

RIVERSIDE COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
TEACHING AND LEARNING COMMITTEE

December 4, 2007 – 5:00 p.m.

Board Room AD 122, O.W. Noble Administration Building, Riverside City Campus

Committee Members:

- José Medina, Committee Chairperson
- Janet Green, Vice Chairperson
- Ray Maghroori, Vice Chancellor, Academic Affairs
- Debbie DiThomas, Interim Vice Chancellor, Student Services/Operations
- Doug Beckstrom, Academic Senate Representative, (Moreno Valley Campus)
- Richard Mahon, Academic Senate Representative (Riverside)
- Sharon Crasnow, Academic Senate Representative (Norco Campus)
- Tony Torres, ASRCC Student Representative
- Kathleen Sell, CTA Representative
- Debbie Cazares, CTA Representative
- Gustavo Segura, CSEA Representative

AGENDA

VI. Board Committee Reports

A. Teaching and Learning

1. Embracing Ethnic Diversity: Access, Engagement, and Effectiveness
- The Committee to be presented with a report on three initiatives which are aimed at increasing access, persistence, retention and success for traditionally underserved students.
2. Proposed Curricular Changes
- The Committee to review the proposed curricular changes.
3. Comments from the public.

Adjourn

Prepared by: Naomi Foley
Administrative Assistant
Academic Affairs

RIVERSIDE COMMUNITY COLLEGE DISTRICT
TEACHING AND LEARNING

Report No.: VI-A-1

Date: December 11, 2007

Subject: Embracing Ethnic Diversity Access, Engagement, and Effectiveness

Background: Riverside Community College District is strongly committed to serving our communities which includes those groups and individuals who have traditionally been underserved by higher education institutions. This commitment has resulted in the development of a wide range of programs and services designed specifically for underrepresented ethnic communities in Western Riverside County. These initiatives are aimed at increasing college access, persistence, retention, and success for traditionally underserved students. Presented for the Board's information is a report describing three of these district wide initiatives comprised of nine campus-based programs and provides comments on their progress and effectiveness.

Information Only.

James L. Buysse
Interim Chancellor

Prepared by: Debbie DiThomas
Interim Vice Chancellor, Student Services and Operations

Embracing Ethnic Diversity: Access, Engagement, and Effectiveness

Serving over 2.5 million students, the California Community College System is the largest higher education system in the world. The *Master Plan for Higher Education* provides a clear directive that the California community colleges should be universal-access institutions that everybody is eligible to attend. As a result, community colleges are responsible for serving a diverse student body. While student diversity in educational institutions encompasses a myriad of demographic and background characteristics, this report focuses only on ethnic diversity.

According to the environmental scan for the RCCD service area, conducted by Dr. Chuck McIntyre, since 2000, the proportion of the population that identifies itself as Hispanic has increased by 40% and is projected to increase to 48% by 2011. The non-Hispanic population is predicted to decrease from 60% to a projected 52% during the same time period. Of the remaining non-white, non-Hispanic groups, only Asians are projected to increase while all other groups will remain stable.

District wide, changes in the student ethnic demography mirror the changes in our service area. Specifically, White students in 1998 made up 44% of the district headcount. By fall 2006, this proportion decreased to 35% of all headcount. During that same time the percentage of Hispanic students in the district increased from 26% to 37%. While Asian/Pacific Islanders also showed modest increase in headcount (from 7% to 9%), the remaining ethnic groups did not significantly change their proportion.

Successful educational outcomes are not distributed equally among all student ethnic groups at RCCD. When examining the outcomes of standardized measures (in this example, the "Accountability Reporting for the Community Colleges" report), disparities are clearly observed. In that report's "Student Progress and Achievement Rate"¹ measure, Asian students were the most successful at 58.4%, and White students were next successful at 48.5%. Hispanic, African American, and Native American student rates were clustered in the low 40 percent rates.

With Hispanic students being the district's single largest ethnic group (and still growing for the foreseeable future), and with the lower rates of successful educational outcomes that correspond to this group (as well as African American and Native American students), the district needs to ensure that these students have access to appropriate services that will enhance their educational success.

Riverside Community College District's commitment to serving the ethnically diverse student population has resulted in the development of a broad array of programs and services. The goals of these programs broadly encompass efforts to increase college access, persistence, retention,

¹ Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status.

and success for traditionally underrepresented, underserved students. This report presents three district wide initiatives comprised of nine campus-based programs. These campus-based programs include three African American Student Success Initiatives, three Puente programs, and three distinct Title V programs.

African American Student Success Initiatives

District Student Equity

Overview

The Student Equity Plan was adopted to address student disparities recognized through data provided by the California Community College Chancellor's Office and various campus-based research projects such as research conducted during the District's participation in the Diversity Scorecard project headed by Estela Bensimon, Director of the Center for Urban Education at the University of Southern California's Rossier School of Education. Research findings demonstrated that Hispanic, African American and Native American students scored in the lowest level in success measures such as course completion, retention, and goal achievement. After reviewing the data and existing programs and services, the African American student population was identifying as the target population for the Student Equity Committee during 2005-2007.

In response to the needs of African American students, three programs have evolved: the Renaissance Scholars Program (RSP) on the Moreno Valley campus, The Talented Tenth Program (T3p) on the Norco campus and Ujima on the Riverside City campus. Although different in name, they are amalgamated in their efforts and goals. These programs have partnered with college and community organizations such as the African American Leadership Club at Norco campus, the RSP club at Moreno Valley campus, the Black Student Co-Operative and the Riverside Branch of the National Association for the Advancement of Colored People at the Riverside City campus. Although the target population is the African American students, these and all programs are open to all RCCD students.

Curricula

Learning communities are an integral part of each program's structure. The learning communities are designed to enrich the socio-cultural and cognitive abilities of student participants. The overall goal of the learning community is to increase retention of African American students by coordinating courses and support services, enhancing self-esteem, exploring career opportunities, establishing mentoring relationships with faculty, and providing on-going support and guidance to African American students. Learning communities provide an opportunity for a cohort of students to matriculate through courses together resulting in better student retention through peer support. Students participate in a wide array of college activities that promote student retention such as academic success workshops, mentoring involvement, financial aid and Extended Opportunity Program and Services workshops.

Outreach Efforts

Outreach efforts, integrated throughout each program, are designed to teach African American students civic and community responsibility. Activities over the past year have been geared at exposing students to civic, legislative, and profit organizations in the city, helping students develop leadership skills by providing services to the community, and increasing student awareness of the diverse cultural environment. During the 2006-2007 academic year students participated in the following activities: high school visitation targeting senior African American males; campus club rush; faculty student mentoring; academic success and student transfer workshops, and provided services to a needy family for one academic year (food, clothing, furniture) and to the March Field Women Transitional House.

Budget

The annual budget for the program is \$10,000.00 per campus, with \$5,000 dedicated to a stipend for the faculty program leader. An additional \$2,000.00 is allocated by the Vice Chancellor of Student Services for annual district events.

Issues

Issues identified by the programs include: academic preparation of students; release time for program coordinators; increasing level of student participation; engaging students to get involved; increasing outreach to middle and high school students; and implementing the analysis of data and using it to improve program effectiveness.

Moreno Valley Campus

The Renaissance Scholars Program developed from the need to rekindle the academic, cultural and historical awareness of African-American students on the Moreno Valley Campus. Grounded in the legacy of the Harlem Renaissance, the Renaissance Scholars Program seeks to infuse students with the skills necessary to complete their specific academic or occupational based curriculum.

The four components of the Renaissance Scholars Program involve Counseling, Afro-Centric Courses, Faculty Mentoring and Student Support Services. As a result of these four core areas, the fall 2007 RSP class has 44 students identified as having interest in being a part of RSP. Twenty-five of those students have completed a Student Educational Plan (SEP) with a counselor. The remaining students are in the process of meeting with the RSP Counselor to initiate their SEP.

Afro-Centric Curriculum

Since the inception of the RSP, there has been a focus on exposing students to the history and literature of African-Americans. This thematic process has engaged students in two distinct academic areas, English and History, in the pursuit of cultural and historical awareness. Students follow an academic pattern consisting of African-American History I and II and African-American Literature I and II. These four courses comprise the foundation of the Afro-Centric curriculum. Two additional courses will be added in 2008 entitled the History of American Jazz

and The Sociology of the Black Family. There is a distinct possibility that these six courses will become an Afro-Centric Certificate Program.

Faculty Mentoring

It is imperative the students in the RSP have appropriate faculty role models. Students are matched with a faculty mentor in their respective academic areas of interest. The mentor's role is that of a friend, academician, and student so that both student and faculty learn to travel a mutual path of learning.

Student Support Services

This fall the RSP has been assigned to one specific counselor. As a result of this administrative initiative, RSP students now have a singular focus with their academic, financial, employment, and social needs. Students are referred to tutorial services, EOPS, Workforce Development, and DSP&S as needed to provide the necessary support services.

Learning Communities

The RSP is actively involved in the Human Services Learning Community. This concept allows students engaged in the RSP to become actively involved in the Greater Moreno Valley Community through community service based efforts. Examples of these efforts have included:

- A) Renovation of the Path of Life Women's Shelter – 2006
- B) Painting of Moreno Valley Elementary School – 2007
- C) Providing holiday meals and gift baskets to Lutheran Social Services – 2007
- D) Instructing physically challenged youth in martial arts – 2007

The RSP also has developed partnerships with Visterra Credit Union, United We Paint, Moreno Valley Black Chamber of Commerce, and the United Way. Overall, the Learning Communities Concept has allowed RSP students to assist others in the community in a very positive manner and to become rooted in the tradition of community service.

Norco Campus

The Norco Campus has developed a multi-faceted program promoting the academic success of all students, but with the primary focus on its African American students. The name of this program is "The Talented Tenth Program" (T3p). The program is centered on the four components of thematic course offerings, mentoring, academics, and support services. Since the conception of this program in the fall of 2005, approximately 141 students have been involved with at least one if not all of these components. Working in conjunction with T3p is the African American Leadership Club (AAL) focusing on community service.

The thematic course offerings have been in the areas of English, Reading, History, and Humanities. For fall 2808, discussions between faculty in the English and Counseling disciplines are taking place in hopes of developing a T3p learning community.

The mentoring component consists of faculty and staff reaching out to the T3p students. The faculty and staff have made presentations relating to their college and/or life experiences and sharing strategies for success. They have also connected with the students by attending meetings, and supporting various functions on and off campus. The goal of the mentoring component is helping the students to feel more connected to the college, faculty, staff, and improving their self-esteem. Student peering mentoring is also part of this component. Students help each other learn how to navigate through college. The peering mentors also seek out non-participating T3p students to promote the program and to make them aware of available student services.

The academic component requires the T3p students to meet with a counselor to develop or to update a student educational plan (SEP). The counseling department also offers academic success workshops whose topics include Personal Responsibility, Self Management, Transfer, Job Interviews, and SEP – Why is it so important. The students are made aware of these workshops and strongly encouraged to attend.

A designated person from each of the student support services programs is invited to the T3p monthly meetings to do presentations. This has helped to heighten student awareness about Financial Aid, Tutorial Services, EOPS, and TRIO. In order to provide students with the opportunity to visit college campuses, T3p has joined with Puente and TRIO to taking students on college visits. As a community services project, T3p and AAL adopted a needy family for the academic school year. Through a fundraiser, they raised enough money to give the family a Thanksgiving basket, Christmas gift cards, and in the spring a family is given a night out for pizza and a movie. Lastly, T3p students are taking a more active role in student government.

Since fall 2005, 141 students have been seen and/or have participated in the T3p Program. Seventy-five of 141 students are attending now and 24 new students began participating as of this year. Since the start of fall 2005, 13 Students have graduated, and 94 students have a Student Educational Plan (SEP). While 37 T3p students maintained GPAs below 2.00, 80 T3p students maintained a 2.00 or higher cumulative GPA.

Riverside Campus

The Ujima Project is in partnership with the Black Student Co-Operative (BSC) and the Riverside Branch of the National Association for the Advancement of Colored People (NAACP). The Ujima Project, Ujima meaning “collective work and responsibility,” is based on three components that are arranged in pyramid order. At its foundation is curricula, in the middle culture, and at the top civic leadership.

The curricula foundation is initiated when students in the Ujima Project attend a Fall Orientation. All of the Ujima students develop a Student Educational Plan with a counselor. Students are expected to turn in monthly progress reports and may chose to participate in the Community for Academic Progress (C.A.P.), which is a Title V learning cohort described later in this report. Ujima students attend workshops on Academic Success, Financial Aid and Transferring throughout the academic year. To emphasize culture, students must enroll in an Ujima course

that focuses on socio-cultural aspects of Africans and African Americans. Throughout the semester, several cultural events are hosted by Ujima for both the campus body and for our African American students. The civic leadership component involves exposing our students to civic, legislative, non-profit, and profit organizations within our city. The goal is to develop individuals who will return to our community after earning their degrees of higher education to serve as future leaders. Each Ujima student is assigned a mentor who makes contact at least once a week.

In the first six weeks, faculty provide direct outreach to Ujima students by making themselves available to answer questions, providing general assistance, and encouraging students. Beyond this initial intensive outreach effort, the Ujima program offers weekly club meetings, student surveys, high school visitations in conjunction with CAP, a fall orientation luncheon, one-on-one transfer meetings, brochures, a pocket calendar of Ujima activities and events, information sharing through flyers and emails, and the development of an Advisory Board.

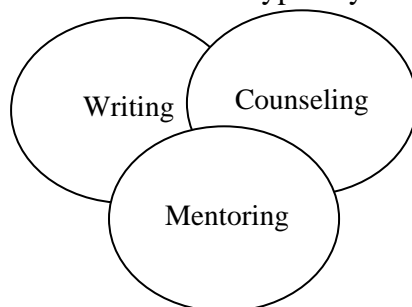
Since fall 2005, 48 students have been seen and/or have participated in the program. Eighteen of 48 students are attending now and eight new students began participating as of this year. Since the start of fall 2005, 15 students have graduated, five have withdrawn, 10 students are unable to formally participate in the program due to class conflicts, 48 students have a Student Educational Plan (SEP), and 35 students have maintained a 2.00 or higher cumulative GPA.

