, Chancellor
Employee Organization: Riverside Community College District Faculty Association CCA/CTA/NEA
Riverside Community College District California School Employees Association, Chapter 535

Management and Confidential Classified Employees

Recommended Action to be Determined

VII.   ADJOURNMENT

Board of Trustees Committee Meeting (III.A)

Meeting	May 7, 2019
Agenda Item	Other Items (III.A)
Subject	Chancellor's Communications
College/District	
Funding	N/A
Recommended Action	Information Only

Background Narrative:

Information Only

Prepared By: Wolde-Ab Isaac, Chancellor

Board of Trustees Committee Meeting (IV.A)

Meeting	May 7, 2019
Agenda Item	Governance (IV.A)
Subject	Governance
College/District	Board Policy for First Reading - BPAP 3950 - Naming of Facilities District
Funding	N/A
Recommended Action	The Committee to review the first reading of Board Policy and Administrative Procedure 3950 - Naming of Facilities.

Background Narrative:

The review of BP/AP 3950 was initially requested by the Board of Trustees following demolition of the Noble building at Riverside City College. The Facilities Recognition and Naming Committee has met to evaluate the current policy and propose draft changes.   The current draft has been approved by all stakeholders. BP/AP 3950 is respectfully presented for review and approval.

Prepared By: Wolde-Ab Isaac, Chancellor
Patrick Pyle, General Counsel

BP 3950   NAMING OF FACILITIES, EVENTS AND PROGRAMS

References:

CCR Title 5 § 53200(c)(4)

All recommendations for naming of facilities, events and programs shall be submitted for decision to the Board of Trustees by the Chancellor for action.

As designees of the Chancellor, the Facilities Recognition and Naming Committee shall develop the procedures for presenting proposed names for facilities, events and programs to the Board of Trustees for consideration.

THE NAMING OF A FACILITY, EVENT OR PROGRAM

Facilities, events and programs Buildings and facilities shall generally be named in a manner descriptive of their basic functions. In the case of a unique, extraordinary, or significant personal contribution of someone closely associated with the District or a significant financial gift made through the RCCD Foundation, it will be proper for an individual's name to be bestowed upon a building or other facility, event or program. All proposed names for facilities, events and programs shall be consistent with the principles and mission of the District.

Decisions to name buildings and facilities, events or programs after an individual when no financial gift is involved shall be made under circumstances free from emotion and transitory pressures. Therefore, when a nomination involves service or professional contributions to the institution, a proposal shall not be submitted to the Facilities Recognition and Naming Committee until the individual has been retired or deceased at least one year.

In addition to facilities, plaques, memorials and monuments, superior selected campus events – such as athletics, fine arts, lectures – and other activities and programs may will be eligible under this policy.

DISCONTINUING THE NAME OF A FACILITY, EVENT OR PROGRAM

The District recognizes that the name conferred on a District or campus facility, event or program or location, in recognition of an individual or group, is an important factor in the public image of the institution.

Accordingly, the Board of Trustees may discontinue an approved name when the Board determines that it is no longer appropriate for the District to retain the name previously assigned to the facility, event or program location or area.

Date Adopted: August 18, 2009
(Replaces RCCD Policy 7070)

AP 3950   NAMING OF FACILITIES, EVENTS AND PROGRAMS

I.   The Board of Trustees retains authority for naming all ~~buildings, structures,~~ facilities, <u>events,</u> programs, or other ~~areas~~ <u>aspects</u> within the District. The Board delegates to the Chancellor the process of evaluating and making the recommendation for naming ~~buildings and~~ facilities<u>, events and programs</u>. To aid ~~the Chancellor~~ in this process, an established committee, the Facilities Recognition <u>and Naming</u> Committee <u>("Committee")</u>, will gather the request~~s~~ <u>and</u> other required data, and make a recommendation to the Chancellor for any suggested naming~~s~~.

II.   The Facilities Recognition and Naming Committee shall ~~have an administrative co-chair and a faculty co-chair, and include faculty, staff, management, one RCCD Foundation representative~~ <u>be comprised of: one member of the faculty from each College in the District, as determined by the College President in consultation with the Academic Senate; one member of the staff union, as determined by the CSEA; one member of management from each College in the District, as determined by the College President in consultation with the MLA; one member of the Board of Directors of the RCCD Foundation, as determined by their Executive Committee; the President of the District Academic Senate; the Associate Vice Chancellor, Facilities Planning and Development; the Vice Chancellor, Institutional Advancement and Economic Development or Designee; one member of the public solely for each specific naming situation if and as determined by the pertinent College President; and</u> the student trustee. ~~Each College shall have at least one faculty and one staff representative serving on the committee.~~

<u>Whenever a naming situation involves an academic program, the current District Discipline Facilitator, or designee, for the academic area concerned shall be included on the Committee for that matter. When naming involves academic programs, the Board shall rely primarily on the advice of the Committee's faculty, consistent with Title 5.</u>

<u>The Committee shall have a faculty co-chair and an administrative co-chair. The faculty co-chair shall be a faculty Committee member as determined by consensus of the faculty Committee members. The administrative co-chair shall be the Executive Director of the RCCD Foundation. Once selected, members will continue on the Committee until they resign, they no longer fill the role through which they were placed on the Committee, or they are replaced with someone else through the applicable determination process.</u>

III.   Each proposal for naming a District facility shall be considered on its own merits.

No commitment for naming shall be made prior to Board of Trustees' approval of the proposed name.

IV.~~II.~~ General Guidelines

A. Individual or group requests are to be submitted in writing to the <u>RCCD Foundation</u> ~~Strategic Communications and Relations Office~~. A "PRESENTATION OF A CANDIDATE FOR RECOGNITION" Form must be completed as required by the ~~Facilities Recognition~~ Committee.

B. Individuals or groups ~~making~~ <u>submitting</u> applications should be prepared to make a presentation to the ~~Facilities Recognition~~ Committee with supporting materials and additional information. The <u>C</u>~~c~~ommittee will keep the requesting individual <u>or group</u> informed on the application's progress.

C. The ~~Facilities Recognition~~ Committee ~~will review the information and, if applicable, forward the written information with the recommendation to the Office of the District Chancellor.~~ <u>will seek input from pertinent operational experts to ensure there are no functional limitations on requests for placement. Preliminary input will be obtained from the College directly involved. The Committee will then review all information obtained and provide a written recommendation forwarded to the President of the College directly involved. Once approved by the College President, any recommendation will be then forwarded to the District Chancellor for approval before being brought to the Board of Trustees.</u>

D. An appropriate relationship between the use of the facility or its function and the person for whom it will be named should exist. When possible, a building name should include the function of that facility in its title.

E. In addition, plaques, memorials or any form of recognition to be affixed to any building, structure or facility of the District shall be subject to the aforementioned procedure for approval.

F. <u>Any event associated with a naming opportunity will be managed between the RCCD Foundation and the pertinent College President's Office. The RCCD Foundation will have primary responsibility where a gift is connected to the naming; the pertinent College President's Office will have primary responsibility where the naming is for honorary purposes.</u>

G. <u>Any academic program associated with a naming opportunity will be judged according to the fit between the suggested name and the program. All naming requests should reflect a logical and meaningful relationship between themselves and the program and shall reflect the mission and values of the District.</u>

IV. A name for a District facility must meet one or more of the following criteria:

    A. It must designate the function of a facility.

    B. It must reflect natural or geographic features.

    C. It must reflect a traditional theme of a college ~~or university~~.

    D. <u>It must reflect the mission and values of the District.</u>

    ~~D~~<u>E</u>. It must honor an individual:

        1. When no gift is involved:

            a. It must honor a person who has achieved unique distinction in higher education or other areas of public service<u>; or</u>

            b. It must honor a person who has served the District in an academic capacity and has earned a reputation as a scholar<u>;</u> <u>or</u>

            c. It must honor a person who has served the District and made extraordinary contributions to the District.

            d. When a proposal for naming in honor of an individual involves service in an academic or administrative capacity, a proposal shall not be made until the individual has been retired or deceased at least one year.

