RIVERSIDE COMMUNITY COLLEGE DISTRICT
Board of Trustees – Regular Meeting -
Board of Trustees Planning and Operations Committee, Teaching and Learning Committee,
Resources Committee, Governance Committee, Facilities Committee
April 6, 2010 – 6:00 p.m. – Board Room AD122,
O. W. Noble Administration Building, Riverside City College

AGENDA

CALL TO ORDER

Pledge of Allegiance

Anyone who wishes to make a presentation to the Board on an agenda item is requested to please fill out a "REQUEST TO ADDRESS THE BOARD OF TRUSTEES" card, available from the Public Affairs Officer. However, the Board Chairperson will invite comments on specific agenda items during the meeting before final votes are taken. Please make sure that the Secretary of the Board has the correct spelling of your name and address to maintain proper records. Comments should be limited to five (5) minutes or less.

Anyone who requires a disability-related modification or accommodation in order to participate in this meeting should contact the Chancellor's Office at (951) 222-8801 as far in advance of the meeting as possible.

Any public record relating to an open session agenda item that is distributed within 72 hours prior to the meeting is available for public inspection at the RCCD District Chancellor's Office, Suite 210, 1533 Spruce Street, Riverside, California, 92507.

I. Comments from the Public

II. Chancellor's Reports

A. Communications
- Chancellor will share general information to the Board of Trustees, including federal, state, and local interests and District information.
Information Only

III. Board Committee Reports

A. Planning and Operations Committee

1. Riverside Community College District Student Equity Plan
- Committee to review the Student Equity Plan to be submitted to the California Community College Chancellor's Office.
Recommended Action: To be Determined

2. Final Project Proposal Design Services Agreements
- Committee to review the final project design services agreements for the Center for Health and Wellness at the Moreno Valley College and the Cosmetology Building at Riverside City College.
Recommended Action: To be Determined

3. Moreno Valley Science Laboratories Remodel Project (Phase II and Secondary Effects)
   - Committee to review Phase II of the Science Laboratories Remodel project at the Moreno Valley College, and the request to use the remaining allocated funds from Phase I of the project for Phase II – Secondary Effects, using the previously allocated District Measure "C" funds.
   Recommended Action: To be Determined

4. District Reorganization
   - Committee to review the proposed District re-organization.
   Information Only

B. Teaching and Learning Committee

1. Service Learning Program
   - Committee to receive information on the District-wide service learning program being developed.
   Information Only

2. Sabbatical Leave Report
   - Committee to receive a sabbatical leave report from 2008-2009.
   Information Only

3. Honors Program at Riverside Community College District
   - Committee to receive an update on the Honors Program.
   Information Only

4. Substantive Change Proposal to ACCJC from Norco College for Compliance with ACCJC Distance Education Policy
   - Committee to receive information about this change proposal required by the ACCJC.
   Recommended Action: To be Determined

C. Resources Committee

1. Proposed Child Center Changes and Fees
   - Committee to receive information regarding proposed changes to the District's Child Care Centers and associated fees.
   Recommended Action: To be Determined

D. Governance Committee

1. Revised and New Board Policies – First Reading
   - Committee to review Board Policies 4225, 6340, 6600 and 7240 that are being present to the Board for first reading.
   Recommended Action: To be Determined

E. Facilities Committee

1. Quadrangle Modernization Project
   - Committee to review errors and omissions for the project and the refund offered by the architect to the District.
   Information Only

2. Consulting Services for the Office of Facilities Planning, Design and Construction
   - Committee to consider an amendment for supplemental services and to cover staffing shortages.
   Recommended Action: To be Determined

3. Norco Student Support Center
   - Committee to consider an amendment with River City Testing for additional services of unanticipated work.
   Recommended Action: To be Determined

4. Wheelock Gymnasium, Seismic Retrofit Project
   - Committee to consider a lease agreement with VBS Leasing for an interim facility during the construction of the project.
   Recommended Action: To be Determined

5. Riverside Aquatics Complex
   - Committee to consider the Change Order and contingency amount for the project with Crew, Inc.
   Recommended Action: To be Determined

IV. Business from Board Members

V. Closed Session

- Pursuant to Government Code Section 54956.8, conference with real property negotiator; properties known as APN 215-032-006, APN 297-200-003, APN 117-191-014, and APN 217-150-002; Agency Negotiator: Chancellor Gray.
Recommended Action: To be Determined

- Pursuant to Government Code Section 54957, public employee discipline/dismissal/release.
Recommended Action: To be Determined

VI. Adjournment

RIVERSIDE COMMUNITY COLLEGE DISTRICT
PLANNING AND OPERATIONS COMMITTEE

Report No.: III-A-1 Date: April 20, 2010

Subject: Riverside Community College District Student Equity Plan

Background: In order to promote student success for all students, the governing board of each community college district is required to maintain a student equity plan which includes specific student equity information for each college in the district (Title 5, §54220). As per Riverside Community College District's Administrative Policy (AP) 5300, and Board Policy (BP) 5300, following approval by the Board of Trustees, the District's plan will be filed with the California Community Colleges State Chancellor's Office.

Teams of administrators, faculty and staff from each campus contributed to the development of the College Student Equity Plans for Moreno Valley, Norco and Riverside City College. These plans have been combined to form the District's Student Equity Plan, which will replace the existing plan approved by the Board of Trustees on January 25, 2005. As required by Title 5, RCCD's plan analyzes state, local and campus data to determine the effectiveness of each campus in addressing the required five student success measures for specific populations of students. The plan also delineates goals and activities for the development and implementation of programs, services and interventions to address significant gaps in these success measures for specific populations of students.

Recommended Action: It is recommended that the Board of Trustees approve the Student Equity Plan for submission to the California Community College Chancellor's Office.

Gregory W. Gray
Chancellor

Prepared by: Ray Maghroori
Vice Chancellor, Academic Affairs

Kristina Kauffman
Associate Vice Chancellor, Institutional Effectiveness

Debbie DiThomas
Associate Vice Chancellor, Student Services and Operations

Riverside Community College District

Student Equity Plan

March 2010

RIVERSIDE COMMUNITY COLLEGE DISTRICT
STUDENT EQUITY PLAN

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Riverside Community College District

DISTRICT SIGNATURE PAGE

Student Equity Plan

_____

Virginia Blumenthal
President, Board of Trustees

_____

Date

District Chancellor:_____

Dr. Gregory Gray

Academic Senate President:_____

Dr. Sharon Crasnow

Student Equity Coordinator:_____

Dr. Deborah DiThomas

DISTRICT STUDENT EQUITY TEAM MEMBERS

Dr. Debbie DiThomas (Administrative Co-Chair) and
Dr. Delores Middleton (Faculty Co-Chair)
David Baker
James Banks
Deborah Barrozo
Cordell Briggs
Kathryn Brooks
Daria Burnett
Edward Bush
Shelagh Camak
Lisa Conyers
Monica Delgadillo-Flores
Diane Dieckmeyer
Claudette Ellis
Sharon Gillins
Monica Green
Jimmie Hill
Ola Jackson
David Lee
Gaither Loewenstein
Dwight Lomayesva
Richard Mahon
Marilyn Martinez-Flores
Virginia McKee-Leone
LaTonya Parker
Carolyn Quin
Carmen Smith
Louis Tamayo
Cindy Taylor
Koji Uesugi
Eugenia Vincent
Tanya Wilson
Kristi Woods

DISTRICT OVERVIEW

The 2010 Riverside Community College District Student Equity Plan is a document that represents a significant milestone in the college's history. For the first time each individual college in the Riverside Community College District has examined, analyzed and created action plans to be responsive to their constituents and their communities. The individual college plans are presented in the three sections of this document.

The previous Student Equity plan, written in 2005, was a district effort created by a team of administrators, faculty members, and staff representing all campuses within the District and attempting to understand and respond to the changing demographics of the student population. Toward that end, the resulting document was written with a larger perspective in mind and did not specifically address the different needs of each individual campus. The present student equity report process was focused at each of the colleges and personnel from each site were responsible for that college's product.

The student equity reports are intended to follow guideline set by the California Community Colleges Chancellor's Office. Each report addresses five areas: Access, Successful Course Completion, ESL and Basic Skills Improvement, Awards and Certificates and Transfer. Every reasonable effort was made to provide information to the colleges that is reflective of their students. However, in some cases, this was not possible. At the time of this report's writing, Moreno Valley and Norco Colleges had not yet received their full college accreditation. Therefore, while some of the indicators can be easily reported at the college/campus level, others could only be reported at the district level. Specifically, since the Chancellor's Office only counts awards, certificates and transfers to accredited colleges, these counts could only be presented at the district level.

To summarize these findings, a single, very clear trend is demonstrated by the performance data: on most measures of success, Asian and White students tended to be more successful than African-American and Hispanic students. When this trend is placed within the larger context of Hispanic students steadily increasing their share of the college student population, these two findings underscore an unavoidable implication: since Hispanic students continue to be the single ethnic group whose representation is proportionately increasing, and, since they are among the least successful ethnic groups, without clear strategies to address these forces, the overall success of the district (on both direct and indirect success measures) will increasingly be severely negatively affected.

Additionally, student equity plans are intended to examine, analyze and address access and performance discrepancies by students' gender and disability status. Generally, female students were more successful than male students and disabled students were less successful than non-disabled students. (In the areas of access for these groups, the district had a greater proportion of both female and disabled students, than was found in our service area.)

While Title 5, Section 54220 mandates the creation and implementation of student equity plans in the California Community Colleges, it does not set requirements for currency of the documents. In order to meet our ethical responsibility to our community and continue to be responsive to the changing demography of the area we serve, the Riverside Community College District Student Equity Team set a goal to update these plans at a minimum of every five years.

Riverside Community College District serves one of the most ethnically diverse communities in the nation. With that distinction comes the responsibility to provide training and education that is needed by our constituents. Without an educated workforce the success of the region is in jeopardy and as the data in these plans will demonstrate, the trend of increasing ethnic diversity shows no signs of stopping, much less of changing direction. Consequently, these student equity plans contain snapshots of where the district (and its colleges) has been, indicators of where we presently are, and maps to guide our way as we negotiate through the currents of social, economic and political change.

Moreno Valley College

Riverside Community College District

Student Equity Plan

March 2010

Moreno Valley College
Student Equity Plan

MORENO VALLEY COLLEGE SIGNATURE PAGE

District: Riverside Community College District College: Moreno Valley College

_____

Virginia Blumenthal, President, Board of Trustees

_____

Date

District Chancellor: _____
Dr. Gregory Gray

College President: _____
Dr. Monte Perez

Academic Senate President: _____
Dr. Travis Gibbs

Student Equity Coordinator: _____
Dr. Delores Middleton

STUDENT EQUITY COMMITTEE

Dr. Delores Middleton	Director and Associate Professor, Physician Assistant Program
James Banks	Associate Professor, Human Services
Sheila Pisa	Associate Professor, Math
La Tanya Parker	Instructor Counseling
Frankie Moore	Student Activities Advisor
Louis Tamayo	Outreach Specialist
Dr. Joe Reynolds	Counselor, Disabled Students Programs and Services
Dr. Lisa Conyers	Vice President, Educational Services
Dr. Cordell Briggs	Dean, Public Safety Educational and Training
Patricia Bufalino	Dean, Instruction
Dr. Wolde-Ab Isaac	Dean, Health Sciences
Cid Tenpas	Associate Dean, Library/Learning Resources
Julio Gonzalez	Director, Middle College High School
Dr. George Zottos	Outcomes Assessment Specialist
David Torres	Director, Institutional Research

EXECUTIVE SUMMARY

The drafting of this Student Equity Plan comes at a critical time for Moreno Valley College of Riverside Community College District. The District has finalized a shift from a one college, multi-campus institution to a three-college system, with the process completed in January 2010 when Moreno Valley College was awarded initial institutional accreditation by the Western Association of Schools and Colleges (WSAC) through the Accrediting Commission for Community and Junior Colleges (ACCJC). At the time of the last submission of a Student Equity Plan in 2005, RCCD identified equity access as a primary goal. Discrepancies in student ethnicity were alleviated as evidenced by the increased numbers of traditional under-represented student population reported in 2005. However, the inclusion of Ben Clark Training Center (BCTC) with Moreno Valley College has influenced the proportion of student populations at Moreno Valley College (MVC). The College must continue to implement programs and services to increase the diversity to better reflect the service community. These programs and services must not only increase diversity, but must increase the success rates of students (i.e. course completion, GPA, degree and certificate attainment, etc.) The College will build on its success in acquiring grant funding for these purposes (see Budget section).

Recent research demonstrates that Hispanic, African American, and Native American students consistently score in the lowest levels in success measures such as course completion, retention, and goal achievement. The Native American student population is only 1% of the entire student population of Moreno Valley College. Accordingly, we have included them in our success efforts, but have not singled them out because of their small numbers.

The Hispanic student needs continue to be addressed by Moreno Valley College on several fronts. The College has a vibrant Puente Program, developed to address student success, retention, and transfer through exposure to curriculum seeded in Hispanic culture and heritage. In addition, Moreno Valley College has been awarded three Title V grants and administration, faculty, and staff work diligently to ensure the successful implementation of these grant activities on campus and other academic institutions.

Programs, curricula, and interventions to address the special needs of the African-American student are needed, as evidenced by the success measures reported in 2005 and 2009, indicating that African-Americans have consistently scored in the lowest percentiles. Toward this end the Student Equity Task Force, responsible for oversight of the implementation of all Plan activities, was established at Moreno Valley College, and, in turn, a “African-American Student Task Force” with student membership.

MAJOR RESEARCH FINDINGS

Several key research findings shaped the Student Equity Plan, tracked between 2005 and 2009 as presented below.

- Ethnically, the student population of Moreno Valley College mirrors the service area for Hispanic and Native American students. While African-American students make up only 9% of the service area, these students make up 14% of the district population. To a smaller extent the same overrepresentation is seen for Asian/Pacific Islander and other students. The only ethnic group that is underrepresented in the student population is White students.

- While all ethnic groups experienced a fluctuation in the course completion measure, the placement of ratings relative to other ethnic groups remained static. Overall, White students had the highest rates of course completion and African-American students had the lowest levels of course completion rates (59.5%). These relative placements stayed constant, although the gap between these extremes increased from 13% to 22.7%.

- For transfer courses only, White, Asian, Filipino, and Hispanic students showed improvement evidenced by a rise in percentage points from 76% to 78%, with African-American students showing a decrease from 65% to 60.4%.

- The lowest large ethnic group reporting course completion in all courses was African American (59.5 % in 2009, from 57.8% in 2005).

- White and Asian students were more successful in the nontransferable level of English composition (86% and 91%, respectively) than were Hispanic and African American students (82% and 76%). The percentages of students who successfully passed through the entire English sequence was much lower (White 39%; African-American 36%; and Hispanic 40%).

- Asian, Hispanic, and White students passed the nontransferable math courses at similar rates, 84%, 81%, and 83%, respectively. The percentage of students who successfully passed through the sequence passed at a much lower rate (Asian 48%, Hispanic 40%, White 40%, African American 33% and Native American 25%).

- There was not much variance in the success rates of students in the highest reading course, with all larger groups in the 60 percent range. However, when these students persisted to the transferable level English course, all groups passed by 77% or higher except African-American students (whose pass rate was 70%).

- The groups with the least success in completing English college level courses were African-Americans. Of African-American students attempting basic reading courses 76% passed and of the 76%, 57% attempted college-level English courses. 36% of those passed in comparison to 39% of White students, 40% of Hispanic students, 53% of

Asian students, and 30% of Native American (this last group had only 38% attempting college-level courses in comparison to 54-65% of the other groups attempting college-level courses).

- White students received disproportionately more awards and certificates than Hispanic and African-American students, who received disproportionately fewer awards when using this equity measure (–4.0% and –1.5%, respectively).

- Differences existed for transfers to four-year institutions with Asian students transferring at 18%, while White and African-American students transferred at about 10%, and Hispanic students transferred at 6%.

- Asian and White students were more successful on the transfer prepared measure compared to Hispanic and African-American students.

MAJOR GOALS AND ACTIVITIES

To ensure effective implementation of the following activities, a "Student Equity Task Force," consisting of representation from administration, faculty, staff, and students, was formed and charged with oversight of the implementation of this Student Equity Plan according to the following timeline:

Timeline: Task	Date
In consultation with Academic Senate formulate task force.	Spring 2005
Task Force reviews Student Equity Plan	Spring 2005
Develop implementation strategies and timeline for activities.	Spring 2005
Provide oversight of Plan activities	Fall 2005 - present
Provide Updates and Reports to interested parties (Academic Senate, Community Members, President's Cabinet, Board of Trustees, etc.)	Fall 2005 – present
Review and reinvigorate Task Force membership	Spring 2009
Campus hires Outcomes Assessment Specialist	Summer 2009
Assess data and update Student Equity Plan	Fall 2009
Submit Plan to Board of Trustees, and to the California Community College Chancellor's Office	Spring 2010

STUDENT SUCCESS INDICATOR FOR ACCESS

GOAL 1:
Increase diversity to better reflect the service community in public service training programs (i.e. fire technology and administration of justice), emergency medical service training programs, the dental hygiene program, and the physician assistant program.

ACTIVITIES:

- In Fall 2010, Office of the Dean at BCTC will coordinate diversity strategies with public service agency representatives to promote diversity in the recruitment and hiring of under-represented populations.

- The Emergency Medical Services (EMS), Dental Hygiene (DH), and Physician Assistant (PA) Programs will develop presentations for community outreach events that target African-American and Hispanic populations.

STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

GOAL 2:
By Fall 2014, increase the successful course completion rate for African-American students by 5%.

ACTIVITIES:

- In Fall 2010, establish counseling sessions that meets on a scheduled basis to address academic issues for African-American students. (African-American Student Success Task Force)

- In Fall 2010, develop a mentorship program for African-American male students. (African-American Student Success Task Force)

- In Fall 2010, the African-American Student Success Task Force will develop learning communities (i.e. English/Reading, African-American History/American-Literature) that will promote African-American student success.

- In Fall 2010, the African-American Student Success Task Force will design a program in which African-American students will complete educational plan, participate in study skill workshops and basic skill workshops, and financial planning workshops.

STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

GOAL 3.1:
By Fall 2014, increase the number of Hispanic ESL students who enroll in ESL courses by 5%.

ACTIVITIES:

- In Fall 2010, develop a more accurate instrument (to include a reading comprehensive component) and appropriate placement procedures for ESL students. (ESL/reading faculty)

- In Spring 2011, develop a computerized Placement Test for ESL (PTESL) students to improve accessibility for taking the placement test. (ESL/reading faculty)

- Promote ESL courses on the Moreno Valley College website and during college orientations. (Student Services/ESL faculty)

GOAL 3.2:
By Spring 2013, there will be a 5% increase in persistence and successful completion of an associated degree English course by Hispanic students who progress through the ESL course sequence.

ACTIVITIES:

- In Fall 2011, develop learning communities by combining ESL courses with other disciplines (i.e. ESL/Early Childhood) to promote student persistence. (i.e. ESL/ECS faculty)
- In Spring 2010, utilize supplemental instruction to promote student persistence and success in ESL courses.
- In Summer 2010, initiate Jumpstart program for English courses.
- In Spring 2011, develop modular and compressed curriculum to address the specific needs of the ESL students. (ESL faculty)

GOAL 3.3:
By Spring 2012 there will be a 5% increase in number of African-American, Hispanic, and Native American students who began with basic skill English courses and subsequently successfully completed college level English.

ACTIVITIES:

- In Fall 2010, evaluate effectiveness of existing linked courses (i.e. Geography/ reading 83 and English 50/reading 83) to determine if students enrolled in these learning communities completed a college-level English course at a higher success rate than students who did not enroll in the linked courses. (Institutional Research, reading Faculty, English faculty).
- English and reading faculty will meet in Spring 2011 to develop two interventions for student success based on data analyzed from the research on linked courses.
- Utilize the existing early alert system to provide appropriate services to at risk students.
- In Summer 2010, begin Jumpstart English program (English Faculty)
- In Fall 2010, develop thematic courses to increase interest of ethnically diverse students in the courses to improve student persistence and outcome. (English faculty)

GOAL 3.4:
By Spring 2014, there will be a 5% increase in persistence and success rates of African-American and Native American students who take basic skills entry-level reading courses and successfully complete college level English.

ACTIVITIES:

- In Fall 2010, provide a forum for reading faculty and Student Services personnel to cooperate in developing interventions in response to ACCUPLACER results and the needs of the African-American, and Native American reading student population.

- In Fall 2010, determine the success rates of African-American and Native American students testing into basic skills entry-level reading classes who do not take subsequent reading courses and do not attempt a college English course. Compare those rates to the success rates of reading students who take the subsequent basic skills reading courses and college English course.(Institutional Research)
- In Spring 2011, use the results of the research to develop two appropriate interventions as determined by counselors and reading faculty.

GOAL 3.5:

By Spring 2014 there will be 5% increase in persistence and success rates of African-American, Hispanic, and Native American students through basic skills entry-level mathematic courses to college-level mathematics courses.

ACTIVITIES:

- Develop more learning communities combining basic skills entry-level mathematic courses with other disciplines to increase the number of student taking transfer-level mathematic courses. (Faculty)
- In Fall 2010, evaluate effectiveness of an existing linked course (Guidance 43/Math 63) for persistence and student success. Compare outcome to the persistence and success of student not enrolled in the linked courses. (Institutional Research/basic skills faculty)
- In Spring 2010, utilize supplemental instruction for Math 52 to increase student persistence and success rate.
- In Summer 2010, the math department will initiate a Jumpstart program for Math.
- Continue math lab services to students to meet remediation needs.

STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

GOAL 4.1:

By Spring 2013, increase proportional degree and certificate attainment by ethnic sub-groups relative to their enrollment numbers.

ACTIVITIES:

- In Fall 2010, identify programs or components within existing programs that have demonstrated success among achieving sub-groups as well students in underrepresented sub-groups and mimic those characteristics to develop an institutional program based on best practices. (Student Equity Committee)

- In 2010-2011, the Student Equity Committee will develop a task force to explore institutional barriers that impede equitable degree and certification attainment.

STUDENT SUCCESS INDICATOR FOR TRANSFER

GOAL 5.1:
By 2015 there will be a 5% increase in the number of Hispanic and African-American students who are transfer-prepared.

By 2014, increase the percentage of Hispanic and African-American students who transfer to 4-year institutions.

ACTIVITIES:

- In Fall 2010, increase the number of African-American and Hispanic students participating in current successful learning communities and other transfer activities at the college (i.e. Transfer Center workshops).

- In Fall 2010, develop workshops or other interventions to encourage students who complete developmental requirements in ESL, reading, English and math courses, to enroll in transferable level English and Math courses the following semester.

- Fall 2010, initiate counseling and advisement to students who completed basic skills requirements in English and math, but did not successful pass transferable level English or Math courses the following semester. (Institutional Research /Counseling)

ALLOCATION OF RESOURCES

Moreno Valley College will continue to demonstrate support for student equity, through, continued funding for Puente, the Renaissance Scholars Program, Outreach, etc., as well as support an aggressive approach to grand funding.

Recent grant-funded allocations at the College, awarded or under submission, are as follows: Title V – HSI Moreno Valley, 10/01/03 – 9/03/09, $2,171,373, U.S. Department of Education: To improve the success of Hispanic, at-risk and low income students through an integrated approach involving instruction, student services, and learning support services.

Nuview Bridge Early College High School, 7/01/04 – 6/30-10, $400,000, Bill and Melinda Gates Foundation through the FCCC: To establish Nuview Bridge High School as an ECHS.

Title V –HSI Coop Program with UCR and Norco Campus, 10/0106 – 9/30/11, $3,436,818, U.S. Department of Education: To refine, expand, integrate, and institutionalize a series of pilot projects to address the academic needs of students, especially Hispanics and low income, first generation students; to create a Center for Faculty and Professional Development to increase student learning and success; and to create a process to identify and support increased numbers of students, especially low income and Hispanic students, to seek careers in community college teaching.

CTE (Career Technical Education) Equipment for Nursing and Allied Health Programs (with Riverside City College), 4/01/08 – 9/30/09, $154,000, CCC Chancellor's Office: To provide high tech, state-of-the art technology equipment needed to meet current nurse training needs.
Teeth Are Us, 7/01/08 – 6/30/10, $128,655, California Department of Health Services: To provide dental disease prevention to area elementary schools.

College Cost Reduction and Access Act (CCRAA) Project Success (2-year), 1/01/09 – 12/31/10, $495,000, CCC Chancellor's Office: To reduce the shortage of qualified allied health workers (certified nursing assistant, medical assistant, speech pathology assistant) in Southern California by hiring additional faculty and purchasing up-to-date equipment.

Song Brown Physician Assistant Training Program, 7/01/09 – 6/30/09, $107,000, Office of Statewide Health Planning and Development (OSHPD): Continued support for a full-time faculty member to assist with the educational training of PA students, specifically the remediation efforts of the program.

Middle College High School, 7/01/09 – 6/30/11, $36,769, CCCC Chancellor's Office: To sustain implemented program for at-risk students from Moreno Valley USD and Val Verde USD to take college courses to satisfy requirements for both college credit and high school diploma.

Economic Stimulus Program Funds for Phase II, Allied Health Program Expansion, 7/14/09 – 6/30/11, $400,000, CCC Chancellor's Office: To allow for the hiring of additional faculty and the purchase of up-to-date equipment to support pharmacy technician, clinical laboratory technician, dental assisting, dental hygiene, and medical records and health information systems programs, in order to increase enrollment and produces qualified workers for competitive job market.

HRSA Health Care and Other Facilities Congressionally-Directed Award, 11/01/09 – 10/31/09, $329,670, Health Resources and Services Administration: To purchase equipment for dental hygiene, dental assisting, physician assistant, pharmacy technician, clinical laboratory technician, and biotechnology technician programs.

Riverside Community Health Foundation – Expanding Access to Dental Care and Education, 2009 – 2011, $200,000, Riverside County Community Health Foundation: To purchase dental hygiene equipment.

Disciplines and departments will research the relationships between the entry-level basic skills competencies of our students and the skills required for success in vocational and baccalaureate transfer courses.

Projects funded by the Basic Skills Committee, in coordination with discipline program review, collect and analyze data. With the addition of the outcomes assessment specialist project and programmatic outcomes data will be more systematically disseminated for informed discussion and eventual integration into scheduling and curriculum development.

Professional development initiatives begun at the Basic Skills Retreat held in spring 2007 will be continued. The campus faculty development coordinator will promote professional development activities that target the utilization of best practices in teaching students with basic skills deficiencies. The Basic Skills Committee meets monthly and pursues an active and participatory agenda, with outcomes such as the establishment of interdisciplinary learning communities, program and curriculum planning and development, student assessment, academic advisement and counseling support, conference attendance, the acquisition of instructional materials and equipment, and institutional research projects. The "Back-to-College" flex day activity for academic personnel held in late August 2009 championed the theme of basic skills and provided a forum for faculty reports. In late October 2009, a second Basic Skills Retreat was held.

RESEARCH SUMMARY

Responses to inquiries on the Student Equity Plan of Moreno Valley College use both the California Chancellor's Office Management Information System (MIS) files as well as locally created MIS files. This report is a data driven document created for the purpose of assessing Moreno Valley College responsiveness and receptivity to diversity using five student success indicators. To measure the ESL and Basic Skills Progress, we implemented the methodology used by the Partnership for Excellence, sorting the findings by ethnic group. For degree and certificate completion by ethnicity, we used locally created MIS files. Transfer is measured using the federally mandated Student Right to Know dataset, in its expanded format. (This dataset tracks first-time freshmen through three years and measures the degree to which they transfer or attain a degree or certificate.) While the locally derived measures have inherent in them caveats that compromise some of the accuracy of the findings, we have found them useful when making inter-group comparisons examining proportions. Additionally, these measures tended to reinforce findings from similar and prior research, including RCCD's "Diversity Scorecard Project." In cases where locally derived data were used, every effort was made to secure data that had been reported elsewhere (i.e., the California Chancellor's Office MIS submissions and the Student Right to Know Data) to ensure comparability.

COLLEGE-BASED RESEARCH

1. ACCESS. The percentage of each population group that is enrolled compared to the percentage of each group in the adult population within the community served.

Using the data provided by the Chancellor's Office, the following charts were constructed. Included are locally derived counts of student groups to indicate more recent measures of student access. To determine the RCCD service area, the counts include the populations of the cities of Riverside, Norco, Corona, and Moreno Valley, where RCCD's campuses reside. (A separate service area for the Moreno Valley Campus has not been determined.) Although RCCD serves a population that reaches into Orange, Los Angeles and San Bernardino counties, it is reasonable to expect that the majority of the students attending Moreno Valley College will likely reside in one of these cities. The tables will provide access information form Fall 2002 to Fall 2008 inclusive of demographics by race/ethnicity, gender and disability status.

Enrollment by Race/Ethnicity 2002-2008 Moreno Valley College

		dterm							2008
Ethnic	Data	2002	2003	2004	2005	2006	2007	2008	Service Area
White	Moreno Valley Students	2,485	2,168	2,040	1,914	3,189	2,997	3,342	341,865
	Moreno Valley Percent	**32.9%**	**31.8%**	**29.9%**	**28.1%**	**33.9%**	**31.6%**	**30.5%**	**37.2%**
African American	Moreno Valley Students	1,523	1,282	1,272	1,217	1,304	1,337	1,570	82,250
	Moreno Valley Percent	**20.2%**	**18.8%**	**18.6%**	**17.8%**	**13.9%**	**14.1%**	**14.3%**	**8.9%**
Hispanic	Moreno Valley Students	2,522	2,415	2,456	2,603	3,539	3,737	4,360	385,939
	Moreno Valley Percent	**33.4%**	**35.4%**	**36.0%**	**38.2%**	**37.7%**	**39.5%**	**39.8%**	**42.0%**
Asian / Pacific Islander	Moreno Valley Students	610	603	693	666	755	748	826	78,707
	Moreno Valley Percent	**8.1%**	**8.8%**	**10.1%**	**9.8%**	**8.0%**	**7.9%**	**7.5%**	**8.6%**
Native Am / Alaska Nat	Moreno Valley Students	55	49	27	30	66	58	64	5,023
	Moreno Valley Percent	**0.7%**	**0.7%**	**0.4%**	**0.4%**	**0.7%**	**0.6%**	**0.6%**	**0.5%**
Other / Unknown	Moreno Valley Students	347	301	341	390	541	593	800	25,482
	Moreno Valley Percent	**4.6%**	**4.4%**	**5.0%**	**5.7%**	**5.8%**	**6.3%**	**7.3%**	**2.8%**
Total Moreno Valley Students		7,542	6,818	6,829	6,820	9,394	9,470	10,962	919,266
Total Moreno Valley Percent		**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 1. Ethnic representation of Moreno Valley College student population relative to the percentage of each group in the community population from 2002-2008.

DATA ANALYSIS

Ethnically, Moreno Valley's two largest student ethnic populations, White and Hispanic students, are slightly underrepresented relative to the Moreno Valley service area. However, Moreno Valley College's trend of the Hispanic population proportions increasing as the White population decreases reflects the changes in the service area. While African American students make up only 9% of the service area, these students make up 14% of the Moreno Valley population. This population group has been increasing although the percentage of students has been decreasing. Asian/Pacific Islander and Native American students are represented in proportions roughly equal to their service area counterparts. (The proportion of "Other / Unknown" is higher for RCC than for the service area, but it is most likely due to the data collection, which has fewer inclusive ethnic categories than the United States census.)

Gender Population Distribution 2002-2008 Moreno Valley College

		dterm							2008
Gender	Data	2002	2003	2004	2005	2006	2007	2008	Service Area
Female	Moreno Valley Students	4,796	4,423	4,373	4,380	4,882	4,947	5,715	460,789
	Moreno Valley Percent	**63.6%**	**64.9%**	**64.0%**	**64.2%**	**52.0%**	**52.2%**	**52.1%**	**50.1%**
Male	Moreno Valley Students	2,743	2,379	2,442	2,406	4,481	4,477	5,159	458,477
	Moreno Valley Percent	**36.4%**	**34.9%**	**35.8%**	**35.3%**	**47.7%**	**47.3%**	**47.1%**	**49.9%**
Declined to State	Moreno Valley Students	3	16	14	34	31	46	88	
	Moreno Valley Percent	**0.0%**	**0.2%**	**0.2%**	**0.5%**	**0.3%**	**0.5%**	**0.8%**	
Total Moreno Valley Students		7,542	6,818	6,829	6,820	9,394	9,470	10,962	919,266
Total Moreno Valley Percent		**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 2. Distribution of Gender population at Moreno Valley College

DATA ANALYSIS

The gender distribution of students at Moreno Valley College is slightly higher for women than men. This trend has been consistent for at least the previous decade. For the most recent data (Fall 2008) the proportion of women is only 2% higher than that of the service area. This is mostly owing to the Ben Clark Training Center (BCTC), which is largely male, and was counted with Moreno Valley starting in 2006.

Access at BCTC is nontraditional; students are enrolled into public service programs (i.e., criminal justice, fire technology) through recruitment processes involving localized hiring through public agencies. Therefore, this student population does not gain access by means of the same open access policy as the traditional community college student at Moreno Valley College. The inclusion of BCTC (starting 2006) has influenced the proportion of student populations at Moreno Valley College. To demonstrate the influence of BCTC data, the data was segregated to compare the populations of the Campus (MVC) and the Ben Clark Training Center (BCTC).

Access Fall 2008

	Moreno Valley Campus		Ben Clark Training		Moreno Valley College		Moreno Valley College	
White Alone	2,029	24%	1,248	51%	3,277	30%	449,487	38%
African Am	1,407	17%	163	7%	1,570	14%	98,896	8%
Hispanic	3,632	43%	689	28%	4,321	40%	507,872	43%
Asian	724	9%	95	4%	819	8%	86,609	7%
Native American	40	0%	24	1%	64	1%	6,780	1%
Other	562	7%	232	9%	794	7%	31,980	3%
Grand Total	8,394	100%	2,451	100%	10,845	100%	1,181,624	100%

	Moreno Valley Campus		Ben Clark Training		Moreno Valley College		Moreno Valley College	
Female	5,241	62%	463	19%	5,704	53%	597,536	51%
Male	3,095	37%	1,959	80%	5,054	47%	584,088	49%
Undeclared	58	1%	29	1%	87	1%		
Grand Total	8,394	100%	2,451	100%	10,845	100%	1,181,624	100%

Table 3. Access data segregating Moreno Valley Campus from Ben Clark Training Center.

DATA ANALYSIS

Ethnically, Moreno Valley Campus Hispanic student population reflects the service population for Hispanic students. However, at BCTC the Hispanic student population (28%) is highly underrepresented. The white student population (24%) at the Moreno Valley Campus is considerably underrepresented; conversely, at BCTC the white student population (51%) is appreciably overrepresented. African-American and Asian students are overrepresented at the Moreno Valley Campus; however at the BCTC, they are slightly underrepresented. The "Other" category, which makes up only 3% of the service area, is overrepresented at Moreno Valley Campus and BCTC (7% and 9%, respectively). There is no representation of the Native American population.

Comparison of the gender distribution between Moreno Valley Campus and the BCTC is also noteworthy. The data show a significant difference between gender distributions at the two locations starting in 2006 at which time the BCTC was counted with Moreno Valley College. There is an overrepresentation of female students at the Moreno Valley Campus. While 62% of the student population is female, the female population in the community is 51%. Quite the opposite is noted at the BCTC: the female population at BCTC is only 19%. The male population (80%) at Ben Clark Training Center is overrepresented, 31 percentage points above the community population. Conversely, the male student population at Moreno Valley Campus (37%) is 12 percentage points below the service area population.

ACCESS TO HEALTH CAREER PROGRAMS

Moreno Valley College has been designated as the health science college of the District. Moreno Valley College offers health career opportunities is an array of health professional programs (etc., dental assistant, dental hygiene, emergency medical services, medical assisting, certified nursing assistant, phlebotomy, and physician assistant). The District has participated in prior research using the Diversity Scorecard process to assess the institution's responsiveness and receptivity to diversity, but prior research at the college has not been done to address equity in access to programs that lead to jobs that pay high wages. Successful completion of such programs leads to attainment of a high paying professional career that will advance the socioeconomic status of the students, thereby, enhancing their lifestyles and providing resources for themselves and the community.

We evaluated the fall 2008 access data for the College's four nationally accredited health professional programs: Dental Assistant (DEA), Dental Hygiene (DEH), Emergency Medical Services (EMS) and Physician Assistant (PHT). The validity of the data is guarded because of the small numbers of students involved and the data only reflect the Fall 2008 cohort of students from each program.

Access for Health Professionals Programs, Fall 2008

		Ethnicity						
discp	Data	White	African Am	Hispanic	Asian	Native Am	Other	Grand Total
DEA	Count	9		8	1		1	19
	Percent	47.4%	0.0%	42.1%	5.3%	0.0%	5.3%	100.0%
DEH	Count	20		11	4	1	2	38
	Percent	52.6%	0.0%	28.9%	10.5%	2.6%	5.3%	100.0%
EMS	Count	71	12	70	15	2	17	187
	Percent	38.0%	6.4%	37.4%	8.0%	1.1%	9.1%	100.0%
PHT	Count	20	11	14	5		3	53
	Percent	37.7%	20.8%	26.4%	9.4%	0.0%	5.7%	100.0%
Total Count		120	23	103	25	3	23	297
Total Percent		40.4%	7.7%	34.7%	8.4%	1.0%	7.7%	100.0%

Table 4. Demographics for health professional programs at the Moreno Valley College for the Fall 2008.

DATA ANALYSIS

Analysis of the discipline-specific demographics indicates that for the Dental Assistant and Dental Hygiene programs the white student population is overrepresented, 47.4% and 52.6%, respectively. The percentages of White student population of the Emergency Medical Services (38%) and the Physician Assistant (37.7%) programs are equivalent to the percentages in the service area population. There is zero representation of African American students in both the Dental Assistant and Dental Hygiene programs. While the percentage of African-American in the community population is 8%, the percentage of African-American student population in the Physician Assistant Program is 20.8%. Hispanic students are slightly underrepresented (42.1%) in the Dental Assistant Program but considerably underrepresented in the Dental Hygiene Program and the Physician Assistant Program, 28.9% and 26.4%, respectively. The Hispanic student population is also underrepresented in the EMS Programs, but to a lesser degree. The Asian student population is overrepresented in the Physician Assistant Program (9.4%) and the Dental Hygiene Program (10.5%). The Emergency Medical Service Program student population is equivalent to the community population. The Asian population is underrepresented in the Dental Assistant Program at 5.3%. There is zero representation of Native American students in the Dental Assistant Program and the Physician Assistant Program. The Native American student population in Emergency Medical Services (1.1%) is equivalent to community population, but overrepresented in the Dental Hygiene Program. The “Other” category is overrepresented in all programs. A summative analysis considering combined data shows the white student population is overrepresented, the Hispanic student population is notably underrepresented, the African-American student population is underrepresented, the Asian and Native American populations in equivalent to the community population and the “Other” student population are overrepresented.

Gender Distribution for Discipline-Specific Programs

		Gender		
discp	Data	Female	Male	Grand Total
DEA	Count	16	3	19
	Percent	84.2%	15.8%	100.0%
DEH	Count	36	2	38
	Percent	94.7%	5.3%	100.0%
EMS	Count	41	146	187
	Percent	21.9%	78.1%	100.0%
PHT	Count	18	35	53
	Percent	34.0%	66.0%	100.0%
Total Count		111	186	297
Total Percent		37.4%	62.6%	100.0%

Table 5. Discipline-specific gender distribution for health professional programs.

DATA ANALYSIS

The gender breakdown of students in the health professional programs demonstrated that the student population in the Dental Hygiene and Dental Assistant programs is primarily female. On the other hand, the Emergency Medical Services and Physician Assistant student populations are primarily male. When considering the total percent of all students, the male population represents a higher percent (62.6%) than the female (37.4%) for discipline-specific programs.

Disabled Students 2002-2008 Moreno Valley College

		dterm							2008
dsps	Data	2002	2003	2004	2005	2006	2007	2008	Service Area
Dsps	Moreno Valley Students	220	217	240	244	235	232	266	
	Moreno Valley Percent	**2.9%**	**3.2%**	**3.5%**	**3.6%**	**2.5%**	**2.4%**	**2.4%**	**Data**
Not Dsps	Moreno Valley Students	7,322	6,601	6,589	6,576	9,159	9,238	10,696	
	Moreno Valley Percent	**97.1%**	**96.8%**	**96.5%**	**96.4%**	**97.5%**	**97.6%**	**97.6%**	**not**
Total Moreno Valley Students		7,542	6,818	6,829	6,820	9,394	9,470	10,962	
Total Moreno Valley Percent		**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**avail.**

Table 6. Disabled students versus non disabled students at Moreno Valley College.

DATA ANALYSIS

Moreno Valley College students who self-identified as disabled remained relatively stable (both in absolute numbers and in proportion) over the past seven years. According to the United States 2000 Census, in our service area, 19.6% of the adult population reported themselves as disabled meaning that Moreno Valley College is underrepresented regarding disabled students.

SUMMARY ANALYSIS OF SUCCESS INDICATOR FOR ACCESS

After an analysis of each "population group of students" the following conclusions were drawn:

- The ethnicity of the Moreno Valley College does not reflect the community population.
    - White students are underrepresented relative to the Moreno Valley service area. Although the number of white students continues to increase in number, their percentage in the community decreased.

  - The African-American student population is overrepresented relative to the Moreno Valley service area, not including the enrollment at BCTC. At BCTC the African-American student population is slightly underrepresented.
  - The Hispanic student population is represented at 39.8%, population is at 42%.
- Segregation of MVC data and BCTC data clearly demonstrates how the inclusion of BCTC enrollment skewed access data for the Moreno Valley College. Disparity in access was more apparent when the BCTC data was segregated out.
  - Hispanic and White ethnic groups demonstrated the greatest disparities between student population and community population.
  - Hispanic students were notably underrepresented at BCTC but equivalent to the community population at the MVC. However, the Hispanic student population is only slightly underrepresented for the college.
  - The White student population was markedly overrepresented at BCTC. Conversely, the white student population is underrepresented at the campus level and underrepresented at the College.
  - African-American and Asian student populations are slightly underrepresented at BCTC and overrepresented at campus-level, which is similar to the representation noted at College.
  - The Native American population is equivalent at the community population for both BCTC and the College, but has zero representation at the campus.
  - "Other" category of students is overrepresented at MVC, BCTC, and the college relative to the community population.
- The gender distribution at BCTC is remarkably higher for men (80%) than women (19%) in comparison to the proportion of male (37%) and female (62%) at the MVC. The inclusion of data from BCTC has nearly equalized the population proportion at the Moreno Valley College (male 49%, female 51%).
- Summary analysis of access to health professional programs demonstrated the following:
  - The Hispanic student population is underrepresented in the Dental Hygiene (28.9%), Physician Assistant (26.4%), and Emergency Medical Services (37.4%), but the Dental Assistant student population is equal in proportion to the community population.
  - The African-American student population is overrepresented in the Physician Assistant program, underrepresented at EMS, and has zero representation in Dental Hygiene and Dental Assistant programs.
  - White population is overrepresented in Dental Hygiene and Dental Assistant and is equivalent to the community population in the EMS and Physician Assistant programs.
- Gender breakout for discipline specific health professional program demonstrated that dental programs have a notably higher percent of female students, while the EMS and Physician Assistant programs have a high percent of male students enrolled. When assessing all of the disciplines combined, the male student population represents a higher percent (62.6%) of population relative to the service area population than the female student population (37.4%).

COLLEGE-BASED RESEARCH

2. COURSE COMPLETION. The course completion ratio is determined by the number of credit courses that students (by population group) actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term. The data here shows Enrollments (which includes all students), Valid Sum (which includes only grades used for computing success rates) and Success Sum (which is the count of all A, B, C, or CR grades). Table 7 shows success rates for all Moreno Valley enrollments over the past seven years.

Course Completion Success Rate for Moreno Valley College 2002-2009

Campus	MOV

		AY						
Ethnicity	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Asian	Sum of enrollments	1,926	1,934	2,247	2,088	2,298	2,410	2,728
	Sum of Valid_sum	1,730	1,815	2,096	1,997	2,179	2,388	2,653
	Sum of Success_sum	1,240	1,366	1,549	1,481	1,687	1,838	2,050
	Sum of Success	**71.7%**	**75.3%**	**73.9%**	**74.2%**	**77.4%**	**77.0%**	**77.3%**
Afr Am	Sum of enrollments	8,019	6,997	6,706	6,573	6,819	7,135	8,827
	Sum of Valid_sum	7,262	6,537	6,303	6,295	6,496	7,093	8,657
	Sum of Success_sum	4,504	3,982	3,811	3,636	4,046	4,335	5,151
	Sum of Success	**62.0%**	**60.9%**	**60.5%**	**57.8%**	**62.3%**	**61.1%**	**59.5%**
Filipino	Sum of enrollments	1,983	1,854	1,898	1,691	1,775	1,594	1,750
	Sum of Valid_sum	1,776	1,717	1,713	1,585	1,662	1,583	1,720
	Sum of Success_sum	1,332	1,325	1,293	1,159	1,258	1,108	1,318
	Sum of Success	**75.0%**	**77.2%**	**75.5%**	**73.1%**	**75.7%**	**70.0%**	**76.6%**
Hispanic	Sum of enrollments	13,021	12,457	13,551	13,986	18,349	19,197	22,600
	Sum of Valid_sum	11,963	11,697	12,834	13,430	17,600	19,049	22,310
	Sum of Success_sum	8,219	8,031	8,841	8,988	12,827	13,544	16,172
	Sum of Success	**68.7%**	**68.7%**	**68.9%**	**66.9%**	**72.9%**	**71.1%**	**72.5%**
Native Am	Sum of enrollments	248	206	143	176	322	275	319
	Sum of Valid_sum	217	196	139	170	307	274	314
	Sum of Success_sum	125	139	98	123	232	183	222
	Sum of Success	**57.6%**	**70.9%**	**70.5%**	**72.4%**	**75.6%**	**66.8%**	**70.7%**
Other	Sum of enrollments	1,130	796	729	870	772	822	949
	Sum of Valid_sum	1,028	744	676	833	745	814	936
	Sum of Success_sum	719	516	468	604	560	580	647
	Sum of Success	**69.9%**	**69.4%**	**69.2%**	**72.5%**	**75.2%**	**71.3%**	**69.1%**
Unknown	Sum of enrollments	591	771	1,062	1,345	1,800	2,048	4,073
	Sum of Valid_sum	536	716	1,001	1,283	1,744	2,031	3,941
	Sum of Success_sum	396	445	704	863	1,311	1,512	3,146
	Sum of Success	**73.9%**	**62.2%**	**70.3%**	**67.3%**	**75.2%**	**74.4%**	**79.8%**
White	Sum of enrollments	12,248	10,746	10,490	9,698	14,489	13,540	14,917
	Sum of Valid_sum	11,081	10,013	9,832	9,286	14,057	13,447	14,471
	Sum of Success_sum	8,137	7,310	7,425	7,103	11,790	11,116	11,896
	Sum of Success	**73.4%**	**73.0%**	**75.5%**	**76.5%**	**83.9%**	**82.7%**	**82.2%**
Total Sum of enrollments		39,166	35,761	36,826	36,427	46,624	47,021	56,163
Total Sum of Valid_sum		35,593	33,435	34,594	34,879	44,790	46,679	55,002
Total Sum of Success_sum		24,672	23,114	24,189	23,957	33,711	34,216	40,602
Total Sum of Success		**69.3%**	**69.1%**	**69.9%**	**68.7%**	**75.3%**	**73.3%**	**73.8%**

Table 7. Student success rate for the Moreno Valley College 2002-2009.

DATA ANALYSIS

While there have been fluctuations in the Moreno Valley College success rates from year to year, the general ranking in terms of success rates for the different ethnic groups, has remained similar. Specifically, White, Asian, and Filipino students rank higher than Hispanic students, and African American students. The African-American student population has not shown significant changes over the past 7 years and continues to have the lowest course completion rates relative to any other ethnic group. For the past three years, Hispanic students have demonstrated a 4-6% increase in percentage points. Native American, while small in number, has fluctuated over the past 7 years and at times out-performed the Hispanic and African-American ethnic groups.

The inclusion of BCTC data in 2006 resulted in a marked improvement in success rates for all ethnic groups. The rationale for this increase is that BCTC offers a large number of short-term courses ranging from eight hours to 40 hours in duration. These courses are designed as continuing education courses that are required for continuous employment and promotional opportunities; therefore, the incentive for achieving success is high.

MIDDLE COLLEGE HIGH SCHOOL COURSE COMPLETION SUCCESS RATES

The Middle College High School (MCHS) is a joint intervention between Moreno Valley College, Moreno Valley Unified School District, and Val Verde Unified School District. The program is designed to reach at-risk high school students who are academically capable of post-secondary education, but are in jeopardy of not completing high school or attending college because of multiple risk factors. Students matriculate through the two-year program as a cohort taking college courses in place of high school courses, and using those courses on their high school transcripts for high school graduation. The success rate of these students is remarkable and merits attention in this course completion discussion. The data below reflect the cohorts of students enrolling in the program from 2002-2008. The years indicated in the table refer to the year of high school graduation.

MCHS Course Completion Success Rates, 2002-2008

		Data			
MCHS_Year	Ethnicity	Enrolled	Valid Grades	Successful	Success Rate
2004	White	415	396	306	77.3%
	African Am	143	129	109	84.5%
	Hispanic	632	584	418	71.6%
	Asian	425	390	312	80.0%
	Other	70	70	37	52.9%
2004 Total		1,685	1,569	1,182	75.3%
2005	White	369	356	283	79.5%
	African Am	332	317	263	83.0%
	Hispanic	746	722	534	74.0%
	Asian	326	299	263	88.0%
	Other	113	107	86	80.4%
2005 Total		1,886	1,801	1,429	79.3%
2006	White	213	210	156	74.3%
	African Am	230	220	173	78.6%
	Hispanic	474	462	380	82.3%
	Asian	309	302	234	77.5%
	Other	99	95	80	84.2%
2006 Total		1,325	1,289	1,023	79.4%
2007	White	360	353	268	75.9%
	African Am	141	137	107	78.1%
	Hispanic	771	754	576	76.4%
	Asian	217	211	153	72.5%
	Other	34	33	24	72.7%
2007 Total		1,523	1,488	1,128	75.8%
2008	White	143	141	99	70.2%
	African Am	154	151	127	84.1%
	Hispanic	713	702	572	81.5%
	Asian	82	81	59	72.8%
	Other				#DIV/0!
2008 Total		1,092	1,075	857	79.7%
2009	White	222	217	192	88.5%
	African Am	195	192	163	84.9%
	Hispanic	426	425	376	88.5%
	Asian	211	206	192	93.2%
	Other	151	145	131	90.3%
2009 Total		1,205	1,185	1,054	88.9%
2010	White	57	56	52	92.9%
	African Am	105	105	92	87.6%
	Hispanic	440	439	398	90.7%
	Asian	48	48	38	79.2%
	Other	25	24	22	91.7%
2010 Total		675	672	602	89.6%
2011	White				#DIV/0!
	African Am				#DIV/0!
	Hispanic				#DIV/0!
	Asian	4	4	3	75.0%
	Other	1	1	1	100.0%
2011 Total		5	5	4	80.0%
Grand Total		9,396	9,084	7,279	80.1%

Table 8. Success rates for MCHS for graduating class 2004-2010.

DATA ANALYSIS

The student success rate for middle college high school students is higher than the general college success rate for each corresponding year. Additionally, the ethnic hierarchy for student success fluctuates from cohort to cohort. African-American students ranked highest in three out four cohorts, Asians ranked highest in two out of seven cohorts, Hispanics ranked second highest in four out seven cohorts and White students ranked highest in one out of seven cohorts. The course completion success rate is higher for every ethnic group in the middle college high school than in the general population for each corresponding year. The successful outcome for the middle college students underscores various factors, such as intervention, counseling, and innovative curriculum, which contribute to student success in programs that matriculate students through cohort tracking. Information learned from this program may be useful in promoting success in other programs at the college.

Gender Distribution from 2002-2009 – Moreno Valley College

Campus	MOV

		AY						
Gender	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Female	Sum of enrollments	25,567	23,504	23,780	23,500	24,853	25,475	30,482
	Sum of Valid_sum	23,085	21,901	22,193	22,457	23,611	25,268	29,671
	Sum of Success_sum	16,252	15,532	15,765	15,645	17,216	17,842	21,119
	Sum of Success	**70.4%**	**70.9%**	**71.0%**	**69.7%**	**72.9%**	**70.6%**	**71.2%**
Male	Sum of enrollments	13,571	12,205	12,971	12,748	21,625	21,301	25,252
	Sum of Valid_sum	12,481	11,486	12,327	12,249	21,038	21,172	24,930
	Sum of Success_sum	8,397	7,546	8,365	8,205	16,400	16,190	19,168
	Sum of Success	**67.3%**	**65.7%**	**67.9%**	**67.0%**	**78.0%**	**76.5%**	**76.9%**
Unstated	Sum of enrollments	28	52	75	179	146	245	429
	Sum of Valid_sum	27	48	74	173	141	239	401
	Sum of Success_sum	23	36	59	107	95	184	315
	Sum of Success	**85.2%**	**75.0%**	**79.7%**	**61.8%**	**67.4%**	**77.0%**	**78.6%**
Total Sum of enrollments		39,166	35,761	36,826	36,427	46,624	47,021	56,163
Total Sum of Valid_sum		35,593	33,435	34,594	34,879	44,790	46,679	55,002
Total Sum of Success_sum		24,672	23,114	24,189	23,957	33,711	34,216	40,602
Total Sum of Success		**69.3%**	**69.1%**	**69.9%**	**68.7%**	**75.3%**	**73.3%**	**73.8%**

Table 9. Gender distribution of student success rate.

DATA ANALYSIS

In terms of success rates for gender at Moreno Valley College, males have surpassed females in success rates over the past three academic years. Rational for this increase has been noted in the previous section; inclusion of data from BCTC is causative.

Disabled Student Success Rate 2002-2009 Moreno Valley College

Campus	MOV

		AY						
dsps	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Yes	Sum of enrollments	1,313	1,281	1,359	1,359	1,311	1,285	766
	Sum of Valid_sum	1,149	1,196	1,267	1,286	1,245	1,278	760
	Sum of Success_sum	732	770	831	843	814	824	493
	Sum of Success	**63.7%**	**64.4%**	**65.6%**	**65.6%**	**65.4%**	**64.5%**	**64.9%**
No	Sum of enrollments	37,853	34,480	35,467	35,068	45,313	45,736	55,397
	Sum of Valid_sum	34,444	32,239	33,327	33,593	43,545	45,401	54,242
	Sum of Success_sum	23,940	22,344	23,358	23,114	32,897	33,392	40,109
	Sum of Success	**69.5%**	**69.3%**	**70.1%**	**68.8%**	**75.5%**	**73.5%**	**73.9%**
Total Sum of enrollments		39,166	35,761	36,826	36,427	46,624	47,021	56,163
Total Sum of Valid_sum		35,593	33,435	34,594	34,879	44,790	46,679	55,002
Total Sum of Success_sum		24,672	23,114	24,189	23,957	33,711	34,216	40,602
Total Sum of Success		**69.3%**	**69.1%**	**69.9%**	**68.7%**	**75.3%**	**73.3%**	**73.8%**

Table 10. Disabled student success rate, 2002-2009.

DATA ANALYSIS

Disabled students at Moreno Valley College completed courses at lower (but largely consistent) rates than non-disabled students.

Success Rate for Transfer Courses

xferable	1
Campus	MOV

		AY						
Ethnicity	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Asian	Sum of enrollments	1,274	1,340	1,594	1,447	1,519	1,659	1,799
	Sum of Valid_sum	1,188	1,282	1,515	1,413	1,465	1,656	1,799
	Sum of Success_sum	904	995	1,152	1,081	1,119	1,276	1,403
	Sum of Success	**76.1%**	**77.6%**	**76.0%**	**76.5%**	**76.4%**	**77.1%**	**78.0%**
Afr Am	Sum of enrollments	5,554	4,903	4,520	4,491	4,223	4,554	5,584
	Sum of Valid_sum	5,202	4,647	4,354	4,349	4,037	4,548	5,581
	Sum of Success_sum	3,500	3,053	2,871	2,722	2,546	2,830	3,369
	Sum of Success	**67.3%**	**65.7%**	**65.9%**	**62.6%**	**63.1%**	**62.2%**	**60.4%**
Filipino	Sum of enrollments	1,385	1,394	1,350	1,238	1,233	1,149	1,205
	Sum of Valid_sum	1,289	1,319	1,270	1,197	1,183	1,149	1,204
	Sum of Success_sum	989	1,040	1,016	916	912	802	920
	Sum of Success	**76.7%**	**78.8%**	**80.0%**	**76.5%**	**77.1%**	**69.8%**	**76.4%**
Hispanic	Sum of enrollments	8,685	8,423	9,006	9,383	10,507	11,738	13,564
	Sum of Valid_sum	8,214	8,057	8,693	9,107	10,095	11,728	13,556
	Sum of Success_sum	5,984	5,847	6,329	6,413	7,377	8,302	9,781
	Sum of Success	**72.9%**	**72.6%**	**72.8%**	**70.4%**	**73.1%**	**70.8%**	**72.2%**
Native Am	Sum of enrollments	154	143	98	124	152	146	147
	Sum of Valid_sum	139	140	96	121	142	146	147
	Sum of Success_sum	86	102	74	93	101	86	97
	Sum of Success	**61.9%**	**72.9%**	**77.1%**	**76.9%**	**71.1%**	**58.9%**	**66.0%**
Other	Sum of enrollments	788	587	503	612	498	494	598
	Sum of Valid_sum	744	564	483	598	480	493	598
	Sum of Success_sum	549	404	345	447	360	348	420
	Sum of Success	**73.8%**	**71.6%**	**71.4%**	**74.7%**	**75.0%**	**70.6%**	**70.2%**
Unknown	Sum of enrollments	429	547	732	940	1,013	1,178	1,855
	Sum of Valid_sum	412	519	699	909	985	1,178	1,853
	Sum of Success_sum	320	349	515	628	719	867	1,401
	Sum of Success	**77.7%**	**67.2%**	**73.7%**	**69.1%**	**73.0%**	**73.6%**	**75.6%**
White	Sum of enrollments	8,498	7,714	7,518	7,068	6,266	6,223	6,925
	Sum of Valid_sum	8,012	7,377	7,226	6,881	6,033	6,221	6,923
	Sum of Success_sum	6,227	5,661	5,711	5,438	4,775	4,774	5,395
	Sum of Success	**77.7%**	**76.7%**	**79.0%**	**79.0%**	**79.1%**	**76.7%**	**77.9%**
Total Sum of enrollments		26,767	25,051	25,321	25,303	25,411	27,141	31,677
Total Sum of Valid_sum		25,200	23,905	24,336	24,575	24,420	27,119	31,661
Total Sum of Success_sum		18,559	17,451	18,013	17,738	17,909	19,285	22,786
Total Sum of Success		**73.6%**	**73.0%**	**74.0%**	**72.2%**	**73.3%**	**71.1%**	**72.0%**

Table 11. Success rates for transfer courses, 2002-2009.

DATA ANALYSIS

When examining Moreno Valley transfer courses only, the gaps between the highest and lowest groups (Asians and African American, respectively) remain significant. The gap between Asian and African-American success was 18% in the most recent data year. White students were second most successful, followed by Hispanic students for the most recent year.

Gender Distribution Transfer Courses from 2002-2009.

xferable	1
Campus	MOV

		AY						
Gender	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Female	Sum of enrollments	17,637	16,756	16,593	16,807	16,428	17,007	19,693
	Sum of Valid_sum	16,576	15,930	15,892	16,310	15,744	16,991	19,683
	Sum of Success_sum	12,392	11,906	12,009	12,008	11,752	12,241	14,336
	Sum of Success	**74.8%**	**74.7%**	**75.6%**	**73.6%**	**74.6%**	**72.0%**	**72.8%**
Male	Sum of enrollments	9,112	8,256	8,680	8,385	8,888	10,009	11,763
	Sum of Valid_sum	8,606	7,937	8,397	8,158	8,583	10,003	11,757
	Sum of Success_sum	6,151	5,515	5,965	5,659	6,096	6,950	8,281
	Sum of Success	**71.5%**	**69.5%**	**71.0%**	**69.4%**	**71.0%**	**69.5%**	**70.4%**
Unstated	Sum of enrollments	18	39	48	111	95	125	221
	Sum of Valid_sum	18	38	47	107	93	125	221
	Sum of Success_sum	16	30	39	71	61	94	169
	Sum of Success	**88.9%**	**78.9%**	**83.0%**	**66.4%**	**65.6%**	**75.2%**	**76.5%**
Total Sum of enrollments		26,767	25,051	25,321	25,303	25,411	27,141	31,677
Total Sum of Valid_sum		25,200	23,905	24,336	24,575	24,420	27,119	31,661
Total Sum of Success_sum		18,559	17,451	18,013	17,738	17,909	19,285	22,786
Total Sum of Success		**73.6%**	**73.0%**	**74.0%**	**72.2%**	**73.3%**	**71.1%**	**72.0%**

Table 12. Gender distribution for transferable courses from 2002-2009.

DATA ANALYSIS

Success rates for Moreno Valley transfer courses by gender have remained for the most part steady during the past seven years, with females slightly more successful for transfer courses.

Transfer Success Rate for Disabled Students

xferable	1
Campus	MOV

		AY						
dsps	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Yes	Sum of enrollments	752	737	781	828	799	765	452
	Sum of Valid_sum	700	704	751	802	769	764	452
	Sum of Success_sum	502	510	552	587	551	526	315
	Sum of Success	**71.7%**	**72.4%**	**73.5%**	**73.2%**	**71.7%**	**68.8%**	**69.7%**
No	Sum of enrollments	26,015	24,314	24,540	24,475	24,612	26,376	31,225
	Sum of Valid_sum	24,500	23,201	23,585	23,773	23,651	26,355	31,209
	Sum of Success_sum	18,057	16,941	17,461	17,151	17,358	18,759	22,471
	Sum of Success	**73.7%**	**73.0%**	**74.0%**	**72.1%**	**73.4%**	**71.2%**	**72.0%**
Total Sum of enrollments		26,767	25,051	25,321	25,303	25,411	27,141	31,677
Total Sum of Valid_sum		25,200	23,905	24,336	24,575	24,420	27,119	31,661
Total Sum of Success_sum		18,559	17,451	18,013	17,738	17,909	19,285	22,786
Total Sum of Success		**73.6%**	**73.0%**	**74.0%**	**72.2%**	**73.3%**	**71.1%**	**72.0%**

Table 13. Transfer success rates for disabled students.

DATA ANALYSIS

Disabled students taking transfer courses at Moreno Valley were less than four percentage points lower in terms of success for all years compared to non-disabled students.