Puente Programs

Program Overview/Outreach Efforts

Puente is an academic preparation program designed to increase the number of under-served students who transfer to the university, earn degrees, and return to the community as mentors and leaders. The Puente program is open to all students who are English 50 eligible and have declared transfer as a goal. It provides three areas of service to students: teaching, counseling, and mentoring. There is a Puente program on each of RCCD's three campuses. Originally, the program was a two-semester experience. In fall, students take an English 50 course ((Basic English Composition) focusing on literature written by Chicano/Latino authors. They also enroll in a Guidance course that introduces students to the college and teaches them how to successfully navigate the system of higher education. In the spring semester students continue their English preparation with English 1A (English Composition) class that incorporates a multi-cultural literature component. Students take a second Guidance course that demystifies the transfer process and provides students with tools to make informed career choices. The third component of the program is Mentoring. Each student participating in the program is paired up with a mentor from the professional community. The mentors volunteer 8 hours per semester

and serve as role models to students who typically are the first in their family to attend college.



Students self select into the program. Recruitment efforts include counselor recommendations and referrals, existing collaborative efforts with faculty, staff and other support services personnel, and current and former Puente students.

The Puente Program offers students: intensive writing instruction with an emphasis on Chicano/Latino authors and current issues affecting the Latino community; ongoing academic advisement to ensure transfer to the university; one-on-one mentoring from a professional working in the community; field trips to UC, CSU and private university campuses; and, opportunities for students to develop leadership skills through participation in the Puente Club; and in statewide student leadership conferences.

Target Population/Student Demographics

In the fall 2007, the total number of Puente students district wide was 95. This number includes students who are in Phase I (first semester) and Phase II (second semester). Students who have completed the program, but remain on campus, comprise Phase III. This group is also served with ongoing support and counseling services. Data is being collected to determine the size of the Phase III group.

The demographics for the campus programs are as follows: Riverside City College, 100% Latino; Norco campus, 94% Latino, 3% Asian, and 3% other; and Moreno Valley campus, 88% Latino and 6% African American.

Budget

The Puente Program at each campus has a budget that provides funding for the academic year. Additionally, the program has a district budget in place for 07-08 that augments the campus budgets to ensure that the minimum Puente Project Statewide Implementation Guidelines concerning budget are met.

Norco Campus

Hourly Staff- \$3000.00

Transportation- \$664.00

Supplies/Food- \$1763.00

Moreno Valley

Hourly Staff- \$8000.00

Transportation- \$1743.00

Supplies/Food- <i>Riverside City</i>	\$1355.00
Hourly Staff-	\$12300.00 (This person has a split with district and campus)
Transportation-	\$3000.00
Supplies/Food- <i>District</i>	\$2000.00
Transportation-	\$15,500.00
Supplies/Food-	\$6202.00
Equipment-	\$636.00

Outcomes/Data

One of the purposes of the Puente Program is to prepare students to complete successfully transfer-level English. One measure of program effectiveness is the comparison of completion and progression of students from ENG-50 to ENG-1A. A Puente student is one who enrolls in and completes successfully ENG-50 in a fall semester, and then enrolls in and completes ENG-1A in the following spring semester.

Students in ENG-50 were identified as being in a Puente or non-Puente section for the fall semesters 2000 to 2006. These students were then matched to Puente or non-Puente sections of ENG-1A for the following spring semester. A total of 478 students were enrolled in a Puente section of ENG-50 for those terms, compared to 10,083 students in non-Puente sections of the course. For Puente students, a student was counted as progressing if they enrolled in a Puente section of ENG-1A in the following spring semester; conversely, for non-Puente students, they were only counted as progressing if they enrolled in a non-Puente section of ENG-1A in the following spring semester. For both Puente and non-Puente students, progression was only counted if the student successfully completed ENG-50.

According to the study, students in Puente sections of ENG-50 were more likely to succeed and were more likely to proceed to ENG-1A than were students in the non-Puente section of the course. There was no significant difference in success rates between the two groups for ENG-1A. The same analysis was applied to Hispanic students and the results were the same. Hispanic students in Puente sections of ENG-50 were more likely to succeed and were more likely to proceed to ENG-1A than were students in non-Puente sections of the course, while there was no difference in the success rates in ENG-1A.

Data is being collected to determine the effectiveness and impact of the mentoring component. Mentors are asked to complete an information form after each student contact. Unfortunately, the response from mentors has been limited; therefore, there are plans to conduct a mentor focus group that will help to investigate the ways in which mentoring impacts student success.

Issues

As the Puente program is sustained across the district, there is a need to continue to look at the anecdotal evidence regarding the program while compiling and analyzing quantitative data each year. Likewise, if the program is going to maintain consistency across the district, there is a need

to work better at implementing a transition plan for faculty teams to rotate in and out on a three-year cycle. This will help to ensure retention among mentors at each campus. Lastly, in order to meet the student demand at all three campuses for the Puente Program, we need to work harder at recruiting more mentors so that each student receives one-to-one mentoring.

Title V Programs

The Title V Grant Program is awarded to eligible Hispanic-serving institutions and provides funding to assist those institutions in expanding education opportunities for, and improving the academic attainment of all students. This program enables institutions to expand and enhance academic offerings, program quality, and institutional stability. Funds may be used for activities such as the following: faculty development; administrative management; development and improvement of academic programs; development of endowment funds; curriculum development; purchase of scientific or laboratory equipment for teaching; renovation of instructional facilities; academic tutoring; counseling programs; and student support services.

Moreno Valley Campus

Title V is an institutional change grant in its fourth year providing resources for faculty, staff, and administrators to develop and implement pilot projects. Title V is not a direct Student Services or Academic program rather it is a grant to create success pathways for faculty and staff to better serve developmental education students while increasing students' academic success, persistence, and retention while evaluating graduation and transfer rates. The grant is purely developmental versus operational. Each year the Moreno Valley campus receives over \$400,000 to support pilot project activities.

Beginning in 2003, Title V initiated Futuro!, pilot projects focused on the development of alternative strategies addressing the needs of basic skill students. Projects provided increased attention on the development of learning communities, paired courses, and support services. Futuro! provided faculty and staff the opportunity and support to develop and pilot new strategies to improve student academic success, persistence, and retention. Over the past year, success and persistence rates in Title V Math, English, Reading, and ESL course sections were significantly greater than comparison courses. For example, Math 64 had a 89% success rate as compared to a 59% to non-Title V Math 64 courses; Reading 81 had a 65% success rate as compared to 42%, Geography 1 had a 53% success rate as compared to 29%, English 60A had an 88% success rate as compared to only 58% of non-Title V English 60A courses with 100% retention, and English 60B had a 100% success rate compared to 56% of non-Title V ENG 60B courses with 100% retention.

In Summer 2007, Title V piloted the first Moreno Valley Campus Math Summer Bridge Project. This 3-week math immersion/intervention reviewed core math concepts with 21 students that scored into Math 63. All the students completed the supplemental instruction project with 12 students reassessing and 67% of those placed at least one level higher in math.

Moreno Valley has moved towards institutionalizing the projects piloted under Futuro! Title V through the development of *On Course!*, a comprehensive developmental education program. *On Course!* provides students with increased access to student support services, reinforcement of previous learning, and offers new learning opportunities through coordinated learning communities and/or paired courses. *On Course!* is designed to integrate instruction with a strong counseling component promoting integrated curriculum, supplemental instruction, study groups, one-on-one tutoring, and continuous counseling and support services. *On Course!* students work in small groups, have the opportunity to discover their strengths and weaknesses, become part of a learning cohort, and generally become comfortable with college life and expectations. The *On Course!* program initiated through Title V focuses on developmental education course with a strong counseling component utilizing a case management approach.

Based on the developmental model provided through Title V, direct services to students are limited to only specific pilot projects coordinated by faculty and staff each semester. Over 700 students were directly served through Title V learning communities and/or paired courses, counseling services, or extended support services (Supplemental Instruction, tutoring, workshops, study groups, etc.). The total number of students indirectly served through Title V sponsored and/or supported activities and pilot projects was well over 3000 (Student equity projects, ESL outreach and one-stop assistance, ESL surveys, high school outreach, P-20 articulation consortium, job fairs, etc.) In addition, Title V supported the counseling department in serving an additional 796 students through walk-ins, appointments, additional orientations, and basic skill workshops).

Norco Campus

Program overview and demographics

RCCD Norco Campus Title V is an institutional change one-time five year grant. In these five years, the campus pilots various modes of instruction and student services to increase the retention, academic success and persistence rates of students who begin college with instruction in basic skills. . For this reason, the grant indirectly works with all students enrolled in any pilot program and indirectly served via a student services activity. Therefore, the student demographics are representative of the Norco Campus student demographics – about 40% Latino, 60% females, and an average age of 19. The following information outlines the Norco Campus Title V's pilots and services along with any corresponding data; the total number of students indirectly served; and the budget expenditures associated with these pilots/services:

Pilots/Services provided with corresponding data

During this past academic year, 2006-2007, Norco piloted the following academic programs – learning communities, supplemental instruction and a mathematics intervention program. At the same time, the grant funds also facilitated for faculty stipend money for further course innovations in pedagogical approaches as well as curriculum development. During this academic year, 17 faculty implemented course innovation projects while 14 faculty completed proposed a course innovation project. Grant funds were also used for professional development

opportunities that would assist faculty with the creation and implementation of these course innovations. A total of 23 faculty and 6 tutors participated in a professional development opportunity.

The grant piloted a one-year fast track option for the students to complete the pre-collegiate English and Reading (ENG60A/B with REA-81 in the fall; REA-82 in the winter and ENG-50 with REA-83 in the spring). The same cohort of students who started with the ENG-60A and REA-81 continued on together into the other courses in order to complete this one-year fast track option. In fall 2006, 29 students enrolled and the overall results indicated 73% academic success, 89% retention and 72% persistence. In winter 2007, 19 students enrolled and there was an 84% success rate and 95% retention rate with an average GPA of 3.3.

The Mathematics Intervention Program was piloted in both the summer and winter intersession. The program kept the same model as before – students took the placement exam, scored into Math-63, took a 3-week mathematics intervention course with supplemental instruction; and retook the placement exam at the end of the 3-week program. The only difference was in the winter intersession, when a different instructor, an adjunct faculty member, taught the course. Despite this change, the results were still favorable and similar to those obtained in previous interventions. The results obtained were 78% scored into at least one level higher in mathematics; 43% persisted into a mathematics course the following term; and 50% of those students were academically successful in the completion of that course.

Supplemental instruction also increased dramatically this academic year, with 17 courses total in the fall, included science, foreign language, anthropology and basic skills mathematics; and 24 courses total for the spring.

Students Indirectly Served

Total number of students indirectly served through Title V for 2006-2007 (supplemental instruction, intrusive counseling, mathematics intervention program, Tegrity/technology use) = 2,306

Budget

Available funding for year four of the grant was \$466,413.39, which included \$26,064.39 carry over money from year three. The breakdown for expenditures was 67% for salaries and fringe benefits; 6.5% for professional development opportunities; and 6.5% for supplies and equipment.
Riverside Campus

Program Overview/Outreach Efforts

The Community for Academic Progress (CAP) program continues to offer learning communities in which students take paired or clustered courses as a cohort for up to three semesters in order to transition into college-entry level courses. The CAP program offers five tracks to learning communities: 1) Transfers to Success, 2) Speaking Culture, Race and Religion, 3) Ready, Set, Compute! 4) Academic Fitness (ESL), and 5) Tackling Math Anxiety thru Reading. In addition,

we are currently piloting the “It’s all About Justice!” Learning Community in which English and Reading courses are paired with administrative justice courses.

Outreach includes existing efforts with local high school partnerships, Counselor-to-Counselor conferences, classroom presentations in all basic skills courses, Counselor recommendations/referrals, word of mouth from student to student, and targeted mailers.

The CAP Program Provides:

Learning Communities. Students can enroll in grouped or paired courses that share common themes, activities, and assignments. Since the courses are linked, students take these classes as a group, allowing faculty and students to work and learn together.

Math for CAP. The program offers “bite-size” math courses that allow students to work at their own pace and master skills in order to move to the next level. In addition, all math CAP courses are open only to CAP students, which means everyone in the math CAP class is part of the CAP program.

English for CAP. CAP offers a half-unit course to meet the individual writing needs of students. Therefore, if students find they need individualized instruction beyond their current classes, we are here to help. Alternatively, students can choose to FAST-TRACK through their English prerequisite courses.

The CAP Program offers an academic program combining prerequisite courses with transferable courses all in one convenient schedule; assistance with registration so that registering for college is not difficult; a personal orientation to introduce students to the program and to the college; a program-dedicated counselor to assist with student educational plans and provide personal counseling and career development; access to technology both in and out of the classroom; supplemental instructional leaders who tutor, help with classroom review sessions, and teach effective learning and studying strategies; field trip opportunities to CSUs, UCs, and private universities that give glimpses of university-life; and exciting guest speakers and CAP activities throughout the academic year.

Target Population/Student Demographics

In the fall of 2006, the total number of CAP students was 149 students. As of November 5, 2007, there were approximately 270 students being served. For spring of 2007, the recruitment mailer included the following demographics: 43% Hispanic, 27% White, 15% African American, 4% Asian, 4% Unknown, and 7% other. The actual demographics representing students that were enrolled in the CAP learning communities were as follows: 57% Hispanic, 16% African American, 9% Asian, 8% White, 6% Unknown, and 4% other.

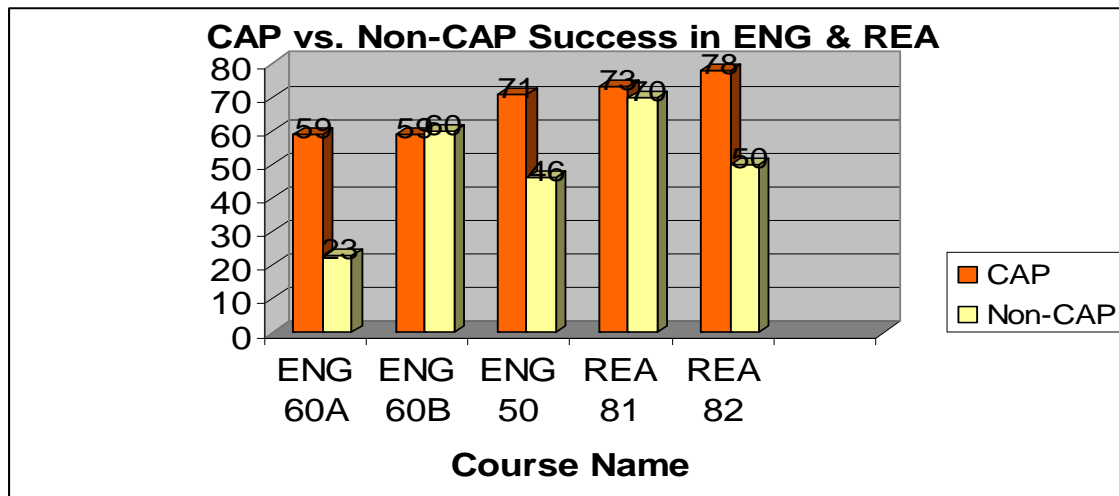
Budget

Available funds for Year 5 include carryover from Year 4 and funding to cover until the end date of the Title V fiscal year (September 30, 2008) = \$603,335. Funds are utilized for a full-time

Counselor, Outcomes Assessment Specialist, Secretary, tutorial and hourly support. In addition, funds have been allocated for professional development, outreach and recruitment.