~~VI.~~   2. <u>When a significant gift is involved:</u>

~~Naming a building, structure, facility or area of recognition for a significant gift to the District.~~

            <u>a.</u> A ~~building, structure,~~ facility, <u>event or program</u> ~~or area~~ may also be named for a benefactor or an individual nominated by a benefactor for a significant gift to the District.

            <u>b.</u> For an amount to be considered significant, it shall either:

- Fund the total cost of the facility<u>, event or program</u> to be named; <u>or</u>
- Provide funding for that portion of the total cost~~,~~ which would not have been available from other sources; or

- Fit established naming opportunities presented to the Facilities Recognition and Naming Committee as part of the RCCD Foundation ~~campaign~~ <u>fundraising</u> activities.

Such facilities<u>, events or programs</u> will not be named in return for revocable deferred gifts. Irrevocable gifts of property (real or personal) will be considered.

VI. Duration of Naming Recognition

Naming of District ~~property~~ <u>facilities, events or programs</u> may be granted by the Board of Trustees as either permanent or for a defined period of time. The recommendation to the Board shall include the recommended duration of the recognition.

VII. Transferability of Naming Recognition

Naming of a designated piece of District property may not survive the named property's existence. Should the named property be removed, renovated or redesigned for another use, the naming recognition shall not automatically be assigned to its replacement or any other like property without the express authorization of the Board of Trustees. A recommendation for the transfer of the naming rights may be presented to the Board for consideration <u>through this Committee process</u> ~~at any time within the originally defined recognition period~~. In the event that a naming designation will be either transferred or discontinued, the ~~d~~<u>District</u> will attempt to contact and inform any living heirs.

VIII. Signage

Buildings to be named should normally bear the last name of the person for whom it is to be named and the building name. For instance, "The Doe Memorial." The sign should be in a typeface and style consistent with ~~campus~~ <u>College</u> signage. The wording of the nameplate must be approved by the Chancellor ~~or~~ <u>and pertinent College</u> President<u>,</u> (or designees)~~, depending on whether the building is a District or campus facility~~. <u>The cost of signage will be borne by the associated gift, or by the District when the naming is solely for honorary purposes. The RCCD Foundation will work with the appropriate College President's Office to manage the accomplishment of proper signage.</u>

Lecture halls, classrooms, and labs named may also be identified with a plaque of appropriate materials and design mounted on the wall directly outside the main entrance to the facility<u>, or in a position otherwise most appropriate under specific circumstances.</u>

All areas where students, staff, and the public gather, including walkways, benches, and gardens, may also be identified with a plaque or acknowledgement

plate of appropriate materials and design mounted near the area. The plaque or acknowledgement plate design should be consistent with the design of the facility and easily maintained.

Office of Primary Responsibility*:* ~~Associate Vice Chancellor, Strategic Communications and Relations;~~

~~Director, and Alumni Affairs~~ <u>Office of the Chancellor</u>

Administrative Approval**:** August 16, 2011
(Replaces current Riverside CCD
Regulation 7070)

Board of Trustees Committee Meeting (IV.B)

Meeting	May 7, 2019
Agenda Item	Teaching and Learning (IV.B)
Subject	Teaching and Learning Sabbatical Report
College/District	District
Funding	N/A
Recommended Action	Information only

Background Narrative:

Information only

Prepared By: Susan Mills, Vice Chancellor Educational Services and Strategic Planning

Sabbatical Report
Virginia White
Sabbatical during Fall 2018

I completed a sabbatical at California Polytechnic State University in San Luis Obispo (CalPoly SLO) during fall 2018. I served as visiting faculty in the Horticulture and Crops Science Department and taught a course in the Agricultural and Environmental Plant Sciences (AEPS) and Landscape Architecture (LA) majors called Plant Materials II (AEPS 234). The course focuses on the identification, uses, and evolutionary relationships between approximately 180 woody ornamental plants. Additionally, I observed Introduction to Horticulture (AEPS 120) lecture and laboratory as well as participating in lab planning meetings. I also observed Weed Biology and Management (AEPS 321) lecture. In addition to coursework, I also participated in various campus activities (events for female faculty at the request of the Provost), various enterprise project sales, campus cultural performances, and interacted with industry partners (Central Coast Rare Fruit Growers). I met nearly all the goals set for the sabbatical and have begun enacting the outcomes of those goals.

Goals
1. Develop courses in horticulture and crop science that are transferrable to CSU and UC campuses.
2. Develop research projects that utilize the greenhouse for Biology 1 (General Biology), Biology 5 (General Botany), Biology 12 (Introduction to Organismal and Population Biology), and Biology 20 (Plants and Human Affairs).
3. Identify the skillset expected by transfer institutions for their upper division plant biology courses and by industry partners for employment.
4. Establish professional relationships with plant science researchers and industry leaders that could partner with RCC on subsequent grant funding opportunities.

Goal 1: Develop courses in horticulture and crop science that are transferrable to CSU and UC campuses.

While it was part of Goal 1, I was unfortunately unable to teach AEPS 120 (Principles of Horticulture and Crop Science) because of the late notice that I had been granted sabbatical leave. The course had already been fully staffed by that time. However, I did attend each lecture and observed lab weekly in addition to participating in lab planning meetings. This is an ideal course for RCC to offer as it has no prerequisites and allows students interested in plant biology another course they can complete before transfer. It is required for students in the AEPS (Agricultural and Environmental Plant Science) major, but is also a science with a lab that would count as GE for nonmajors. The course is not chemistry-intensive and requires less mastery of biochemical processes than general botany. Therefore, it could be an ideal course for entry-level students and offer an alternative to our biology 1 course for students seeking to satisfy their science general education requirement. Unfortunately, until a greenhouse is built and fully functional, this course is impossible to run. Because the course is entirely about growing plants, all lab activities rely heavily on greenhouse and academic field space to prepare materials for the students to use during the lab. While greenhouse planning continues, the completion date is still unknown. In the meantime, the COR will be prepared and submitted to the Curriculum Committee by fall 2019 in hopes that the course can be offered soon after the COR is approved.

Additionally, I taught the laboratory for AEPS 234 (Plant Materials II), which requires students to identify and classify approximately 180 woody ornamental plants. In addition to

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observing the other instructor's lab, I had to learn all 180 woody ornamental plants and their locations on campus. Weekly walking quizzes were administered, which required walking the campus to identify additional locations of all 180 plants on the lists. Midterm and final exams required bringing fresh plant material into the lab for the students to identify. This course is definitely challenging, but well worth offering in a modified format. While the course requires significant memorization, it is intended for a particular type of student who is planning to become a horticulturalist, a landscape architect, or environmental designer. In addition to identifying the plant species, instruction also included the use of botanical vocabulary and trade terms, all of which is very good practice for students interested in going into plant-related fields. At CalPoly, Plant Materials II is the second in a 2-course series of plant ID classes. RCC would not be able to sustain 2 courses on plant ID, but could feasibly offer one. Before this could be offered, however, a catalog of the plants on campus is necessary. Until a catalog of campus plants is complete, selecting the materials for new plantings (to fill gaps in what is currently available) will be impossible. I will map the perennial plant material on campus over the course of 2019 with the goal of applying for external funding to create labels for many of the trees on campus and establish the campus as an arboretum or botanic garden. Submission of a COR for a Plant Materials course will be completed by fall of 2020.