Success Rates of Vocational Courses Taken at Moreno Valley College 2002-2009.

voc_ed	1
Campus	MOV

		AY						
Ethnicity	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Asian	Sum of enrollments	211	221	177	145	342	340	384
	Sum of Valid_sum	196	215	169	135	340	340	370
	Sum of Success_sum	118	155	120	89	311	298	314
	Sum of Success	**60.2%**	**72.1%**	**71.0%**	**65.9%**	**91.5%**	**87.6%**	**84.9%**
Afr Am	Sum of enrollments	865	754	735	560	1,000	909	1,052
	Sum of Valid_sum	792	724	679	513	990	908	1,019
	Sum of Success_sum	363	335	328	239	758	709	752
	Sum of Success	**45.8%**	**46.3%**	**48.3%**	**46.6%**	**76.6%**	**78.1%**	**73.8%**
Filipino	Sum of enrollments	190	133	155	127	233	204	265
	Sum of Valid_sum	183	126	146	110	232	204	250
	Sum of Success_sum	124	90	85	71	188	169	228
	Sum of Success	**67.8%**	**71.4%**	**58.2%**	**64.5%**	**81.0%**	**82.8%**	**91.2%**
Hispanic	Sum of enrollments	1,246	981	1,126	970	3,602	3,082	3,656
	Sum of Valid_sum	1,150	923	1,092	917	3,586	3,079	3,562
	Sum of Success_sum	622	518	651	543	3,010	2,675	3,142
	Sum of Success	**54.1%**	**56.1%**	**59.6%**	**59.2%**	**83.9%**	**86.9%**	**88.2%**
Native Am	Sum of enrollments	41	19	15	21	119	73	134
	Sum of Valid_sum	40	17	15	20	119	73	132
	Sum of Success_sum	20	11	7	14	100	67	110
	Sum of Success	**50.0%**	**64.7%**	**46.7%**	**70.0%**	**84.0%**	**91.8%**	**83.3%**
Other	Sum of enrollments	127	64	79	89	153	169	156
	Sum of Valid_sum	119	61	73	84	153	169	150
	Sum of Success_sum	69	43	51	65	131	157	123
	Sum of Success	**58.0%**	**70.5%**	**69.9%**	**77.4%**	**85.6%**	**92.9%**	**82.0%**
Unknown	Sum of enrollments	50	68	94	130	467	512	1,475
	Sum of Valid_sum	49	64	93	121	466	512	1,461
	Sum of Success_sum	26	35	62	88	417	473	1,385
	Sum of Success	**53.1%**	**54.7%**	**66.7%**	**72.7%**	**89.5%**	**92.4%**	**94.8%**
White	Sum of enrollments	1,567	1,105	1,070	1,063	6,722	5,750	5,819
	Sum of Valid_sum	1,449	1,038	1,029	998	6,713	5,748	5,747
	Sum of Success_sum	861	604	687	774	6,189	5,426	5,424
	Sum of Success	**59.4%**	**58.2%**	**66.8%**	**77.6%**	**92.2%**	**94.4%**	**94.4%**
Total Sum of enrollments		4,297	3,345	3,451	3,105	12,638	11,039	12,941
Total Sum of Valid_sum		3,978	3,168	3,296	2,898	12,599	11,033	12,691
Total Sum of Success_sum		2,203	1,791	1,991	1,883	11,104	9,974	11,478
Total Sum of Success		**55.4%**	**56.5%**	**60.4%**	**65.0%**	**88.1%**	**90.4%**	**90.4%**

Table 14. Vocational courses 2002-2009.

DATA ANALYSIS

For vocational courses taken at Moreno Valley College, overall there was a very high success rate. Filipino and White students completed these courses at much higher rates than other ethnic groups. (The increase in vocational enrollments in 2006 is attributable to the Administration of Justice courses being assigned to the Moreno Valley campus.) Again, in the most recent year, African-American students had a success rate that was 20 percentage points lower than that of White students. However, the success rate for African American students in CTE programs is

13% higher than for African-American is transfer courses and 14% higher than in all MVC sections.

Gender Distribution for Success Rate for Vocational Programs

voc_ed	1
Campus	MOV

		AY						
Gender	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Female	Sum of enrollments	2,372	1,820	1,851	1,487	2,872	2,771	3,283
	Sum of Valid_sum	2,186	1,723	1,729	1,355	2,851	2,769	3,084
	Sum of Success_sum	1,199	974	966	778	2,311	2,290	2,551
	Sum of Success	**54.8%**	**56.5%**	**55.9%**	**57.4%**	**81.1%**	**82.7%**	**82.7%**
Male	Sum of enrollments	1,923	1,523	1,590	1,607	9,752	8,213	9,547
	Sum of Valid_sum	1,790	1,443	1,557	1,532	9,734	8,209	9,497
	Sum of Success_sum	1,003	815	1,015	1,101	8,782	7,632	8,824
	Sum of Success	**56.0%**	**56.5%**	**65.2%**	**71.9%**	**90.2%**	**93.0%**	**92.9%**
Unstated	Sum of enrollments	2	2	10	11	14	55	111
	Sum of Valid_sum	2	2	10	11	14	55	110
	Sum of Success_sum	1	2	10	4	11	52	103
	Sum of Success	**50.0%**	**100.0%**	**100.0%**	**36.4%**	**78.6%**	**94.5%**	**93.6%**
Total Sum of enrollments		4,297	3,345	3,451	3,105	12,638	11,039	12,941
Total Sum of Valid_sum		3,978	3,168	3,296	2,898	12,599	11,033	12,691
Total Sum of Success_sum		2,203	1,791	1,991	1,883	11,104	9,974	11,478
Total Sum of Success		**55.4%**	**56.5%**	**60.4%**	**65.0%**	**88.1%**	**90.4%**	**90.4%**

Table 15. Gender distribution for success rates for vocational program 2002-2009.

DATA ANALYSIS

For Moreno Valley vocational education enrollments, female success rates lagged behind male success rates, with the trend becoming more pronounced in the most recent years.

Success Rate for Disabled Students 2002-2009

voc_ed	1
Campus	MOV

		AY						
dsps	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Yes	Sum of enrollments	208	160	195	146	128	140	73
	Sum of Valid_sum	191	158	192	138	125	140	72
	Sum of Success_sum	102	106	114	80	68	100	48
	Sum of Success	**53.4%**	**67.1%**	**59.4%**	**58.0%**	**54.4%**	**71.4%**	**66.7%**
No	Sum of enrollments	4,089	3,185	3,256	2,959	12,510	10,899	12,868
	Sum of Valid_sum	3,787	3,010	3,104	2,760	12,474	10,893	12,619
	Sum of Success_sum	2,101	1,685	1,877	1,803	11,036	9,874	11,430
	Sum of Success	**55.5%**	**56.0%**	**60.5%**	**65.3%**	**88.5%**	**90.6%**	**90.6%**
Total Sum of enrollments		4,297	3,345	3,451	3,105	12,638	11,039	12,941
Total Sum of Valid_sum		3,978	3,168	3,296	2,898	12,599	11,033	12,691
Total Sum of Success_sum		2,203	1,791	1,991	1,883	11,104	9,974	11,478
Total Sum of Success		**55.4%**	**56.5%**	**60.4%**	**65.0%**	**88.1%**	**90.4%**	**90.4%**

Table 16. Success rate for disabled students, 2002-2009.

DATA ANALYSIS

Disabled students taking vocational courses at Moreno Valley College have lower success rates than their non-disabled counterparts. In recent years the number of these students has decreased, however, the percentage points between disabled and non-disabled student success rates have increased from seven percentage points to 24.9 since 2006.

Basic Skills Success Rates

basic_skills	1
Campus	MOV

		AY						
Ethnicity	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Asian	Sum of enrollments	145	135	183	212	177	162	221
	Sum of Valid_sum	141	132	180	211	172	162	221
	Sum of Success_sum	94	89	132	154	121	107	168
	Sum of Success	**66.7%**	**67.4%**	**73.3%**	**73.0%**	**70.3%**	**66.0%**	**76.0%**
Afr Am	Sum of enrollments	526	517	595	710	764	829	1,017
	Sum of Valid_sum	501	497	578	696	736	829	1,015
	Sum of Success_sum	254	251	308	368	396	416	555
	Sum of Success	**50.7%**	**50.5%**	**53.3%**	**52.9%**	**53.8%**	**50.2%**	**54.7%**
Filipino	Sum of enrollments	103	109	98	98	90	82	87
	Sum of Valid_sum	99	105	98	96	86	82	87
	Sum of Success_sum	75	80	64	66	61	57	58
	Sum of Success	**75.8%**	**76.2%**	**65.3%**	**68.8%**	**70.9%**	**69.5%**	**66.7%**
Hispanic	Sum of enrollments	1,137	1,312	1,454	1,589	1,970	1,971	2,269
	Sum of Valid_sum	1,099	1,266	1,416	1,559	1,909	1,971	2,268
	Sum of Success_sum	717	823	882	981	1,263	1,230	1,512
	Sum of Success	**65.2%**	**65.0%**	**62.3%**	**62.9%**	**66.2%**	**62.4%**	**66.7%**
Native Am	Sum of enrollments	14	12	8	10	22	30	14
	Sum of Valid_sum	14	11	8	10	22	30	14
	Sum of Success_sum	8	9	6	5	17	13	6
	Sum of Success	**57.1%**	**81.8%**	**75.0%**	**50.0%**	**77.3%**	**43.3%**	**42.9%**
Other	Sum of enrollments	64	46	63	60	47	70	105
	Sum of Valid_sum	62	44	60	60	46	70	105
	Sum of Success_sum	44	28	42	40	32	35	61
	Sum of Success	**71.0%**	**63.6%**	**70.0%**	**66.7%**	**69.6%**	**50.0%**	**58.1%**
Unknown	Sum of enrollments	19	52	85	114	113	141	264
	Sum of Valid_sum	18	51	81	111	108	141	264
	Sum of Success_sum	13	27	48	75	63	82	173
	Sum of Success	**72.2%**	**52.9%**	**59.3%**	**67.6%**	**58.3%**	**58.2%**	**65.5%**
White	Sum of enrollments	510	511	526	465	459	500	563
	Sum of Valid_sum	488	495	517	453	445	499	563
	Sum of Success_sum	339	346	351	309	298	335	401
	Sum of Success	**69.5%**	**69.9%**	**67.9%**	**68.2%**	**67.0%**	**67.1%**	**71.2%**
Total Sum of enrollments		2,518	2,694	3,012	3,258	3,642	3,785	4,540
Total Sum of Valid_sum		2,422	2,601	2,938	3,196	3,524	3,784	4,537
Total Sum of Success_sum		1,544	1,653	1,833	1,998	2,251	2,275	2,934
Total Sum of Success		**63.7%**	**63.6%**	**62.4%**	**62.5%**	**63.9%**	**60.1%**	**64.7%**

Table. 17. Basic skills success rates

DATA ANALYSIS

For Moreno Valley students enrolled in basic skills, the same trend of Asian and White students having higher success rates than Hispanic and African-American students is reconfirmed. In all the years of this table, African-American success rates are at least 10 percent lower than the next higher successful ethnic groups (Hispanic and Filipino).

Gender Distribution of Basic Skills Success Rates

basic_skills	1
Campus	MOV

		AY						
Gender	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Female	Sum of enrollments	1,758	1,895	2,018	2,186	2,421	2,508	3,055
	Sum of Valid_sum	1,690	1,831	1,964	2,140	2,340	2,508	3,052
	Sum of Success_sum	1,094	1,195	1,273	1,390	1,563	1,562	2,036
	Sum of Success	**64.7%**	**65.3%**	**64.8%**	**65.0%**	**66.8%**	**62.3%**	**66.7%**
Male	Sum of enrollments	756	793	986	1,036	1,201	1,257	1,449
	Sum of Valid_sum	728	765	966	1,021	1,165	1,256	1,449
	Sum of Success_sum	447	454	557	582	673	697	871
	Sum of Success	**61.4%**	**59.3%**	**57.7%**	**57.0%**	**57.8%**	**55.5%**	**60.1%**
Unstated	Sum of enrollments	4	6	8	36	20	20	36
	Sum of Valid_sum	4	5	8	35	19	20	36
	Sum of Success_sum	3	4	3	26	15	16	27
	Sum of Success	**75.0%**	**80.0%**	**37.5%**	**74.3%**	**78.9%**	**80.0%**	**75.0%**
Total Sum of enrollments		2,518	2,694	3,012	3,258	3,642	3,785	4,540
Total Sum of Valid_sum		2,422	2,601	2,938	3,196	3,524	3,784	4,537
Total Sum of Success_sum		1,544	1,653	1,833	1,998	2,251	2,275	2,934
Total Sum of Success		**63.7%**	**63.6%**	**62.4%**	**62.5%**	**63.9%**	**60.1%**	**64.7%**

Table 18. Gender distribution for basic skills success rates.

DATA ANALYSIS

When examining the Success rates of Moreno Valley basic skills students, females generally have outperformed males during the past seven academic years, with the size of the gaps varying.

Success Rates for Disabled Students

basic_skills	1
Campus	MOV

		AY						
dsps	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Yes	Sum of enrollments	136	171	143	133	156	175	113
	Sum of Valid_sum	127	156	140	132	147	175	113
	Sum of Success_sum	64	73	74	74	78	91	63
	Sum of Success	**50.4%**	**46.8%**	**52.9%**	**56.1%**	**53.1%**	**52.0%**	**55.8%**
No	Sum of enrollments	2,382	2,523	2,869	3,125	3,486	3,610	4,427
	Sum of Valid_sum	2,295	2,445	2,798	3,064	3,377	3,609	4,424
	Sum of Success_sum	1,480	1,580	1,759	1,924	2,173	2,184	2,871
	Sum of Success	**64.5%**	**64.6%**	**62.9%**	**62.8%**	**64.3%**	**60.5%**	**64.9%**
Total Sum of enrollments		2,518	2,694	3,012	3,258	3,642	3,785	4,540
Total Sum of Valid_sum		2,422	2,601	2,938	3,196	3,524	3,784	4,537
Total Sum of Success_sum		1,544	1,653	1,833	1,998	2,251	2,275	2,934
Total Sum of Success		**63.7%**	**63.6%**	**62.4%**	**62.5%**	**63.9%**	**60.1%**	**64.7%**

Table19. Success rate of disabled students from 2002-2009.

DATA ANALYSIS

Disabled students taking basic skills courses at Moreno Valley had lower success rates than their non-disabled counterparts. In recent years, the gap has narrowed from 15% to less than 10%.

SUMMARY ANALYSIS FOR STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION RATES

After an analysis of each "population group of students" relative to success rates for course completion, transfer courses, vocational education, and basic skills the following conclusions were drawn:

- African-American course completion rates have been consistently lower than any other ethnic group over the past five years.
- African-American students have the lowest success rate (60.4%) for transfer courses which is 18 percentage points below the highest ethnic group.
- Success rates for transfer courses have consistently been higher for female students.
- The course completion success rate is higher for every ethnic group in the middle college high school than in the general population for each corresponding year.
- Disabled students at Moreno Valley College completed courses at lower rates, have a lower completion rate for transfer courses, and lower completion rates for basic skills courses than non-disabled students.

3. ESL and BASIC SKILLS COMPLETION. The ESL and basic skills completion is determined by the number of students (by population group) who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course. These tables reflect courses taken during the period of fall 2003 through summer 2006. In operationalizing this indicator, students only had to pass from the highest level basic skill course to the lowest college-level course. The specific courses are identified with each table.

ESL

For this measure, data were calculated to determine the count rates for ESL students attempting and passing the highest level of nontransferable ESL and who then attempted and passed a transferable English course. For the ESL completion, students had to successfully complete ESL-55 and then go on to successfully complete ENG-50.

ESL	**MOV** Basic Attempted	Successful		College Attempted	Successful		Successful through Both Courses
White	1	1	100%	0	0	#DIV/0!	0%
AfrAM	0	0	#DIV/0!	0	0	#DIV/0!	#DIV/0!
Hispan	90	59	66%	23	18	78%	20%
Asian	10	8	80%	4	4	100%	40%
Nat AM	0	0	#DIV/0!	0	0	#DIV/0!	#DIV/0!
Other	4	3	75%	1	1	100%	25%
Total	**105**	**71**	**68%**	**28**	**23**	**22%**	22%

Table 20. Count rates of ESL students attempting ESL sequence.

DATA ANALYSIS

Examining the ESL progression, Asian and Hispanic students comprise 95% of the students in the sample. Of these, Asian students had the highest success rate in the ESL course (80%), with Hispanics students behind them (66%). Hispanic student were also the most likely to attempt a (82%) transferable college English course, but only succeeded at a passing rate of 20%. Asian students were the second most likely group to attempt the entire sequence (14%) and had the highest success rate (40%). (A small sample (4) of Asian students makes this figure more vulnerable to minor changes.) Only one White student attempted ENG- 55, but that student did not attempt ENG-50. Zero attempts at ENG-55 were made by African-American and Native American students.

English	**MOV** Basic Attempted	Successful		College Attempted	Successful		Successful through Both Courses
White	609	522	86%	283	240	85%	39%
AfrAM	340	260	76%	148	123	83%	36%
Hispan	990	810	82%	448	395	88%	40%
Asian	252	229	91%	149	133	89%	53%
Nat AM	10	8	80%	3	3	100%	30%
Other	111	86	77%	46	39	85%	35%
Total	**2312**	**1915**	**83%**	**1077**	**933**	87%	40%

Table 21. Ethnic breakout of students attempting English sequence.

DATA ANALYSIS

White and Asian students were more successful in the nontransferable level of English composition (86% and 91%, respectively) than were Hispanic (82%) and African-American (76%) students. The passing rates for a college-transferable English composition course were high for all groups, with the Native American pass rate at 100% (Again, a small sample (3) of Native American students makes this figure more vulnerable to minor changes.) The main groups' pass rates were well over 80%: Asian 89%, Hispanic 88%, White 85% and African American 83%. The percentages of students who successfully passed through the entire sequence were much lower (White 39%; African-American 36%; Hispanic 40%, Asian 53%, Native American 30%). It must be noted that "passing through the entire sequence" is not a requirement for an Associate Degree from Moreno Valley College, although English -1A is a requirement for graduation.

Institutional Research data indicate that 76% of African-Americans attempting basic English classes passed those classes, and 44% from that group then attempted college-level courses. Of the African-American students from that group who attempted college-level English courses, only 36% passed. Hispanic students showed similar results, but had a slightly higher college course attempted score of 40%. Asians had higher pass rate (53%) for successfully completing basic English and college-level courses than the other ethnic groups.

MATH

For the math completion, students had to successfully complete MAT 35 or MAT 53 the complete sequence is MAT -10, MAT-11, MAT -12, MAT -1A, MAT-1B, MAT-1C, MAT-2, MAT-25, MAT-36, MAT-4 or MAT-5

Math	**MOV** Basic Attempted	Successful		College Attempted	Successful		Successful through Both Courses
White	791	659	83%	417	315	76%	40%
AfrAM	325	234	72%	152	108	71%	33%
Hispan	863	697	81%	460	342	74%	40%
Asian	274	231	84%	165	131	79%	48%
Nat AM	16	14	88%	7	4	57%	25%
Other	128	93	73%	58	41	71%	32%
Total	**2397**	**1928**	**80%**	**1259**	**941**	75%	39%

Table 22. Ethnic distribution of math completion sequence.

DATA ANALYSIS

At the College, there are three non-transferable math courses that can lead to any of twelve transferable math courses. When these sequences were examined, Native American students had the highest percentage pass rate for the nontransferable courses. Asian, Hispanic and White students passed the nontransferable course at a rate of 84%, 81%, and 83%, respectively. Of all of the ethnic groups who passed through the entire sequence, Asian students passed at a higher rate (48%) than the other ethnic groups. Hispanic and White were equal at 40% and the African-American and Native American were the lowest at 33% and 25%, respectively.

READING
For reading completion, students had to successfully complete REA 83 then complete ENG-1A or ENG-50A.

Reading MOV	Basic Attempted	Successful		College Attempted	Successful		Successful through Both Courses
White	118	81	69%	61	53	87%	45%
AfrAM	58	40	69%	29	26	90%	45%
Hispan	168	121	72%	102	81	79%	48%
Asian	46	38	83%	36	32	89%	70%
Nat AM	2	2	100%	2	2	100%	100%
Other	28	20	71%	17	14	82%	50%
Total	**420**	**302**	**72%**	**247**	**208**	84%	50%

Table 23. Ethnic distribution of students successfully completing REA-83, then complete ENG-1A or ENG-50.

DATA ANALYSIS
The Native American students had the highest pass rate for the basic reading course. (Review this data with caution because only two students are reported in the table). Asian and Hispanic students had the highest success rates (83% and 72%, respectively). White and African-American had the lowest pass rate (69% each). Eighty-two percent of the student who successfully passed basic reading attempted ENG-1A or ENG-50A, and then successfully passed through the sequence with the following success rates; Native American 100%, Asia 70%, Hispanic 48%, African American and White 45%.

SUMMARY ANALYSIS FOR STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS
After analysis of each "population group of students" relative to success rates for ESL and basic skills the following conclusions were drawn:

ESL
- Asian students had the highest student success rate in the ESL courses.
- Hispanic students had the highest number of attempts in ESL courses and were the most likely to attempt (82%) a transferable college English course, but only succeeded at a passing rate of 20%.

ENGLISH
- Institutional Research data indicates that 76% of African-American students attempting basic skills English classes passed those classes and 44% from that group then attempted college-level courses. African-American students who attempted college-level English passed at a 36% rate. Hispanic students showed similar results, but had a slightly higher pass rate of 40%.
- Asians had a higher pass rate (53%) for successfully completing basic skills English and college-level courses than the other ethnic groups.

MATH

- Research data demonstrated that of all ethnic groups taking basic skills math courses, African-American students had the lowest pass rate (72%) in comparison to White (83%), Hispanic (81%), Asian (84%) and Native-American students (88%).
- Of all ethnic groups who passed through the entire sequence, African-American and Native American students had the lowest success rate (33% and 25% respectively).

READING

- Asian and Hispanic students have the highest success rates (83% and 72% respectively). White and African American had the lowest pass rate are equal (69%).
- Eighty-two percent of the student who successfully passed basic reading attempted ENG-1A or ENG-50A and then successfully passed through the sequence with the following success rates, Native American100%, Asia 70% , Hispanic 48%, African-American and White 45%.

CAMPUS-BASED RESEARCH

4. DEGREE and CERTIFICATE COMPLETION. The degree and completion ratio is determined by the number of students (by population group) who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

The data for this section was calculated locally using California Community College Chancellor's Office Management Information System data for the years under review. (This indicator is only provided at the district level.) This table shows the distribution of awards and certificates by ethnic group. For comparative purposes, student ethnic distribution information for the fall term of each academic year is provided.

Award Distribution from 2002 – 2009

All Awards		AY							RCCD	*Percent*
Ethnicity	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2008-09	*diff.*
White	Awards	1484	1569	1742	1965	1740	1645	1940	18974	
	Percent	47.3%	46.2%	44.9%	42.2%	42.4%	41.2%	37.4%	32.3%	*5.1%*
African Am	Awards	284	327	378	492	394	343	405	6511	
	Percent	9.1%	9.6%	9.7%	10.6%	9.6%	8.6%	7.8%	11.1%	*-3.3%*
Hispanic	Awards	897	948	1138	1519	1356	1299	1785	21594	
	Percent	28.6%	27.9%	29.3%	32.6%	33.0%	32.5%	34.4%	36.7%	*-2.3%*
Asian / Pac Isl	Awards	250	294	359	366	361	368	548	5156	
	Percent	8.0%	8.7%	9.3%	7.9%	8.8%	9.2%	10.6%	8.8%	*1.8%*
Nat Am	Awards	20	36	40	30	33	26	42	473	
	Percent	0.6%	1.1%	1.0%	0.6%	0.8%	0.7%	0.8%	0.8%	*0.0%*
Other	Awards	202	222	222	285	224	310	473	6126	
	Percent	6.4%	6.5%	5.7%	6.1%	5.5%	7.8%	9.1%	10.4%	*-1.3%*
Total Awards		3137	3396	3879	4657	4108	3991	5193	58834	
Total Percent		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	*0.0%*

Table 24. Award Distribution from 2002-2009.

DATA ANALYSIS

As a measure of equity, the proportions of awards and certificates for each group should be as close as possible to that group's proportion in the student population. For example, African American students received 7.8% of the awards and certificates in the 2008-09 academic year but made up 11.1% of the 2008-09 RCCD population. Therefore, African Americans are underrepresented in awards and certificates by 3.3% (7.8% - 11.1%=-3.3%). Although the absolute number of African American students receiving awards has increased from 2002 – 2008, the percent of African American students receiving awards has decreased.

In the most recent year, White students received disproportionately more awards and certificates than Hispanic and African American students, who received disproportionately fewer awards when using this equity measure (–2.3% and –3.3% respectively). For all other groups there are less than three percentage points difference between the proportion of awards given and representation in student population. This historical view shows that the proportion of White

students receiving awards is decreasing as the Hispanic and Asian student awards are slowly increasing. African-American trends reflect a decreasing proportion of all awards

AA/AS Awards Conferred 2002 – 2009

AA/AS only		AY							RCCD	*Percent*
Ethnicity	**Data**	**2002-03**	**2003-04**	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**2008-09**	**2008-09**	***diff.***
White	**Awards**	814	899	955	1022	944	800	920	18974	
	Percent	45.1%	45.7%	44.8%	44.3%	41.3%	40.0%	36.6%	32.3%	*4.4%*
African Am	**Awards**	166	196	220	233	236	197	190	6511	
	Percent	9.2%	10.0%	10.3%	10.1%	10.3%	9.8%	7.6%	11.1%	*-3.5%*
Hispanic	**Awards**	517	538	593	716	746	634	850	21594	
	Percent	28.7%	27.4%	27.8%	31.0%	32.6%	31.7%	33.8%	36.7%	*-2.9%*
Asian / Pac Isl	**Awards**	159	177	212	187	232	191	299	5156	
	Percent	8.8%	9.0%	9.9%	8.1%	10.1%	9.5%	11.9%	8.8%	*3.1%*
Nat Am	**Awards**	12	18	28	16	13	13	17	473	
	Percent	0.7%	0.9%	1.3%	0.7%	0.6%	0.6%	0.7%	0.8%	*-0.1%*
Other	**Awards**	136	138	125	133	117	166	237	6126	
	Percent	7.5%	7.0%	5.9%	5.8%	5.1%	8.3%	9.4%	10.4%	*-1.0%*
Total Awards		1804	1966	2133	2307	2288	2001	2513	58834	
Total Percent		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	*0.0%*

Table 25. District representation of AA/AS awards conferred from 2002-2009.

DATA ANALYSIS

When examining only the AA/AS awards conferred, overrepresentation of White students diminishes a little, while Asian overrepresentation rises to 3.1%. Again, White and African American student awards are decreasing as the proportion of Hispanics and Asians continues to increase.

When examining only certificates, White overrepresentation still persists, but the under representation of Hispanic certificate graduates diminishes slightly. Other trends for ethnic group changes over time are also found in this table.

DISCIPLINE –SPECIFIC COLLEGE-BASED RESEARCH FOR CAREER TECHNICAL EDUCATION PROGRAMS

Selected Career Technical Educational (CTE) programs in the District exist solely at Moreno Valley College. Such programs have been identified as Community Interpretation (CMI), Dental Assisting (DEA), Dental Hygiene (DEH), Dental Technology (DEN), Emergency Medical Services (EMS), Human Services (HMS), Medical Assisting (MDA), and Physician Assistant (PHT). Tables 25 – 33 show the distribution of awards and certificates by ethnic group for each specific program. Equity will be assessed using the same formula identified in the District level report. Equity = [percentage obtained by an ethnic group – percentage of the population for that ethnic group]. The percentage of the population will be taken from table one that gives the service area population of each ethnic group (see page 17).

sp01	120600

Count of CCCCO_Assigned				Awards2		
TOP6_Title	Acad Yr	Ethnicity	sb04	AS deg	60+ cert	Grand Total
Physicians Assistant	050	White	F		5	5
			M		4	4
		Hispanic	F	1	3	4
			M		3	3
		Asian	F		2	2
			M	1	3	4
	050 Total			2	20	22
	060	White	F	4	7	11
			M	1	3	4
		African Am	F	1	1	2
			M	1	1	2
		Hispanic	F	2	2	4
			M	1	2	3
		Asian	F		1	1
			M	2	4	6
	060 Total			12	21	33
	070	White	F	4	7	11
			M		5	5
		African Am	F		1	1
			M	1	1	2
		Hispanic	M	1	2	3
	070 Total			6	16	22
	080	White	F	2	3	5
			M	1	3	4
		African Am	F	1	1	2
			M	1	2	3
		Hispanic	F	1	2	3
			M	1	4	5
		Asian	F		2	2
			M	1	2	3
		Other	F		2	2
			M		1	1
	080 Total			8	22	30
	090	White	F		2	2
			M	5	8	13
		African Am	F		1	1
			M		2	2
		Hispanic	F	1	2	3
			M	2	3	5
		Asian	F	1	1	2
		Other	F		1	1
			M		2	2
	090 Total			9	22	31
Physicians Assistant Total				37	101	138
Grand Total				37	101	138

Table 26. Physician Assistant degrees and certificates distribution from 2005-2009.

Comment [MVC1]: I c hanged the description of the table.

sp01	120800

Count of CCCCO_Assigned				Awards2		
TOP6_Title	Acad Yr	Ethnicity	sb04	AS deg	Cert lt 60 Units	Grand Total
Medical Assisting	050	White	F		75	75
			M		7	7
		African Am	F	1	8	9
			M		2	2
		Hispanic	F	2	35	37
			M		6	6
		Asian	F		26	26
			M	1	12	13
		Native Am	F		1	1
		Other	F	2	10	12
			M		1	1
	050 Total			6	183	189
	060	White	F	1	68	69
			M		11	11
		African Am	F	1	19	20
			M		2	2
		Hispanic	F		29	29
			M	1	5	6
		Asian	F		28	28
			M		10	10
		Other	F	2	13	15
			M		1	1
	060 Total			5	186	191
	070	White	F	2	64	66
			M		9	9
		African Am	F	1	11	12
		Hispanic	F	2	34	36
			M		3	3
		Asian	F		31	31
			M		13	13
		Native Am	F		2	2
		Other	F	1	7	8
			M		2	2
	070 Total			6	176	182
	080	White	F		55	55
			M		3	3
		African Am	F	1	16	17
			M		4	4
		Hispanic	F		23	23
			M		7	7
		Asian	F	1	22	23
			M		8	8
			X		1	1
		Other	F		7	7
			M		3	3
	080 Total			2	149	151
	090	White	F		78	78
			M		12	12
		African Am	F	1	8	9
			M		1	1
		Hispanic	F	2	52	54
			M	2	10	12
		Asian	F	1	33	34
			M		24	24
			X	1		1
		Native Am	F		1	1
		Other	F		12	12
			M		5	5
	090 Total			7	236	243
Medical Assisting Total				26	930	956
Grand Total				26	930	956

Table 27. Medical Assisting degrees and certificates distribution from 2005-2009.

sp01	124010

Count of CCCCO_Assigned				Awards2		
TOP6_Title	Acad Yr	Ethnicity	sb04	AS deg	Cert lt 60 Units	Grand Total
Dental Assistant	080	White	F		4	4
		African Am	F		1	1
	080 Total				5	5
	090	White	F		2	2
			M		2	2
		Asian	M	1	1	2
	090 Total			1	5	6
Dental Assistant Total				1	10	11
Grand Total				1	10	11

Table 28. Dental Assistant distribution of degrees and certificate for 2008.

Comment [MVC2]: I changed the description of the table.

sp01	124020

Count of CCCCO_Assigned				Awards2	
TOP6_Title	Acad Yr	Ethnicity	sb04	AS deg	Grand Total
Dental Hygienist	050	White	F	9	9
		Hispanic	F	3	3
		Other	F	1	1
	050 Total			13	13
	060	White	F	13	13
		Hispanic	F	3	3
	060 Total			16	16
	070	White	F	7	7
		Hispanic	F	4	4
		Other	F	3	3
	070 Total			14	14
	080	White	F	4	4
		Hispanic	F	3	3
		Asian	F	1	1
			M	1	1
	080 Total			9	9
	090	White	F	11	11
		Hispanic	F	6	6
		Asian	F	5	5
		Other	F	2	2
	090 Total			24	24
Dental Hygienist Total				76	76
Grand Total				76	76

Table 29. Dental Hygiene degrees distribution for 2005-2009.

Comment [MVC3]: I changed the description of the table.

sp01	124030

Count of CCCCO_Assigned				Awards2		
TOP6_Title	Acad Yr	Ethnicity	sb04	AS deg	Cert lt 60 Units	Grand Total
Dental Laboratory Technician	050	White	F		2	2
			M		1	1
		African Am	F		1	1
		Hispanic	F	1	1	2
			M		1	1
		Asian	F		1	1
		Native Am	M		1	1
		Other	M		1	1
	050 Total			1	9	10
	060	White	F	1		1
		Hispanic	M	1		1
	060 Total			2		2
	070	White	F		1	1
		Hispanic	M		2	2
		Other	M		1	1
	070 Total				4	4
	080	White	F		1	1
			M		2	2
		African Am	M		1	1
		Hispanic	F		1	1
		Asian	M		1	1
		Other	M		1	1
	080 Total				7	7
	090	African Am	F	1		1
			M	1		1
	090 Total			2		2
Dental Laboratory Technician Total				5	20	25
Grand Total				5	20	25

Table 30. Dental Laboratory Technology distribution of degrees and certificates for 2005-2009.

Comment [MVC4]: I changed the description of the table.

sp01	125100

Count of CCCCO_Assigned				Awards2		
TOP6_Title	Acad Yr	Ethnicity	sb04	AS deg	Cert lt 60 Units	Grand Total
Paramedic	070	White	M	1	1	2
	070 Total			1	1	2
	080	White	F		1	1
			M	5	14	19
		Hispanic	M		5	5
		Asian	M	1	3	4
		Other	M		1	1
	080 Total			6	24	30
	090	White	M	1	11	12
		Hispanic	F		1	1
			M		5	5
		Asian	M		2	2
		Other	F		2	2
			M		1	1
	090 Total			1	22	23
Paramedic Total				8	47	55
Grand Total				8	47	55

Table 31. Paramedic distribution of degrees and certificates for 2008 and 2009.

Comment [MVC5]: I changed the description of the table.

sp01	125000

Count of CCCCO_Assigned				Awards2	
TOP6_Title	Acad Yr	Ethnicity	sb04	Cert lt 60 Units	Grand Total
Emergency Medical Services	050	White	F	38	38
			M	63	63
		African Am	F	4	4
			M	6	6
		Hispanic	F	18	18
			M	33	33
		Asian	F	6	6
			M	13	13
		Native Am	M	1	1
		Other	F	6	6
			M	7	7
	050 Total			195	195
	060	White	F	24	24
			M	68	68
		African Am	F	3	3
			M	6	6
		Hispanic	F	20	20
			M	33	33
		Asian	F	5	5
			M	19	19
		Other	F	5	5
			M	9	9
	060 Total			192	192
	070	White	F	20	20
			M	59	59
		African Am	F	1	1
			M	3	3
		Hispanic	F	9	9
			M	30	30
		Asian	M	7	7
		Native Am	F	2	2
		Other	F	7	7
			M	9	9
	070 Total			147	147
	080	White	F	16	16
			M	63	63
		African Am	F	3	3
			M	4	4
		Hispanic	F	6	6
			M	37	37
		Asian	F	2	2
			M	7	7
		Native Am	F	1	1
		Other	F	4	4
			M	10	10
			X	1	1
	080 Total			154	154
	090	White	F	30	30
			M	90	90
		African Am	F	6	6
			M	10	10
		Hispanic	F	13	13
			M	62	62
		Asian	F	6	6
			M	20	20
		Native Am	M	3	3
		Other	F	8	8
			M	23	23
	090 Total			271	271
Emergency Medical Services Total				959	959
Grand Total				959	959

Table 32. Emergency Medical Services distribution of degrees and certificates 2005-2009.

Comment [MVC6]: I changed the description of the table.

sp01	210400

Count of CCCCO_Assigned				Awards2		
TOP6_Title	Acad Yr	Ethnicity	sb04	AS deg	Cert lt 60 Units	Grand Total
Human Services	050	White	F		2	2
			M	1	3	4
		African Am	F	5	18	23
			M		2	2
		Hispanic	F	1	3	4
		Other	F		2	2
	050 Total			7	30	37
	060	White	F		9	9
			M	1	5	6
		African Am	F	3	17	20
			M		3	3
		Hispanic	F	1	18	19
			M		1	1
		Asian	F		1	1
		Other	F		2	2
	060 Total			5	56	61
	070	White	F	1	4	5
			M	1	2	3
		African Am	F	2	9	11
		Hispanic	F	1	4	5
		Asian	F		1	1
	070 Total			5	20	25
	080	White	F	1	3	4
			M	1	2	3
		African Am	F		1	1
		Hispanic	F	1	6	7
			M		1	1
		Asian	F		2	2
		Other	F		2	2
			M		1	1
	080 Total			3	18	21
	090	White	F	2	4	6
		African Am	F		10	10
			M		1	1
		Hispanic	F	4	10	14
			M		2	2
		Asian	F	1	3	4
		Other	F	1	4	5
	090 Total			8	34	42
Human Services Total				28	158	186
Grand Total				28	158	186

Table 33. Human Services distribution of degrees and certificates for 2005-2009.

Comment [MVC7]: I changed the description of the table.

sp01	214000

Count of CCCCO_Assigned				Awards2		
TOP6_Title	Acad Yr	Ethnicity	sb04	AS deg	Cert lt 60 Units	Grand Total
Legal and Community Interpre	050	White	F		1	1
		Hispanic	F	2	10	12
			M		1	1
		Other	F	1	1	2
	050 Total			3	13	16
	060	Hispanic	F	1	11	12
			M		1	1
		Asian	F		1	1
	060 Total			1	13	14
	070	African Am	M		1	1
		Hispanic	F	3	9	12
			M	1	1	2
		Other	F		1	1
	070 Total			4	12	16
	080	Hispanic	F	4	9	13
	080 Total			4	9	13
	090	White	M	1	1	2
		Hispanic	F	6	26	32
			M	1	6	7
	090 Total			8	33	41
Legal and Community Interpretation Total				20	80	100
Grand Total				20	80	100

Table 34. Community Interpretation distribution of degrees and certificates 2005-2009.

Comment [MVC8]: I changed the description of the table.

DATA ANALYSIS

Physician Assistant: Review of the Physician Assistant AS degree and certificates distribution from 2005-2009 (Table 25) indicates White students received the largest number of certificates (46.5%) and AS degrees (45.9%) during the 5-year span. Hispanic students received 27% of the AS degrees and 20.7% of the certificates awarded. African-American students received 13.5% of the AS degrees and 9.9% of the certificates. Asian students received 13.5% of the AS degrees and 12.9% of the certificates.

As a measure of equity, the proportions of awards and certificates for each group should be as close as possible to that group's proportion in the student population. The equity formula was applied to each population group to determine if degrees and certificates were awarded proportional to the population. For example, for White students receiving AS degrees 46.9% - 37.2% = + 9.7%. The finding indicates that White students received AS degrees disproportional to its counterparts. Equity measurements were applied to each group of students with the following results noted: White (AS degree, +9.7%, C = +9.3%), African-American (AS degree- +4.6%, certificate - +1.0%), and Asian (AS degrees - +4.9%, certificate – 4.3%) students received disproportionately more AS degrees and certificates than Hispanic students. Hispanic students received -15% fewer AS degrees and - 21.3 % fewer certificates than other ethnic groups.

Gender distribution of the Physician Assistant student population reveals that males received AS degrees and certificates at a higher rate than female; certificates: 43.6% female and 57.4% male and AS degree: female 48.6% and male 51%.

Medical Assisting: When examining Medical Assisting AS degrees only, Hispanic students received AS degrees at a higher rate (38.5%) compared to the other ethnic group, yet received a disproportionately (- 3.5%) awards relative to the percentage in population. African-American and Asian students demonstrated similar findings (African-American: - 19.2% and Asian 15.3%. White students have the lowest award percentage (11.5%) than all ethnic groups. On the other hand, White student population was awarded the highest percentage (41.4%) of certificates. Asian and Hispanic students received similar percentages (22.4% and 21.9%, respectively). African-American and Native American received the lowest percentage (7.6% and 0.04%, respectively).

Using the equity measure to determine equity in the presentation of AS degrees and certificates for the Medical Assisting student population, the following results were noted: Hispanic students received disproportionately fewer AS degree awards (-3.5%) and certificates (-20.1%) than other groups. African-American (AS degrees - +10.3%, certificates +1.3%) and Asian (AS degrees + 6.7%, certificates - +13.8%) received disproportionately more AS degrees and certificates than Hispanic students. White students received disproportionately fewer AS degrees (- 3.5%) but +4.2% more certificates than the student population.

Gender distribution for awarding the certification is significantly higher for females and males. For the AS degree and the certificates, females received 80% of the certificates awarded.

Dental Assistant: Data reflecting the Dental Assistant awards (Table 27) were limited to two years only (‘07 and ‘08). A mere one male Asian student was awarded an AS degree. A total of ten certificates were granted, eight to White students received (80%) and one to an Asian and one to an African-American student. The equity measures for Dental Assisting students indicates that White students received disproportionately (+42.8%) more certificates than their counterparts.

Dental Hygiene: The Dental Hygiene program awards only AS degrees, no certificates. White, Hispanic, and Asian students are the only ethnic groups represented in this population. White students received 57.9% of the AS degrees awarded, and Hispanic students received 25%. Asian and “Other” students received awards at the following rates: 9.2% and 7.9%, respectively. Only one male student was the recipient of an AS degree, the remaining 99% were female recipients. The equity measure for this program reveals that White students received disproportionately more (+20.7%) AS degrees than other ethnic groups; conversely, Hispanic student population received (- 17%) fewer degrees than other ethnic groups.

Dental Technology: The Dental Technology Program awarded the fewest amount of awards and certificates over the 5-year period. Hispanic and African-American students each received 40% of the AS degree awards and White students had the lowest percentage (20%). The equity measure was not applied to the Dental Technology program because only five AS degrees were awarded over five years.

Emergency Medical Services: EMS awards the most certificates among the selected career technology program identified in this report. White student were awarded 49% of the certificates and Hispanic student followed with 27.2%. Asians received 8.9% of the certificates and African-American received the least amount, (3.7%). Equity measures indicate that Hispanic and African-American students received disproportionately fewer certificates (- 15%) than the other ethnic groups. White students, on the other hand, received disproportionately more certificates (+11.8%). Males (72.6%) received more certificates than females (27.4%).

Paramedic: The Paramedic Program awarded only eight ASs degree during the 2007, 2008, and 2009 academic years. White students were awarded 87.5% and Asian students represented the remaining recipient (12.5%). Certificates were awarded to White students at 57.4%, Hispanic students at 23.4%, Asian students at 10.6% and "Other" at 8.5%. African-American and Native American students were not represented in this program. The equity indicator demonstrated that White students received disproportionately (+20.2%) more certificates than other ethnic groups. Asian student are overrepresented to a lesser extent (+ 2%). Hispanic students are underrepresented in certificate presentations, receiving disproportionately fewer certificates (- 18.6%). Male gender was conspicuously overrepresented (92.7%) as compared to females (7.3%).

Human Services: Human Services awarded a total of 28 certificates from 2005-2009. African-American students were presented with the highest percentage (35.7%) of certificates. White and Hispanic students percentage rates were equal (28.6%) and Asian students had the lowest percent (3.5%). A similar trend was recognized with ethnic representation relative to the AS degree. African-American students received 38% of the awards, and Hispanic and White student's percentages rates were close (28.5% and 34%, respectively). Asians had the lowest percent rate at 7%. The equity measure indicated that Hispanic, White, and Asian received disproportionately fewer certificates (- 13.4%, - 8.6%, and -5.1%, respectively). The African-American student population received disproportionately more (+26.8%) certificates that Hispanic, Whites, and Asian. Findings for the AS degree award were similar. African-American students received disproportionately more (+ 29.1) AS degrees than their counterparts. Hispanic and White students were underrepresented in AS degree awards (- 13.5% and -2.7%, respectively).

Community Interpretation: Community Interpretation awarded 80 certificates and twenty AS degree over the past five years. Hispanic students are the primary award recipients for certificates (92.5%). Equity measures for the CMI indicates that Hispanic students received disproportionately more (+50%) certificates than any other counterpart. Female students had a higher representation of 86% overall.

SUMMARY ANALYSIS FOR STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

After analysis of each "population group of students" relative to the distribution of degree and certificate completions the following conclusions were drawn:

- When examining only the AA/AS awards conferred at the district level, overrepresentation of White students diminishes a little, while Asian overrepresentation rises to 3.1%. Again, White and African-American student awards are decreasing as the proportion of Hispanics and Asians continues to increase.
- When examining only certificates at the district level, White overrepresentation still persists, but the under representation of Hispanic certificate graduates diminishes slightly.
- When examining the distribution of AA/AS awards for discipline-specific programs, the equity measure indicate that White students receive disproportionately more degrees than other ethnic groups in the Physician Assistant Program, Dental Hygiene, and Paramedic programs.
- When examining the distribution of certificates conferred for discipline-specific programs, the equity measure indicated that African-American students received disproportionately more AS degrees and certificates than other ethnic groups for Human Services,
- The Hispanic students receive disproportionately fewer degrees and certificates relative to the service area population of Moreno Valley College, except for CMI and Medical Assisting where they received a disproportionately more certificates and degrees than other ethnic groups.

CAMPUS-BASED RESEARCH

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

To compute this measure, the Expanded Student Right to Know dataset for the 2000-01 cohort was used. This cohort includes all students who attended RCC for the first time during the academic year of 2000-01. After three years, information about the cohort's educational performance, transfers, and awards are made available to all participating institutions via the Chancellor's Office. Table 34 shows that the majority of students who transferred did so to other two-year institutions. Differences exist for transfers to four-year institutions, with Asian students transferring at 18%, while White and African-American students transferring at about 10% and Hispanic students transferring at 6% during the three years under review.

		TRANSFER			Total	Transfer Prepared		Total
		2 year	4 year	No Transfer		No	Yes	
Ethnicity	White	13.5%	10.0%	76.5%	5717	94.5%	5.5%	5717
	African American	16.6%	9.6%	73.8%	1537	96.9%	3.1%	1537
	Hispanic	11.3%	6.1%	82.6%	4163	95.8%	4.2%	4163
	Asian/PacIsland	15.9%	18.2%	65.8%	1317	92.3%	7.7%	1317
	Nat America	14.9%	9.7%	75.4%	134	97.8%	2.2%	134
	Other	15.4%	15.1%	69.4%	628	93.0%	7.0%	628
Total		13.5%	9.8%	76.7%	13496	94.9%	5.1%	13496

Table 35. * "Transfer Prepared" indicates successful completion of at least 56 transferable units at Riverside Community College with a GPA of at least 2.0

DATA ANALYSIS

Table 35 shows that the majority of students who transferred did so to other two-year institutions. Differences exist for transfers to four-year institutions, with Asian students transferring at 18%, while White and African-American students transferring at about 10% and Hispanic students transferring at 6% during the three years under review. These trends are similar for students who are "transfer-prepared." Since transfer is somewhat dependent on the accepting institution, the measure of "transfer-prepared" is used to reflect the extent to which students are able to become ready to transfer successfully to a four-year institution. The definition of "transfer-prepared" means successful completion of at least 56 transferable units with a grade point average of at least 2.0. Again, Asian and White students were more successful on this measure compared to Hispanic and African-American students. Native Americans were the only sub-group less transfer-prepared than Hispanic and African-American Students, but the percentage of Native Americans who transferred were greater than African-American and Hispanic students.

TRANSFER: Goals And Activities

STUDENT SUCCESS INDICATOR FOR ACCESS

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

Data shows disparity in access to public service training programs and healthcare programs that lead to attainment of high paying professional careers.

GOAL 1:
Increase diversity to better reflect the service community in public service training programs (i.e. fire technology and administration of justice), emergency medical service training programs, the dental hygiene program, and the physician assistant program.

ACTIVITY 1.1:

- In Fall 20l0, Office of the Dean at BCTC will coordinate diversity strategies with public service agencies representatives to promote diversity in the recruitment and hiring of under-represented populations.
- The Emergency Medical Services (EMS), Dental Hygiene (DH), and Physician Assistant (PA) programs will develop presentations for community outreach events that target African-American and Hispanic populations.

EXPECTED OUTCOME 1.1:

- By Spring 2011, Office of the Dean at BCTC and public service agencies representatives will develop outreach strategies that target under-represented populations.
- In 2011-2012 public service agencies will do three presentations at events that target underrepresented populations.
- In 2011- 2014 the EMS, DH, and PA programs will make three presentations annually at community events that target African-American and Hispanic populations.

TRANSFER: Goals And Activities

STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

"Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term"

"Overall, African-American students had the lowest levels of course completion rates (59.5%).

GOAL 2:

By Fall 2014, increase the successful course completion rate for African-American students by 5 %.

ACTIVITY 2.1 :

- In Fall 2010, establish a counseling session that meets on a scheduled basis to address academic issues for African-American students. (African-American Student Success Task Force)
- In Fall 2010, develop a mentorship program for African-American male students. (African-American Student Success Task Force)
- In Fall 2010, the African-American Student Success Task Force will develop learning communities (i.e. English/Reading, African-American History/American-Literature) that will promote African-American student success.
- In Fall 2010, the African-American Student Success Task Force will design a program in which African-American students will complete educational plans, participate in study skill workshops, participate in basic skills workshops, and financial planning workshops.

EXPECTED OUTCOME 2.1.1:

- By Fall 2014, the course completion success rate for African-American students will increase by 5%.
- By Spring 2011, every African-American student who enrolled in the mentorship program will be assigned a mentor.
- By Spring 2011, cohorts of African-American students will begin matriculating through learning communities designed by the African-American Student Success Task Force.
- By Spring 2011, the Task Force intervention will be in place.

TRANSFER: Goals And Activities

STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

"Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course"

The number of students enrolling in ESL courses is low compared to other English courses.

GOAL 3.1:
By Fall 2015, there will be a 10% increase in the number of students enrolling in ESL courses.

ACTIVITY 3.1:

- In Fall 2010, develop a more accurate instrument (to include reading comprehension) and appropriate placement procedures for ESL students. (ESL/reading faculty)
- In Spring 2012, develop a computerized placement test for ESL students to improve accessibility for taking the placement test (ESL/reading faculty)
- Promote ESL course on the Moreno College website and during college orientation.

EXPECTED OUTCOME 3.1

- By Fall 2013, complete the development, assessment, and validation of the computerized ESL Placement Test.
- By Spring 2013, the computerized test will be in place.
- By Spring 2015, the number of ESL students enrolling in ESL course will increase by 10%.

TRANSFER: Goals And Activities

STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

"Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course"

Hispanic students comprise 95% of the students taking ESL, were most likely to attempt a transferable college English course (82%), but only succeeded at a passing rate of 20%.

GOAL 3.2 :
By Spring 2014, there will be a 5% increase in successful completion of an associate degree English course by students who progressed through the ESL course sequence.

ACTIVITY 3.2 :

- In Fall 2010, develop learning communities by combining ESL courses with other disciplines (i.e. ESL/Early Childhood) to promote student persistence and success. (ESL and ECS faculty).
- In Spring 2010, utilize supplemental instruction to increase student persistence and success rate in ESL courses.
- Utilizing the existing early alert system to provide appropriate services. (Dean of Student Service and ESL faculty)
- Develop modular and compressed curriculum to address the specific needs of the ESL student (ESL faculty)

EXPECTED OUTCOME 3. 2:

- By 2014, there will be a 5% increase in the success rate of Hispanic students who progress through the ESL course sequence and successful complete a college-level English.

TRANSFER: Goals And Activities

STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

"Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course"

Institutional Research data indicates that African-American students who successfully completed basic skills entry-level English courses and then attempted college level English passed at a 36% rate. Hispanic students showed similar results at a 40% pass rate.

GOAL 3.3:
By spring 2013, there will be a 5% increase in the number of African-American and Hispanic students who began with basic skills English courses and subsequently successfully complete college level English.

ACTIVITY 3.3:

- In Fall 2010, evaluate the effectiveness of existing linked courses (i.e. English 50/reading 83) to determine if students who enroll in these linked courses complete college level English courses at a higher success rate than students who did not enroll in the linked courses. (Institutional Research, Student Equity Committee)
- In Summer 2010, began Jumpstart English Program (English faculty)
- In Fall 2010, develop thematic courses to increase the interest of ethnically diverse students in the course to improve student persistence and increase pass completion rates. (English faculty)

EXPECTED OUTCOME 3.3.1:

- By Spring 2011, English and reading faculty will meet to develop two interventions for student success based on the data analyzed from the research on the linked courses.
- By Spring 2013, there will be a 5% increase in the number of African-American and Hispanic students who began with basic skill English courses and subsequently successfully completed college level English.

TRANSFER: Goals And Activities

STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

"Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course"

Of the students who successfully passed through the basic skill reading sequence (82%) and attempted ENG-50 or ENG-1A, African-American and White students passed at the lowest rate (45%).

GOAL 3.4:
By Spring 2014, there will be a 5% increase in the success rates of African-American and White students who take basic skills entry-level reading courses and successfully complete college level English.

ACTIVITY 3.4:

- In Fall 2010, provide a forum for reading faculty and Student Service personnel to cooperate in developing interventions in response to ACCUPLACER/Placement Test results and the needs of the African-American and White student reading population. (Student Equity Committee)
- In Fall 2010, determine the success rates of African-American and Native American students testing into basic skills reading classes who do not take subsequent reading courses and attempt a college English course. Compare those rates to the success rates of students who take the basic skills reading courses and then attempt a college English course. (Institutional Research/Student Equity Committee)
- In Fall 2010, evaluate the effectiveness of existing linked courses (i.e. English 50/reading 83) to determine if students who enroll in these linked courses complete college level English courses at a higher success rate than students who did not enroll in the linked courses. (Institutional Research, Student Equity Committee)
- In Spring 2011, use the results of the research to implement appropriate interventions as determined by the reading faculty.
- In Summer 2010, began Jumpstart reading program to facilitate student learning. (Reading faculty)

EXPECTED OUTCOME: 3.4.1:

- By Spring 2011, put in place interventions developed in response to ACCUPLACER/ Placement Test results.
- By Spring 2011, English and reading faculty will meet to develop two interventions for student success based on the data analyzed from the research on the linked courses.

- By Spring 2014, there will be a 5% increase in the success rates of African-American and White students who take basic skills reading courses and the number of students testing into reading courses self-selecting to enter basic skills reading courses.

African-American and Native American students had the lowest completion pass rate (33% and 25%, respectively) of students who passed through the entire mathematic sequence.

GOAL 3.5 :
By 2014, there will be a 5% increase in success rates of African-American and Native American students who pass through the entire sequence.

ACTIVITY 3.6:

- Continue learning communities combining basic skills mathematics courses with other disciplines to increase the number of students taking transfer level mathematic courses. (i.e. Guidance 48/Math 63)
- In Summer 2010 initiate, Jumpstart program for math to promote student success in math courses.
- In Spring 2010, utilize supplemental instruction for Math 52 to increase student success rate.

EXPECTED OUTCOME 3.6.1:

- By Fall 2012, the percentage of students who pass basic skills mathematics course and attempting transfer level mathematic courses will increase by 5%.
- By Fall 2012, the pass rate of students taking basic math courses will increase by 2%.
- By 2014, there will be a 5%increase in the persistence of Hispanic, African-American, and Native American students from basic skills entry-level mathematics courses to successful completion of college-level math courses.

TRANSFER: Goals And Activities

STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

"Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal"

GOAL 4:

By Spring 2014, achieve proportional degree and certificate attainment by ethnic sub-groups relative to their enrollment numbers.

ACTIVITY 4.1 :

- In Fall 2010, the Student Equity Committee will develop a task force to explore institutional barriers that impede equitable degree and certificate attainment for the Moreno Valley College students
- In Spring 2011, recognize any institutional barriers that exist that prohibit equitable degree and certificate attainment among all sub-groups. (Student Equity Committee/Student Services)
- In Spring 2011, CTE programs will engage in recruitment efforts that promote proportional degree and certificate attainment. (CTE representatives, Student Equity Committee)

EXPECTED OUTCOME 4.1:

- By Spring 2011, the Student Equity Committee will report identified institutional barriers that impede equitable degree and certificate attainment.
- By Fall 2012, the Student Equity Committee will develop two interventions to address institutional barriers that impede equitable degree and certificate attainment.

TRANSFER: Goals And Activities

STUDENT SUCCESS INDICATOR FOR TRANSFER

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

Asian and White students are more "transfer-prepared" than Hispanic and African-American students.

GOAL 5.1:

By Spring 2013, there will be a 5% increase in the number of Hispanic and African-American students who are transfer-prepared.

By Spring 2014, there will be a 5% increase in the number of Hispanic and African-American students who transfer to 4-year institutions.

ACTIVITY 5.1 :

- In Fall 2010, increase the number of African-American and Hispanic students participating in current successful learning communities and other transfer activities at the college (i.e. Transfer Center workshops).
- In Fall 2010, develop workshops or other interventions to encourage students who complete developmental requirements in ESL, reading, English and math courses, to enroll in transferable level English and Math courses the following semester.
- Fall 2010, initiate counseling and advisement to students who completed basic skills requirements in English and math, but did not successful pass transferable level English or Math courses the following semester. (Institutional Research /Counseling)

EXPECTED OUTCOME 5.1:

- By Fall 2012 the number of Hispanic and African-American students participating in current successful learning communities and transfer activities will increase by 5%.
- By Spring 2013, there will be a 3% increase in the number of Hispanic and African-American students who are transfer-prepared.
- By Spring 2014, there will be a 3% increase in the number of Hispanic and African-American students who transfer to 4-year institutions.

Comment [MVC9]:

BUDGET
SOURCES OF FUNDING

Moreno Valley College will continue to demonstrate support for student equity, through, for example, continued funding for Puente, the Renaissance Scholars Program, Outreach, etc., as well as support an aggressive approach to grand funding.

Recent grant-funded allocations at the College, awarded or under submission, are as follows: Title V – HIS Moreno Valley, 10/01/03 – 9/03/09, $2,171,373, U.S. Department of Education: To improve the success of Hispanic, at-risk and low income students through an integrated approach involving instruction, student services, and learning support services.

Nuview Bridge Early College High School, 7/01/04 – 6/30-10, $400,000, Bill and Melinda Gates Foundation through the FCCC: To establish Nuview Bridge High School as an ECHS.

Title V –HSI Coop Program with UCR and Norco Campus, 10/0106 – 9/30/11, $3,436,818, U.S. Department of Education: To refine, expand, integrate, and institutionalize a series of pilot projects to address the academic needs of students, especially Hispanics and low income, first generation students; to create a Center for Faculty and Professional Development to increase student learning and success; and to create a process to identify and support increased numbers of students, especially low income and Hispanic students, to seek careers in community college teaching.

CTE (Career Technical Education) Equipment for Nursing and Allied Health Programs (with Riverside City College), 4/01/08 – 9/30/09, $154,000, CCC Chancellor's Office: To provide high tech, state-of-the art technology equipment needed to meet current nurse training needs.
Teeth Are Us, 7/01/08 – 6/30/10, $128,655, California Department of Health Services: To provide dental disease prevention to area elementary schools.

College Cost Reduction and Access Act (CCRAA) Project Success (2-year), 1/01/09 – 12/31/10, $495,000, CCC Chancellor's Office: To reduce the shortage of qualified allied health workers (certified nursing assistant, medical assistant, speech pathology assistant) in Southern California by hiring additional faculty and purchasing up-to-date equipment.

Song Brown Physician Assistant Training Program, 7/01/09 – 6/30/09, $107,000, Office of Statewide Health Planning and Development (OSHPD): Continued support for a full-time faculty member to assist with the educational training of PA students, specifically the remediation efforts of the program.

Middle College High School, 7/01/09 – 6/30/11, $36,769, CCCC Chancellor's Office: To sustain implemented program for at-risk students from Moreno Valley USD and Val Verde USD to take college courses to satisfy requirements for both college credit and high school diploma.

Economic Stimulus Program Funds for Phase II, Allied Health Program Expansion, 7/14/09 – 6/30/11, $400,000, CCC Chancellor's Office: To allow for the hiring of additional faculty and the purchase of up-to-date equipment to support pharmacy technician, clinical laboratory technician, dental assisting, dental hygiene, and medical records and health information systems programs, in order to increase enrollment and produces qualified workers for competitive job market.

HRSA Health Care and Other Facilities Congressionally-Directed Award, 11/01/09 – 10/31/09, $329,670, Health Resources and Services Administration: To purchase equipment for dental hygiene, dental assisting, physician assistant, pharmacy technician, clinical laboratory technician, and biotechnology technician programs.

Riverside Community Health Foundation – Expanding Access to Dental Care and Education, 2009 – 2011, $200,000, Riverside County Community Health Foundation: To purchase dental hygiene equipment.

Disciplines and departments will research the relationships between the entry-level basic skills competencies of our students and the skills required for success in vocational and baccalaureate transfer courses.

Projects funded by the Basic Skills Committee, in coordination with discipline program review, collect and analyze data. With the addition of the outcomes assessment specialist, the project and programmatic outcomes data will be more systematically disseminated for informed discussion and eventual integration into scheduling and curriculum development.

Professional development initiatives begun at the Basic Skills Retreat held in spring 2007 will be continued. The campus faculty development coordinator will promote professional development activities that target the utilization of best practices in teaching students with basic skills deficiencies. The Basic Skills Committee meets monthly and pursues an active and participatory agenda, with outcomes such as the establishment of interdisciplinary learning communities, program and curriculum planning and development, student assessment, academic advisement and counseling support, conference attendance, the acquisition of instructional materials and equipment, and institutional research projects. The "Back-to-College" flex day activity for academic personnel to be held in late August 2009 championed the theme of basic skills and provided a forum for faculty reports. In late October 2009, a second Basic Skills Retreat was held.

EVALUATION SCHEDULE AND PROCESS

Given the ambitions array of activities listed throughout this document and the resources required of it execution, we anticipate that the Student Equity Plan will be subject to scrutiny. Toward that end, the Student Equity Task Force will work with Institutional Research and related assessment areas in developing an annual schedule reporting the extent to which the activities are reaching their goals. A standard research assessment measure will be used to identify and analyze outcomes in a report prepared each year in a five-year period. This report will be presented according to a schedule developed by the Student Equity Task Force to specific College constituencies such as the President's Cabinet and the Academic Senate, or the RCCD Chancellor and Board of Trustees, among others.

All evaluation work for the Student Equity Plan will be developed and completed in consultation with the Student Equity Task Force to make certain that the research will be reflective of the spirit of this document. In addition, the Task Force will work closely with researchers to review outcomes to determine appropriate methods of meeting the Equity Plan goals and the frequency and timelines of the stated research. Based on research findings, supplemental research may be requested to assure successful execution of the Student Equity Plan.

Norco College

Riverside Community College District

Student Equity Plan

March 2010

Norco College
Student Equity Plan

NORCO COLLEGE SIGNATURE PAGE

District: Riverside Community College District College: Norco College

_____

Virginia Blumenthal
President, Board of Trustees

_____

Date

District Chancellor:_____

Dr. Gregory Gray

College President:_____

Dr. Brenda Davis

Academic Senate President:_____

Dr. Sharon Crasnow

Student Equity Coordinator:_____

Dr. Koji Uesugi

COLLEGE EXECUTIVE SUMMARY

INTRODUCTION

As California continues to deal with unprecedented economic challenges, the state's community college system has remained steadfast in ensuring access to higher education for thousands of California residents. However, with a record number of students enrolling in community colleges as course sections and support services diminish due to budget reductions, campuses are struggling to maintain access and retention services for students, particularly for those from traditionally underrepresented backgrounds. Amid these economic challenges, the Riverside Community College District's (RCCD) Norco College has maintained a strong commitment to access and student success. In fact, when district and campus leaders agreed to decentralize the Student Equity Plan to the campus level in 2008, the campus leadership embraced it as an opportunity to develop a plan that would not only maintain, but strengthen the campus's commitment to access and retention to support its diverse student population. Also, as a part of the campus's support to develop and implement the Student Equity Plan, the Academic Senate agreed to recognize the student equity team as an Ad-hoc committee.

STUDENT EQUITY PLANNING PROCESS & PHILOSOPHY

The Norco College Student Equity Plan was shaped through a collaborative effort by members of the campus's Student Success Committee. This committee, composed of faculty, staff, students, and administrators, was charged with this critical task due to its ability to lead innovative campus initiatives and projects to support student success. In order to move the student equity project forward purposefully and in a timely manner, a four-step process was developed. The committee began with a thorough review of the 2005 RCCD Student Equity Plan and "inventoried" how Norco College responded to the goals, activities, and outcomes for each of the five student success indicators. The next step involved reviewing the 2009 student equity data for the campus produced by the District institutional research office. Based on the data from this report, the committee identified meaningful goals and activities with measurable outcomes for each student success indicator. Finally, the Student Success Committee agreed to maintain student equity as a part of its ongoing areas of responsibility to ensure the implementation and sustainability of the Student Equity Plan upon approval of the plan.