Outcomes/Data

From fall of 2006 to spring of 2007, students in the CAP program have persisted at a rate of 89% from semester to semester. In addition, for the spring of 2007 semester, CAP students tended to have a higher success rate in English and Reading courses than Non-CAP students enrolled in comparable courses. Comparable courses were selected with similar student demographics and time of day the course was offered (day/evening).



Issues

As Title V efforts are improved, sustained and institutionalized, it is necessary to look at both the quantitative data as well as anecdotal evidence in regarding the effectiveness of learning communities. Research indicates that learning communities work, more study and inquiry needs to be done to determine the best pairing of courses for students to succeed.

Conclusion

This report demonstrates how nine campus-based programs ~ three African American Student Success Initiatives, three Puente programs, and three distinct Title V programs ~ strive to increase college access, persistence, retention, and success for traditionally underrepresented students. Riverside Community College District will continue its commitment to serving all members of its community.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
TEACHING AND LEARNING

Report No.: VI-A-2

Date: December 11, 2007

Subject: Proposed Curricular Changes

Background: 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.

Recommended Action: It is recommended that the Board of Trustees approve the curricular changes for inclusion in the Catalog and in the schedule of class offerings.

James L. Buysse
Interim Chancellor

Prepared by: Sylvia Thomas
Associate Vice Chancellor of Instruction

New Course Proposals

1. ARA-8 – Intermediate Conversation 3 units
Prerequisite: ARA-2.
Intermediate-level vocabulary building and improvement of speaking proficiency in the context of Arabic culture, daily life, and topics of current interest. May be taken a total of four times. 54 hours lecture.
2. MAT-12H – Honors Statistics 3 units
Prerequisite: MAT-35 or qualifying placement level.
Limitation on enrollment: Enrollment in the Honors Program.
A comprehensive study of measures of central tendency and variation, the normal distribution, the t-distribution, the chi-square distribution, linear correlation, testing of hypotheses, probability, and estimation. Honors course offers an enriched experience for accelerated students through limited class size, seminar format, focus on primary texts, and application of higher-level critical thinking skills. Students may not receive credit for both MAT-12 and MAT-12H. 54 hours lecture.

New Stand-Alone Course Proposal

1. MAT-802 – Supervised Mathematics Tutoring 0 units
Prerequisite: None.
This course provides supervised mathematics tutoring, study skills development, and assistance in understanding assignments for mathematics students. Students receive individualized mathematics tutoring and small group instruction outside of class time in a math learning center, which is designed to help achieve specific course objectives or to improve learning and study skills in mathematics. Content varies according to the math course for which tutoring is needed.

Course Revision Proposals

1. CAT-54A – Introduction to Flash – hours change
From: 54 hours lecture.
To: 54 hours lecture and 18 hours laboratory.
2. CIS-11 – Computer Programming Using Assembler – hours change
From: 54 hours lecture.
To: 54 hours lecture and 18 hours laboratory.
3. CIS-15A – Visual Basic Programming: Objects – prerequisite, hours changes
From: Prerequisite: None.
Advisory: Previous programming experience writing function and using arrays on PC platforms as well as CIS-5, 72A and concurrent enrollment in CIS-96 or 97.
54 hours lecture.

To: Prerequisite: None.

Advisory: Previous programming experience writing functions and using arrays on PC platforms, as well as CIS-5 and concurrent enrollment in CIS 96 or CIS 97.

54 hours lecture and 18 hours laboratory.

4. CIS-17A – C++ Programming: Objects – prerequisite, hours changes

From: Prerequisite: None.

Advisory: Previous programming experience writing functions and using arrays on PC platforms as well as CIS-5 and concurrent enrollment in CIS-96 or CIS-97.

54 hours lecture.

To: Prerequisite: None.

Advisory: CIS-5 and concurrent enrollment in CIS-96 or CIS-97.

54 hours lecture and 18 hours laboratory.

5. CIS-17C – C++ Programming: Data Structures – hours change

From: 54 hours lecture.

To: 54 hours lecture and 18 hours laboratory.

6. CIS-18A – Java Programming: Objects – hours change

From: 54 hours lecture.

To: 54 hours lecture and 18 hours laboratory.

7. CIS-18C – Java Programming: Data Structures – hours change

From: 54 hours lecture.

To: 54 hours lecture and 18 hours laboratory.

8. CIS-21 – Introduction to Operating Systems – hours change

From: 54 hours lecture.

To: 54 hours lecture and 18 hours laboratory.

9. CIS-54A – Introduction to Flash – hours change

From: 54 hours lecture.

To: 54 hours lecture and 18 hours laboratory.

10. CIS-63 – Introduction to Structured Query Language (SQL) – hours change

From: 54 hours lecture.

To: 54 hours lecture and 18 hours laboratory.

11. FIT-9 – Fire Ground Hydraulics description change

From: This is a course in the principles of hydraulics; hydraulic measurement; engine and hose appliance calculations; calculate discharge and velocity flow; determine engine and nozzle pressure in field simulations. 54 hours lecture.

To: Provides a review of applied mathematics and hydraulic principles as they relate to fire service applications. Hydraulic formulas will be utilized and mental calculations required. Engine pressure, hose appliances, friction loss and nozzle pressure will be discussed. Adopted from the National Fire Academy Model Fire Science Associate Degree Curriculum. 54 hours lecture.

12. FIT-C30 – Intermediate Incident Command System (I-300) – description, hours changes
From: Provides Public Safety managers/supervisors and potential Public Safety managers/supervisors with the knowledge necessary to perform in a management/supervisory capacity at an incident or event being managed within the organizational guidelines, defined terminology, and common responsibilities and roles of the Incident Command System. 8 hours lecture and 16 hours laboratory.

To: This course provides public safety managers and supervisors with the terminology, duties and responsibilities of positions within the Incident Command System. Organizational relationships, flow of information, and emergency incident action planning are topics of discussion. The course provides guidelines for organizational growth during an emergency incident, and demobilization procedures for an emergency incident that is ending. 12 hours lecture and 12 hours laboratory.

13. FIT-C40 – Advanced Incident Command System (I-400) – units, description, hours changes
From: .25 unit
Provides Public Safety managers/supervisors with the knowledge necessary to perform in a management/supervisory capacity at an incident or event. Defines terminology, common responsibilities and roles of the Incident Command System. 8 hours lecture and 16 hours laboratory.

To: .5 unit
This course provides public safety managers with the knowledge and skills associated with executive-level authority and decision making within the Incident Command System. Managerial theories, progressive discipline, conflict resolution, and emergency incident action planning will be discussed. This course emphasizes fiscal accountability and responsibility, and allocation of emergency resources. 12 hours lecture and 12 hours laboratory.

14. FIT-C41 – Safety Officer (S-404) – title, description, hours changes
From: Safety Officer (I-401)
This course introduces new safety officers to the ICS framework. Subjects covered include Safety Officer effectiveness, analysis techniques, safety messages, briefings and special reports and high hazard operations. 24 hours lecture.

To: Safety Officer (I-404)

This course introduces new safety officers to the tasks and responsibilities associated with being an emergency incident Safety Officer within the framework of the Incident Command System. Students will analyze safety hazards, draft safety messages and memos, brief other students on safety topics, and prepare documents and forms associated with on-the-job injuries or deaths. 24 hours lecture 8 hours laboratory.

15. NRN-4 – Advanced Nursing Concepts of Health and Illness – prerequisite change
From: Prerequisite: Completion of NRN-3
Corequisite: Prior completion of, concurrent enrollment in, or subsequent completion of NRN-16.

To: Prerequisite: Completion of NRN-3

Corequisite: Prior completion of or concurrent enrollment in NRN-16.

Proposed Course Deletions

1. CAT-82A – MOSPrep-Word Core Level
2. CAT-82B – MOSPrep-Word Expert Level
3. CAT-83A – MOSPrep-Excel Core Level
4. CAT-83B – MOSPrep-Excel Expert Level
5. CAT-85 – MOSPrep-Access Core Level
6. CAT-86 – MOSPrep-PowerPoint Comprehensive Level
7. CAT-87 – MOSPrep-Outlook Core Level
8. CIS-82A – MOSPrep-Word Core Level
9. CIS-82B – MOSPrep-Word Expert Level
10. CIS-83A – MOSPrep-Excel Core Level
11. CIS-83B – MOSPrep-Excel Expert Level
12. CIS-85 – MOSPrep-Access Core Level
13. CIS-86 – MOSPrep-PowerPoint Comprehensive Level
14. CIS-87 – MOSPrep-Outlook Core Level
15. FIT-D3 – Dispatcher Communication Systems
16. MAT-62A – Mathematics in the Workplace (Part I)
17. MAT-62B – Mathematics in the Workplace (Part II)
18. MAT-62C – Mathematics in the Workplace (Part III)

Revised Certificate Patterns

1. State-approved degree/certificate – Executive Office Management, see Attachment A.
2. Locally-approved certificate – Administrative Office Professional, see Attachment A.
3. Locally-approved certificate – Office Assistant, see Attachment B.
4. Locally-approved certificate – Executive Office Professional, see Attachment B.
5. Locally-approved certificate – Web Master, see Attachment B.

Deleted Certificate Patterns

1. Locally-approved certificate – Fire Technology/Dispatch

ATTACHMENT A

EXECUTIVE OFFICE MANAGEMENT

Certificate Program

<u>Required Courses (34 Units)</u>		<u>Units</u>
CAT-1A	Business Etiquette	1
CAT/CIS-3	Computer Applications for Working Professionals	3
CAT-30	Business English	3
CAT-31	Business Communications	3
CAT-40	Administrative Office Management	3
CAT-51	Intermediate Typewriting/Document Formatting	3
CAT-55	Applied Accounting/Bookkeeping	3
CAT-61	Professional Office Procedures	3
CAT-62	Records Management	3
CAT/CIS-80	Word Processing: Microsoft Word for Windows	3
or		
CAT/CIS-84	Word Processing: WordPerfect for Windows	3
CAT/CIS-90	Microsoft Outlook	3
CAT/CIS-98A	Introduction to Excel	1.5
CAT/CIS-98B	Advanced Excel	1.5

Associate in Science Degree

The Associate in Science Degree in Executive Office Management will be awarded upon completion of the requirements for the certificate, plus completion of the graduation requirements as described in the catalog, as well as electives totaling 60 units of college work as required for the Associate Degree.

ADMINISTRATIVE OFFICE PROFESSIONAL

Certificate Program

<u>Required Courses (13.5 Units)</u>		<u>Units</u>
CAT/CIS-3	Computer Applications for Working Professionals	3
CAT-31	Business Communications	3
CAT-61	Professional Office Procedures	3
CAT-62	Records Management	3
CAT/CIS-98A	Introduction to Excel	1.5

ATTACHMENT B

OFFICE ASSISTANT

Certificate Program

<u>Required Courses (10 Units)</u>		<u>Units</u>
CAT-1A	Business Etiquette	1
CAT-30	Business English	3
CAT-51	Intermediate Typewriting/Document Formatting	3
CAT/CIS-93	Computers for Beginners	3

EXECUTIVE OFFICE PROFESSIONAL

Certificate Program

<u>Required Courses (13.5 Units)</u>		<u>Units</u>
CAT-40	Administrative Office Management	3
CAT/ACC-55	Applied Accounting/Bookkeeping	3
CAT/CIS-80	Word Processing: Microsoft Word for Windows	3
CAT-90	Microsoft Outlook	3
CAT-98B	Advanced Excel	1.5

WEB MASTER

Certificate Program

<u>Required Courses (13.5 units)</u>		<u>Units</u>
CIS-14A	Web Programming: JavaScript	3
CIS/CAT-72A	Introduction to Web Page Creation	1.5
CIS/CAT-72B	Intermediate Web Page Creation using Cascading Style Sheets (CSS)	1.5
CIS/CAT-76B	Introduction to DreamWeaver	3
Electives	(Choose from list below)	4.5

Electives (4.5 units)

CIS-12	PHP Dynamic Web Site Programming	3
CIS-14B	Web Programming: Active Server Pages	3
CIS/CAT-54A	Introduction to Flash	3

RIVERSIDE COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
RESOURCES COMMITTEE MEETING

December 4, 2007, 6:30 p.m.

Board Room AD122, O. W. Noble Administration Building, Riverside City Campus

Committee Members: Mark Takano, Committee Chairperson
Virginia Blumenthal, Vice Chairperson
Aaron Brown, Interim Vice Chancellor, Administration and Finance
Melissa Kane, Vice Chancellor, Diversity and Human Resources
Doug Beckstrom, Academic Senate Representative (Moreno Valley Campus)
Richard Mahon, Academic Senate Representative (Riverside)
Patricia Worsham, Academic Senate Representative (Norco)
Kathleen Sell, CTA Representative (Riverside)
Karen Skiba, CTA Representative (Norco)
Tamara Caponetto, CSEA Representative (Norco)
Carmen Payne, CSEA Representative (Moreno Valley)
Tish Chavez, Confidential Representative (Riverside)

AGENDA

VI. Board Committee Reports

B. Resources Committee

1. 2006-2007 Independent Audit Report for the Riverside Community College District Foundation
 - The Committee to review the Riverside Community College District Foundation's independent audit report for the year ended June 30, 2007.
2. Emergency Repairs – 1533 Spruce Street
 - The Committee to consider emergency mitigation and repairs to the Spruce Street property.
3. Update on Diversity Initiatives
 - The Committee to be presented with an update on current and planned diversity initiatives.
4. Comments from the public.