I also sat in on Weed Biology and Management (AEPS 321). This course is not appropriate or possible to teach at RCC, but is a representative course that students would take after transfer. In fact, many of the transfer students I encountered in AEPS 120 and AEPS 234 were also in AEPS 321. I chose to attend this course because it is in my area of expertise and because it would provide information about the academic expectations for transfer students. The outcomes of attending this course will be covered in the section on Goal 3.

Many of my students in AEPS 234 were also enrolled in enterprise projects- courses where students earn credits for 'doing' horticulture. The department offers several enterprise project courses throughout the year, making it possible for a student to enroll in at least one within an academic year. An example of an enterprise project course that several of my students were involved in was the Poinsettia Enterprise Project. The students started in the summer term cultivating and growing poinsettias for a holiday sale. The enterprise projects are very long-term projects undertaken by students by under the supervision of experienced faculty and staff. Enterprise projects are offered in a wide variety of topics: organic vegetable production, stone fruit production, poinsettia production, and succulent plant production (this is not an exhaustive list). These courses offer students the opportunity to learn field or greenhouse maintenance, to take responsibility for the care and maintenance of plants over a long period of time, and in some cases to earn money from the profits earned from the sales of plant materials. Regardless of the monetary benefits, the students have work experience that can be noted on resumes, making them very competitive for internships or employment in horticulture or agriculture fields. Additional information on enterprise projects is provided in the Goal 2 report.

The Horticulture and Crop Science Department has a large number of transfer students. I had the pleasure of working with many of them in the AEPS 120 and 234 classes. Most had transferred from a local community college, Cuesta College, where there is a horticulture program. However, a few had transferred from other colleges where horticulture was not offered, including one RCC transfer. Students transferring from a community college without horticulture or agriculture courses were behind the students who started at CalPoly as freshmen. Because they had not taken most of the coursework necessary for the major, they will likely have to spend 3 years at CalPoly. There are benefits to this as it gives them more time to secure internships and more opportunities to participate in team competitions on campus. However, the significant cost associated with these courses could be lessened by offering them at RCC.

Significantly, I learned the coursework expected of transfer students. The Life Science Department has only outlined a pathway for a biology major and just recently approved an ADT in biology. The coursework required for a biology major and a plant agriculture major is different. For a plant agriculture major, there is less or different chemistry and physics required. However, soil science coursework is required for a plant agriculture major where it is not for a biology major. Establishing a defined pathway for plant agriculture majors and investigating the courses necessary for an ADT in plant agriculture will help to clarify courses that may be missing from our catalog and help students transfer in a timely manner and catch up to their four-year university peers.

Development of CORs was intended to begin upon completion of the time at CalPoly (completion of the courses during fall quarter) including the development of CORs for the following courses: Principles of Horticulture and Crop Science (estimated submission of fall 2019), Plant Materials (estimated submission of fall 2020), and a Work-Learn Course (based on an enterprise project model, see Goal 2, estimated submission fall 2019). The work-learn courses will require external funding to provide much of the specialized equipment necessary. As such, proposals will be submitted to appropriate granting agencies such as the National Science Foundation, The United States Department of Agriculture, and the California Department of Food and Agriculture. Several grants seeking funds for these courses are in preparation.

Goal 2: Develop research projects that utilize the greenhouse for Biology 1 (General Biology), Biology 5 (General Botany), Biology 61 (Introduction to Organismal and Population Biology), and Biology 20 (Plants and Human Affairs).

With the construction of a greenhouse, RCC students will benefit from the opportunity to utilize a facility that has been a part of the RCC campus since the 1960s but absent for the last 7 years. We currently have 2 growth chambers, but the limited space does not allow for much experimentation. Planning for the greenhouse project continues, but a completion timeline is not yet available. Assuming a greenhouse is eventually realized, RCC students will be able to properly conduct botanical experiments.

While on sabbatical, I was told there would be an academic field space constructed alongside the greenhouse; therefore, projects were designed for such a space. Plant biology research typically begins in the very artificial but entirely controlled environment of a growth chamber. The artificial environment results in artifacts that can interfere with the researcher's understanding of the data. Therefore, the experiment is repeated in a greenhouse where there are fewer artifacts but also less control over the environment. While in a growth chamber, daylength and temperature (among others) can be completely controlled, these environmental conditions are less controllable in a greenhouse. But plants can be in larger pots and experience more realistic conditions, so artifacts from the artificial environment are reduced. The third step is to repeat the experiment in an academic field space where there are virtually no artifacts but also virtually no control of environmental conditions. Drawing conclusions without data from each type of experiment is dangerous as those results only apply to the system where the data were derived. Examples of experiments that can be conducted across the 3 systems are irrigation or soil nutrition experiments, pruning experiments, competition experiments, and variety trial experiments. Unfortunately, an academic field space is no longer anticipated, making the greenhouse facility all the more critical.

Biology 61 and biology 5 courses would benefit the most from greenhouse experiments as the students spend a significant amount of time covering plant biology. Biology 61 students can expand on a current competition experiment conducted in the growth chambers. By taking advantage of the additional space in the greenhouse, the growth chambers will be freed up for experiments that require the completely controlled environment of a growth chamber. This allows

the students to experiment with environmental differences and the effect on plant growth, but also allows for another opportunity to have students design and implement experiments. With the addition of a greenhouse, physiology experiments become possible because there is now a place to produce and keep the necessary plant material. Students can experiment with light, water, and nutrient availability; hormone application; pest or pathogen exposure; or effect of media type on plant growth.

Biology 5 students currently have very limited opportunities to conduct experiments on plants due to a lack of adequate growing space. Having a greenhouse will allow experiments such as those observed in CalPoly's AEPS 120 (detailed below), genetics experiments, or some similar to those outlined for biology 61 (see above). Additionally, a greenhouse will allow the department to keep a teaching plant collection showcasing interesting morphology or physiology. These sorts of demonstrations are critical for entry level students as real-world examples help to make otherwise abstract concepts relatable. While the course is academically not as rigorous at the Biology 61 course, it is entirely plant focused and will be able to utilize the greenhouse space for the entire semester.

Biology 20 students will benefit from the greenhouse despite the short intersession format of the class. Because of the short timeline of the course, it is very difficult for the students to grow materials for themselves. However, materials can be prepared for the students to use during the course. Additionally, some plant material can be grown by the students by choosing plants that germinate and mature quickly (such as fast-plants).

Biology 1 students can be introduced to plants in a whole form for various experiments throughout the course. Currently, the photosynthesis lab does not allow students to measure respiration in plants or to visualize chloroplasts and starch storage. With a greenhouse, coleus plants can be grown in bright light or without light. Students can then compare starch storage between the sun and shade leaves. This helps them to understand the products of photosynthesis and the purpose of the biochemical process. Students can also grow plants from seed to explore the difference between the two main categories of flowering plants. They are expected to know the difference in both lecture and lab, and growing their own plants would go a long way to improving their understanding. Currently, these students are shown no live plant material (aside from outdoor plants) during the plant lab. Having a teaching collection (a collection of a variety of plants for use in teaching labs) would allow students to see plants from across the various plant divisions (much like the animal specimens we have for them to look at across the various animal phyla).

Norco College has a greenhouse and uses it to prepare materials and for student experiments in biology 1, biology 5, and biology 61 courses. Students there have the opportunity to work with plant material in a variety of their labs. They conduct short-term physiology experiments such as experimenting with photosynthesis as well as long-term experiments such as experimenting with plant nutrition.

At CalPoly, AEPS 120 (Principles of Horticulture and Crop Science) utilized the greenhouse throughout the course. Preparation of materials began several weeks before the start of the quarter and continued throughout the term. One activity conducted by the students during lab involved having them mix soilless potting mix and transplant marigolds into larger pots using that soilless media. Another involved having students collect data on plants that were grown in different light and temperature environments. Students also mixed up potting mix with varying nutrient levels and compared plant growth over the subsequent weeks. In each case, materials were prepared for several weeks in advance of or maintained for several weeks after the lab (or both).