A key philosophical element that the members of the Student Success Committee believed was essential to the development of the Norco College Student Equity Plan was the concept of "community." E. Grady Bogue, in "An Agenda of Common Caring: The Call for Community in Higher Education" states,

> The concept of community is central to our colleges and universities for the lessons that may be gained in the pursuit of community…Colleges and universities exist for purposes beyond developing knowledge and skill in our students. They are also sanctuaries of our personal and civic values, incubators of intellect and integrity… A collegiate community must be more than a collection of buildings connected only by steam lines and fiber optic cables. It must be a set of relationships that recognize and celebrate a shared vision of purpose and values.

With this concept in mind, the Student Success Committee developed goals and activities with measurable outcomes that would enable Norco College's community of faculty and staff to ensure all students who attend this institution have the opportunity to achieve their educational goals in an environment that values who they are, where they come from, and what they aspire to become.

GOALS AND ACTIVITIES: (Response to 2005 Report and Goals for 2009 Student Equity Plan)
ACCESS: *A comparison of the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.*

Response to 2005 RCCD Student Equity Plan - The ethnic populations of the Norco College students are comparable to that of the RCCD service area, which includes the cities of Riverside, Norco, Corona, and Moreno Valley. The major ethnic group that is slightly underrepresented at the College compared to the service area is the Hispanic population. In accordance with the findings in the 2005 RCCD Student Equity Plan report, the campus did not formalize student access activities for underrepresented groups.

Goal for Norco College Student Equity Plan - In order to ensure that Norco College maintains its commitment to access for underrepresented students, efforts will be made to research and strategize appropriate action plans. The goal for this success indicator is:

- To maintain a commitment to equitable access to underrepresented students from the communities served by Norco College.

COURSE COMPLETION: *Ratio of the number of credit courses that students (by population group) actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.*

Response to 2005 RCCD Student Equity Plan - The 2005 RCCD Student Equity Plan clearly stated the need for programs, curriculum, and intervention strategies to address the low academic outcomes of African American male students. The campus responded by establishing The Talented Tenth Program (T3p) and the African American Leadership Club to support the success rate of African American students. The program provides thematic courses, mentoring, cultural activities, and support services to engage students in a supportive educational community. Since 2005, approximately 183 students have participated in the T3p program. Norco Campus English

and Guidance instructors work collaboratively with counselors to assist students in achieving their educational goals. In addition to promoting the students' academic success, T3p also promotes the value of giving back to the community through participation in various community service activities in the local area. The students' various achievements are also recognized in front of their family, friends, and members of the college community at an annual district-wide ceremony for African American students.

The lower success rate of Hispanic students was also a concern noted in the 2005 Student Equity Plan. With a course completion rate that has hovered around 66% over the last four years and an enrollment of over 3,600, one could argue that the need to support Hispanic student success is just as critical to that of African American students. On a smaller scale, the Puente program has continued to support the mostly Hispanic student participants in its program through curriculum and support services. The program annually serves approximately 30 students with writing instruction, intrusive counseling and career exploration through mentoring, and assistance with transferring to four-year colleges. Hispanic students have also taken ownership of their leadership development and campus involvement through their participation in the Latinos Promoting Education and Culture (LPEC) club. LPEC has been an active student club that has attracted numerous Hispanic students over the years to participate in school activities and community service activities. In addition, as a Hispanic Serving Institution (HSI), Norco College implemented several Title V cooperative grant projects that are geared to support low income, first generation, Hispanic student success at the campus. One of the programs that originated from the federal grant is the Community in Learning, Experience, Achievement and Retention (C.L.E.A.R.) Program. This programs aims to "ensure academic success for Latino, low-income and at-risk students through academic support, technology, enhanced and alternative methods of instruction, basic skills development, career preparation and counseling." Through a combination of services, including counseling, tutoring, learning communities and courses, assessments, and support services, federal grant funds have attempted to impact Hispanic student success on a broader level than in previous years.

Goals For Norco College Student Equity Plan - It will be critical for Norco College to establish a method of generating campus-based research that examines the outcomes of existing efforts and possible barriers to student success for some student groups. Another overarching goal to support course completion of underrepresented students is to foster a greater awareness and appreciation of the experiences of students from diverse backgrounds. The goals for this success indicator are:

- To increase the course completion rate of underrepresented students using campus-based research to improve programs and services that enhance student learning and success.
- To cultivate an educational environment that promotes awareness of and validates the experiences of Norco's diverse student population.

ESL and BASIC SKILLS COMPLETION: *Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course.*

Response to 2005 RCCD Student Equity Plan - The increased efforts to raise the general course completion rates of African American and Hispanic students have been coupled with additional support for ESL and Basic Skills courses. Basic skills in particular received significant support for students who place into developmental courses based on their assessment scores through the statewide Basic Skills Initiative (BSI) established in 2005-06. Additional funding from BSI and Title V have led to numerous innovative programs at the College, including the Success Track program, tutor assisted ESL and math courses, math lab and graphic calculator loan program, ESL workshops, and various math intervention programs. The math faculty also developed new courses to support students who struggle with math with extended time for course completion. Similar efforts to support student success took place with ESL courses. In addition to offering ESL workshops to supplement students enrolled in ESL 55, the ESL faculty and the Student Success Committee planned and organized an ESL Information Day to promote awareness of ESL courses. The ESL outreach effort was a direct response to the goal in the 2005 Student Equity Plan to "increase the number of Hispanic ESL students who self-select appropriate ESL courses according to their placement levels." Both strategies were in response to the ESL-related goals to "increase the persistence of Hispanic ESL students" and "increase the number of Hispanic ESL students who self-select appropriate ESL courses."

Goal For Norco College Student Equity Plan - There have been a number of ESL and Basic Skills related efforts that have been implemented at Norco College to support students who place into these courses. As identified under the goals for course completion, the goals for this success indicator also include examining assessment outcomes of the activities and supporting existing and new strategies to increase student success in these courses. The goals for this success indicator are:

- To increase the course completion rate of students who enroll in basic ESL courses to support their progress to degree applicable courses.
- To develop and implement educational strategies that increase student success for all participants in Basic Skills Math and English courses.
- To promote awareness and increased knowledge of reading skill instruction amongst faculty in the general education areas.
- To increase the success rates of reading students who are enrolled in transfer and/or degree applicable courses.

DEGREE and CERTIFICATE COMPLETION: *Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.*

Response to 2005 RCCD Student Equity Plan - The 2005 RCCD Student Equity Plan established the goal to "achieve proportional degree and certificate attainment by ethnic sub-groups relative to their enrollment numbers." In response to the low degree and certificate completion rate of African American students district-wide, the Student Equity Plan pointed to the implementation

of the African American Success Initiative to play a major role in addressing this concern. At Norco College, the T3p and the African American Leadership Club have been working with smaller sub-groups of African American students over the years and will be collecting and analyzing data to determine their impact on African American degree and certificate completion. The other activity was to "identify and eliminate any institutional barriers that exist that prohibit equitable degree and certificate attainment among all sub-groups." Due to the decentralization of the Student Equity Plan to the campus level, a district-wide Student Equity Implementation Team is no longer responsible for this research so it will be conducted by campus researchers going forward.

Goal For Norco College Student Equity Plan - The challenge with reporting relevant data to demonstrate improvement in degree and certificate completion of underrepresented students at Norco College is the difficulty of obtaining campus-based data. Specifically, the campus does not currently generate its own degree and certificate completion rate data per the Student Equity Plan. Therefore, the goal for this success indicator demonstrates a commitment to develop a campus-based research and reporting plan and use the findings to identify and recommend appropriate intervention strategies for student persistence. The goal for this success indicator is:

- To achieve proportional degree and certificate attainment of Norco students, particularly of underrepresented student groups.

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

Response to 2005 RCCD Student Equity Plan - The 2005 RCCD Student Equity Plan specifically identified the need to increase the transfer rate of Hispanic and African American students. As is the case for determining degree and certificate completion of students, campus-based data are difficult to obtain. The 2009 student equity data for transfer rates are also district-level data so it is not possible to determine whether Hispanic and African American students' transfer rates have increased since 2005.

Goal for Norco College Student Equity Plan - Collecting relevant campus-based data to demonstrate the transfer rate of underrepresented students at Norco College is even more challenging due to the difficulty of capturing transfer data. However, the College will dedicate resources to campus-based researchers to collect this data in an effort to determine the transfer rate of not only Hispanic and African American students, but of all underrepresented student groups per the Student Equity Plan. Appropriate intervention strategies will be recommended upon analyzing the data collected from the campus-based research. The goal for this success indicator is:

- To achieve proportional transfer attainment to four-year institutions of Norco College students, particularly of underrepresented student groups.

RESOURCES

While there is currently no formalized budget allocated to specifically fund the research and existing/new intervention strategies to support access, retention, and persistence of underrepresented students, Norco College will continue its commitment to student equity in every aspect of its operations. The campus will provide ongoing support from the administration and utilize appropriate resources from existing campus operations, including the use of federal funds (Title V grants and financial aid) and state funds (BSI) to support initiatives that will enable the campus to effectively support the academic goals of all Norco College students.

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CAMPUS-BASED RESEARCH

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

Using the data provided by the Chancellor's Office, the following charts were constructed. Included are locally derived counts of student groups to indicate more recent measures of student access. The RCCD service area includes the populations of the cities of Riverside, Norco, Corona, and Moreno Valley, where RCCD's campuses reside (a separate service area for the Norco Campus has not been determined). Although RCCD serves a population that reaches into Orange, Los Angeles and San Bernardino counties, it is reasonable to expect that the majority of the students attending Norco will likely reside in one of these cities.

Ethnically, of Norco College's two largest student ethnic populations, Hispanic students are slightly underrepresented relative to the service area. White students are roughly equal in their proportion to the service area. However, the trend at Norco College, where the Hispanic population has been increasing as the White population has been decreasing, reflects the changes in the service area. While African American students make up nearly 9% of the service area, their representation at the college is slightly under 8%. The proportion of Asian/Pacific Islander population is slightly higher than that of the service area and Native American students are represented in proportions roughly equal to the service area. The proportion of "Other / Unknown" is significantly higher at Norco College compared to the service area, but this is most likely due to the data collection method, which has fewer inclusive ethnic categories than that of the United States census.

		dterm							2008
Ethnic	Data	2002	2003	2004	2005	2006	2007	2008	Service Area
White	Norco Students	4,139	3,734	3,605	3,234	3,205	3,275	3,555	341,865
	Norco Percent	**47.1%**	**45.7%**	**42.1%**	**40.3%**	**37.1%**	**35.8%**	**36.2%**	**37.2%**
African American	Norco Students	619	616	756	665	726	746	743	82,250
	Norco Percent	**7.0%**	**7.5%**	**8.8%**	**8.3%**	**8.4%**	**8.1%**	**7.6%**	**8.9%**
Hispanic	Norco Students	2,882	2,672	2,910	2,815	3,175	3,433	3,643	385,939
	Norco Percent	**32.8%**	**32.7%**	**34.0%**	**35.0%**	**36.8%**	**37.5%**	**37.1%**	**42.0%**
Asian / Pacific Islander	Norco Students	619	646	720	691	790	863	934	78,707
	Norco Percent	**7.0%**	**7.9%**	**8.4%**	**8.6%**	**9.2%**	**9.4%**	**9.5%**	**8.6%**
Native Am / Alaska Nat	Norco Students	71	65	67	79	64	76	77	5,023
	Norco Percent	**0.8%**	**0.8%**	**0.8%**	**1.0%**	**0.7%**	**0.8%**	**0.8%**	**0.5%**
Other / Unknown	Norco Students	458	429	497	548	672	766	869	25,482
	Norco Percent	**5.2%**	**5.3%**	**5.8%**	**6.8%**	**7.8%**	**8.4%**	**8.8%**	**2.8%**
Total Norco Students		8,788	8,162	8,555	8,032	8,632	9,159	9,821	919,266
Total Norco Percent		**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

The gender percent distribution of students at Norco College is higher for women than men. While this trend has been consistent, it is showing signs of decreasing in the most recent years. For the most recent term (Fall 2008) the proportion of women is almost 8% higher than that of the service area. The trend of higher female enrollment than males is a national trend that is not specific to this college.

		dterm							2008
Gender	Data	2002	2003	2004	2005	2006	2007	2008	Service Area
Female	Norco Students	5,006	4,900	5,144	4,873	5,062	5,419	5,688	460,789
	Norco Percent	**57.0%**	**60.0%**	**60.1%**	**60.7%**	**58.6%**	**59.2%**	**57.9%**	**50.1%**
Male	Norco Students	3,777	3,243	3,387	3,130	3,529	3,674	4,026	458,477
	Norco Percent	**43.0%**	**39.7%**	**39.6%**	**39.0%**	**40.9%**	**40.1%**	**41.0%**	**49.9%**
Declined to State	Norco Students	5	19	24	29	41	66	107	
	Norco Percent	**0.1%**	**0.2%**	**0.3%**	**0.4%**	**0.5%**	**0.7%**	**1.1%**	
Total Norco Students		8,788	8,162	8,555	8,032	8,632	9,159	9,821	919,266
Total Norco Percent		**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Norco College students who self-identified with a disability and registered with Disabled Student Programs and Services (DSP&S) remained relatively stable (both in absolute numbers and in proportion) over the past seven years. According to the United States 2000 Census, 19.6% of the adult population in the local service area reported themselves as disabled, which means that students with disabilities are generally underrepresented at the college.

		dterm							2008
dsps	Data	2002	2003	2004	2005	2006	2007	2008	Service Area
Dsps	Norco Students	197	252	286	267	233	255	273	
	Norco Percent	**2.2%**	**3.1%**	**3.3%**	**3.3%**	**2.7%**	**2.8%**	**2.8%**	**Data**
Not Dsps	Norco Students	8,591	7,910	8,269	7,765	8,399	8,904	9,548	
	Norco Percent	**97.8%**	**96.9%**	**96.7%**	**96.7%**	**97.3%**	**97.2%**	**97.2%**	**not**
Total Norco Students		8,788	8,162	8,555	8,032	8,632	9,159	9,821	
Total Norco Percent		**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**avail.**

ACCESS: Goals and Activities

"Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community service area"

GOAL 1.1:
To maintain a commitment to equitable access to underrepresented students from the communities served by Norco College.

ACTIVITY 1.1.1:
Develop a research agenda that regularly examines the enrollment rates of traditionally underrepresented students compared to those of the local service area (research will include data of local feeder schools).

EXPECTED OUTCOME 1.1.1:
An annual report on student access at Norco College will be developed and recommendations made to the campus leadership to ensure equitable access for traditionally underrepresented students.

- Timeline: Summer 2010 and annually thereafter
- Responsible Offices: Student Success Office; Student Success Committee

ACTIVITY 1.1.2:
Review and improve existing campus-based activities that provide information and access to support services and opportunities for students from traditionally underrepresented backgrounds.

EXPECTED OUTCOME 1.1.2:
Students who participate in new student activities will be able to demonstrate knowledge about academic programs, student services, and student organizations that support traditionally underrepresented students.

- Timeline: Summer 2010 and every intersession (winter and summer) thereafter
- Responsible Offices: Outreach Office; Special Funded Programs (SSS, EOPS, DSPS, T3p, Puente, etc); Student Activities Office

CAMPUS-BASED RESEARCH

2. COURSE COMPLETION. Ratio of the number of credit courses that students (by population group) actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term. The data here shows Enrollments (which includes all students), Valid Sum (which includes only grades used for computing success rates) and Success Sum (which is the count of all A, B, C, or CR grades). This first table shows success rates for all Norco College enrollments.

		AY						
Ethnicity	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Asian	Sum of enrollments	2,200	2,334	2,545	2,659	2,818	3,174	3,766
	Sum of Valid_sum	2,008	2,205	2,392	2,571	2,715	3,171	3,723
	Sum of Success_sum	1,491	1,647	1,845	1,871	2,050	2,294	2,743
	Sum of Success	**74.3%**	**74.7%**	**77.1%**	**72.8%**	**75.5%**	**72.3%**	**73.7%**
Afr Am	Sum of enrollments	3,113	3,028	3,359	3,183	3,329	3,596	4,066
	Sum of Valid_sum	2,708	2,848	3,190	3,058	3,142	3,594	4,018
	Sum of Success_sum	1,794	1,792	1,961	1,846	1,898	2,173	2,531
	Sum of Success	**66.2%**	**62.9%**	**61.5%**	**60.4%**	**60.4%**	**60.5%**	**63.0%**
Filipino	Sum of enrollments	1,410	1,364	1,326	1,412	1,546	1,611	1,687
	Sum of Valid_sum	1,265	1,261	1,262	1,352	1,488	1,610	1,673
	Sum of Success_sum	936	933	914	957	1,030	1,127	1,235
	Sum of Success	**74.0%**	**74.0%**	**72.4%**	**70.8%**	**69.2%**	**70.0%**	**73.8%**
Hispanic	Sum of enrollments	13,772	13,238	14,665	15,083	16,129	17,606	19,542
	Sum of Valid_sum	12,424	12,629	14,034	14,599	15,499	17,602	19,316
	Sum of Success_sum	8,512	8,638	9,670	9,732	10,304	11,310	12,868
	Sum of Success	**68.5%**	**68.4%**	**68.9%**	**66.7%**	**66.5%**	**64.3%**	**66.6%**
Native Am	Sum of enrollments	361	336	368	412	299	350	360
	Sum of Valid_sum	327	317	346	390	282	350	313
	Sum of Success_sum	220	226	236	259	189	238	221
	Sum of Success	**67.3%**	**71.3%**	**68.2%**	**66.4%**	**67.0%**	**68.0%**	**70.6%**
Other	Sum of enrollments	1,472	1,132	1,073	1,189	1,109	1,148	1,094
	Sum of Valid_sum	1,326	1,089	1,024	1,147	1,066	1,147	1,072
	Sum of Success_sum	964	762	737	825	750	818	761
	Sum of Success	**72.7%**	**70.0%**	**72.0%**	**71.9%**	**70.4%**	**71.3%**	**71.0%**
Unknown	Sum of enrollments	798	1,108	1,535	1,872	2,403	3,032	4,175
	Sum of Valid_sum	725	1,057	1,477	1,827	2,333	3,031	3,877
	Sum of Success_sum	537	739	1,031	1,255	1,684	2,139	2,643
	Sum of Success	**74.1%**	**69.9%**	**69.8%**	**68.7%**	**72.2%**	**70.6%**	**68.2%**
White	Sum of enrollments	19,909	18,177	18,107	16,274	15,633	16,314	18,930
	Sum of Valid_sum	18,191	17,305	17,281	15,690	15,004	16,311	18,236
	Sum of Success_sum	13,520	12,869	12,748	11,364	11,095	11,533	12,957
	Sum of Success	**74.3%**	**74.4%**	**73.8%**	**72.4%**	**73.9%**	**70.7%**	**71.1%**
Total Sum of enrollments		43,035	40,717	42,978	42,084	43,266	46,831	53,620
Total Sum of Valid_sum		38,974	38,711	41,006	40,634	41,529	46,816	52,228
Total Sum of Success_sum		27,974	27,606	29,142	28,109	29,000	31,632	35,959
Total Sum of Success		**71.8%**	**71.3%**	**71.1%**	**69.2%**	**69.8%**	**67.6%**	**68.9%**

Successful course completion, as measured by number of students who received a passing grade of A, B, C, or CR at the end of term compared to students enrolled as of census day, shows definite trends over the past seven years.

While there have been fluctuations in the Norco College success rates from year to year, the general ranking in terms of success rates for the different ethnic groups, has remained similar. Specifically, Asian, Filipino, and White students rank higher than Hispanic students, and African American students rank the lowest of the largest ethnic groups.

In terms of success rates for gender, females have been slightly more successful than their male counterparts over the past seven academic years.

		AY						
Gender	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Female	Sum of enrollments	25,479	24,363	25,673	25,377	25,324	27,342	30,833
	Sum of Valid_sum	22,936	23,104	24,414	24,421	24,281	27,334	29,673
	Sum of Success_sum	16,793	16,981	17,782	17,223	17,316	18,817	20,736
	Sum of Success	**73.2%**	**73.5%**	**72.8%**	**70.5%**	**71.3%**	**68.8%**	**69.9%**
Male	Sum of enrollments	17,528	16,268	17,184	16,584	17,731	19,106	22,247
	Sum of Valid_sum	16,011	15,524	16,472	16,093	17,044	19,099	22,040
	Sum of Success_sum	11,160	10,561	11,277	10,801	11,535	12,561	14,865
	Sum of Success	**69.7%**	**68.0%**	**68.5%**	**67.1%**	**67.7%**	**65.8%**	**67.4%**
Unstated	Sum of enrollments	28	86	121	123	211	383	540
	Sum of Valid_sum	27	83	120	120	204	383	515
	Sum of Success_sum	21	64	83	85	149	254	358
	Sum of Success	**77.8%**	**77.1%**	**69.2%**	**70.8%**	**73.0%**	**66.3%**	**69.5%**
Total Sum of enrollments		43,035	40,717	42,978	42,084	43,266	46,831	53,620
Total Sum of Valid_sum		38,974	38,711	41,006	40,634	41,529	46,816	52,228
Total Sum of Success_sum		27,974	27,606	29,142	28,109	29,000	31,632	35,959
Total Sum of Success		**71.8%**	**71.3%**	**71.1%**	**69.2%**	**69.8%**	**67.6%**	**68.9%**

Norco College students with disabilities completed courses at lower rates than non-disabled students, however, the gap between these groups increased significantly in the most recent year.

		AY						
dsps	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Yes	Sum of enrollments	1,128	1,300	1,491	1,278	1,096	1,306	693
	Sum of Valid_sum	949	1,224	1,385	1,227	1,038	1,306	693
	Sum of Success_sum	628	829	907	833	661	842	418
	Sum of Success	**66.2%**	**67.7%**	**65.5%**	**67.9%**	**63.7%**	**64.5%**	**60.3%**
No	Sum of enrollments	41,907	39,417	41,487	40,806	42,170	45,525	52,927
	Sum of Valid_sum	38,025	37,487	39,621	39,407	40,491	45,510	51,535
	Sum of Success_sum	27,346	26,777	28,235	27,276	28,339	30,790	35,541
	Sum of Success	**71.9%**	**71.4%**	**71.3%**	**69.2%**	**70.0%**	**67.7%**	**69.0%**
Total Sum of enrollments		43,035	40,717	42,978	42,084	43,266	46,831	53,620
Total Sum of Valid_sum		38,974	38,711	41,006	40,634	41,529	46,816	52,228
Total Sum of Success_sum		27,974	27,606	29,142	28,109	29,000	31,632	35,959
Total Sum of Success		**71.8%**	**71.3%**	**71.1%**	**69.2%**	**69.8%**	**67.6%**	**68.9%**

When examining Norco College transfer courses only, the gaps between the highest and lowest groups (Asians and African Americans respectively) have increased to 10% in the most recent year. One trend of concern is the consistently lower success rate for African American students for the years under examination. Hispanic student success rates for transferable courses have also remained lower than other groups.

xferable	1
Campus	NOR

		AY						
Ethnicity	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Asian	Sum of enrollments	1,589	1,732	1,928	2,000	2,117	2,472	2,942
	Sum of Valid_sum	1,500	1,663	1,840	1,946	2,038	2,469	2,941
	Sum of Success_sum	1,160	1,278	1,433	1,440	1,540	1,786	2,198
	Sum of Success	**77.3%**	**76.8%**	**77.9%**	**74.0%**	**75.6%**	**72.3%**	**74.7%**
Afr Am	Sum of enrollments	2,112	2,130	2,304	2,165	2,374	2,538	2,781
	Sum of Valid_sum	1,947	2,036	2,216	2,088	2,234	2,536	2,775
	Sum of Success_sum	1,372	1,374	1,446	1,331	1,393	1,586	1,795
	Sum of Success	**70.5%**	**67.5%**	**65.3%**	**63.7%**	**62.4%**	**62.5%**	**64.7%**
Filipino	Sum of enrollments	1,050	1,018	1,035	1,112	1,214	1,276	1,347
	Sum of Valid_sum	978	972	1,006	1,085	1,162	1,275	1,346
	Sum of Success_sum	741	745	747	778	808	908	1,007
	Sum of Success	**75.8%**	**76.6%**	**74.3%**	**71.7%**	**69.5%**	**71.2%**	**74.8%**
Hispanic	Sum of enrollments	9,326	9,203	10,151	10,415	11,351	12,592	13,764
	Sum of Valid_sum	8,711	8,869	9,799	10,120	10,890	12,588	13,758
	Sum of Success_sum	6,302	6,364	6,998	6,951	7,432	8,308	9,408
	Sum of Success	**72.3%**	**71.8%**	**71.4%**	**68.7%**	**68.2%**	**66.0%**	**68.4%**
Native Am	Sum of enrollments	250	231	281	301	236	250	222
	Sum of Valid_sum	235	216	267	284	221	250	222
	Sum of Success_sum	164	166	185	189	154	176	164
	Sum of Success	**69.8%**	**76.9%**	**69.3%**	**66.5%**	**69.7%**	**70.4%**	**73.9%**
Other	Sum of enrollments	1,086	841	791	867	813	875	810
	Sum of Valid_sum	1,023	825	769	847	783	874	810
	Sum of Success_sum	790	601	560	633	556	636	598
	Sum of Success	**77.2%**	**72.8%**	**72.8%**	**74.7%**	**71.0%**	**72.8%**	**73.8%**
Unknown	Sum of enrollments	589	795	1,106	1,324	1,766	2,240	2,794
	Sum of Valid_sum	554	761	1,077	1,301	1,715	2,239	2,793
	Sum of Success_sum	430	559	775	900	1,273	1,638	1,979
	Sum of Success	**77.6%**	**73.5%**	**72.0%**	**69.2%**	**74.2%**	**73.2%**	**70.9%**
White	Sum of enrollments	14,789	13,729	13,511	12,266	11,715	12,203	13,478
	Sum of Valid_sum	13,923	13,263	13,045	11,906	11,236	12,200	13,469
	Sum of Success_sum	10,805	10,223	9,994	8,913	8,458	8,763	9,845
	Sum of Success	**77.6%**	**77.1%**	**76.6%**	**74.9%**	**75.3%**	**71.8%**	**73.1%**
Total Sum of enrollments		30,791	29,679	31,107	30,450	31,586	34,446	38,138
Total Sum of Valid_sum		28,871	28,605	30,019	29,577	30,279	34,431	38,114
Total Sum of Success_sum		21,764	21,310	22,138	21,135	21,614	23,801	26,994
Total Sum of Success		**75.4%**	**74.5%**	**73.7%**	**71.5%**	**71.4%**	**69.1%**	**70.8%**

Success rates for Norco College transfer courses by gender decreased since 2002-03 but have remained fairly consistent over the last four years (slight decrease in 2007-08). The success rate for males also decreased since 2002-03 and has continued to decrease slightly over the last four years.

xferable	1
Campus	NOR

		AY						
Gender	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Female	Sum of enrollments	18,020	17,789	18,537	18,360	18,767	20,217	21,780
	Sum of Valid_sum	16,914	17,129	17,859	17,792	17,975	20,209	21,768
	Sum of Success_sum	12,997	13,135	13,494	12,943	13,090	14,262	15,733
	Sum of Success	**76.8%**	**76.7%**	**75.6%**	**72.7%**	**72.8%**	**70.6%**	**72.3%**
Male	Sum of enrollments	12,752	11,831	12,482	12,007	12,679	13,965	15,996
	Sum of Valid_sum	11,939	11,419	12,073	11,704	12,169	13,958	15,984
	Sum of Success_sum	8,752	8,128	8,584	8,136	8,419	9,354	11,003
	Sum of Success	**73.3%**	**71.2%**	**71.1%**	**69.5%**	**69.2%**	**67.0%**	**68.8%**
Unstated	Sum of enrollments	19	59	88	83	140	264	362
	Sum of Valid_sum	18	57	87	81	135	264	362
	Sum of Success_sum	15	47	60	56	105	185	258
	Sum of Success	**83.3%**	**82.5%**	**69.0%**	**69.1%**	**77.8%**	**70.1%**	**71.3%**
Total Sum of enrollments		30,791	29,679	31,107	30,450	31,586	34,446	38,138
Total Sum of Valid_sum		28,871	28,605	30,019	29,577	30,279	34,431	38,114
Total Sum of Success_sum		21,764	21,310	22,138	21,135	21,614	23,801	26,994
Total Sum of Success		**75.4%**	**74.5%**	**73.7%**	**71.5%**	**71.4%**	**69.1%**	**70.8%**

Students with disabilities taking transfer courses at Norco College were less than 4 percentage points lower in terms of success for every year (except the most recent year) when compared to their non-disabled peers.

xferable	1
Campus	NOR

		AY						
dsps	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Yes	Sum of enrollments	604	787	879	790	680	787	406
	Sum of Valid_sum	564	748	828	764	639	787	406
	Sum of Success_sum	411	567	587	561	433	541	256
	Sum of Success	**72.9%**	**75.8%**	**70.9%**	**73.4%**	**67.8%**	**68.7%**	**63.1%**
No	Sum of enrollments	30,187	28,892	30,228	29,660	30,906	33,659	37,732
	Sum of Valid_sum	28,307	27,857	29,191	28,813	29,640	33,644	37,708
	Sum of Success_sum	21,353	20,743	21,551	20,574	21,181	23,260	26,738
	Sum of Success	**75.4%**	**74.5%**	**73.8%**	**71.4%**	**71.5%**	**69.1%**	**70.9%**
Total Sum of enrollments		30,791	29,679	31,107	30,450	31,586	34,446	38,138
Total Sum of Valid_sum		28,871	28,605	30,019	29,577	30,279	34,431	38,114
Total Sum of Success_sum		21,764	21,310	22,138	21,135	21,614	23,801	26,994
Total Sum of Success		**75.4%**	**74.5%**	**73.7%**	**71.5%**	**71.4%**	**69.1%**	**70.8%**

For vocational courses taken at Norco College, the gaps between the highest and lowest success rates decreased. Additionally, the overall success rate of these enrollments increased during this time period. African Americans student success increased almost 20 percentage points since 2002-03, while Hispanic students increased 15% during the same period. In the most recent year, African American students were not the lowest success rates.

voc_ed	1
Campus	NOR

		AY						
Ethnicity	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Asian	Sum of enrollments	149	159	109	101	136	104	136
	Sum of Valid_sum	142	156	108	100	130	104	136
	Sum of Success_sum	76	93	70	71	98	79	99
	Sum of Success	**53.5%**	**59.6%**	**64.8%**	**71.0%**	**75.4%**	**76.0%**	**72.8%**
Afr Am	Sum of enrollments	235	170	180	129	161	176	209
	Sum of Valid_sum	219	164	175	126	155	176	209
	Sum of Success_sum	107	63	69	54	83	101	139
	Sum of Success	**48.9%**	**38.4%**	**39.4%**	**42.9%**	**53.5%**	**57.4%**	**66.5%**
Filipino	Sum of enrollments	65	59	29	39	55	31	41
	Sum of Valid_sum	64	57	27	38	53	31	41
	Sum of Success_sum	43	32	12	23	33	25	29
	Sum of Success	**67.2%**	**56.1%**	**44.4%**	**60.5%**	**62.3%**	**80.6%**	**70.7%**
Hispanic	Sum of enrollments	751	547	559	466	604	582	638
	Sum of Valid_sum	711	539	544	460	582	582	638
	Sum of Success_sum	337	263	285	294	405	386	401
	Sum of Success	**47.4%**	**48.8%**	**52.4%**	**63.9%**	**69.6%**	**66.3%**	**62.9%**
Native Am	Sum of enrollments	34	23	12	9	17	21	14
	Sum of Valid_sum	32	23	12	9	16	21	14
	Sum of Success_sum	17	10	6	5	8	14	12
	Sum of Success	**53.1%**	**43.5%**	**50.0%**	**55.6%**	**50.0%**	**66.7%**	**85.7%**
Other	Sum of enrollments	86	52	33	44	39	48	41
	Sum of Valid_sum	82	52	33	44	36	48	41
	Sum of Success_sum	39	18	22	34	25	32	24
	Sum of Success	**47.6%**	**34.6%**	**66.7%**	**77.3%**	**69.4%**	**66.7%**	**58.5%**
Unknown	Sum of enrollments	45	76	54	72	98	131	144
	Sum of Valid_sum	43	75	52	71	98	131	143
	Sum of Success_sum	20	43	30	49	73	91	101
	Sum of Success	**46.5%**	**57.3%**	**57.7%**	**69.0%**	**74.5%**	**69.5%**	**70.6%**
White	Sum of enrollments	1,047	852	681	576	844	745	843
	Sum of Valid_sum	994	840	665	569	828	745	843
	Sum of Success_sum	548	458	331	343	607	537	596
	Sum of Success	**55.1%**	**54.5%**	**49.8%**	**60.3%**	**73.3%**	**72.1%**	**70.7%**
Total Sum of enrollments		2,412	1,938	1,657	1,436	1,954	1,838	2,066
Total Sum of Valid_sum		2,287	1,906	1,616	1,417	1,898	1,838	2,065
Total Sum of Success_sum		1,187	980	825	873	1,332	1,265	1,401
Total Sum of Success		**51.9%**	**51.4%**	**51.1%**	**61.6%**	**70.2%**	**68.8%**	**67.8%**

The female success rates in vocational courses lagged slightly behind that of males, but that gap has increased significantly in most recent years.

voc_ed	1
Campus	NOR

		AY						
Gender	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Female	Sum of enrollments	1,369	1,056	900	764	834	825	893
	Sum of Valid_sum	1,296	1,040	872	752	808	825	892
	Sum of Success_sum	669	527	436	451	546	520	559
	Sum of Success	**51.6%**	**50.7%**	**50.0%**	**60.0%**	**67.6%**	**63.0%**	**62.7%**
Male	Sum of enrollments	1,043	877	756	665	1,105	998	1,155
	Sum of Valid_sum	991	861	743	658	1,075	998	1,155
	Sum of Success_sum	518	450	389	416	776	734	827
	Sum of Success	**52.3%**	**52.3%**	**52.4%**	**63.2%**	**72.2%**	**73.5%**	**71.6%**
Unstated	Sum of enrollments		5	1	7	15	15	18
	Sum of Valid_sum		5	1	7	15	15	18
	Sum of Success_sum		3	0	6	10	11	15
	Sum of Success	**#DIV/0!**	**60.0%**	**0.0%**	**85.7%**	**66.7%**	**73.3%**	**83.3%**
Total Sum of enrollments		2,412	1,938	1,657	1,436	1,954	1,838	2,066
Total Sum of Valid_sum		2,287	1,906	1,616	1,417	1,898	1,838	2,065
Total Sum of Success_sum		1,187	980	825	873	1,332	1,265	1,401
Total Sum of Success		**51.9%**	**51.4%**	**51.1%**	**61.6%**	**70.2%**	**68.8%**	**67.8%**

While students with disabilities taking vocational courses at Norco College have had lower success rates than their non-disabled peers, in recent years the gap has been decreasing. These fluctuating rates may be attributable to the smaller number of students with disabilities taking these courses.

voc_ed	1
Campus	NOR

		AY						
dsps	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Yes	Sum of enrollments	72	77	74	55	82	103	36
	Sum of Valid_sum	66	76	74	55	80	103	36
	Sum of Success_sum	40	39	32	30	55	74	23
	Sum of Success	**60.6%**	**51.3%**	**43.2%**	**54.5%**	**68.8%**	**71.8%**	**63.9%**
No	Sum of enrollments	2,340	1,861	1,583	1,381	1,872	1,735	2,030
	Sum of Valid_sum	2,221	1,830	1,542	1,362	1,818	1,735	2,029
	Sum of Success_sum	1,147	941	793	843	1,277	1,191	1,378
	Sum of Success	**51.6%**	**51.4%**	**51.4%**	**61.9%**	**70.2%**	**68.6%**	**67.9%**
Total Sum of enrollments		2,412	1,938	1,657	1,436	1,954	1,838	2,066
Total Sum of Valid_sum		2,287	1,906	1,616	1,417	1,898	1,838	2,065
Total Sum of Success_sum		1,187	980	825	873	1,332	1,265	1,401
Total Sum of Success		**51.9%**	**51.4%**	**51.1%**	**61.6%**	**70.2%**	**68.8%**	**67.8%**

For Norco College students enrolled in basic skills courses, White and Filipino students are demonstrating higher success rates than other groups. African American, Hispanic, and Native American students are performing at significantly lower rates.

basic_skills	1
Campus	NOR

		AY						
Ethnicity	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Asian	Sum of enrollments	155	173	184	217	246	215	234
	Sum of Valid_sum	153	166	180	213	240	215	234
	Sum of Success_sum	111	127	148	156	191	152	154
	Sum of Success	**72.5%**	**76.5%**	**82.2%**	**73.2%**	**79.6%**	**70.7%**	**65.8%**
Afr Am	Sum of enrollments	258	335	360	396	337	411	417
	Sum of Valid_sum	241	323	349	388	323	411	417
	Sum of Success_sum	147	191	194	222	190	225	249
	Sum of Success	**61.0%**	**59.1%**	**55.6%**	**57.2%**	**58.8%**	**54.7%**	**59.7%**
Filipino	Sum of enrollments	85	84	73	71	106	111	95
	Sum of Valid_sum	84	78	71	69	104	111	95
	Sum of Success_sum	58	57	50	52	71	73	66
	Sum of Success	**69.0%**	**73.1%**	**70.4%**	**75.4%**	**68.3%**	**65.8%**	**69.5%**
Hispanic	Sum of enrollments	1,497	1,536	1,655	1,763	1,738	1,827	2,001
	Sum of Valid_sum	1,413	1,495	1,622	1,734	1,695	1,827	2,001
	Sum of Success_sum	929	981	1,107	1,153	1,084	1,134	1,273
	Sum of Success	**65.7%**	**65.6%**	**68.2%**	**66.5%**	**64.0%**	**62.1%**	**63.6%**
Native Am	Sum of enrollments	19	27	26	40	21	29	21
	Sum of Valid_sum	18	26	25	40	20	29	21
	Sum of Success_sum	14	19	17	30	12	17	10
	Sum of Success	**77.8%**	**73.1%**	**68.0%**	**75.0%**	**60.0%**	**58.6%**	**47.6%**
Other	Sum of enrollments	100	89	83	109	90	70	60
	Sum of Valid_sum	95	86	81	109	85	70	60
	Sum of Success_sum	58	61	59	71	65	48	46
	Sum of Success	**61.1%**	**70.9%**	**72.8%**	**65.1%**	**76.5%**	**68.6%**	**76.7%**
Unknown	Sum of enrollments	50	84	124	170	193	241	317
	Sum of Valid_sum	48	80	120	169	189	241	317
	Sum of Success_sum	38	52	85	115	129	132	205
	Sum of Success	**79.2%**	**65.0%**	**70.8%**	**68.0%**	**68.3%**	**54.8%**	**64.7%**
White	Sum of enrollments	1,155	1,156	1,220	1,077	945	1,055	1,049
	Sum of Valid_sum	1,104	1,121	1,198	1,059	906	1,055	1,049
	Sum of Success_sum	787	821	845	732	648	745	727
	Sum of Success	**71.3%**	**73.2%**	**70.5%**	**69.1%**	**71.5%**	**70.6%**	**69.3%**
Total Sum of enrollments		3,319	3,484	3,725	3,843	3,676	3,959	4,194
Total Sum of Valid_sum		3,156	3,375	3,646	3,781	3,562	3,959	4,194
Total Sum of Success_sum		2,142	2,309	2,505	2,531	2,390	2,526	2,730
Total Sum of Success		**67.9%**	**68.4%**	**68.7%**	**66.9%**	**67.1%**	**63.8%**	**65.1%**

When examining the success rates of females enrolled in basic skills courses, they have consistently outperformed males during the past seven academic years.

basic_skills	1
Campus	NOR

		AY						
Gender	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Female	Sum of enrollments	2,121	2,210	2,342	2,463	2,272	2,555	2,524
	Sum of Valid_sum	2,025	2,140	2,299	2,427	2,205	2,555	2,524
	Sum of Success_sum	1,429	1,505	1,637	1,701	1,564	1,717	1,740
	Sum of Success	**70.6%**	**70.3%**	**71.2%**	**70.1%**	**70.9%**	**67.2%**	**68.9%**
Male	Sum of enrollments	1,195	1,264	1,365	1,364	1,383	1,352	1,621
	Sum of Valid_sum	1,128	1,225	1,329	1,338	1,337	1,352	1,621
	Sum of Success_sum	711	796	854	817	813	780	960
	Sum of Success	**63.0%**	**65.0%**	**64.3%**	**61.1%**	**60.8%**	**57.7%**	**59.2%**
Unstated	Sum of enrollments	3	10	18	16	21	52	49
	Sum of Valid_sum	3	10	18	16	20	52	49
	Sum of Success_sum	2	8	14	13	13	29	30
	Sum of Success	**66.7%**	**80.0%**	**77.8%**	**81.3%**	**65.0%**	**55.8%**	**61.2%**
Total Sum of enrollments		3,319	3,484	3,725	3,843	3,676	3,959	4,194
Total Sum of Valid_sum		3,156	3,375	3,646	3,781	3,562	3,959	4,194
Total Sum of Success_sum		2,142	2,309	2,505	2,531	2,390	2,526	2,730
Total Sum of Success		**67.9%**	**68.4%**	**68.7%**	**66.9%**	**67.1%**	**63.8%**	**65.1%**

Students with disabilities taking basic skills courses at the college have had lower success rates than their non-disabled counterparts. In recent years, the gap has widened to over 15%.

basic_skills	1
Campus	NOR

		AY						
dsps	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Yes	Sum of enrollments	188	200	228	196	158	193	116
	Sum of Valid_sum	171	197	222	192	150	193	116
	Sum of Success_sum	102	107	146	108	83	87	57
	Sum of Success	**59.6%**	**54.3%**	**65.8%**	**56.3%**	**55.3%**	**45.1%**	**49.1%**
No	Sum of enrollments	3,131	3,284	3,497	3,647	3,518	3,766	4,078
	Sum of Valid_sum	2,985	3,178	3,424	3,589	3,412	3,766	4,078
	Sum of Success_sum	2,040	2,202	2,359	2,423	2,307	2,439	2,673
	Sum of Success	**68.3%**	**69.3%**	**68.9%**	**67.5%**	**67.6%**	**64.8%**	**65.5%**
Total Sum of enrollments		3,319	3,484	3,725	3,843	3,676	3,959	4,194
Total Sum of Valid_sum		3,156	3,375	3,646	3,781	3,562	3,959	4,194
Total Sum of Success_sum		2,142	2,309	2,505	2,531	2,390	2,526	2,730
Total Sum of Success		**67.9%**	**68.4%**	**68.7%**	**66.9%**	**67.1%**	**63.8%**	**65.1%**

COURSE COMPLETION: Goals and Activities

"Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term."

GOAL 2.1:
To increase the course completion rates of underrepresented students using campus-based research to improve programs and services that enhance student learning and success.

ACTIVITY 2.1.1:
Special funded programs, including T3p, Puente, SSS, EOPS, and DSPS, will regularly assess and report on the impact of their programs on the students served.

EXPECTED OUTCOME 2.1.1:
An outcomes-based report that examines historical and current trends of course completion and semester-semester persistence for students in these programs.

- Timeline: Summer 2010 and annually thereafter
- Responsible Offices: Student Services departments; Special Funded Programs; Student Success Office

ACTIVITY 2.1.2:
Develop a research agenda that examines possible barriers that impede the retention of underrepresented students, particularly of African American and Hispanic students.

EXPECTED OUTCOME 2.1.2:
A report of possible barriers that impede student success.

- Timeline: Fall 2010 and annually thereafter
  Responsible Offices: Student Success Office; Student Success Committee

ACTIVITY 2.1.3:
Integrate course completion data into the campus strategic planning process.

EXPECTED OUTCOME 2.1.3:
A Norco Strategic Planning Committee (NSPC) agenda that reflects outcome report of course completion data.

- Timeline: Spring 2011
- Responsible Offices: Student Success Committee; NSPC and appropriate sub-groups

GOAL 2.2:
To cultivate an educational environment that promotes awareness of and validates the experiences of Norco College's diverse student population.

ACTIVITY 2.2.1:
Develop and implement an assessment process to evaluate the campus climate at Norco College.

EXPECTED OUTCOME 2.2.1:
A campus climate survey will be administered and the recommendations from the research will be submitted for implementation as a part of the campus strategic plan.

- Timeline: Fall 2010 and every three years thereafter
- Responsible Offices: Student Success Committee; NSPC and appropriate sub-groups

ACTIVITY 2.2.2:
Facilitate campus-based programs for faculty, staff, and students that promote awareness and understanding of campus diversity and equity issues.

EXPECTED OUTCOME 2.2.2:
A minimum of two diversity and equity-based activities per year at Norco College for faculty, staff, students, and community members.

- Timeline: Spring 2010 and every semester thereafter
- Responsible Offices: Student Success Office; Faculty Development; Student Services departments;

ACTIVITY 2.2.3:
Support faculty development activities that encourage the development and implementation of diversity and equity-based curriculum.

EXPECTED OUTCOME 2.2.3:
Faculty participation in a diversity/equity-based conference or training.

- Timeline: Spring 2010 and annually thereafter
- Responsible Offices: Academic Senate; Faculty Development; Student Success Office

CAMPUS-BASED RESEARCH

3. ESL and BASIC SKILLS COMPLETION. Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or Basic Skills course to the number of those students who complete such a final course.

Using Chancellor's Office data files, the 2005 student equity team calculated completion rates for ESL and Basic Skills courses using specific courses taken during the specific time frame of fours years. The first two tables for each indicator are district-wide and the third table is campus-specific.

ESL - For this measure, rates were calculated locally to determine the rates for ESL students attempting and passing ESL-55 and then subsequently passing English-50.

The table below shows that for RCCD students taking ESL-55 beginning in fall 2001 for the subsequent three years, Asian students passed both classes (ESL-55 and Eng-50) at over twice the rate of their Hispanic counterparts.

ESL	Basic		College		Passed through
	Attempted	Passed	Attempted	Passed	Entire Sequence
White	43	86%	28	93%	60%
Afr AM	14	57%	4	75%	21%
Hispan	330	62%	112	63%	21%
Asian	211	89%	124	83%	49%
Nat AM	0	0%	0	0%	
Other	40	80%	17	76%	33%
Total	638	74%	285	76%	34%

The same analysis performed on RCCD students starting in fall 2003 yielded very similar results.

ESL RCCD					
	Basic		College		Passed through
	Attempted	Passed	Attempted	Passed	Both Courses
White	50	82%	26	88%	46%
AfrAM	18	67%	4	100%	22%
Hispan	784	67%	275	75%	26%
Asian	354	86%	204	87%	50%
Nat AM	1	0%	0	0%	0%
Other	73	78%	32	88%	38%
Total	**1280**	**73%**	**541**	**80%**	34%

For Norco College enrollment only, there were so few students placing into ESL that any findings on this indicator need to be interpreted cautiously.

ESL	NOR						
	Basic			College			Successful through
	Attempted	Successful		Attempted	Successful		Both Courses
White	4	3	75%	0	0	#DIV/0!	0%
AfrAM	1	1	100%	0	0	#DIV/0!	0%
Hispan	47	28	60%	9	6	67%	13%
Asian	9	7	78%	0	0	#DIV/0!	0%
Nat AM	0	0	0%	0	0	0%	0%
Other	6	2	33%	1	1	100%	17%
Total	**67**	**41**	**61%**	**10**	**7**	**70%**	10%

ENGLISH - For this measure, rates were calculated locally to determine the rates for English students attempting and passing ENG-50 and then subsequently passing ENG-1A.

The table below shows that for RCCD students taking ENG-50 beginning in fall 2001 for the subsequent three years, Asian students passed both classes (ESL-55 and Eng-50) at substantially higher rates than their counterparts.

English					Passed through
	Basic		College		
	Attempted	Passed	Attempted	Passed	Entire Sequence
White	3334	73%	1425	77%	33%
AfrAM	1027	66%	407	71%	28%
Hispan	3390	68%	1342	76%	30%
Asian	982	76%	488	82%	41%
Nat AM	78	67%	26	85%	28%
Other	480	71%	205	81%	35%
Total	**9291**	**71%**	**3893**	**77%**	**32%**

The same analysis performed on RCCD students starting in fall 2003 again showed Asians with the highest rate of completion, followed by White, Hispanic and African American students, respectively.

English	RCCD						
	Basic			College			Successful through
	Attempted	Successful		Attempted	Successful		Both Courses
White	3293	2609	79%	1503	1291	86%	39%
AfrAM	996	712	71%	411	332	81%	33%
Hispan	4083	3124	77%	1737	1462	84%	36%
Asian	1076	916	85%	569	502	88%	47%
Nat AM	73	54	74%	32	25	78%	34%
Other	593	465	78%	245	210	86%	35%
Total	10114	7880	78%	4497	3822	85%	38%

For Norco College enrollments only (fall 2003), students of all ethnic groups performed at slightly higher rates than in the district overall.

English	NOR						
	Basic			College			Successful through
	Attempted	Successful		Attempted	Successful		Both Courses
White	1025	805	79%	479	426	89%	42%
AfrAM	140	107	76%	59	51	86%	36%
Hispan	987	774	78%	459	388	85%	39%
Asian	239	207	87%	140	116	83%	49%
Nat AM	27	22	81%	13	11	85%	41%
Other	167	137	82%	75	62	83%	37%
Total	**2585**	**2052**	**79%**	**1225**	**1054**	86%	41%

MATH - For this measure, rates were calculated locally to determine the rates for Math students attempting and passing Math 35, 53, or 52 and then subsequently passing any of the following: Math 10, 12, 1A, 1B, 1C, 2, 25, 3, 36, 4, 5, or 7.

The table below shows that for District students taking the basic level Math courses beginning in fall 2001 for the subsequent three years, Asian students passed both Math levels at substantially higher rates than their counterparts.

Math					Passed through
	Basic		College		
	Attempted	Passed	Attempted	Passed	Entire Sequence
White	7836	61%	1017	72%	9%
AfrAM	2128	45%	212	63%	6%
Hispan	6390	54%	733	67%	8%
Asian	1518	65%	275	71%	13%
Nat AM	166	54%	17	59%	6%
Other	986	56%	130	70%	9%
Total	**19024**	**57%**	**2384**	**69%**	**9%**

The same analysis performed on RCCD students starting in fall 2003 again showed an overall increase in students completing the sequence. Asian and white students had the highest rate of completion, followed by Hispanic and African-American students, respectively.

Math	RCCD						
	Basic			College			Successful through
	Attempted	Successful		Attempted	Successful		Both Courses
White	8759	6152	70%	2360	1908	81%	22%
AfrAM	3322	1703	51%	476	344	72%	10%
Hispan	9446	6008	64%	2051	1581	77%	17%
Asian	1887	1379	73%	640	529	83%	28%
Nat AM	202	140	69%	46	35	76%	17%
Other	1460	949	65%	369	296	80%	20%
Total	25076	16331	65%	5942	4693	79%	19%

For Norco College enrollments only (starting in fall 2003), success rates of the different ethnic groups closely reflected the district's numbers. Again, Asian and White students had higher rates of success than did African American and Hispanic students.

Math	**NOR** Basic Attempted	Successful		College Attempted	Successful		Successful through Both Courses
White	3548	2608	74%	935	781	84%	22%
AfrAM	829	502	61%	110	88	80%	11%
Hispan	3107	2171	70%	722	599	83%	19%
Asian	537	406	76%	176	148	84%	28%
Nat AM	78	59	76%	19	14	74%	18%
Other	518	363	70%	128	114	89%	22%
Total	**8617**	**6109**	**71%**	**2090**	**1744**	83%	20%

READING - For this measure, rates were calculated locally to determine the rates for Reading students attempting and passing Reading 83 and then subsequently passing English 50.

The table below shows that for Norco College students taking Reading 83 beginning in fall 2001 for the subsequent three years, White, Asian and Hispanic students passed both reading levels at higher rates than African American students.

Reading	Basic Attempted	Passed		College Attempted	Passed		Passed through Entire Sequence
White	866		64%	474		79%	43%
AfrAM	284		60%	147		70%	36%
Hispan	950		65%	523		77%	42%
Asian	180		68%	96		79%	42%
Nat AM	26		58%	11		91%	38%
Other	115		63%	54		85%	40%
Total	**2421**		**64%**	**1305**		**77%**	**42%**

The same analysis performed on RCCD students starting in fall 2003 again showed an overall decrease in students completing the sequence. Asian and White students had the highest rate of completion, followed by Hispanic and African American students, respectively.

Reading	**RCCD** Basic Attempted	Successful		College Attempted	Successful		Successful through Both Courses
White	772	488	63%	381	312	82%	40%
AfrAM	238	134	56%	100	78	78%	33%
Hispan	854	537	63%	432	315	73%	37%
Asian	151	107	71%	90	71	79%	47%
Nat AM	22	13	59%	9	9	100%	41%
Other	138	87	63%	69	60	87%	43%
Total	2175	1366	63%	1081	845	78%	39%

For Norco College reading enrollments only (starting in fall 2003), the overall success rate was higher than the district's. Of the larger student ethnic groups, Asian and White students had highest rates, followed by Hispanic and African American students.

Reading	**NOR** Basic Attempted	Successful		College Attempted	Successful		Successful through Both Courses
White	170	141	83%	112	91	81%	54%
AfrAM	27	20	74%	18	12	67%	44%
Hispan	146	109	75%	90	67	74%	46%
Asian	22	17	77%	15	13	87%	59%
Nat AM	3	3	100%	2	2	100%	67%
Other	29	22	76%	20	17	85%	59%
Total	**397**	**312**	**79%**	**257**	**202**	79%	51%

ESL AND BASIC SKILLS COMPLETION: Goals and Activities

Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course.

GOAL 3.1:
To increase the course completion rate of students who enroll in basic ESL courses to support their progress to degree applicable courses.

ACTIVITY 3.1.1:
Identify the success and completion rates for students enrolled in ESL courses and regularly report on these outcomes.

EXPECTED OUTCOME 3.1.1:
Initial baseline of success and completion rates of ESL students is established and information is disseminated to the ESL faculty.

- Timeline: Winter 2011 and annually thereafter
- Responsible Offices: ESL faculty; Student Success Office

ACTIVITY 3.1.2:
Develop and implement appropriate interventions by ESL faculty and counselors based on the research from activity 3.1.1.

EXPECTED OUTCOME 3.1.2:
Faculty/staff development workshops that target strategies for supporting ESL students throughout their educational experience.

- Timeline: Develop in Spring 2011 and implement in Fall 2011 and annually thereafter
- Responsible Offices: ESL faculty; Faculty Development Coordinator; Administration; Counselors

ACTIVITY 3.1.3:
Utilize the campus's Early Alert system to inform students of their academic progress in their courses and recommend appropriate services.

EXPECTED OUTCOME 3.1.3:
Faculty participation in Early Alert process will increase by 5 percentage points.

- Timeline: Fall 2010
- Responsible Offices: ESL faculty; Dean of Student Services; Matriculation Office; Dean of Instruction; Student Success Committee

GOAL 3.2:
To develop and implement educational strategies that increase student success for all participants in Basic Skills Math and English courses.

ACTIVITY 3.2.1:
Develop English intervention workshop to reduce the time Basic Skills English students need to complete the sequence through English 1A.

EXPECTED OUTCOME 3.2.1:
A pilot workshop will be available for students who place into English 60A/B.

- Timeline: Summer 2010
- Responsible Offices: English faculty

ACTIVITY 3.2.2:
Continue Basic Skills Math intervention workshop and develop pacing guide for each math course to increase pass rate in those courses.

EXPECTED OUTCOME 3.2.2:
Pacing guide for Math 63 is developed and implemented in at least one of the course sections.

- Timeline: Fall 2010
- Responsible Offices: Math faculty

ACTIVITY 3.2.3:
Utilize the campus's early alert system to inform students of their academic progress in their courses and recommend appropriate services.

EXPECTED OUTCOME 3.2.3:
Faculty participation in Early Alert process will increase by 5 percentage points.

- Timeline: Fall 2010
- Responsible Offices: Math and English faculty; Dean of Student Services; Matriculation Office; Dean of Instruction; Student Success Committee

GOAL 3.3:
To promote awareness and increased knowledge of reading skill instruction amongst faculty in the general education areas.

ACTIVITY 3.3.1:
Conduct reading integration workshops for faculty in the general education areas.

EXPECTED OUTCOMES 3.3.1:
Integrate reading skill instruction in the general education areas.

- Timeline: Fall 2010 and every year thereafter
- Responsible Offices: Reading faculty, Faculty Development Coordinator, General Education faculty, Student Success Committee

GOAL 3.4:
To increase the success rates of reading students who are enrolled in transfer and/or degree applicable courses.

ACTIVITY 3.4.1:
Examine data to determine whether students who complete the reading sequence do better in their transfer-level courses than comparable students who placed into reading classes but did not complete their reading courses.

EXPECTED OUTCOME 3.4.1:
Students who have taken reading courses will demonstrate success in their transfer and/or degree applicable courses.

- Timeline: Spring 2011 and every year thereafter
- Responsible Offices: Reading faculty, Student Success Committee, Student Success Office

CAMPUS-BASED RESEARCH

4. DEGREE and CERTIFICATE COMPLETION. Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

The data for this section was calculated locally using California Community College Chancellor's Office Management Information System data for the years under review. (This indicator is only provided at the district level.) This table shows the distribution of awards and certificates by ethnic group. For comparative purposes, student ethnic distribution information for the fall term of each academic year is provided. As a measure of equity, the proportions of awards and certificates for each group should be as close as possible to that group's proportion in the student population. For example, African American students received 7.8% of the awards and certificates in the 2008-09 academic year but made up 11.1% of the 2008-09 RCCD population. Therefore, African Americans are underrepresented in awards and certificates by 3.3% (7.8% - 11.1%=-3.3%).

All Awards		**AY**							**RCCD**	***Percent***
Ethnicity	**Data**	**2002-03**	**2003-04**	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**2008-09**	**2008-09**	***diff.***
White	**Awards**	1484	1569	1742	1965	1740	1645	1940	18974	
	Percent	47.3%	46.2%	44.9%	42.2%	42.4%	41.2%	37.4%	32.3%	*5.1%*
African Am	**Awards**	284	327	378	492	394	343	405	6511	
	Percent	9.1%	9.6%	9.7%	10.6%	9.6%	8.6%	7.8%	11.1%	*-3.3%*
Hispanic	**Awards**	897	948	1138	1519	1356	1299	1785	21594	
	Percent	28.6%	27.9%	29.3%	32.6%	33.0%	32.5%	34.4%	36.7%	*-2.3%*
Asian / Pac Isl	**Awards**	250	294	359	366	361	368	548	5156	
	Percent	8.0%	8.7%	9.3%	7.9%	8.8%	9.2%	10.6%	8.8%	*1.8%*
Nat Am	**Awards**	20	36	40	30	33	26	42	473	
	Percent	0.6%	1.1%	1.0%	0.6%	0.8%	0.7%	0.8%	0.8%	*0.0%*
Other	**Awards**	202	222	222	285	224	310	473	6126	
	Percent	6.4%	6.5%	5.7%	6.1%	5.5%	7.8%	9.1%	10.4%	*-1.3%*
Total Awards		3137	3396	3879	4657	4108	3991	5193	58834	
Total Percent		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	*0.0%*

In the most recent year, White students received disproportionately more awards and certificates than Hispanic and African American students, who received disproportionately fewer awards when using this equity measure (–2.3% and –3.3% respectively). For all other groups there is less than three percentage points difference between the proportion of awards given and representation in student population. This historical view shows that the proportion of White students receiving awards is decreasing as the Hispanic and Asian student awards are slowly increasing. African American trends reflect a decreasing proportion of all awards.

When examining only the AA/AS awards conferred, overrepresentation of White students diminishes a little, while Asian overrepresentation rises to 3.1%. Again, White and African American student awards are decreasing as the proportion of Hispanics and Asians continues to increase.

AA/AS only		AY							RCCD	*Percent*
Ethnicity	**Data**	**2002-03**	**2003-04**	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**2008-09**	**2008-09**	***diff.***
White	**Awards**	814	899	955	1022	944	800	920	18974	
	Percent	45.1%	45.7%	44.8%	44.3%	41.3%	40.0%	36.6%	32.3%	*4.4%*
African Am	**Awards**	166	196	220	233	236	197	190	6511	
	Percent	9.2%	10.0%	10.3%	10.1%	10.3%	9.8%	7.6%	11.1%	*-3.5%*
Hispanic	**Awards**	517	538	593	716	746	634	850	21594	
	Percent	28.7%	27.4%	27.8%	31.0%	32.6%	31.7%	33.8%	36.7%	*-2.9%*
Asian / Pac Isl	**Awards**	159	177	212	187	232	191	299	5156	
	Percent	8.8%	9.0%	9.9%	8.1%	10.1%	9.5%	11.9%	8.8%	*3.1%*
Nat Am	**Awards**	12	18	28	16	13	13	17	473	
	Percent	0.7%	0.9%	1.3%	0.7%	0.6%	0.6%	0.7%	0.8%	*-0.1%*
Other	**Awards**	136	138	125	133	117	166	237	6126	
	Percent	7.5%	7.0%	5.9%	5.8%	5.1%	8.3%	9.4%	10.4%	*-1.0%*
Total Awards		1804	1966	2133	2307	2288	2001	2513	58834	
Total Percent		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	*0.0%*

When examining only certificates, White overrepresentation still persists, but the underrepresentation of Hispanic certificate graduates diminishes slightly. Other trends for ethnic group changes over time are also found in this table.

Certificate Only		AY							RCCD	*Percent*
Ethnicity	**Data**	**2002-03**	**2003-04**	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**2008-09**	**2008-09**	***diff.***
White	**Awards**	670	670	787	943	796	845	1020	18974	
	Percent	50.3%	46.9%	45.1%	40.1%	43.7%	42.5%	38.1%	32.3%	*5.8%*
African Am	**Awards**	118	131	158	259	158	146	215	6511	
	Percent	8.9%	9.2%	9.0%	11.0%	8.7%	7.3%	8.0%	11.1%	*-3.0%*
Hispanic	**Awards**	380	410	545	803	610	665	935	21594	
	Percent	28.5%	28.7%	31.2%	34.2%	33.5%	33.4%	34.9%	36.7%	*-1.8%*
Asian / Pac Isl	**Awards**	91	117	147	179	129	177	249	5156	
	Percent	6.8%	8.2%	8.4%	7.6%	7.1%	8.9%	9.3%	8.8%	*0.5%*
Nat Am	**Awards**	8	18	12	14	20	13	25	473	
	Percent	0.6%	1.3%	0.7%	0.6%	1.1%	0.7%	0.9%	0.8%	*0.1%*
Other	**Awards**	66	84	97	152	107	144	236	6126	
	Percent	5.0%	5.9%	5.6%	6.5%	5.9%	7.2%	8.8%	10.4%	*-1.6%*
Total Awards		1333	1430	1746	2350	1820	1990	2680	58834	
Total Percent		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	*0.0%*

DEGREE and CERTIFICATE COMPLETION: Goals and Activities

"Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal"

GOAL 4.1:
To achieve proportional degree and certificate attainment of Norco College students, particularly of underrepresented student groups.

ACTIVITY 4.1.1:
Utilize campus researchers to develop a research agenda that will collect annual data on students who indicate degree and certificate completion as their goal in their informed educational goal and Norco College application material.

EXPECTED OUTCOME 4.1.1:
A Norco College degree/certificate completion report that is broken down by underrepresented groups.

- Timeline: Summer 2010 and annually thereafter
- Responsible Offices: Student Success Office; Student Services departments

ACTIVITY 4.1.2:
Identify possible barriers and strategies to degree and certificate attainment of underrepresented students based on data from campus research findings.

EXPECTED OUTCOME 4.1.2:
A formalized report that recognizes barriers of underrepresented students and appropriate strategies to address those barriers.