Adjourn

Prepared by: Vickie L. Vega
Administrative Assistant, Administration and Finance

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RESOURCES COMMITTEE

Report No.: VI-B-1

Date: December 11, 2007

Subject: 2006-2007 Independent Audit Report for the Riverside Community College District Foundation

Background: An independent audit of the Riverside Community College District Foundation's (Foundation) 2006-2007 financial statements was performed by Vavrinek, Trine, Day & Co., LLP Certified Public Accountants (VTD). A representative of the firm will present the report. The Foundation's Board of Directors accepted the audit report on November 20, 2007. Results of the audit are summarized below.

Management Recommendations

There were no reported management recommendations for fiscal year 2006-2007.

The following management recommendation from fiscal year 2005-2006 was fully implemented in fiscal year 2006-2007:

- Include all investment purchases and sales activities on the monthly investment reconciliations and maintain all investment cost basis information for the Common Fund

Audit Adjustments

VTD recommended one audit adjustment to the Foundation's financial statements:

- Defer \$150,000 of revenue from the James Irvine Foundation that was received prior to the corresponding expense being incurred

Audit Reclassifications

Two reclassification entries were made to the Foundation's financial statements:

- Recognition of in-kind donated assets and related expenses
- Recognition of the current and long-term portions of bonds with maturities greater than three months

Auditor's Required Communication – Audit Completion

In accordance with Statement on Auditing Standards No. 114, at the conclusion of the audit engagement VTD is required to communicate information to the Foundation Board of Directors regarding their responsibility under United States Generally Accepted Auditing Standards, significant accounting policies, accounting estimates, significant audit adjustments and uncorrected misstatements, disagreements with management, consultation with other

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RESOURCES COMMITTEE

Report No.: VI-B-1

Date: December 11, 2007

Subject: 2006-2007 Independent Audit Report for the Riverside Community College
District Foundation (continued)

independent accountants, issues discussed prior to retention of the independent auditors and difficulties encountered in performing the audit. Attached for your information is the required communication issued by VTD.

Recommended Action: It is recommended that the Board of Trustees receive the Riverside Community College District Foundation's independent audit report for the year ended June 30, 2007 for the permanent file of the District.

James L. Buysse
Interim Chancellor

Prepared by: Bill J. Bogle, Jr.
District Controller

Amy Cardullo
Director, RCC Foundation
and Alumni Affairs



To the Board of Directors
Riverside Community College District Foundation

We have audited the financial statements of Riverside Community College District Foundation (the Foundation) for the year ended June 30, 2007, and have issued our report thereon dated October 22, 2007. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility under Auditing Standards Generally Accepted in the United States of America

As stated in our engagement letter, our responsibility, as described by professional standards, is to express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of your responsibilities.

Planned Scope and Timing of the Audit

We performed the audit according to our planned scope and timing as noted in our engagement letter. There were no significant changes to the scope of our audit during the engagement.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by Riverside Community College District Foundation are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the year ended June 30, 2007. We noted no transactions entered into by the Foundation during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The financial statements of the Foundation reflect the cost of capital assets net of accumulated depreciation. Depreciation is the recognition of the use of your capital assets over time. Conditions may exist that result in assets having a longer or shorter useful life than is reflected within these statements. The Foundation also holds significant investments that are subject to unrealized gains and losses due to the timing of the year end financial statements. The Foundation will sell investments during the year and the actual gain or loss realized on the sale may be different than the estimated unrealized gain or loss included within these financial statements.

Difficulties Encountered in Performing the Audit

We are pleased to report we encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. We have proposed, and management has accepted, two reclassification entries: one to recognize the In-Kind donated assets and related expenses, and one to properly show the investment maturity on Bonds held greater than three months. These reclassifications are considered routine in nature and do not indicate a material misstatement of the financial statements. Additionally, we proposed, and management accepted, one adjusting entry to recognize revenue that was received prior to the corresponding expense being incurred. This entry was also considered routine in nature and not an indication of a material misstatement of the financial statements.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 22, 2007. These representations provide assurance that all material transactions and disclosures have been provided to us during the course of our audit.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Foundation's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Foundation's auditors. However, these discussions occurred in the normal course of our professional relationship, and our responses were not a condition to our retention. We have provided a management letter that identifies areas of improvements in the accounting and disclosures of the Foundation. This letter, along with management's responses, is included for your review.

This information is intended solely for the use of the Board of Directors and management of Riverside Community College District Foundation and is not intended to be and should not be used by anyone other than these specified parties.

Vaurinek, Irine Day & Co. LLP

Rancho Cucamonga, California
October 22, 2007

**RIVERSIDE COMMUNITY COLLEGE
DISTRICT FOUNDATION**

(A California Nonprofit Corporation)

ANNUAL FINANCIAL REPORT

JUNE 30, 2007 AND 2006

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
(A California Nonprofit Corporation)

JUNE 30, 2007 AND 2006

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INDEPENDENT AUDITORS' REPORT

The Board of Directors
Riverside Community College Foundation
Riverside, California

We have audited the accompanying balance sheet of Riverside Community College District Foundation (the Foundation) (a California nonprofit corporation) as of June 30, 2007, and the related statements of activities, cash flows, and functional expenses for the year then ended. These financial statements are the responsibility of Riverside Community College District Foundation's management. Our responsibility is to express an opinion on these financial statements based on our audit. The financial statements of Riverside Community College District Foundation as of June 30, 2006, were audited by other auditors whose report dated September 15, 2006, expressed an unqualified opinion on those statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Riverside Community College District Foundation as of June 30, 2007, and the results of its operations and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Our audit was conducted for the purpose of forming an opinion on the basic financial statements taken as a whole. The supplementary schedules on pages 13 through 24 are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audits of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Vavrinek, Trine, Day & Co. LLP

Rancho Cucamonga, California
October 22, 2007

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
(A California Nonprofit Corporation)

STATEMENTS OF FINANCIAL POSITION
JUNE 30,

	<u>2007</u>	<u>2006</u>
ASSETS		
Current Assets		
Cash and Cash Equivalents		
Unrestricted	\$ 26,954	\$ (25,766)
Restricted	1,530,697	689,398
Accounts receivable	7,129	-
Unconditional promises to give	149,260	162,847
Total Current Assets	<u>1,714,040</u>	<u>826,479</u>
Noncurrent Assets		
Investments - restricted	3,242,131	3,556,763
Long-term unconditional promises to give, net of allowance	170,879	111,345
Total Noncurrent Assets	<u>3,413,010</u>	<u>3,668,108</u>
Total Assets	<u>\$ 5,127,050</u>	<u>\$ 4,494,587</u>
 LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable	\$ 113,900	\$ 73,841
Refundable advances	150,000	150,000
Total Current Liabilities	<u>263,900</u>	<u>223,841</u>
Long-Term Liabilities		
Long-term obligation to Riverside Community College District	421,368	177,037
Total Long-Term Liabilities	<u>421,368</u>	<u>177,037</u>
Total Liabilities	<u>685,268</u>	<u>400,878</u>
 NET ASSETS		
Unrestricted		
Undesignated	206,088	41,051
Board designated	(586,644)	(190,611)
Total Unrestricted	<u>(380,556)</u>	<u>(149,560)</u>
Temporarily restricted	1,977,541	1,878,506
Permanently restricted	2,844,797	2,364,763
Total Net Assets	<u>4,441,782</u>	<u>4,093,709</u>
Total Liabilities and Net Assets	<u>\$ 5,127,050</u>	<u>\$ 4,494,587</u>

See the accompanying notes to financial statements.

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
(A California Nonprofit Corporation)

STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30,

	2007			Total
	Unrestricted	Temporarily Restricted	Permanently Restricted	
REVENUES				
Donations	\$ 181,871	\$ 641,114	\$ 238,598	\$ 1,061,583
In-kind donations				
Donated assets	104,075	-	-	104,075
Donated material	43,734	-	-	43,734
Donated services	390,231	-	-	390,231
Assets released from restrictions	754,328	(699,569)	(54,759)	-
Total Revenues	<u>1,474,239</u>	<u>(58,455)</u>	<u>183,839</u>	<u>1,599,623</u>
EXPENSES				
Operating expenses	445,069	-	-	445,069
Program expenses	1,082,902	-	-	1,082,902
Fundraising expenses	194,076	-	-	194,076
Total Expenses	<u>1,722,047</u>	<u>-</u>	<u>-</u>	<u>1,722,047</u>
OTHER INCOME (EXPENSE)				
Realized losses on sale of investments	(67)	(1,042)	(4,345)	(5,454)
Unrealized gains	4,420	68,416	285,409	358,245
Interest and dividends income	1,633	25,274	105,434	132,341
Interest expense	(14,635)	-	-	(14,635)
Transfers	25,461	64,842	(90,303)	-
Total Other Income (Expense)	<u>16,812</u>	<u>157,490</u>	<u>296,195</u>	<u>470,497</u>
CHANGE IN NET ASSETS	(230,996)	99,035	480,034	348,073
NET ASSETS, BEGINNING OF YEAR	<u>(149,560)</u>	<u>1,878,506</u>	<u>2,364,763</u>	<u>4,093,709</u>
NET ASSETS, END OF YEAR	<u>\$ (380,556)</u>	<u>\$ 1,977,541</u>	<u>\$ 2,844,797</u>	<u>\$ 4,441,782</u>

See the accompanying notes to financial statements.

2006			
Unrestricted	Temporarily Restricted	Permanently Restricted	Total
\$ 89,975	\$ 408,532	\$ 238,467	\$ 736,974
19,008	-	-	19,008
28,151	-	-	28,151
197,817	-	-	197,817
796,362	(727,407)	(68,955)	-
<u>1,131,313</u>	<u>(318,875)</u>	<u>169,512</u>	<u>981,950</u>
288,191	-	-	288,191
790,703	-	-	790,703
202,920	-	-	202,920
<u>1,281,814</u>	<u>-</u>	<u>-</u>	<u>1,281,814</u>
-	-	-	-
700	40,264	113,459	154,423
431	24,814	69,921	95,166
(1,035)	-	-	(1,035)
-	-	-	-
<u>96</u>	<u>65,078</u>	<u>183,380</u>	<u>248,554</u>
(150,405)	(253,797)	352,892	(51,310)
845	2,132,303	2,011,871	4,145,019
<u>\$ (149,560)</u>	<u>\$ 1,878,506</u>	<u>\$ 2,364,763</u>	<u>\$ 4,093,709</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
(A California Nonprofit Corporation)

STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30,

	<u>2007</u>	<u>2006</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in Net Assets	\$ 348,073	\$ (51,310)
Adjustments to Reconcile Change in Net Assets to Net Cash Flows From Operating Activities		
Unrealized gain	(358,245)	(173,640)
Changes in Assets and Liabilities		
Increase in accounts receivable	(7,129)	-
Increase in unconditional promises to give	(45,947)	(756,478)
Increase (decrease) in accounts payable	40,059	(62,936)
Increase in refundable advances	-	150,000
Net Cash Flows From Operating Activities	<u>(23,189)</u>	<u>(894,364)</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of investments	(1,033,570)	(905,096)
Proceeds from sale of investments	1,706,447	1,161,967
Net Cash Flows From Investing Activities	<u>672,877</u>	<u>256,871</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Proceeds from issuance of debt	244,331	722,249
Net Cash Flows From Investing Activities	<u>244,331</u>	<u>722,249</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	894,019	84,756
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	663,632	578,876
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 1,557,651</u>	<u>\$ 663,632</u>
CASH AND CASH EQUIVALENTS CONSIST OF:		
Unrestricted cash	\$ 26,954	\$ (25,766)
Restricted cash	1,530,697	689,398
TOTAL CASH AND CASH EQUIVALENTS	<u>\$ 1,557,651</u>	<u>\$ 663,632</u>

See the accompanying notes to financial statements.

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
(A California Nonprofit Corporation)

STATEMENTS OF FUNCTIONAL EXPENSES
FOR THE YEARS ENDED JUNE 30,

	2007			Totals
	Operating	Program	Fundraising	
In-Kind Distributions				
Donated material	\$ -	\$ 43,734	\$ -	\$ 43,734
Donated services	390,231	-	-	390,231
Donated assets	-	104,075	-	104,075
Support - Instructional and student programs	17,808	53,590	-	71,398
Scholarships		504,251	-	504,251
Printing	2,436	2,220	5,071	9,727
Uncollected pledges	1,646	1,147	-	2,793
Investment fees	18,944	9,346	-	28,290
Professional services	-	181,073	181,074	362,147
Office supplies	24	331	2,276	2,631
Postage	485	390	-	875
Other services	13,495	182,745	5,655	201,895
TOTAL EXPENSES	\$ 445,069	\$ 1,082,902	\$ 194,076	\$ 1,722,047

See the accompanying notes to financial statements.

2006			
Operating	Program	Fundraising	Totals
\$ -	\$ -	\$ -	\$ -
178,820	-	-	178,820
-	19,008	-	19,008
-	171,778	-	171,778
-	599,917	-	599,917
13,558	-	4,418	17,976
11,719	-	-	11,719
19,994	-	-	19,994
18,997	-	-	18,997
4,562	-	4,465	9,027
6,141	-	-	6,141
34,400	-	194,037	228,437
<u>\$ 288,191</u>	<u>\$ 790,703</u>	<u>\$ 202,920</u>	<u>\$ 1,281,814</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
(A California Nonprofit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2007 AND 2006

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization and Nature of Activities

The Riverside Community College District Foundation (the Foundation) was formed as a nonprofit corporation on October 21, 1975, to solicit funds, provide support for the programs and projects of the Riverside Community College District (the District), and to account for the issuance of scholarships to the students of the District. The Foundation also serves as a link between the District and the community.

Basis of Accounting

The financial statements of the Foundation have been prepared on the accrual basis of accounting. The statement of activities is a statement of financial activities related to the current reporting period. Using this method, revenues are recognized when earned, and expenses are recognized when incurred.

Public Support and Revenue

The Foundation receives substantially all of its revenue from direct donations, pledges, and corporate grants. Revenues are reported as increases in unrestricted net assets unless use of the related asset is limited by donor-imposed restrictions. Expenses are reported as decreases in unrestricted net assets. Realized gains/losses and unrealized gains/losses on investments and other assets or liabilities are reported as increases or decreases in unrestricted net assets unless their use is restricted by explicit donor stipulation or by law. Expiration of restrictions on net assets (i.e., the donor-stipulated purpose has been fulfilled and/or the stipulated time period has elapsed) is reported as assets released from restriction between the applicable classes of net assets.