While observing AEPS 120, I had the privilege to snoop on other course projects in the various greenhouses within the Horticulture Unit and agricultural fields within the Crops Unit. Many of the experiments conducted in CalPoly greenhouses are long-term (lasting more than 3

weeks). Students are instructed on how to transplant, how to maintain, and how to harvest plants. As is often the case, they get impromptu lessons into the pathogens that develop on the plants and ways to avoid or treat those pathogens. None of these lessons are practical or reasonable without a greenhouse or academic field space, but all are necessary for students interested in pursuing a career in plant biology.

Believing there was a likelihood of getting an academic field space associated with the greenhouse, I also investigated the kinds of agricultural field experiments conducted with students at CalPoly. The field setting is used in a number of classes and usually involves establishment of cover or cole crops. Students then use the crop to learn a number of skills such as weed, insect pest, and pathogen identification; mowing, disking, and plowing effects; and herbicide application techniques. While RCC would never be able to offer the breadth of field activities that CalPoly can, modified versions could be implemented if an academic field space becomes available. If that space does not come to fruition, perhaps we can rent space at UCR's Agricultural Experiment Station using grant funding.

Additionally, as mentioned briefly in the Goal 1 report, I have had the opportunity to learn about CalPoly's enterprise projects. These are low-unit (usually 2), very small courses (usually 6-8 students per section) that allow the students to get very hands-on in the production of a crop (tomatoes, peaches, or poinsettias, for example). The students are responsible for all aspects of production: propagation, media mixing, potting, transplanting, irrigation system construction, fertilizing, shade-cloth application, pruning, harvest, and post-harvest handling. The products are sold to the public (at farmers markets or special sales on campus). In some cases, the students earn a share of the profits (typically less-expensive annual crop production). In other cases, the profits are reinvested back into the program (typically expensive orchard projects). These kinds of work-learn experiences provide tremendous opportunity for our students. They get the chance to be hands-on in crop production, learn the basics of greenhouse and field maintenance, and maybe even benefit financially. While these courses are expensive to run due to the small size, they have extraordinary benefit for the student in terms of motivation, classroom success, and the potential to improve graduation rates. To that end, external funding will be sought to support the establishment of these kinds of Work-Learn Courses. For example, an Asparagus Work-Learn program has been proposed in partnership with the established and internationally recognized Asparagus Breeding Program at UCR. Our students can get experience in asparagus breeding and growing techniques without significant facilities or equipment investment on the part of RCC but under the supervision of RCC faculty and UCR researchers. If the project proves successful, other endeavors can follow (succulent breeding or poinsettia production, for example).

Goal 3: Identify the skillset expected by transfer institutions for their upper division plant biology courses and by industry partners for employment.

Working in the Horticulture and Crop Science Department allowed me to learn about the Agricultural and Environmental Plant Science (AEPS) major and the requirements for graduation. The chemistry, math, and physics requirements are different than those for a biology major. In fact, many of the students have chosen the major because of the reduced science coursework. For many of our students, having a pathway to a science career that is a bit lighter on the science coursework outside the primary area of interest would be a helpful option. Unfortunately, because we offer few of the courses needed within the major, our students cannot complete many units toward graduation before transferring (other than GE requirements). One outcome from Goal 1 that was unanticipated is to develop a plant agriculture pathway aligned with a plant agriculture ADT for our students who want to transfer into horticulture, agriculture, or botany programs. This will require coursework in physical sciences, chemistry, and biology, but very often different courses from our currently

detailed biology major pathway. Outlining a pathway for horticulture and agriculture students will help to simplify the transfer process for those students and help RCC identify vital but missing coursework.

I was surprised at the level of scientific detail expected of students in AEPS 120. Because it is an introductory course, I expected the level of detail would be fairly low. However, it was much lower than I expected. Because it is the first course required within the major, they approach the class as a first step. "Other courses will expect you to know the gritty details" was spoken repeatedly throughout the course. They truly viewed the course as an introduction where students were first exposed to new information. Meanwhile, there was much more detail than I expected given to groups of plants and plant growth regulators. Because these are topics of great importance in future classes, these topics got more attention. Without observing this course in person, I would have structured an introductory horticulture course inappropriately. I found it especially helpful to have attended other courses within the AEPS major. That allowed me to see the expectation of information retention in subsequent courses. Expected information retention is very high, and each subsequent course adds more detail.

By attending both lower and upper division courses in the AEPS major, I have a much better understanding of the expected knowledge-base for our transfer students. We must offer more courses appropriate for transfer to horticulture and agriculture programs. Much of our coursework is focused on students wanting to major in biology, which is entirely too broad for agriculture or horticulture majors. Now that I have a clear understanding of the expectations and once appropriate facilities are constructed, new courses at the appropriate level will be offered so that our students are prepared for what our 4-year university partners will be expecting (see Goal 1 report).

CalPoly sponsors many "Evening with Industry" events throughout each quarter. These events allow students to interact with folks from various plant-related industries (often alumni of CalPoly). These events are opportunities to network and often result in summer internships or interviews for employment. RCC needs to be doing this across the board, and plant industries should be included. Additionally, I had the opportunity to attend a meeting of the Central Coast Rare Fruit Growers. Some of the growers are hobbiests, but many produce rare fruits for a living. Most offer internships for college students during the summer or throughout the year. The internships offer students the opportunity to learn about cultivation, production, and harvest procedures for the fruit crops. In many cases, these procedures can be applied to crops other than the rare fruit they may have been working with during the internship.

Local agriculture and horticulture employers have no way to recruit our students because we have no formal program or facilities to train them. Development of a plant biology program at RCC will offer employers the opportunity to recruit our students for internships or permanent employment. Efforts will be made to expose our students to research experiences at CSUs, UCs, and CalPolys by applying for grant funds for summer research experiences. Getting access to research opportunities at these four-year universities will really benefit our students by helping them find a plant biology program that suits their needs. More on this will be presented in the Goal 4 report.

Goal 4: Establish professional relationships with plant science researchers and industry leaders that could partner with RCC on subsequent grant funding opportunities.

I have established good professional relationships with the faculty and students in the Horticulture and Crop Science Department. My colleagues in HCS sought my input when redesigning their Introduction to Horticulture and Crop Science labs. They asked me to pilot various projects they wanted to assign to students in hopes of improving the instructions. They incorporated my suggestions into their labs and were very positive about the student responses to

the suggested activities. Because I am now very familiar with their individual areas of expertise, I see great potential for partnering on future grants that would allow our students to go to CalPoly for research experiences during the summer. Because we can never offer our students a full-scale agriculture experience, partnering with an institution that can will be critical. Currently under development are proposals for NSF and USDA grants to fund agricultural research experiences for our students at four-year transfer institutions. CSU, UC, and CalPoly campuses are all very eager for transfer students, so partnering with them will be easier than ever.

In addition to establishing partnerships with faculty in HCS, I had the opportunity to meet faculty in the Wine and Viticulture Department, as well. Because WV is a small department, they are very interested in transfer students. I have had several students in my botany class at RCC that are planning to go into the wine industry. Having a partnership with CalPoly WV could make RCC a destination for students interested in a career in the wine industry. Given our proximity to Temecula, students interested in pursuing a career in viticulture can be recruited once they know we have a program for them and a partnership with the Wine and Viticulture Department at CalPoly San Luis Obispo.

The CalPoly faculty I interacted with regularly are largely outside the loop on the California Guided Pathways, so I was able to provide them with an overview. That allowed us to work together to clarify what a transfer student would need to have completed before transfer to CalPoly. Additionally, it gave CalPoly faculty an idea of how we are currently training our students before they transfer. This exchange definitely resulted in clarification of expectations on both sides of the transfer process.