- Timeline: Fall 2010 and annually thereafter
- Responsible Offices: Student Success Office; Student Success Committee; Student Services departments

ACTIVITY 4.1.3:
Work with academic senate, student services, and appropriate campus groups to implement interventions to increase degree and certificate completion of students from underrepresented groups.

EXPECTED OUTCOME 4.1.3:
Students who participate in interventions such as special funded programs will complete degrees/certificates at a higher rate than those who do not.

- Timeline: Spring 2011 and annually thereafter
- Responsible Offices: Student Success Committee; Academic Senate; Student Services departments; NSPC and appropriate sub-groups

CAMPUS-BASED RESEARCH

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

In the previous Student Equity Plan, to compute this measure the Expanded Student Right to Know dataset for the 2000-01 cohort was used. (This indicator is only provided at the district level.)This cohort includes all students who attended RCCD for the first time during the academic year of 2000-01. After three years, information about the cohort's educational performance, transfers, and awards are made available to all participating institutions via the Chancellor's Office. Asian students transferred the most, at twice the rate of African-American students. These students were also the highest groups for transfer-prepared students.

2000-01 Expanded Student-Right-to-Know Data			
	Total Students	**Transfer 4 yr. %**	**Transfer Prepared %**
White	5,717	10.0%	5.5%
Afr Am	1,537	9.6%	3.1%
Hispanic	4,163	6.1%	4.2%
Asian / PacIsl	1,317	18.2%	7.7%
NatAm	134	9.7%	2.2%
Other	628	15.1%	7.0%

As the Expanded Student Right to Know Dataset became unavailable, the Chancellor's Office offered a new metric from its Accountability Reporting for the Community Colleges. Using a six-year window (twice the length of the older Student Right to Know indicator), transfer and transfer ready-rates were computed. The most recent three cohorts are shown below. The same trends seen elsewhere in this document are reconfirmed here. Asian students were most successful, followed by White, Hispanic and African American students. There are fewer gaps between groups for transfer and more for transfer-prepared students.

2000-01 Accountabilty Reporting for the Community Colleges			
	Total Students	**Transfer 4 yr. %**	**Transfer Prepared %**
White	2,056	29.7%	23.2%
Afr Am	458	27.7%	15.9%
Hispanic	1,445	23.7%	18.8%
Asian / PacIsl	492	38.2%	29.7%
NatAm	37	27.0%	21.6%
Other	262	35.9%	24.8%

2001-02 Accountabilty Reporting for the Community Colleges			
	Total Students	**Transfer 4 yr. %**	**Transfer Prepared %**
White	1,921	31.0%	23.2%
Afr Am	470	28.7%	13.6%
Hispanic	1,396	21.8%	18.5%
Asian / PacIsl	388	38.4%	37.1%
NatAm	37	35.1%	27.0%
Other	256	29.3%	23.8%
2002-03 Accountabilty Reporting for the Community Colleges			
	Total Students	**Transfer 4 yr. %**	**Transfer Prepared %**
White	1,902	28.7%	21.9%
Afr Am	422	27.3%	14.2%
Hispanic	1,520	23.9%	20.7%
Asian / PacIsl	479	37.4%	33.8%
NatAm	18	27.8%	11.1%
Other	298	30.5%	22.1%

The three tables below also show these transfer and transfer-ready rates by gender. Generally, males are not transferring or becoming transfer ready at the same rates as females.

2000-01 Accountabilty Reporting for the Community Colleges			
	Total Students	Transfer 4 yr. %	Transfer Prepared %
Female	2,771	29.6%	23.7%
Male	1,979	27.9%	19.5%
Declined			

2001-02 Accountabilty Reporting for the Community Colleges			
	Total Students	Transfer 4 yr. %	Transfer Prepared %
Female	2,580	30.4%	23.1%
Male	1,885	25.9%	20.5%
Declined	3	0.0%	0.0%

2002-03 Accountabilty Reporting for the Community Colleges			
	Total Students	Transfer 4 yr. %	Transfer Prepared %
Female	2,706	29.3%	22.9%
Male	1,921	26.0%	20.7%
Declined	12	58.3%	33.3%

The three tables below also show inconsistent findings for disabled students transferring or becoming transfer ready (most likely due to the small disabled student sample size). Overall, students with disabilities show lower rates of becoming transfer-ready or transferring.

2000-01 Accountabilty Reporting for the Community Colleges			
	Total Students	Transfer 4 yr. %	Transfer Prepared %
Disabled	74	14.9%	14.9%
Not Disabled	4,676	29.1%	22.0%

2001-02 Accountabilty Reporting for the Community Colleges			
	Total Students	Transfer 4 yr. %	Transfer Prepared %
Disabled	57	21.1%	8.8%
Not Disabled	4,411	28.6%	22.2%

2002-03 Accountabilty Reporting for the Community Colleges			
	Total Students	Transfer 4 yr. %	Transfer Prepared %
Disabled	50	12.0%	12.0%
Not Disabled	4,589	28.2%	22.1%

TRANSFER: Goals and Activities

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

GOAL 1:
To achieve proportional transfer attainment to 4-year institutions of Norco College students, particularly of underrepresented student groups.

ACTIVITY 5.1.1:
Utilize campus researchers to develop a research agenda that will collect annual data on students who indicate transfer as their goal in their informed educational goal and Norco College application material.

EXPECTED OUTCOME 5.1.1:
A Norco College transfer report that is broken down by underrepresented groups will be available for dissemination.

- Timeline: Summer 2010 and annually thereafter
- Responsible Offices: Student Success Office; Student Services departments

ACTIVITY 5.1.2:
Identify possible barriers and strategies to transfer attainment of underrepresented students based on data from campus research findings.

EXPECTED OUTCOME 5.1.2:
A formalized report that recognizes barriers of underrepresented students and appropriate strategies to address those barriers.

- Timeline: Fall 2010 and annually thereafter
- Responsible Offices: Student Success Office; Student Success Committee; Student Services departments

ACTIVITY 5.1.3:
Work with academic senate and student services to implement interventions to increase the transfer rate of students from underrepresented groups.

EXPECTED OUTCOME 5.1.3:
Students who participate in interventions such as special funded programs will transfer at a higher rate than those who do not.

- Timeline: Spring 2011 and annually thereafter

- Responsible Offices: Student Success Committee; Academic Senate; Student Services departments; NSPC and appropriate sub-group

Riverside City College

Riverside Community College District

Student Equity Plan

March 2010

Riverside City College
Student Equity Plan

RIVERSIDE CITY COLLEGE SIGNATURE PAGE

District: Riverside Community College District College: Riverside City College

_____

Virginia Blumenthal
President, Board of Trustees

_____

Date

District Chancellor:_____

Dr. Gregory Gray

College President:_____

Dr. Jan Muto

Academic Senate President:_____

Dr. Richard Davin

Student Equity Coordinator:_____

Dr. Edward Bush

RIVERSIDE CITY COLLEGE
STUDENT EQUITY COMMITTEE MEMBERS

Dr. Edward Bush, Vice President, Student Services

Dr. Marilyn Martinez-Flores, Dean, Academic Support

Carla Reible, Associate Professor, English as a Second Language

Patricia Avila, Associate Professor, Counseling

Monica Delgadillo-Flores, Dean, Student Services

Dwight Lomayesva, Associate Professor, History

Dr. Oliver Thompson, Associate Professor, Administration of Justice

David Torres, Dean, Institutional Research

Don Ajene Wilcoxson, Associate Professor, Business Administration

Dr. Kristi Woods, Associate Professor, History

EXECUTIVE SUMMARY

As a result of the findings of the 2005 Student Equity Plan the college implemented several programs, services, and activities designed to increase the academic success of its underperforming populations. The data outlined in the 2005 report indicated that African Americans, Hispanics and Native Americans were consistently achieving lower success rates in all measures in comparison to their Asian and White counterparts. Toward this end, an ambitious set of goals were established to counter this trend. Four years later as the college develops its 2009 Student Equity Plan, we find that little has changed in terms of the outcomes observed in 2005. The following highlights the key findings:

Course Completion

- RCC disabled students completed courses at lower rates than non-disabled students, however, the gap between these groups has decreased in recent years.
- African American and Hispanic students have the lowest course success rates in comparison to their Asian and White counterparts.
- When examining RCC transfer courses only, the gaps between the highest and lowest groups (Asians and African American, respectively) remain significant. The gap between Asian and African American success was 17% in the most recent data year.

Basic Skills and ESL

- When examining math enrollments Asian and White students had the highest rate of completion, followed by Hispanic and African-American students, respectively.
- For RCC reading enrollments only (starting in Fall 2003), the overall success rate was lower than the District. White students had the highest rates, followed by Hispanic, Asian and African-American students.
- Asian students passed ESL-55 and Eng-50 at substantially higher rates than their counterparts.

Degree and Certificates Completion

- African American students received 7.8% of the awards and certificates in the 2008-09 academic year but made up 11.1% of the 2008-09 RCCD population.
- When examining only the AA/AS awards conferred, overrepresentation of White students diminishes a little, while Asian overrepresentation rises to 3.1%. Again, White and African American student awards are decreasing as the proportion of Hispanics and Asians continues to increase.
- White students received disproportionately more awards and certificates than Hispanic and African American students, who received disproportionately fewer awards when using this equity measure (–2.3% and –3.3% respectively).

Transfer Rates

- Asian students transferred the most, at twice the rate of African-American students.
- Males are not transferring or becoming transfer ready at the same rates as females. Disabled students show lower rates of becoming transfer ready or transferring.
- Hispanic and African American student are less likely to transfer and or be transferred prepared in comparison to Asian, Native American, and White counterparts.

In order to address the underachievement of Hispanic, Native American, and African Americans students, the 2009 equity plan proposes that the college build on the promising programs and strategies that were implemented since the 2005 equity plan that has demonstrated success with these populations of students such as, the Community for Academic Progress (CAP) and the Ujima program. In addition, to the continuation of these programs the 2009 Student Equity Committee has adopted the following goals:

- Develop a Native American Program, with collaboration from Academic Affairs, Student Services, the Student Success Committee, as well as tribal communities, to assist Native American students in their personal, social, and academic development so our students can become life-long learners and responsible leaders in our global community. This program will serve as a cultural connection, support network, and institutional referral resource.
- To increase the number of Native American students overall completion rate.
- Increase Native American vocational course enrollment and success 4% yearly.
- To increase the number of disabled students overall completion rate.
- Increase DSPS student vocational course enrollment and success.
- To increase the percentage rate of successful course completion for African American students.
- Increase the level of African American student engagement with faculty, staff, and administrators.
- Increase African American vocational course enrollment and success.
- To increase the number of Hispanic ESL students who succeed in ESL 55 and English 50, and who progress from ESL 55 to English 50.
- To identify whether African American, White and DSP&S students are appropriately placed in ESL courses.
- To increase the success and progression rate of Native American students in English 50 and English 1A.
- To increase the success rate of African American students is English 50.
- To increase the success and progression rate of African American and Hispanic students in Math 35 and subsequent college level math course.
- To increase the success rate of African American and Native American students in Reading 83.

- ..... Increase the percentage of degrees and certificates awarded to African American and Hispanic students in order to receive proportional outcomes.
- Encourage and provide professional development for faculty teaching gatekeeper courses around issues relating to the specific learning modalities of African American and Hispanic students.
- Identify additional resources to expand existing programs targeting African American and Hispanic students.
- Increase the percentage of African American students who are transferred prepared.
- Increase the percentage of Hispanic students that transfer to 4 year colleges.

Student Equity Plan Update - Overview of Accomplishments, 2005-2008 *The following table highlights some of the overall activities developed by Riverside City College in response to the 2005-2008 data.*	
Activities:	Implementation/Results:
Developed Ujima program targeting African American students for the purpose of increasing student success through a cultural program designed to engage students in their social and academic development.	While Ujima has been serving students since 2005, the following data reflects the most recent student data for Fall of 2008: • 24 students served • 30% male students • 91% African American • 38% participated in other student support programs • 83% identified long term educational goals • 78% indicated transfer goal • 67% completed Student Education Plan (SEP)
Responding to the legacy of African American history and culture at Riverside City College (RCC), RCC offers the HOME (Hope, Opportunity, Mentoring for Educational Success) Room. Space is designed to help students identify and develop positive behaviors in their personal, social, and academic lives that will foster a community among the students and strengthen their relationships, their engagement with their studies, their connection, and their ties to their home communities.	Fall 2008 data: • 2101 visits to the HOME Room • 54% African American • 24% Hispanic • 42% male students • 21% met with a Counselor • 48% participated in other student support programs • 72% identified long term educational goals • 29% first time college students • 3% gain in student retention in comparison to RCC students
Learning Communities (CAP) expanded course offerings and created partnerships with programs serving underrepresented students. In Fall of 2006, the college restructured and redesigned its vision for learning communities and began to offer a comprehensive program inclusive of student support services. The Community for Academic Progress (CAP) program now offers learning communities from basic skills to transfer level courses.	Spring 2009 data: • 23% African American in comparison to 11% college-wide • 50% Hispanic in comparison to 37% college-wide • 12% gain in student persistence in comparison to RCC students • 3% gain in student success in comparison to RCC students • 71% completed Student Education Plan (SEP) comparison to 41% at start of effort

Establishment of Student Equity Leads to serve on Student Success Committee (SSC). The role of the student equity leads are to ensure that the activities outlined in the Student Equity Plan are part of the overall strategic planning for the college.	• 3 Student Equity Leads (African American, Native American, Latino/a) • Monthly meetings of SSC
ESL has undertaken several projects to ensure a comprehensive ESL program that includes transition into college-entry level courses as well as meeting the needs of students whose goals include certificate completion. In addition, ESL has begun conversations with local Adult School programs to investigate alternative pathways (e.g. non-credit) from adult school to college-level classes. In addition, ESL is investigating funding opportunities to revise and computerize the PTESL (ESL placement test) to ensure appropriate placement and to increase test accessibility.	• Generated a district wide writing sample project for all ESL course levels to assure appropriate placement, increase awareness of course SLO's and collect adequate instructor feedback • Created a series of Directed Learning Activities (DLA's) to be utilized in the Writing and Reading Center, specifically tailored for second language learners in the areas of pronunciation and reading • Rewrote ESL 53, ESL 54 and ESL 55 to align with entry skills required for English 50 course, to revise unit value and to update course outline of record • Worked in collaboration with Career and Technical Education (CTE) to develop ESL 801 – ESL Support for CTE Course
Access to Success video was created through collaboration between the Student Success Committee and Disabled Students Programs and Services (DSP&S). The goal of the video was to remove any associated stigma and educate faculty and students of services offered through DSP&S. In addition, the video promoted student self-identification to access such services.	• Video was shared and distributed at two FLEX days during the Spring 2008 and Fall 2009 • The video was distributed and provided to all faculty and staff involved in the Student Success Committee and in the Community for Academic Progress (CAP) program. • Collected preliminary survey on student feedback from video
The Student Success Committee has responded to the Basic Skills Initiative and created a yearly action plan. This plan over the past two years has included targeting the following student populations: • Basic Skills (Math, Reading, English and ESL) • Student Equity Targets (African Americans, Hispanics, Native Americans) • Re-entry college students	• Created pilot non-credit courses in English, Reading, Speech Communication and Math to meet the needs of students who are failing in content-area courses; increased and opened up lab access • Basic Skills counseling presentations completed in the Spring 2008 • Created a summer intervention program, JumpStart, which allowed students to remediate at a much quicker pace during

• DSP&S students	the summer intersession and "jump" up to one semester into the fall

CAMPUS-BASED RESEARCH

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

Using the data provided by the Chancellor's Office, the following charts were constructed. Included are locally derived counts of student groups to indicate more recent measures of student access. To determine the RCCD service area, the counts include the populations of the cities of Riverside, Norco, Corona, and Moreno Valley, where RCCD's campuses reside. (A separate service area for the Riverside Campus has not been determined.) Although RCCD serves a population that reaches into Orange, Los Angeles and San Bernardino counties, it is reasonable to expect that the majority of the students attending Norco will likely reside in one of these cities.

Ethnically, RCC's two largest student ethnic populations, White and Hispanic students, are slightly underrepresented relative to our service area. However, RCC's trend of the Hispanic population proportions increasing as the White population decreases reflects the changes in the service area. While African American students make up only 9% of the service area, these students make up 11% of the RCC population. Asian/Pacific Islander and Native American students are represented in proportions roughly equal to their service area counterparts. (The proportion of "Other / Unknown" is higher for RCC than for the service area, but it is most likely due to the data collection, which has fewer inclusive ethnic categories than the United States census.)

		dterm							2008
Ethnic	Data	2002	2003	2004	2005	2006	2007	2008	Service Area
White	Riverside Students	10,951	9,080	8,564	7,957	6,212	6,836	7,228	341,865
	Riverside Percent	**46.1%**	**43.1%**	**40.8%**	**38.7%**	**35.2%**	**34.7%**	**33.0%**	**37.2%**
African American	Riverside Students	2,584	2,240	2,286	2,200	1,920	2,118	2,447	82,250
	Riverside Percent	**10.9%**	**10.6%**	**10.9%**	**10.7%**	**10.9%**	**10.8%**	**11.2%**	**8.9%**
Hispanic	Riverside Students	6,863	6,493	6,688	6,697	6,138	6,984	8,016	385,939
	Riverside Percent	**28.9%**	**30.9%**	**31.8%**	**32.6%**	**34.8%**	**35.5%**	**36.6%**	**42.0%**
Asian / Pacific Islander	Riverside Students	1,843	1,817	1,855	1,874	1,781	1,812	1,988	78,707
	Riverside Percent	**7.8%**	**8.6%**	**8.8%**	**9.1%**	**10.1%**	**9.2%**	**9.1%**	**8.6%**
Native Am / Alaska Nat	Riverside Students	280	181	186	178	156	172	196	5,023
	Riverside Percent	**1.2%**	**0.9%**	**0.9%**	**0.9%**	**0.9%**	**0.9%**	**0.9%**	**0.5%**
Other / Unknown	Riverside Students	1,249	1,232	1,424	1,663	1,455	1,766	2,054	25,482
	Riverside Percent	**5.3%**	**5.9%**	**6.8%**	**8.1%**	**8.2%**	**9.0%**	**9.4%**	**2.8%**
Total Riverside Students		23,770	21,043	21,003	20,569	17,662	19,688	21,929	919,266
Total Riverside Percent		**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

The gender distribution of students at RCC is slightly higher for women than men. This trend has been consistent for at least the previous decade. For the most recent data (Fall 2008) the proportion of women is almost 9% higher than that of the service area.

		dterm							2008
Gender	Data	2002	2003	2004	2005	2006	2007	2008	Service Area
Female	Riverside Students	12,913	11,836	11,356	11,112	10,309	11,574	12,888	460,789
	Riverside Percent	**54.3%**	**56.2%**	**54.1%**	**54.0%**	**58.4%**	**58.8%**	**58.8%**	**50.1%**
Male	Riverside Students	10,831	9,163	9,561	9,373	7,210	7,966	8,868	458,477
	Riverside Percent	**45.6%**	**43.5%**	**45.5%**	**45.6%**	**40.8%**	**40.5%**	**40.4%**	**49.9%**
Declined to State	Riverside Students	26	44	86	84	143	148	173	
	Riverside Percent	**0.1%**	**0.2%**	**0.4%**	**0.4%**	**0.8%**	**0.8%**	**0.8%**	
Total Riverside Students		23,770	21,043	21,003	20,569	17,662	19,688	21,929	919,266
Total Riverside Percent		**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

RCC students who self-identified as disabled remained relatively stable (both in absolute numbers and in proportion) over the past 7 years. According to the United States 2000 Census, in our service area, 19.6% of the adult population reported themselves as disabled meaning that the RCC campus is underrepresented regarding disabled students.

		dterm							2008
dsps	Data	2002	2003	2004	2005	2006	2007	2008	Service Area
Dsps	Riverside Students	689	686	717	682	625	678	766	
	Riverside Percent	**2.9%**	**3.3%**	**3.4%**	**3.3%**	**3.5%**	**3.4%**	**3.5%**	**Data**
Not Dsps	Riverside Students	23,081	20,357	20,286	19,887	17,037	19,010	21,163	
	Riverside Percent	**97.1%**	**96.7%**	**96.6%**	**96.7%**	**96.5%**	**96.6%**	**96.5%**	**not**
Total Riverside Students		23,770	21,043	21,003	20,569	17,662	19,688	21,929	
Total Riverside Percent		**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**avail.**

ACCESS: Goals and Activities

RCC has vigorously pursued methods to improve access and services to our underrepresented student population. Since 2005 RCC has continued to offer programs and services that address student access such as; CAP, Jumpstart, Guidance 45 at local high schools, and UPWARD Bound.

RCC routinely provides parent written information and oral presentations in a bilingual format. The financial aid recruitment campaign has had tremendous success as determined by the number of new financial aid recipients.

RCC's Outreach program continues to offer services for our incoming student. RCC Outreach is a fully staffed department consisting of both outreach professionals along with a core of student ambassadors who are assigned to local K-12 schools. They also send personnel to community events and conduct college tours and orientations.

The counseling department has implemented an on-line orientation and advising component that will greatly increase the efficiency by which it takes students to meet their mandatory assessment, orientation, and counseling requirements needed to enroll at the college.

The college has made a strong commitment to the principles of student equity. The above-cited activities will continue to be supported in addition to the goals and activities listed in the "Goals and Activities" section of this plan. However, because so much time, effort and resources have been devoted to ensuring equitable access for our service population, no additional access goals are needed at this time. Instead, RCCD will concentrate its efforts on the subsequent success of these traditionally underrepresented students that we have so rigorously recruited. RCCD will continue to support established practices to ensure equitable access.

CAMPUS-BASED RESEARCH

2. COURSE COMPLETION. Ratio of the number of credit courses that students (by population group) actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term. The data here shows Enrollments (which includes all students), Valid Sum (which includes only grades used for computing success rates) and Success Sum (which is the count of all A, B, C, or CR grades). This first table shows success rates for all RCC enrollments.

		dterm2						
Ethnicity	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Asian	Sum of enrollments	9,588	8,949	8,648	8,687	8,871	9,392	10,359
	Sum of Valid_sum	8,125	7,978	7,848	8,014	7,714	8,527	9,599
	Sum of Success_sum	5,916	5,792	5,672	5,749	5,401	5,996	6,911
	Sum of Success	**72.8%**	**72.6%**	**72.3%**	**71.7%**	**70.0%**	**70.3%**	**72.0%**
Afr Am	Sum of enrollments	14,984	13,196	12,987	12,808	12,564	13,594	16,137
	Sum of Valid_sum	12,755	11,988	11,997	12,006	11,378	12,814	15,359
	Sum of Success_sum	7,460	7,057	6,854	6,685	6,280	6,925	8,222
	Sum of Success	**58.5%**	**58.9%**	**57.1%**	**55.7%**	**55.2%**	**54.0%**	**53.5%**
Filipino	Sum of enrollments	3,233	3,344	3,634	3,425	3,546	3,507	4,017
	Sum of Valid_sum	2,722	2,938	3,213	3,127	3,029	3,144	3,640
	Sum of Success_sum	1,958	2,064	2,257	2,132	2,003	2,193	2,599
	Sum of Success	**71.9%**	**70.3%**	**70.2%**	**68.2%**	**66.1%**	**69.8%**	**71.4%**
Hispanic	Sum of enrollments	37,572	35,079	36,723	36,288	36,149	40,971	49,526
	Sum of Valid_sum	32,943	32,168	34,036	34,367	33,032	39,031	47,215
	Sum of Success_sum	21,870	21,112	21,580	21,556	20,344	23,639	29,581
	Sum of Success	**66.4%**	**65.6%**	**63.4%**	**62.7%**	**61.6%**	**60.6%**	**62.7%**
Native Am	Sum of enrollments	1,203	1,022	957	892	895	1,152	1,249
	Sum of Valid_sum	945	884	849	817	735	986	1,134
	Sum of Success_sum	628	620	584	508	475	584	703
	Sum of Success	**66.5%**	**70.1%**	**68.8%**	**62.2%**	**64.6%**	**59.2%**	**62.0%**
Other	Sum of enrollments	4,226	3,290	2,954	2,699	2,507	2,345	2,745
	Sum of Valid_sum	3,648	2,987	2,708	2,538	2,219	2,200	2,573
	Sum of Success_sum	2,504	2,086	1,884	1,665	1,431	1,489	1,717
	Sum of Success	**68.6%**	**69.8%**	**69.6%**	**65.6%**	**64.5%**	**67.7%**	**66.7%**
Unknown	Sum of enrollments	3,324	3,832	5,119	5,848	6,371	8,438	10,893
	Sum of Valid_sum	2,312	3,094	4,085	4,714	4,875	6,442	8,714
	Sum of Success_sum	1,651	2,194	2,800	3,155	3,276	3,930	5,410
	Sum of Success	**71.4%**	**70.9%**	**68.5%**	**66.9%**	**67.2%**	**61.0%**	**62.1%**
White	Sum of enrollments	55,414	47,578	45,668	41,013	37,285	40,405	44,815
	Sum of Valid_sum	46,499	42,187	41,442	37,633	31,841	34,998	39,443
	Sum of Success_sum	34,288	31,148	30,514	27,595	22,330	23,420	26,906
	Sum of Success	**73.7%**	**73.8%**	**73.6%**	**73.3%**	**70.1%**	**66.9%**	**68.2%**
Total Sum of enrollments		129,544	116,290	116,690	111,660	108,188	119,804	139,741
Total Sum of Valid_sum		109,949	104,224	106,178	103,216	94,823	108,142	127,677
Total Sum of Success_sum		76,275	72,073	72,145	69,045	61,540	68,176	82,049
Total Sum of Success		**69.4%**	**69.2%**	**67.9%**	**66.9%**	**64.9%**	**63.0%**	**64.3%**

Successful course completion, as measured by number of students who received a passing grade of A, B, C, or CR at the end of term compared to students enrolled as of census day, shows definite trends over the past seven years.

While there have been fluctuations in the RCC success rates from year to year, the general ranking in terms of success rates for the different ethnic groups, has remained similar. Specifically, Asian, Filipino and White students rank higher than Hispanic students, and African American students rank the lowest of the largest ethnic groups.

In terms of success rates for gender at RCC, males and females have been successful at roughly equal rates over the past seven academic years.

		dterm2						
Gender	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Female	Sum of enrollments	73,085	65,530	64,172	60,849	62,391	69,797	81,303
	Sum of Valid_sum	59,800	57,271	57,179	55,033	53,197	61,045	72,274
	Sum of Success_sum	41,472	39,546	38,483	36,260	34,693	38,612	46,488
	Sum of Success	**69.4%**	**69.1%**	**67.3%**	**65.9%**	**65.2%**	**63.3%**	**64.3%**
Male	Sum of enrollments	56,327	50,548	52,200	50,445	45,120	49,190	57,346
	Sum of Valid_sum	50,101	46,785	48,781	47,917	41,170	46,464	54,498
	Sum of Success_sum	34,770	32,419	33,505	32,596	26,530	29,203	34,987
	Sum of Success	**69.4%**	**69.3%**	**68.7%**	**68.0%**	**64.4%**	**62.9%**	**64.2%**
Unstated	Sum of enrollments	132	212	318	366	677	817	1,092
	Sum of Valid_sum	48	168	218	266	456	633	905
	Sum of Success_sum	33	108	157	189	317	361	574
	Sum of Success	**68.8%**	**64.3%**	**72.0%**	**71.1%**	**69.5%**	**57.0%**	**63.4%**
Total Sum of enrollments		129,544	116,290	116,690	111,660	108,188	119,804	139,741
Total Sum of Valid_sum		109,949	104,224	106,178	103,216	94,823	108,142	127,677
Total Sum of Success_sum		76,275	72,073	72,145	69,045	61,540	68,176	82,049
Total Sum of Success		**69.4%**	**69.2%**	**67.9%**	**66.9%**	**64.9%**	**63.0%**	**64.3%**

RCC disabled students completed courses at lower rates than non-disabled students, however, the gap between these groups has decreased recent years.

		dterm2						
dsps	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Yes	Sum of enrollments	4,720	4,292	4,393	4,097	4,157	4,205	2,469
	Sum of Valid_sum	3,907	3,870	4,029	3,877	3,767	3,984	2,362
	Sum of Success_sum	2,397	2,484	2,493	2,407	2,310	2,453	1,465
	Sum of Success	**61.4%**	**64.2%**	**61.9%**	**62.1%**	**61.3%**	**61.6%**	**62.0%**
No	Sum of enrollments	124,824	111,998	112,297	107,563	104,031	115,599	137,272
	Sum of Valid_sum	106,042	100,354	102,149	99,339	91,056	104,158	125,315
	Sum of Success_sum	73,878	69,589	69,652	66,638	59,230	65,723	80,584
	Sum of Success	**69.7%**	**69.3%**	**68.2%**	**67.1%**	**65.0%**	**63.1%**	**64.3%**
Total Sum of enrollments		129,544	116,290	116,690	111,660	108,188	119,804	139,741
Total Sum of Valid_sum		109,949	104,224	106,178	103,216	94,823	108,142	127,677
Total Sum of Success_sum		76,275	72,073	72,145	69,045	61,540	68,176	82,049
Total Sum of Success		**69.4%**	**69.2%**	**67.9%**	**66.9%**	**64.9%**	**63.0%**	**64.3%**

When examining RCC transfer courses only, the gaps between the highest and lowest groups (Asians and African American, respectively) remain significant. The gap between Asian and African American success was 17% in the most recent data year.

xferable	1
Campus	RIV

		dterm2						
Ethnicity	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Asian	Sum of enrollments	6,601	6,442	6,266	6,389	6,318	6,634	7,553
	Sum of Valid_sum	6,111	6,049	5,985	6,169	6,003	6,631	7,542
	Sum of Success_sum	4,563	4,468	4,378	4,480	4,250	4,784	5,510
	Sum of Success	**74.7%**	**73.9%**	**73.1%**	**72.6%**	**70.8%**	**72.1%**	**73.1%**
Afr Am	Sum of enrollments	9,838	9,168	8,945	8,687	8,599	9,205	11,228
	Sum of Valid_sum	9,098	8,631	8,516	8,316	8,174	9,199	11,221
	Sum of Success_sum	5,646	5,267	5,060	4,785	4,808	5,344	6,293
	Sum of Success	**62.1%**	**61.0%**	**59.4%**	**57.5%**	**58.8%**	**58.1%**	**56.1%**
Filipino	Sum of enrollments	2,211	2,404	2,542	2,421	2,459	2,425	2,910
	Sum of Valid_sum	2,038	2,248	2,397	2,320	2,323	2,425	2,909
	Sum of Success_sum	1,516	1,589	1,691	1,577	1,555	1,724	2,094
	Sum of Success	**74.4%**	**70.7%**	**70.5%**	**68.0%**	**66.9%**	**71.1%**	**72.0%**
Hispanic	Sum of enrollments	23,626	22,917	23,729	23,386	24,467	27,739	34,440
	Sum of Valid_sum	22,105	21,664	22,652	22,559	23,423	27,721	34,363
	Sum of Success_sum	15,082	14,230	14,450	14,272	14,917	17,424	22,148
	Sum of Success	**68.2%**	**65.7%**	**63.8%**	**63.3%**	**63.7%**	**62.9%**	**64.5%**
Native Am	Sum of enrollments	758	640	604	559	559	696	852
	Sum of Valid_sum	669	604	569	543	522	696	852
	Sum of Success_sum	444	427	392	333	347	457	547
	Sum of Success	**66.4%**	**70.7%**	**68.9%**	**61.3%**	**66.5%**	**65.7%**	**64.2%**
Other	Sum of enrollments	2,994	2,353	2,100	1,951	1,800	1,646	2,047
	Sum of Valid_sum	2,788	2,223	1,997	1,890	1,710	1,643	2,044
	Sum of Success_sum	1,971	1,590	1,407	1,296	1,131	1,148	1,404
	Sum of Success	**70.7%**	**71.5%**	**70.5%**	**68.6%**	**66.1%**	**69.9%**	**68.7%**
Unknown	Sum of enrollments	1,707	2,308	2,921	3,443	3,903	4,635	6,375
	Sum of Valid_sum	1,589	2,191	2,805	3,328	3,715	4,632	6,369
	Sum of Success_sum	1,156	1,584	1,927	2,260	2,553	3,102	4,373
	Sum of Success	**72.8%**	**72.3%**	**68.7%**	**67.9%**	**68.7%**	**67.0%**	**68.7%**
White	Sum of enrollments	34,174	30,951	29,414	26,018	25,817	26,525	30,420
	Sum of Valid_sum	31,897	29,259	28,094	25,165	24,711	26,499	30,387
	Sum of Success_sum	23,709	21,431	20,486	18,209	17,761	18,648	21,747
	Sum of Success	**74.3%**	**73.2%**	**72.9%**	**72.4%**	**71.9%**	**70.4%**	**71.6%**
Total Sum of enrollments		81,909	77,183	76,521	72,854	73,922	79,505	95,825
Total Sum of Valid_sum		76,295	72,869	73,015	70,290	70,581	79,446	95,687
Total Sum of Success_sum		54,087	50,586	49,791	47,212	47,322	52,631	64,116
Total Sum of Success		**70.9%**	**69.4%**	**68.2%**	**67.2%**	**67.0%**	**66.2%**	**67.0%**

Success rates for RCC transfer courses by gender have steadily been decreasing, as the gap between males and females has stayed relatively stable during the past seven years.

xferable	1
Campus	RIV

		dterm2						
Gender	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Female	Sum of enrollments	47,290	44,905	43,978	41,581	41,692	44,677	53,848
	Sum of Valid_sum	43,798	42,279	41,859	39,985	39,642	44,646	53,763
	Sum of Success_sum	31,492	29,913	28,926	26,934	26,487	29,608	36,120
	Sum of Success	**71.9%**	**70.8%**	**69.1%**	**67.4%**	**66.8%**	**66.3%**	**67.2%**
Male	Sum of enrollments	34,590	32,168	32,401	31,074	31,888	34,393	41,358
	Sum of Valid_sum	32,470	30,486	31,018	30,111	30,617	34,366	41,305
	Sum of Success_sum	22,577	20,604	20,772	20,141	20,606	22,741	27,546
	Sum of Success	**69.5%**	**67.6%**	**67.0%**	**66.9%**	**67.3%**	**66.2%**	**66.7%**
Unstated	Sum of enrollments	29	110	142	199	342	435	619
	Sum of Valid_sum	27	104	138	194	322	434	619
	Sum of Success_sum	18	69	93	137	229	282	450
	Sum of Success	**66.7%**	**66.3%**	**67.4%**	**70.6%**	**71.1%**	**65.0%**	**72.7%**
Total Sum of enrollments		81,909	77,183	76,521	72,854	73,922	79,505	95,825
Total Sum of Valid_sum		76,295	72,869	73,015	70,290	70,581	79,446	95,687
Total Sum of Success_sum		54,087	50,586	49,791	47,212	47,322	52,631	64,116
Total Sum of Success		**70.9%**	**69.4%**	**68.2%**	**67.2%**	**67.0%**	**66.2%**	**67.0%**

Disabled students taking transfer courses at RCC were less than 3 percentage points lower in terms of success for all years compared to non-disabled students.

xferable	1
Campus	RIV

		dterm2						
dsps	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Yes	Sum of enrollments	2,656	2,622	2,671	2,455	2,359	2,465	1,466
	Sum of Valid_sum	2,438	2,474	2,544	2,373	2,217	2,462	1,464
	Sum of Success_sum	1,658	1,727	1,725	1,628	1,472	1,611	963
	Sum of Success	**68.0%**	**69.8%**	**67.8%**	**68.6%**	**66.4%**	**65.4%**	**65.8%**
No	Sum of enrollments	79,253	74,561	73,850	70,399	71,563	77,040	94,359
	Sum of Valid_sum	73,857	70,395	70,471	67,917	68,364	76,984	94,223
	Sum of Success_sum	52,429	48,859	48,066	45,584	45,850	51,020	63,153
	Sum of Success	**71.0%**	**69.4%**	**68.2%**	**67.1%**	**67.1%**	**66.3%**	**67.0%**
Total Sum of enrollments		81,909	77,183	76,521	72,854	73,922	79,505	95,825
Total Sum of Valid_sum		76,295	72,869	73,015	70,290	70,581	79,446	95,687
Total Sum of Success_sum		54,087	50,586	49,791	47,212	47,322	52,631	64,116
Total Sum of Success		**70.9%**	**69.4%**	**68.2%**	**67.2%**	**67.0%**	**66.2%**	**67.0%**

For vocational courses taken at RCC, Filipino and White students completed these courses at much higher rates than other ethnic groups. (The drop in vocational enrollments in 2006 is attributable to the Administration of Justice courses being assigned to the Moreno Valley campus.) Again, in the most recent year, African American students had a success rate that was 20 percentage points lower than White students.)

voc_ed	1
Campus	RIV

		dterm2						
Ethnicity	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Asian	Sum of enrollments	1,047	844	763	665	502	590	607
	Sum of Valid_sum	923	756	684	614	389	476	503
	Sum of Success_sum	626	526	523	468	283	326	351
	Sum of Success	**67.8%**	**69.6%**	**76.5%**	**76.2%**	**72.8%**	**68.5%**	**69.8%**
Afr Am	Sum of enrollments	2,016	1,558	1,450	1,357	905	1,010	1,056
	Sum of Valid_sum	1,792	1,406	1,336	1,271	780	885	951
	Sum of Success_sum	1,042	869	857	871	413	389	485
	Sum of Success	**58.1%**	**61.8%**	**64.1%**	**68.5%**	**52.9%**	**44.0%**	**51.0%**
Filipino	Sum of enrollments	476	433	504	461	408	382	449
	Sum of Valid_sum	381	354	399	397	260	258	307
	Sum of Success_sum	261	272	309	310	199	186	227
	Sum of Success	**68.5%**	**76.8%**	**77.4%**	**78.1%**	**76.5%**	**72.1%**	**73.9%**
Hispanic	Sum of enrollments	5,579	4,775	4,641	4,496	2,577	2,774	3,222
	Sum of Valid_sum	5,013	4,419	4,304	4,295	2,171	2,468	2,862
	Sum of Success_sum	3,637	3,344	3,384	3,333	1,456	1,687	1,964
	Sum of Success	**72.6%**	**75.7%**	**78.6%**	**77.6%**	**67.1%**	**68.4%**	**68.6%**
Native Am	Sum of enrollments	189	196	180	152	78	77	79
	Sum of Valid_sum	176	174	171	144	63	70	72
	Sum of Success_sum	132	139	143	113	48	39	40
	Sum of Success	**75.0%**	**79.9%**	**83.6%**	**78.5%**	**76.2%**	**55.7%**	**55.6%**
Other	Sum of enrollments	458	399	352	259	164	174	180
	Sum of Valid_sum	395	361	318	239	125	150	141
	Sum of Success_sum	272	269	242	175	77	97	104
	Sum of Success	**68.9%**	**74.5%**	**76.1%**	**73.2%**	**61.6%**	**64.7%**	**73.8%**
Unknown	Sum of enrollments	454	523	688	634	388	434	504
	Sum of Valid_sum	411	489	656	607	323	383	452
	Sum of Success_sum	315	399	534	497	229	247	294
	Sum of Success	**76.6%**	**81.6%**	**81.4%**	**81.9%**	**70.9%**	**64.5%**	**65.0%**
White	Sum of enrollments	10,398	8,912	8,896	8,058	3,347	3,439	3,507
	Sum of Valid_sum	9,546	8,316	8,333	7,715	2,705	2,874	2,945
	Sum of Success_sum	7,647	6,983	7,155	6,704	2,035	2,045	2,091
	Sum of Success	**80.1%**	**84.0%**	**85.9%**	**86.9%**	**75.2%**	**71.2%**	**71.0%**
Total Sum of enrollments		20,617	17,640	17,474	16,082	8,369	8,880	9,604
Total Sum of Valid_sum		18,637	16,275	16,201	15,282	6,816	7,564	8,233
Total Sum of Success_sum		13,932	12,801	13,147	12,471	4,740	5,016	5,556
Total Sum of Success		**74.8%**	**78.7%**	**81.1%**	**81.6%**	**69.5%**	**66.3%**	**67.5%**

For RCC vocational education enrollments, female success rates lagged behind male success rates, but the trend has reversed in the most recent years.

voc_ed	1
Campus	RIV

		dterm2						
Gender	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Female	Sum of enrollments	8,381	6,989	6,629	5,790	5,101	5,366	5,748
	Sum of Valid_sum	7,114	5,933	5,606	5,201	3,877	4,313	4,682
	Sum of Success_sum	4,909	4,257	4,135	3,935	2,729	2,891	3,178
	Sum of Success	**69.0%**	**71.8%**	**73.8%**	**75.7%**	**70.4%**	**67.0%**	**67.9%**
Male	Sum of enrollments	12,226	10,624	10,791	10,268	3,234	3,484	3,814
	Sum of Valid_sum	11,514	10,315	10,542	10,058	2,906	3,223	3,509
	Sum of Success_sum	9,017	8,524	8,964	8,516	1,988	2,111	2,348
	Sum of Success	**78.3%**	**82.6%**	**85.0%**	**84.7%**	**68.4%**	**65.5%**	**66.9%**
Unstated	Sum of enrollments	10	27	54	24	34	30	42
	Sum of Valid_sum	9	27	53	23	33	28	42
	Sum of Success_sum	6	20	48	20	23	14	30
	Sum of Success	**66.7%**	**74.1%**	**90.6%**	**87.0%**	**69.7%**	**50.0%**	**71.4%**
Total Sum of enrollments		20,617	17,640	17,474	16,082	8,369	8,880	9,604
Total Sum of Valid_sum		18,637	16,275	16,201	15,282	6,816	7,564	8,233
Total Sum of Success_sum		13,932	12,801	13,147	12,471	4,740	5,016	5,556
Total Sum of Success		**74.8%**	**78.7%**	**81.1%**	**81.6%**	**69.5%**	**66.3%**	**67.5%**

While disabled students taking vocational courses at the RCC campus have lower success rates than their non-disabled counterparts, in recent years the gap has been decreasing.

voc_ed	1
Campus	RIV

		dterm2						
dsps	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Yes	Sum of enrollments	595	482	473	494	522	541	304
	Sum of Valid_sum	490	412	384	429	400	418	241
	Sum of Success_sum	288	258	258	286	266	256	147
	Sum of Success	**58.8%**	**62.6%**	**67.2%**	**66.7%**	**66.5%**	**61.2%**	**61.0%**
No	Sum of enrollments	20,022	17,158	17,001	15,588	7,847	8,339	9,300
	Sum of Valid_sum	18,147	15,863	15,817	14,853	6,416	7,146	7,992
	Sum of Success_sum	13,644	12,543	12,889	12,185	4,474	4,760	5,409
	Sum of Success	**75.2%**	**79.1%**	**81.5%**	**82.0%**	**69.7%**	**66.6%**	**67.7%**
Total Sum of enrollments		20,617	17,640	17,474	16,082	8,369	8,880	9,604
Total Sum of Valid_sum		18,637	16,275	16,201	15,282	6,816	7,564	8,233
Total Sum of Success_sum		13,932	12,801	13,147	12,471	4,740	5,016	5,556
Total Sum of Success		**74.8%**	**78.7%**	**81.1%**	**81.6%**	**69.5%**	**66.3%**	**67.5%**

For RCC students enrolled in basic skills courses, the same trend of Asians, Filipinos and Whites having higher success rates than Hispanic and African American students is reconfirmed. In the first six years of this tables, African American success rates in basic skills courses is under 50%.

basic_skills	1
Campus	RIV

		dterm2						
Ethnicity	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Asian	Sum of enrollments	516	579	524	488	573	525	576
	Sum of Valid_sum	493	560	501	477	550	525	572
	Sum of Success_sum	360	398	326	330	372	366	406
	Sum of Success	**73.0%**	**71.1%**	**65.1%**	**69.2%**	**67.6%**	**69.7%**	**71.0%**
Afr Am	Sum of enrollments	850	944	1,100	1,220	1,223	1,359	1,547
	Sum of Valid_sum	781	903	1,043	1,194	1,166	1,359	1,532
	Sum of Success_sum	360	421	482	531	540	665	812
	Sum of Success	**46.1%**	**46.6%**	**46.2%**	**44.5%**	**46.3%**	**48.9%**	**53.0%**
Filipino	Sum of enrollments	107	150	207	156	169	174	127
	Sum of Valid_sum	100	146	197	155	167	174	126
	Sum of Success_sum	69	90	127	97	101	118	94
	Sum of Success	**69.0%**	**61.6%**	**64.5%**	**62.6%**	**60.5%**	**67.8%**	**74.6%**
Hispanic	Sum of enrollments	2,999	3,269	3,713	3,536	3,611	4,071	4,421
	Sum of Valid_sum	2,839	3,139	3,517	3,456	3,506	4,070	4,376
	Sum of Success_sum	1,677	1,930	1,990	1,941	2,035	2,359	2,698
	Sum of Success	**59.1%**	**61.5%**	**56.6%**	**56.2%**	**58.0%**	**58.0%**	**61.7%**
Native Am	Sum of enrollments	31	39	38	58	65	83	66
	Sum of Valid_sum	30	37	34	58	63	83	66
	Sum of Success_sum	13	17	21	29	38	44	41
	Sum of Success	**43.3%**	**45.9%**	**61.8%**	**50.0%**	**60.3%**	**53.0%**	**62.1%**
Other	Sum of enrollments	171	166	164	165	172	174	162
	Sum of Valid_sum	161	163	152	160	167	174	159
	Sum of Success_sum	101	103	99	85	105	131	95
	Sum of Success	**62.7%**	**63.2%**	**65.1%**	**53.1%**	**62.9%**	**75.3%**	**59.7%**
Unknown	Sum of enrollments	137	136	286	307	350	427	514
	Sum of Valid_sum	131	134	264	303	330	427	511
	Sum of Success_sum	85	69	145	169	202	252	336
	Sum of Success	**64.9%**	**51.5%**	**54.9%**	**55.8%**	**61.2%**	**59.0%**	**65.8%**
White	Sum of enrollments	1,685	1,520	1,944	1,549	1,500	1,614	1,585
	Sum of Valid_sum	1,559	1,451	1,825	1,514	1,452	1,614	1,565
	Sum of Success_sum	977	895	1,087	895	913	1,016	1,063
	Sum of Success	**62.7%**	**61.7%**	**59.6%**	**59.1%**	**62.9%**	**62.9%**	**67.9%**
Total Sum of enrollments		6,496	6,803	7,976	7,479	7,663	8,427	8,998
Total Sum of Valid_sum		6,094	6,533	7,533	7,317	7,401	8,426	8,907
Total Sum of Success_sum		3,642	3,923	4,277	4,077	4,306	4,951	5,545
Total Sum of Success		**59.8%**	**60.0%**	**56.8%**	**55.7%**	**58.2%**	**58.8%**	**62.3%**

When examining the success rates of RCC basic skills students, females generally have outperformed males during the past seven academic years, with the size of the gaps varying.

basic_skills	1
Campus	RIV

		dterm2						
Gender	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Female	Sum of enrollments	4,011	4,219	4,688	4,302	4,410	4,881	5,260
	Sum of Valid_sum	3,762	4,043	4,461	4,207	4,255	4,880	5,212
	Sum of Success_sum	2,397	2,569	2,678	2,510	2,634	3,018	3,355
	Sum of Success	**63.7%**	**63.5%**	**60.0%**	**59.7%**	**61.9%**	**61.8%**	**64.4%**
Male	Sum of enrollments	2,480	2,566	3,280	3,153	3,199	3,493	3,679
	Sum of Valid_sum	2,327	2,472	3,064	3,087	3,095	3,493	3,636
	Sum of Success_sum	1,242	1,342	1,592	1,554	1,637	1,901	2,148
	Sum of Success	**53.4%**	**54.3%**	**52.0%**	**50.3%**	**52.9%**	**54.4%**	**59.1%**
Unstated	Sum of enrollments	5	18	8	24	54	53	59
	Sum of Valid_sum	5	18	8	23	51	53	59
	Sum of Success_sum	3	12	7	13	35	32	42
	Sum of Success	**60.0%**	**66.7%**	**87.5%**	**56.5%**	**68.6%**	**60.4%**	**71.2%**
Total Sum of enrollments		6,496	6,803	7,976	7,479	7,663	8,427	8,998
Total Sum of Valid_sum		6,094	6,533	7,533	7,317	7,401	8,426	8,907
Total Sum of Success_sum		3,642	3,923	4,277	4,077	4,306	4,951	5,545
Total Sum of Success		**59.8%**	**60.0%**	**56.8%**	**55.7%**	**58.2%**	**58.8%**	**62.3%**

Disabled students taking basic skills courses at RCC had lower success rates than their non-disabled counterparts. In recent years, the gap has narrowed from 20% to 10%.

basic_skills	1
Campus	RIV

		dterm2						
dsps	Data	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Yes	Sum of enrollments	452	447	495	469	539	595	293
	Sum of Valid_sum	420	425	474	457	519	595	293
	Sum of Success_sum	175	218	217	214	273	317	153
	Sum of Success	**41.7%**	**51.3%**	**45.8%**	**46.8%**	**52.6%**	**53.3%**	**52.2%**
No	Sum of enrollments	6,044	6,356	7,481	7,010	7,124	7,832	8,705
	Sum of Valid_sum	5,674	6,108	7,059	6,860	6,882	7,831	8,614
	Sum of Success_sum	3,467	3,705	4,060	3,863	4,033	4,634	5,392
	Sum of Success	**61.1%**	**60.7%**	**57.5%**	**56.3%**	**58.6%**	**59.2%**	**62.6%**
Total Sum of enrollments		6,496	6,803	7,976	7,479	7,663	8,427	8,998
Total Sum of Valid_sum		6,094	6,533	7,533	7,317	7,401	8,426	8,907
Total Sum of Success_sum		3,642	3,923	4,277	4,077	4,306	4,951	5,545
Total Sum of Success		**59.8%**	**60.0%**	**56.8%**	**55.7%**	**58.2%**	**58.8%**	**62.3%**

COURSE COMPLETION: Goals and Activities

GOAL 2.1:
Development of a Native American Program, with collaboration from Academic Affairs, Student Services, the Student Success Committee, as well as tribal communities, to assist Native American students in their personal, social, and academic development so our students can become life-long learners and responsible leaders in our global community. This program will serve as a cultural connection, support network, and institutional referral resource.

GOAL2.2:
To increase the number of Native American students overall completion rate.

ACTIVITY 2.2.1:

- Success Committee sub-group will determine outcomes which will be incorporated into the assessment efforts.
- Increase course completion rates 2% yearly
  a. Within first 2 weeks of each semester students will meet with an academic counselor to complete Student Educational Plan.
  b. Refer students into Community of Academic Progress (CAP) program.
  c. Regularly monitor student progress (EOPS model.)
  d. Make use of tutorial services.
  e. Facilitate study groups.

GOAL 2.3:
Increase Native American vocational course enrollment and success 4% yearly

ACTIVITY 2.3.1:

- Success Committee sub-group will determine outcomes which will be incorporated into the assessment efforts.
- Expose students to career center services, vocational and career workshops, and related field trips.
- Work closely with vocational and occupational disciplines on campus to expose students to certificates, licenses, and trade opportunities.

GOAL 2.4:
To increase the number of disabled students overall completion rate.

ACTIVITY 2.4.1:

- Success Committee sub-group will determine outcomes which will be incorporated into the assessment efforts.

- Within the first semester students will meet with an academic counselor through DSPS to complete Student Educational Plan.
- Community of Academic Progress (CAP) program will partner with DSPS to increase participation of students in the program.
- Increase awareness of DSPS program and services to disabled student students who are not a part of the program.

GOAL 2.5:
Increase DSPS student vocational course enrollment and success.

ACTIVITY 2.5.1:

- Success Committee sub-group will determine outcomes which will be incorporated into the assessment efforts.
- Expose students to career center services, vocational and career workshops, and related field trips.
- Work collaboratively with vocational and occupational disciplines on campus to expose students to certificates, licenses, and trade opportunities.

GOAL 2.6:
To increase the percentage rate of successful course completion for African American students.

ACTIVITY 2.6.1:

- Success Committee sub-group will determine outcomes which will be incorporated into the assessment efforts.
- Encourage and target African American students to meet with an academic counselor to complete Student Educational Plan.
- Refer students into Community of Academic Progress (CAP) program.
- Regularly monitor student progress (EOPS model).
- Make use of tutorial services.
- Facilitate study groups.

GOAL 2.7:
Increase level of African American student engagement with faculty, staff, and administrators

ACTIVITY 2.7.2:

- Success Committee sub-group will determine outcomes which will be incorporated into the assessment efforts.
- Continue to expose African American students to the HOME Room and The Ujima Project.
- Host activities which will bring faculty, staff and administrators into the HOME room for interactive activity with students.
- Within first six weeks of the semester provide tours and interaction between all student services and departments.

GOAL 2.8:
Increase African American vocational course enrollment and success

ACTIVITY 2.8.1:

- Success Committee sub-group will determine outcomes which will be incorporated into the assessment efforts.
- Expose students to career center services, vocational and career workshops, and related field trips.
- Work closely with vocational and occupational disciplines on campus to expose students to certificates, licenses, and trade opportunities.

CAMPUS-BASED RESEARCH

3. ESL and BASIC SKILLS COMPLETION. Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course.

Using Chancellor's Office data files, the 2005 Student Equity team calculated completion rates for ESL and Basic Skills courses using specific courses taken during the specific time frame of four years. The first two tables for each indicator will be district and the third table will be campus-specific.

ESL For this measure, rates were calculated locally to determine the rates for ESL students attempting and passing ESL-55 and then subsequently passing English-50.

The table below shows that for District students taking ESL-55 beginning in Fall 2001 for the subsequent three years, Asian students passed both classes (ESL-55 and Eng-50) at over twice the rate of their Hispanic counterparts.

ESL	Basic		College		Passed through
	Attempted	Passed	Attempted	Passed	Entire Sequence
White	43	86%	28	93%	60%
Afr AM	14	57%	4	75%	21%
Hispan	330	62%	112	63%	21%
Asian	211	89%	124	83%	49%
Nat AM	0	0%	0	0%	
Other	40	80%	17	76%	33%
Total	638	74%	285	76%	34%

The same analysis performed on District students starting in Fall 2003 yielded very similar results.

ESL RCCD	Basic		College		Passed through
	Attempted	Passed	Attempted	Passed	Both Courses
White	50	82%	26	88%	46%
AfrAM	18	67%	4	100%	22%
Hispan	784	67%	275	75%	26%
Asian	354	86%	204	87%	50%
Nat AM	1	0%	0	0%	0%
Other	73	78%	32	88%	38%
Total	**1280**	**73%**	**541**	**80%**	34%

For the Riverside Campus enrollment only, all students in this sequence performed at a higher rate than the district overall, with Asians and white students having the highest success.

ESL	**Riverside** Basic Attempted	Passed	College Attempted	Passed	Passed through Both Courses
White	35	83%	22	86%	54%
AfrAM	16	63%	3	100%	19%
Hispan	506	68%	185	76%	28%
Asian	295	87%	185	88%	55%
Nat AM	1	0%	0	0%	0%
Other	51	84%	28	86%	47%
Total	**904**	**75%**	**423**	**83%**	39%

ENGLISH For this measure, rates were calculated locally to determine the rates for English students attempting and passing ENG-50 and then subsequently passing ENG-1A.

The table below shows that for District students taking ENG-50 beginning in Fall 2001 for the subsequent three years, Asian students passed both classes (ESL-55 and Eng-50) at substantially higher rates than their counterparts.

English	Basic Attempted	Passed	College Attempted	Passed	Passed through Entire Sequence
White	3334	73%	1425	77%	33%
AfrAM	1027	66%	407	71%	28%
Hispan	3390	68%	1342	76%	30%
Asian	982	76%	488	82%	41%
Nat AM	78	67%	26	85%	28%
Other	480	71%	205	81%	35%
Total	**9291**	**71%**	**3893**	**77%**	**32%**

The same analysis performed on District students starting in Fall 2003 again showed Asians with the highest rate of completion, followed by White, Hispanic and African-American students, respectively.

English	**RCCD** Basic Attempted	Successful		College Attempted	Successful		Successful through Both Courses
White	3293	2609	79%	1503	1291	86%	39%
AfrAM	996	712	71%	411	332	81%	33%
Hispan	4083	3124	77%	1737	1462	84%	36%
Asian	1076	916	85%	569	502	88%	47%
Nat AM	73	54	74%	32	25	78%	34%
Other	593	465	78%	245	210	86%	35%
Total	10114	7880	78%	4497	3822	85%	38%

For Riverside Campus enrollments only (Fall 2003), students of all ethnic groups performed at slightly lower rates than in the district overall.

English	RIV Basic Attempted	Successful		College Attempted	Successful		Successful through Both Courses
White	1659	1282	77%	741	625	84%	38%
AfrAM	516	345	67%	204	158	77%	31%
Hispan	2106	1540	73%	830	679	82%	32%
Asian	585	480	82%	280	253	90%	43%
Nat AM	36	24	67%	16	11	69%	31%
Other	315	242	77%	124	109	88%	35%
Total	**5217**	**3913**	**75%**	**2195**	**1835**	84%	35%

MATH For this measure, rates were calculated locally to determine the rates for Math students attempting and passing Math 35, 53, or 52 and then subsequently passing any of the following: Math 10, 12, 1A, 1B, 1C, 2, 25, 3, 36, 4, 5, or 7.

The table below shows that for District students taking the basic level Math courses beginning in Fall 2001 for the subsequent three years, Asian students passed both Math levels at substantially higher rates than their counterparts.

Math	Basic Attempted	Passed	College Attempted	Passed	Passed through Entire Sequence
White	7836	61%	1017	72%	9%
AfrAM	2128	45%	212	63%	6%
Hispan	6390	54%	733	67%	8%
Asian	1518	65%	275	71%	13%
Nat AM	166	54%	17	59%	6%
Other	986	56%	130	70%	9%
Total	**19024**	**57%**	**2384**	**69%**	**9%**

The same analysis performed on District students starting in Fall 2003 again showed an overall increase in students completing the sequence. Asian and white students had the highest rate of completion, followed by Hispanic and African-American students, respectively.

Math	RCCD Basic Attempted	Successful		College Attempted	Successful		Successful through Both Courses
White	8759	6152	70%	2360	1908	81%	22%
AfrAM	3322	1703	51%	476	344	72%	10%
Hispan	9446	6008	64%	2051	1581	77%	17%
Asian	1887	1379	73%	640	529	83%	28%
Nat AM	202	140	69%	46	35	76%	17%
Other	1460	949	65%	369	296	80%	20%
Total	25076	16331	65%	5942	4693	79%	19%

For Riverside Campus enrollments only (starting in Fall 2003), success rates of the different ethnic groups closely reflected the district. Again, Asian and white students had higher rates of success than did African American and Hispanic students.

Math	**RIV** Basic Attempted	Successful		College Attempted	Successful		Successful through Both Courses
White	3772	2510	67%	1008	812	81%	22%
AfrAM	1422	678	48%	213	147	69%	10%
Hispan	4221	2449	58%	864	638	74%	15%
Asian	890	615	69%	297	248	84%	28%
Nat AM	91	56	62%	20	17	85%	19%
Other	667	414	62%	183	141	77%	21%
Total	**11063**	**6722**	**61%**	**2585**	**2003**	77%	18%

READING For this measure, rates were calculated locally to determine the rates for Reading students attempting and passing Reading 83 and then subsequently passing English 50.

The table below shows that for District students taking Reading 83 beginning in Fall 2001 for the subsequent three years, white, Asian and Hispanic students passed both reading levels at higher rates than African-American students.

Reading	Basic Attempted	Passed		College Attempted	Passed		Passed through Entire Sequence
White	866		64%	474		79%	43%
AfrAM	284		60%	147		70%	36%
Hispan	950		65%	523		77%	42%
Asian	180		68%	96		79%	42%
Nat AM	26		58%	11		91%	38%
Other	115		63%	54		85%	40%
Total	**2421**		**64%**	**1305**		**77%**	**42%**

The same analysis performed on District students starting in Fall 2003 again showed an overall decrease in students completing the sequence. Asian and white students had the highest rate of completion, followed by Hispanic and African-American students, respectively.

Reading	**RCCD** Basic Attempted	Successful		College Attempted	Successful		Successful through Both Courses
White	772	488	63%	381	312	82%	40%
AfrAM	238	134	56%	100	78	78%	33%
Hispan	854	537	63%	432	315	73%	37%
Asian	151	107	71%	90	71	79%	47%
Nat AM	22	13	59%	9	9	100%	41%
Other	138	87	63%	69	60	87%	43%
Total	2175	1366	63%	1081	845	78%	39%

For RCC reading enrollments only (starting in Fall 2003), the overall success rate was lower than the District. White students had highest rates, followed by Hispanic, Asian and African-American students.

Reading	**RIV** Basic Attempted	Successful		College Attempted	Successful		Successful through Both Courses
White	484	266	55%	208	168	81%	35%
AfrAM	153	74	48%	53	40	75%	26%
Hispan	540	307	57%	240	167	70%	31%
Asian	83	52	63%	39	26	67%	31%
Nat AM	17	8	47%	5	5	100%	29%
Other	81	45	56%	32	29	91%	36%
Total	**1358**	**752**	**55%**	**577**	**435**	75%	32%

ESL and BASIC SKILLS COMPLETION: Goals and Activities

Student Success Indicator For Esl And Basic Skills Completion

GOAL 3.1:
To increase the number of Hispanic ESL students who succeed in ESL 55 and English 50, and who progress from ESL 55 to English 50.

ACTIVITY 3.1.1:

- Determine the success rate and progression rate for students from ESL 55 to English 50.
- Compare success rates and progression to non-ESL English courses (English 60B to English 50).
- Use the results of the research to implement appropriate interventions as determined by counselors, English and ESL faculty.

The ESL faculty have anecdotal data that suggests African American, White and DSP&S students enrolled in ESL classes are placed into these courses based on a disability or lack of academic English and are native speakers rather than non-native speakers.

GOAL 3.2:
To identify whether African American, White and DSP&S students are appropriately placed in ESL courses.

ACTIVITY 3.2.1 :

- Disaggregate data from current report to better identify the academic needs and placement of African American, White and DSP&S students and compare to traditional ESL and non-ESL course taking patterns.
- Explore potential barriers and/or interventions that will increase student success and progression for student population. Use information to inform counselors, instructors and students of appropriate pathways.

GOAL 3.3:
To increase the success and progression rate of Native American students in English 50 and English 1A.

ACTIVITY 3.3.1:

- Identify Native American student equity faculty lead to work with English faculty to design interventions that target student population.
- Develop and/or identify resources for Native American student success.

- Provide counseling with information to utilize in basic skills classroom presentations.
- Share success strategies with English department.

GOAL 3.4:
To increase the success rate of African American students is English 50.

ACTIVITY 3.4.1:

- Identify African American student equity faculty lead to work with English faculty to design interventions that target student population.
- Develop and/or identify resources for African American student success.
- Provide counseling with information to utilize in basic skills classroom presentations.
- Share success strategies with English department.

GOAL 3.5:
To increase the success and progression rate of African American and Hispanic students in Math 35 and subsequent college level math course.

ACTIVITY 3.5.1:

- Identify African American and Hispanic student equity faculty leads to work with Math faculty to design interventions that target student population.
- Develop and/or identify resources for student success in math.
- Provide counseling with information to utilize in basic skills classroom presentations.
- Share success strategies with Math department.
- Work with the STEM Center to encourage and recruit students to pursue careers in the STEM fields.

GOAL 3.6:
To increase the success rate of African American and Native American students in Reading 83.