Contributions, including unconditional promises to give, are recognized as revenues in the period received. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met. Contributions of assets other than cash are recorded at their estimated fair value at the time of the gift.

Comparative Financial Information

Comparative financial information for the prior year has been presented for additional analysis; certain amounts presented in the prior year data have been reclassified in order to be consistent with the current year's presentation.

Donated Assets, Service, and Facilities

The Foundation records the value of donated assets, services, and facilities when there is an objective basis available to measure their value. Donated facilities are reflected as support in the accompanying statements at their estimated values at date of donation and fair market value of facilities for the year. Donated assets are capitalized at the stated donated value and depreciated in accordance with Foundation policies, unless they are passed through to the District. Donated services are reflected in the accompanying statements when the criteria for recognition under Statement of Financial Accounting Standard (SFAS) No. 116 have been met and are recorded at fair value.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
(A California Nonprofit Corporation)**

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2007 AND 2006**

Use of Estimates

The preparation of financial statements, in conformity with accounting principles generally accepted in the United States of America, requires management to make estimates and assumptions that affect reported amounts of assets and liabilities at the reporting date, and revenues and expenses during the reporting period. Actual results could differ from those estimates.

Income Taxes

The Foundation is a charitable, not-for-profit, tax-exempt organization qualified under provisions of Section 501(c)(3) of the Internal Revenue Code and corresponding California provisions. Accordingly, no provision for income taxes has been provided in the financial statements. The Foundation has also been classified as an entity that is not a private foundation within the meaning of Section 509(a). The Foundation annually files information returns, Forms 990, 199, and RRF-1, with the appropriate agencies.

Cash Equivalents for Statements of Cash Flows

For purposes of the statements of cash flows, the Foundation considers all highly liquid investments purchased with an initial maturity of three months or less to be cash equivalents.

Investments

The Foundation has adopted SFAS No. 124, *Accounting for Certain Investments Held by Not-for-Profit Organizations*, as amended. Under SFAS No. 124, investments in marketable securities with readily determinable fair values are presented at their fair values in the statements of financial position. Unrealized gains and losses are included in the change in net assets.

Pledges Receivable

The Foundation has accounts receivables for pledges made. Management uses the mid-term adjusted fixed rate as the discount rate used on long-term promises to give, which was 5.00 percent and 5.06 percent at June 30, 2007 and 2006, respectively. Management has determined the amount of allowance for uncollectible promises to give at June 30, 2007 and 2006, to be \$16,849 and \$28,176, respectively.

Functional Allocation of Expenses

The costs of providing various programs and activities have been summarized on a functional basis. Accordingly, based upon management's estimates, certain costs have been allocated among the programs, support services, and fundraising activities.

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
(A California Nonprofit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2007 AND 2006

NOTE 2 - CONCENTRATION OF RISK

Cash accounts maintained by the Foundation are insured up to \$100,000 by the Federal Deposit Insurance Corporation. As of June 30, 2007, the balances held in financial institutions of \$1,415,249 were not fully insured. As of June 30, 2006, at various times throughout the year, the Foundation may have had cash balances at financial institutions which exceeded the FDIC insurance limits. However, management reviewed the financial condition of these financial institutions on a periodic basis and did not believe the concentration of cash resulted in a high level of risk for the Foundation.

NOTE 3 - RESTRICTIONS ON NET ASSETS

Permanently restricted net assets are gifts of cash and securities restricted by donors in ways that permit only the earnings to be used for specific programs, scholarships, and general operations of the Foundation. As restrictions on the net assets expire, due to time passing and earnings becoming available for expenditure, the funds are released to either temporarily restricted net assets or unrestricted net assets as applicable.

NOTE 4 - UNCONDITIONAL PROMISES TO GIVE

Unconditional promises to give at June 30, 2007 and 2006, consists of pledges and are due within the following schedule:

	<u>2007</u>	<u>2006</u>
Unconditional promises to give - other	\$ 336,988	\$ 302,368
Less: Allowance for uncollectible promises to give	(16,849)	(28,176)
Total	<u>\$ 320,139</u>	<u>\$ 274,192</u>
	<u>2007</u>	<u>2006</u>
Due within 1 year	\$ 149,260	\$ 161,082
Due within 1 to 5 years	187,728	141,286
Less: Allowance for uncollectible promises to give	(16,849)	(28,176)
Total	<u>\$ 320,139</u>	<u>\$ 274,192</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
(A California Nonprofit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2007 AND 2006

NOTE 5 - INVESTMENTS

Investments are presented at fair value in the financial statements and are composed of the following at June 30, 2007:

	Adjusted Cost	Fair Market Value	Unrealized Appreciation (Depreciation)
Equity	\$ 1,798,939	\$ 2,129,922	\$ 330,983
Corporate bonds	905,262	932,524	27,262
Government bonds	179,685	179,685	-
	<u>\$ 2,883,886</u>	<u>\$ 3,242,131</u>	<u>\$ 358,245</u>

Investments are presented at fair value in the financial statements and are composed of the following at June 30, 2006:

	Adjusted Cost	Fair Market Value	Unrealized Appreciation (Depreciation)
Equity funds	\$ 1,465,413	\$ 1,626,712	\$ 161,299
Bond funds	1,936,927	1,930,051	(6,876)
	<u>\$ 3,402,340</u>	<u>\$ 3,556,763</u>	<u>\$ 154,423</u>

The following schedule summarizes the investment return and its classification in the statement of activities for the year ended June 30, 2007:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Interest and dividends	\$ 1,633	\$ 25,274	\$ 105,434	\$ 132,341
Net realized and unrealized gains	4,353	67,374	281,064	352,791
	<u>\$ 5,986</u>	<u>\$ 92,648</u>	<u>\$ 386,498</u>	<u>\$ 485,132</u>

The following schedule summarizes the investment return and its classification in the statement of activities for the year ended June 30, 2006:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Interest and dividends	\$ 431	\$ 24,814	\$ 69,921	\$ 95,166
Net realized and unrealized gains (losses)	700	40,264	113,459	154,423
	<u>\$ 1,131</u>	<u>\$ 65,078</u>	<u>\$ 183,380</u>	<u>\$ 249,589</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
(A California Nonprofit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2007 AND 2006

NOTE 6 - REFUNDABLE ADVANCES LIABILITY

During the year ended June 30, 2006, the Foundation received a \$300,000 grant award to develop an education model in conjunction with a local unified school district through the summer of 2008. As of June 30, 2007, the remaining \$150,000 of the \$300,000 total grant was received and is included in refundable advances pending expenditures next fiscal year.

NOTE 7 - OBLIGATIONS PAYABLE TO DISTRICT

During the year ended June 30, 2006, the Foundation entered into an agreement with the District whereby the District will advance funds up to \$1.3 million to the Foundation to cover costs associated with the Major Gifts Campaign. Repayment of advances will be in equal semi-annual payments beginning July 1, 2009, with the final payment due on or before June 30, 2111. Balances accrue interest at the rate realized by the District from the Riverside County Treasurer, which is 5.17 percent at June 30, 2007. Total amounts due to the District at June 30, 2007 and 2006, is \$421,368 and \$177,037, respectively, which includes \$14,635 and \$1,035, respectively, in accrued interest. The repayment schedule is presented below:

Year Ending June 30,	Principal	Interest	Total Payment
2010	\$ 181,761	\$ 67,277	\$ 249,038
2011	239,607	9,432	249,039
Total Due	<u>\$ 421,368</u>	<u>\$ 76,709</u>	<u>\$ 498,077</u>

NOTE 8 - RELATED PARTY TRANSACTIONS

The Foundation provides various levels of monetary support and service to the District. The transactions are recorded within the financial statements as distributions, student programs, and scholarship expense. The District provides office space and other support to the Foundation. As described in Note 7, the Foundation has a long-term debt balance of \$421,368 at June 30, 2007, with the District. Interest expenses for the year ended June 30, 2007, was \$14,635. The Foundation office is currently housed in a building, which is owned by the District, and is jointly used by both the District and the Foundation. The Foundation leases the property at a cost of \$1.00 per year. This agreement expires November 30, 2008.

The Foundation received contributed employee services, other professional services, and materials valued at \$433,965 and \$329,355 from the District for the years ended June 30, 2007 and 2006, respectively. During the years ended June 30, 2007 and 2006, the Foundation also received donated assets of \$104,075 and \$28,158, respectively, which they passed through to the District for use in its facilities and programs.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
 (A California Nonprofit Corporation)**

**NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2007 AND 2006**

NOTE 9 - COMMITMENTS

During the year ended June 30, 1997, the Foundation began the "Passport to College" program which was designed to encourage local elementary-age school children to pursue a college education. As part of this program, the Foundation guaranteed scholarships to eligible local elementary school students who would be beginning their first year of college at the District in the fall of 2005. At June 30, 2007, \$30,819 is included to fund the remaining Passport to College scholarships in the Foundation's temporarily restricted scholarship funds. During the year ended June 30, 2007, the Foundation paid \$25,230 to the District for scholarships and expenses related to the program.

The Foundation is the fiscal agent for a scholarship component of a District Gear-Up Grant through the Department of Education. As of June 30, 2007, the Foundation has received a total of \$1,289,400 for years one through five of the five-year grant. At June 30, 2007, the funds, including interest income less a small amount expended for investment management fees, are included in the Foundation's temporarily restricted scholarship funds and total \$1,201,695. The Foundation will hold the funds until the scholarships are distributed beginning in the summer of 2006. To date, the Foundation has expended \$198,055 in scholarships.

NOTE 10 - RESTRICTIONS ON NET ASSET BALANCES

Temporarily restricted net assets consist of the following at June 30:

	2007	2006
Programs	\$ 263,264	\$ 271,456
Scholarships	1,714,277	1,607,050
Total Temporarily Restricted Net Assets	<u>\$ 1,977,541</u>	<u>\$ 1,878,506</u>

Permanently restricted net assets consist of the following at June 30:

	2007	2006
Endowed scholarships	\$ 2,844,797	\$ 2,364,763
Total Permanently Restricted Net Assets	<u>\$ 2,844,797</u>	<u>\$ 2,364,763</u>

NOTE 11 - TRANSFERS BETWEEN FUNDS

During the year ended June 30, 2007, management reviewed original donor instructions and determined donations in the amount of \$90,303 had been classified as permanently restricted when the donors' intent was that the funds be temporary and unrestricted.

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
(A California Nonprofit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2007 AND 2006

NOTE 12 - DEFICIT NET ASSETS

The unrestricted fund of the Foundation has incurred operating deficits in past years that created a net deficit ending balance. Management has increased unrestricted fundraising efforts and has reduced operating costs to correct this deficit. During the years ended June 30, 2007 and 2006, the unrestricted fund noted a negative change in ending balances of (\$380,555) and (\$149,560), respectively. The deficit account balance is a result of the Major Gift Campaign expenses and will be in the deficit until such time as there are sufficient gifts from the Campaign. Management is continuing to address this deficit and has developed a plan to be in a positive position within three years.

Supplementary Information

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
(A California Nonprofit Corporation)

SCHEDULE OF UNRESTRICTED NET ASSETS
FOR THE YEAR ENDED JUNE 30, 2007

	Balance July 1, 2006	Capital Additions/ Transfers	Expenditures Transfers	Balance June 30, 2007
Unrestricted				
Undesignated	\$ 41,051	\$ 219,367	\$ (54,330)	\$ 206,088
Total Unrestricted - Undesignated	<u>41,051</u>	<u>219,367</u>	<u>(54,330)</u>	<u>206,088</u>
Unrestricted - Board Designated				
Major Gifts Campaign	(203,951)	(7,921)	(389,784)	(601,656)
Powell, Berkeley Douglas Endowment	13,340	2,105	(433)	15,012
Total Board Designated	<u>(190,611)</u>	<u>(5,816)</u>	<u>(390,217)</u>	<u>(586,644)</u>
Total Unrestricted	<u>\$ (149,560)</u>	<u>\$ 213,551</u>	<u>\$ (444,547)</u>	<u>\$ (380,556)</u>

See accompanying notes to supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
(A California Nonprofit Corporation)

SCHEDULE OF TEMPORARILY RESTRICTED NET ASSETS
FOR THE YEAR ENDED JUNE 30, 2007

	Balance July 1, 2006	Capital Additions/ Transfers	Expenditures Transfers	Balance June 30, 2007
TEMPORARY RESTRICTED PROGRAMS				
Alumni House Bricks	\$ (17,294)	\$ 1,300	\$ (572)	\$ (16,566)
Alumni House Library	14,559	-	-	14,559
Advanced Technology Center - Norco	965	5,100	(162)	5,903
Alumni House Program	61,661	13,215	(814)	74,062
Applied Technology	42	-	(42)	-
Alumni House - Fundraising	(375)	375	-	-
Art Gallery	535	-	-	535
Annual Recognition Event	2,946	16,583	(15,860)	3,669
Airey, Wilfred J. Library Fund	650	-	-	650
RCC Associates	8,279	3,782	(2,766)	9,295
Arbor Fund Performance Riverside	-	5,000	-	5,000
African American Heritage Fund	-	4,930	(179)	4,751
Supplies for Art Department	821	336	(3)	1,154
Aquatics Fund	-	-	(4,000)	(4,000)
Athletics	14,082	4,515	(5,994)	12,603
Baseball Program Fund	50	-	-	50
Best Technician Academy	3,598	-	-	3,598
Basketball Reunion	778	-	(778)	-
Campus Account - Moreno Valley	905	-	-	905
Basic Skills and Readiness - Riverside	2,458	1,160	(7)	3,611
Basic Skills and Readiness - Norco	311	254	(1)	564
Basic Skills and Readiness - Moreno Valley	1,884	(89)	32	1,827
Black History Month	4,364	509	(4,873)	-
Center for Primary Education La Sierra	1,708	203	16	1,927
Chancellor Retirement	-	27,450	(23,448)	4,002
Chemistry Department Equipment	-	432	(18)	414
Chemistry Instructional Improvements (Bond)	306	-	-	306
Chemistry Instructional Improvements (Pleasants)	4,130	-	(4,130)	-
College Safety and Police	398	(300)	-	98
Community Events	131	-	-	131
Construction Technology	2,000	-	-	2,000
Culinary Arts	21	-	-	21