Final Thoughts

I am incredibly grateful for the opportunity to spend time in an academic environment where my subject matter expertise was appreciated and my input was sought. Having the opportunity to complete my sabbatical in such a dedicated program was incredibly affirming. The experience was both academically invigorating and professionally rewarding. I am so grateful to have had this experience and sincerely thank the PG&SL committee, the college, and the district for making this opportunity possible.

Expanding Transfer Opportunities in Agriculture and Academic Reinvigoration
Fall 2018 Sabbatical, CalPoly SLO

Virginia White, PhD
Professor, Biology

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AEPS 120: Principles of Horticulture and Crop Science

- Observed/assisted in lecture and lab
- Required of all majors (including transfers)
- Assisted with greenhouse projects
  - Suitable for our existing courses, given a greenhouse facility

AEPS 120 Greenhouse Activities

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AEPS 234: Plant Materials 2

- Taught two laboratory sections
  - Outside utilizing landscaping plants
- Open to students who have had AEPS 120

AEPS 321: Weed Biology and Management

- Observed lecture
- Open to students who have had AEPS 120
- Confirmed educational expectations of upper division students

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Enterprise Projects

Tomato Transplant Production: 2019 (Enterprise Project)
- Sign up for 2 units in Winter 2019 and 2 units in Spring 2019
- Grow tomato transplants from seed and sell them

Earn credit · Gain experience · Make money
- Apply now!

Succulentopia!

FRIDAY, OCT. 19, 12 to 6 p.m.

SATURDAY, OCT. 20, 9 a.m. to 1 p.m.

CAL POLY HORTICULTURE UNIT

Via Carta Road, Bldg. 48
(805)756-1106

STUDENT-GROWN QUALITY SUCCULENTS

WATER-THRIFTY JEWELS, COLORFUL,

TEXTURED PLANTS FOR PATIO OR GARDEN

25

Proposed New Courses

- Introduction to Horticulture and Plant Science
- Plant Materials
- Work-Learn (Enterprise Project style course)

- These courses plus a few in other disciplines and we can develop an ADT in Plant Agriculture

Professional Partnerships

- CalPoly has many partnerships with the agriculture and horticulture industries
- Industry partners offer internships and employment

Horticulture & Crop Science
17th Annual Evening with Industry
November 14 From 6-8pm
Performing Arts Center (PAC) Pavilion

What is Evening with Industry?

Evening with Industry is a chance for students to come meet with representatives from companies representing all aspects of the Agriculture and Environmental Plant Sciences major. You will have the opportunity to find out about job and internships, as well as network for the future. Dinner will be provided.

RSVP to Kgolin@calpoly.edu

Greenhouse Variation

- Visited various greenhouse spaces and spoke with the staff

Outcomes

- Course CORs
  - 120, 234, work/learn
- Curriculum development and improvement
  - Greenhouse experiments/activities
- ADT for plant agriculture
- Professional relationship with CalPoly faculty in Hort. and Plant Sci.

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Thank you for this amazing opportunity

Board of Trustees Committee Meeting (IV.C)

Meeting	May 7, 2019
Agenda Item	Teaching and Learning (IV.C)
Subject	Teaching and Learning Local Goal Alignment with Vision for Success
College/District	District
Funding	N/A
Recommended Action	The Committee to review the college-level goals provided which will be submitted to the State Chancellor's Office by May 31, 2019.

Background Narrative:

The California Community College's Chancellor's Office released the Vision for Success: Strengthening the California Community Colleges to Meet California's Needs in July 2017. The Vision for Success established ambitious system-wide goals to improve the commitment to our students and their success. The Student Centered Funding Formula legislation (AB1809) requires colleges to align local goals with the system-wide goals. By the December 15, 2018 deadline, the district's three colleges certified that efforts were underway to set measurable, aligned local goals. The colleges followed their planning process to establish ambitious local goals that are numerically measureable with a specific timeline for improvement by 2021-2022. The Vision for Success calls for local boards to adopt college-level goals that align to the Vision for Success goals. College goals are based upon key student success outcomes such as, earning an award, transferring, or securing employment in a corresponding field of study. Additionally, the colleges established goals for student groups that our examination of the aforementioned student outcomes revealed the need of additional support to close equity gaps.

Prepared By: Monica Green, Vice President, Planning and Development, Riverside City College
Giovanni Sosa, Dean, Institutional Effectiveness, Moreno Valley College
Gregory Aycock, Dean, Institutional Effectiveness, Norco College

Local Goal Alignment
with Vision for Success

Board of Trustees Teaching and Learning Committee

May 7, 2019

RCCD | RIVERSIDE COMMUNITY COLLEGE DISTRICT
MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

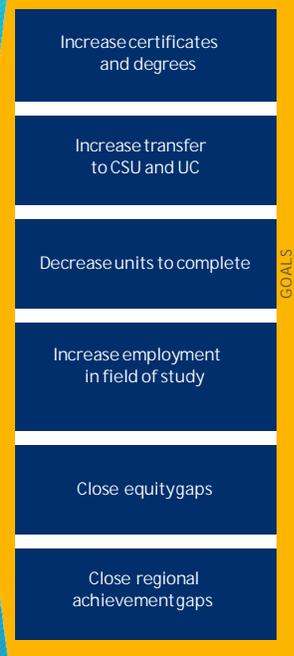# ALIGNED RESOURCES AND PROGRAMS TO PUT STUDENTS FIRST

THE WHY	**THE WHAT**	**THE HOW**	**THE TOOLS**
Our Students and Communities	Vision for Success	Guided Pathways	System-level Support

THE WHAT — GOALS

- Increase certificates and degrees
- Increase transfer to CSU and UC
- Decrease units to complete
- Increase employment in field of study
- Close equity gaps
- Close regional achievement gaps

THE HOW — PILLARS

- Clarify the path
- Enter the path
- Stay on the path
- Ensure students are learning

THE TOOLS

PROGRAM ALIGNMENT AND SUPPORT

- Developmental Ed. Reform (AB 705)
- California Promise (AB 19)
- Associate Degrees for Transfer
- Regulatory Reform

FISCAL REFORM

- Financial Assistance for Students
- Student Centered Funding Formula
- Guided Pathways allocations
- Student Equity and Achievement Program
- Strong Workforce
- Student Success Metrics

POLICY CONNECTIONS

- Vision Resource Center
- Investment in staff and faculty
- Regional support strategy
- Local Board goals (AB 1809)

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BACKGROUND AND MILESTONES

- New Funding Formula legislation (AB 1809) requires:
  - Local goals that are aligned with the system-wide goals in the Vision for Success
  - Local goals that are numerically measureable
  - Local goals that specify the timeline for improvement
- Milestones
  - December 15, 2018 – certify to CO that process is underway to set measureable, aligned goals
  - May 31, 2019 – BOT must adopt goals and submit them to the CO with signatures of Board President, CEO, Academic Senate President

VISION FOR SUCCESS GOALS

These are system wide goals meant to be achieved by 2021-2022.