ACTIVITY 3.6.1:

- Identify African American and Native American student equity faculty leads to work with Reading faculty to design interventions that target student population.
- Develop and/or identify resources for student success in Reading.
- Provide counseling with information to utilize in basic skills classroom presentations.
- Share success strategies with Reading department.
-

CAMPUS-BASED RESEARCH

4. DEGREE and CERTIFICATE COMPLETION. Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

The data for this section was calculated locally using California Community College Chancellor's Office Management Information System data for the years under review. (This indicator is only provided at the district level.) This table shows the distribution of awards and certificates by ethnic group. For comparative purposes, student ethnic distribution information for the fall term of each academic year is provided. As a measure of equity, the proportions of awards and certificates for each group should be as close as possible to that group's proportion in the student population. For example, African American students received 7.8% of the awards and certificates in the 2008-09 academic year but made up 11.1% of the 2008-09 RCCD population. Therefore, African Americans are underrepresented in awards and certificates by 3.3% (7.8% - 11.1%=-3.3%).

All Awards		**AY**							**RCCD**	***Percent***
Ethnicity	**Data**	**2002-03**	**2003-04**	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**2008-09**	**2008-09**	***diff.***
White	**Awards**	1484	1569	1742	1965	1740	1645	1940	18974	
	Percent	47.3%	46.2%	44.9%	42.2%	42.4%	41.2%	37.4%	32.3%	*5.1%*
African Am	**Awards**	284	327	378	492	394	343	405	6511	
	Percent	9.1%	9.6%	9.7%	10.6%	9.6%	8.6%	7.8%	11.1%	*-3.3%*
Hispanic	**Awards**	897	948	1138	1519	1356	1299	1785	21594	
	Percent	28.6%	27.9%	29.3%	32.6%	33.0%	32.5%	34.4%	36.7%	*-2.3%*
Asian / Pac Isl	**Awards**	250	294	359	366	361	368	548	5156	
	Percent	8.0%	8.7%	9.3%	7.9%	8.8%	9.2%	10.6%	8.8%	*1.8%*
Nat Am	**Awards**	20	36	40	30	33	26	42	473	
	Percent	0.6%	1.1%	1.0%	0.6%	0.8%	0.7%	0.8%	0.8%	*0.0%*
Other	**Awards**	202	222	222	285	224	310	473	6126	
	Percent	6.4%	6.5%	5.7%	6.1%	5.5%	7.8%	9.1%	10.4%	*-1.3%*
Total Awards		3137	3396	3879	4657	4108	3991	5193	58834	
Total Percent		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	*0.0%*

In the most recent year, White students received disproportionately more awards and certificates than Hispanic and African American students, who received disproportionately fewer awards when using this equity measure (–2.3% and –3.3% respectively). For all other groups there is less than three percentage points difference between the proportion of awards given and representation in student population. This historical view shows that the proportion of White students receiving awards is decreasing as the Hispanic and Asian student awards are slowly increasing. African American trends reflect a decreasing proportion of all awards.

When examining only the AA/AS awards conferred, overrepresentation of White students diminishes a little, while Asian overrepresentation rises to 3.1%. Again, White and African American student awards are decreasing as the proportion of Hispanics and Asians continues to increase.

AA/AS only		AY							RCCD	*Percent*
Ethnicity	**Data**	**2002-03**	**2003-04**	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**2008-09**	**2008-09**	***diff.***
White	**Awards**	814	899	955	1022	944	800	920	18974	
	Percent	45.1%	45.7%	44.8%	44.3%	41.3%	40.0%	36.6%	32.3%	*4.4%*
African Am	**Awards**	166	196	220	233	236	197	190	6511	
	Percent	9.2%	10.0%	10.3%	10.1%	10.3%	9.8%	7.6%	11.1%	*-3.5%*
Hispanic	**Awards**	517	538	593	716	746	634	850	21594	
	Percent	28.7%	27.4%	27.8%	31.0%	32.6%	31.7%	33.8%	36.7%	*-2.9%*
Asian / Pac Isl	**Awards**	159	177	212	187	232	191	299	5156	
	Percent	8.8%	9.0%	9.9%	8.1%	10.1%	9.5%	11.9%	8.8%	*3.1%*
Nat Am	**Awards**	12	18	28	16	13	13	17	473	
	Percent	0.7%	0.9%	1.3%	0.7%	0.6%	0.6%	0.7%	0.8%	*-0.1%*
Other	**Awards**	136	138	125	133	117	166	237	6126	
	Percent	7.5%	7.0%	5.9%	5.8%	5.1%	8.3%	9.4%	10.4%	*-1.0%*
Total Awards		1804	1966	2133	2307	2288	2001	2513	58834	
Total Percent		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	*0.0%*

When examining only certificates, White overrepresentation still persists, but the underrepresentation of Hispanic certificate graduates diminishes slightly. Other trends for ethnic group changes over time are also found in this table.

Certificate Only		AY							RCCD	*Percent*
Ethnicity	**Data**	**2002-03**	**2003-04**	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**2008-09**	**2008-09**	***diff.***
White	**Awards**	670	670	787	943	796	845	1020	18974	
	Percent	50.3%	46.9%	45.1%	40.1%	43.7%	42.5%	38.1%	32.3%	*5.8%*
African Am	**Awards**	118	131	158	259	158	146	215	6511	
	Percent	8.9%	9.2%	9.0%	11.0%	8.7%	7.3%	8.0%	11.1%	*-3.0%*
Hispanic	**Awards**	380	410	545	803	610	665	935	21594	
	Percent	28.5%	28.7%	31.2%	34.2%	33.5%	33.4%	34.9%	36.7%	*-1.8%*
Asian / Pac Isl	**Awards**	91	117	147	179	129	177	249	5156	
	Percent	6.8%	8.2%	8.4%	7.6%	7.1%	8.9%	9.3%	8.8%	*0.5%*
Nat Am	**Awards**	8	18	12	14	20	13	25	473	
	Percent	0.6%	1.3%	0.7%	0.6%	1.1%	0.7%	0.9%	0.8%	*0.1%*
Other	**Awards**	66	84	97	152	107	144	236	6126	
	Percent	5.0%	5.9%	5.6%	6.5%	5.9%	7.2%	8.8%	10.4%	*-1.6%*
Total Awards		1333	1430	1746	2350	1820	1990	2680	58834	
Total Percent		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	*0.0%*

DEGREE and CERTIFICATE COMPLETION: Goals and Activities

GOAL 4.1:
Increase the percentage of degrees and certificates awarded to African American and Hispanic students in order to receive proportional outcomes.

ACTIVITY 4.1.1:

- Identify gatekeeper courses which lead towards to degree completion (e.g. Eng. 50 & Math 35).
- Direct resources and services to African American and Hispanic students enrolled in those courses.
- Encourage faculty to utilize early alert system.

GOAL 4.2:
Encourage and provide professional development for Faculty teaching gatekeeper courses around issues relating to the specific learning modalities of African American and Hispanic students.

ACTIVITY 4.2.1:

- Distribute course level disaggregated data on student success to faculty teaching gateway classes.
- Provide workshops through the faculty development center.

GOAL 4.3:
Identify additional resources to expand existing programs targeting African American and Hispanic students.

ACTIVITY 4.3.1:

- Identify and apply for grants.
- Seek institutional financial resources.
- Continue request basic skill initiative funding.
- Fund a program coordinator for the Ujima Home Room.

CAMPUS-BASED RESEARCH

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

In the previous Student Equity Plan, to compute this measure the Expanded Student Right to Know dataset for the 2000-01 cohort was used. (This indicator is only provided at the district level.) This cohort includes all students who attended RCC for the first time during the academic year of 2000-01. After three years, information about the cohort's educational performance, transfers, and awards are made available to all participating institutions via the Chancellor's Office. Asian students transferred the most, at twice the rate of African-American students. These students were also the highest groups for transfer-prepared.

2000-01 Expanded Student-Right-to-Know Data			
	Total Students	**Transfer 4 yr. %**	**Transfer Prepared %**
White	5,717	10.0%	5.5%
Afr Am	1,537	9.6%	3.1%
Hispanic	4,163	6.1%	4.2%
Asian / PacIsl	1,317	18.2%	7.7%
NatAm	134	9.7%	2.2%
Other	628	15.1%	7.0%

As the Expanded Student Right To Know Dataset became unavailable, the Chancellor's Office offered a new metric from its Accountability Reporting for the Community Colleges. Using a six-year window (twice the length of the older Student Right to Know indicator), transfer and transfer ready-rates were computed. The most recent three cohorts are shown below. The same trends seen elsewhere in this document are reconfirmed here. Asian students were most successful, followed by White, Hispanic and African American students. There are fewer gaps between groups for transfer and more for transfer prepared.

2000-01 Accountabilty Reporting for the Community Colleges			
	Total Students	**Transfer 4 yr. %**	**Transfer Prepared %**
White	2,056	29.7%	23.2%
Afr Am	458	27.7%	15.9%
Hispanic	1,445	23.7%	18.8%
Asian / PacIsl	492	38.2%	29.7%
NatAm	37	27.0%	21.6%
Other	262	35.9%	24.8%

2001-02 Accountabilty Reporting for the Community Colleges			
	Total Students	**Transfer 4 yr. %**	**Transfer Prepared %**
White	1,921	31.0%	23.2%
Afr Am	470	28.7%	13.6%
Hispanic	1,396	21.8%	18.5%
Asian / PacIsl	388	38.4%	37.1%
NatAm	37	35.1%	27.0%
Other	256	29.3%	23.8%
2002-03 Accountabilty Reporting for the Community Colleges			
	Total Students	**Transfer 4 yr. %**	**Transfer Prepared %**
White	1,902	28.7%	21.9%
Afr Am	422	27.3%	14.2%
Hispanic	1,520	23.9%	20.7%
Asian / PacIsl	479	37.4%	33.8%
NatAm	18	27.8%	11.1%
Other	298	30.5%	22.1%

The three tables below also show these transfer and transfer ready rates by gender. Generally, males are not transferring or becoming transfer ready at the same rates as females.

2000-01 Accountabilty Reporting for the Community Colleges			
	Total Students	Transfer 4 yr. %	Transfer Prepared %
Female	2,771	29.6%	23.7%
Male	1,979	27.9%	19.5%
Declined			

2001-02 Accountabilty Reporting for the Community Colleges			
	Total Students	Transfer 4 yr. %	Transfer Prepared %
Female	2,580	30.4%	23.1%
Male	1,885	25.9%	20.5%
Declined	3	0.0%	0.0%

2002-03 Accountabilty Reporting for the Community Colleges			
	Total Students	Transfer 4 yr. %	Transfer Prepared %
Female	2,706	29.3%	22.9%
Male	1,921	26.0%	20.7%
Declined	12	58.3%	33.3%

The three tables below also show inconsistent findings for disabled students transferring or becoming transfer ready (most likely owing to small disabled student sample size). Still, overall disabled students show lower rates of becoming transfer ready or transferring.

2000-01 Accountabilty Reporting for the Community Colleges			
	Total Students	Transfer 4 yr. %	Transfer Prepared %
Disabled	74	14.9%	14.9%
Not Disabled	4,676	29.1%	22.0%

2001-02 Accountabilty Reporting for the Community Colleges			
	Total Students	Transfer 4 yr. %	Transfer Prepared %
Disabled	57	21.1%	8.8%
Not Disabled	4,411	28.6%	22.2%

2002-03 Accountabilty Reporting for the Community Colleges			
	Total Students	Transfer 4 yr. %	Transfer Prepared %
Disabled	50	12.0%	12.0%
Not Disabled	4,589	28.2%	22.1%

TRANSFER: Goals and Activities

GOAL 5.1:
Increase the percentage of African American students who are transferred prepared.

ACTVITY 5.1.1:

- Identify African American students who have completed 30 or more units and indicated a goal to transfer.
- Check the progress and course enrollments to see if student are on the path to transferring.
- Provide on-going counseling services to African American students with a transfer goal.
- Offer workshops and college tours through Ujima program and the home room in partnership with the Transfer and Career Center.
- Encourage student support programs to adopt an intrusive model of transfer services which will better engage African American students.

GOAL 5.2:
Increase the percentage of Hispanic students that transfer to 4 year colleges.

ACTIVITY 5.2.1:

- Develop programs that targets second year Hispanic students, which focus on addressing barriers that may prevent transfer.
- Work to expand existing programs such as Puente, CAP, and Latino Educators of Tomorrow that have demonstrated success in transferring Hispanic students.
- Encourage student support programs adopt an intrusive model of transfer services which will better engage Hispanic students.
- Provide speakers and workshops through Transfer and Career Center that will bring Hispanics who have successfully transferred or graduated from a 4 year college.
- Obtain data on first-year college students and investigate progression, success and education goals.

SOURCES OF FUNDING

In 2005 the Student Equity Committee was able to secure funding to assist in the implementation of its student equity success efforts. RCC received $5000 from the general fund and an additional $5000 from the matriculation budget. This funding was primarily used in the development of the Ujima program. In addition, the college's Basic Skills Initiative provided the primary source of funding for the implementation of student equity programs and services. Over the past two-years 80% of the college's basic skills funding was allocated to projects that were related to student equity. This translates to an estimated $400,000. This money was used to support projects and staffing in areas such as; DSPS awareness video, HOME room, Ujima program, Native American Student Reception, Professional development activities, CAP, Jump Start program, ESL initiatives, and Equity Faculty Leads.

Currently, with cuts to matriculation funding, which eliminated the $5000 student equity line item as well looming as looming cuts to the general fund, it is critical that we do not allow these cuts to stifle the progress made in the development of programs focused on student equity. Securing resources and funding is essential to implement the activities outlined in this plan. Towards this end, we make the following budgetary recommendations:

- Maintain specific general fund budget line for Student Equity, which demonstrate the college commitment to equity and student success.
- Dedicate a portion of basic skills funding allocation towards the implementation of activities of this Student Equity Plan.
- College should actively pursue grants and private funding for student equity and success.
- Reassigned time for Ujima/Home Room Coordinator

EVALUATION SCHEDULE AND PROCESS

The Student Equity Report is part of the set of documents used in the college's long range strategic planning process and therefore it is equivalent to other more traditional long range planning material such as, the educational and facilities master plan. As a result, the goals outlined in the Student Equity Plan will be aligned with the college's overarching mission and strategic goals. Given the strategic implications of this document, the Student Success Committee will develop an annual schedule of progress reports to measure and assess the extent to which the activities are reaching its goals. Each year's report will build upon the previous year's report, so that after a period of five years, RCC will be able to produce a comprehensive student equity report that delineates the changes that the college has undergone during this time period. This report will be presented according to a schedule developed by the Student Success Committee to specific college constituencies (i.e. Strategic Planning Council, Academic Senate, President's Leadership Team, Board of Trustees, etc.) and upon request to all other interested parties. In addition, the Student Success Committee will also utilize institutional, local community and national research to inform and evaluate current activities to ensure that the Student Equity Plan aligns with demonstrated models of student success.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
PLANNING AND OPERATIONS COMMITTEE

Report No.: III-A-2 Date: April 20, 2010

Subject: Final Project Proposal Design Services Agreements

Background: On June 16, 2009, the Board of Trustees approved the 2011-2015 Five Year Capital Construction Plan and Initial Project Proposals (IPPs) for Moreno Valley, Norco and Riverside colleges. The IPPs included two projects; Center for Health and Wellness (Moreno Valley College) and Cosmetology Building (Riverside City College).

The call by the California Community Colleges Chancellor's Office for Final Project Proposals (FPPs) and IPPs will not come until the Governor's "May Revise," but will not give enough time to adequately prepare them to compete. To be proactive and in anticipation of the May Revise, staff would like to proceed in preparing for the FPPs for the Center for Health and Wellness and the Cosmetology Building. Once the 'Call Letter' is received from the state (pending the outcome of the May Revise) the two FPP's will be due to the California Community College Chancellor's Office for review by August 31, 2010. In order to meet the state deadline, preparation with faculty, District staff, and the architect is required for a thorough proposal submission.

On February 11th and 12th 2009, interviews were conducted with eight architecture/engineering firms. The interviews were administered by a multi-college staff committee. Based on the results of the screening process and the firms prior work experience within the District, in March 2010 the Moreno Valley College entered into an agreement with Steinberg Architects in the amount of $30,000, and the Riverside City College entered into an agreement with HMC Architects in the amount of $20,000. Both architecture firms were to provide an initial planning study. Funding for these agreements in the combined amount of $50,000, were paid from the District's 0601 Exploratory Project Account to initiate the project planning phase promptly.

Staff now requests the Board of Trustees approve the combined amount of $50,000 to be paid from Measure C Funds to initiate the project planning phase and reimburse the 0601 Exploratory Project Account. Staff also recommends that the Board of Trustees consider an FPP design services agreement with Steinberg Architects for the Center for Health and Wellness (Moreno Valley College) project in an amount not to exceed $65,759 and an FPP design services agreement with HMC Architects for the Cosmetology Building (Riverside City College) project in an amount not to exceed $113,000. Detailed scope of work is identified in the attached agreements.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
PLANNING AND OPERATIONS COMMITTEE

Report No.: III-A-2 Date: April 20, 2010

Subject: Final Project Proposal Design Services Agreements (continued)

To be funded by District Measure "C" Funds (Resource 4160).

Recommended Action: It is recommended that the Board of Trustees approve the funding for the initial project planning phase of the Center for Health and Wellness project and Cosmetology Building project in the combined amount of $50,000 as Measure C Funds to reimburse the 0601 Exploratory Project Account; approve the agreements with Steinberg Architects in an amount not to exceed $65,759 and HMC Architects in an amount not to exceed $113,000 for FPP design services of the Center for Health and Wellness and Cosmetology Building projects; both using District Measure "C" funds; and authorize the Vice Chancellor, Administration and Finance, to sign the agreements.

Gregory W. Gray
Chancellor

Prepared by: Orin L. Williams
Associate Vice Chancellor
Facilities Planning, Design and Construction

Kristina Kauffman
Associate Vice Chancellor
Institutional Effectiveness

Monte Perez
President
Moreno Valley College

Jan Muto
President
Riverside City College

Reagan Romali
Vice President Business Services
Moreno Valley

Norm Godin
Vice President Business Services
Riverside

AGREEMENT BETWEEN

RIVERSIDE COMMUNITY COLLEGE DISTRICT

And

STEINBERG ARCHITECTS

THIS AGREEMENT is made and entered into on the 21st day of April, 2010, by and between STEINBERG ARCHITECTS hereinafter referred to as "Architect" 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 Architect's office(s), and on site at the Moreno Valley College.

3. The services rendered by the Architect are subject to review by the Associate Vice Chancellor of Facilities Planning, Design and Construction or his designee.

4. The term of this agreement shall be from April 21, 2010, to the estimated completion date of December 31, 2010, 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 Architect.

5. Payment in consideration of this agreement shall not exceed $65,759 including reimbursable expenses. Invoice for services will be submitted every month for the portion of services completed on a percentage basis. Payments will be made as authorized by the Associate Vice Chancellor of Facilities Planning, Design and Construction, 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 Associate Vice Chancellor of Facilities Planning, Design and Construction**.**

6. All data prepared by Architect 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 Architect shall have the right to retain copies of all such data for Architect 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 Architect shall be indemnified against any damages resulting from

such use. In the event the Architect, following the termination of this Agreement, desires to use any such data, Architect shall make the request in writing through the office of the Associate Vice Chancellor of Facilities Planning, Design and Construction, who will obtain approval from the Board of Trustees before releasing the information requested.

7. All ideas, memoranda, specifications, plans, manufacturing procedures, drawings, descriptions, written information, and other materials submitted to Architect in connection with this Agreement shall be held in a strictly confidential manner by Architect**.** Such materials shall not, without the written consent of District, be used by Architect 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. Architect 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 Architect, its employees, agents or assigns, arising out of, pertaining to, or relating to the performance of Architect services under this Agreement. Architect 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 Architect**,** 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 Architect), Architect, its officers and employees in any legal actions based upon such alleged negligence, recklessness, or willful misconduct. The obligations to indemnify and hold Architect 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. Architect 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 Architect'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 Architect, in which case District will pay Architect 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 Architect, and to authorize Reimbursable Expenses. No other compensation will be payable for anticipated profit on unperformed services.

12. Architect shall not discriminate against any person in the provision of services or employment of persons on the basis of race, religion, sex or gender, disability, medical condition, marital status, age or sexual orientation. Architect understands that harassment of any student or employee of District with regard to religion, sex or gender, disability, medical condition, marital status, age or sexual orientation is strictly prohibited.

13. Architect is an independent contractor and no employer-employee relationship exists between Architect 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.

Steinberg Architects	Riverside Community College District
_____	_____
David Hart, AIA Executive Vice President 523 West 6th Street, Suite 245 Los Angeles, CA 90014	James L. Buysse Vice Chancellor Administration and Finance
Date: _____	Date: _____

Exhibit I

Scope of Services

Riverside Community College District intends to submit and pursue a capital outlay funding allocation from the California Community Colleges Chancellor's Office (CCCCO) for the Center for Health and Wellness located at the Moreno Valley College. Steinberg Architects has been requested to prepare and submit a Final Project Proposal (FPP) document consistent with the requirements of the CCCCO on behalf of the District for the project. The CCCCO capital outlay process is a competitive process and any potential funding allocation based on the FPP is subject to the terms and conditions of the CCCCO. Steinberg Architects does not warrant or guarantee approval of the FPP or allocation of funding.

Project Scope

Steinberg Architects will provide the following Basic Services for the project. This Scope of Services anticipates that the FPP for the Center for Health and Wellness will be developed based on the most current campus master plan and program needs as established by the most current educational plan and enrollment data for the campus.

1. Review existing space uses. Confirm space needs with College users and District staff for final determination of the project program. Development of associated athletic fields is excluded from the scope of work.

2. Conduct up to five (5) workshops with College users and District staff to review and confirm the space needs for the project.

3. Review and solicit feedback for proposed needs with the CCCCO. Make recommendations to the District regarding the type and quantity of space to be constructed based on CCCCO feedback. Make recommendations for supplemental District funding based on CCCCO feedback.

4. Prepare and coordinate exhibits as required for inclusion in the FPP document including the following documents. As applicable, exhibits may be prepared by discipline sub-consultants under the direction of Steinberg Architects and with District assistance as indicated.

   a. Form 1.1 – Title Page
   b. Form 2.1 – Final Project Proposal Checklist
   c. Form 3.1 – Approval Page (District)
   d. Form 3.2 – Project Terms and Conditions
   e. Form 4.1 – Analysis of Building Space Use – JCAF 31
   f. Form 4.1A – Building Space Analysis Support
   g. Form 5.1 – Cost Estimate Summary – JCAF 32

h. Form 5.2 – Quantities/Unit Costs for JCAF 32
i. Form 6.1 – California Energy Commission Audit
j. Form 7.1 – State Administrative Manual Requirements (District)
k. Form 8.1 – CEQA Compliance (District)
l. Form 9.1 – Outline of Specifications
m. Form 10.1 – Federal Funds Detail
n. Form 11.1 – Analysis of Future Costs (District)
o. Form 12.1 – Campus Plot Plans
p. Form 13.1 – Diagrams of Building Area
q. Form 13.2 – Site Plans
r. Form 13.3 – Floor Plans
s. Form 13.4 – Exterior Elevations
t. Form 13.5 – Electrical Plans (N/A)
u. Form 13.6 – Mechanical Plans (N/A)
v. Form 13.7 – Building Cross-Sections (N/A)
w. Form 14.1 – Guideline-Based Group 2 Equipment
x. Form 15.1 – Justification of Additional Costs Exceeding Guidelines
y. Form 16.1 – Detailed Equipment List (District)

5. Compile all exhibits for the FPP. Prepare final FPP document for the District's final review, execution, and submittal to the CCCCO. Update the District's FUSION database based on the final FPP document.

6. The Architect shall provide and be responsible for all required Mechanical, Electrical, Plumbing, Telecommunications, Civil, Cost Estimating, and Facilities Planning consultants. Any other project consultants deemed necessary by the Owner shall be provided by and are the responsibility of the Owner.

Exclusions

- As-built documents and measured drawings of existing site and facilities.
- Hazardous materials work.
- Renderings and Scale Models.

Schedule

Steinberg Architects anticipate completion of the above described services within approximately a10-week period. This timeframe accounts for a progressive process where the required representatives from the College will have availability for meetings and make timely decisions. This schedule is contingent that the tasks identified above are produced as a single phase project. Separation of these tasks or extension in the schedule may require additional services.

Fees

Steinberg Architects and its consultants will perform the above described services for a lump sum fee of sixty-five thousand, seven hundred and fifty-nine dollars ($65,759), inclusive of reimbursable expenses.

Hourly Rates

For hourly or Additional Services as agreed to by both parties, the Architect's hourly rates as of September 1, 2009 are set forth below. The Architect's hourly rates are adjusted annually on the first of September, in accordance with normal salary review practices. The rates represent the range for professional and administrative personnel. Project-specific roles for personnel will be established with the appropriate rate.

Principal $190-230
Job Captain $132
Senior Project Architect $170-180
Intermediate $108-119
Senior Project Manager $170
Entry Level Designer $98
Senior Designer $170
Interior Designer $98
Project Manager $155
Administrative Staff $85
Project Architect $148
Intern $69
Designer $143

AGREEMENT BETWEEN

RIVERSIDE COMMUNITY COLLEGE DISTRICT

And

HMC ARCHITECTS

THIS AGREEMENT is made and entered into on the 21st day of April, 2010, by and between HMC ARCHITECTS hereinafter referred to as "Architect" 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.

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following the termination of this Agreement, desires to use any such data, Architect shall make the request in writing through the office of the Associate Vice Chancellor of Facilities Planning, Design and Construction, who will obtain approval from the Board of Trustees before releasing the information requested.

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8. Architect 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 Architect, its employees, agents or assigns, arising out of, pertaining to, or relating to the performance of Architect services under this Agreement. Architect 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.

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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.

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13. Architect is an independent contractor and no employer-employee relationship exists between Architect 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.

HMC Architects	Riverside Community College District
_____	_____
Chris R. Taylor, AIA Executive Vice President 3546 Concours St. Ontario, CA 91764	James L. Buysse Vice Chancellor Administration and Finance
Date: _____	Date: _____

Exhibit I

Scope of Services

A. SCOPE OF WORK

Architect to collaborate with the District and the college's user group to develop the building program and the schematic design. Once established Architect will prepare the cost estimate, the outline specification and the Response to the State Administrative Manual (SAM). All information will be developed to include in the form of a Final Project Proposal (FPP) in order to meet the District's submittal deadline to the California Community Colleges Chancellor's Office (CCCCO) of September 1, 2010. The FPP will be prepared in both hard copy and electronic versions to meet the CCCCO's requirements, and ensure accuracy between all data regardless of submittal format.

The following is a summary of the scope of services:

1. Review existing space uses and needs of the Cosmetology Program.
2. Conduct meetings with the District and College to review, identify and confirm space needs of the facility.
3. Identify future space use needs and related site development to be accommodated in the Cosmetology Program.
4. Prepare conceptual design, including related site requirements, for review and approval by the District and the College.
5. Provide third party structural and Mechanical Electrical and Plumbing reports.
6. Confirm final space needs with the District and College.
7. Review and solicit feedback on the proposed space needs with the CCCCO and make space needs recommendations to District based on CCCCO comments.
8. Prepare and coordinate final FPP documents for the District review and submittal to the CCCCO.

B. COMPENSATION

HMC Architects will provide the scope of work at a fixed fee of one hundred thirteen thousand ($113,000). The breakdown is as follows:

HMC Architects	$ 48,000
Structural Engineer (Saiful/Bouquet)	$ 25,000
MEP (P2S Engineering	$ 18,000
FPACS (Eric Mittlestead)	$ 22,000
Total	$113,000

RIVERSIDE COMMUNITY COLLEGE DISTRICT
PLANNING AND OPERATIONS COMMITTEE

Report No: III-A-3 Date: April 20, 2010

Subject: Moreno Valley Science Laboratories Remodel Project (Phase II & Secondary Effects)

Background: On June 16, 2009, the Board of Trustees approved allocating Measure C funds in the amount of $500,000 for Phase I of the Science Laboratories Remodel project located at the Moreno Valley College. Phase I of the project was focused on the immediate functionality concerns and it addressed various storage, access, health and safety issues. On August 18, 2009, the Board of Trustees ratified an agreement with Steinberg Architects in the amount of $75,000 to provide programming services for the project. On December 15, 2009 the Board of Trustees ratified a second agreement with Steinberg Architects for the emergency repair design services of the health and safety issues within Phase I of the project in the amount of $29,466. The two Steinberg Architects agreements were funded by the approved planning and design funds.

As indicated in the board report on June 16, 2009, the College is now requesting for the Board of Trustees to review and consider the Phase II Lab Renovation & Secondary Effects of the Science Laboratories Remodel project. Phase II Lab Renovation consists of an expansion and modernization of the existing Science and Technology building ground floor which currently houses an open student use computer lab and associated spaces. Secondary Effects consists of developing a logistics plan that will identify location for all displaced functions by Phase II. With the programming scope study completed, the planning and design are required for Phase II Lab Renovation & Secondary Effects to commence. Staff therefore requests to use the remaining funds that were allocated for Phase I of the project for Phase II Lab Renovation & Secondary Effects of the Science Laboratories Remodel project. To be funded by the previously approved planning and design project funds, District Measure C funds (Resource 4160).

Recommended Action: It is recommended that the Board of Trustees approve Phase II of the Science Laboratories Remodel project at the Moreno Valley College, and the use of the remaining allocated funds from Phase I of the project for Phase II – Secondary Effects, using the previously allocated District Measure “C” funds.

Gregory W. Gray
Chancellor

Prepared by: Orin Williams,Associate Vice Chancellor
Facilities Planning, Design and Construction

Kristina Kauffman, Associate Vice Chancellor
Institutional Effectiveness

Monte Perez
President, Moreno Valley Campus

Reagan Romali
Vice President Business Services, Moreno Valley Campus

RIVERSIDE COMMUNITY COLLEGE DISTRICT
PLANNING AND OPERATIONS COMMITTEE

Report No.: III-A-4 DATE: April 20, 2010

Subject: District Reorganization

Background: The Riverside Community College District (RCCD) will be reorganized to support three independent colleges, effective July 1, 2010.

Information only.

Gregory W. Gray
Chancellor

Prepared by: Gregory W. Gray
Chancellor

Executive Summary:

Riverside Community College District stands at the threshold of a new era. What brought us here are a shared commitment and a willingness to change. Our next steps as a three-college district require an organizational structure that provides a strong, balanced foundation and gives our colleges the flexibility needed for future growth and change.

Over the past few months, district and college leadership teams worked steadily toward that goal. Today, meeting with our major constituency groups--the CTA, CSEA, Confidential Employees Association, and the Management Association--we've reached the point where we can introduce the proposed restructuring plan for broader discussion within our community of colleges.

There are key principles that became cornerstones of this plan:

- Place more resources at the college level.
- Develop consistent administrative structures at each college.
- Ensure that any services remaining at the district level serve and support colleges and programs across the district, regardless of where a specific service is located.
- Provide a structure for the long-term development of our colleges--development driven by need and funding.

This has been a challenging undertaking in this economic climate. One thing that made our discussions easier is the exceptional caliber of our employees. College faculty and staff working in this District are among the most dedicated and talented in the nation. I have great confidence in the future knowing that this organizational restructuring keeps all of our regular faculty and staff on board and working on behalf of students. As we go through the review and approval process, your comments and feedback are welcomed.

Standard Terminology:

As Chancellor, in recognizing Riverside Community College District's transition to a three-college district, I have worked with the vice chancellors and college presidents to establish a comprehensive reorganization, at the district and colleges levels inclusively. For the purpose of reviewing the function organization charts, the following premises and terminology are employed consistently.

Color Coding:

- Green – Added position
- Yellow – Moved position from District to College, or College to District
- Red – In the notes, will list positions that are eliminated due to re-organization plan (some may be have been previously frozen)

Standard Terminology

- Vacant – New position, unfunded until future budget
- Open – Position that is funded in the budget and to be recruited and filled. Position could be a current position, new position, or previously frozen position.
- Frozen – Existing position, unfunded in current budget, and not eliminated through the reorganization plan
- Converted – New position that is converted from an existing position (also could be seen as a realignment, due to reorganization structure)

Symbol Denotations:

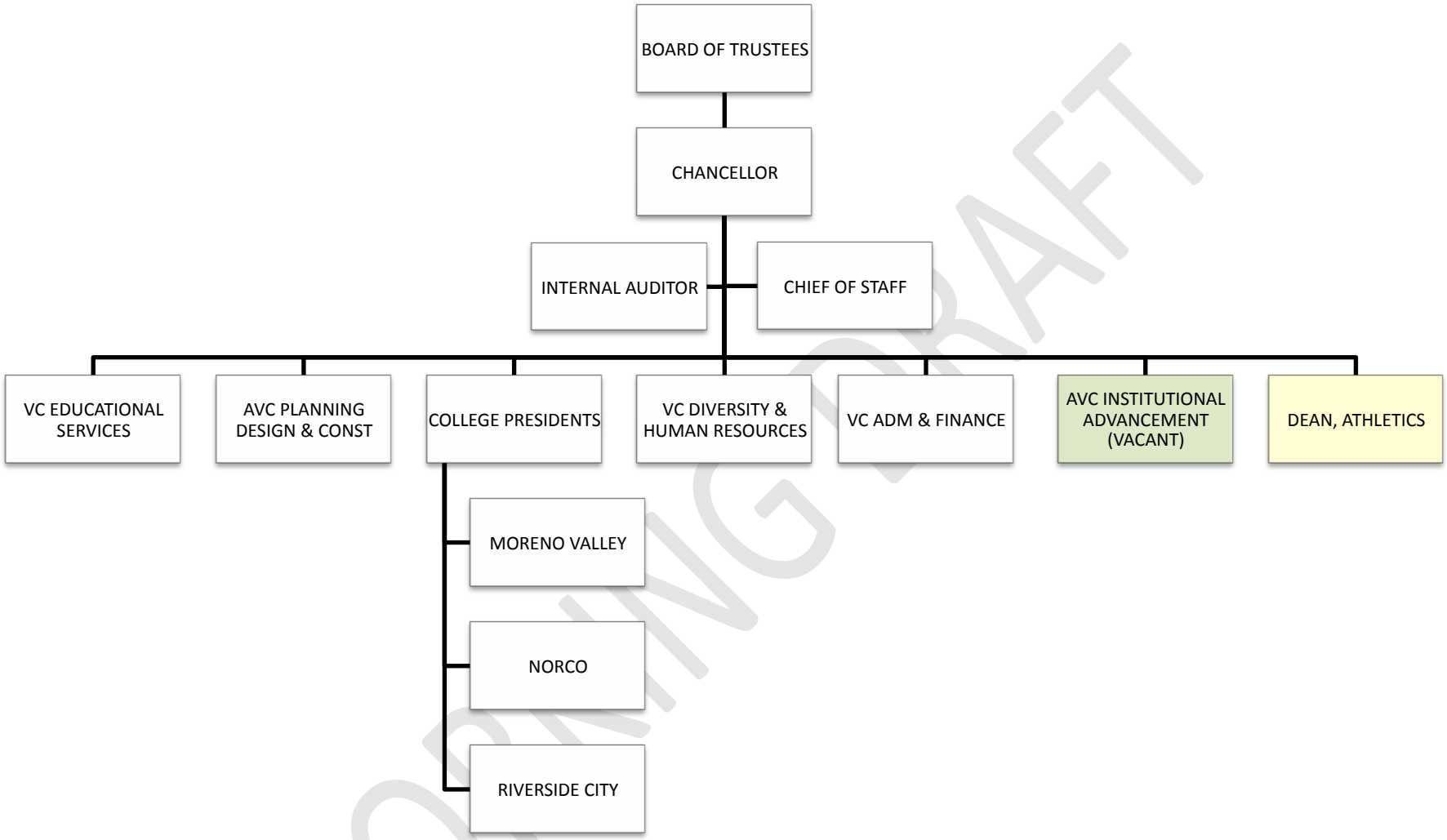
- Plus sign (+) denotes a position that is funded by grants
- Box denotes a standard position
- Oval denotes a position that carries district, oversight or leadership responsibilities in their duties
- Notched box denotes positions/function that is filled by faculty (release time or otherwise)
- Black box with white letter is not a position but rather a function with positions classified underneath.

WORKING DRAFT

Organization

- Chancellor
  - Chief of Staff
  - Associate Vice Chancellor, Institutional Advancement
  - Associate Vice Chancellor, Facilities Planning Design & Construction
  - Vice Chancellor, Diversity & Human Resources
  - Dean, Athletics
  - Vice Chancellor, Finance & Administration
    - Associate Vice Chancellor, Finance
    - Director, Administrative Services
    - Associate Vice Chancellor, Information Services
  - Vice Chancellor, Educational Services
    - Dean, Economic Development
    - Associate Vice Chancellor, Institutional Effectiveness
    - Associate Vice Chancellor, Instruction
    - Associate Vice Chancellor, Career & Technical Education
    - Chief of Police
    - Dean, Institutional Reporting
    - Dean, International Programs
  - Moreno Valley College President
    - Vice President, Academic Affairs
    - Vice President, Student Services
    - Vice President, Business Services
  - Norco College President
    - Vice President, Academic Affairs
    - Vice President, Student Services
    - Vice President, Business Services
  - Riverside City College President
    - Vice President, Academic Affairs
    - Vice President, Student Services
    - Vice President, Business Services
    - Executive Dean, Workforce & Resource Development

WORKING DRAFT



WORKING DRAFT

Notes:

- Position Eliminated: VC Students Services (realigned with VC Academic Affairs to be renamed as VC Educational Services)
- Creates AVC Inst Advancement
- Moves Dean, Athletics from RCC to District/Chancellor

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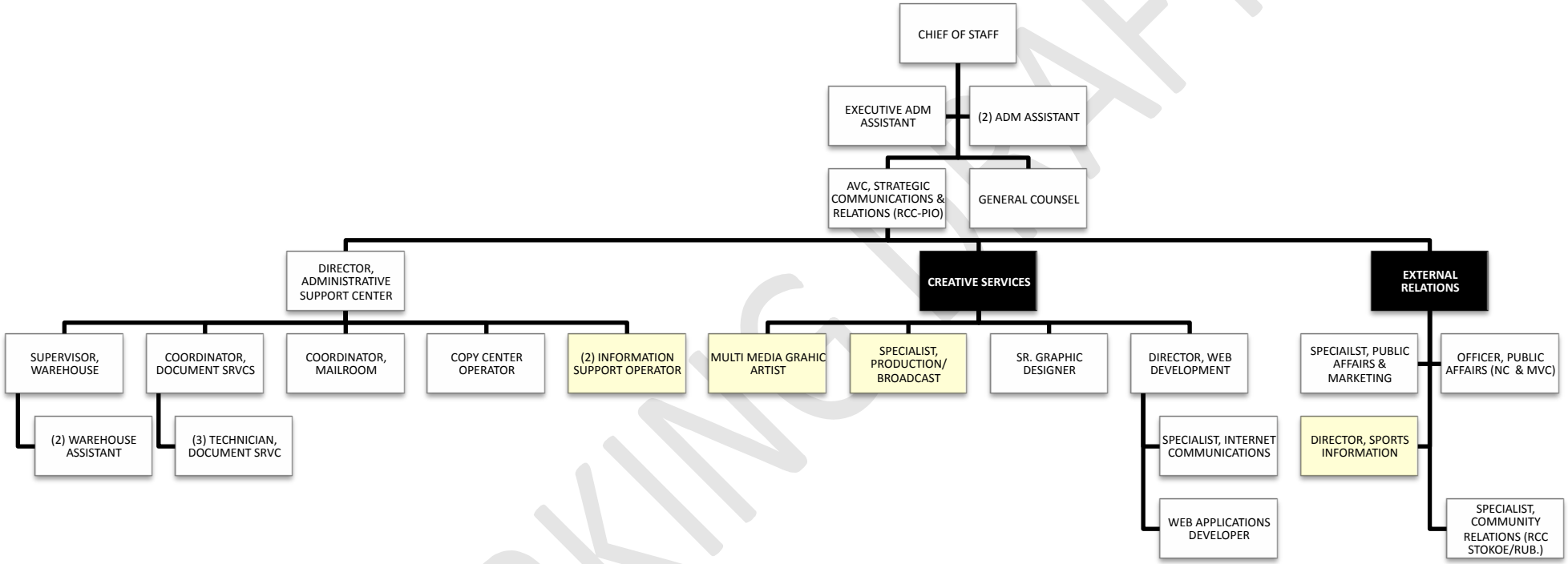

WORKING DRAFT

Notes:

- Rename Public Affairs and Institutional Advancement to Strategic Communications and Relations
- Rename Director of Compliance, Contracts and Legal Srvcs to General Counsel
- Renames Director, Communication & Web Development to Director, Web Development
- Moves foundation to new AVC position, once developed
- Move Director, Sports Information to District under Strategic Communications & Relations AVC
- Moves switchboad operations to District from RCC
- Create a Creative Services unit to make services/resources available to the entire district/campuses, by moving Multimedia Graphic Artist and Cablecast/Satellite Specialist from RCC IMC/Library and Learning Resources, and rename Production/Broadcast Specialist.

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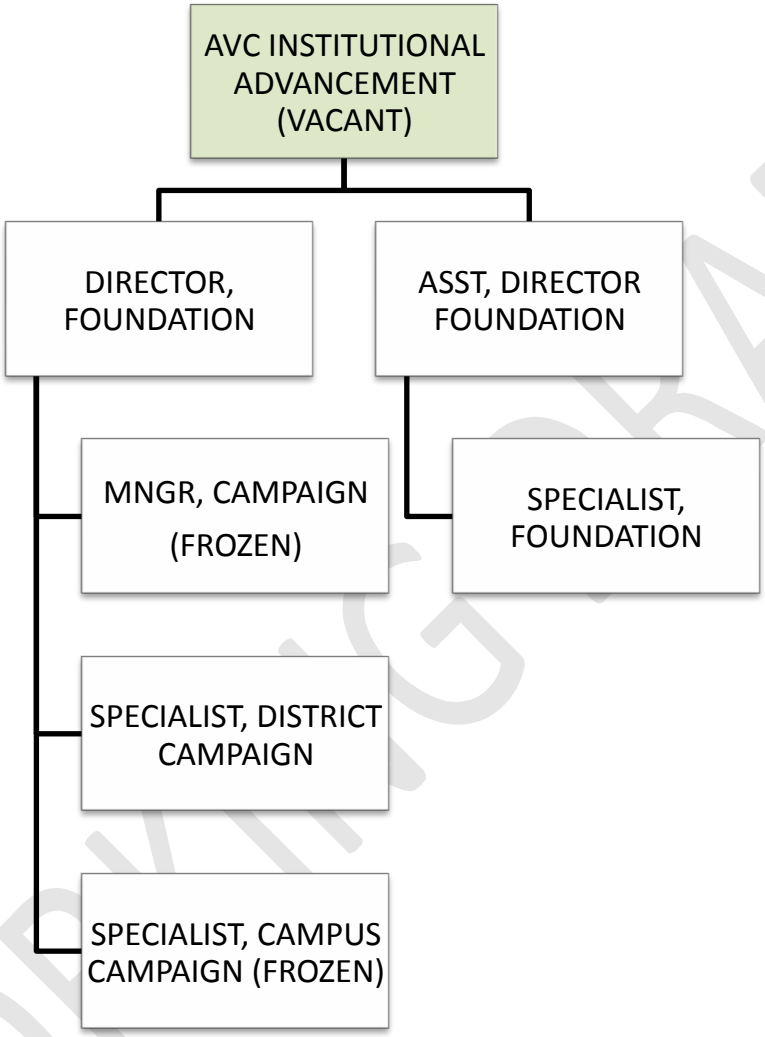

WORKING DRAFT

Notes:

- Foundation reporting moves to new AVC position, once developed, until then will continue reporting to current AVC

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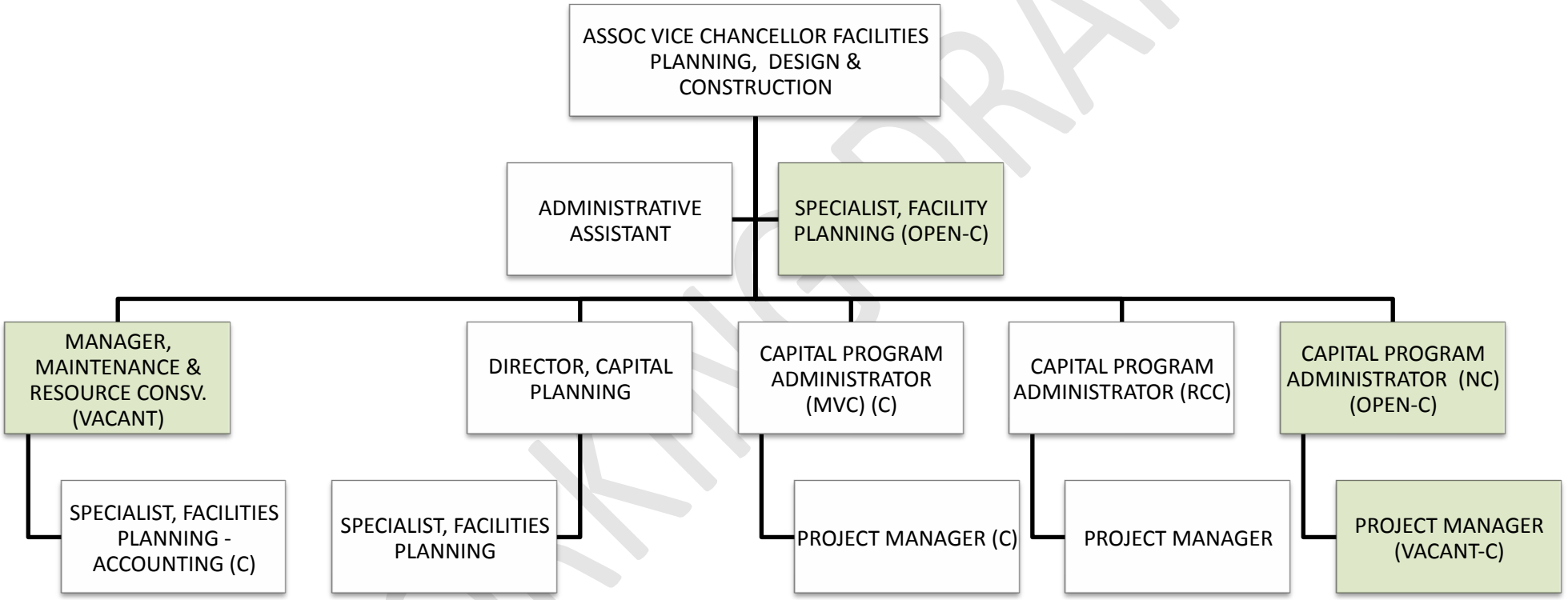

WORKING DRAFT

Notes:

- Capital Program Administrator positions to service college/campuses, but remain as District personnel. CPA will work at job sites for college projects with client coordination by VP-Business Services for college.
- C – Denotes positions funded by Measure C
- With a PLA, the PLA Administrator is a contract service reporting to AVC-FPDC

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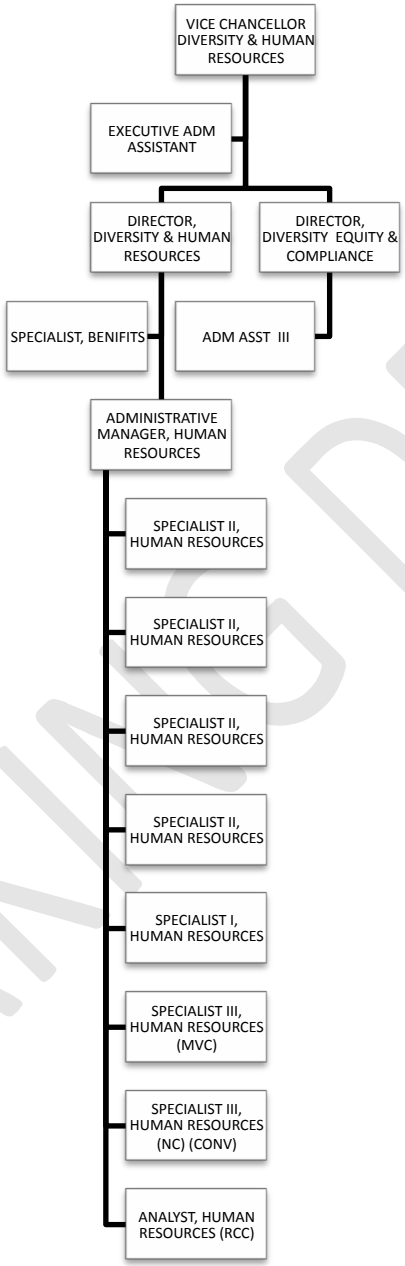

WORKING DRAFT

Notes:

- District centralized services with dedicated personnel to serve each campus/college
- 3 Positions to service college, but remain as District personnel. Campus/college oversight of these positions/services by the VP-Business
- Convert Specialist II to a III, assigned to NC

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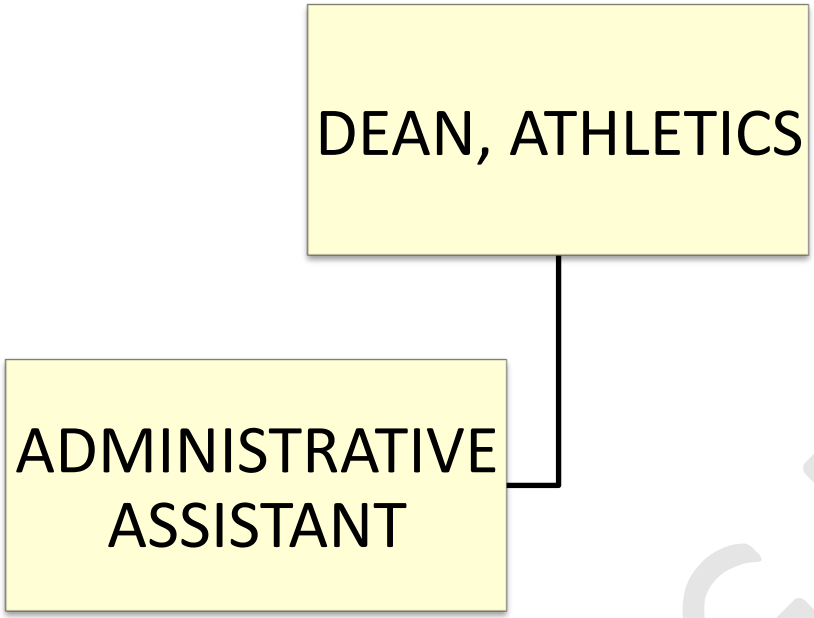

WORKING DRAFT

Note:

- Coaches report to Dean of Athletics, and supervision is coordinated with VP-Student Services at college where team resides
- Sports PIO to report to AVC-Strategic Communications & Relations

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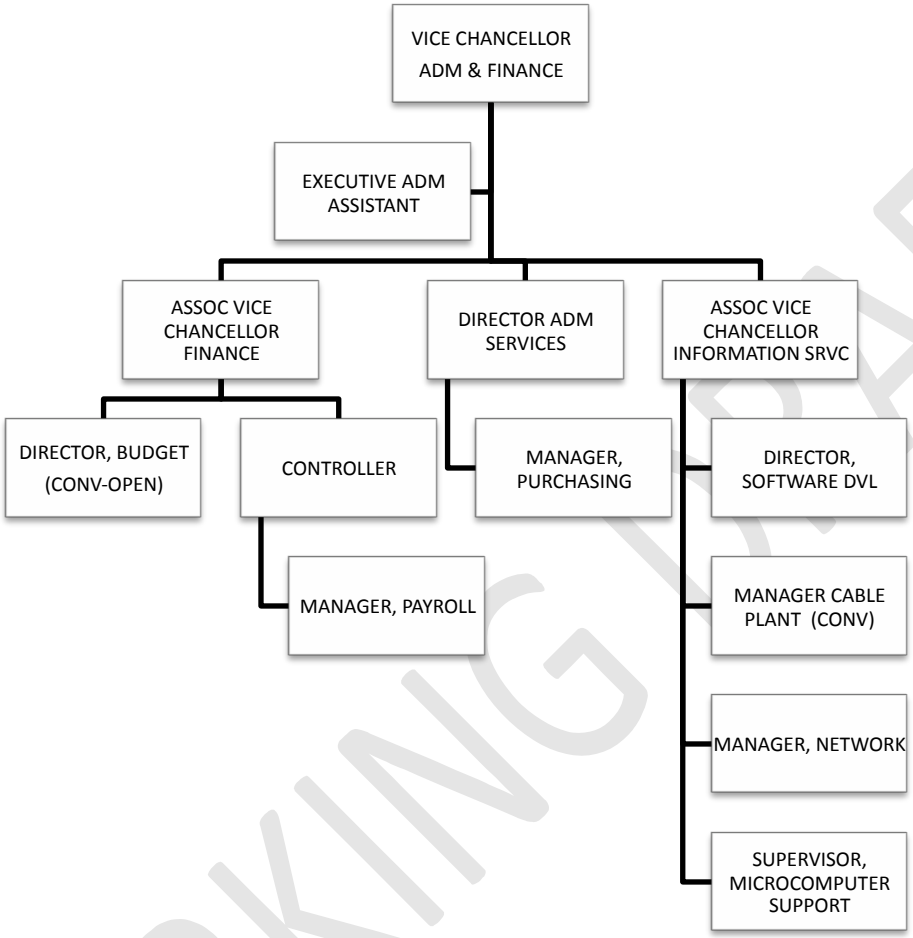


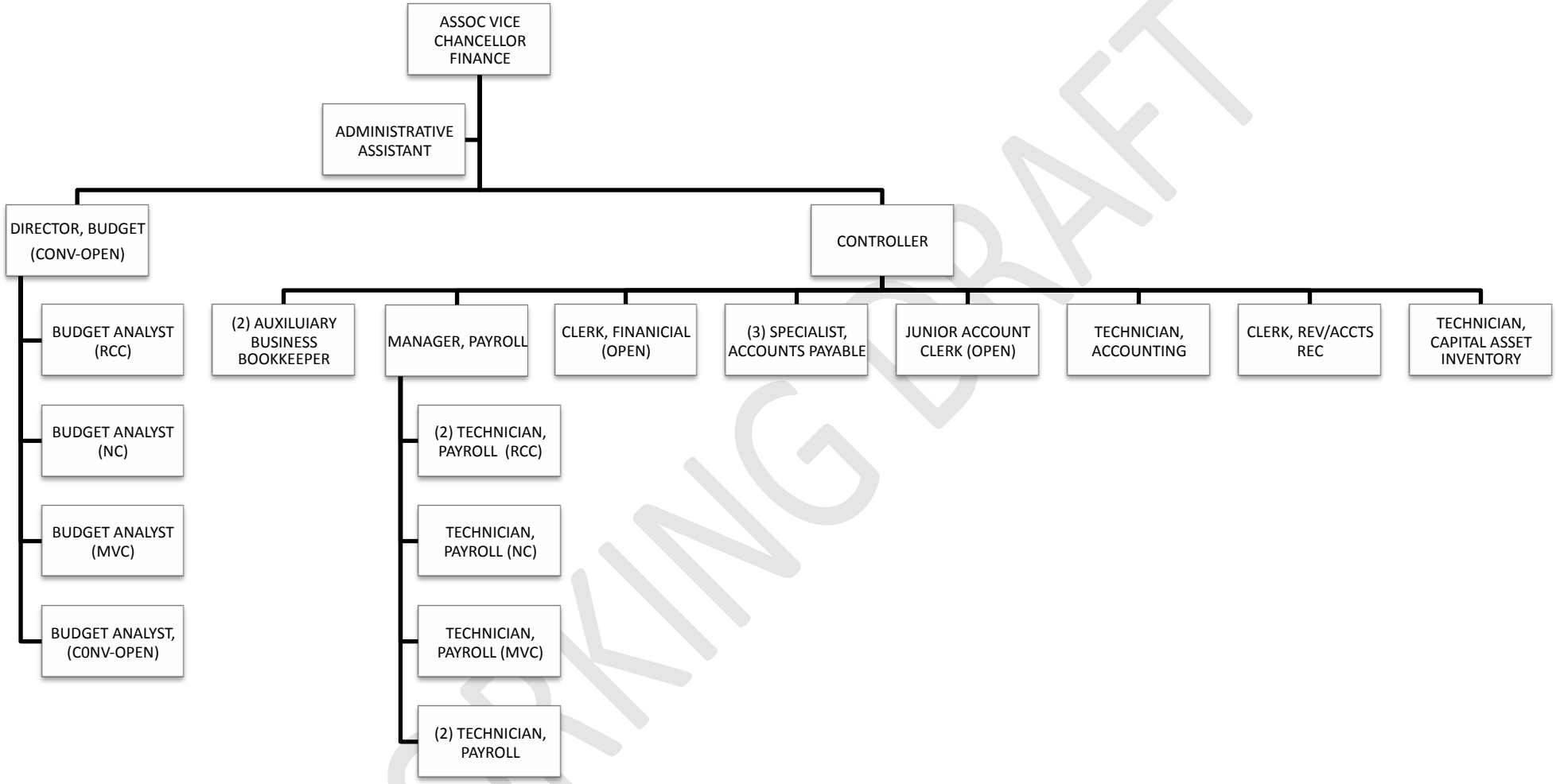
WORKING DRAFT

Position Changes:

- Reassign to RCC Accounting Services Manager, Cashier/Clerk, (2) Assistant Cashier/Clerk, Student Acct Specialist (carries district-wide responsibilities)
- Realign Network & Communication Specialist with the Assistant Director of Operations (open) to be Cable Plant Manager, eliminate DOO position.
- Convert Budget Manager to Budget Director
- District centralized services with dedicated personnel serving each college/campus, with oversight by VP-Business.
    - Mircocomputer Support Specialist (physically located at each college/campus)
    - Payroll Technician (located at district, with dedicated person to serve each college/campus)
    - Reassign to each college/campus Budget Analysts

District is issuing an RFP for audit/review of IT services/needs/programmatic review. Further review from the results of the work by hired consultants may warrant future re-organization of IT Services throughout the District.

04.01.10



WORKING DRAFT

Position changes:

- Budget Manger converted to Budget Director
- Converts open Accounting Tech to Budget Analyst
- Eliminates Acct Srvc Clerk

Positions reassigned

- RCC: Accounting Services Manger, cashier/clerk, (2) Assistant Cashier/Clerks, Student Account Specialist (carries district-wide responsibilities/oversight)

District centralized services with dedicated campus personnel

- (3) Budget Analyst assigned to college/campuses located at North Hall, with oversight by VP-Business @ colleges
- (4) Payroll Technicians assigned to the college/campuses located at North Hall, with oversight by BP-Business

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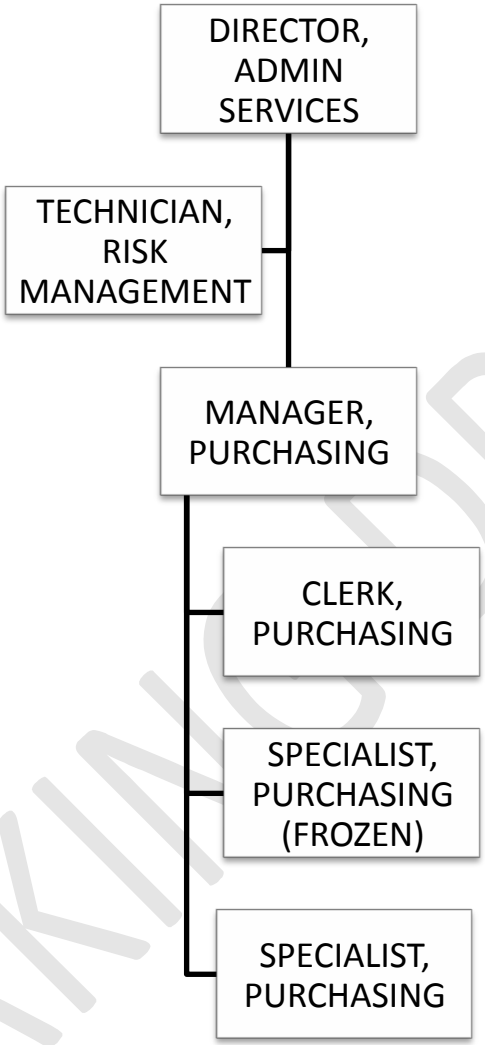

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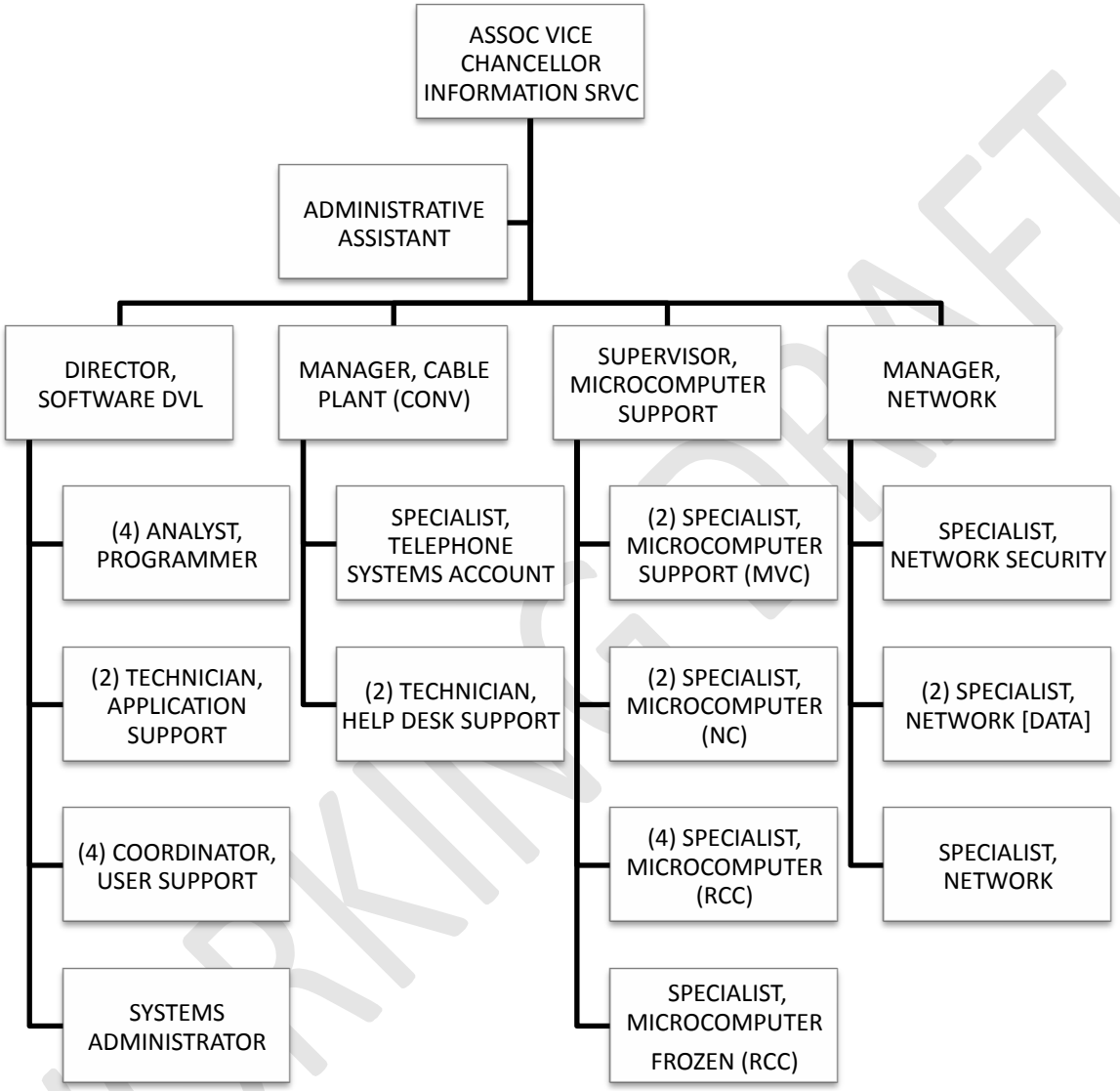

WORKING DRAFT

Position Changes:

- Realign Network & Communication Specialist with the Assistant Director of Operations (open) to be Manager, Cable Plant, and eliminate DOO position.