See accompanying notes to supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
(A California Nonprofit Corporation)

SCHEDULE OF TEMPORARILY RESTRICTED NET ASSETS, CONTINUED
FOR THE YEAR ENDED JUNE 30, 2007

	Balance July 1, 2006	Capital Additions/ Transfers	Expenditures Transfers	Balance June 30, 2007
Dance Studio Renovation	\$ 284	\$ -	\$ (89)	\$ 195
DSP&S	209	-	-	209
Dental Assisting	-	500	-	500
Dental Hygiene Grant	-	25,000	(24,736)	264
Dental Hygiene Program	31,115	74,292	(84,618)	20,789
Dental Hygiene Clinic	525	500	-	1,025
Digital Library Opening	3,199	-	-	3,199
Early Childhood Studies	6,191	100	-	6,291
Early Childhood Studies - Moreno Valley	3,011	603	(655)	2,959
EMS Program Event	75	500	-	575
Faculty Development - Moreno Valley	1,232	203	4	1,439
Faculty Project	5,000	-	(5,000)	-
Ford Asset	96	-	-	96
Forensics	16,518	14,203	(1,854)	28,867
Foundation Restricted	255	-	-	255
Handicapped Students	1,164	-	-	1,164
Iannone, Laura	1,470	-	(1,470)	-
Instructional Media Services	79	-	-	79
International Students Program	218	23	(11)	230
Journalism Department	635	1,000	-	1,635
Library Acquisition	1,354	-	-	1,354
Library, Moreno Valley	153	-	-	153
Loma Linda Toy Project	283	-	-	283
Machine Shop	604	-	-	604
Men's Tennis Program	-	3,000	(120)	2,880
Moreno Valley Outreach	54	3	3	60
Music Department	1,970	270	-	2,240
Musical Theater Conservatory	1,960	640	(2,600)	-
Moreno Valley Campus Grounds Beautification	958	469	-	1,427
Moreno Valley Music Department	90	605	1	696
New Directions Book Fund	25	-	(25)	-
New Nursing Prep Program - Moreno Valley	558	185	4	747

See accompanying notes to supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
(A California Nonprofit Corporation)

SCHEDULE OF TEMPORARILY RESTRICTED NET ASSETS, CONTINUED
FOR THE YEAR ENDED JUNE 30, 2007

	Balance July 1, 2006	Capital Additions/ Transfers	Expenditures Transfers	Balance June 30, 2007
New Directions	\$ 721	\$ -	\$ (721)	\$ -
Norco Children's Playground	154	-	-	154
Norco ECS Fund	290	543	3	836
Nursing Immersion	60,000	-	(55,643)	4,357
Off-Broadway	509	-	-	509
Okubo, Mine Memorial Fund	3,770	-	-	3,770
Passport Plus	260	-	-	260
Performance Riverside	3,359	41,432	(30,200)	14,591
Perris Youth Initiative	18	-	(18)	-
Physician Assistant Program	907	156	46	1,109
Planetarium Development	934	-	-	934
President's Discretionary	149	-	-	149
Professional Auto Tech Center	931	141	8	1,080
Public Art - Norco	-	1,000	-	1,000
Public Safety and Homeland Security	1,902	164	38	2,104
Rawlings	8	-	(8)	-
Retiree Luncheon	175	-	-	175
Riverside Master Chorale	-	1,000	(855)	145
RSA Rotella Fund	-	5,225	-	5,225
School of Nursing	3,559	2,597	(66)	6,090
Showcase Singers	200	-	-	200
Study Abroad Program	-	500	-	500
Teacher Prep Program	-	1,500	(1,000)	500
Toyota T-Ten	727	15,981	(13,157)	3,551
Toyota T-Ten Books	2,999	-	-	2,999
Toyota T-Ten Regionals	518	2,043	(2,043)	518
Tworek, Dr. Richard Retirement	-	6,305	(5,251)	1,054
Young at Heart	170	-	-	170
Total Temporarily Restricted - Programs	\$ 271,458	\$ 285,438	\$ (293,632)	\$ 263,264

See accompanying notes to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
(A California Nonprofit Corporation)**

**SCHEDULE OF TEMPORARILY RESTRICTED NET ASSETS, CONTINUED
FOR THE YEAR ENDED JUNE 30, 2007**

	Balance July 1, 2006	Capital Additions/ Transfers	Expenditures Transfers	Balance June 30, 2007
TEMPORARILY RESTRICTED SCHOLARSHIPS				
AARP	\$ -	\$ 200	\$ -	\$ 200
AAUW Scholarship	350	-	-	350
Aguilar, Joe Scholarship	140	-	-	140
Aiko, Dora Katono Scholarship	-	300	(300)	-
Air Force Association Scholarship	500	750	(500)	750
Allied Health Scholarship	200	-	-	200
Alpha Delta Kappa Scholarship	3,610	2,565	(1,350)	4,825
American Legion Scholarship	-	400	(200)	200
Amrich, Leora Tracy Memorial Scholarship	1,805	-	(1,605)	200
Angel, Nicholas Scholarship	768	100	(250)	618
Applied Technology Scholarship	4,215	75	(600)	3,690
Ayres, Tillie Scholarship	-	645	(2)	643
Asper Scholarship	1	-	(1)	-
Anderberg Nursing Scholarship	1,581	3,505	-	5,086
Baum, Drs. Bradley and Carla Lidner	500	1,000	(500)	1,000
Baum, Drs. Lloyd and Alma Scholarship	500	-	(500)	-
Bigbee, Elizabeth Scholarship	25	-	-	25
Brown, Bart	-	80	(80)	-
Belote, Roberta Memorial Scholarship	-	1,400	(51)	1,349
Business Office Scholarship	1,797	211	(168)	1,840
Blaker, Bill Memorial Scholarship	-	940	-	940
Communication Department Scholarship - Norco	-	400	(19)	381
Cancer Federation Award Scholarship	550	250	(250)	550
Carnes, Carl and Margaret Scholarship	500	-	(250)	250
Carranza Memorial Scholarship	416	363	(209)	570
Clark, Christopher A. Scholarship	125	-	-	125
Thomas/Vallejo Family Scholarship	6,209	1,702	(1,953)	5,958
Clark, Megan E. Memorial Scholarship	4,516	-	(250)	4,266
College for Kids Scholarship	2,622	240	-	2,862
Community Foundation Scholarship	16,220	43,158	(43,700)	15,678
Information Services Scholarship	105	35	(140)	-
Community Foundation Designated Scholarship	-	11,002	(8,097)	2,905

See accompanying notes to supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
(A California Nonprofit Corporation)

SCHEDULE OF TEMPORARILY RESTRICTED NET ASSETS, CONTINUED
FOR THE YEAR ENDED JUNE 30, 2007

	Balance July 1, 2006	Capital Additions/ Transfers	Expenditures Transfers	Balance June 30, 2007
Community Foundation - Edna Bailey Lockhart	\$ -	\$ 3,000	\$ (3,000)	\$ -
Creative Writing Scholarship	3,094	1,774	(549)	4,319
Cutter, Albert B. Memorial Scholarship	450	1,800	(1,800)	450
Deutsch, Osker Memorial Nursing	250	250	(250)	250
Dance Scholarship	6,149	922	(214)	6,857
Dassow Memorial Scholarship	86	-	-	86
Deluhery, James Memorial Scholarship	500	-	-	500
Dieguez, Alcira Memorial Scholarship	1,540	147	13	1,700
DLLRC Scholarship	-	500	-	500
Dyer, Bob Memorial Scholarship	1,575	-	-	1,575
Dyslexia Scholarship	331	-	(331)	-
Ehret, Dr. Charles F. Memorial Scholarship	-	910	(4)	906
Ellis, Robert Memorial Scholarship	50	-	-	50
EOPS Scholarship Fund	-	3,000	(123)	2,877
ESL Scholarship	45	2	2	49
Eslamidoust, Pouran Memorial Scholarship	295	-	-	295
Exchange Club Scholarship	3,000	2,500	(2,000)	3,500
Faculty Memorial Scholarship	7,403	1,789	(4)	9,188
Foreman Scholarship	1,250	1,500	(1,500)	1,250
Gateway to College	3,634	25,000	(2,313)	26,321
Gear-Up Scholarship	1,333,852	75,244	(207,401)	1,201,695
Gospel Singers Scholarship	805	-	-	805
Grant, David Memorial Scholarship	-	50	-	50
Griffin, Dale and Theresa Scholarship	-	104,792	-	104,792
Groves, Eleanore Memorial Nursing Scholarship	15,140	-	(15,140)	-
Groves, Paul Douglas Memorial Scholarship	250	-	(250)	-
Hardesty, Drs. Robert and Marti	500	-	(500)	-
Harriss, Tawny Memorial Scholarship	85	-	(85)	-
High School Achievement Scholarship	200	250	(450)	-
History Department Scholarship	882	71	21	974
Hispanic Educators Scholarship	380	-	-	380
Horstman, Dorothy Memorial Scholarship	50	-	(50)	-
Huang Family Scholarship	500	-	(500)	-

See accompanying notes to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
(A California Nonprofit Corporation)**

**SCHEDULE OF TEMPORARILY RESTRICTED NET ASSETS, CONTINUED
FOR THE YEAR ENDED JUNE 30, 2007**

	Balance July 1, 2006	Capital Additions/ Transfers	Expenditures Transfers	Balance June 30, 2007
International Student Scholarship	\$ -	\$ 360	\$ (16)	\$ 344
Insurance Women San Bernardino/ Riverside Scholarship	800	-	-	800
Iravani, Roya Telecom Scholarship	-	600	(600)	-
Irvine, James Foundation Fund	-	150,000	(53,367)	96,633
Jacobs, Doug Memorial Scholarship	1,951	686	(747)	1,890
Johnson, Tom Memorial Scholarship	4,940	(1,779)	(3,161)	-
Kaiser Community Service Grant	-	5,000	-	5,000
Kaiser Volunteer Scholarship	250	125	(375)	-
Kane, Helen Memorial Scholarship	75	-	(75)	-
Kinser, William M. Nursing Scholarship	-	5,153	(175)	4,978
Kipper	4,050	-	(4,050)	-
Locke Family Scholarship	3,603	1,000	-	4,603
Louisor, Dr. Guy Memorial Scholarship	50	-	(50)	-
MacDonald Family Scholarship	-	6,170	-	6,170
Maguire Family Scholarship	1,310	-	(65)	1,245
McNair, David Scholarship	74	-	(74)	-
Medrano, Martin J. Memorial Scholarship	-	1,625	(19)	1,606
Mehegan, Dr. James Memorial Scholarship	2,356	652	(298)	2,710
Mosaic Scholars Foster Youth	-	675	(26)	649
Moors, Susen Study Abroad Scholarship	600	1,500	(66)	2,034
Moreno Valley Middle College HS Program	267	12	8	287
Music Department Faculty Scholarship	1,850	100	-	1,950
Moreno Valley Math/Science Scholarship	2,765	642	(77)	3,330
Neufeld, Bill Scholarship	120	-	-	120
Nightingales, Memorial Scholarship	500	500	(550)	450
Norco Campus Student Book Scholarship	-	1,000	-	1,000
Nursing Leadership Scholarship	1,705	350	(500)	1,555
Ogata-Sarafian Family Memorial	100	1,400	(1,000)	500
Oksman, Dr. Linda Cosmetology	-	100	-	100
Panhellenic Association Scholarship	500	500	(450)	550
Parry, Ed Memorial Scholarship	105	-	(105)	-
Parker, Chrystine Memorial Scholarship	1,305	-	(100)	1,205
Passport to College Program	18,900	37,149	(25,230)	30,819

See accompanying notes to supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
(A California Nonprofit Corporation)

SCHEDULE OF TEMPORARILY RESTRICTED NET ASSETS, CONTINUED
FOR THE YEAR ENDED JUNE 30, 2007

	Balance	Capital	Expenditures	Balance
	July 1, 2006	Additions/ Transfers	Transfers	June 30, 2007
Passport/Wells Fargo Grant	\$ 33,500	\$ -	\$ (33,500)	\$ -
Pauley, Blaga S. Memorial	1,354	3,735	(315)	4,774
Pond, Lena T. Scholarship	416	16,519	(16,935)	-
Puente Scholarship	65	-	(65)	-
Quin Piano Scholarship	350	500	(250)	600
RCC Moreno Valley Campus Student Services	5,231	2,067	(1,321)	5,977
Renaissance Scholars - Moreno Valley	-	1,000	(48)	952
Rickson, Roger Memorial Scholarship	4,704	-	(500)	4,204
Riverside Community Hospital Auxiliary Nursing Scholarship	4,000	1,000	(5,000)	-
Riverside School for the Arts	5,923	1,821	(101)	7,643
Riverside Scholars Scholarship	13,000	20,000	(11,500)	21,500
Riverside Women's Club Scholarship	-	2,000	(2,000)	-
Nursing Faculty Scholarship Fund	4,711	235	(4,946)	-
Roby, Paul Memorial Nursing Scholarship	2,000	500	(500)	2,000
Rotary Club of Magnolia Center Scholarship	-	4,350	(4,350)	-
Rotary Norco Scholarship	400	2,675	(2,300)	775
Rowden, Mary Photo Scholarship	-	200	(200)	-
Russell, Hazel M. Hawkins Scholarship	372	-	-	372
Ryan's Scholarship	1,980	775	(300)	2,455
Scandura, Al Scholarship	-	50	-	50
Schmitt, Chuck Memorial Scholarship	138	-	-	138
Smith, Brodie James Scholarship	6,367	250	(300)	6,317
So Cal Restaurant Writers Scholarship	-	1,000	(1,000)	-
Spoto, Luciana Memorial Scholarship	940	-	(200)	740
SOS Awards Scholarship	38	-	(38)	-
Stalder, Cecil Scholarship	250	500	-	750
Stalder, Evelyn RN Scholarship	-	500	-	500
Strickland, Dean E. Memorial Scholarship	4,400	1,500	(300)	5,600
Student Financial Aid Scholarship	239	-	-	239
Student Equity Scholarship	8,842	8,929	(251)	17,520
Stull, Georgenia L. Memorial Nursing	3,000	-	(2,000)	1,000
Telecom Award Fund	500	-	(200)	300
Tassari, Patrick Memorial	500	250	(500)	250