- Goal #1: Completion

Increase by 20% the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets

- Goal #2: Transfer

Increase by 35% the number of CCC students systemwide transferring annually to a UC or CSU

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VISION FOR SUCCESS GOALS

- Goal #3: Unit Accumulation

Decrease the average number of units accumulated by CCC students earning associate degrees from approximately 87 total units to 79 total units—a decrease of 10%

- Goal #4: Workforce

Increase the percent of exiting students who report being employed in their field of study from the most recent statewide average of 69% to 76%--a 10% increase

- Goal #5: Equity

Reduce equity gaps across all of the above measures with the goal of cutting achievement gaps by 40% in 5 years and eliminating all achievement gaps within 10 years
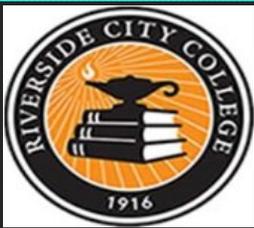
BASELINE DATA
(Student Success Metrics)

- Completion Indicators
  - Completed associate degrees
  - Completed CCCCO-approved certificates
  - All students who completed a degree and/or CCCCO-approved certificate
- Transfer Indicators
  - Completed Associate Degrees for Transfer (ADT)
  - Transfers to UC/CSU
- Unit Accumulation Indicator
  - Average units earned per completed associate degree
- Workforce Indicators
  - Median annual earnings of exiting students
  - Number of exiting students earning a living wage
  - Percent of exiting CTE students who report being employed in their field of study
- Equity indicators (available April 2019)
  - All of the above indicators disaggregated for those student groups identified as disproportionately impacted in the college's annual Equity Plan and available in the Student Success Metrics on the Launchboard
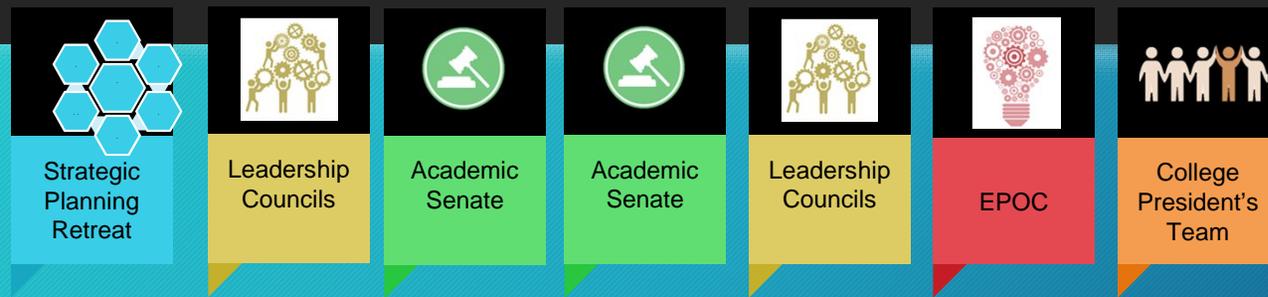
DISTRICT TIMELINE
Local Goal Alignment with Vision for Success

Chancellor's Cabinet Agenda	Chancellor's Cabinet Presentation	Board of Trustees Agenda	Board of Trustees Presentation	Board of Trustees Meeting	Submit Alignment to CCCCO

April ──────── **May** ──────────

04-24-19	04-29-19	04-30-19	05-07-19	05-21-19	05-31-19
Deadline to submit for Chancellor's Cabinet	Presentation to Cabinet for review & feedback	Deadline to re-submit presentation (if needed) for Board agenda	Presentation at the Board of Trustees Committee Meeting	Board of Trustee action	Deadline to submit Alignment to the State Chancellor's Office

RIVERSIDE CITY COLLEGE PROCESS
Local Goal Alignment with Vision for Success

Strategic Planning Retreat	Leadership Councils	Academic Senate	Academic Senate	Leadership Councils	EPOC	College President's Team

January — **February** — **March** — **April** → Forward to District & Board of Trustees

01-10-19
Establish draft for review

02-21-19
First Reading Provide feedback to Academic Senate and adjust draft

03-04-19
First Reading Provide feedback for review by Leadership Councils

03-18-19
Second Reading and action to forward to Leadership Councils

03-21-19
Second Reading and action to forward to EPOC

04-04-19
Receive and action to recommend to President
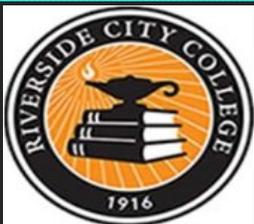
04-10-19
President's action

RIVERSIDE CITY COLLEGE
Local Goal Alignment with Vision for Success

Metric	Rationale	Baseline (2016-2017)	Goal (2021-2022)	5-year Difference
Completion-Degrees	20% annual increase	1,501	3,735	149% increase
Completion-Certificates	20% annual increase	418	1,040	149% increase
Transfer-CSU/UC	20% annual increase	266	662	149% Increase
Transfer-ADT	20% annual increase	1,277	3,178	149% increase
Unit Accumulation	Set at statewide goal of 79	93	79	15% decrease
Workforce – Job Closely Related to Field of Study	3.5% annual increase	64%	82%	28% increase

RIVERSIDE CITY COLLEGE
Local Goal Alignment with Vision for Success
STUDENT EQUITY examples

DISPROPORTIONATELY IMPACTED GROUPS	Statewide Goal	College Rationale for Setting All Equity Goals
African American Hispanic American Indian Native Hawaiian/Pacific Islander Students with Disabilities Foster Youth	Reduce equity gap by 40% within 5 years	50% reduction in equity gap from 2016-2017 through 2021-2022 Use of population proportionality index to determine each goal for all disproportionately impacted groups

Metric	Baseline (2016-2017)	Goal (2021-2022)	5-year Difference
African American – Degree Completion	97	273	181% increase
Hispanic – Certificate Completion	257*	639	149% increase
Foster Youth – CSU/UC Transfer	10	64	540% increase

* Equity gap eliminated

MVC ISP Objectives and Goal Alignment Timeline

- March 7, 2019 - Student Equity and Achievement Committee
- March 18, 2019 – MVC Academic Senate First Read and Feedback
- March 28, 2019 – MVC Strategic Planning Council First Read and Feedback
- April 15, 2019 – MVC Academic Senate Second Read and Vote
- April 15-16, 2019 – MVC Strategic Planning Council Special Meeting Second Read and Vote (Electronic)
- April 17, 2019 – President's Cabinet
- April 19, 2019 – District Strategic Planning Council
- April 22, 2019 – RCCD Chancellor's Cabinet
- May 7, 2019 – RCCD Board of Trustees Committee Meeting
- May 18 , 2019 – RCCD Board of Trustees Vote Approval
- May 31, 2019 - Deadline to Submit and Certify Goal Alignment with State Chancellor's Office

MORENO VALLEY COLLEGE
Local Goal Alignment with Vision for Success

Metric	Rationale	Baseline (2016-2017)	Goal (2021-2022)	5-year Difference
Completion-Degrees	5% annual increase	808[1]	969	20% increase
Completion-Certificates	4% annual increase	304	365	20% increase
Transfer-CSU/UC	7% annual increase	579	782	35% Increase
Transfer-ADT	7% annual increase	99	134	35% increase
Unit Accumulation	2% annual decrease	94	84	10% decrease
Workforce – Job Closely Related to Field of Study	2 point annual increase	69%	79%	10 point increase

[1]Used 2017-18 data as the reported baseline given that they exceeded the 2016-17 baseline

Equity Goals: Analysis Considerations

- Based upon disproportionate impact (DI) methods (AB-504)
  - Percentage Point Gap
  - Proportionality Index

- Identified 32 instances of DI (Goals established for all instances)

- Degree of Disproportionate Impact (DI)
  - DI conceptualized on a continuum
  - Focus of the following findings is to highlight student groups found to be most disproportionately impacted based on these criteria:
    - Magnitude of DI => Identification of larger achievement gaps
    - Scale of DI => The number of affected MVC students

MORENO VALLEY COLLEGE
Local Goal Alignment with Vision for Success
STUDENT EQUITY examples

DISPROPORTIONATELY IMPACTED GROUPS	Statewide Goal	College Rationale for Setting All Equity Goals
African American Economically Disadvantaged White Female LGBT Foster Youth	Reduce equity gap by 40% within 5 years	40% reduction in equity gap from 2016-2017 through 2021-2022 Used corresponding DI method (percentage point gap or proportionality index) to determine the five-year goals per outcome and group