District centralized services with dedicated personnel located and serving each college/campus

- **Mircocomputer Support Specialist: Dedicated and located at each college/campus, with oversight by VP-Business**
  - MVC: (2) Microcomputer Support + part-time positions
  - NC: (2) Microcomputer Support + part-time positions
  - RCC: (4) Microcomputer Support + part-time positions

District is issuing an RFP for audit/review of IT services/needs/programmatic review. Further review from the results of the work by hired consultants may warrant future re-organization of IT Services throughout the District.

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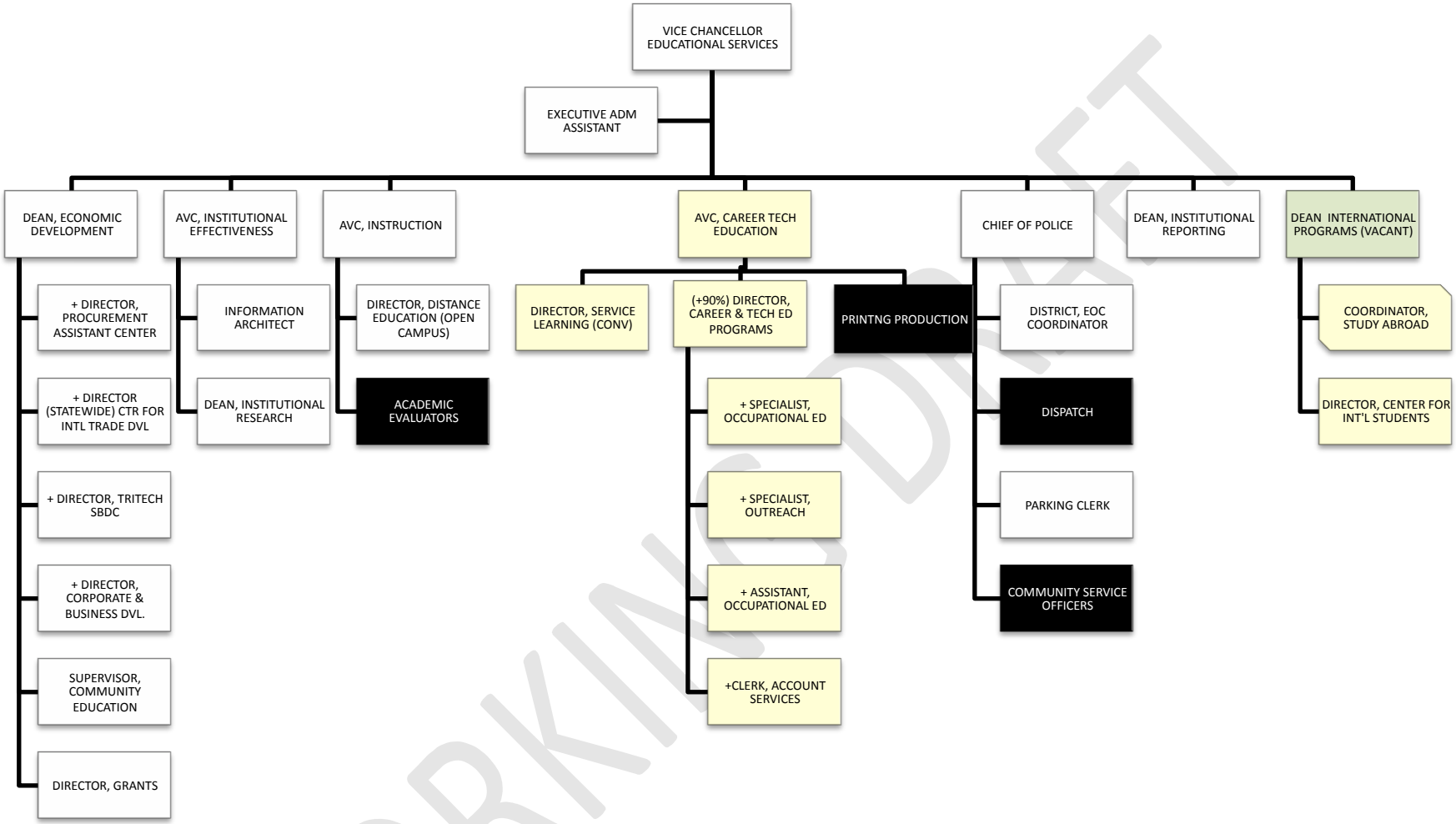


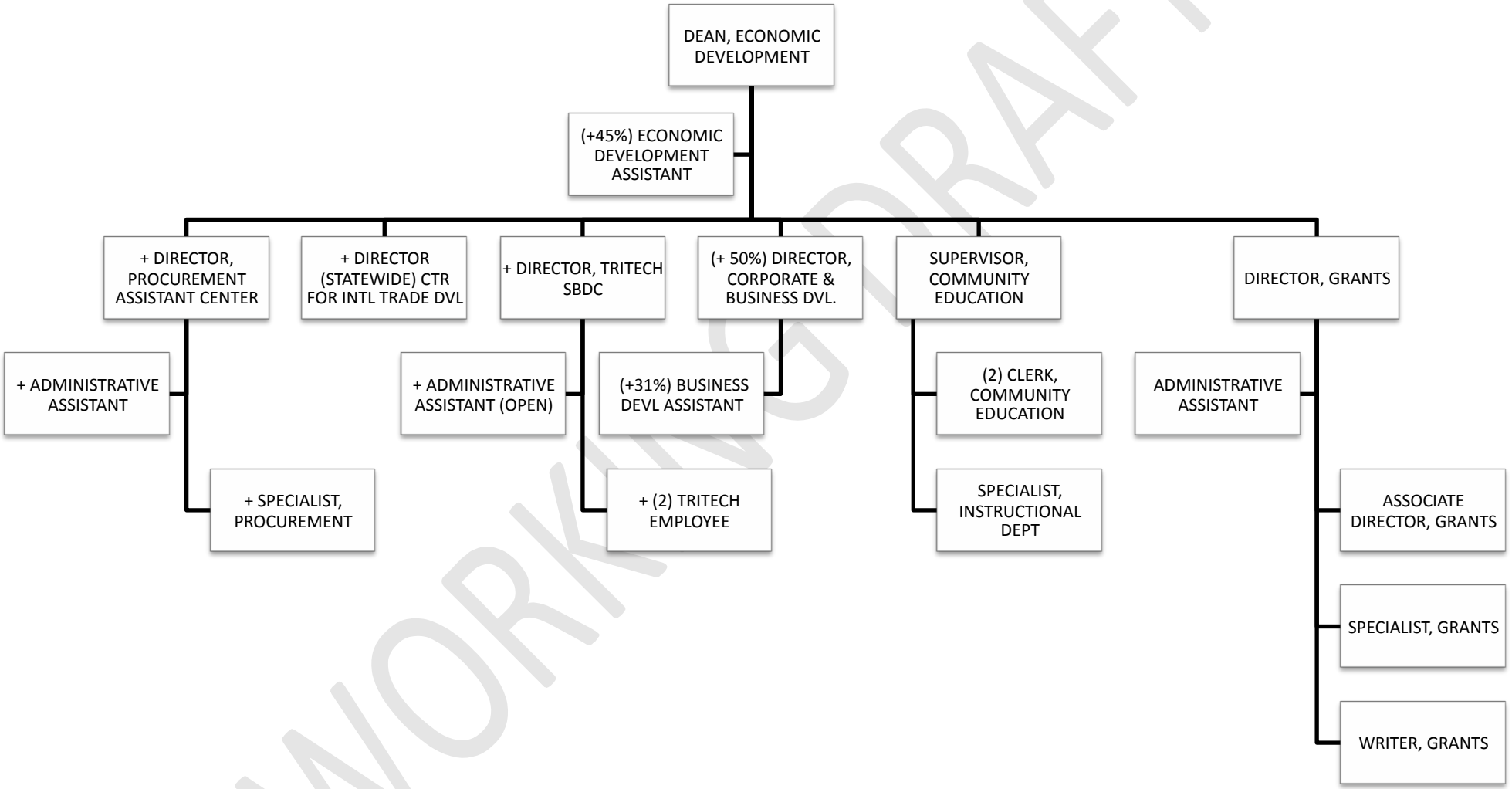
WORKING DRAFT

Notes:

- Eliminates VC Student Services
- Eliminates Ex Adm Asst position
- Reassigns AVC-Student Services position to convert to new VPSS position at Norco
- Moves police sergeants and officers campuses/colleges with oversight, parking, dispatch and District EOC remaining District
- Moves financial aid, student services to campuses
- Creates Dean for International programs and students
- Brings Career Tech Ed to District
- Creates service learning
- Moves reporting of grants/evaluators

+ Denotes grant funded positions

04.01.10



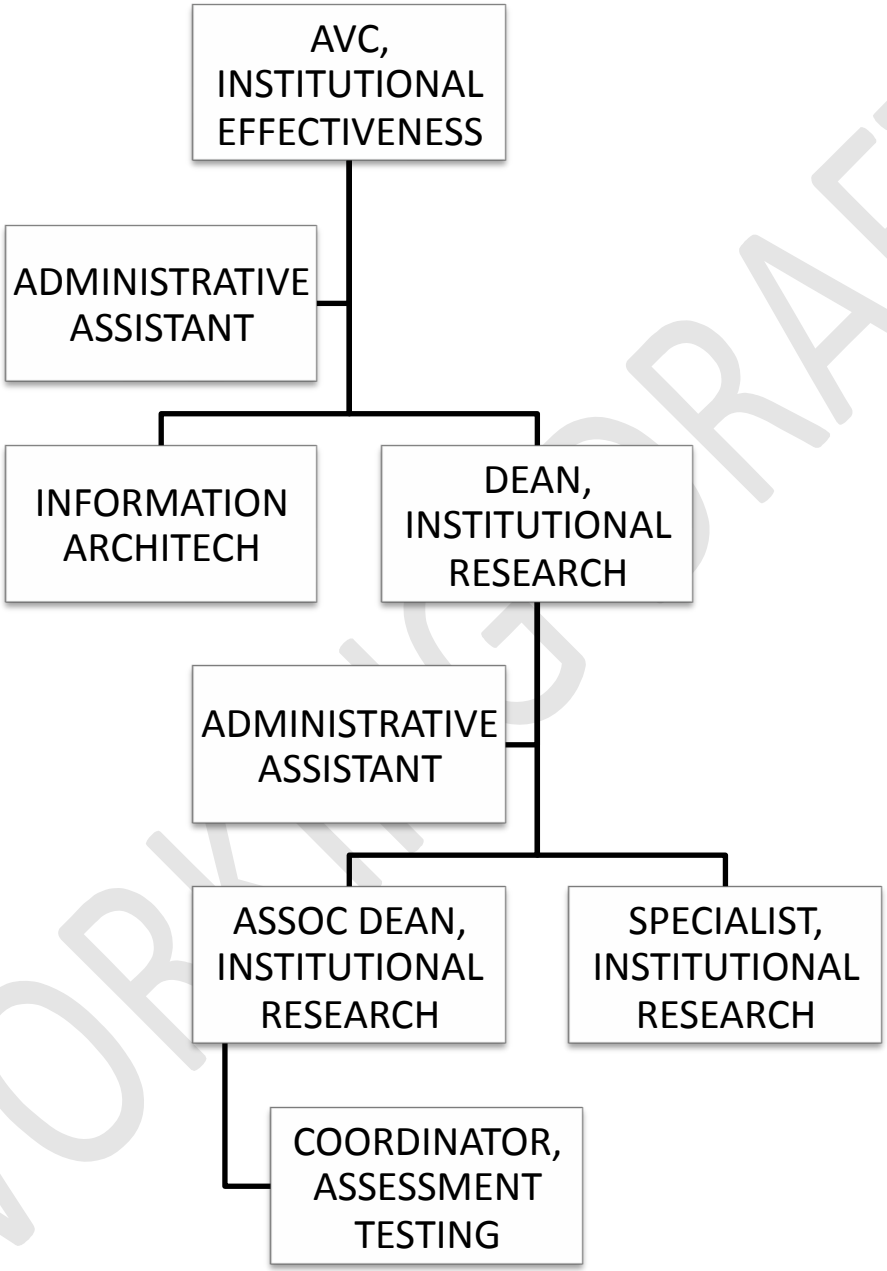
WORKING DRAFT

Positions/Functions Reassigned:

- Moves grants reporting from AVC-Student Services to Economic Development

+ Denotes positions that are grant funded

04.01.10



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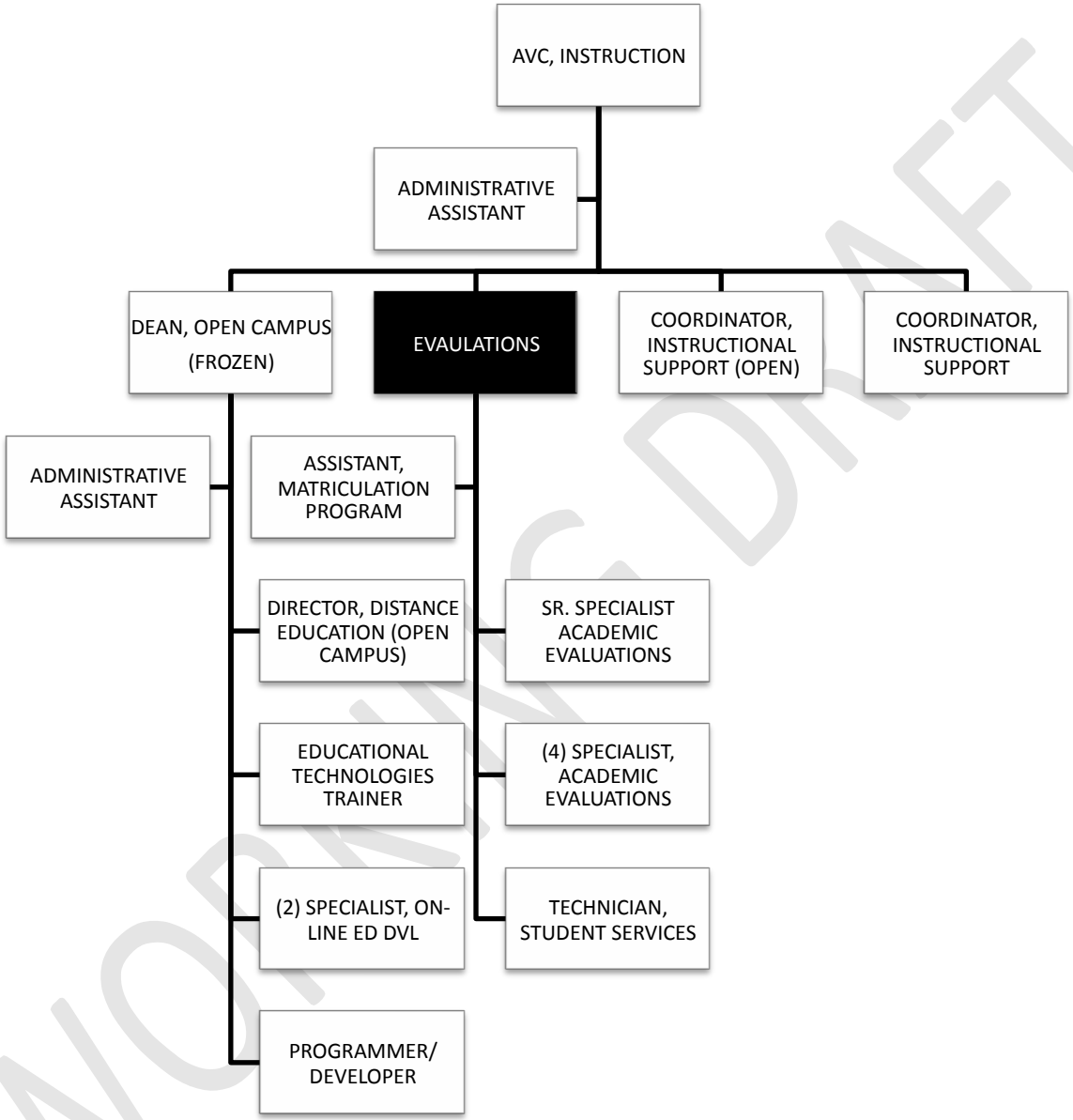

WORKING DRAFT

Positions/Functions Reassigned:

- Move evaluators from VC-SS to AVC, move assistant for matriculation program with evaluators.
- Moves Asst to Intl Coordinator to new Dean position (once developed)

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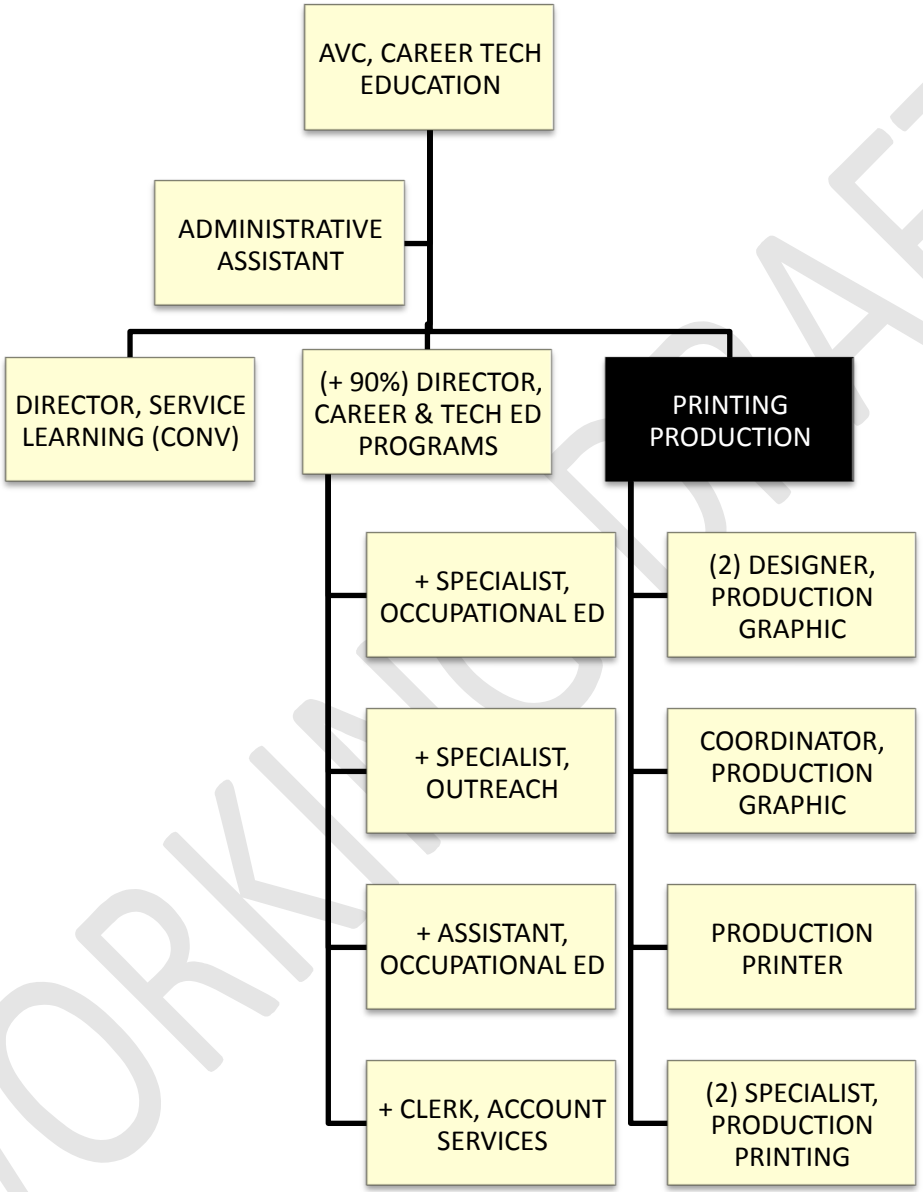


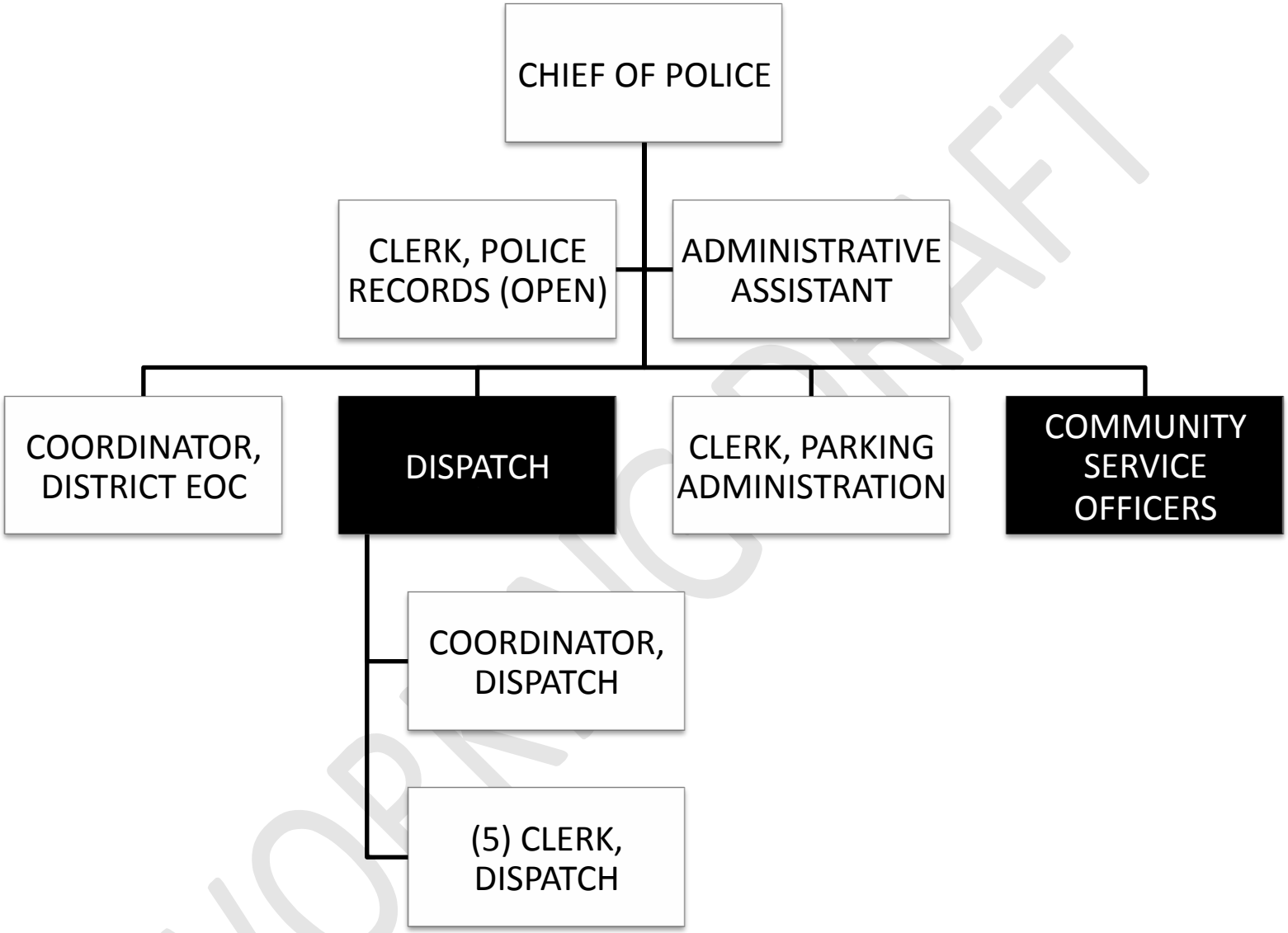
WORKING DRAFT

Notes:

- Brings Career Tech Ed to District
- Creates service learning by converting a position from RCC, teacher prep
- Moves Production/Graphics from RCC to District
- Director Career & Tech Ed funded 10% by RCC to provide initial oversight at Rubidoux

\+ Denotes positions that are grant funded

04.01.10

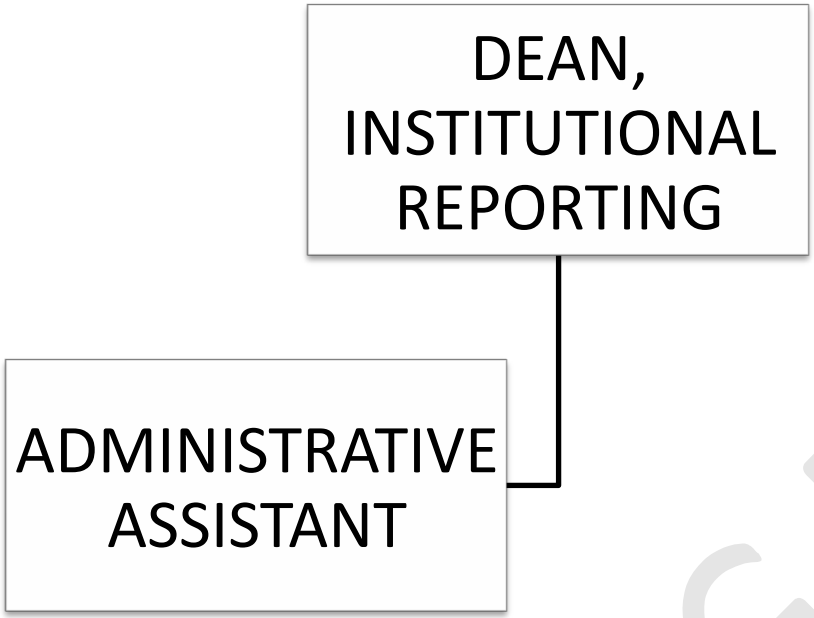


WORKING DRAFT

Notes:

- Decentralized sergeants and officers to campuses/colleges, with dedicated sergeants and officers to serve each campus/college
- Need to address contract/hr issues to permit 24/7 staffing/coverage at each college
- Community Services Officers to be overseen at District, but assigned to colleges as needed for events and other scheduling demands (will they be distributed to the colleges)

04.01.10



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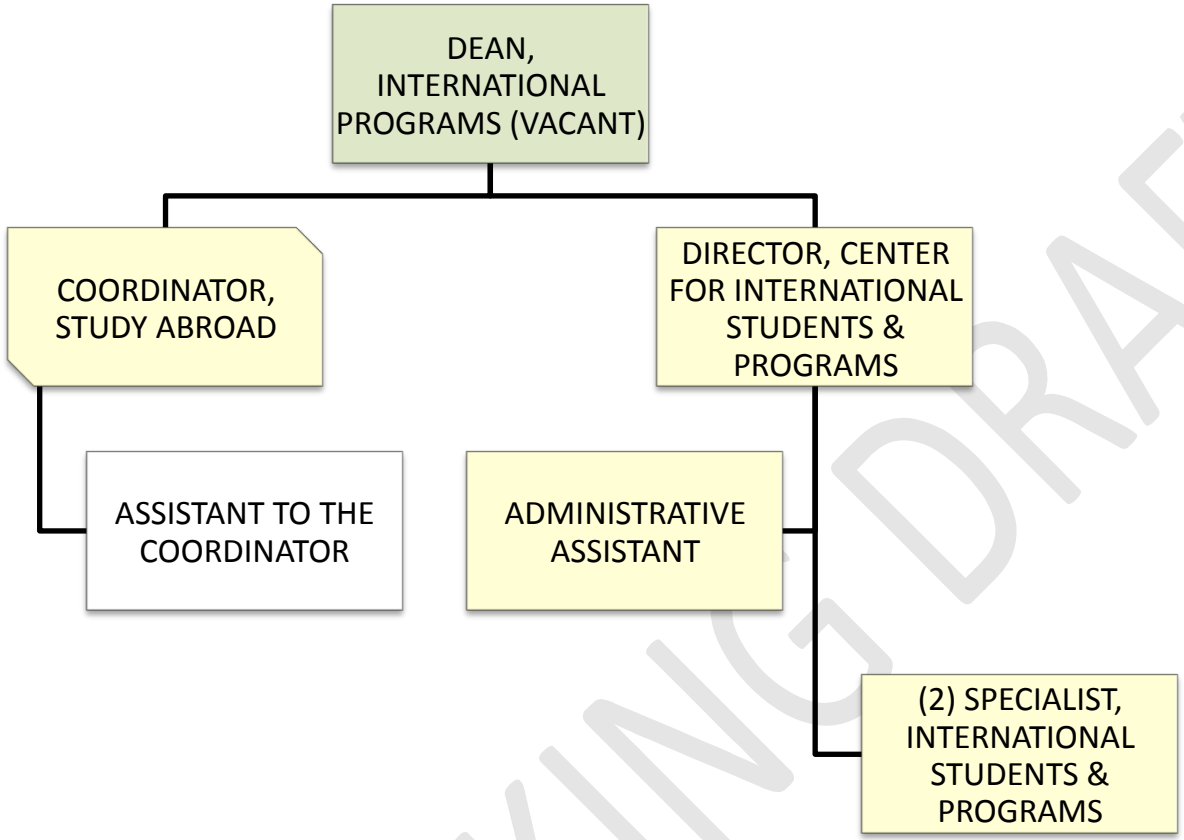

WORKING DRAFT

Notes:

- Creates a Dean, International programs to oversee Study Abroad and International Students/Programs as a District wide service to all campuses/colleges
- Coordinator of Study Aboard is presently a faculty member at RCC with release time
- Assistant to coordinator currently reports to AVC Instruction, and will move to Dean, once created
- International Student Director moves from RCC to District along with staff in that unit.

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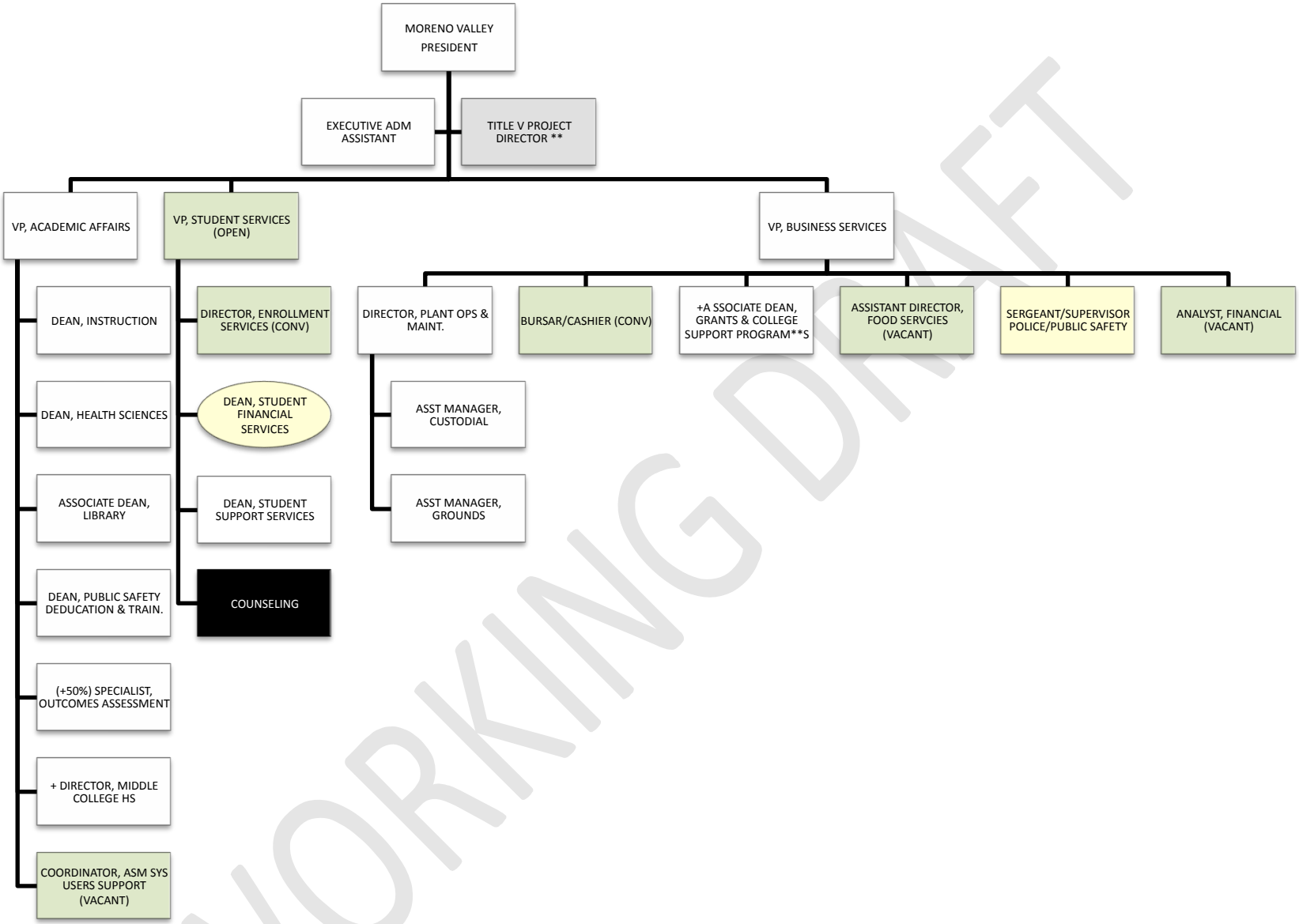


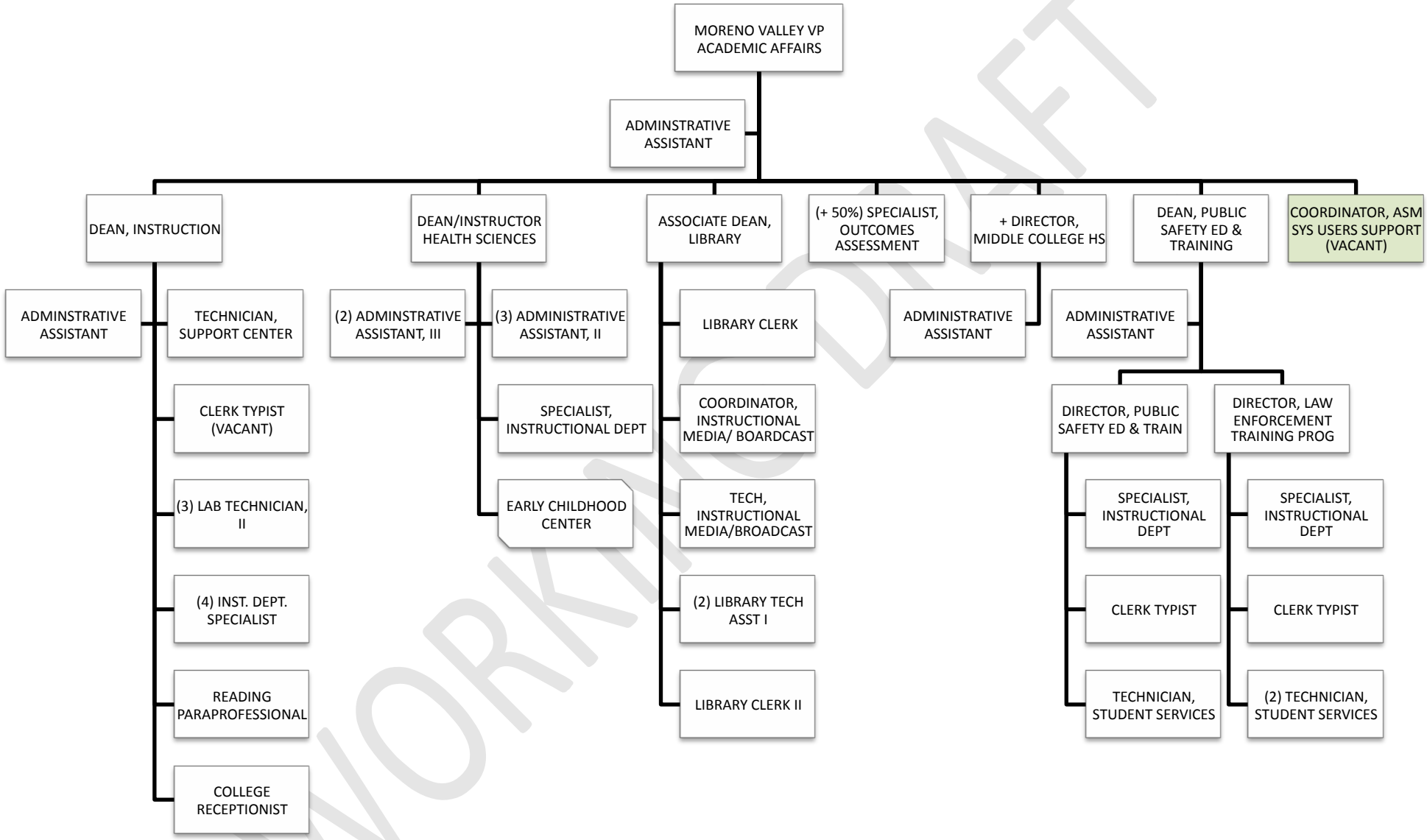
Notes:

- Creates a VP student Services unit
- Moves Dean of Students Services to Dean of Student Support Services
- Financial services moves from district to college
- Police/Public safety moves from district to college
- Student Financial aid moved from District to college, with district oversight responsibilities
- **Title V requires director reporting of Project Director to College President (Assoc Dean, Grants & College Support Programs position)

+ Denotes grant funded positions

04.01.10

WORKING DRAFT



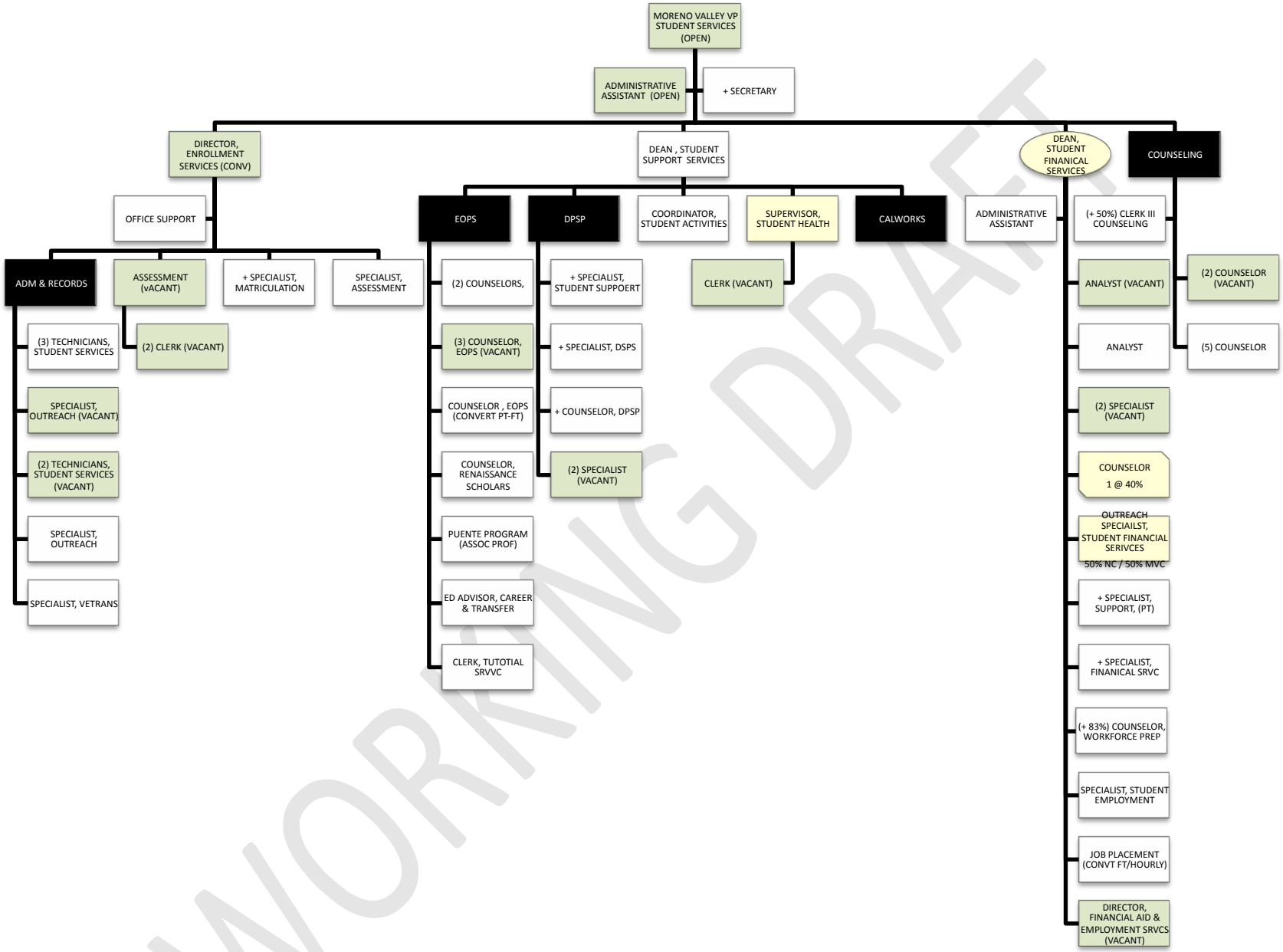
WORKING DRAFT

Notes:

- Title Change VP to Academic Affairs from VP-Educational Services, due to creation of VP-Student Services for campus

+ Denotes grant funded positions

4.01.10



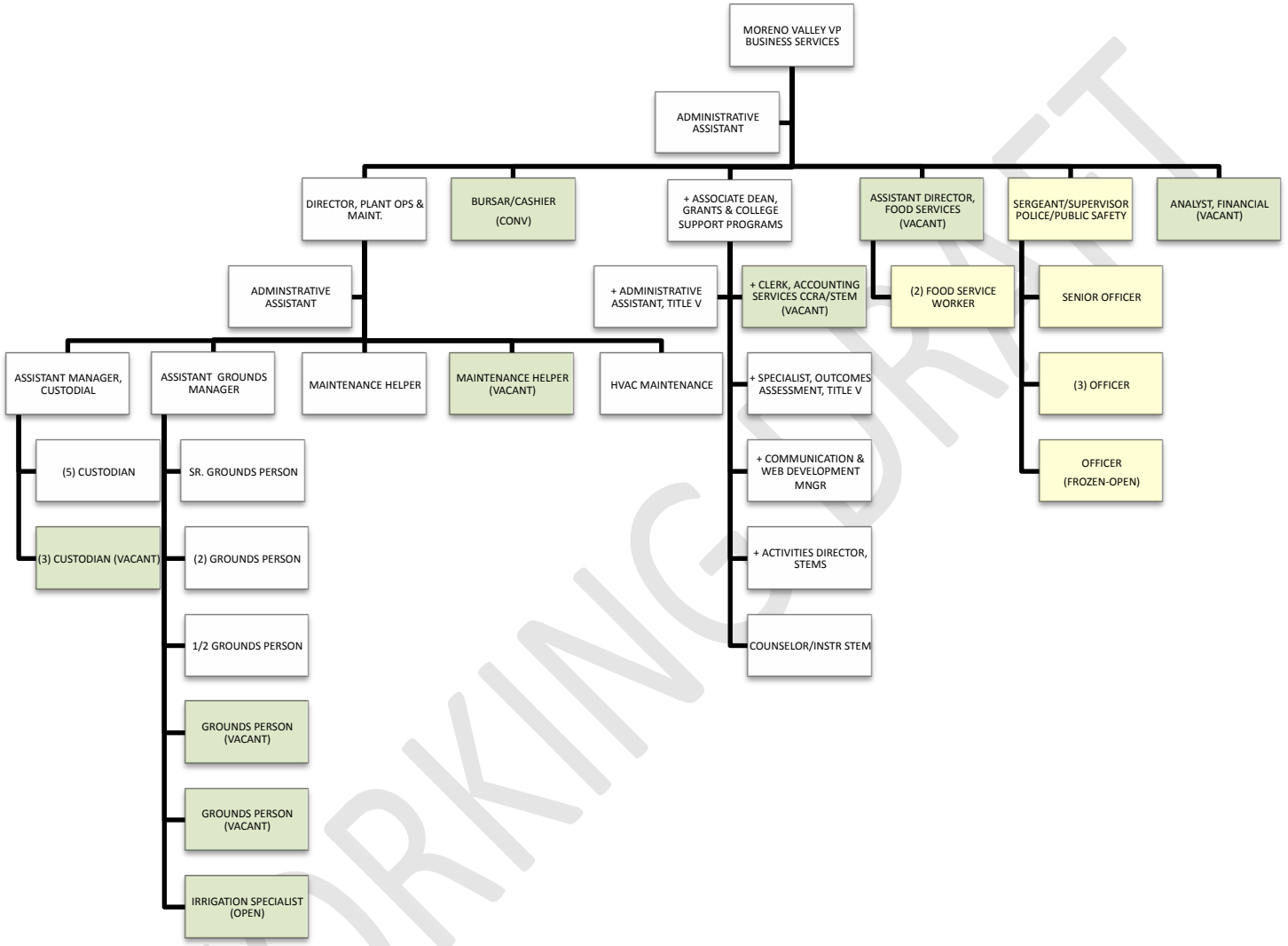
WORKING DRAFT

Changes:

- Director of Enrollment services is a position created from the conversion of the Assistant Director of A&R @ RCC moving to MVC.
  VP Student Services added to campus
- Dean of Student Services converted to Dean of Student Support Services
- Health Services Supervisor moves from district to campus
- Dean, Student Financial Services moves from district to campus with district oversight responsibilities
- Student Financial aid moved from District to college

+ Denotes grant funded positions

04.01.10



Positions Reassigned

- Moved from district Police Sergeant and Officers dedicated and located at college
- Move food services from VC-SS to college
- Converts Adm & Rec Supervisor to Bursar/Cashier

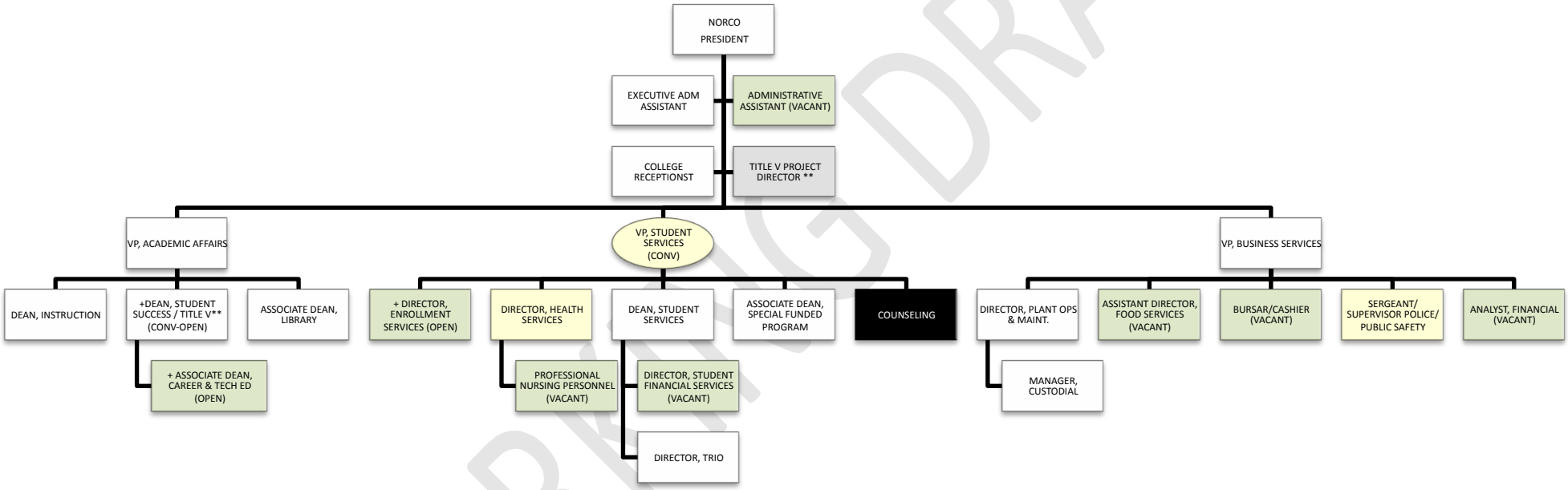
Assigned District Services:

- IT Services is a centralized service with two FT positions dedicated to and located at the Moreno Valley College, along with PT positions.
- Human Resources is a centralized service that dedicates a Human Resource Specialist III to serve the Moreno Valley College @ RCCSO
- Payroll Services is a centralized service that dedicates a Payroll Technician to serve the Moreno Valley College @ North Hall.
- Budget Analyst dedicated to serve the Moreno Valley campus @North Hall.
- Facilities Capital Projects is a centralized service that dedicates a Capital Project Administrator @ RCCSO to serve Moreno Valley College projects

+ Denotes grant funded positions

04.01.10

WORKING DRAFT



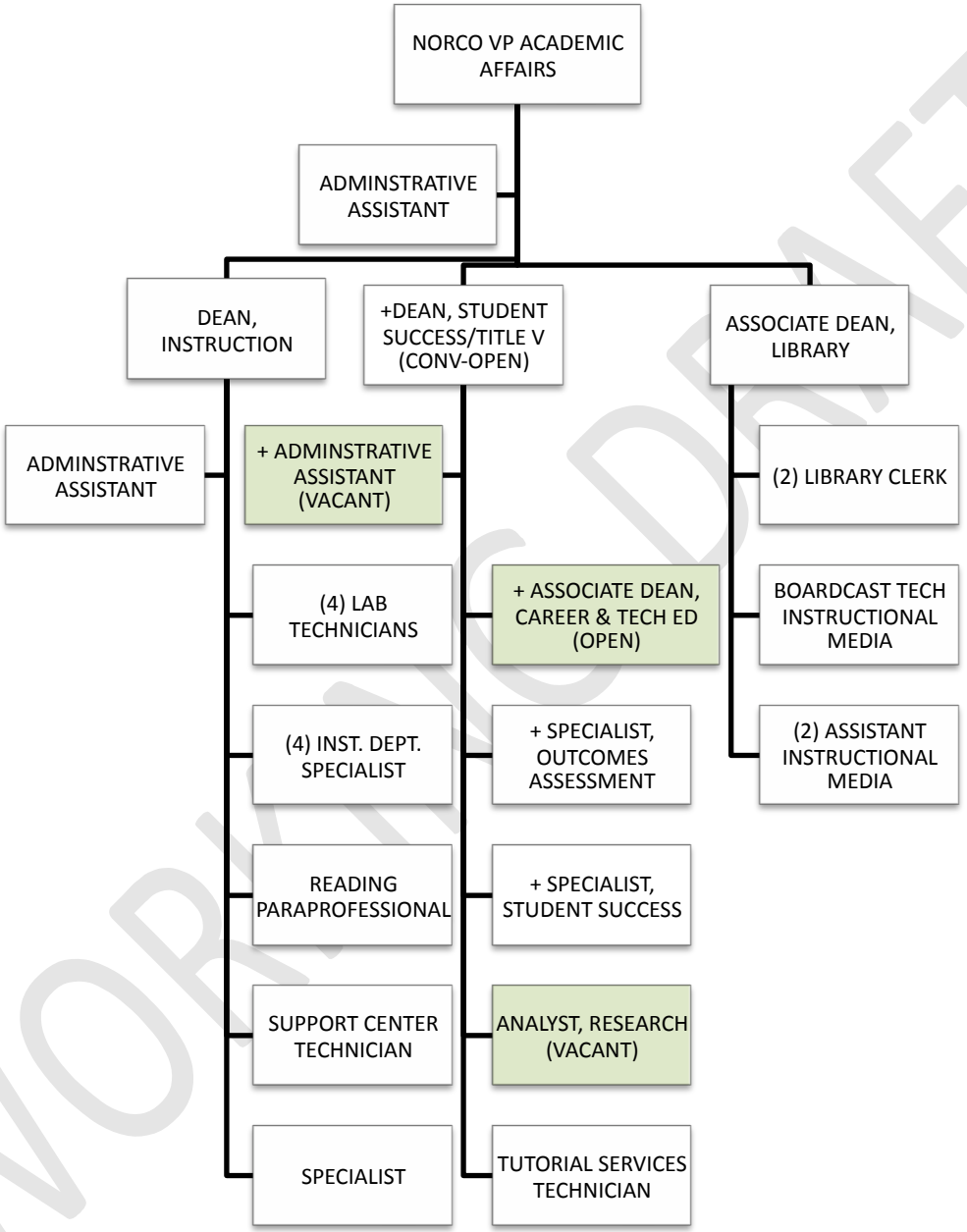
WORKING DRAFT

Notes:

- Creates VP Student Services my moving AVC-SS from district to campus, with District oversight responsibilities
- Creates new positions from grant funding. (Dean, Student Success/Title V [conv], Assoc Dean Career Tech Ed)
- Financial services moves from district to college
- Police/Public safety moves from district to college
- **Title V requires director reporting of Project Director to College President (Dean, Student Success/Title V position)

\+ Denotes grant funded positions

04.01.10



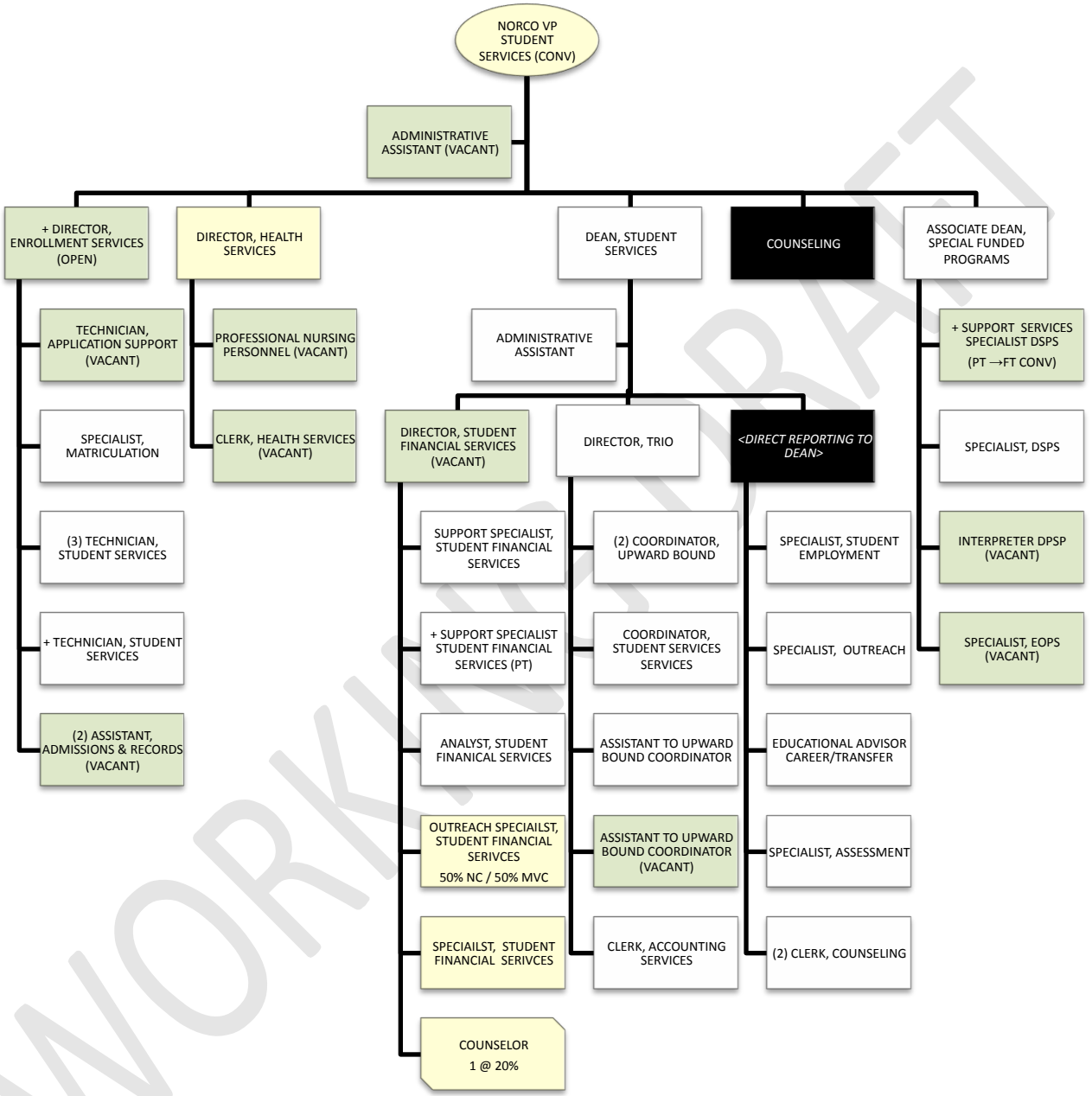
WORKING DRAFT

Changes:

- Title Change VP to Academic Affairs from VP-Educational Services, due to creation of VP-Student Services for campus
- Position conversion – Dean, Student Success/Title V converted from Associate Dean, Student Success through grant funding
- New positions added due to grant funding secured

\+ Denotes grant funded positions

04.01.10



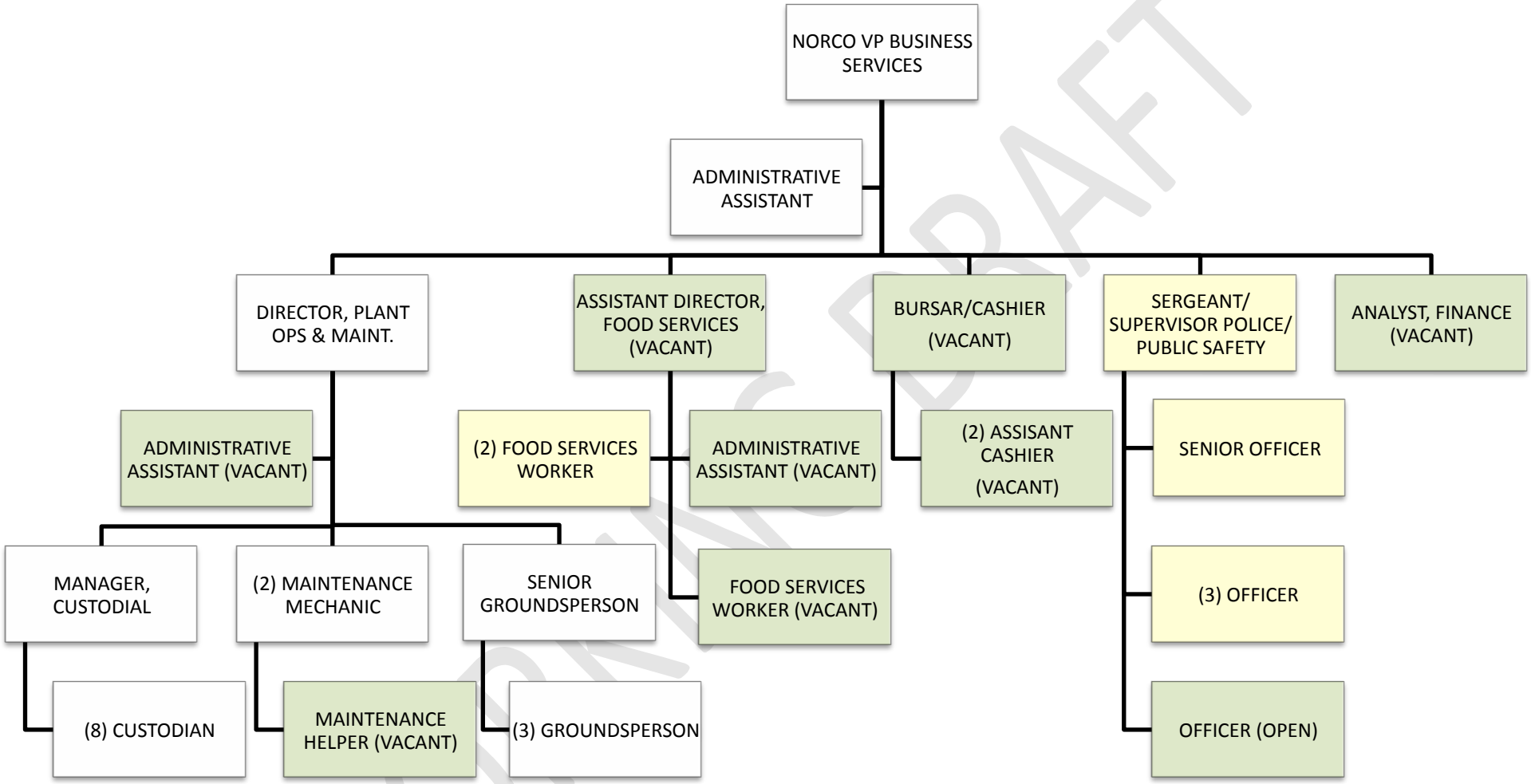
WORKING DRAFT

Changes:

- VP Student Services added to campus by converting district AVC-Student Services position, with District oversight responsibilities
- Health Services Supervisor moves from district to campus
- Student Financial aid moved from District to college, with district oversight responsibilities

+ Denotes grant funded positions

04.01.10



WORKING DRAFT

Positions Reassigned

- Moved from district Police Sergeant and Officers dedicated and located at college

Assigned District Services:

- IT Services is a centralized service with two FT positions dedicated to and located at the Norco College, along with PT positions.
- Human Resources is a centralized service that dedicates a Human Resource Specialist II to serve the Norco College @ RCCSO
- Payroll Services is a centralized service that dedicates a Payroll Technician to serve the Norco College @ North Hall.
- Budget Analyst is dedicated to the Norco College @ North Hall
- Facilities Capital Projects is a centralized service that dedicates a Capital Project Administrator @ RCCSO to serve Norco College projects

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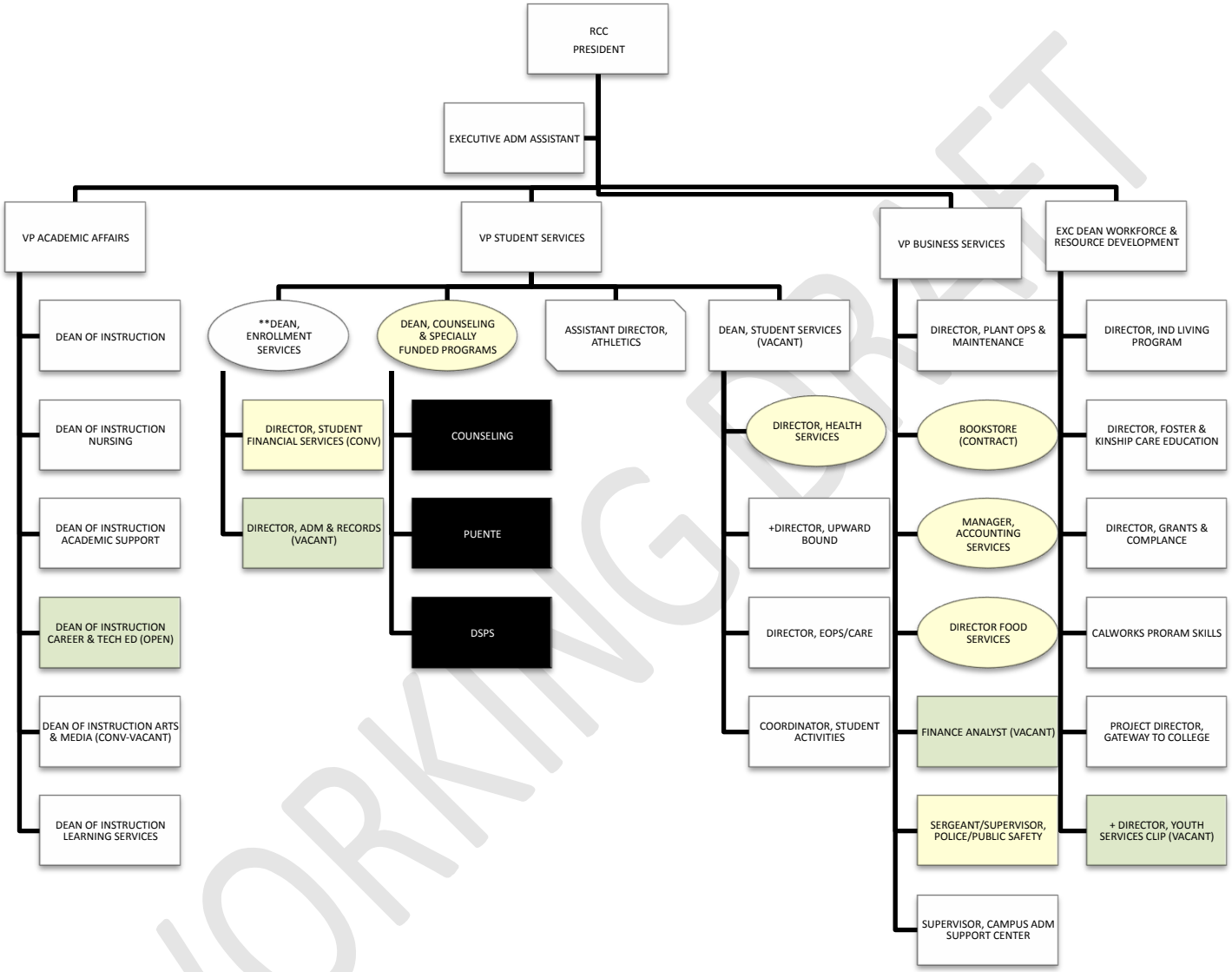
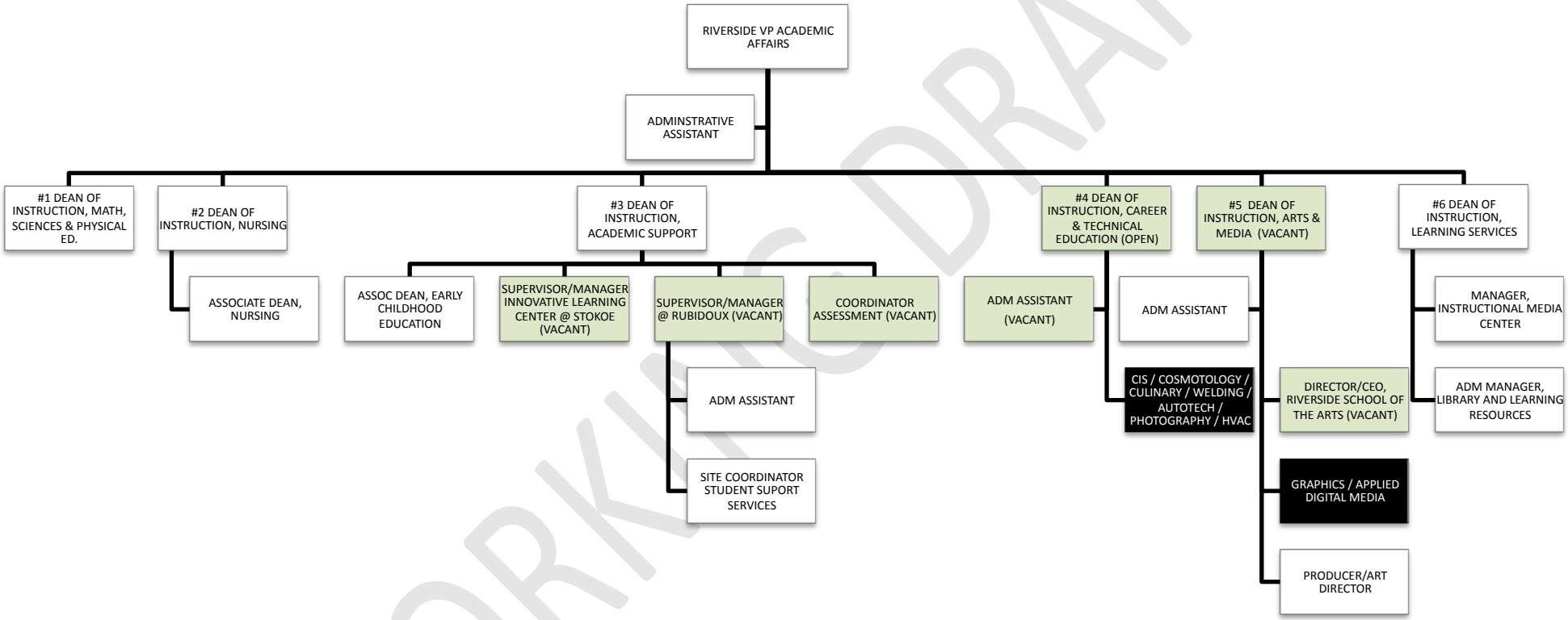


WORKING DRAFT

Notes:

- DUE TO THE CURRENT SIZING AND ORGANIZATION OF RCC AS A COLLEGE HISTORICALLY, ORGANIZATION CHARTS HEREIN DO NOT LIST EACH POSITION, BUT RATHER LIST AREAS AND POSITIONS OF CHANGES WITHIN THE COLLEGE BY REORGANZATION
- College move to a multiple academic dean format with a total of six deans (adds one dean position, and potentially realigns existing dean areas of responsibilities)
- Financial services moves from district to college
- Disabled student programs & services moves from district to college
- Police/Public safety moves from district to college
- Accounting Services manager and division moves from district to college

04.01.10

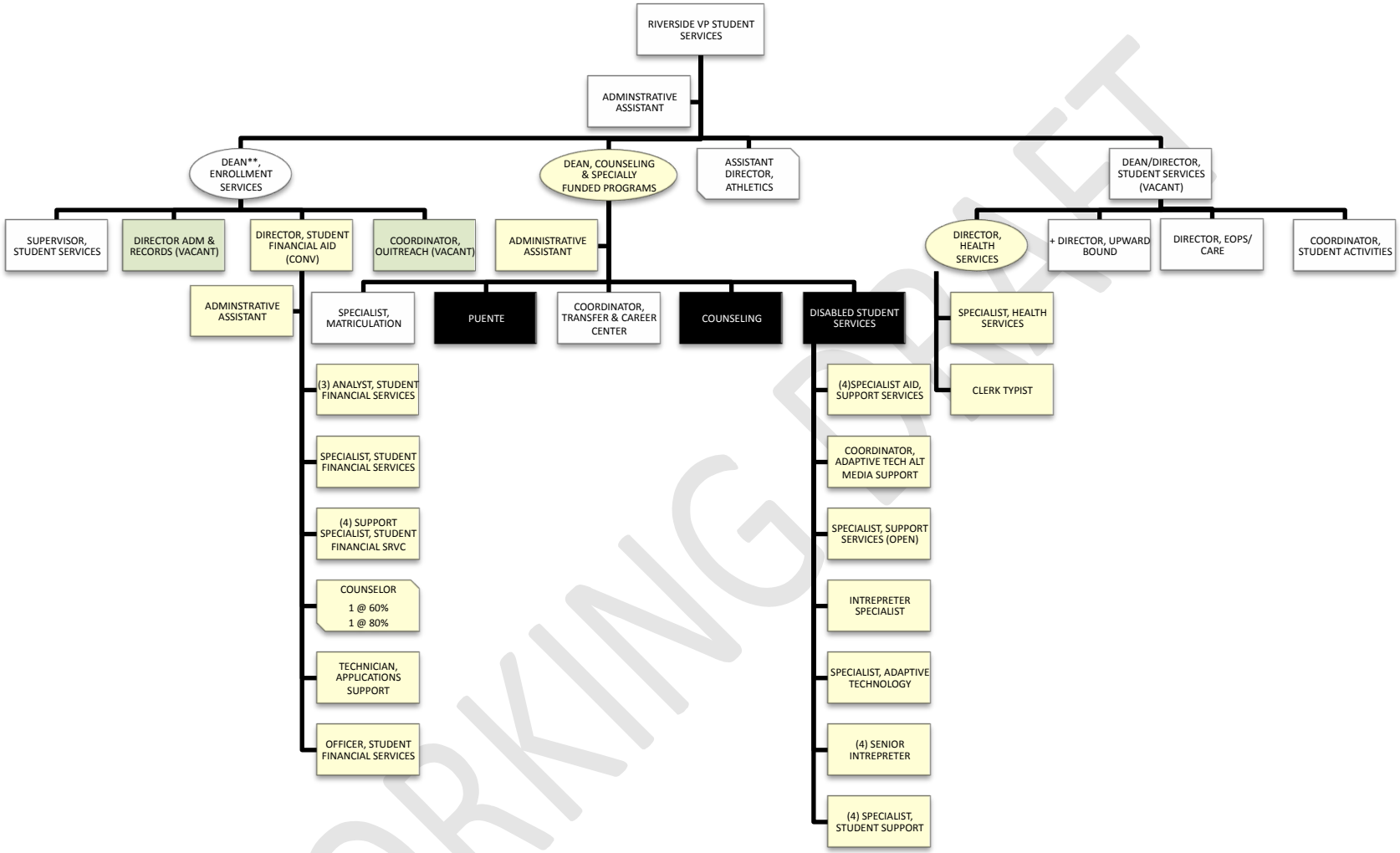


WORKING DRAFT

Changes:

- College is looking to have a total of 6 academic based deans from its current structure. Titles and areas of responsibility not yet defined. This adds one more dean
- VP-Career Tech moved to District, so that areas needs to be assigned to a dean
  - Production printing moves to district
- Teacher prep position moved to District to start Service Learning
- Create supervisors for Stokoe and Rubidoux (from the Assoc Dean – Teacher Prep) to oversee each annex.
- Two positions in IMC move to District to create a Creative Services unit.