See accompanying notes to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
 (A California Nonprofit Corporation)**

**SCHEDULE OF TEMPORARILY RESTRICTED NET ASSETS, CONTINUED
 FOR THE YEAR ENDED JUNE 30, 2007**

	Balance July 1, 2006	Capital Additions/ Transfers	Expenditures Transfers	Balance June 30, 2007
Textbook Assistance	\$ 1,050	\$ 971	\$ -	\$ 2,021
Thonis Family Scholarship	5,000	3,500	-	8,500
Tolson, Jay Memorial Scholarship	125	-	-	125
Tworek, Dr. R K President Scholarship	4,364	2,164	(23)	6,505
Ursua, Genora Memorial	250	250	(500)	-
Ursua Memorial Scholarship	755	500	(750)	505
RCC Norco Campus Faculty Scholarship	2,573	415	(1,500)	1,488
Vargas, Gina Memorial Scholarship	3,274	5,398	(78)	8,594
Veltum, Ann Memorial Scholarship	1,482	-	-	1,482
Vocational/Occupational Scholarship	2,123	-	-	2,123
Voiture 394 Scholarship	250	1,500	(1,500)	250
Walsh, Bonita Scholarship	2,230	-	-	2,230
Wilson, Dorcas Bingaman Nursing	-	1,110	(1,110)	-
Wright, Ken Scholarship	125	-	(125)	-
Zimmerman Family Scholarship	-	300	-	300
Zonta Club	2,500	1,200	(3,700)	-
Total Temporarily Restricted Scholarships	<u>1,607,048</u>	<u>594,006</u>	<u>(486,777)</u>	<u>1,714,277</u>
GRAND TOTAL TEMPORARY RESTRICTED NET ASSETS	<u>\$ 1,878,506</u>	<u>\$ 879,444</u>	<u>\$ (780,409)</u>	<u>\$ 1,977,541</u>

See accompanying notes to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
(A California Nonprofit Corporation)**

**SCHEDULE OF PERMANENTLY RESTRICTED NET ASSETS
FOR THE YEAR ENDED JUNE 30, 2007**

	Balance	Capital		Balance
	July 1, 2006	Additions/ Transfers	Expenditures	June 30, 2007
Blakely, Marjorie C. Memorial Endowed	\$ -	\$ 10,524	\$ (450)	\$ 10,074
Brown, Bartholomew Endowed Memorial	11,047	2,000	(310)	12,737
Day, Betty Endowed Scholarship	16,059	2,556	(386)	18,229
Distribution Management Assn. Endowment	11,735	9,355	(617)	20,473
Hawkins-Newstead Endowed Scholarship	27,099	15,036	(771)	41,364
Hayashi, Norio Endowed Scholarship	10,954	1,733	(410)	12,277
Hord, Roy Endowed Scholarship	16,054	2,538	(611)	17,981
Hunt, Debby Endowed Nursing Scholarship	22,612	4,427	(601)	26,438
Information Services Endowed Scholarship	17,884	3,988	(778)	21,094
Jaeger, Edmund Endowment	14,481	2,273	(545)	16,209
Kincell, Dorothy - For Lang Endowment	26,867	4,855	(997)	30,725
Kincell, Dorothy - Spanish Endowment	26,738	4,203	(967)	29,974
Knox, Harley Endowed Scholarship	-	107,426	(4,000)	103,426
Arlington/Riverside Gakuen Endowment	12,320	1,947	(473)	13,794
ASRCC Endowment	202,745	32,672	(14,178)	221,239
RCC Associates Endowment	47,895	10,008	(2,279)	55,624
Barron, Paul Memorial Endowment	26,982	4,295	(645)	30,632
Bates, Cheri Jo Endowment	11,324	1,793	(413)	12,704
Board of Realtors/Devonne Armstrong Endowment	27,279	4,327	(923)	30,683
Brauti, T. Martin Memorial Endowment	17,219	2,703	(647)	19,275
Castro, Rodolpho Endowment	86,655	14,291	(3,291)	97,655
Chemistry/Allied Health Endowment	-	5,735	-	5,735
Chin, Harry S.P. Endowment	14,583	2,311	(546)	16,348
Coil, Horace O. Endowment	14,698	2,308	(547)	16,459
Coil, James L. Endowment	15,528	2,459	(555)	17,432
Corona, Frank and Mary Endowed	19,640	3,128	(618)	22,150
DeAro, Steven Memorial Endowment	11,831	1,813	(718)	12,926
DeFrancisco, Nate Endowment	15,713	2,488	(607)	17,594
Riverside Public Utilities Energy Tech Endowment	40,494	6,448	(955)	45,987
Faculty Memorial Endowment	47,870	7,679	(1,979)	53,570
Fauth, Bette Memorial Endowment	23,957	3,867	(240)	27,584
Finch, Vernon and Sylvia Endowment	18,731	2,970	(687)	21,014
Ford, Charles and Elaine Endowment	114,050	18,411	(1,141)	131,320
Foster, Sandra Memorial Endowment	9,419	1,488	(294)	10,613

See accompanying notes to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
(A California Nonprofit Corporation)**

**SCHEDULE OF PERMANENTLY RESTRICTED NET ASSETS, CONTINUED
FOR THE YEAR ENDED JUNE 30, 2007**

	Balance July 1, 2006	Capital Additions/ Transfers	Expenditures	Balance June 30, 2007
Virginia Blumenthal FOF Endowment	\$ -	\$ 10,743	\$ -	\$ 10,743
Friends of Forensics Endowment	14,273	2,304	(143)	16,434
Alan and Jan Pauw FOF Endowment	9,957	1,607	(100)	11,464
Elsie Ferne McCoy FOF Endowment	11,176	1,804	(112)	12,868
Louise Griffitts FOF Endowment	7,491	2,606	(98)	9,999
Lionel Rentschler FOF Endowment	9,796	1,581	(98)	11,279
John W. and Dina Stallings FOF Endowment	11,514	1,859	(115)	13,258
Leila Vahdani FOF Endowment	9,820	11,578	(196)	21,202
General Scholarship Endowment	198,751	23,711	(105,576)	116,886
General Scholarship Endowment - Riverside	634	62,638	(1,198)	62,074
General Scholarship Endowment - Moreno Valley	21,850	34,201	(852)	55,199
General Scholarship Endowment - Norco	4,367	37,915	(883)	41,399
Griffin Endowed Scholarship	90,425	9,608	(100,033)	-
Grindstaff, Leonard Memorial Endowment	10,921	1,728	(409)	12,240
Groves, Eleanore Endowed Nursing	-	17,898	-	17,898
Heers, John C. Memorial Endowment	17,293	2,738	(673)	19,358
Holmes, Clifford W., Jr. Endowment	20,062	3,467	(476)	23,053
Holmes, Dale S. Endowment	21,490	3,388	(715)	24,163
Johnson, Tom Memorial Endowment Scholarship	-	14,886	(149)	14,737
Kaiser Permanente Nursing Endowment	87,134	13,786	(2,871)	98,049
Kane, Charles A. Endowment	26,428	4,260	(764)	29,924
Kipper, Daniel J. Memorial Civil Engineers	25,920	9,217	(1,259)	33,878
Kiwanis Endowment	34,455	5,408	(1,295)	38,568
Knopf, Arthur C. Memorial Endowment	43,657	6,929	(1,437)	49,149
Knopf, Dorothy Memorial Endowment	27,197	4,232	(1,272)	30,157
Lamar, Margaret Endowment	13,962	2,197	(489)	15,670
Leonard, John L. Memorial Endowment	21,977	3,548	(220)	25,305
L.P.E.C. Club Endowed Scholarship	12,637	2,027	(127)	14,537
Management Association Endowment	13,795	3,551	(138)	17,208
Marsh, Jack and Jean Endowment	18,650	3,002	(186)	21,466
McCoy, Ferne Future Teachers	16,621	2,630	(616)	18,635
Moeller, Karen/Harold Memorial Endowment	142,865	22,612	(5,428)	160,049
Moors/Goodwill Memorial Endowment	12,005	1,900	(470)	13,435
Nursing Faculty Endowed Scholarship	3,502	9,979	(482)	12,999

See accompanying notes to supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
(A California Nonprofit Corporation)

SCHEDULE OF PERMANENTLY RESTRICTED NET ASSETS, CONTINUED
FOR THE YEAR ENDED JUNE 30, 2007

	Balance July 1, 2006	Capital Additions/ Transfers	Expenditures	Balance June 30, 2007
Patterson, Lewis/Jessie Memorial Endowment	\$ 14,417	\$ 2,262	\$ (544)	\$ 16,135
Alan and Jan Pauw Endowment	58,319	9,371	(983)	66,707
Playday for Women	22,162	3,518	(672)	25,008
Poison Garden Endowment	10,982	1,765	(220)	12,527
Kathleen Gonzales Puente Program Book Fund	12,170	3,540	(243)	15,467
Ramirez Family Endowed	10,988	1,715	(610)	12,093
Riverside Sunrise Rotary Endowment	16,582	2,623	(666)	18,539
Roberts, Dell Endowed Scholarship	19,378	5,118	(514)	23,982
Rotary Club of Riverside Endowment	14,518	2,279	(545)	16,252
Schlein, David and Sadie Memorial Endowment	10,216	1,695	(602)	11,309
Singletary Family Endowment	18,052	2,841	(630)	20,263
Soroptimist Intl Corona/Norco Endowment	15,709	2,511	(382)	17,838
Stover Fellowship Endowment	40,939	12,420	(409)	52,950
Swoffer, Betty J. and Gordon N. Endowment	9,267	1,460	(393)	10,334
Taber Family Endowment	18,525	2,909	(685)	20,749
Thompson and Colegate Endowment	14,277	2,305	(143)	16,439
Toro Company Endowment	15,108	2,374	(551)	16,931
Wadding, Richard Nursing Endowment	11,999	1,912	(615)	13,296
Waite, Martha/Ernest K. Endowment	25,194	3,984	(952)	28,226
Wecksler, Becky Endowment	11,403	4,735	(2,614)	13,524
Western Community Bank Endowment	15,402	2,439	(554)	17,287
Williams, Clarence R. Endowment Memorial	-	6,016	(10)	6,006
Willmon, David C., Jr. Endowment	14,800	2,372	(148)	17,024
Wilson, Dorcas B. Nursing	-	22,195	(382)	21,813
Ybarra, Cecil Endowment	12,183	1,929	(422)	13,690
Yount, Gwen Endowment	11,085	2,888	(111)	13,862
Zonta Club Riverside Endowment	-	11,924	-	11,924
Total Permanently Restricted	<u>\$ 2,364,763</u>	<u>\$ 766,693</u>	<u>\$ (286,659)</u>	<u>\$ 2,844,797</u>

See accompanying notes to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
(A California Nonprofit Corporation)**

**NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2007**

***NOTE 1 - SCHEDULES OF UNRESTRICTED, TEMPORARILY RESTRICTED, AND PERMANENTLY
RESTRICTED NET ASSETS***

These schedules are presented as optional schedules. The schedules show the changes under the various funds within the larger classifications. These schedules are prepared on the same basis as the financial statements.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RESOURCES COMMITTEE

Report No.: VI-B-2

Date: December 11, 2007

Subject: Emergency Repairs – 1533 Spruce Street

Background: On October 22, 2007, the first floor tenant at the District owned property located at 1533 Spruce Street, Riverside, Ca (District Office) discovered water leaking from the northeast corner of the second floor. The water caused considerable damage to both the first and second floors of the building. District personnel responded and determined that a danger to life and property existed. As permitted under Public Contract Code (PCC) 20654, the District authorized the initiation of emergency repairs to the building without advertising for or inviting bids. PCC 20654 reads as follows:

20654. (a) In an emergency when any repairs, alterations, work, or improvement is necessary to any facility of the college, or to permit the continuance of existing college classes, or to avoid danger to life or property, the board may by unanimous vote, with the approval of the county superintendent of schools, do either of the following:

(1) Make a contract in writing or otherwise on behalf of the district for the performance of labor and furnishing of materials or supplies for the purpose without advertising for or inviting bids.

(2) Notwithstanding Section 20655, authorize the use of day labor or force account for the purpose.

(b) Nothing in this section shall eliminate the need for any bonds or security otherwise required by law.

The District authorized Brinkley Environmental to remove the water damaged property and to initiate mold and fungus remediation efforts. Brinkley's preliminary cost estimate of \$24,335 was prepared on October 24, 2007. The District estimates the final cost to be approximately \$30,000.

The District authorized another vendor, CA Construction, to begin immediate repair work to the first and second floors including:

- replacement of dry wall
- texture and painting of drywall
- replacement of base molding
- replacement of acoustical ceiling
- reinstallation of insulation
- replacement of subfloor and carpeting
- replacement of cabinets

CA Construction's preliminary cost estimate of \$29,271 was prepared on October 26, 2007. The District estimates final cost to be approximately \$35,000.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RESOURCES COMMITTEE

Report No.: VI-B-2

Date: December 11, 2007

Subject: Emergency Repairs – 1533 Spruce Street (continued)

District staff is preparing a report for the County Superintendent of Schools for approval of the actions taken without advertising for or inviting bids.

Recommended Action: It is recommended that the Board of Trustees declare that an emergency situation existed related to the water damage that occurred at the District's property located at 1533 Spruce Street, Riverside, Ca; approve the emergency actions taken by the District to mitigate and repair the damage without advertising for or inviting bids; and authorize the Interim Vice Chancellor, Administration and Finance, to sign the agreements with Brinkley Environmental and CA Construction.

James L. Buysse
Interim Chancellor

Prepared by: Edward Godwin
Director, Administrative Services

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RESOURCES COMMITTEE

Report No.: VI-B-3

Date: December 11, 2007

Subject: Update on Diversity Initiatives

Background: Presented for the Board's information is an update on the District's current and planned diversity initiatives. Chani Beeman, District Director of Diversity, Equity, and Compliance will present information in the areas of recruitment, organizational climate and culture, training and workshops, and complaint management.

Information Only.

James L. Buysse
Interim Chancellor

Prepared by: Melissa Kane
Vice Chancellor of Diversity
and Human Resources

RIVERSIDE COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
PLANNING COMMITTEE

December 4, 2007 – 5:45 p.m.