Student Group & Metric	Baseline (2016-2017)	Goal (2021-2022)	5-year Difference
White – Degree Completion	77	82	40% Gap Decrease
LGBT – Degree Completion	8	10	40% Gap Decrease
African American – Certificate Completion	23	26	40% Gap Decrease
Foster Youth – Certificate Completion	4	5	40% Gap Decrease
Econ. Disadvantaged – # Earning Living Wage	1,111	1,173	40% Gap Decrease
African American – # Earning Living Wage	185	205	40% Gap Decrease

NORCO COLLEGE
Steps to Completion

- Set Aligned Goals – Alignment Workgroup (December – March, 2019)
- Present to ISPC (April 3, 2019)
- Present to DSPC (April 19, 2019)
- Approved by BOT (May, 2019)
- Report Local Goals to CO (May 31, 2019)
  - Fillable, online template
  - Endpoint of 2021-22
  - Submit agenda item and summary of board's action

NORCO COLLEGE
Local Alignment with Vision for Success

Metric	Aligned to	Baseline (2016-17)	Goal (2021-22)	5-Year Difference
Completion-Degrees	Goals 2 & 8	726	872	20% Increase
Completion-Certificates	Goals 2 & 8	165	198	20% Increase
Transfer-CSU/UC	Goals 2 & 8	735	991	35% Increase
Transfer-ADT	Goals 2 & 8	209	283	35% Increase
Unit Accumulation	Goal 2 & 8	86	79	8% Decrease
Workforce (Employed in field of study)	Goal 6 & 8	61%	80%	31% Increase

NORCO COLLEGE
Local Alignment with Vision for Success

Metric		Aligned to	Baseline (2016-17)	Goal (2021-22)
Completion Degrees	-African American	Goal 2-4 & 8	29	39
	-Filipino		0	8
	-Multi Ethnic		11	16
	-First Generation		230	352
Completion-Certificates	-African American		0	6
	-Asian		0	6
	-Filipino		0	2
	-Multi Ethnic		0	2
Transfer-CSU/UC	-First Generation		217	291
	-LGBTQ		14	20
Transfer-ADT	-African American		0	8
	-Filipino		0	3
	-Multi Ethnic		0	3
	-First Generation		0	7

Thank you
For your dedication in supporting all students in their educational journey.

Board of Trustees Committee Meeting (IV.D)

Meeting	May 7, 2019
Agenda Item	Teaching and Learning (IV.D)
Subject	Teaching and Learning
	Proposed Curricular Changes
College/District	District
Funding	N/A
Recommended Action	The Committee to review the proposed curricular changes for inclusion in the college catalogs and in the schedule of class offerings.

Background Narrative:

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

Prepared By: Susan Mills, Vice Chancellor Educational Services and Strategic Planning

Proposed Curricular Changes
Compiled for the Executive Cabinet, Committee on Teaching and Learning, and Board of Trustees

Courses

Course Major Modifications

			M	N	R
CIS 21A	**Linux Operating System Administration** Update of curriculum.		☐	☐	☑
CIS 27A	**Computer Forensics Fundamentals** Transfer model curriculum. C-ID descriptor ITIS 165.		☑	☐	☑
CSC 27A	**Computer Forensics Fundamentals** Transfer model curriculum. C-ID descriptor ITIS 165.		☐	☐	☑
FRE 8	**Intermediate Conversation** Update description and textbooks; clarify SLO 3; add objectives and sample methods of evaluation and instruction; revise content		☐	☑	☑
HUM 16	**Arts and Ideas: American Culture** Add Objectives, Refine SLOs, Remove REA 83 from Advisory, Format Course Content and update Textbooks		☐	☑	☑
MAT 11	**College Algebra** due for revision		☑	☑	☑
MUS 12	**Applied Piano II** Clarify course description, expand corequisite options and add objectives.		☐	☐	☑
MUS 79	**Applied Music II** Clarify course description, expand corequisite options and add objectives.		☐	☐	☑

New Courses

			M	N	R
ELE 810	**Survey of Electronics** Non Credit		☐	☑	☐
ELE 874	**Industrial Wiring and Controls** Non credit		☐	☑	☐
ENE 862	**Math for Automated Systems** Non Credit, part of a certificate		☐	☑	☐
GAM 7	**Game Studio** Curriculum restructure to streamline the program and flatten structure.		☐	☑	☐
GAM 8	**Current Topics in Game Development** Curriculum restructure to streamline the program and flatten structure. This course allows for much needed flexibility and adaptability in our programs, allowing us to stay current without needing to constantly restructure our offerings.		☐	☑	☐
LOT 5	**Fundamentals of Light** This is one of four courses in this Laser and Optics Technology (LOT) program, called Optoelectronics.		☐	☑	☐
MAN 857	**CNC Program Writing** This course is part of two courses in a non-credit certificate designed to assist students in learning CNC operations and programming.		☐	☑	☐

Programs

New Programs

Non-Credit Certificate

			M	N	R
CIS	**Operating Systems and Internet Literacy** The goal of this program is to provide training to a diverse population of adult learners to support Adult Education and Community Initiatives and drive awareness of technical skills and security practices in the community. The program intends to improve diversity in the population of learners while positively build student interests in education options and promote career growth district-wide. Students will gain soft and technical skills necessary to interface Windows, Linux and Mac operating systems to locate applications and resources, manage files and access Internet for personal and business purposes.		☑	☐	☐

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Program Deletions

Certificate

CIS   **Certificate (local 8 unit) Full Stack Web Development**   ☐ ☑ ☐
This was an experiment in attempting to offer an ACE style program in the summer session. The class was canceled due to low enrollment the only time it was offered and we don't anticipate offering it again, at least not in this format. You may in the future see new curriculum for Full Stack Web Development which contains traditional 3 and 4 unit courses.

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RIVERSIDE COMMUNITY COLLEGE DISTRICT
PROGRAM OUTLINE OF RECORD

College R__M✓N__
TOP's Code: 0707.10

Noncredit Certificate in Operating Systems and Internet Literacy

PROGRAM PREREQUISITE:
None

SHORT DESCRIPTION OF PROGRAM:
The Operating Systems and Internet Literacy certificate will provide students with proficiency in interfacing Windows, Linux, Mac operating systems to access applications, files, system tools and Internet related resources.

PROGRAM LEARNING OUTCOMES:
Upon successful completion of this program, students should be able to:
1) Navigate on Windows, Linux and Mac operating system Graphical User Interface (GUI) to locate files, applications and resources.
2) Perform file management procedures on Windows, Linux and Mac operating system.
3) Utilize Windows, Linux, macOS applications and tools to access Internet resources and media for personal and business purposes.

The certificate program requires the completion of 3 core classes, for a total of 48 hours.

Required Courses	Hours
CIS-897A Windows Operating System and Internet Literacy	16
CIS-897B Linux Operating System and Internet Literacy	16
CIS-897C Mac Operating System and Internet Literacy	16
Total Hours:	48

Proposed Curricular Changes

Compiled for the Executive Cabinet, Committee on Teaching and Learning, and Board of Trustees

Courses

Course Exclusions

M N R

HUM 20C	**Arts & Ideas: Special Studies** This course has not been taught at Norco for the past five years and HUM 20A and HUM 20B have been excluded already.	☐ ☑ ☐

Programs

New Programs

M N R

Non-Credit Certificate

ESL	**Enhanced Noncredit Certificate Program: Introduction to Education Profession for ESL Students** This Enhanced Noncredit Certificate Program consists of two courses. This is the first noncredit, enhanced certificate of its kind. The courses utilize advanced ESL language skills, further practice in academic writing and oral language skills. Students in this program would have a more streamlined pathway to CSU and UC.	☑ ☐ ☐

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RIVERSIDE COMMUNITY COLLEGE DISTRICT
PROGRAM OUTLINE of RECORD

College: R____ M__X_ N____

TOPs Code: __4931.00_____

Enhanced Noncredit Certificate Program: Introduction to Education Profession for ESL Students

PROGRAM PREREQUISITE:
None.