04.01.10



Changes:

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- Change title of Dean of A&R changed to Dean of Enrollment services
  ** Denotes that position will move from Dean to Director, if position becomes vacant, to align with MVC/NC campuses
- Convert Asst Director Financial Aid to Director
- Assistant Director of A&R moves to MVC (Director of Enrollment)
- Removed Dean of Athletics from RCC to District, but coaches remain at campus with the team
- Director of Center for International students/programs moved to District
- Student Financial aid moved from District to college, with district oversight responsibilities
- Moved food services to campus from district (by function chart, was in VC SS)
- Moved health services to college with district oversight responsibilities (relative to contracts and services
- DSPS Dean moved to College from District with District oversight responsibility (interpreter & technology) and position assumes college responsibilities inclusive of counseling and other specially funded programs with a new title of Dean, Counseling & Specially Funded Programs

+ Denotes grant funded positions

04.01.10

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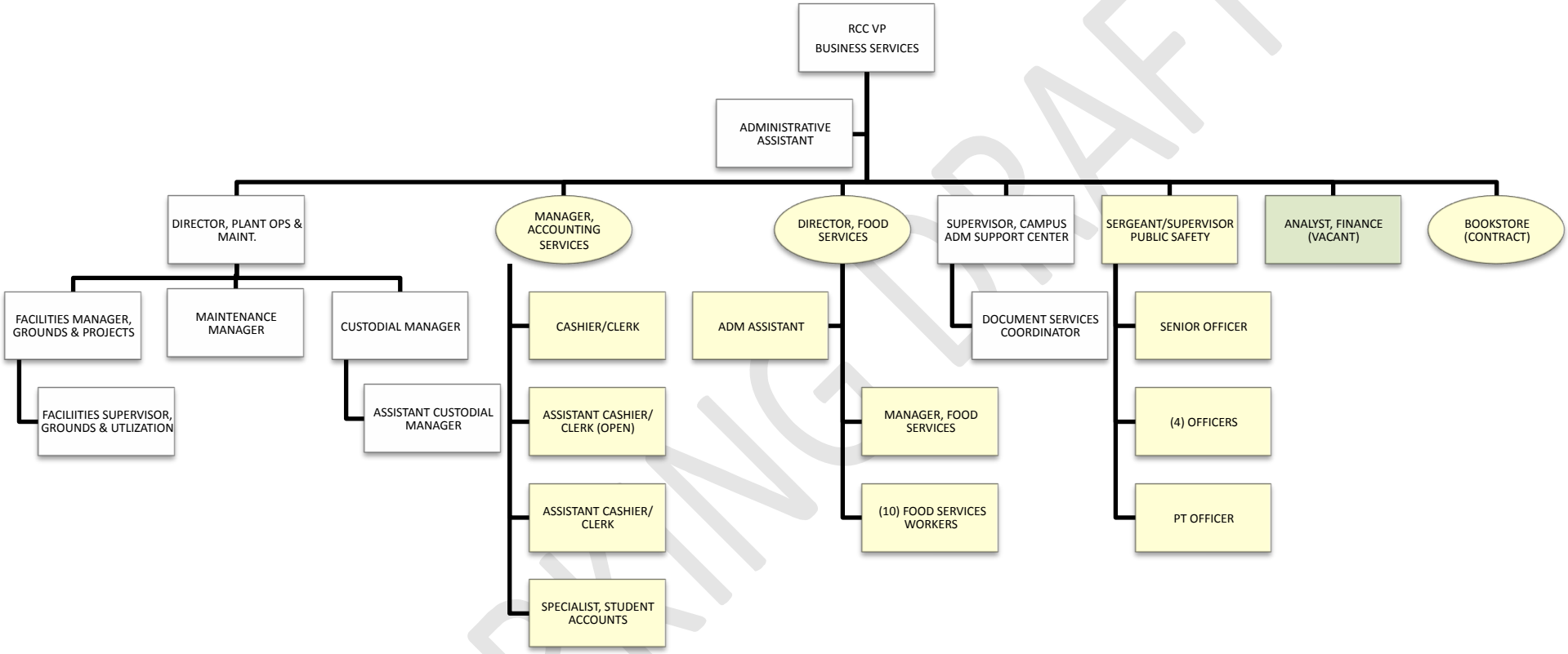


WORKING DRAFT

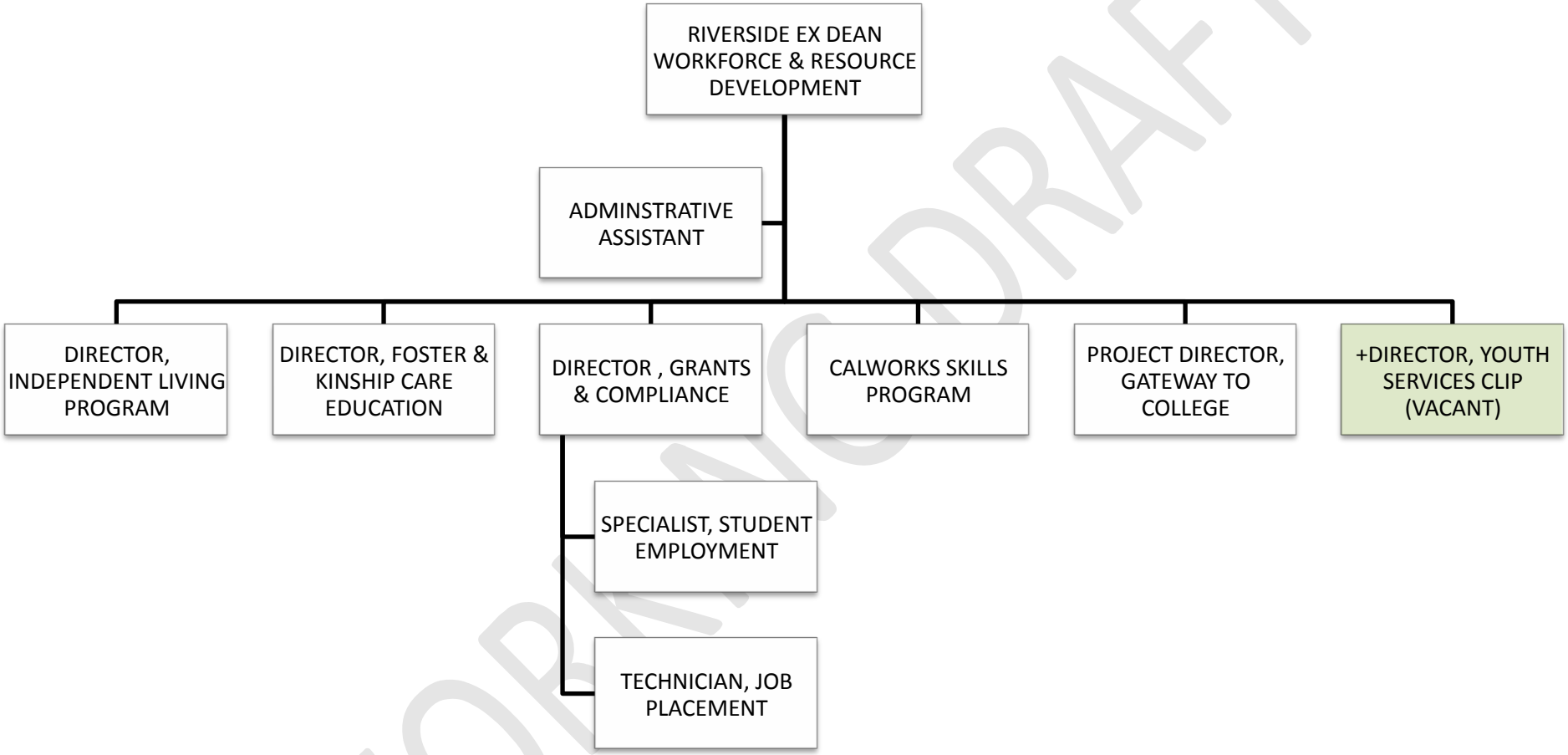
- DUE TO THE CURRENT SIZING AND ORGANIZATION OF RCC AS A COLLEGE HISTORICALLY, ORGANIZATION CHARTS HEREIN DO NOT LIST EACH POSITION, BUT RATHER LIST AREAS AND POSITIONS OF CHANGES WITHIN THE COLLEGE BY REORGANZATION

Positions Reassigned

- Accounting Services Manger, and associated positions, but carries district wide responsibilities.
- Moved from district Police Sergeant and Officers dedicated and located at campus
- Move food services from VC-SS to RCC
- Contract Bookstore services moved from District to College for oversight

Assigned District Services:

- IT Services is a centralized service with FT positions dedicated to and located at the RCC campus, along with PT positions.
- Human Resources is a centralized service that dedicates a Human Resource Analyst to serve the RCC @ RCCSO
- Budget Analyst dedicated to serve RCC @ North Hall
- Payroll Services is a centralized service that dedicates a Payroll Technician to serve RCC @ North Hall.
- Facilities Capital Projects is a centralized service that dedicates a Capital Project Administrator @ RCCSO to serve RCC campus projects



WORKING DRAFT

Notes:

- Change title – Director, Independent Living program
- Move reporting of a few positions to Director of grants & compliance.
- Create position for CLIP (grant funded)
- Majority of positions in this unit are funded by grants, categorical funds and other outside resources (i.e. K-12 ADA funding).
- Ex Dean, Adm Asst, job placement technician & student employment specialist are general funded positions

04.01.10

RIVERSIDE COMMUNITY COLLEGE DISTRICT
TEACHING AND LEARNING COMMITTEE

Report No.: III-B-1 Date: April 20, 2010

Subject: Service Learning Program

Background: Several years ago, Riverside Community College District (RCCD) received a grant to develop a service learning program. The term of the grant limited the scope of the program to RCCD's teacher education program only. Through this grant, the District was able to revise its teacher education courses in a way which embedded service learning in the Teacher Preparation courses.

Currently, there is renewed interest in expanding the service learning program throughout the District. In late February, Ms. Ossie Hanauer, director of the service learning program at Kendall Campus of the Miami Dade College, was invited for a two-day visit. During her visit, Ms. Hanauer met with District administrators, faculty, and staff on all three campuses. She provided valuable insight about starting and administrating an effective service learning program.

Based upon our previous experience with service learning and what we learned from the Kendall Campus experience, we have decided to develop a district-wide service learning program effective July 1, 2010.

What is Service Learning?

According to RCCD's College Catalog, service learning is a teaching method that combines service to the community with curriculum-based learning. Students learn to build strong academic skills, accommodate many different learning styles, improve workplace skills, and enhance personal development.

The National and Community Service Act of 1990 (42 U.S.C. 12511 (23)), which authorized the Learn and Serve grant program defines service-learning as:

> A method under which students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community; is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; and helps foster civic responsibility; and that is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and provides structured time for the students or participants to reflect on the service experience.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
TEACHING AND LEARNING COMMITTEE

Report No.: III-B-1 Date: April 20, 2010

Subject: Service Learning Program

Background: Simply put, service learning brings learning, teaching, and reflection together through classroom-based instruction combined with meaningful service throughout the community. More specifically, it integrates service to the community with learning and reflection. This process enriches learning while encouraging civic responsibility and engagement.

Service learning differs from internship and cooperative education because the intended beneficiary is the community and not the student. Although, students participating in service learning benefit greatly from their projects, it is not the primary motivation for engaging in service learning.

Effective service learning programs require the integration of experiential learning with reflection which is linked to academic concepts and ideas. Thus simply volunteering for a community project does not automatically become service learning unless it relates to a particular course objective. Therefore, faculty participation is essential to successful service learning.

In the context of above considerations, the District plans to designate an individual at the District to assist the three colleges with service learning projects. In addition, each college will have an administrative liaison and a volunteer faculty member who will serve as the leader for service learning projects on each college. It is our intention to provide the Board with a progress report about service learning programs in spring 2011.

Information only.

Gregory W. Gray
Chancellor

Prepared by: Ray Maghroori
Vice Chancellor, Academic Affairs

RIVERSIDE COMMUNITY COLLEGE DISTRICT
TEACHING AND LEARNING

Report No.: III-B-2 Date: April 20, 2010

Subject: Sabbatical Leave Report

Background: The attached sabbatical leave report is being submitted for information. It will be submitted as a consent item to the Board at the April 20, 2010 meeting.

Information Only.

Gregory Gray
Chancellor

Prepared by: Ray Maghroori
Vice Chancellor, Academic Affairs

Kristina Kauffman
Associate Vice Chancellor, Institutional Effectiveness

Ron Ruiz

Sabbatical Report

2008-2009

Sabbatical Leave Report
Ronald Martinez Ruiz

Associate Professor, Psychology
Riverside City College
Riverside Community College District

Review of Goals and Activities of my Sabbatical Leave Request:

The primary purpose of my sabbatical leave was to complete the final requirements of a Ph.D. in Health Psychology at Walden University. These requirements include:

1) Writing and gaining approval of my dissertation prospectus and proposal. The prospectus is a two page summary of the intended dissertation project, submitted to Walden University's Research department before commencing with the dissertation proposal. The dissertation proposal consists of the first three chapters of the dissertation, and requires a successful oral defense before permission can be granted by the student's dissertation committee and Walden University's Institutional Review Board to formally conduct the proposed study. I successfully defended my oral dissertation proposal on December 1, 2009.
2) Engaging in data gathering for the dissertation study. I am currently involved in collecting data from participants in my study. As of this writing, I have collected data from 39 individuals, and I will cease collecting data when I have reached 80 participants.
3) Drafting the dissertation, which is approximately 250 pages divided into five chapters, and conducting further research as needed. This process also requires submitting drafts of each chapter to committee members for comments and suggested revisions. (I will commence with completing chapters 4 and 5 after I complete data gathering).
4) Final approval of my dissertation by all dissertation committee members. The final approval of my dissertation is expected during late Summer 2010.
5) Submission of the final document to Walden University's Research department for approval. Completion and submission of my finalized dissertation is expected during early Fall 2010.

Secondary purposes of my sabbatical leave included gaining a fuller understanding of the field of personality, and specifically the construct of impulsivity (the main focus of my dissertation). My secondary purposes, therefore, were:

1) to return from the sabbatical with additional scientific research experience in Psychology as well as research writing skills. My dissertation research will allow me to advance my knowledge in the field of personality, particularly impulsivity, which I can share with my students and all other members of the RCCD community,
2) to become better prepared to develop and teach Psychology 33 (Theories of Personality) as an online course. Currently, only one course section of Psychology

33 is offered each Fall and Spring semester at Riverside City College, and no online Psych 33 section has been created in the entire district. Because my dissertation involves the scientific study of a personality construct (impulsivity), I will become much better prepared to teach this course and develop an online section;

3) to become a better source of information as to the rigors of pursuing a doctoral degree in Psychology for those students intending to ultimately seek entrance into graduate school.

The sabbatical leave afforded me the opportunity to complete many activities I originally proposed. However, not all activities I sought to complete were achieved. The following pages will further elaborate on these endeavors.

Pursuit of Activities to Meet the Goals of the Sabbatical Leave (listed chronologically, by academic quarters)

Summer and Fall 2008

I completed all of my required pre-dissertation coursework in Health Psychology at the end of the Spring 2008 quarter at Walden University. During the Summer 2008 quarter, I began enrolling in PSYC 9000 (Dissertation) course sections at Walden. That same quarter I began researching articles related to the construct of impulsivity, and I commenced with writing chapter 1 of the proposal during the Fall 2008 quarter.

Winter 2008 and Spring 2009

Just prior to December 2008, my dissertation committee chair became ill and notified me that she would withdraw from teaching and advising for the Winter 2008 quarter. She also mentioned to me that she intended to have major surgery in late February 2009, shortly before the beginning of the Spring 2009 quarter in March. I therefore withdrew from graduate school with the intention of re-enrolling the following March, when she was slated to return to Walden University and assume her dissertation chair duties.

Although I did re-enroll in March for the Spring 2009 quarter, it became apparent within two weeks from the start of this term that my advisor was not partaking in her duties as my dissertation chairperson. By the third week of March, I was notified by the Program Director of the Health Psychology Graduate Program at Walden University to seek a new chairperson, as even he could not reach her. I never did hear from her again, and never heard a reason for her absence from any official associated with Walden University. I had no choice but to withdraw for the Spring 2009 term, as I had no dissertation chairperson to grade my assignments or provide feedback on my proposal drafts. Needless to say, having to withdraw two consecutive quarters from graduate school made it impossible to complete my goal of graduating within a year from the end of the Summer 2008 quarter.

Summer and Fall 2009

I re-enrolled at Walden at the beginning of June for the Summer 2009 quarter with a new dissertation chairperson, Dr. Benita Stiles-Smith. With her excellent advisement, I was able to complete chapters 1 and 2 of my proposal by late August. During the Fall 2009 term, I completed the third chapter of my dissertation proposal.

Winter 2009

On December 1, 2009, I successfully defended my dissertation proposal (the first three chapters of my dissertation). On the 22nd of that same month, the Institutional Review Board (IRB) at Walden University granted their approval for me to begin recruiting 80 participants for my study on impulsivity through December 22, 2010.

To summarize my accomplishments toward obtaining a doctoral degree in Health Psychology, I have completed 22 courses (114 hours/credits) in the Health Psychology concentration at Walden University. I have also written and defended the first three chapters of my dissertation (the dissertation proposal) to a doctoral committee. I am now well on my way toward recruiting all 80 participants needed to complete the data gathering process of my dissertation by the end of June 2010. As of this writing, I have successfully gathered data from 39 participants.

I have recently revised my original timeline for completion of the dissertation. I plan to complete all revisions and file the dissertation by September 2010, the deadline for filing in order to graduate in December 2010.

Specifics of my Dissertation study

In 2008 and 2009, two different groups of researchers published separate studies indicating that the three most popular tasks used by researchers and diagnosticians to measure impulsivity in fact detect different features of this construct. In other words, these three tasks identify dissimilar components of impulsivity. My dissertation explores whether a novel computerized task I have developed is capable of simultaneously measuring more than one component of impulsivity. Such an invention is warranted, as it could save researchers, health care workers, and participants much time and effort when completing a thorough impulsivity evaluation. I will assess a total of 80 student volunteers recruited from Psychology courses at Riverside City College with the intention of comparing their performance to perform my novel task to other instruments of impulsivity (specifically, three computerized behavioral tasks plus a 30-item self-report scale). My hypothesis is that performance on my novel task will predict performance on these other assessment tools (establishing convergent validity), which would suggest it is capable of identifying multiple forms of impulsivity.

Benefits of the Sabbatical Leave to RCCD and its students
Benefits to RCCD:

1. RCCD has gained a more developed, well-rounded, and informed associate professor of Psychology with enhanced research and writing capabilities, one who has grown tremendously as an instructor and as a learner.
2. RCCD further benefits by gaining an employee who is well-versed in the personality construct of impulsivity, and can share with his students how this construct is an important feature associated with many clinical populations (e.g., Attention Deficit Hyperactivity Disorder, personality disorders, and substance abuse disorders).
3. RCCD has also gained an employee with a much better understanding of the practical issues of learning in an online environment. While I have taught online Psychology courses at RCC for 10 years, experiencing online education for the last 4.5 years as a student at Walden University has helped me recognize that many important issues exist with learning through this popular mode of educational delivery. As a result of my experience as a student enrolled in an online institution of higher learning, I have begun to introduce some mechanisms in my online courses which can facilitate the learning process. Additionally, I look forward to engaging in conversations with faculty, staff, and administrators on how the district can further make online education a rewarding opportunity for our students.

Benefits to RCCD Students

1. Because my research is so heavily engaged with personality and the construct of impulsivity, I have become much better prepared academically to teach Psychology 35, Abnormal Psychology, and Psychology 33, Theories of Personality. Students who take these courses will benefit from my expertise on the topic of impulsivity, as this construct is a criteria of many mental disorders including Attention Deficit Hyperactivity Disorder (ADHD), Antisocial and Borderline personality disorders, and substance abuse disorders, to name a few.
2. Likewise, students in my Psychology 1, General Psychology, and Psychology 2, Physiological Psychology courses will benefit from the expertise I have gained in the field of personality and impulsivity as a result of the intense and extensive reading I completed in preparation for oral examinations and the research I am currently conducting for my dissertation. .
3. Participation in research studies is an excellent way for students enrolled in Psychology courses to gain insight on how research within our field is conducted. When my dissertation is completed, I will make available to all of my participants the nature of my study including whether the results of my dissertation supported my initial research hypotheses regarding impulsive behavior. Furthermore, I plan on conducting additional studies on personality here at RCC, which will lead to more opportunities for our students to partake and learn of the important factors involved in conducting research in Psychology.

Concluding Remarks

My quest for a PhD in Health Psychology was made considerably easier thanks to my sabbatical leave. For this reason, I wish to express my sincerest thanks to all members of the PG&SL committee; Dr. Kristina Kaufmann, Associate Vice Chancellor, Institutional Effectiveness; Dr. Ray Maghroori, Vice Chancellor, Academic Affairs; and the RCCD Board of Trustees for allowing me the opportunity to work toward achieving my professional and personal goals through this sabbatical leave.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
TEACHING AND LEARNING COMMITTEE

Report No.: III-B-3 Date: April 20, 2010

Subject: Honors Program at Riverside Community College District

Background: Presented for the Board's information is an update on the Honors program which includes a brief overview, curriculum development, transfer mission, and program benefits.

Information Only.

Gregory W. Gray
Chancellor

Prepared by: Ray Maghroori
Vice Chancellor, Academic Affairs

Sylvia Thomas
Associate Vice Chancellor, Instruction

Kathleen Sell
Coordinator, Riverside City College Honors Program

Riverside Community College District Honors Program

Riverside City College Honors Program
Moreno Valley College Honors Program
Norco College Honors Program

The primary goal of the Riverside Community College Honors Program is to provide an educational experience that allows students to stretch themselves intellectually and to actively work with fellow students and faculty to cultivate an awareness and understanding of the diverse points of view necessary for a rich and productive intellectual environment. The Honors Program is committed to drawing a diverse group of students and faculty together, one that is representative of our college community as a whole, and providing learning opportunities and services which will prepare the students to be competitive in reaching their future goals.

--Honors Program Mission Statement

Introduction

The RCCD Honors Program is continuing to serve our students and help to make RCCD a competitive and attractive choice for students planning to complete four-year degrees but desiring to attend community college first, and an especially attractive choice in these economic times. In fact, we are part of a growing trend.[1] We have balanced the rigor of our program, though, with a strong commitment to our mission of reaching out to under-served students and offering second chances. Unlike many programs which have become more exclusive in their entry requirements, we have maintained our commitment to *growing* honors students, to helping students who are highly motivated to develop their abilities, gain confidence, and thrive. In May of 2009, we slightly altered our entry GPA to 3.0, but increased the GPA required to complete the program to 3.2, with most of our students earning GPAs significantly higher than this as they prepare for transfer.

Since our last report, our enrollments have continued to grow, and in spite of the fact that budgetary pressures have limited our ability to more fully expand offerings, we have an increasing number of students actively seeking to complete the program (and in fact doing so as

[1] Moltz, David. "2-Year Honors Boom." *Inside Higher Ed*. 24 March 2010. http://www.insidehighered.com/news/2010/02/04/honors; Chen, Grace. "Taking the Honors Track at Community College vs. a Regular Four-Year College Path." *Community College Review*. 9 Dec. 2009. http://www.communitycollegereview.com/articles/196

this year's APR will show). Students enrolled in multiple sections of honors classes have created vibrant learning communities on each campus that extend outside the classroom as well. These seminar style classes, the opportunities inside and outside of the classroom to participate in a rich and diverse exchange of ideas, and our transfer agreements have continued to bring a strong demand for our classes and activities.

Overview

The RCCD Honors Program has grown from serving 51 students enrolled in four honors seminars in the start-up semester of offering classes (Fall 2005) to serving 162 students in 12 honors seminars with classes on all three campuses in spring 2009 to serving 199 students across the district (250 enrolled spaces) in fifteen Honors seminars this spring (2010). Norco has grown from 18 students in its inaugural semester last spring to 66 this spring; Moreno Valley has grown from 55 to 63 students; and Riverside has grown from 89 enrolled in seminars last spring to 121 this spring.

We will be submitting individual Annual Program Reviews this spring, having completed our first Comprehensive Program Review last year. In these, we continue to gather and analyze data on (among other things) our student demographics and enrollment patterns which will continue to inform the requests we make to departments about course offerings and shape our recruitment strategies for bringing students into honors.

Curriculum

The program has continued to solidify the range of course offerings, trying to be sensitive to enrollment patterns and the needs of our students in Math/Science and Engineering as well as in the Humanities and Social Sciences. Chemistry 1AH and 1BH as well as Math 12H were offered again this year, and students are aware of and using our track B, a path for completing the Honors Program for Math/Science/Engineering students, whose lower division preparation in the major and related areas is extensive. In February, the Honors Advisory Council approved curriculum for Biology 1H, which is now working its way through the curriculum process, and Economics 8H curriculum has been written and is working through the process—both of these courses will broaden our range of offerings in the sciences and social sciences.

Our offerings in the Humanities and Social Sciences remain strong: English 1AH and 1BH, Art 6H, History 6H and 7H, Humanities 4H, 5H, and 10H; Political Science 1H; Philosophy 10H; and Speech Communication 1H and 9H, which will be offered for the first time this coming fall. We continue to dialogue among the three colleges to ensure that our course offerings are complementary and give students the opportunity to complete the 6 classes in honors needed to complete the program easily within a two-year time-frame. All of the honors courses submitted so far have successfully gained articulation and appear with the H designation on students' transcripts.

Transfer Mission

The automated process for contacting honors students each fall and spring about the need to update their SEP was implemented this year. This kind of follow up will help to ensure that the process of matriculating and transferring works smoothly and efficiently for these students who are well able to succeed, but often struggle to navigate the process of transfer without taking advantage of all the resources RCCD provides them, especially in Counseling and the Transfer/Career Center. We will be tracking data on the numbers of students who respond to this notification and actually get into complete the updated SEP.

This emphasis on program completion and on encouraging students to utilize resources to aid in transfer is especially important in helping our students to take advantage of the transfer agreements available to them through the Honors Program. We certified our second batch of TAP students this March and completed honors transfer consideration forms for students who applied to UC Irvine. Already this spring, we have had honors students admitted to UC Irvine, Santa Cruz, Riverside and Cornell. One of our students is away this week on a recruiting trip to Yale. Several students are eagerly awaiting admissions notifications from other institutions. And by the by, one of our former students, now at Stanford, was among several students interviewed by the *Stanford Daily* about her experiences as a transfer student in adjusting to the rigor of Stanford—and she is doing well.[2]

Other Program Benefits

One very tangible product (beyond the anecdotes our former students bring back to us) of this seminar learning environment that is the cornerstone of our program is our students' strong participation again this year in both our RCCD Fall Honors Conference and in the UC Irvine Building Bridges Honors Conference. Fifteen students presented papers at our RCCD fall conference last fall. This fall 38 students presented their papers and posters—we ran three concurrent sessions with three sessions each! Twenty-two RCCD students presented papers at this March's UC Irvine Building Bridges Honors Research Conference, which included nearly 300 students from thirty community colleges.[3] These conferences provide students with the opportunity not only to share their work, but to test their mettle and build confidence. Hands down, our students have indicated that this experience is one of the most valuable and enriching for them.

Thank you for your continuing support of our students and the Honors Program here at RCCD.

[2] Liou, Stephanie. "A Tale of 23 Transfers." *The Stanford Daily*. 25 Jan. 2010. http://www.stanforddaily.com/2010/01/25/a-tale-of-23-transfers/

[3] I've provided you with a copy of this year's program for the UC Irvine conference.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
TEACHING AND LEARNING COMMITTEE

Report No.: III-B-4 Date: April 20, 2010

Subject: Substantive Change Proposal to ACCJC from Norco College for Compliance with ACCJC Distance Education Policy

Background: The January 29, 2010 action letter from the Accrediting Commission for Community and Junior Colleges to Dr. Brenda Davis, President, Norco Campus, notified the campus of the Commission's action to grant initial accreditation. The letter called for the college to complete a follow-up report by October 15, 2010, that addresses three recommendations. The second of the three recommendations reads as follows:

"In order to comply with the ACCJC Distance Education policy, for all programs, certificates or degrees where 50 percent or more of the requirements are delivered via distance learning and may be completed at the Norco campus, the team recommends submission of a substantive change proposal".

The attached substantive change proposal is intended to address this recommendation. This document is scheduled for review and approval by the Norco College Strategic Planning Co-Chairs Council on April 6, 2010 and for an electronic vote by the College Strategic Planning Committee prior to the April 20, 2010 Board of Trustees meeting.

Recommended Action: It is recommended that the Board of Trustees approve the substantive change proposal and authorize the Norco College administration to forward the approved document to ACCJC.

Gregory W. Gray
Chancellor

Prepared by: Brenda Davis
President, Norco College

Sylvia Thomas
Associate Vice Chancellor, Office of Instruction

Gaither Lowenstein
Vice President for Educational Services, Norco College

SUBSTANTIVE CHANGE PROPOSAL:

DISTANCE EDUCATION

Addition of Courses that Constitute 50% or More of a Program Offered Through Distance Education

Submitted by:

Dr. Gaither Loewenstein
Vice President, Educational Services, Norco College

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

March 2010

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Participant List

The following Norco College staff members participated in the preparation of this Substantive Change proposal:

Gaither Loewenstein, Vice President, Educational Services

Strategic Planning Co-Chairs Council

- Wendi Alcazar, Instruction Support Technician
- Melissa Bader, English Department Chair
- Tim Wallstrom, Physical Education Department Co-Chair
- Debra Creswell, Executive Assistant to the President
- Mark DeAsis, Admissions and Records Supervisor
- Diane Dieckmeyer, Dean of Instruction
- Carol Farrar, Social and Behavioral Sciences Department Chair
- Alexis Gray, Anthropology Faculty Member
- Monica Green, Dean of Student Services
- Susan Lafferty, Instructional Support Technician
- Jason Rey, Math Department C0-Chair

Norco College Strategic Planning Committee (Committee of the Whole)

A. Description of Proposed Change and Justification

A1. Description

This Substantive Change Proposal is submitted to ACCJC (Accrediting Commission for Community and Junior Colleges) for approval to offer the following Associate Degrees and Certificates through the distance education mode because 51% - 100% of the coursework can be taken online:*

*Traditional modes of delivery will continue as well.

Associate in Science Degrees

Associate in Arts Degree for General Education

Areas of Emphasis

- Administration and Information Systems
- Communication, Media, and Languages
- Fine and Applied Arts
- Humanities, Philosophy and Arts
- Physical Education, Health and Wellness
- Social and Behavioral Studies

Associate in Arts Degree for General Education

CSU General Education Requirements

Associate in Arts Degree for General Education

Intersegmental General Education, Transfer Curriculum (IGETC) for Transfer to UC and CSU

Associate in Arts/Sciences Degrees

State Approved Certificates of Achievement

Business Administration

Areas of Concentration:

- Accounting
- Banking and Finance
- General Business
- Human Resources
- Logistics Management
- Management
- Marketing
- Real Estate

Justification

Using alternative course delivery formats Norco College meets the needs of a diverse community of learners. "Norco Campus provides educational programs, services, and learning environments for a diverse community." (2009-2010 Norco College Catalog, p. 2.) Distance education (DE) has become a highly desirable means of course delivery to meet current student educational needs at Norco. The increased traffic along the I-91 and I-15 corridors adjacent to the college has created a demand for alternatives to traditional on-campus instruction, making our limited weekend offerings and online modes of delivery increasingly popular. A variety of distance education formats is offered at Norco and throughout the district through Open Campus including: online and hybrid courses. Distance education classes include a variety of media-based enhancements, pedagogical approaches, and instructional methods and techniques. These include but are not limited to online discussion boards and synchronous chat.

A2. Relationship to Institutional Mission

The mission of Norco College is to provide "educational programs, services, and learning environments for a diverse community…..As a continuing process we listen to our community and respond to its needs while engaging in self-examination, learning outcomes assessment, ongoing dialogue, planning, and improvement." (2009-2010 Norco College Catalog, p. 2)
In fall 2000, the first online classes were delivered by the Norco campus; 50 students were enrolled in four different courses. As of fall 2009, the enrollment in fully online sections had grown to 2,658 students. DE courses are among the first to fill during each term's registration period and the demand shows no sign of decreasing. In order to address this student need, the

number of courses offered in DE format has increased each term which enables students to complete more program, transfer, and degree requirements fully online.

A3. Rationale for Change

In Riverside Community College District and Norco College specifically, the growth and demand for online learning has steadily increased. This growth reflects a nationwide trend. Allen and Seaman (2008) summarized the results of the Alfred P. Sloan Foundation's survey of 2,500 institutions of higher learning in *Staying the Course, Online Education in the United States* and reported 3.9 million students enrolled in two- and four-year colleges and universities were taking at least one online course in 2007 (p. 5). Dobbs, Waid, del Carmen (2009) and others report that online learning fills an obvious need for many due to its convenience, accessibility, and flexibility and most students surveyed were satisfied with their online experience. Most agree that the flexibility and convenience of DE courses contribute to their popularity.

Each term a significant amount of courses are offered in DE formats (both hybrid and fully online). There are three major reasons for the proposed change:

1) Students' desire for Internet-based distance learning, as evidenced by the rapid and continued growth of distance education locally, statewide, and nationwide.
2) To serve students who find it difficult to attend traditional face-to-face classes.
3) The evolution of distance education from telecourses to Internet-based modalities.

Norco College acknowledges this as a major step in the diversification of the instructional offerings in that it provides the opportunity for learners to earn or to complete a variety of existing state-approved certificates of achievement, areas of emphasis, transfer, and degree-applicable requirements fully online. Being able to complete 50% or more of Certificates

of Achievement and Associate Degree requirements online in a format serves the needs of Norco College's diverse student population. It also creates the need for Norco College to file a substantive change report to the commission. (See attachments A – D)

B. Description of Educational Programs to be Offered

All courses and programs proposed to be offered through the distance education mode are already offered through the traditional on-campus mode of instruction. There are no differences in the basic requirements between the distance education delivery and on-campus version of the courses and programs. In addition, the college has procedures in place to ensure that the rigor, breadth, objectives, learning outcomes, and academic quality of courses and programs offered in the distance education mode meet the same standards as those offered in the traditional on-campus mode. The Norco College Curriculum Committee separately approves each course proposed for delivery via distance education to ensure the following criteria are met:

- Regular effective contact is maintained between the instructor and students through group or individual meetings, orientation and review sessions, study sessions, field trips, library workshops, threaded conferencing, chat rooms, telephone contact, email, or other activities.
- Effective pedagogical techniques appropriate to the distance education mode are utilized to ensure that the quality and rigor of instruction mirrors that of the on-campus version of the course.
- Appropriate technology is used to achieve the objectives of the course.
- Multiple measures are used to achieve and assess student learning, including reading, writing, critical thinking assignments, and multiple evaluations.

- All delivery methods used are accessible to individuals with disabilities in accordance with federal and state laws.

C. Planning Process Which Led to the Request for the Change

The online course offerings that comprise 50% or more of the requirements for the degrees, certificates and areas of concentration listed above were each approved by the Curriculum Committee and District Board of Trustees. The ACCJC Visiting Team that visited Norco in October 2009 recommended that the College submit a substantive change application in light of the fact that several of the College's degree and certificate offerings appeared to be attainable by taking 50% or more of the coursework online. The January 2010 action letter from ACCJC granting Norco College initial accreditation included a recommendation that a substantive change proposal be prepared in order to comply with the ACCJC distance education policy. The substantive change proposal was approved by the College Strategic Planning Co-Chairs Council on April 6th, 2010 and by the Norco Strategic Planning Committee on April 27, 2010.

C1. How the Change Relates to the Institution's Planning Process and Mission

The offering of courses, programs, transfer patterns, and degrees through distance education modalities directly correlates to the institution's mission of equipping "our students with the knowledge and skills to attain their goals in higher, career/technical, and continuing education; workforce development; and personal enrichment." (2009 Norco College Catalog, p. 2) Further, it provides learners with access to innovative and flexible learning opportunities. Planning for the scheduling and development of distance education courses is discussed at the college department level and at the discipline level district wide, when appropriate. Distance

education planning has been integrated into department unit plans, budgeting, and program review.

C2. Assessment of Needs and Resources Which Have Taken Place

All departments at Norco College participate in ongoing planning through the process of creating annual unit plans through the program review process. The departments and all faculty participate in authentic assessment to determine learning and learner needs, to assess the areas for improvement, and to implement change where appropriate to advance the institution's effectiveness. Through Advisory Boards and industry partners, faculty obtains feedback on trends and curricular needs. As a result, faculty and departments have made adjustments to course offerings and scheduling to optimize student enrollment and to maximize options for learners.

The college's instructional and student support services are expanding to provide equivalent support services to distance education students. A student can register for classes, receive counseling, request financial aid, and attend class via any internet-connected computer at times most convenient to the student. In addition, computers with internet access are available on campus for student use.

The resources needed to schedule an increasing number of distance education courses have come from the general fund. Additionally, the Riverside Community College District's Open Campus is responsible for all non-instructional aspects of online and distance education at the college and district levels, including:

- Online, hybrid and web-enhanced course set-up and maintenance; upgrades and training; and backup and implementation in conjunction with the host provider (WebCT/Blackboard)
- Online support training including use of web page publishing software, streaming media software, and peripherals via one-on-one training; FLEX workshops; and Online Blackboard Academy
- Maintenance of servers and software licenses for online-related instruction.

Open Campus provides online training for instructors through the Online Blackboard Academy which is offered on a monthly basis. A trainer is on-site every week and faculty mentors are available to assist faculty who are new to online teaching.

Open Campus also provides support for many other software applications, such as Excel, PowerPoint, Camtasia, and a wide variety of software applications that support the instructor in and out of the classroom. A 24/7 Help Desk, Presidium, is available to assist both faculty and students with technical support. Student and faculty resources are available through links on the Open Campus home page, www.OpenCampus.com.

Increasing the number of courses that can be taken online has not significantly increased the college's costs.

C3. Anticipated Effect of the Proposed Change on the Rest of the Institution

Offering classes online provides an alternative option for both students and faculty. On campus, it increases the capacity of the college to offer more sections "on ground and to serve more traditional students by freeing up classroom space. Several campus departments and

offices already offer support for online students. For example, all registration services are available through WebAdvisor and students have online access to the college bookstore, www.rccnorco.bncollege.com, and to library databases, http://library.rcc.edu/norco. Faculty web pages and college web pages provide contact information for online student inquiries. The total college enrollment has increased due to student enrollment in distance education courses. The number of students enrolled in Norco online courses during the 2008-2009 academic year was 4313. It is anticipated this number will continue to increase as more opportunities in distance education courses become available.

C4. Statement of the Intended Benefits that will Result from the Change

The intended improvement for Norco College in developing and offering distance education courses is that it provides the college with the capacity to serve the entire community. Distance education provides accessibility for those living away from the college and provides improved accessibility for those with family responsibilities, such as parents with young children at home, or those who must keep a full-time job and therefore cannot attend classes on campus consistently. This attracts more students and gives the College the ability to serve more students without requiring additional facilities. Another benefit students report is that they can revisit the lectures and presentations again and again if necessary for better understanding. Students also report more student-teacher interaction as they use email to correspond about their courses.

C5. Description of the Preparation and Planning Process for the Change

All Norco College courses and programs are developed and approved following the Academic Senate curriculum approval process:

- Instructional program review occurs every six years.

- Instructional department program review updates are submitted yearly.
- Course, program development and revision are completed by faculty with discipline and department approval, college administration review and Board of Trustees approval.
- Curriculum Committee review process for existing individual courses and programs on a regular basis through the comprehensive program review process.
- Curriculum Committee approval of new courses or changes to existing courses prior to Board approval.
- A separate approval process for all courses offered through distance education which includes the requirement that faculty members provide sound rationale for delivering the class through online or hybrid instruction as well as an explanation for the effective replacement of "seat time."
- Board of Trustees approval for all courses and programs.
- State Chancellor's Office approval for all new non credit courses and state-approved programs.

Transfer courses are submitted through the articulation process for approval for IGETC (Intersegmental General Education Transfer Credit), California State University Breadth and University of California Transfer Credit Approval (US-TCA).

Norco College's online faculty members have been part of the district's faculty Online Advisory Committee which is conducting an exhaustive search for a learning management system (LMS). All of the major vendors have been reviewed. Currently WebCT/Blackboard (Bb), Version 8, is being used. The faculty has expressed an interest in testing Bb 9 or 9.1 in the

future, but a final decision has not been made. The selection of the LMS has been an inclusive process that has enabled faculty to review several different systems and to check their viability for use with Datatel the college's administrative system, capacity and capability, technical training, and ease of use for students and faculty.

D. Evidence of Institutional Support to Demonstrate the Continuance of Quality Standards

D1. Evidence of Sufficient and Qualified Faculty, Management, and Support Staffing

Faculty

Norco College faculty may teach courses through distance education provided they meet the following requirements:

1. Faculty member has previously taught a hybrid or online course.
2. Completed the Online Blackboard Academy training.
3. The course to be offered through distance education delivery has been approved for Distance Education by the college's Curriculum Committee.
4. Scheduling of the course through distance education is approved by the vice president of educational services or designee.

Management

Management support for distance education is provided by the district's Open Campus. Open Campus facilitates the offering of distance education for Norco College by providing the technical support to manage and distribute the college's hybrid and online offerings through the WebCT/Blackboard platform. Open Campus also provides the college professional training and support services. An Educational Training Specialist from Open Campus is on site at the

College one day per week. She is available to work with faculty on issues related to the technical aspects of teaching distance education. Faculty mentors are also available to work with faculty on the pedagogical issues related to teaching distance education courses. The Faculty Development Coordinator also schedules on campus training for faculty on topics of interest related to distance education training. A new faculty innovation center is currently under construction with completion scheduled for August 2010; this facility will provide additional technical assistance support for faculty members who teach online.

Other Support

Information Technology (IT) Help Desk is available to assist faculty with hardware related issues and there is 24/7 support for both faculty and students through *Presidium,* a contracted service that assists with technical issues that arise in the distance education learning environment. Open Campus staff is also available to assist faculty with the use of media, disabled-student compliance issues and the upload and revision of classes each term.

Advisory Committees

Norco College faculty members participate in the District Online Advisory Committee which is co-chaired by two faculty members. This is a district body consisting of faculty who teach hybrid and online courses. They discuss relevant issues and provide valuable input to the Open Campus on faculty and student-related issues.

D2. Evidence of Appropriate Equipment and Facilities, including Adequate Control over any Office-campus Site

Riverside Community College District's Open Campus provides the support and facilitation of all distance education offerings for Norco College. The current learning

management system being used is WebCT/Blackboard. The LMS is fully supported through a contractual agreement. All technical problems relative to the LMS and delivery of courses is handled by the Open Campus staff. All course materials are password protected and compliant with Section 508 of the Americans with Disabilities Act (ADA). The Office of DSP&S provides assistance to faculty in making all DE offerings 508 compliant and is included in the curriculum approval process for all new DE proposals.

Student and Faculty Support

Online students wishing to do their work on campus have access to student computer labs in any one of the various learning labs on campus that have computers. Additionally, computers for student use are available in the Library. The newly planned Faculty Innovation Center, scheduled for completion in August 2010 will provide 15 dedicated work stations staffed by an Instructional Support Specialist to provide additional faculty support for online instruction preparation and delivery.

Library

The library has an extensive web presence to support distance education learning. The library website serves as a portal to information resources such as books, periodicals, and Internet resources. Online access to electronic books is available. Students and faculty have access to over one dozen online databases, including the EBSCO CA Premiere Package, America's Newspapers and Congressional Quarterly Weekly.

Financial Aid

Norco College provides extensive financial aid information online via the college website, including application and eligibility requirements, important deadline dates, and

specific information on federal and state financial aid programs. Financial Aid resources are available online, including important websites, forms and publications. Financial Aid Office information, location, office hours, and an online contact form to speak to the staff are also available. Applications and forms are also available in Braille, large print, and Spanish.

Academic Advising and Counseling

Online academic advising and counseling are available for all current and prospective Norco College students through the college's Counseling Department. This service provides counseling and advising to students enrolled in both online and on campus classes. The e-Orientations and e-Appointment services (e-SARS web appointment services) can be utilized online. The e-Appointment service allows students to schedule a meeting online to see a counselor in person. The online counseling component allows current and prospective students to receive general academic advisement online. The Scheduling and Report System (SARS) contacts students through phone or email to remind them of an upcoming appointment. During a counseling appointment, the students receive educational, career, and personal counseling as it pertains to their academic success. The Counseling website is helpful to online students by providing information on counseling appointments, the matriculation process, orientations, success workshops, and prerequisite information. Individual appointments, group workshops, online counseling, and frequently asked questions (FAQs) are all available to current and prospective Norco College students through this service.

Disabled Students Programs and Services (DSPS)

All courses and services offered in a distance education format are Section 508 and ADA compliant. Courses that are newly proposed to be offered via distance education or that use

technology as a method of instruction are reviewed by the Norco College Curriculum Committee to ensure accessibility and Section 508/ADA compliance standards. The College's institutional websites and the Open Campus website are also 508 and ADA compliant. Norco College currently offers services to distance education students with a disability through a combination of email, U.S. Mail, video relay, and telephone. In addition, DSPS counseling is provided via live online academic advising services.

D3. Evidence of Fiscal Resources including the Initial and Long Term Amount and Sources of Funding for the Proposed Change

Norco College has a five-year financial plan that allocates significant resources in support of online instructional delivery. Specifically, the plan calls for $100,000 annually to be allocated from the general fund to augment the College's instructional equipment block grant, as well as providing $50,000 annually for online library databases. The College Technology Plan, adopted in 2009, includes a comprehensive inventory of all instructional technology accompanied by replacement cost timelines and estimates. Grant funding from federal Title V, the state Basic Skills Initiative and other sources provide additional fiscal support for technology in support of online instruction.

D4. A Plan for Monitoring Achievement of the Desired Outcomes of the Proposed Change

Student learning outcomes are required for every new and revised course outline requiring Curriculum Committee approval. Norco College conducts analysis of student learning outcomes for every course, both live and online, every semester. All courses are reviewed through the regular program review process by the instructional departments, disciplines, and curriculum committee.

E. Evidence that the Institution Has Received All Necessary Internal and External Approvals

All courses, degrees, and certificates offered by Norco College have been approved by the Norco College Curriculum Committee, which requires that all courses being proposed for distance education, whether as a hybrid or fully online, undergo a separate review and approval by the Curriculum Committee. Each course proposed for distance education delivery must demonstrate that it is designed to ensure regular and effective contact in hybrid and online classes has been developed to serve this process. Following approval of the Curriculum Committee, the course is submitted to the Board of Trustees. This substantive change proposal was approved by the College Strategic Planning Co-Chairs Council on April 6, 2010, and the Norco Strategic Planning Committee on April 27, 2010.

F. Evidence that Each Eligibility Requirement Will Still Be Fulfilled

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

1. Authority

Norco College is part of the Riverside Community College District. Riverside City College holds the current accreditation for all District campuses and educational centers. Riverside City College is accredited by the Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges and is approved under regulations of the California State Department of Education and the California Community Colleges Chancellor's Office.

2. Mission

On June 20, 2006, the RCCD Board of Trustees originally approved the Norco College mission statement. A revised Norco mission statement was approved on December 9, 2008 as follows:

> Norco College provides educational programs, services, and learning environments for a diverse community. We equip our students with the skills to attain their goals in higher, career/technical, and continuing education; workforce development; and personal enrichment. To meet the evolving community needs, Norco College emphasizes the development of technological programs. As a continuing process, we listen to our community and respond to its needs while engaging in self-examination, learning outcomes assessment, ongoing dialogue, planning, and improvement.

The Norco mission statement appears in published material including the RCCD Strategic Plan, the District catalog, Faculty Survival Guide, and the published Schedule of Classes. It also appears on the RCC-Norco website and is displayed on posters around the college.

3. Governing Board

Norco College is one of three educational institutions in the Riverside Community College District. The district is governed by a publicly elected five-member Board of Trustees, joined by a non-voting student trustee. Members are elected for four-year terms, and these terms are staggered to ensure continuity. The Board members have no employment or personal financial interest in the institution. The Board holds monthly meetings open to the public with notices and agendas widely posted in advance.

4. Chief Executive Officer

The Norco College President is recommended for appointment by the District Chancellor and approved by the Board of Trustees. The President reports directly to the District Chancellor. The Chancellor is appointed by and reports to the Board of Trustees.

5. Administrative Capacity

Norco College administration is adequate in number, experience, and qualifications to provide the appropriate administrative oversight necessary to support the new college's mission and purpose. In addition to the President, administrative appointments include Vice Presidents of Business and Educational Services; Deans of Instruction and Student Services; an Assistant Dean of Library and Learning Resources; Associate Deans of Student Success and Special Funded Programs; a Supervisor of Admissions and Records; a Director of the TRIO Program; and a Director of Plant Operations and Maintenance. A Norco College organizational chart is included in this report.

6. Operational Status

Norco College has been operational since it opened its doors in April 1991. Currently, there are over 10,000 students enrolled in classes, which are held six days a week. Many students are actively pursuing vocational certificates, associate degrees, and/or transfer to four-year institutions. A smaller proportion of students have other goals, including personal and/or academic skills development and career enrichment.

7. Degrees

To meet its stated mission, Norco College offers Associate of Arts and Associate of Science degrees and a variety of certificates, primarily in business, management, early childhood

education, and technology fields. The institution has over 27 degree and/or certificate programs. The requirements for each of these programs can be completed entirely on the Norco College.

8. Educational Programs

Norco College's degree programs are congruent with the college's mission, are based on recognized higher education fields of study, are of sufficient content and length, and are conducted at appropriate levels of quality and rigor. The degree programs meet California Code of Regulations and Title V curriculum requirements and, when combined with the general education component, represent two years of full-time academic work. Course outlines in both degree credit and non-degree credit courses meet predetermined student learning outcomes achieved through class content, assignments, and activities, and all course outlines are subject to periodic, rigorous program review. Norco also offers 51career/technical certificates.

9. Academic Credit

Norco College awards academic credit based on accepted practices of California Community Colleges under California Code of Regulations, Title V, Section 55002.5. Detailed information about academic credit is published in the college catalog.

10. Student Learning and Achievement

Board-approved institutional General Education Student Learning Outcomes (SLOs) have been published in the college catalog beginning with the 2007-2008 edition. Additionally, program-level Student Learning Outcomes have been adopted for all Norco career/technical programs and for the seven areas of emphasis offered by the district. Course outlines of record contain appropriate course-level SLOs integrated with methods of instruction and evaluation. Course-level SLOs are achieved and assessed by a variety of methods, and on the Norco College,

instructors of all courses offered are actively engaged in SLO assessment. Coordinated by department and discipline faculty and by administrators, every course, regardless of its location and delivery system, must follow the course outline of record.

11. General Education

All degree programs require a minimum of 23 units of general education to ensure breadth of knowledge and to promote intellectual inquiry. Students must demonstrate competency in writing, reading, and mathematical skills to receive an associate degree. The institution's general education program is scrutinized for rigor and quality by the Academic Senates, the Matriculation Council, and appropriate constituencies; the district will adhere to the newly approved requirements for math and writing effective at the state level for students entering in 2009.

12. Academic Freedom

Norco College supports academic freedom; faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as ensured by Board Policy 4030 endorsing the AAUP Statement on Academic Freedom. The institution prides itself on offering an open, inquiring, yet respectful and transparent educational experience, evidencing our commitment to intellectual freedom and independence of thought.

13. Faculty

Norco College has 72 full-time faculty and approximately 232 adjunct faculty. All faculty must meet the minimum requirements for their disciplines based on regulations for the Minimum Qualifications for California Community College Faculty established in California Code of Regulations, Title V. Many hold terminal degrees. Clear statements of faculty roles and

responsibilities exist in the faculty Collective Bargaining Agreement and the Faculty Handbook. These responsibilities are entrusted primarily to full-time faculty and include participation in curriculum, program review, the development of student learning outcomes, and assessment of student learning.

14. Student Services

Norco College prides itself on strong student services programs, providing a comprehensive array of services for all its students, as well as support services for those students requiring preparation for college-level work. Each department works to support the mission of the college and the academic success of our students.

15. Admissions

Norco College has adopted and adheres to admissions policies consistent with its mission as a public California community college and in compliance with California Code of Regulations, Title V. Student admission supports the Norco mission statement and ensures that all students are appropriately qualified for the program and course offerings. Information about admissions requirements is available in the college catalog, the Schedule of Classes, and on the college website. Students are encouraged to apply online (paper applications are also accepted).

16. Information and Learning Resources

Norco College provides long- and short-term access to sufficient print and electronic information and learning resources through its library and programs to meet the educational needs of students. The library is staffed to assist students in the use of college resources. Internet access and online computer search capabilities are available without charge to students in the library, student support programs, and in computer labs. The institution is committed to

enhancing its learning resources, regardless of location or delivery method.

17. Financial Resources

Norco College, through the Riverside Community College District, has a publicly documented funding base that is reviewed and revised on an annual basis. The Norco Strategic Planning Council includes a Financial Resources Subcommittee charged with ensuring that financial resources needs are addressed in developing plans pertaining to educational programs, support services, and facilities needs.

18. Financial Accountability

The Riverside Community College District regularly undergoes and makes publicly available an annual external financial audit for the district and its educational centers by a contracted certified public accountant. The audit is conducted in accordance with the standards contained in Government Auditing Standards issued by the Comptroller General of the United States. The Board of Trustees reviews these audit reports on a regular basis. The Vice President of Business Services supports appropriate and effective utilization of the Norco College budget.

19. Institutional Planning and Evaluation

Norco College has an established institutional strategic planning process and works with the Riverside Community College District to provide planning for the development of the college, including integrating plans for academic personnel, learning resources, student services, facilities, and financial development, as well as procedures for program review, assessment, and institutional improvement. Through the work of the Norco Academic Planning Council, Administrative Planning Council, and the Student Services Planning Council along with the Norco Strategic Planning Committee and its four subcommittees, the college is in a constant

state of review and improvement. Annually generated Administrative, Student Services, and Academic Program Review documents, along with our Educational and Facilities master plans, drive institutional planning. The college and district systematically evaluate how well and in what ways Norco is accomplishing its purpose, including assessment of student learning and documentation of institutional effectiveness.

20. Public Information

The Riverside Community College District publishes a separate catalog for each of its three colleges and a schedule of classes that contains separate listings of classes offered on each college. These documents, along with multiple district and college websites and other appropriate publications, publicize accurate and current information about the institution that announces its mission and goals; admission requirements and procedures; academic calendar and program length; rules and regulations affecting students, programs, and courses; degrees offered and degree/graduation requirements; costs and refund policies; available learning resources; grievance procedures; names and academic credentials of faculty and administrators, names of Board of Trustees members; and all other items relative to attending or withdrawing from the institution.

21. Relations with the Accrediting Commission

The Riverside Community College District Board of Trustees provides assurance that Norco College adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes the college in identical terms to all its accreditation agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. All disclosures by the institution

will be complete, accurate, and honest.