Board Room AD 122, O.W. Noble Administration Building, Riverside City Campus

Committee Members: Janet Green, Committee Chairperson
Mark Takano, Vice Chairperson
Ray Maghroori, Vice Chancellor, Academic Affairs
Kristina Kauffman, Associate Vice Chancellor, Institutional Effectiveness
Doug Beckstrom, Academic Senate Representative, (Moreno Valley Campus)
Richard Mahon, Academic Senate Representative (Riverside)
Tom Wagner, Academic Senate Representative (Norco Campus)
Yajaira Tiscareño, ASRCC Student Representative
Todd Wales, CTA Representative (Norco)
Gustavo Segura, CSEA Representative (Moreno Valley)
Ginny Haguewood, CSEA Representative (Riverside)

AGENDA

VI. Board Committee Reports

C. Planning

1. Norco Soccer Field – Design Services Agreement
- The Committee to review an agreement to provide design and construction management services. The term of the agreement is December 12, 2007 through December 31, 2008.
2. Update on Strategic Planning
- The Committee to be presented with an update on Strategic Planning processes and activities.
3. Update on Nursing
- The Committee to be presented with an update on the Nursing Program and the Nursing Science Building.
4. Comments from the public.

Adjourn

Prepared by: Naomi Foley
Administrative Assistant
Academic Affairs

RIVERSIDE COMMUNITY COLLEGE DISTRICT
PLANNING COMMITTEE

Report No.: VI-C-1

Date: December 11, 2007

Subject: Norco Soccer Field – Design Services Agreement

Background: Through its campus strategic planning process and during the development of its Long Range Educational Master Plan and Long Range Facilities Master Plan, the Norco Campus identified the construction of a competitive soccer field complex (to support Riverside Community College District men’s and women’s soccer programs) as a priority project.

In order to develop the full scope of the project, staff is recommending that GKK Works be hired to provide design services for the development of design, specifications and a project cost estimate for regulation and practice synthetic turf soccer fields and support facilities at the Norco Campus. The project would include a new parking lot, restrooms/team room/concession facility and landscaping. Staff will bring the final project design and proposed project budget to the Board for final approval. Should the project be approved for funding, GKK Works services will include construction management services for pre-construction and construction through project close out.

Fees for the GKK Works services would not exceed \$285,000 (design services - \$200,000, reimbursables - \$5,000, construction management - \$80,000). The term of the agreement is from December 12, 2007 to December 31, 2008 with the provision that the Vice Chancellor Administration and Finance may extend the end date of the agreement without additional compensation. Staff is requesting the use of Measure C funds. Agreement attached.

Recommended Action: It is recommended that the Board of Trustees approve the attached agreement, for December 12, 2007 to December 31, 2008, for an amount not to exceed \$285,000.00 from Measure C funds, and authorize the Interim Vice Chancellor, Administration and Finance, to sign the agreement with the provision that the Vice Chancellor, Administration and Finance, may extend the end date of the agreement without additional compensation.

James L. Buysse
Interim Chancellor

Prepared by: Gaither Lowenstein
Vice President, Educational Services
Rick Hernandez
Director, Capital Planning
Michael Webster
Riverside Community College District Planning Consultant,
Facilities Planning, Design and Construction

AGREEMENT BETWEEN
RIVERSIDE COMMUNITY COLLEGE DISTRICT

And

GKK WORKS

THIS AGREEMENT is made and entered into on the 12 day of December, 2007, by and between GKK WORKS hereinafter referred to as "Consultant" and RIVERSIDE COMMUNITY COLLEGE DISTRICT, hereinafter referred to as the "District."

The parties hereto mutually agree as follows:

1. Scope of services: Reference Exhibit I, attached.
2. The services outlined in Paragraph 1 will primarily be conducted at Consultant's office(s), and on site at Riverside Community College, Norco Campus.
3. The services rendered by the Consultant are subject to review by the Director of Capital Planning or his designee.
4. The term of this agreement shall be from December 12, 2007, to the estimated completion date of December 31, 2008, with the provision that the Vice Chancellor of Administration and Finance or his designee may extend the date without a formal amendment to this agreement with the consent of the Consultant.
5. Payment in consideration of this agreement shall not exceed \$285,000 (design services - \$200,000, reimbursables - \$5,000, construction management - \$80,000). Invoice for services will be submitted every month for the portion of services completed on a percentage basis. Payments will be made as authorized by the Director of Capital Planning, and delivered by U.S. Mail. The final payment shall not be paid until all of the services, specified in Paragraph 1, have been satisfactorily completed, as determined by Director of Capital Planning.
6. All data prepared by Consultant hereunder, such as plans, drawings, tracings, quantities, specifications, proposals, sketches, magnetic media, computer software or other programming, diagrams, and calculations shall become the property of District upon completion of the Services and Scope of Work described in this Agreement, except that the Consultant shall have the right to retain copies of all such data for Consultant records. District shall not be limited in any way in its use of such data at any time provided that any such use which is not within the purposes intended by this Agreement shall be at District's sole risk, and provided further, that Consultant shall be indemnified against any damages resulting from such use. In the event Consultant, following the termination of this Agreement,

desires to use any such data, Consultant shall first obtain approval of District's representative in writing.

7. All ideas, memoranda, specifications, plans, manufacturing procedures, drawings, descriptions, written information, and other materials submitted to Consultant in connection with this Agreement shall be held in a strictly confidential manner by Consultant. Such materials shall not, without the written consent of District, be used by Consultant for any purpose other than the performance of the Services or Scope of Work hereunder, nor shall such materials be disclosed to any person or entity not connected with the performance of the Services or Scope of Work hereunder.
8. Consultant shall indemnify and hold the District, its Trustees, officers, agents, employees and independent contractors or consultants free and harmless from any claim of damage, liability, injury, death, expense or loss whatsoever based or asserted upon any negligence, recklessness, or willful misconduct of Consultant, its employees, agents or assigns, arising out of, pertaining to, or relating to the performance of Consultant services under this Agreement. Consultant shall defend, at its expense, including without limitation, attorneys fees (attorney to be selected by District), District, its Trustees, officers, agents, employees and independent contractors or consultants, in any legal actions based upon such alleged negligence, recklessness or willful misconduct. The obligations to indemnify and hold District free and harmless herein shall survive until any and all claims, actions and causes of action with respect to any and all such alleged negligence, recklessness or willful misconduct are fully and finally barred by the applicable statute of limitations.
9. District shall indemnify and hold Consultant, its officers, agents, and employees free and harmless from any claim of damage, liability, injury, death, expense or loss whatsoever based or asserted upon any negligence, recklessness, or willful misconduct of the District, its employees, agents, independent contractors, consultants or assigns, arising out of, pertaining to or relating to the District's actions in the matter of this contract and District shall defend, at its expense, including without limitation, attorney fees (attorney to be selected by Consultant), Consultant, its officers and employees in any legal actions based upon such alleged negligence, recklessness, or willful misconduct. The obligations to indemnify and hold Consultant free and harmless herein shall survive until any and all claims, actions and causes of action with respect to any and all such alleged negligent acts are fully and finally barred by the applicable statute of limitations.
10. Consultant shall procure and maintain comprehensive general liability insurance coverage that shall protect District from claims for damages for personal injury, including, but not limited to, accidental or wrongful death, as well as from claims for property damage, which may arise from Consultant's activities as well as District's activities under this contract. Such insurance shall name District as an

additional insured with respect to this agreement and the obligations of District hereunder. Such insurance shall provide for limits of not less than \$1,000,000.

11. District may terminate this Agreement for convenience at any time upon written notice to Consultant, in which case District will pay Consultant in full for all services performed and all expenses incurred under this Agreement up to and including the effective date of termination. In ascertaining the services actually rendered to the date of termination, consideration will be given to both completed Work and Work in progress, whether delivered to District or in the possession of the Consultant, and to authorize Reimbursable Expenses. No other compensation will be payable for anticipated profit on unperformed services.
12. Consultant shall not discriminate against any person in the provision of services, or employment of persons on the basis of race, religion, medical condition, disability, marital status, sex, age or sexual orientation. Consultant understands that harassment of any student or employee with regard to race, religion, gender, disability, medical condition, marital status, age or sexual orientation is strictly prohibited.
13. Consultant is an independent contractor and no employer-employee relationship exists between Consultant and District.
14. Neither this Agreement, nor any duties or obligations under this Agreement may be assigned by either party without the prior written consent of the other party.
15. The parties acknowledge that no representations, inducements, promises, or agreements, orally or otherwise, have been made by anyone acting on behalf of either party, which is not stated herein. Any other agreement or statement of promises, not contained in this Agreement, shall not be valid or binding. Any modification of this Agreement will be effective only if it is in writing and signed by the party to be charged.
16. This Agreement will be governed by and construed in accordance with the laws of the State of California.

IN WITNESS WHEREOF, the parties hereto have executed this agreement on the day and year first above written.

GKK Works

Riverside Community College District

Kris Kay
Director, Higher Education Facilities
3600 Lime Street, Suite 632
Riverside, CA 92501

Aaron S. Brown
Interim Vice Chancellor
Administration and Finance

Date: _____

Date: _____

Exhibit I

Scope of Services

Scope of Project:

Consultant to provide design services and construction management services for soccer playfields and support facilities located on the Norco Campus.

Scope of Work for Design Services:

A. Site Design

1. Gkk Works and its Engineers will provide a design for the new Regulation and Practice soccer field utilizing a synthetic turf. These new fields will replace the existing grass soccer field at the west end of the campus and will be surrounded by fencing.
2. Landscaping adjacent to the playing fields will be designed to blend with the existing campus landscape palette and drought resistant xeriscape.
3. The existing 10 car parking lot and drive to the south of the existing soccer field will be replaced by a new 75 car asphalt parking lot and drive, without new lighting.

B. Building Design

1. GKK Works and its Engineers will provide a design for a new, approximately 1,000 GSF, restrooms/team room/concession facility building. The building will be in conformance with DSA, Structural Accessibility, Fire & Life Safety and Title 24, CCR requirements.
2. The phasing for the design documents will be as follows:
 - a. Schematic Design
 - b. Design Development
 - c. Construction Documents
 - d. Bidding and Award
 - e. Construction Administration

C. Agency Coordination

1. GKK Works will meet with the coordinating agencies; DSA and the local Fire Authority. 3 meetings with DSA (introductory, submittal and back check) and 2 meetings with the Local Fire Authority (introductory and final).

D. Project Phasing

1. GKK Works and the District will develop a project schedule acceptable to the District and Campus for delivery of this project.

Fees:

- A. The design work described herein will be performed for a sum not to exceed \$200,000.00 (Two-hundred thousand dollars).
- B. Reimbursable expenses are not to exceed \$5,000 (Five thousand dollars).
- C. For any additional services requested and approved in writing by the District, the fee shall be computed on an hourly basis as negotiated and approved by the District.
- D. Consultants and Engineers not included in GKK Work's Basic Services include:
 - Land Survey
 - Environmental Engineer for CEQA and EIR
 - Hazard Materials Survey
 - Geotechnical Engineer
 - Testing and Inspection
 - Food Services
- E. Items excluded from Scope:
 - Agency Fees
 - A food preparation kitchen

Scope of Work for Construction Management Services:

- A. Preconstruction Services
 - Preparing and updating the project budgets and estimates
 - Assist in obtaining outside agency approvals
 - Develop Project Bidding Strategies
 - Develop Project Construction Strategies
 - Develop and Update the overall Program and Construction Schedules
 - Development of Bid Packages
 - Develop Contractor and Subcontractor interest in the project
 - Receive and review all bids
 - Recommend contract awards
 - Write contracts for RCCD approval and execution
- B. Construction Services
 - Administration of contractor contract requirements
 - Coordination of contracts and construction activities
 - Assist in obtaining any owner furnished items
 - Document control
 - Cost control
 - Review and approve contractor monthly payment requests
 - Maintain project progress documents
 - Review of as-built drawings

- Update and monitor the construction schedule
- Monitor construction quality
- Monitor contractor safety
- Obtain all agency approvals of the work in place including Division of State Architect close out.
- Prepare and distribute final construction punch list

C. Closeout Services

- Ensure completion of final construction punch list
- Obtain all O & M Manuals
- Obtain all as-built drawings
- Obtain all substantial completion documentation

Fees:

Consultant's construction management fee for the pre-construction and the duration of construction through the close out process is \$80,000.00 (Eighty thousand dollars).

RIVERSIDE COMMUNITY COLLEGE DISTRICT
PLANNING COMMITTEE

Report No.: VI-C-2

Date: December 11, 2007

Subject: Update on Strategic Planning

Background: Presented for the Board's information is an update on Strategic Planning processes and activities during the past six months. A presentation will be given to the committee reviewing current strategic planning processes and the activities of the Campus and District Strategic Planning Committees during the past six months. The district has established Strategic Planning Processes reflecting the mission of the colleges, research about the community and the district's current students, and embodying the principles of the Curriculum Centered Strategic Planning Model and its Learner Centered Curriculum Framework. Key structures include Program Review, the Campus Strategic Planning Committees and their subcommittees and the District Strategic Planning Committee. Processes and current activities resulting from the efforts of these committees will be reviewed.

Information Only.

James L. Buysse
Interim Chancellor

Prepared by: Kristina Kauffman
Associate Vice Chancellor, Institutional Effectiveness

Strategic Planning Update December 2007

Since June numerous strategic planning activities have occurred. The activities are as follows:

- Program Review: Program Review processes have entered “Round Two.” An assessment of our Round One process has begun with a series of focus groups and committee work to ensure our processes undergo consistent review and improvement.
 - To date 134 Annual Program Review Updates were submitted in Round One (a 97% return rate). Annual Program Review templates for Round Two will be prepared in January. Several improvements are being made to the templates to make them more useful in planning and meet increasingly more specific accreditation standards. Faculty will be asked to submit their documents by April 15.
 - 47 Comprehensive Program Review documents were submitted by fall 2007 bringing to a the conclusion “Round One” of the process which began in 2001. 12 Round Two reports are due this fiscal year. Four have been submitted to date.
 - Student Services completes a Program Review every year.
 - 16 Administrative Program Review reports were submitted this fall. Round Two templates will be available in the spring with submissions due September 1, 2008.
- The District Strategic Planning Committee has reviewed and discussed plans for:
 - District projects
 - McIntyre report
 - District Strategic Planning Committee processes and procedures
 - Norco
 - Educational and Facilities Master Plans