SHORT DESCRIPTION of PROGRAM

This program, targeting advanced academic reading, writing and oral language skills, provides an overview of the American Public Education system (K-12), its organizational components and collaborative processes in legal and public policy contexts. Using academic Standard American Language, key concepts in multicultural and special education such as Free Appropriate Public Education (FAPE) and Individualized Education Program (IEP) are discussed as they pertain to the roles and responsibilities of teachers and teacher assistants. Instruction includes different categories of Special Education, Evidence-Based Practices (EBP) related to students with exceptional needs, and introduction to the professional work of related-service providers. This program prepares individuals to academically explore different professional pathways in the field of Education.

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

1. Produce well-organized and well-developed descriptive and expository paragraphs about the American Public Education system (K-12).
2. Explain the fundamental concepts (e.g. IEP, LRE, FAPE, and Special Education Categories) that shape educational services.
3. Develop and compose short (400-700 word) essays using APA or MLA format on Education issues regarding federal legislation, state mandates, or educational practices.
4. Analyze the readings as it pertains to the multicultural perspectives of education professionals, including teachers and teacher assistants.

Required Courses	**Hours**
ESL-804: Introduction to American Public Education	**24**
ESL-805: Introduction to Education Practices and	
** Related Service Providers in Special Education**	**24**

Elective Courses	**Hours**

Total Hours: 48

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Board of Trustees Committee Meeting (IV.E)

Meeting	May 7, 2019
Agenda Item	Planning and Operations (IV.E)
Subject	Planning and Operations
	RCC Greenhouse Building
College/District	Riverside City College
Funding	College Allocated Measure C
Recommended Action	Recommend approving the allocation of $500,000 of Measure C funds for the RCC Greenhouse Building project.

Background Narrative:

Through the college's program review and strategic planning process, the Riverside City College Life Science Department faculty request the construction of a Greenhouse Building to support academic instruction.

The college evaluated multiple sites for this project. One of the sites included the location identified within the 2018 Facilities Master Plan (North Hall). As the college explored this option, estimated costs for construction of the new Greenhouse facility on this site totaled over $1.7 million dollars, exceeding the current available budget. The majority of the costs of the project related to factors outside of the scope of work, including site access, ADA, required restrooms, and other peripheral considerations. Given these financial challenges and the necessity to address the instructional need in a timely manner, an alternate interim site was identified through mutual consultation with Life Science faculty.

Life Science Faculty approved development of a Greenhouse Building on the site located adjacent to the Math and Science Building. Currently, the Community Garden is located on that site. Fortunately, by mutual agreement within the department, the new Greenhouse Building will share the site with the Community Garden.
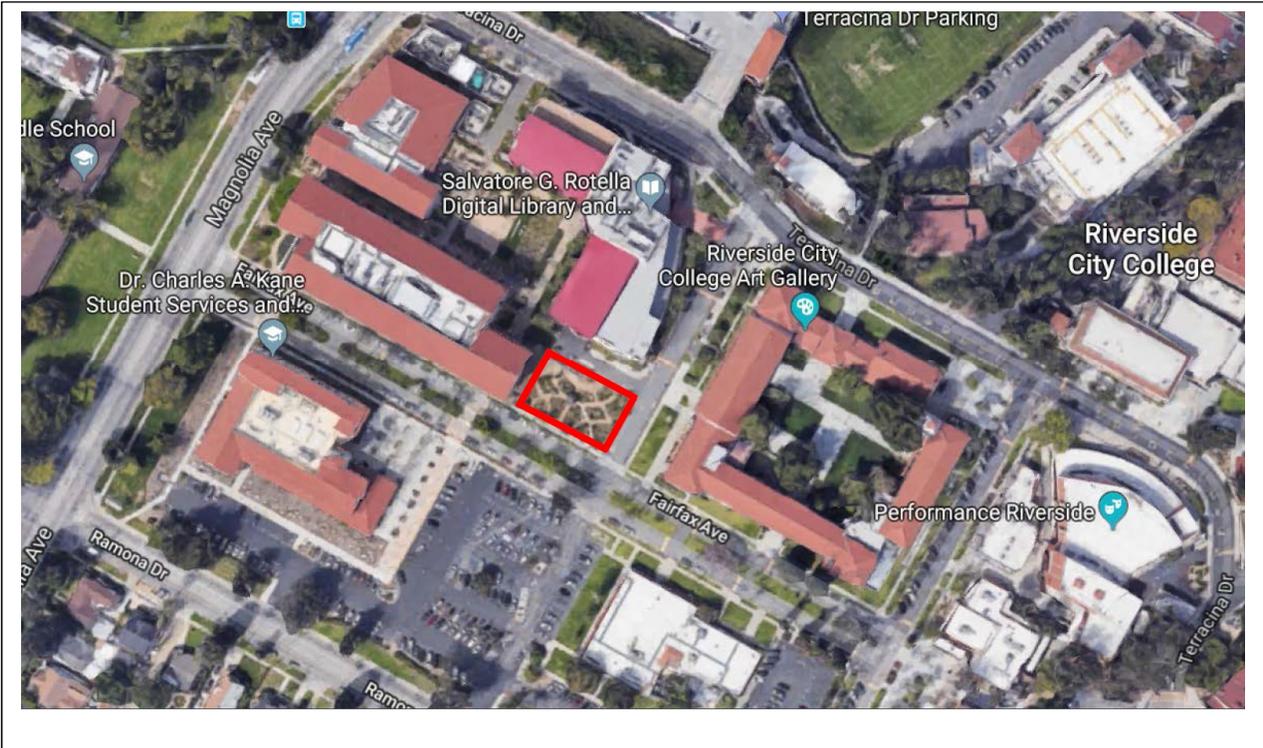
RCC has interviewed and selected the architectural firm Westberg & White to design the new Greenhouse building, contingent upon Board approval of the project budget.

At this time, RCC is requesting an allocation of $500,000 from their allocated Measure C funds to cover design, construction and any contingencies.

Prepared By: Gregory Anderson, President, Riverside City College
Carol Farrar, Vice President, Academic Affairs, Riverside City College
Chip West, Vice President, Business Services, Riverside City College
Aaron S. Brown, Vice Chancellor, Business and Financial Services
Hussain Agah, Associate Vice Chancellor, Facilities Planning & Development
Bart Doering, Facilities Development Director

Riverside City College
Greenhouse Project
Location Map

Committee Meeting Date: May 7, 2019

Board of Trustees Committee Meeting (VI.A)

Meeting	May 7, 2019
Agenda Item	Other Items (VI.A)
Subject	Conference with Legal Counsel - Anticipated Litigation Initiation of Litigation Pursuant to Paragraph (4) of Subdivision (d) of Section 54956.9 - One Potential Case
College/District	
Funding	N/A
Recommended Action	Recommended Action to be Determined

Background Narrative:

Recommended Action to be Determined

Prepared By: Wolde-Ab Isaac, Chancellor

Board of Trustees Committee Meeting (VI.B)

Meeting	May 7, 2019
Agenda Item	Other Items (VI.B)
Subject	Pursuant to Government Code 54957.6 – Conference with Labor Negotiators District Representatives: Wolde-Ab Isaac, Chancellor Employee Organization: Riverside Community College District Faculty Association CCA/CTA/NEA Riverside Community College District California School Employees Association, Chapter 535 Management and Confidential Classified Employees
College/District	District
Funding	N/A
Recommended Action	Recommended Action to be Determined

Background Narrative:

Recommended Action to be Determined

Prepared By: Wolde-Ab Isaac, Chancellor