G. Evidence that Each Accreditation Standard Will Still be Fulfilled

CERTIFICATION OF CONTINUED COMPLIANCE WITH THE

STANDARDS FOR ACCREDITATION

Norco College meets or exceeds all of the standards of accreditation. The college's last comprehensive evaluation and visit was in October, 2009. In January 2010, the Accrediting Commission of Colleges and Junior Colleges (ACCJC) took action to accept Norco College's self study and granted initial accreditation. The college's follow-up report and visit will take place in October, 2010; the next comprehensive evaluation and self study will be due in spring 2014. Accreditation standards will not be impacted by the proposed change.

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

The proposed substantive change strongly supports the Norco College mission statement, which calls for providing "educational programs, services, and leaning environments for a diverse community" with an emphasis on "Meet(ing) evolving community needs" emphasizing "the development of technological programs". Offering degrees and certificates that can be completed primarily online is in direct congruence with Norco College's moniker as Riverside Community College District's "Technology College", which has been associated with the

mission since the establishment of the Norco Campus in 1991. In this context, offering programs that can be completed largely online serves to enhance "the effectiveness by which the mission is accomplished".

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The proposed substantive change represents an institutional adaptation to the changing learning needs of community college students. Increasingly, community college students face competing demands, including care of children and other family members, employment or search for employment, and in some cases personal challenges that may preclude them from attending classes offered in the traditional, on-campus format. For these students, completing their studies primarily online may be the only means by which they can achieve their educational goals. The proposed substantive change, therefore, enhances the ability of the College to meet ACCJC Standard 2A.

B. Student Support Services

Student support services at Norco College are being increasingly made available in an online format. The registration process is now almost exclusively conducted online. Beginning in fall 2010 online student advising will be available and the assessment process is also offered in an online format. The availability of online student support services complements and enhances the offering of degrees and certificates that can be largely completed online, thereby strengthening the College's adherence to ACCJC Standard 2B.

C. Library and Learning Support Services

More than a dozen online databases are available for the use of Norco College students who, like most contemporary community college students, conduct the majority of their course-related research online. Further, Norco College has begun to offer live tutorial services online and the College's faculty members who teach online are available through synchronous electronic communication during their office hours. There is, therefore, a strong congruence between the changes in instructional delivery embodied in the proposed substantive change and the manner in which library and learning support services are provided by Norco College.

<u>Standard III: Resources</u>

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. Human Resources

Norco College has sufficient human resources to support the proposed substantive change. Online instructors are provided extensive training via the District operated Open

Campus. Additionally, on-site support for online instructors is provided by an Instructional Support Specialist. Professional development opportunities focused on improving online instruction methods and approaches are provided to faculty members on an ongoing basis.

B. Physical Resources

Offering courses and programs online actually reduces the strain on physical resources from the standpoint of reducing the number of classrooms required to deliver instruction. The College has planned a faculty innovation center that will open in the fall 2010 semester that will provide a staffed, 15-station training facility for the College's online instructors.

C. Technology Resources

The technology required to implement the proposed substantive change is already in place. The College has a Technology Plan that was approved by the Strategic Planning Committee in fall 09. This plan includes a comprehensive inventory of the College's instructional technology, accompanied by an equipment replacement plan and the identification of funding sources to support equipment replacement.

D. Financial Resources

The College has sufficient financial resources to support implementation of the proposed substantive change. From a facilities standpoint, the operational costs of online instructional delivery are significantly lower than the costs associated with delivering instruction in the traditional live format. From the standpoint of instructional equipment, the College's inventory is sufficient to support the delivery of a wide range of online courses and programs. Although, like all California community colleges, Norco College is currently facing severe budgetary constraints, as a result of significant investment in prior years the age and condition of the

College's instructional technology is sufficient to withstand a prolonged period of budgetary shortfalls.

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Implementation of the proposed substantive change is a significant step toward "continuous improvement of the institution", in that it makes many of the courses and programs offered by the College more available to students for whom coming to campus for all of their classes poses a constraint. With regard to review and approval of the proposed change through shared governance processes, this proposal was approved by the College Strategic Planning Co-Chairs Council on April 6, 2010, and by the Norco College Strategic Planning Committee on April 27, 2010.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RESOURCES COMMITTEE

Report No.: III-C-1 Date: April 20, 2010

Subject: Proposed Child Center Changes and Fees

Background: Within Riverside Community College District, there are presently three child care centers, one at each college. These centers provide child care for students, faculty/staff and members of the community. Additionally, they provide lab services to students in early childhood development courses. Presently, an estimated 70-75% of the children enrolled are from the general community and not from students or faculty/staff (exhibits of enrollment attached). As a service, these three centers have been operating with budget augmentations from the general fund. Due to the economic impact of the state budget and the affect on the District, the District is no longer in a position to subsidize child care center operations at this time.

Given the current economic condition of the state budget and its impact to the District and the colleges, as well as use of the centers; the presidents from each college propose the following, relative to the child care facilities at the college:

Moreno Valley College:
- Increase preschool tuition by 25%
- Charge a registration/material fee of $75.00 per child annually
- No longer offer a discounted rate to college students
- Tuition to be charged weekly instead of monthly
- Only provide full-day enrollments (no longer ½ day enrollments)

Riverside City College:
- Increase tuitions by 25%
- Charge a registration/material fee of $75.00 per child annually
- No longer offer a discounted rate to college students
- Tuition to be charged weekly instead of monthly

Norco College:
- Closure of the center. Based upon operations at 65% of capacity and fewer than 20% of students enrolled are from the Norco College community (i.e. faculty/staff/students)

The proposed fee and comparative schedule to the existing fees is attached. It is proposed that the 2010-2011 fees be as shown on the attached schedule for RCC and MVC. It is further recommended that all other elements to the fees remain intact, including but not limited to the use of charging fees weekly, late fee assessment equal to 10% for past due accounts and late arrival and pick-up fees of $1.00/minute. Furthermore, it is recommended that the Board of

Trustees allow management to reserve the right to change the fees on an annual basis not to exceed 6% per fiscal year, on the following dates: July 1, 2011 and July 1, 2012.

Recommended Action: It is recommended that the Board of Trustees approve the new fees for Early Childhood Studies Children's Center Parent Fees, reflecting the closure of the center at Norco College; and approve the continuation of the 6% annual fee increase for the associated fees, to be effective July 1, 2010.

Gregory W. Gray
Chancellor

Prepared by: Chris Carlson
Chief of Staff

Dr. Brenda Davis
President, Norco College

Dr. Jan Muto
President, Riverside City College

Dr. Monte Perez
President, Moreno Valley College

AP 4630 Career & Technical Education Program Customer Fees

Early Childhood Studies (ECS) Children's Center Parent Fees

	CURRENT FEE	MVC PROPOSED FEE	RCC PROPOSED FEE	COMPARATIVE SCHOOL FEES (2007)
One-time Registration Fee				
One Child	$60/annually	$75/annually	$75/annually	varies
Concurrently Enrolled Children	$30/annually	n/a	n/a	varies
Preschool Program				
Full-Day Program				
Non-Students	$548/MO	$163/WK*	$685/MO or 163/WK	$473-$800/MO
Students	$476/MO	$163/WK*	$685/MO or 163/WK	
Half-Day Program				
Non-Students	$472/MO	n/a	$590/MO or 140/WK	$413-$817/MO
Students	$406/MO	n/a	$590/MO or 140/WK	
Toddler Program**				
Full-Day Program	$774/MO	$185/WK*	$968/MO or $230/WK	$584-$1164/MO
Half-Day Program	$484/MO	n/a	$605/MO or $144/WK	$633-$968/MO
Infant Program				
Full-Day Program	$810/MO	n/a	$1,013/MO or $241/WK	$600-$1143/MO
Half-Day Program	$525/MO	n/a	$525/MO or $156/WK	$633/MO
Annual Increase	6% annual	6% annual	6% annual	varies

**For calculation purposes, a month fee is calculated from the weekly fee multiplied by 4.2*

***For MVC, Toddler program equates to 2 year olds, only*

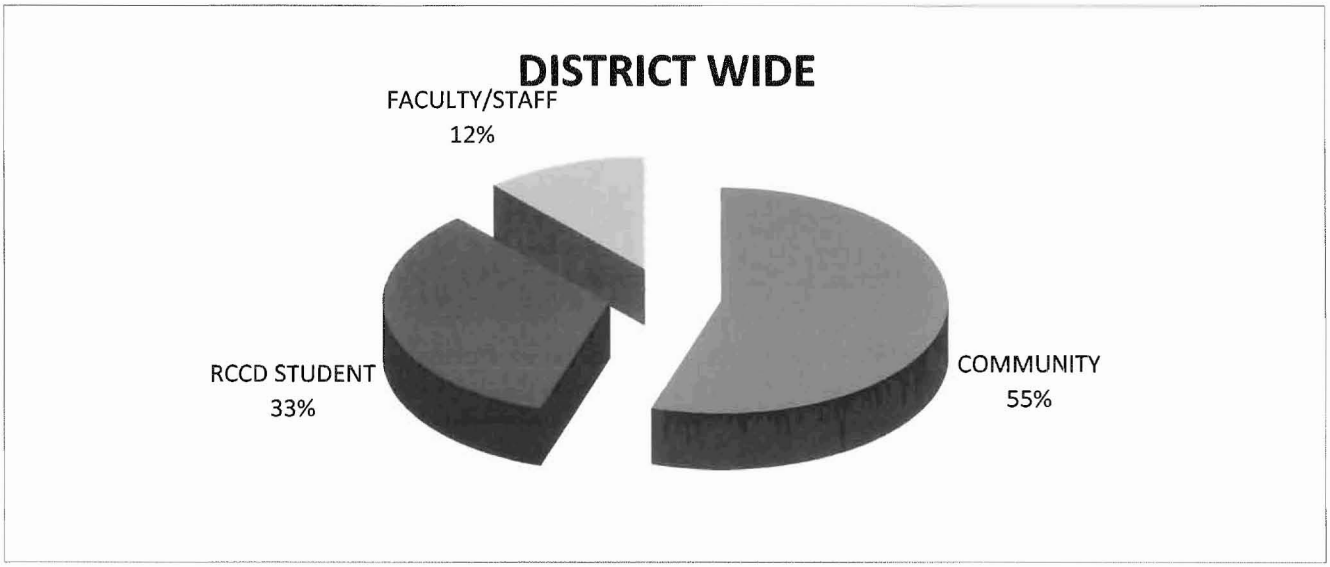
A late fee equal to 10% of the amount owed will be assessed on past due accounts

Full days are from 6:30 am to 5:30 pm

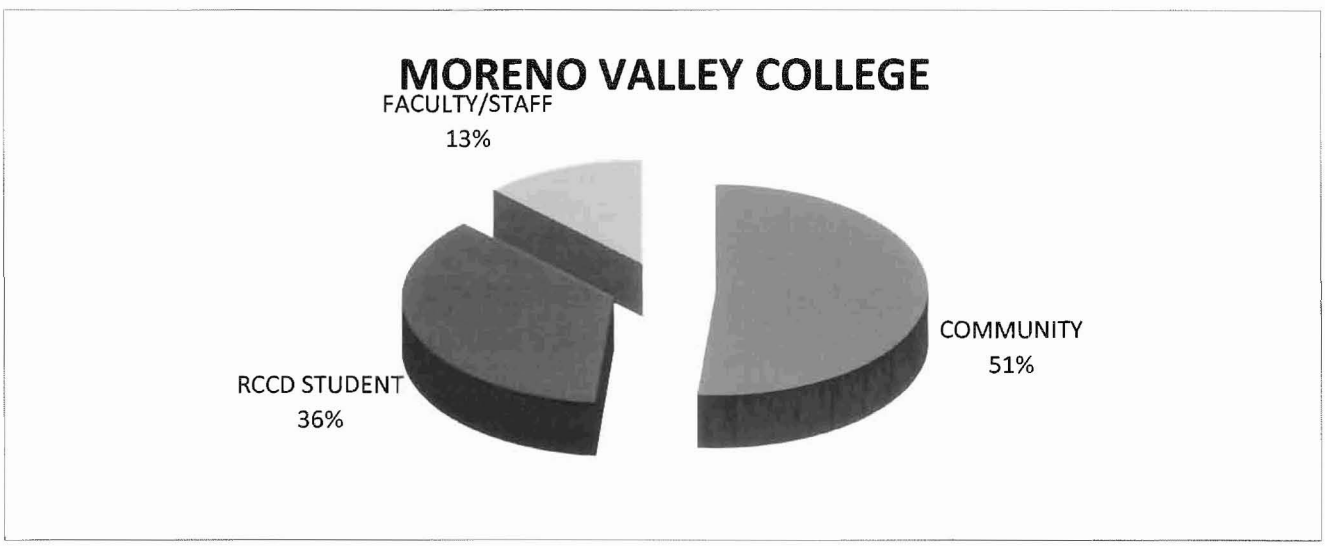
Late arrival/Late pick-up fees are $1.00 per minute

ECS ENROLLMENTS (DECEMBER 2009)

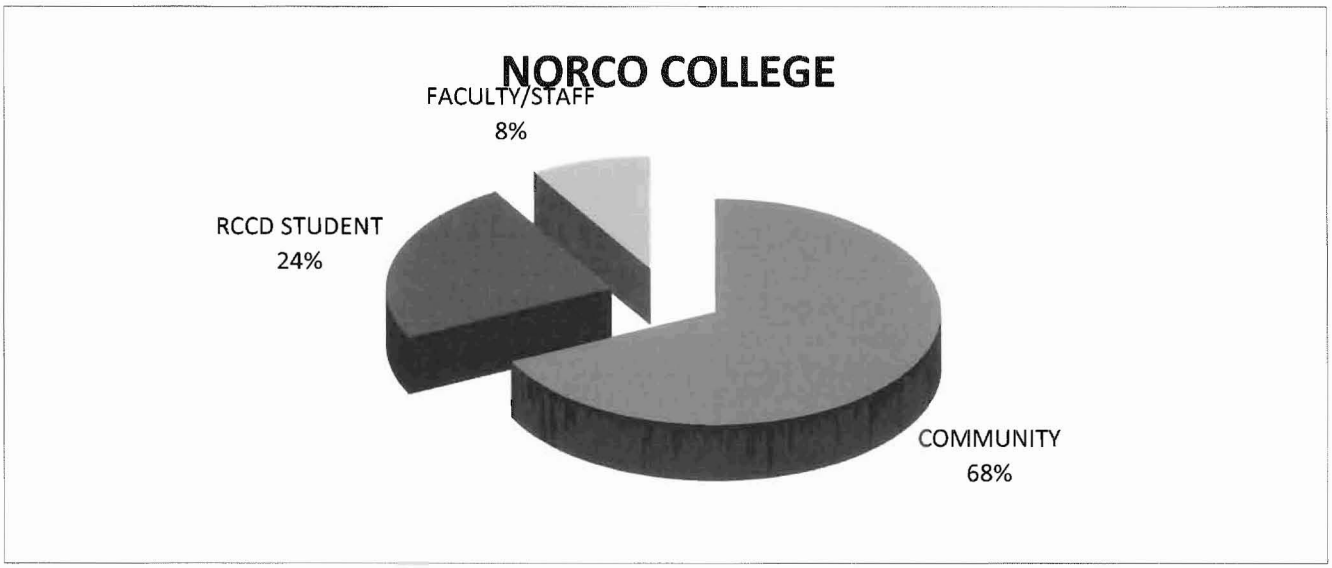
DISTRICT WIDE	COMMUNITY	RCCD STUDENT	FACULTY/STAFF	TOTAL
	146	88	31	265



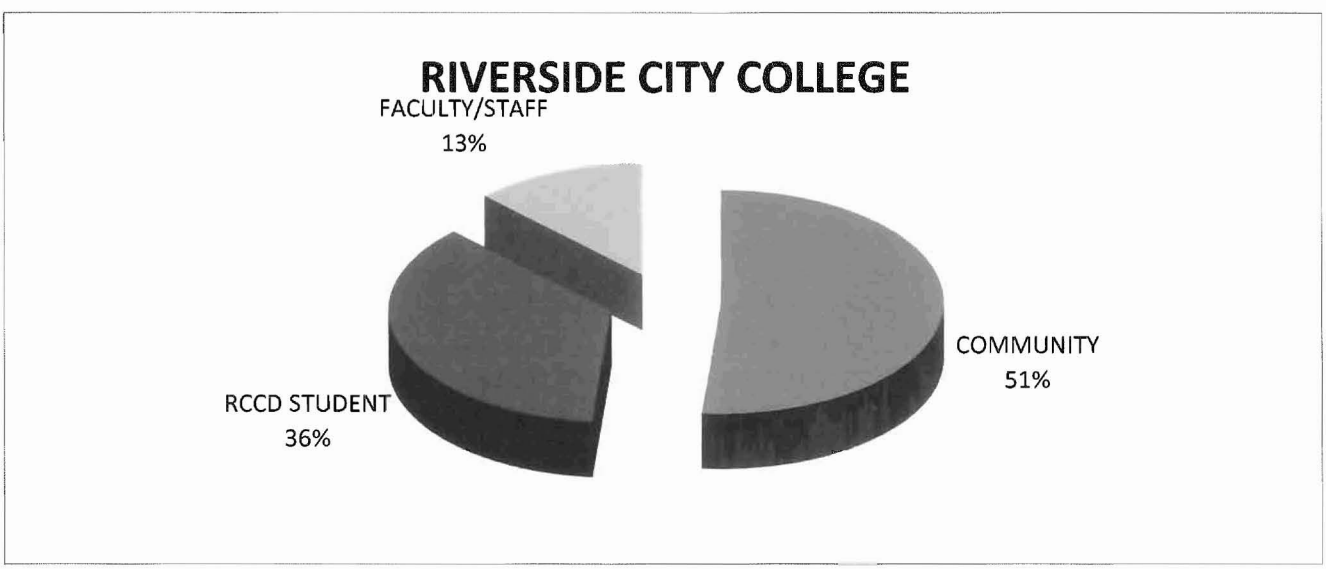
MORENO VALLEY COLLEGE	COMMUNITY	RCCD STUDENT	FACULTY/STAFF	TOTAL
	53	37	13	103



NORCO COLLEGE	COMMUNITY	RCCD STUDENT	FACULTY/STAFF	TOTAL
	40	14	5	59



RIVERSIDE CITY COLLEGE	COMMUNITY	RCCD STUDENT	FACULTY/STAFF	TOTAL
	53	37	13	103



RIVERSIDE COMMUNITY COLLEGE DISTRICT
GOVERNANCE COMMITTEE

Report No.: III-D-1 Date: April 20, 2010

Subject: Revised and New Board Policies – First Reading

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

Academic Affairs
BP 4225 – Course Repetition – This is a revision of the Policy which was originally adopted by the Board on December 9, 2008.

Business and Fiscal Affairs
BP 6340 – Bids and Contracts – This is a revision of the Policy which was originally adopted by the Board on February 26, 2008 and is being updated to reflect the action taken by the Board on February 16, 2010.

BP 6600 – Capital Construction – This is a new Board Policy for the District.

Human Resources
BP 7240 – Confidential Employees – This is a new Board Policy for the District.

Recommended Action: It is recommended that the Board of Trustees accept for first reading Board Policies 4225, 6340, 6600 and 7240.

Gregory W. Gray
Chancellor

Prepared by: Ruth W. Adams, Esq.
Director, Contracts, Compliance and Legal Services

Riverside Community College District Policy **No. 4225**

Academic Affairs

BP 4225 COURSE REPETITION

References:

Title 5 Sections 55040-5504***6***, ***55253 and 56029*** ~~55044, and 58161~~

Students may repeat ***both Non-Repeatable and Repeatable courses that are current courses within the district, according to Administrative Procedures 4225, 4227, 4228 and 4229. A significant lapse of time is defined as 5 or more years.*** ~~courses in which substandard grades (D, F, or N/P) were earned; extenuating circumstances demonstrated; a significant lapse of time (defined as 5 years or more); the course is a special class for students with disabilities which needs to be repeated; or, the repetition is necessary to meet a legal mandate as a condition of continued paid or voluntary employment.~~

When course repetition occurs, the permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history. ***The most recent grade earned shall be used to compute the GPA.***

~~Under special circumstances, students may repeat courses in which a C, CR, P or better grade is earned. The special circumstances are defined in administrative procedures.~~

Date Adopted: December 9, 2008

Revised:

Riverside Community College District Policy **No. 6340**

Business and Fiscal Affairs

BP 6340 BIDS AND CONTRACTS

References:

Education Code Sections 81641 et seq.;
Public Contract Code Sections 20650 et seq., ***and 22030 et seq.***

Pursuant to Resolution No. 35-09/10 the Board of Trustees ***has elected to become subject to the Uniform Public Construction Cost Accounting procedures, commencing with Public Contract Code 22010, and*** delegates to the Chancellor, ***or designee,*** the authority to enter into contracts on behalf of the District and to establish administrative procedures for contract awards and management, subject to the following:

- Contracts are not enforceable obligations until they are ratified by the Board.
- Contracts for work to be done, services to be performed or for goods, equipment or supplies to be furnished or sold to the District that exceed the amounts specified in Public Contract Code Section 20651 shall require prior approval by the Board of Trustees.
- When bids are required according to Public Contract Code Section ***22032 (c)***~~20651~~, the Board of Trustees shall award each such contract to the lowest responsible bidder who meets the specifications published by the District and who shall give such security as the Board requires, or rejects all bids.

If the Chancellor, ***or designee,*** concludes that the best interests of the District will be served by pre-qualification of bidders in accordance with Public Contract Code Section 20651.5, pre-qualification may be conducted in accordance with procedures that provide for a uniform system of rating on the basis of a questionnaire and financial statements.

If the best interests of the District will be served by a contract, lease, requisition, or purchase order though any other public corporation or agency in accordance with Public Contract Code Section 20652, the Chancellor is authorized to proceed with a contract.

The District will include in its public works contracts the prevailing wage rates for public works as determined by the Director of the Department of Industrial Relations, State of California.

Date Adopted: February 26, 2008
(Replaces Policy 7050)
Revised:

Riverside Community College District Policy No. 6600

Business and Fiscal Affairs
DRAFT as of 02/23/10

BP 6600 CAPITAL CONSTRUCTION

References:

Education Code Sections 81005 and 81820;
Title 5 Sections 57150 et seq.

The Chancellor, *or designee,* is responsible for planning and administrative management of the District's capital outlay and construction program.

District construction projects shall be supervised by the *Chancellor, or designee,* shall monitor the progress of all construction work including inspection of workmanship, completion of work to meet specifications, and the suitability of proposed changes to the scope and original design of the work. The *Chancellor, or designee,* shall assure compliance with laws related to the use of state funds to acquire and convert existing buildings.

The Board of Trustees shall approve and submit to the California Community College Board of Governors a five year capital construction plan as required by law. The Chancellor *or designee* shall annually update the plan and present it to the Board of Trustees for approval. The plan shall address, but is not limited to, the criteria contained in law.

It shall be the policy of the Board of Trustees to approve the addition or expansion of major site improvements on real property owned, leased, or otherwise controlled by the Riverside Community College District. The term "major site improvements" shall be considered to include any structure to be placed on the land, or improvement to the land, that will be in place for more than one year. Major site improvements include buildings, trailers, improved parks, roads, relocatable structures, and athletic fields.

NOTE: The **bold type** signifies **legally required** language recommended from the Community College League and legal counsel (Liebert Cassidy Whitmore). The information in ***italic type*** is additional language to consider including in this policy. There does not appear to be a current Riverside CCD Policy that addresses this issue.

Date Adopted:
(This is a new policy recommended by the CCLC and the League's legal counsel)

Riverside Community College District Policy **No. 7240**

Human Resources
DRAFT as of 10/02/09

BP 7240 CONFIDENTIAL EMPLOYEES

Reference:
Government Code Section 3540.1(c)

Confidential employees are those who are required to develop or represent management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions. The fact that an employee has access to confidential or sensitive information shall not in and of itself make the employee a confidential employee.

A determination whether a position is a confidential one shall be made by the Board of Trustees in accordance with applicable law.

Confidential employees are not eligible for inclusion in a bargaining unit represented by an exclusive representative and the terms and conditions of their employment are not controlled by any collective bargaining agreement.

Because Confidential employees are employed as regular members of the classified service, employment shall be consistent with other provisions of these policies regarding employment of classified employees.

NOTE: *This policy is* ***legally required****. The* ***bold type*** *is language recommended by the Community College League and legal counsel (Liebert Cassidy Whitmore). The information in* ***italic type*** *is additional language to consider including in this policy. There does not appear to be a current policy that addresses this issue.*

Date Adopted:
(This is a new policy recommended by the CC League and the League's legal counsel)

RIVERSIDE COMMUNITY COLLEGE DISTRICT
FACILITIES COMMITTEE

Report No.: III-E-1 Date: April 20, 2010

Subject: Quadrangle Modernization Project

Background: On May 10, 2002, the California Community College Chancellor's Office approved the Quadrangle Modernization Project located at the Riverside City College. The Quadrangle Building is the centerpiece of the Riverside City College and it provides a major portion of the classroom space utilized by the student population. The reconstruction of this existing space, along with the purchase of new equipment, provided additional student enrollment via an increased instruction capacity. On August 8, 2002, the Board of Trustees approved Steinberg Architects (formerly The Steinberg Group) to provide design services for the project. On November 15, 2005, the Board of Trustees approved ASR Constructors to modernize and reconstruct the building. On October 21, 2008, the Board of Trustees accepted the Quadrangle Modernization Project as complete and approved the execution of the Notice of Completion.

The Office of Facilities Planning, Design and Construction now presents to the Board of Trustees a review of errors and omissions throughout the Quadrangle Modernization project. The attached spreadsheet (Exhibit I) identifies primary Change Orders and other architectural errors. Steinberg Architect firm is giving the District $3,803 for the errors and omissions.

Information Only.

Gregory W. Gray
Chancellor

Prepared by: Jan Muto
President
Riverside City College

Norm Godin
Vice President Business Services
Riverside City College

Orin L. Williams
Associate Vice Chancellor
Facilities Planning, Design and Construction

Exhibit I

Description	COR No./PR	Date	OOC	Amount Approved	CO #	SA Response	Unforeseen Condition	Requested by District/ IOR/ DSA	Value Added	A/E	Discrepancy in Board Approved Responsibility Now Attributed to SA
Replace *existing defective* H20 shut-off valves	1	11/2/2006	U	$6,640	No. 01	Unforeseen condition - defective valves	$6,640				
Demo plaster ceilings (PR2A)	11	3/9/2006	S	$23,764	No. 02	Unforeseen condition - no as-builts	$23,764				$23,764
Circuits, Lights, Pumps (RFI # 34)	19	3/23/2006	U	$6,989	Maint $	Unforeseen condition - no as-builts for (E) electrical	$6,989				
Provide 2 Basement Pumps	21	3/29/2006	U	$1,888	No. 01	Unforeseen condition	$1,888				
Electric/ Ceiling Hallways PR #4A	24	4/3/2006	S	$24,392	No. 02	Requested by District		$24,392			$24,392
Conduit Re-work/IT PR #7A	26	4/3/2006	U	$72,125	No. 02	Unforeseen condition - no as-builts/ IT is District consultant	$72,125				
Replace feed to panel NL (RFI #81)	28	4/27/2006	S	$3,818	No. 02	Unforeseen condition - no as-builts/ IT is District consultant	$3,818				$3,818
Rplc SWBD 1 (RFI #73)	30	4/27/2006	S	$27,478	No. 02	Unforeseen condition - no as-builts - (E) switchboard mislabeled and undersized)	$27,478				$27,478
Remove & Replace Concrete/RM 141	36	5/18/2006	S	$4,205	No. 02	Unforeseen condition - no as-builts - for utility access	$4,205				$4,205
IT Portion/PR #7A	39	6/14/2006	U	$50,614	No. 04	Unforeseen condition - no as-builts/ IT is District Consultant	$50,614				
Roof Drain add/ RFI # 93	47	10/5/2006	S	$2,594	No. 04	Value Added - new roof			$2,594		
Remove Cornice Paint	50	10/26/2006	S	$382	No. 04	Requested by A/E as design preference				$382	
Revise Mock-ups	51	10/26/2006	S	$828	No. 04	Requested by District/ Not a valid change order		$828			
Added Condensates/PR 13	54	11/16/2006	S	$12,818	No. 06	Unforeseen condition - no as-builts - replacement of (E) lines due to deterioration	$12,818				$12,818
Revise Elevator Feed/RFI #62 - ***RFI #162***	56	11/16/2006	S	$7,437	No. 04	Value added - Breaker in panel DA (125 amp) increased to 150 amp to feed elevator			$7,437		
Clock Tower Electric/RFI # 116	60	11/30/2006	S	$5,297	No. 04	Value Added			$5,297		
Basement lighting/ RFI #136	61	11/30/2006	S	$13,511	No. 04	Requested by District - (E) Amphitheater lights did not work, had no bulbs and were removed to patch ceiling		$13,511			
Soffit Lighting Change/ RFI # 163	62R	2/23/2007	S	$3,505	No. 06	Unforeseen condition - no as-builts so soffit in (E) restroom had to be modified for fixture	$3,505				
Replace fixture types (F25 vs F25)	66	1/15/2007	S	$39,527	No. 04	Unforeseen condition - (E) poles deteriorating	$39,527				$39,527
Electric Ceiling Demo/PR 2A/ RFI#42	70	2/16/2007	S	$4,295	No. 06	Unforeseen condition - no as-builts	$4,295				$4,295
Remove Ext. Lighting/Plaster Rpmt	71	2/16/2007	S	$954	No. 04	Requested by District		$954			$954
Repair stairs per code/RFI 100	73	2/20/2007	S	$2,708	No. 04	Unforeseen condition - (E) wall height varied and need modification to provide code compliant handrail	$2,708				$2,708
Demo plaster ceilings Rm # 125/219	76	2/20/2007	S	$2,604	No. 06	Unforeseen condition - no as-builts	$2,604				$2,604
Floor-in-fills rooms: 125 & 129/RFI # 51	79	2/20/2007	S	$15,746	No. 06	Unforeseen condition - no as-builts - Clarification for infill requirements for (E) condition	$15,746				
Remove Carpet 2nd Floor	80	2/20/2007	S	$1,098	No. 07	Requested by District		$1,098			$1,098
Paint added down sprouts/PR 19	84	3/8/2007	S	$320	No. 04	Valued Added			$320		
Electrical Changes/ PR #16 *(Hrvng PR 9)*	87	2/23/2007	S	$2,482	No. 06	Unforeseen condition - PR 15.1 - Upgrade of floor boxes, and modification of conduit and J-box in Auditorium		$2,482			
Add door/PR 23	91	3/5/2007	S	$1,112	No. 04	Unforeseen condition - Requested by IOR - (E) doors did not have proper clearance	$1,112				
Fire rating ceilings walls	93	3/6/2007	S	$20,907	No. 06	Requested by DSA - Scope increase - additional work to east basement		$20,907			$20,907
Add 3 HVAC unit drains pans	94	3/8/2007	S	$1,546	No. 06	Value added - Drain pans in MDF/IDF rooms			$1,546		
Added leader heads & downspouts/PR 19	95	3/8/2007	S	$6,045	No. 08	Unforeseen condition - (E) building had no drain spouts in courtyard	$6,045				
Modify Window Soffit # 110	105	4/6/2007	S	$2,129	No. 07	Unforeseen condition - Missing COR 105	$2,129				
Drywall work/RFI #87	122	6/4/2007	S	$825	No. 07	Requested by District - Provided furred wall in Auditorium per Keith Francis' Direction		$825			$825
Drywall and access panel/ PR 24	123	6/4/2007	S	$710	No. 07	Requested by District - Provided access panel at Art Gallery		$710			$710
Add doors & frames/SA Memo 01/12/07	133	7/7/2007	S	$14,650	No. 08	Requested by District - 26 additional doors/HM frames		$14,650			
Drywall patches & furr/PR 35 & 39	137	7/7/2007	S	$1,799	No. 07	Unforeseen condition - no as-builts	$1,799				$1,799
Booster pump electrical/PR 44	141	8/9/2007	S	$5,817	No. 07	Unforeseen Condition - Booster pump required for water pressure	$5,817				$5,817

Exhibit I (continued)

Description	COR No./PR	Date	OOC	Amount Approved	CO #	SA Response	Unforeseen Condition	Requested by District/ IOR/ DSA	Value Added	A/E	Discrepancy in Board Approved Responsibility Now Attributed to SA
Lecture Hall Shade Control/PR 48	142	8/9/2007	S	$15,314	No. 08	Requested by District - Additional electric controls for shades		$15,314			
Office 239D Fire Rating /PR 49	144	8/9/2007	D	$557	No. 08	Request by IOR		$557			$557
Added Drywall & Room 144/PR 49 & 53	145	9/1/2007	S	$1,130	No. 08	Requested by IOR - Fire rating		$1,130			
Add firesafing insulation basement/PR 59	150	9/13/2007	D	$4,945	No. 07	Requested by DSA - Scope increase - additional work to east basement		$4,945			$4,945
Increase main line size for DDCV assy	154	9/24/2007	S	$652	No. 07	Unforeseen condition - no as-builts	$652				$652
Relocate detector to new louver/PR 57	157	9/25/2007	S	$2,036	No. 08	Requested by IOR - Fire Detector		$2,036			
Power Extension for lecture hall projector	158	09/25/207	S	$806	No. 08	Value added			$806		
Add elevator bypass/ PR 58	161	10/16/2007	D	$3,616	No. 07	Unforeseen condition - Required by State Elevator Inspector on (E) elevator	$3,616				$3,616
Add Electric/PR 61	162	10/25/2007	S	$7,386	No. 08	Unforeseen condition/ Value added - Added outlets in Rm 141 and Mech Mezzanine/ Power for hold opens and Aud. Projector	$3,693		$3,693		
Power for abandoned outlets in RM 15/ PR 62	163	10/25/2007	S	$2,471	No. 08	Requested by District - Power to outlets for future use		$2,471			
Added Electric/ PR 65	165	12/19/2007	S	$18,925	No. 08	Requested by District - New lights in Stair #3, Vestibule by Rm 121, Separate circuits for corridor lights, raise art gallery grid		$18,925			
Elevator flooring charge/ PR 51	167	12/19/2007	S	$991	No. 08	Requested by District		$991			
Change RR # 142A flooring	169	12/19/2007	S	$375	No. 08	Requested by District		$375			
Basement corridor fire rating	171	1/19/2008	D	$7,263	No. 08	Requested by DSA - Scope increase - additional work to east basement		$7,263			$7,263
Add track & studs at corner of clock tower	172	1/19/2008	S	$1,012	No. 08	Requested by IOR - PR 36.1 - Double billed by ASR w/ COR 173		$1,012			
Framing/ PR 36.1	173	1/19/2008	S	$2,889	No. 08	Requested by IOR - Double billed by ASR w/ COR 172?		$2,889			
Added drywall at projector & mezzanine	174	1/19/2008	S	$1,335	No. 08	Added Value - Relates to PR 61			$1,335		
RFI # 202/ Elevator Sill Changes	176	1/19/2008	S	$3,748	No. 08	Unforeseen condition - modification to standard sill angles required for installation	$3,748				
Change Fabric; add panels lecture hall	177	1/20/2008	S	$6,038	No. 08	Requested by District - Design modification		$6,038			
Hardware changes/ adds	181	2/2/2008	S	$14,818	No. 08	No - Unforeseen condition - no as-builts	$14,818				
Threshold Changes	182	2/2/2008	S	$363	No. 08	Unforeseen condition - Requested by IOR	$363				
Door 208A add/ PR 23	183	2/2/2008	S	$991	No. 08	Unforeseen condition - Requested by IOR - (E) doors did not have proper clearance; Double billed by ASR - See COR 91 for same work; do not have COR 183 to confirm	$991				
		Total		**$491,220**			**$323,507**	**$144,303**	**$23,028**	**$382**	**$194,752**

RIVERSIDE COMMUNITY COLLEGE DISTRICT
FACILITIES COMMITTEE

Report No.: III-E-2 Date: April 20, 2010

Subject: Consulting Services for the Office of Facilities Planning, Design and Construction

Background: On October 20, 2009, the Board of Trustees approved an agreement with Facilities Planning and Consulting Services (FPCS) in the amount of $24,000 using Measure C Funds. The District utilizes FPCS for state planning preparations, documentation and coordination, as well as inventory reporting. Detailed services include assistance with creation of the annual Space Inventory, Five Year Scheduled Maintenance Plan, Scheduled Maintenance Project Funding Proposals (PFP), Hazardous Substance PFP's, training of District personnel, to attend planning meetings as requested by the District, and all other compliance requirements of the California Community Colleges Chancellor's Office (CCCCO).

In evaluating our opportunities to maximize Riverside Community College District's state leverage, staff has determined that submitting both Initial Project Proposals (IPPs) and Final Project Proposals (FPPs) in larger quantities within separate "silos" will increase RCCD's possibilities for state funding for projects indentified within the college's master plans. This year staff will be developing plans for submission in a "shot fun" approach to increase said opportunities.

Staff now requests approval of Amendment No. 1 for additional funding with Facilities Planning and Consulting Services in an amount not to exceed $30,000. The Office of Facilities Planning Design and Construction has used the firm which now requires supplemental services for development of multiple Initial Project Proposal's and Final Project Proposal's for the District's three Colleges and also to cover staffing shortages. The Facilities Planning and Consulting Services agreement totals $54,000 including the first amendment (attached) and reimbursable expenses.

To be funded by District Measure "C" Funds (Resource 4160).

Recommended Action: It is recommended that the Board of Trustees approve Amendment No. 1 with Facilities Planning and Consulting Services in an amount not to exceed $30,000 using District Measure "C" Funds, and authorize the Vice Chancellor, Administration and Finance, to sign the amendment.

Gregory W. Gray
Chancellor

Prepared by: Orin L. Williams
Associate Vice Chancellor
Facilities Planning, Design and Construction

FIRST AMENDMENT TO AGREEMENT BETWEEN RIVERSIDE COMMUNITY COLLEGE DISTRICT AND FACILITIES PLANNING AND CONSULTING SERVICES

(Consulting Services for the Office of Facilities Planning, Design and Construction)

This document amends the original agreement between the Riverside Community College District and Facilities Planning and Consulting Services, which was approved by the Board of Trustee's on October 20, 2009.

The agreement is hereby amended as follows:

I. Additional compensation of this amended agreement shall not exceed $30,000, including reimbursable expenses. The term of this agreement shall be from the original agreement date of October 21, 2009, to the estimated completion date of August 31, 2010. Payments and final payment shall coincide with original agreement.

II. The scope of work remains the same as the original agreement.

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

IN WITNESS WHEREOF, the parties hereto have executed this Amendment (1) as of the date written below.

FACILITIES PLANNING AND CONSULTING SERVICES

By: _____

Eric Mittlestead
CEO
352 Atwood Drive
Exeter, CA 93221

Date: _____

RIVERSIDE COMMUNITY COLLEGE DISTRICT

By: _____

James L. Buysse
Vice Chancellor
Administration and Finance

Date: _____

RIVERSIDE COMMUNITY COLLEGE DISTRICT
FACILITIES COMMITTEE

Report No.: III-E-3 Date: April 20, 2010

Subject: Norco Student Support Center

Background: On August 19, 2008, the Board of Trustees approved the final design and project budget for the Norco Student Support Center project located at the Norco College. On March 17, 2009 the Board of Trustees approved an agreement with River City Testing in an amount of $425,722.50 to provide a Division of State Architect (DSA) inspector of record, special inspection and materials testing services for the project.

Staff now requests approval of Amendment No. 1 for additional services with River City Testing for the Norco Student Support Center in an amount not to exceed $95,990.11. The additional services are for unanticipated work of a inspector for shoring tie-backs, additional work related to shoring and other compaction issues for a soils technician and geotechnical inspection, special inspection which took longer than anticipated due to using two welding shops and unexpected mileage and overtime labor hours for the project, all described in detail in the attached amendment. The River City Testing agreement totals $521,762.61 including the first amendment and reimbursable expenses.

To be funded from the Board approved project budget, District Measure "C" Funds (Resource 4160).

Recommended Action: It is recommended that the Board of Trustees approve Amendment No. 1 with River City Testing for the Norco Student Support Center project in an amount not to exceed $95,990.11, and authorize the Vice Chancellor, Administration and Finance to sign the amendment.

Gregory W. Gray
Chancellor

Prepared by: Brenda Davis
President
Norco College

Curt Mitchell
Vice President, Business Services
Norco College

Orin L. Williams
Associate Vice Chancellor
Facilities Planning, Design and Construction

FIRST AMENDMENT TO AGREEMENT BETWEEN RIVERSIDE COMMUNITY COLLEGE DISTRICT AND RIVER CITY TESTING

(Norco Student Support Center Project)

This document amends the original agreement between the Riverside Community College District and River City Testing, which was approved by the Board of Trustees on March 17, 2009.

The agreement is hereby amended as follows:

I. Additional compensation of this amended agreement shall not exceed $95,990.11, including reimbursable expenses. The term of this agreement shall be from the original agreement date of March 18, 2009, to the estimated completion date of December 31, 2010. Payments and final payment shall coincide with original agreement.

II. The additional scope of work is described in Exhibit I, attached.

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

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

RIVER CITY TESTING

By: _____

Robert E. Schumacher
Director of Operations
7338 Sycamore Canyon Blvd. Ste. 4
Riverside, CA 92508

Date: _____

RIVERSIDE COMMUNITY COLLEGE DISTRICT

By: _____

James L. Buysse
Vice Chancellor
Administration and Finance

Date: _____

Exhibit I

Project: Student Support Center Project
Norco College

Schedule of Additional Fees:

Inspection		
Special Inspector Concrete:	14 hours @ $72.50 per hour	$ 1,015.00
Special Inspector for Tie-Backs:	168 hours @ $72.50 per hour	$ 12,180.00
Special Inspector Masonry:	14 hours @ 72.50 per hour	$ 1,015.00
Special Inspector Visual Welding Shop:	119 hours @ $72.50 per hour	$ 8,627.50
Geotechnical inspection		$ 24,868.00
(to be subcontracted to Inland Foundation Engineering, fee plus 2.5% handlng)		
Testing		
Soils Technician:	156 hours @ $71.50 per hour	$ 11,154.00
Concrete Grout Compression Test for Tie-Backs:	26 tests @ $17.50 per test	$ 455.00
Disposal of Concrete Grout Hold Samples:	28 samples @ $5.00 per sample	$ 140.00
Block Conformance Test:	1 set @ $300.00 per set	$ 300.00
Bend Test:	23 tests @ $25.00 per test	$ 575.00
Tensile Test:	23 tests @ $30.00 per test	$ 690.00
High Strength Bolt Conformance Test:	5 sets @ $100 per set	$ 500.00
Pre-Stress 7 Strand Wire Test for Tie-Backs:	2 tests @ $125.00 per test	$ 250.00
Travel Time/Mileage		$ 3,868.60
Overtime		$ 30,352.01
TOTAL AMENDED AMOUNT		*$ 95,990.11*
TOTAL AGREEMENT TOTAL		***$521,712.61***

RIVERSIDE COMMUNITY COLLEGE DISTRICT
FACILITIES COMMITTEE

Report No.: III-E-4 Date: April 20, 2010

Subject: Wheelock Gymnasium, Seismic Retrofit Project

Background: On June 16, 2009, the Board of Trustees approved the project design and a tentative budget of $18,411,120 for the Wheelock Gymnasium, Seismic Retrofit Project using State Construction Act and Measure C funds. On February 16, 2010, the Board of Trustees approved a budget augmentation of $600,000 for interim housing facilities for the project making the tentative budget total $19,011,120. The interim housing facility is planned for students and staff during the gymnasium reconstruction.

Staff is now requesting approval of a lease agreement with VBS Leasing for an interim housing facility during the construction of the Wheelock Gymnasium, Seismic Retrofit Project. The interim facility will be provided to RCC students for an estimated sixteen (16) month duration. The interim facility will be located on the tennis courts adjacent to the Lovekin Complex. Staff therefore requests Board approval for a lease agreement with VBS Leasing in the amount of $20,455.02 per month (including taxes) for a total amount of $327,280.32. The specific months, terms for use of premises and a map of the location is included in the attached lease agreement (Exhibit I).

To be funded by the approved tentative project budget, State Construction Act Funds (Resource 4100 - $10,156,000) and District Measure "C" Funds (Resource 4160 - $8,855,120).

Recommended Action: It is recommended that the Board of Trustees approve the lease agreement with VBS Leasing in the amount of $20,455.02 per month for a total amount of $327,280.32 for an interim facility during the construction of the Wheelock Gymnasium, Seismic Retrofit Project; and authorize the Vice Chancellor Administration and Finance to sign the lease agreement.

Gregory W. Gray
Chancellor

Prepared by: Jan Muto, President, Riverside City College

Norm Godin, Vice President Business Services, Riverside City College

Orin L. Williams
Associate Vice Chancellor, Facilities Planning, Design and Construction

Michael J. Stephens
Capital Program Administrator, Facilities Planning, Design and Construction

| LEASE CONTRACT

This Agreement is made on the 19th day of March, 2010

Between: VBS Leasing ("Lessor")
3150 West Wigwam Avenue
Las Vegas, NV 89139

And: Riverside Community College District ("Lessee")
3845 Market Street
Riverside, CA 92501-3225

Contact: Michael J. Stephens, AIA
Phone: 951.222.8946
Email: Michael.Stephens@rcc.edu

In consideration of the supply and services set forth below, VBS Leasing [hereinafter "Lessor"] and Riverside Community College District (hereinafter "Lessee") on the terms and conditions set forth herein agree as follows:

Effective Date and Term of Lease: This lease contract will become effective upon Lessor and Lessee both signing this agreement and will remain in effect for the full term of the Lease, or as extended on a month to month basis, as set forth herein. Lessee agrees to give Lessor 30 days advance notice if Lessee elects to have the lease term expire at the end of the term set forth below. Without notice, at the end of the lease term the lease will extend on a month to month basis with lease payments due and owing on the first of each month, per the terms and conditions of this lease agreement.

Structure Lease Features: 90' x 100' (9,000 sq. ft.) Wheelock Interim Facility

- Duraweave Fabric Cover with manufacturer's warranty, Winch-Loc tie down system; Viper steel with GatorShield anti-corrosive coating
- (2) end walls: Weather tight enclosures with steel end support structures and Duraweave end panels
- Color: White
- Day rate plus expenses for Certified and trained non working foreman to which prevailing wages are not applicable to assist coordination and construction and verifications of compliance (14 work days included)
- Fabric termination
- Structural engineering wet stamped, site specific to meet IBC 2006 and CBC building codes
- Shipping & handling

Structure Lease Total 16 month minimum: $13,530.12 per month
$1,183.89 CA Sales Tax

Accessory Lease Features:

- (4) Entrance doors and frame-outs (per provided floor-plan)
- Basic warehouse lighting package to structure with pigtail extension chord drops (power provided by Owner)
- HVAC heating and cooling package and camlock disconnects for distribution cabling to 5' from unit locations
- Expansion anchor bolts to customer provided concrete slab and base plates

Accessory Lease Total 16 month minimum: $3,098.63 per month
$271.13 CA Sales Tax

Installation and Dismantle:

- Full Installation and dismantle by certified crew at prevailing wage rates — $2,371.25 per month

Initials_____

Payment Terms and Schedule:

Deposit: (due upon signature of contract): Represents First and Last Month	$38,000.00 (Taxes not included)
Monthly Payment Amount: (Represents Structure & Accessory Lease)	$20,455.02 per month (Including CA Sales Tax)
Lease Terms:	16 month minimum
Renewal Terms:	After the 16-month minimum lease term, this lease will be renewed automatically, on a month to month basis until receipt of 30 days written notice of lease termination.

The first of the 16 lease payments shall be due on the first of the month following delivery of the structure to the site, or the first day of the month following notification by Lessor that structure is available for delivery. The lease payment shall be due on the first of the month for every month thereafter until all 16 lease payments have been received by Lessor. The monthly lease payments shall continue on a month to month basis after the expiration of the lease term as set forth herein

Lessee's Obligations

- Foundation engineering and design
- All necessary Lighting and all Permits and Licenses and any and all renewal of the same;
- Any interior distribution ducting

Lessee hereby accepts all terms and conditions of this Lease contract set out above and the Lease Terms and Conditions attached hereto.

Riverside Community College District (Lessee)	VBS Leasing (Lessor)
Signature:_____	Signature:_____
By: James L. Buysse	By: Darcy Dahlem
Title: Vice Chancellor, Administration and Finance	Title: General Manager
Date: _____	Date: _____

Initials_____

VBS Leasing

Lease Terms and Conditions

1. Delivery, Acceptance and Return of Structure: Unless Lessee notifies Lessor of any defect within 48 hours after delivery, Lessee shall be conclusively deemed to have unconditionally accepted the Structure. At the end of the lease term or extended lease term, Lessee agrees to return the Structure in good condition and to pay Lessor for all repairs at Lessor's costs plus fifteen percent. Lessee agrees to pay for all dismantling costs and the shipping cost back to the point of origin. Lessor reserves the right to take possession of the Structure in the event the Structure is endangered by high winds, storms, fire, misuse or other detrimental conditions as determined be Lessor.
2. Title: Lessee understands and agrees that Lessor retains sole title to the Structure during use and occupancy by Lessee. Lessee agrees that the lease may be assigned or pledged as security by Lessor and that this lease shall remain valid and enforceable in the event the title or ownership of the lease changes during the lease period Lessee agrees to immediately remove any liens or encumbrances to be placed on the Structure other than by the Lessor or Lessor's assigns.
3. Location, Use and Dismantlement of Structure: Lessee shall not remove the Structure from the jobsite location defined as the place of delivery without the prior written consent of the Lessor. Lessee shall not part with possession or control of the structure or attempt to sell, pledge, and mortgage or otherwise encumber the structure or equipment contained therein. Lessee agrees to assume responsibility for all underground pipes, wires and similar obstructions, to show the installing crew where they are located and to indemnify, hold harmless and defend Lessee from the same. In the event that the installation requires the leased structure to go over or go against existing structures whether permanent or temporary (for example trees or shrubbery), Lessee agrees indemnify, hold harmless and defend Lessor from any and all damages, except in the case of Lessor's own negligence. Prior to the time set for the dismantlement and removal of the Structure, Lessee shall remove, at its expense, all personal property owned by Lessee and third parties, and if Lessee fails to do so in a timely fashion, Lessor shall not be liable for any damage to, or loss of, such personal property.
4. Lessor's Liability: No representations, warranties or agreements, oral or written, express or implied, have been made by either party hereto with respect to this Agreement or the Structure, except as expressly provided herein. In the event of any breach of this Agreement by Lessor, Lessee's sole and exclusive remedy shall be the refund of the rental price paid, or that portion of the rental price as may represent Lessee's damages. Lessor shall not be liable for any incidental or consequential damages arising from Lessor's breach.
5. Taxes: In addition to the rent to be paid by Lessee hereunder, Lessee shall be liable and responsible for (as part of the lease terms) and shall promptly pay all taxes, assessments and other governmental charges which may now or hereafter be imposed upon the ownership, leasing, rental, use, operation or maintenance of the Structure.
6. Right of Inspection: Lessor shall have the right from time to time during business hours to enter the Lessee's premises or elsewhere for the purpose of confirming the existence, condition and proper maintenance of the Structure.
7. Compliance With Laws: Lessee shall, at all times, comply with all governmental laws, ordinances, regulations, requirements and rules with respect to the permitting, possession, use, maintenance and operation of the Structure. Lessee shall, at its expense, obtain in a timely fashion all permits, licenses and consents required for installation, maintenance and use of the Structure.
8. Indemnity and Risk of Loss: Lessee assumes all risk and liability for the use and operation of the Structure including permitting, engineering and site preparation and for personal injuries and property damage arising therefrom, including any loss or damage to the Structure or to Lessee's premises, as a result of the installation and dismantling of the Structure, or due to theft or vandalism. No such loss, damage, theft or destruction of the Structure shall impair the obligations of Lessee under this Agreement, including the obligation to pay rent, all of which shall continue in full force and effect. Lessor shall not be responsible for any damage to underground cables, pipes or conduits, unless Lessee provides Lessor, prior to installation of the Structure, a written site plan accurately showing the location of all underground items. Lessee agrees to indemnify, hold harmless and defend Lessor from and against any and all claims, demands or causes of action of every kind or nature arising from or relating to site preparation, permitting, engineering use, occupation or leasing of the structure unless caused by the sole negligence of Lessor. The measure of damages for any damage or loss of the structure shall be based upon the replacement value of the Structure at the time of loss.
9. Default: Lessee agrees that time shall be of the essence with respect to the performance of Lessee's obligations hereunder. Any of the following shall constitute default under this Agreement: (a) if Lessee shall fail to make any payment when due; (b) if any material statement or representation made by or on behalf of Lessee turns out to be false or misleading; (c) if Lessee ceases doing business as a going concern, shall institute or have instituted against it any proceedings under any bankruptcy or insolvency law, or shall make an assignment for the benefit or creditors; (d) if Lessor deems itself insecure; or (e) if Lessee shall fail to observe or perform any covenant or obligation hereunder. In the event of default (i) the Structure shall, upon Lessor's demand, be immediately delivered to Lessor at Lessee's expense and Lessor at its option, may without notice or legal process, enter into or upon any premises where the Structure may be, or by Lessor believed to be, and repossess the Structure, disconnecting and separating the Structure from any other property, and using all force necessary to so do, Lessee hereby waiving all further right to possession of the Structure and all claims for injury to or loss caused by such repossession, and (ii) all sums due and to become due hereunder shall, at Lessor's option, become immediately due and

payable. In the event of Lessee's default, Lessee agrees to pay all costs and expenses incurred by Lessor proximately caused by the Default including but not limited to all attorneys fees and costs of litigation and those expenses incurred by Lessor in retaking, storing, repairing or reselling the Structure. Upon default, Lessor may equitably enforce through specific enforcement the terms of the Lease in addition to any and all remedies otherwise provided by law. In the event that Lessee shall fail to duly and promptly perform any of its obligations under the provisions of this agreement, Lessor may, at its option, perform the same for the account of Lessee without waiving such default. All amounts due and owing Lessor from Lessee shall bear interest at the highest lawful rate not to exceed twenty-four percent per annum.

10. Installation: Lessee Caused Delay: Lessee shall be liable to Lessor for actual damages caused by Lessee caused delays. Lessee caused delays shall include, but are not limited to: Failure to obtain required permits; failure to timely provide necessary owner provided equipment; failure to provide required or accurate site plans including site plans accurately depicting underground obstructions failure to ensure completion of proper site preparation prior to installation. Delay damages to Lessor shall include, but not be limited to: Cost of labor for period of delay; cost of equipment rental during period of delay; fines or penalties imposed by Federal, State or Local authorities; and those other costs directly or indirectly related to the Lessee caused delay or delays. In the event of a Lessee caused delay, Lessor has discretion to cease installation of the structure until the extra costs and/or damages caused by the delay are approved in writing by Lessee and the lease contract adjusted appropriately.
11. Assignment: Lessee shall not assign this Agreement or any rights hereunder or the right to occupy or use the Structure without Lessor's prior written consent. Lessee agrees that Lessor may assign its rights under this Agreement. Lessee's obligation to pay rent under this Agreement shall not be subject to any right of setoff.
12. Termination: This lease contract may be terminated for convenience by Lessee. In the event of a Termination for Convenience, Lessee shall be liable to Lessor for all costs associated with a 16 month minimum lease term.
13. Maintenance and Repairs: Lessee shall at all times during the term of this Lessee Contract and any extensions thereof, at its sole expense, maintain the Structure in good condition, but shall not be responsible for normal wear and tear resulting from the authorized use of the Structure. Lessee shall make no repair, alteration or attachment with respect to the Structure which interferes with the normal and satisfactory operation or maintenance thereof, or creates a safety hazard, or which might result in the creation of a mechanic's or materialmen's lien with respect thereto, without the prior written consent of Lessor. All repairs made or placed upon the Structure shall become part of the Structure and shall be the property of Lessor.
14. Labor: In the event Lessor is not permitted to use non-union workers or is required to pay prevailing wages in satisfaction of Lessors' obligations under this Lease Contract, Lessee shall either furnish all labor at its expense, or pay to Lessor the additional cost incurred by Lessor in using union workers or paying prevailing wages. If Lessee supplies labor in connection with installation of the Structure, Lessee agrees to supply such labor as an employer and to comply with all Federal, State and Local laws applicable to employers in the same or similar situation as Lessee.
15. Logo: Lessor reserves the right to affix and display in a conspicuous place on the exterior of the structure its company name and phone number.
16. Miscellaneous Provisions: This Lease Agreement contains the entire agreement of the parties and no variation or modification of this Agreement and no waiver of any or its provisions or conditions shall be valid unless in writing and duly signed by Lessor and Lessee. Lessee represents that it has the authority to enter into this Agreement and the signatory of Lessee agrees to be personally liable for the obligations arising from this Agreement. This Rental Agreement shall be governed by and construed in accordance with the laws of the State of California and Lessor and Lessee consent to jurisdiction of California courts. Any dispute hereunder shall be arbitrated under the arbitration rules for the State of California and attorney fees and costs shall be paid to the prevailing party. The Arbitration shall be held in Riverside County. Any provisions of this lease contract which is prohibited or unenforceable shall be struck without invalidating the remaining provisions hereof.

Customer's Signature:_____ Date:_____

James L. Buysse
Associate Vice Chancellor
Administration and Finance

Initials_____

RIVERSIDE COMMUNITY COLLEGE DISTRICT
FACILITIES COMMITTEE

Report No.: III-E-5 Date: April 20, 2010

Subject: Riverside Aquatics Complex

Background: On June 17, 2008, the Board of Trustees approved an agreement with Tilden-Coil Constructors to provide multiple prime construction management services for the Riverside Aquatics Complex project located on the Riverside City College. On September 15, 2009, the Board of Trustees approved the award of bids for all scopes of work for the Riverside Aquatics Complex project in the amount of $7,704,815. The individual contractors would complete construction services throughout the Riverside Aquatics Complex project.

On December 15, 2009, the Board of Trustees adopted the Riverside Aquatics Complex – Excavation Resolution No. 17-09/10 authorizing the additional grading and earthwork required for the project due to the conditions encountered during the excavation. An amount of $100,000 was also approved by the Board of Trustees in order to proceed with contractor, Crew, Inc., for manipulation of the concealed debris, moderately saturated soil and the special disposal methods not otherwise anticipated prior to the bid time. The additional funds of $100,000 were covered within the project contingency of $450,000.

As indicated in the board report on December 15, 2009, staff is now requesting for the Board of Trustees to ratify the Change Order for Crew, Inc. in the amount of $57,058. The final cost for the additional grading and earthwork required was tracked on a time and material basis and was $42,942 less than originally estimated on Resolution No. 17-09/10. Additionally, although the added amount exceeds the ten percent (10%) of the allowable limit of the contract with Crew, Inc., Resolution No. 17-09/10 authorized the contractor to proceed because it was not practical to re-bid this portion of the work. Staff requests the Board of Trustees augment the project allowance of $11,800 by ratification of the final Change Order amount of $45,258 which is included within the change order total of $57,058. Excess costs will be paid for from the ample project budget contingency funds.

A description of change order work is noted in the attached Change Order Summary.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
FACILITIES COMMITTEE

Report No.: III-E-5 Date: April 20, 2010

Subject: Riverside Aquatics Complex (continued)

To be funded by the Board approved project budget and project budget contingency; jointly funded by Riverside Community College District's Measure C Funds (Resources 4160), the City of Riverside, the County of Riverside and private contributions.

Recommended Action: It is recommended that the Board of Trustees ratify the Change Order for the Riverside Aquatics Complex project for Crew, Inc. - $57,058; ratify the exceeded contingency amount with Crew, Inc.; and authorize the Associate Vice Chancellor of Facilities Planning, Design and Construction to sign the Change Order.

Gregory W. Gray
Chancellor

Prepared by: Jan Muto
President
Riverside City College

Norm Godin
Vice President Business Services
Riverside City College

Orin L. Williams
Associate Vice Chancellor
Facilities Planning, Design and Construction

Riverside Community College District
Facilities, Planning, Design and Construction
Riverside Aquatics Complex

CHANGE ORDER SUMMARY

Change Order: 1
Contractor: Crew, Inc.

Contract Amount:	$	118,000.00
Change Order No. 1 Amount:	$	57,058.00
Revised Contract Sum:	$	175,058.00
Original Contract Contingency:	$	11,800.00
Remaining Contract Contingency:	$	-45,258.00

Change Order Description:

Pick out and stockpile oversize concrete that is in over excavation. *Requested by:* Contractor/Geotechnical Engineer *Accountability:* Unforeseen soil conditions	$1,226.60
Uncover transite line for hazmat crew as directed by Argus. Inspected by Air Lab. *Requested by:* Contractor/Geotechnical Engineer *Accountability:* Unforeseen soil conditions	$2,151.69
Oversize concrete, asphalt and debris in native material. Dig to depth of 4 to 5 feet below grading grade. *Requested by:* Contractor/Geotechnical Engineer *Accountability:* Unforeseen soil conditions	$2,581.37
Remove from over excavation oversize concrete to a depth of 5 ½ feet. Dry out saturated soils. *Requested by:* Contractor/Geotechnical Engineer *Accountability:* Unforeseen soil conditions	$4,605.45

Dry out saturate soils. Hand pick out oversize concrete. *Requested by:* Contractor/Geotechnical Engineer *Accountability:* Unforeseen soil conditions	$1,257.76
Place fill in over excavation that was taken down below borings due to oversize concrete. *Requested by:* Contractor/Geotechnical Engineer *Accountability:* Unforeseen soil conditions	$3,802.95
Excavate saturated material below boring depth. Also remove oversize concrete from excavations. *Requested by:* Contractor/Geotechnical Engineer *Accountability:* Unforeseen soil conditions	$2,270.87
Process wet bottom of over excavation. Remove oversize and place in stockpile. *Requested by:* Contractor/Geotechnical Engineer *Accountability:* Unforeseen soil conditions	$3,933.49
Excavate on east end of pool area. Remove over size concrete down to 5 ½ feet below existing grade. *Requested by:* Contractor/Geotechnical Engineer *Accountability:* Unforeseen soil conditions	$3,640.79
Excavate to a depth of 5 ½ feet to 9 ½ feet due to oversize concrete debris. Separate oversize concrete from soil. *Requested by:* Contractor/Geotechnical Engineer *Accountability:* Unforeseen soil conditions	$4,017.48
Hazmat work for transite line directed by Argus. *Requested by:* Contractor/Geotechnical Engineer *Accountability:* Unforeseen soil conditions	$6,811.83
Load and haul off oversize concrete generated during the over excavation. Hand pick up of concrete. *Requested by:* Contractor/Geotechnical Engineer *Accountability:* Unforeseen soil conditions	$3,315.08
Dig around utilities that were not showing on plans. Spread to dry saturated soils from over excavation. *Requested by:* Contractor/Geotechnical Engineer *Accountability:* Unforeseen soil conditions	$2,832.58

Excavate next to the noted gas line on north end. Down 8 ½ feet due to saturated materials. *Requested by:* Contractor/Geotechnical Engineer *Accountability:* Unforeseen soil conditions	$3,060.39
Backfill around utility pipes next to existing pool area, repair pipe for hose bib that was leaking. *Requested by:* Contractor/Geotechnical Engineer *Accountability:* Unforeseen soil conditions	$907.70
Place fill in over excavation that was removed on north end of pool to depth of 5 ½ feet. *Requested by:* Contractor/Geotechnical Engineer *Accountability:* Unforeseen soil conditions	$1,945.41
Spread saturated material to dry. Place rock in bottom of fill and place fill with wet bottom over. *Requested by:* Contractor/Geotechnical Engineer *Accountability:* Unforeseen soil conditions	$4,239.66
Backfill around existing pipes adjacent to pump building. Remove saturated material in fill area. *Requested by:* Contractor/Geotechnical Engineer *Accountability:* Unforeseen soil conditions	$3,614.11
Southern California Air Quality Management District Notification for the transite line (procedure 5). *Requested by:* Contractor/Geotechnical Engineer *Accountability:* Unforeseen soil conditions	$842.79